Dr. Gretchen Bataille  
Senior Vice President for Academic Affairs  
Office of the President  
University of North Carolina  
Post Office Box 2688  
Chapel Hill, North Carolina  27515-2688

Dear Dr. Bataille:

Enclosed is our request for authorization to establish a Ph.D. program in Curriculum and Instruction.

This Curriculum and Instruction program would serve the needs of school districts in the Charlotte area, in North Carolina, and the nation, with a unique focus on education in urban environments. It will help to prepare curriculum and instruction leaders for our K-12 schools, as well as to meet the growing demand for teacher education faculty in our colleges and universities. As such, it will serve to address the Board of Governors’ K-16 strategic direction to serve the needs of the state’s public schools.

Thank you for your consideration of this request. Interim Provost Wayne Walcott or I would be pleased to respond to any questions that you may have.

Sincerely yours,

[Signature]

J. H. Woodward  
Chancellor

Enclosures (5 copies of request for authorization to establish, 1 set of detailed faculty vita)

cc: Interim Provost Wayne Walcott  
Dr. Mary Lynne Calhoun  
Dr. Schley R. Lyons  
Dr. Thomas Reynolds
The University of North Carolina at Charlotte

College of Education

Doctor of Philosophy in Curriculum and Instruction
Request for Authorization to Establish
THE UNIVERSITY OF NORTH CAROLINA
Request for Authorization to Establish a New Degree Program

INSTRUCTIONS: Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.

Date: September 30, 2002

Constituent Institution: The University of North Carolina at Charlotte

CIP Discipline Specialty Title: Curriculum and Instruction

CIP Discipline Specialty Number: 13.0301 Level: B M 1st Prof D

Exact Title of Proposed Program: Curriculum and Instruction

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): Ph.D.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

a) Is it at a more advanced level than those previously authorized? Yes No

b) Is the proposed program in a new discipline division? Yes No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month August year 2003

Do you plan to offer the proposed program away from campus during the first year of operation?

Yes No

If so, complete the form to be used to request establishment of a distance learning program and submit it along with this request.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>1</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>I. Description of the Program</td>
<td>6</td>
</tr>
<tr>
<td>II. Justification for the Program</td>
<td>10</td>
</tr>
<tr>
<td>III. Program Requirements and Curriculum</td>
<td>16</td>
</tr>
<tr>
<td>IV. Faculty</td>
<td>24</td>
</tr>
<tr>
<td>V. Library</td>
<td>38</td>
</tr>
<tr>
<td>VI. Facilities and Equipment</td>
<td>39</td>
</tr>
<tr>
<td>VII. Administration</td>
<td>40</td>
</tr>
<tr>
<td>VIII. Accreditation</td>
<td>43</td>
</tr>
<tr>
<td>IX. Supporting Fields</td>
<td>43</td>
</tr>
<tr>
<td>X. Additional Information</td>
<td>43</td>
</tr>
<tr>
<td>XI. Budget</td>
<td>44</td>
</tr>
<tr>
<td>XII. Evaluation Plan</td>
<td>44</td>
</tr>
<tr>
<td>XIII. Reporting Requirements</td>
<td>47</td>
</tr>
<tr>
<td>XIV. Starting Date and Institutional Approval</td>
<td>48</td>
</tr>
<tr>
<td>Appendices:</td>
<td></td>
</tr>
<tr>
<td>A. Letter of Support from Dr. Eric Smith</td>
<td></td>
</tr>
<tr>
<td>B. External Reviews</td>
<td></td>
</tr>
<tr>
<td>C. Abbreviated Faculty Vita</td>
<td></td>
</tr>
<tr>
<td>D. Library Review</td>
<td></td>
</tr>
<tr>
<td>E. Organizational Chart</td>
<td></td>
</tr>
<tr>
<td>F. Letters of Support from Contributing Departments</td>
<td></td>
</tr>
<tr>
<td>G. Budgets for First Three Years of the Program</td>
<td></td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Overview
The proposed Ph.D. program in Curriculum and Instruction is an interdisciplinary program involving five core departments in the College of Education and the College of Arts and Sciences (Educational Leadership; Middle, Secondary, and K-12 Education; Reading and Elementary Education; English; and Mathematics) and involving significant collaboration with colleagues in the interdisciplinary Ph.D. program in Public Policy. The University’s mission statement identifies seven broad areas of concern to the region. This proposed doctoral program will contribute directly to two of these seven areas of concern, with emphasis upon the theme of *Children, Families, and Schools*, and with substantial attention to *Urban and Regional Development*. The overarching emphasis of the program is urban education, with specializations in literacy education, mathematics education, and urban education. The purpose of the program is to prepare teacher educators and teacher leaders who will help attract, prepare, and retain future classroom teachers ready for the challenges of urban schools. The program will be administered through the College of Education, which currently offers doctoral programs in Educational Leadership, Special Education, and Counseling. The proposed starting date is August 2003.

