

# LONG SIGNATURE SHEET



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UNC CHARLOTTE

Grad School  
11-2-10 ap

Proposal Number: EDLD 08-24-10

Proposal Title ADMN 8171 The American College Student

Originating Department Educational Leadership

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/1/10	9/1/10	9/1/10	Recommend Approval	<u>DEPARTMENT CHAIR</u> 
9/1/10	9/29/10	10/15/10	approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> 
				<u>COLLEGE FACULTY CHAIR</u> NA
10-15-10	10-20-10	10-20-10	approved	<u>COLLEGE DEAN</u> 
				<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
10-20-10	11-2-10	11-2-10	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) 
				<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

EDLD 08-24-10

**THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE****NEW COURSE, GRADUATE**

ADMN 8171: *The American College Student* from the Department of Educational Leadership

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

**PROPOSAL SUMMARY**

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

**PROPOSED CATALOG COPY**

ADMN 8171. *The American College Student*. (3) An examination of issues related to the contemporary American college student. The primary topics include a review of college student development theory particularly related to identity and intellectual development, approaches to college student engagement, measures for student success, the social identity of college students, and differences among students from various higher education settings. (*On Demand*)

**JUSTIFICATION**

The Educational Leadership Doctoral Program admits approximately 20 students each year, 10 in the School Specialization and 10 in the Community Specialization. Within the Community Specialization, the program admits a majority of students with a focus in adult and higher education. As this focus is formalized in the Educational Leadership program, a course on *The American College Student* would provide doctoral students with a second higher education-specific course (the other being ADMN 8170: *Introduction to the Community College*). *The American College Student* will provide opportunities for students to gain an understanding of the broad base of student development theory and to review an array of empirical research in the many leading academic journals in higher education. The theories taught in the course represent a foundation for scholarship in the field and provide students with a basis to conceptualize research on college students.

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

The course number is ADMN 8171 (8000=doctoral-level coursework, 81--=a course number in the Educational Leadership course sequence, ADMN=administration/leadership-focused courses in the Department of Educational Leadership).

## **IMPACT**

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

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

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

There is no foreseeable effect that this proposal will have on existing courses or curricula. With only one established higher education course in the Educational Leadership Doctoral Program (ADMN 8170: *Introduction to the Community College*), a course on *The American College Student* will add capacity in this focus area rather than duplicate current course offerings. A course on *The Adult Learner* (EIST 8101), which is a foundation course in the Ed.D. in Educational Leadership, provides an overview of adult learning theory. While very few of the foundational theories of college student development are also discussed in the adult education context, there is no significant overlap between the two courses and *The American College Student* explores each theory from the higher education rather than adult education perspective. In addition, the supporting research from the areas represent distinct bodies of literature, which will enhance students' understanding of the application of theory to practice in multiple settings.

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

The course will be offered on demand.

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

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

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

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

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

Adding this course could minimally reduce enrollments in other courses both in the college of education and outside the college. Since Educational Leadership Community Track students have historically enrolled in courses in the School Track or in other Colleges and Departments to complete requirements for the degree, *The American College Student* may draw students taking electives elsewhere into the department of their major.

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

*The American College Student* has been offered as ADMN 8000, *Topics in Educational Leadership* on two occasions. In fall 2008, seven students enrolled, and in spring 2010, three students enrolled. The department anticipates enrollment increases once the course is established and while students work with their faculty advisors to develop a plan of study.

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

Adding *The American College Student* would not impact curriculum outlines or requirements for the degree since the course would serve as part of the 18 semester credit hour specialization rather than as part of the program foundation.

In reference to the 2010-2011 Graduate Catalog, the following course description would be added to the catalog immediately following the course description for ADMN 8170 on page 165:

ADMN 8171. *The American College Student*. (3) An examination of issues related to the contemporary American college student. The primary topics include a review of college student development theory particularly related to identity and intellectual development, approaches to college student engagement, measures for student success, the social identity of college students, and differences among students from various higher education settings. (*On Demand*)

**RESOURCES REQUIRED TO SUPPORT PROPOSAL**

**Personnel**

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

**Physical facility**

None.

**Equipment and supplies**

None.

**Computer**

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

**Audio-visual**

None.

**Other resources**

None.

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

N/A.

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

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

**Consultation with other departments or units**

Consulted with College of Education doctoral program coordinators in July 2010 (e-mail and responses attached). In addition, the proposal was shared with the College Leadership Committee on August 9, 2010.