The proposed program will target problems of urban school districts in the United States, including, unsatisfactory student achievement, lack of challenging and coherent curriculum development, and poor teacher preparation and retention. The program will also develop doctoral students’ understanding of critical issues associated with low-income and minority students in urban schools, such as housing difficulties and high student mobility. Located within a large urban school district, the Ph.D. in Curriculum and Instruction at UNC Charlotte will contribute substantially to North Carolina’s efforts to support student achievement and to strengthen the teaching force by preparing teacher education faculty and school system teacher-leaders in the following ways:

- The Ph.D. in Curriculum and Instruction will focus on excellent curriculum development and instruction in literacy and mathematics, thus addressing the most pressing academic issues in North Carolina’s schools today.
- The Ph.D. in Curriculum and Instruction will have an urban perspective that will bring a sharp focus to the educational needs in urban areas of our state and, indeed, to urban school systems across the nation.
- The Ph.D. in Curriculum and Instruction will contribute to the preparation of the next generation of teacher educators, who can impact positively the work of the 47 approved teacher education programs in North Carolina by preparing doctoral level professionals who are committed to preparing highly qualified teachers.
- The Ph.D. in Curriculum and Instruction will contribute to the preparation of school system instructional leaders, who are so critically important to the support and retention of new teachers, alternatively licensed teachers, and experienced teachers.

Curriculum and Objectives
The 60-hour program will offer a 12-hour foundational core in urban education, including critical issues and perspectives in urban education, curriculum theory, leadership in urban education, and urban-regional issues. The program will require 15 hours of research courses, two courses common to all students and three of their choice, as well as nine hours in support of the dissertation. Students and their committees will collaboratively design the 24-hour specialization portion of their program to emphasize literacy education, mathematics education, or continue the theme of urban education. All areas of specialization in this program will be thoroughly grounded in the context of urban-regional needs and perspectives, and in the research about urban education. By examining issues of race, class, and linguistic and class barriers in classrooms, and by discovering and investigating effective education that surmounts these barriers, doctoral students will gain a better understanding of how to transform education to better meet the needs of a rapidly growing and increasingly diverse population.
The intended audience for the Ph.D. in Curriculum and Instruction is comprised primarily of education professionals who hold the master’s degree with teaching experience and advanced licensure in their fields. Graduates of the program will be prepared to:

1. Lead inquiry into the nature of curriculum theory and the relationship that theory has upon the major sources, components, and processes required in curriculum development, particularly within expanding urban-regional environments.

2. Demonstrate relationships among curriculum theory and design, models of and research about teaching and learning, variations among learners, and the ideological, social, and disciplinary contexts of teaching and learning, including the influence on urban-regional schools of state and national policies, curriculum philosophy, and political pressures.

3. Guide curriculum development and evaluation in its pragmatic context by applying curriculum theory, policy, and practice for diverse learners within a variety of educational settings.

4. Use appropriate quantitative and qualitative research methods to solve problems in urban education and related disciplines, detect new patterns, and assess the effectiveness of instructional programs and teaching methodologies for all learners.

5. Communicate research and evaluation findings in a variety of written and electronic formats, such as evaluation reports, professional articles, grant proposals, conference presentations, and technical reports with the consistent underlying purpose of supporting educational effectiveness and reform in urban-regional environments.

6. Apply theory and research in one’s area of specialization to detecting new patterns, identifying problems, and solving urban-regional problems of curriculum, teaching, learning, and assessment through collaborative problem identification, research projects, policy formation, and staff development.

7. Exhibit sustained intellectual curiosity, broad understandings, specialized knowledge, and professional commitments pertaining to one’s selected area of specialization within the context of urban-regional schools.

**Need for the program**

We anticipate that the first students in the Ph.D. in Curriculum and Instruction will be drawn from the local region, but that students will soon come from a much wider geographic base. On the basis of formal needs assessment surveys returned in 2000-01, we determined that 360 alumni or current master’s students were interested in the program, with 236 expressing a desire to enroll within two years. In addition, 102 organizational leaders responded with a total estimate of more than 1,000 employees who would be recommended for this program within five years. These data show that there is keen interest in a Curriculum and Instruction doctoral program at UNC Charlotte, and that a substantial number of these prospective students will apply for admission as soon as the degree is available. In the responses to the surveys, the following professional goals were named most frequently by prospective students:

- College/university instructor (n=160)
- Curriculum specialist/supervisor (n=138)
- Program developer/coordinator (n=116)

These choices align with the major goals of the program to prepare teacher educators and teacher leaders with knowledge and skills needed to prepare and retain classroom teachers, particularly in urban settings. At a time of both a growing teacher shortage and a newly developing shortage of teacher educators, there is a great need for a strong teacher education faculty and school system teacher-leaders to prepare, support, and retain the next generation of teachers.
In a letter of support for the Ph.D. in Curriculum & Instruction (Appendix A), Dr. Eric Smith, until recently the Superintendent of Charlotte-Mecklenburg Schools, noted the value of the degree for school systems in our region:

“The proposed Ph.D. in Curriculum & Instruction will do two important things for CMS: first, this new degree will provide our current and future leaders with the opportunity to develop the research skills to tackle pressing challenges in our system in new ways; and second, this new degree will make a tremendous contribution to our recruitment efforts. If teachers and curriculum specialists live in an environment in which they can see the doctorate as a professional opportunity, they will be drawn to this school system and be more likely to stay. Therefore, given that CMS recruits staff from throughout North Carolina and the country, the addition of this doctoral program will help us recruit and retain teachers and professional staff.” (Dr. Eric J. Smith, January 28, 2002)

Potential program duplication and competitiveness

While there are overlapping missions among the existing UNC Ph.D.’s in Curriculum and Instruction and the proposed degree at UNC Charlotte, the missions are not identical and the new degree will add to, rather than duplicate, North Carolina’s capacity to prepare effective education leaders in curriculum and instruction. None of the existing degrees focus as explicitly on urban education, particularly literacy and mathematics education; their missions are broader, with more areas of specialization. As the external reviewer from the University of Michigan, Professor Anne Ruggles Gere notes: “Very few doctoral programs address urban education specifically.” (Appendix B) Thus, the proposed program will be a strong addition to North Carolina’s offerings. The Deans of Education at UNC Chapel Hill, UNC Greensboro, and North Carolina State University have been consulted about this proposal, and none have identified this degree as duplicative. Dean Dale H. Schunk (UNC Greensboro) wrote: “I think it sounds like a good complement to ours. We might even consider sharing some courses in the future so students at both places can receive the best.” (April 15, 2002)

Need for resources

Current faculty will be able to participate in the planned Ph.D. in Curriculum and Instruction because enrollment increases are occurring across campus in all related programs, and new faculty are being added to the five core departments that will offer most of the courses. Additional faculty needed over the next five years will be requested according to normal procedures: State funds for enrollment growth (provided according to the UNC funding formula at the doctoral level) and the continued use and reallocation of existing resources. Because preparing doctoral students for college/university teaching in teacher education is a major program goal, the program has built-in opportunities for doctoral students holding advanced teaching licenses to gain teaching experience through co-teaching with full-time faculty and then assuming responsibility for selected undergraduate courses.

The Curriculum Materials Librarian provided an assessment of library resources for the Ph.D. in Curriculum and Instruction proposal. Her overall assessment is that the library holdings are satisfactory/good for this new degree. The faculty and library staff will work together to identify priority areas of research and curriculum and instruction expertise for library acquisitions.

The proposed program will be housed initially in the Colvard Building. Additional space will be needed for a doctoral coordinator’s office, graduate assistants, and new faculty members over the next decade. Fortunately, plans are underway for a new College of Education Building, to be opened in Fall 2004, as a result of the November 2000 University Bonds initiative. The new building will have adequate dedicated space for the faculty and graduate students in the Ph.D. in Curriculum and Instruction. The information technology equipment and services available in the College of Education are excellent and will be an asset to the doctoral program. Computer labs with up-to-date equipment and software are available to all students. Additionally, technical support staff give excellent service to both faculty and students. No additional resources, beyond those in the College’s strategic technology plan, are needed.
I. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The national goal to “leave no child behind” in educational achievement requires a highly qualified teaching force, and a highly qualified teaching force requires a teacher education faculty that generates new knowledge, investigates new solutions to educational challenges, and supports the professional development of the next generation of teachers. Such a teaching force also needs education leaders within school systems who support and help retain both new and experienced teachers through professional development programs, curriculum design, policy development, and data-based decision-making. The proposed Ph.D. in Curriculum and Instruction focuses on urban education, with particular emphasis on literacy and mathematics.

According to the research reported by the Council of the Great City Schools (Foundations for Success, September, 2002), the educational challenges facing urban school districts in the United States include (1) unsatisfactory student achievement, especially among low-income and minority students; (2) political conflict; (3) an inexperienced teaching staff with high teacher turnover; (4) low expectations and a lack of demanding curriculum, with low-income and minority students under-represented in college preparatory and advanced placement classes, or with those classes not available in schools primarily serving low-income and minority students; (5) lack of instructional coherence from school to school; (6) high student mobility; and (7) unsatisfactory business operations in terms of getting basic necessities to operate ailing urban schools. The proposed program will directly target problems of student achievement, challenging and coherent curriculum development, teacher preparation and retention, as well as developing doctoral students’ understanding of issues associated with low-income and minority students in urban schools, such as high student mobility.