**INITIATION AND CONSIDERATION OF THE PROPOSAL****Originating unit – Department of Educational Leadership**

The proposal was presented to the Department of Educational Leadership faculty on August 24, 2010 for their consideration. The affirmative vote was unanimous (see attached sample ballot). The proposal was also discussed with the Departmental Leadership Committee on August 31, 2010.

**Other considering units**

Two doctoral program coordinators and one department chair provided support for this proposal (attached). The proposal was also discussed with the College Leadership Committee on August 9, 2010.

**ATTACHMENTS**

Attachments include:

- *Consultation on Library Holdings* form
- Correspondence with other departments
- Department ballot (example)
- Course syllabus

**To:** Mark D'Amico, Dept. of Educational Leadership  
**From:** Judy Walker, Education/Curriculum Materials Librarian  
**Date:** June 17, 2010  
**RE:** Consultation on Library Holdings

**Course/Program:** ADMN 8171 The American College Student

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

**Evaluator:** Judy Walker      **Date:** June 17, 2010

**Please Check One:**

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

**Comments:**

**From:** Hinson, Janice  
**Sent:** Monday, July 26, 2010 3:24 PM  
**To:** D'Amico, Mark  
**Cc:** Hancock, Dawson  
**Subject:** new course

Hi Mark,

I have reviewed proposal for the new course, *The American College Student*.

I feel that this course will be very beneficial to doctoral students who wish to pursue a career in academia.

I am going to forward the proposal to Tracy Rock, Maryann Mraz, and Stephen Hancock. Tracy oversees the ELED PhD strand, Maryann oversees the READ PhD strand, and Stephen coordinates our ELED MEd. I am sure they will want to know about this course and advise students to enroll.

Congratulations on creating this very timely and beneficial course!

Jan

Janice M. Hinson, Professor and Chair  
Department of Reading and Elementary Education  
UNC Charlotte  
College of Education, 367  
9201 University City Blvd  
Charlotte, NC 28223  
704-687-8019  
janicehinson@uncc.edu



**From:** Mraz, Maryann  
**Sent:** Tuesday, July 27, 2010 10:36 AM  
**To:** D'Amico, Mark  
**Cc:** Hancock, Dawson  
**Subject:** FW: Consultation on Doctoral Course

Mark & Dawson,

Thank you for the information on your new course proposal, *The American College Student*. After reviewing the proposal, I believe this course will be a most helpful elective for our Curriculum & Instruction doctoral students who are planning to pursue a teaching career in higher education. It will address topics, such as theories of adult learning and research on college students, that are not addressed in detail in any of our other courses.

You have my full support for this course. Please let me know if I can be of further assistance.

Best,  
Maryann

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

From: Culbreth, Jack  
Sent: Monday, August 09, 2010 11:21 AM  
To: D'Amico, Mark  
Subject: RE: Consultation on Doctoral Course

Mark,

I think that the new course looks good in the overall context of the Educational Leadership doctoral program. It could be possible that a doctoral student in counseling might want to focus on the student development area and this course, along with ADMN 8170. The syllabus certainly looks appropriate for the topic, both in assignments and literature review.

As I am new to the doc program coordinator position, please let me know what you need from me as part of the consultation.

Jack

John R. Culbreth, Ph.D.  
NCC, MAC, ACS  
NCLPC, NCLCAS  
Associate Professor  
The University of North Carolina at Charlotte  
704-687-8973

**UNC CHARLOTTE**

College of Education

Department of Educational Leadership  
9201 University City Blvd., Charlotte, NC 28223-0001  
(704) 687-8457, www.uncc.edu**MEMORANDUM**

**TO:** Department of Educational Leadership Faculty

**FROM:** Dawson R. Hancock  
Chair

**RE:** Proposal for ADMN 8171 (The American College Student)

**DATE:** August 24, 2010.

As the first step in the University's course approval process, Department faculty members are required to vote on the proposal for the new course, ADMN 8171 (The American College Student). Please annotate below your approval or disapproval of the attached proposal, sign your name, and return this form to Jen King by Friday, August 27. Thanks!