The Chronicle of Higher Education (“Teacher Education Must Become Colleges’ Central Preoccupation,” August, 2001) reported that more than 30% of all teachers, and up to 50% of the teachers in large urban districts, leave the profession within five years. The author cited two sets of complaints: the first about school-system and school-based problems, and the second about their teacher education preparation. While teacher preparation programs in North Carolina are more rigorous in subject matter requirements than in many states cited in this article, the central point of the article still applies: teacher education must be valued and supported on college campuses. Well-prepared teacher educators contribute powerfully to the teaching excellence, research, and service expected in colleges and universities; the more effective the teacher educators, the better prepared the classroom teachers.

In two related articles, the serious shortage of mathematics education faculty applicants was described in “More Jobs Than Job Seekers in Mathematics Education” (February 2002), and the increased national attention to higher standards in teacher-training programs was lauded in “Education Department Report Calls for New Standards in Teacher-Training Programs” (June, 2002). For there to be more mathematics education faculty as well as more teacher education faculty in other areas, and for there to be higher standards in teacher-training programs, there must be a new generation of teacher educators, particularly in the major achievement areas of mathematics and literacy. In addition, as school systems and departments of public instruction create alternative routes for licensing teachers with arts and sciences degrees, the demand for teacher educators/teacher leaders will increase within school systems. Well-prepared and well-supported teachers provide better instruction to students.
Therefore, the Ph.D. in Curriculum and Instruction at UNC Charlotte will contribute substantially to North Carolina’s efforts to support student achievement and to strengthen the teaching force by preparing teacher education faculty and school system teacher-leaders in the following ways:

- The Ph.D. in Curriculum and Instruction will focus on excellent curriculum development and instruction in literacy and mathematics, thus addressing the most pressing academic issues in North Carolina’s schools today.
- The Ph.D. in Curriculum and Instruction will have an urban perspective that will bring a sharp focus to the educational needs in urban areas of our state and, indeed, to urban school systems across the nation.
- The Ph.D. in Curriculum and Instruction will contribute to the preparation of the next generation of teacher educators, who can impact positively the work of the 47 approved teacher education programs in North Carolina, by preparing doctoral level professionals who are committed to preparing highly qualified teachers.
- The Ph.D. in Curriculum and Instruction will contribute to the preparation of school system instructional leaders who are so critically important to the support and retention of new teachers, alternatively licensed teachers, and experienced teachers.

“Curriculum and Instruction” is a widely recognized doctoral program for educators in schools and colleges of education, liberal arts colleges with a teacher education mission, local school systems, and closely related agencies. In the UNC Charlotte College of Education, for example, over 50 percent of the tenured/tenure eligible faculty across all disciplines in the College hold a doctoral degree in Curriculum and Instruction. Curriculum and Instruction programs typically promote a common core of foundational study and choices of area of specialization that build on that foundation. The degree at UNC Charlotte will offer a foundational core in urban education, including critical issues and perspectives in urban education, curriculum theory, leadership in urban education, and urban-regional issues. The phrase “urban-regional needs” refers to a burgeoning urban area and its spillover into surrounding smaller towns and rural areas. All areas of specialization in this program will be thoroughly grounded in the context of urban-regional needs and perspectives and in the research about urban education. By examining issues of race, class, linguistic and class barriers in classrooms and by discovering and investigating effective education that surmounts these barriers, doctoral students will gain a better understanding of how to transform education to better meet the needs of a rapidly growing and increasingly diverse population.

The program will have the following three areas of specialization, all of which emphasize the context of urban education issues:

1. **Literacy Education (English, Reading)** with research and theory applied to problems of literacy learning and instruction. Students will be able to focus on an elementary, middle/secondary, or post-secondary emphasis.
2. **Mathematics Education** with research and theory applied to problems of learning and teaching mathematics. Students will be able to focus on an elementary, middle/secondary, or post-secondary emphasis.
3. **Urban Education** with emphasis upon school reform through applied research, program development, leadership and supervision, and evaluation and assessment.

The intended audience for the Ph.D. in Curriculum and Instruction is comprised of education professionals who hold the master’s degree. It is anticipated that most applicants will be experienced teachers or school leaders with the North Carolina “G” or “M” license or equivalent licenses from other states. However, the program will welcome and accommodate non-licensed candidates with
appropriate professional experiences who have been involved in teaching or educational program development and evaluation.