ADMN 8171 (The American College Student)

 Approve Disapprove

Comments:

  
\_\_\_\_\_  
Faculty Member's Name

**The University of North Carolina at Charlotte  
College of Education  
Department of Educational Leadership**

**Course Outline**

**COURSE NUMBER:** ADMN 8171

**CREDIT HOURS:** 3

**COURSE TITLE:** The American College Student

**CATALOG DESCRIPTION**

ADMN 8171. *The American College Student*. (3) An examination of issues related to the contemporary American college student. The primary topics include a review of college student development theory particularly related to identity and intellectual development, approaches to college student engagement, measures for student success, the social identity of college students, and differences among students from various higher education settings. (*On Demand*)

**COURSE PREREQUISITES**

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

**COURSE RATIONALE**

Over the last several decades, the American college student has experienced significant changes in demographics and other characteristics. Improved understanding of these changes is critical for colleges to continue to create campus cultures that support student development and learning in a diverse environment. With the educational leadership program continuing to enroll administrators and faculty from colleges and universities, this course explores the unique characteristics of contemporary American college students from a foundational level and discusses interventions for student success. The course is not a component of a curriculum leading to licensure; however, the course specifically addresses elements of the College of Education's Conceptual Framework by building *knowledge* through an understanding and *reflection* on theory, research, and practice, discussing *effective* strategies for improving college student success in *diverse* settings, and addressing the role of *leadership* and *collaboration* in improving professional practice.

**COURSE OBJECTIVES**

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

- Demonstrate an understanding of the major theories of college student development including the ability to describe how they can be applied to practice.
- Gain familiarity with relevant empirical research literature on the American college student.
- Demonstrate an understanding of the issues facing contemporary American college students and institutions regarding expectations, engagement, and student success.
- Critically examine the impact of the college environment and curricular/co-curricular programs and the applicability of each to college student development and student success.
- Understand the impact of social identity upon a student's holistic development.

## **INSTRUCTIONAL METHODS**

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

## **COURSE CONTENT**

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

#### Weeks 1-2

Introductions and course overview

- Course purpose and structure
- Relevance to the College of Education Conceptual Framework
- Introduction to the American college student

#### Weeks 3-5

Theoretical foundations of college student development

- Psychosocial identity development
- Intellectual and ethical development theory
- Moral development theory
- Experiential learning theory
- Transition theory

#### Weeks 6-8

Student Engagement

- Models for student engagement
- Strategies for academic and social integration

#### Weeks 9-10

Social identity of college students

- Social identity development concepts: oppression, privilege
- Racial identity development
- Sexual identity development

#### Weeks 11-13

##### Student success

- Measures of student success
- Retention
- Student engagement
- Academic transition and support programs
- Student development programming and interventions
- Environmental factors

#### Weeks 14-15

##### Community college students

- The access mission
- Student success
- Developmental studies
- Community college-specific interventions

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

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

#### (1) Student Development Theory Presentation (25%)

Each student will present on one of the student development theories discussed in class. The presentations will use the required reading as a foundation, explore additional material, and provide the class with a much deeper understanding of the theory. Accompanying the student development presentation, each student will create and share an annotated bibliography based on the related research literature from peer-reviewed journals. The presentation will be graded on content, organization, and style.

#### (2) Annotated Bibliography (15%)

Each student will review empirical studies in peer-reviewed journals related to college students in the United States and create an annotated bibliography that includes all reviewed works. Annotations will be assigned periodically throughout the term and discussed in class. The entries will be graded on content, organization, writing style, and APA style.

#### (3) Student Population Paper (50%)

Each student will write a paper on a specific student population. The paper will involve a synthesis of recent literature on the population, application of student development theories reviewed in class, integration of information based on conversations with student development professionals in the field, and a recommendation for future research. Students will present

papers for discussion in class. The entries will be graded on content, organization, writing style, and APA style.

#### (4) Class Participation (10%)

During each class period, we will discuss the reading assignments, engage in activities that support learning, and apply theory to practice. Students are expected to attend class and contribute to the learning of others.

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

Scale:

A=200-180

B=179-160

C=159-140

U=<140

### **AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY**

#### **Probable Textbooks**

- Evans, N. J., Forney, D. S., Guido, F. M., Renn, K. A., & Patton, L. D. (2009). *Student development in college: Theory, research, and practice* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2005). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.
- Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.
- Pascarella, E. T. & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.

#### **Bibliography**

- Astin, A. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Bender, B. E., & Miller, T. E. (2005). Student expectations and institutional realities: Creating connections to enhance student success [Electronic version]. *Leadership Exchange: Solutions for Student Affairs Management*, 3(1), 18-21.
- Berkner, L., & Choy, S. (2008). *Descriptive summary of 2003-04 beginning postsecondary students: Three years later* (Statistical Analysis Report No. NCES 2008-174). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.
- Berkner, L., Cuccaro-Alamin, S., & McCormick, A. (1996). *Descriptive Summary of 1989-90 beginning postsecondary students: Five years later, with an essay on postsecondary persistence and attainment* (Statistical Analysis Report No. NCES 96-155). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