B. List the education objectives of the program.

As prospective teacher educators, curriculum designers and evaluators, instructional specialists, research and development specialists, and program directors in PK-12 school systems and related educational settings, graduates of the program will be prepared to:

Curriculum Objectives

8. Lead inquiry into the nature of curriculum theory and the relationship that theory has upon the major sources, components, and processes required in curriculum development, particularly within expanding urban-regional environments.

9. Demonstrate relationships among curriculum theory and design, models of and research about teaching and learning, variations among learners, and the ideological, social, and disciplinary contexts of teaching and learning, including the influence on urban-regional schools of state and national policies, curriculum philosophy, and political pressures.

10. Guide curriculum development and evaluation in its pragmatic context by applying curriculum theory, policy, and practice for diverse learners within a variety of educational settings.

Research and Evaluation Objectives:

11. Use appropriate quantitative and qualitative research methods to solve problems in urban education and related disciplines, detect new patterns, and assess the effectiveness of instructional programs and teaching methodologies for all learners.

12. Communicate research and evaluation findings in a variety of written and electronic formats, such as evaluation reports, professional articles, grant proposals, conference presentations, and technical reports with the consistent underlying purpose of supporting educational effectiveness and reform in urban-regional environments.

Specialty Objectives:

13. Apply theory and research in one’s area of specialization to detecting new patterns, identifying problems, and solving urban-regional problems of curriculum, teaching, learning, and assessment through collaborative problem identification, research projects, policy formation, and staff development.

14. Exhibit sustained intellectual curiosity, broad understandings, specialized knowledge, and professional commitments pertaining to one’s selected area of specialization within the context of urban-regional schools.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

The Ph.D. in Curriculum and Instruction is a strong collaboration between the College of Education and the College of Arts and Sciences, building on existing cross-college efforts in master’s degree programs such as the M.A. in English Education, the M.A. in Mathematics Education, and the M.Ed. in Teaching English as a Second Language. Housed administratively in the College of Education, the Ph.D. in Curriculum and Instruction will have strong linkages with the College of Arts and Sciences, particularly the Departments of English and Mathematics.
UNC Charlotte offers a robust array of successful teacher education programs at the master’s level. These master’s degree programs will produce candidates for the Ph.D. in Curriculum and Instruction:

- M.Ed. in Child and Family Studies: Early Education
- M.Ed. in Elementary Education
- M.A. in English Education
- M.A. in Mathematics Education
- M.Ed. in Middle/Secondary Education
- M.Ed. in Reading Education
- M.Ed. in Teaching English as a Second Language
- M.Ed. in Instructional Systems Technology
- M.Ed. in Curriculum and Supervision
- Master of Arts in Teaching

There are currently three doctoral programs in the College of Education: the Ed.D. in Educational Leadership; the Ph.D. in Counseling; and the Ph.D. in Special Education. This new degree program, the College’s fourth, will complete this cycle of doctoral program development in the College of Education and will connect with, give support to, and draw support from the existing doctoral programs. Many of the research and statistics courses that support the current doctoral programs will be extended to accommodate the new Ph.D. in Curriculum and Instruction. Additionally, each of the four doctoral programs will be able to draw from the others for topics, issues, and elective courses.

Within the College of Education, faculty from the Departments of Educational Leadership, Reading and Elementary Education, and Middle/Secondary/K-12 Education will serve this program. The Departments of English and Mathematics are developing doctoral level coursework in literacy education and mathematics education. Faculty members from the programs named above will be identified as core faculty members for the interdisciplinary Ph.D. in Curriculum and Instruction and as such will participate in curriculum design and implementation, teaching, dissertation advisement, and governance issues related to the degree.

Many outstanding faculty in Departments of Geography and Earth Sciences, History, Sociology and Anthropology, Political Science, and Philosophy teach in the interdisciplinary Ph.D. in Public Policy. They have expertise and teach existing courses in urban issues in this program; a number of their courses will be appropriate choices for Curriculum and Instruction doctoral students, as shown later in the curriculum design. Some of these faculty have already indicated interest in offering other coursework and supporting dissertation research as well.

Facilities are currently available for the startup of the doctoral program, with appropriate office, classroom, and laboratory space in the Colvard building. New facilities, especially designed for this degree and including research space in literacy and mathematics education, will be available in Fall 2004 with the opening of the new College of Education Building.
II. JUSTIFICATION FOR THE PROGRAM

A. Describe the proposed program as it relates to:

1. The institutional mission and strategic plan

In March of 2001, the UNC Charlotte 2002-2007 strategic planning cycle concluded with the Board of Trustees’ approval of the Academic Plan 2002-2007. Out of the strategic planning process came proposals for three Ph.D. programs, including the interdisciplinary Ph.D. in Curriculum and Instruction. These programs were identified as meeting the mission of UNC Charlotte and key needs of the region and the State.

UNC Charlotte has stated a broad institutional commitment to liberal education as the foundation for constructive citizenship, professional practice, and lifelong learning. The University’s mission statement identifies seven broad areas of concern to the region. This proposed doctoral program will contribute directly to two of these seven areas of concern, with emphasis upon the theme of Children, Families, and Schools, and with substantial attention to Urban and Regional Development.

2. Student demand

It is anticipated that the first students in the Ph.D. in Curriculum and Instruction will be drawn from the local region. Very quickly, however, we anticipate that interest in the degree will extend far beyond the immediate area and that students will be recruited from a much wider geographic base. To determine initial interest from the region, needs assessment questionnaires were sent to two groups: 1,739 prospective students and 195 organizational leaders within the region. Prospective students included 1,394 alumni who had received master’s degrees within the last five years from the relevant programs at UNC Charlotte as well as 345 students currently enrolled in those programs. Organization leaders included 116 school superintendents and 14 recent doctoral graduates in regional school leadership positions, 26 regional community and private college presidents, and 39 executives in regional businesses.

By January 2001, a total of 201 surveys sent to prospective students were returned unopened due to incorrect addresses. Out of the remaining 1,538 surveys, 360 were completed and returned with an expression of interest in the program, for a 23.4 percent response rate. Of these prospective students, most indicated a desire to begin the program in the next one –two years (n= 236), and most indicated a preference for part-time (232/64%) or a mixture of part time and full-time enrollment (92/26%); 15 (4%) prospective students would elect full-time enrollment.

Of the 195 organizational leaders contacted, 102 completed the survey by January, for a 52% response rate. Organizational leaders most frequently estimated that 1-5 employees would need doctoral education in the next five years (n=49), with the next most frequent range being 6-10 employees (n=24). Multiplying the midpoint of those frequency ranges by the number of times a range was chosen resulted in an estimate of more than 1,000 potential students coming from the organizations run by the 102 leaders who responded to the survey. Even assuming that there is some overlap between the identities of these 1,000 or more employees recognized by organizational leaders and the 360 prospective students responding to the survey themselves, these data show that there is keen interest in a Curriculum and Instruction doctoral program at UNC Charlotte, and that a number of these prospective students will apply for admission as soon as the degree is available.
3. **Societal need** (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)

As shown in the description of the program (section I.A.), there is great need for well-prepared teachers who embrace the challenges of urban schools. Using data from the survey described above, the following professional goals were named most frequently by prospective students:

- College/university instructor ($n=160$)
- Curriculum specialist/supervisor ($n=138$)
- Program developer/coordinator ($n=116$)

These choices align with the major goals of the program to prepare teacher educators and teacher leaders with knowledge and skills needed to prepare and retain classroom teachers, particularly in urban settings. The first choice reinforces the presence of interest in college teaching, especially teacher education. The latter two choices are typically central office positions in school systems but include a skill set common to educational leadership positions in businesses and agencies as well. These professional goals match societal needs in North Carolina and elsewhere.

At a time of a growing teacher shortage, there is a great need for a strong teacher education faculty and school system teacher-leaders to prepare and support the next generation of teachers, and there is currently a growing shortage of candidates for teacher education positions in higher education. If there is not a sufficient and highly qualified teacher education faculty to prepare new teachers, two outcomes are inevitable: (1) the critical shortage of fully prepared teachers will grow worse as teacher education programs limit enrollment according to limited faculty resources, and (2) alternative means of licensing teachers will become more common. While some alternative means may prove highly successful, current research points to grave danger in placing “under-certified” teachers in classrooms; comparisons of 109 pairs of teachers in five low-income school districts revealed that elementary students of “under-certified” teachers made about 20 percent less academic growth per year in reading, mathematics, and language than students of teachers with regular certification gained in their undergraduate program (Laczko-Kerr, I., & Berliner, D., *The effectiveness of “Teacher for America” and other under-certified teachers on student academic achievement: A case of harmful public policy.* *Education Policy Analysis Archives*, September 2002).