- Boyer, E. (1987). *College: The undergraduate experience in America*. New York, NY: HarperCollins.
- Chickering, A., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.
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- Duffy, R. D. & Sedlacek, W. E. (2006). Correlates of open and closed value systems among university students [Electronic version]. *NASPA Journal*, 43(4), 1-12.
- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass.
- Gordon Rouse, K. A., & Austin, J. T. (2002). The relationship of gender and academic performance to motivation: Within-ethnic-group variations [Electronic version]. *The Urban Review*, 34, 293-316.
- Helfgot, S. R. & Culp, M. M. (Eds.). (2005). Community college student affairs: What really matters. *New Directions for Community Colleges*, 131.
- Kasworm, C. (2005). Adult student identity in an intergenerational community college classroom. *Adult Education Quarterly*, 56(1), 3-20.
- Kasworm, C. E. (2003). Setting the stage: Adults in higher education. In D. Kilgore & P. J. Rice (Eds.), *New Directions for Student Services No. 102* (pp. 3-10). San Francisco, CA: Jossey-Bass.
- Laden, B. V. (Ed.). (2004). Serving minority populations. *New Directions for Community Colleges*, 127.
- Lavelle, E., & Rickord, B. (1999). A factor analytic model of college student development [Electronic version]. *NASPA Journal*, 36, 301-315.
- Lee, J. L., Matzkin, A., & Arthur, S. (n.d.). Understanding students' religious and spiritual pursuits: A case study at New York University. *Journal of College and Character*. Retrieved June 6, 2008, from <http://www.collegevalues.org/pdfs/Lee2.pdf>
- Lopez, F. G., Chervinko, S., Strom, T., Hsu, P., Kinney, J., & Bradley, M. (n.d.). What does it mean to be an adult? A qualitative study of college students' perceptions and coping processes. *Journal of College and Character*. Retrieved July 13, 2008, from <http://www.collegevalues.org/pdfs/Lopez%20-%204-05.pdf>
- Mathiasen, R. E. (2005). *Moral development in fraternity members: A case study*. Retrieved April 12, 2008, from [http://findarticles.com/p/articles/mi\\_m0FCR/is\\_2\\_39/ai\\_n15338062](http://findarticles.com/p/articles/mi_m0FCR/is_2_39/ai_n15338062)
- McCabe, D. L., Trevino, L. K., & Butterfield, K. D. (2001). Cheating in academic institutions: A decade of research [Electronic version]. *Ethics & Behavior*, 11(3), 219-232.
- Miller, T. E., Bender, B. A., & Schuh, J. H. (2005). *Promoting reasonable expectations: Aligning student and institutional views of the college experience*. San Francisco, CA: Jossey-Bass.
- Narvaez, D., & Bock, T. (2002). Moral schemas and tacit judgment or how the Defining Issues Test is supported by cognitive science. *Journal of Moral Education*, 31, 297-314.
- Noonan, B., Sedlacek, W., & Veerasamy, S. (2005). Employing noncognitive variables in admitting and advising community college students. *Community College Journal of Research & Practice*, 29, 463-469.
- Pascarella, E. T. (2006). How college affects students: Ten directions for future research. *Journal of College Student Development*, 47, 508-520.



- Pike, G. R., Kuh, G. D., & Gonyea, R. M. (2003). The relationship between institutional mission and students' involvement and educational outcomes [Electronic version]. *Research in Higher Education, 44*, 241-261.
- Reisser, L. (1995). Revisiting the seven vectors. *Journal of College Student Development, 36*, 505-511.
- Rhoads, R. A., & Valadez, J. R. (1996). *Democracy, multiculturalism, and the community college: A critical perspective*. New York, NY: Garland.
- Salter, D. W., Junco, R., & Irvin, S. D. (2004). Campus social climate correlates of environmental type dimensions [Electronic version]. *NASPA Journal, 41*, 742-759.
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- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2<sup>nd</sup> ed.). Chicago, IL: University of Chicago Press.
- Turrentine, C. G., Schnure, S. L., Ostroth, D. D., & Ward-Roof, J. A. (2000). The parent project: What parents want from the college experience [Electronic version]. *NASPA Journal, 38*(1), 31-43.

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

### **Grading**

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

Scale:

A=200-180

B=179-160

C=159-140

U=<140

### **Attendance**

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

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

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

**Inclement Weather**

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

**Academic Integrity**

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

**FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE**

Mark D'Amico, Assistant Professor in the Department of Educational Leadership, with input from Hampton Hopkins, Adjunct Faculty Department of Educational Leadership.

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

Approved on 10/15/10 by the College Graduate Curriculum Committee  
Date

Chair: 