Research on supply and demand has revealed that there is a shortfall of doctoral graduates to fill the number of positions available for faculty in teacher education. For example, Robert Reys (University of Missouri-Columbia) reported in 2000 that there were 115 mathematics education doctorates awarded during the 1997-1998 academic year; however, there were more than 300 advertised positions for individuals holding that degree. School systems report a need for highly qualified instructional leaders as well. In a letter of support for the Ph.D. in Curriculum & Instruction (Appendix A), Dr. Eric Smith, until recently the Superintendent of Charlotte-Mecklenburg Schools, notes the value of the degree for school systems in our region:

“The proposed Ph.D. in Curriculum & Instruction will do two important things for CMS: first, this new degree will provide our current and future leaders with the opportunity to
develop the research skills to tackle pressing challenges in our system in new ways; and second, this new degree will make a tremendous contribution to our recruitment efforts. If teachers and curriculum specialists live in an environment in which they can see the doctorate as a professional opportunity, they will be drawn to this school system and be more likely to stay. Therefore, given that CMS recruits staff from throughout North Carolina and the country, the addition of this doctoral program will help us recruit and retain teachers and professional staff “ (Dr. Eric J. Smith, January 28, 2002.)

4. Impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors’ productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)

The Ph.D. in Curriculum and Instruction will strengthen the three established doctoral programs in the College of Education (Ed.D. in Educational Leadership, Ph.D. in Counseling, and Ph.D. in Special Education) by creating more courses at the doctoral level that may be chosen by students in other doctoral programs. The established Ed.D. program meets Board of Governors’ productivity criteria; the others are new and show indications of substantial enrollment and candidate progress toward completion. Existing resources for doctoral level educational research courses would be stretched if we did not plan to add additional faculty in this academic area; our plans, however, call for an increase in faculty positions in educational research.

B. Discuss potential program duplication and program competitiveness

1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.

   a) public institutions
   - UNC Chapel Hill (130 miles)
   - UNC Greensboro (90 miles)
   - North Carolina State University (170 miles)

   b) private institutions
   - None

2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education). If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.

   While there are overlapping missions among the existing Ph.D.’s in Curriculum and Instruction and the proposed degree at UNC Charlotte, the missions are not identical and the new degree will add to, rather than duplicate North Carolina’s capacity to prepare effective education leaders in curriculum and instruction. None of the existing degrees focus as
explicitly on urban education, particularly literacy and mathematics education; their missions are broader, with more areas of specialization. As the external reviewer from the University of Michigan, Professor Anne Ruggles Gere notes: “Very few doctoral programs address urban education specifically.” (Appendix B) Thus, the proposed program will be a strong addition to North Carolina’s offerings. The Deans of Education at UNC Chapel Hill, UNC Greensboro, and North Carolina State University have all been consulted about this proposal, and none have identified this degree as duplicative. Dean Dale H. Schunk (UNC Greensboro) wrote: “I think it sounds like a good complement to ours. We might even consider sharing some courses in the future so students at both places can receive the best.” (April 15, 2002)

Figure 1 offers brief comparisons of the doctoral programs in Curriculum and Instruction in North Carolina, based on webpage information.

### Figure 1: Overview of Doctoral Programs in Curriculum & Instruction in North Carolina

<table>
<thead>
<tr>
<th>IHE</th>
<th>Degree</th>
<th>Degree Title</th>
<th>Specializations</th>
<th>Professional Roles of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNC Chapel Hill</td>
<td>Ed.D.</td>
<td>Curriculum &amp; Instruction</td>
<td>Early childhood&lt;br&gt;Intermediate&lt;br&gt;Middle Grades&lt;br&gt;Secondary (English, math, social studies, science, foreign languages, music)</td>
<td>Designed for persons seeking qualifications and certification as a public school licensure and instructional Specialist at the doctoral level; persons desiring positions in Curriculum &amp; Instruction in higher education, or persons seeking other positions in Curriculum and Instruction governmental and policy institutions.</td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>Ph.D.</td>
<td>Curriculum and Teaching: Teacher Education and Development &lt;br&gt;General curriculum and instruction Technology</td>
<td>Literacy&lt;br&gt;Elementary education&lt;br&gt;Middle grades education&lt;br&gt;Special education&lt;br&gt;Technology</td>
<td>Teacher educators&lt;br&gt;Instructional administration in schools</td>
</tr>
<tr>
<td>NC State University</td>
<td>Ph.D.</td>
<td>Curriculum &amp; Instruction</td>
<td>No specializations listed.&lt;br&gt;The Doctoral degree qualifies graduates for the Level III license in supervision.</td>
<td>The purpose of the program is to prepare educators for positions of leadership in Curriculum &amp; Instruction. Two kinds of leadership functions are envisioned for graduates of the program. One is for individuals at the school level where they may fill positions of departmental or grade level chairperson, etc. The other is for positions in a central office of a local school system, etc.</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Ph.D.</td>
<td>Curriculum &amp; Instruction</td>
<td>Urban education&lt;br&gt;Mathematics education&lt;br&gt;Mathematics education&lt;br&gt;Literacy education</td>
<td>Teacher education.&lt;br&gt;Curriculum/instructional leaders in schools and related agencies.</td>
</tr>
</tbody>
</table>
C. Enrollment (baccalaureate programs should include only upper division majors, juniors, and seniors).

**Headcount enrollment**

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

**UNC Curriculum and Instruction (CIP 13.0301) Doctoral Program Enrollment and Graduation Data: 1999-00 to 2001-02**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall Enrollment</th>
<th>Degrees Conferred</th>
<th>Fall Enrollment</th>
<th>Degrees Conferred</th>
<th>Fall Enrollment</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNC Greensboro 13.0301403000 EdD</td>
<td>5</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>UNC Chapel Hill 13.0301403013 EdD</td>
<td>19</td>
<td>20</td>
<td>22</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>UNC Chapel Hill 13.0301404000 PhD</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>North Carolina State Univ. 13.0301404013 PhD</td>
<td>28</td>
<td>29</td>
<td>31</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>UNC Greensboro 13.0301404013 PhD</td>
<td>115</td>
<td>112</td>
<td>118</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
</tbody>
</table>

These enrollment data suggest that the demand for the doctorate in Curriculum and Instruction is high across the state, and survey data cited above indicate that the demand is high in this region of the state. Because of this high demand, we anticipate that the UNC Charlotte program will have strong enrollments of approximately one-third the size of Greensboro’s program because the number of specializations is smaller.

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections: (See above for basis of projections)
Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time: 8
Part-time: 32
Total: 40

SCH production (upper division program majors, juniors and seniors only, for baccalaureate programs). Use the format in the chart below to project the SCH production for four years. Explain how projections were derived from enrollment projections (see UNC website for a list of disciplines comprising each of the four categories).

SCH projections below were developed based on the assumption that a full-time student will complete on average 18 semester hours per year while a part-time student will complete on average 12 semester hours per year.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>True-time</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Part-time</td>
<td>8</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>TOTALS</td>
<td>8</td>
<td>18</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Category</td>
<td>UG</td>
</tr>
<tr>
<td>Category I</td>
<td></td>
</tr>
<tr>
<td>Category II</td>
<td></td>
</tr>
<tr>
<td>Category III</td>
<td></td>
</tr>
<tr>
<td>Category IV</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Category</td>
<td>UG</td>
</tr>
<tr>
<td>Category I</td>
<td></td>
</tr>
<tr>
<td>Category II</td>
<td></td>
</tr>
<tr>
<td>Category III</td>
<td></td>
</tr>
<tr>
<td>Category IV</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Category</td>
<td>UG</td>
</tr>
<tr>
<td>Category I</td>
<td></td>
</tr>
<tr>
<td>Category II</td>
<td></td>
</tr>
<tr>
<td>Category III</td>
<td></td>
</tr>
<tr>
<td>Category IV</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Category</td>
<td>UG</td>
</tr>
<tr>
<td>Category I</td>
<td></td>
</tr>
<tr>
<td>Category II</td>
<td></td>
</tr>
<tr>
<td>Category III</td>
<td></td>
</tr>
<tr>
<td>Category IV</td>
<td></td>
</tr>
</tbody>
</table>
III. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

Michigan State University*
North Carolina State University
Ohio State University*
Texas A & M
University of Georgia
University of Illinois at Urbana-Champaign
University of Michigan*
UNC Chapel Hill
UNC Greensboro
University of Wisconsin- Madison*
University of Wisconsin - Milwaukee

*Named as one of the top five doctoral programs in Curriculum & Instruction by U.S. News and World Report (2002)

2. List other institutions visited or consulted in developing this proposal. Also list any consultants’ reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

Universities consulted include the following:

North Carolina State University
Texas A & M
University of Michigan
UNC Chapel Hill
UNC Greensboro
University of Wisconsin – Milwaukee

A consultation report from Professor Anne Ruggles Gere (University of Michigan) is appended to this proposal (Appendix B). A consultation report from Dr. John Helfeldt, Texas A & M University, is also included in Appendix B.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

Applications for admission will be accepted once a year to begin doctoral studies in the fall semester and must be submitted to the Graduate Admissions Office by January 15th. The following criteria will be considered in the admission decision:

* A GPA of 3.5 (on a scale of 4.0) in a graduate degree program*
- Master’s degree appropriate to the program of study
- A satisfactory score on the Graduate Record Examination or Miller Analogies Test* 
- High level of professionalism and potential for leadership (letters of reference) 
- Strong writing skills (purpose statement; professional writing sample)* 
- Clear career objectives related to obtaining Ph.D. (purpose statement, interview) 
- International students must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 550 on the written test or 220 on the computer-based test or a score of at least 85% on the Michigan English Language Assessment (MELAB). All tests must have been taken with the past two years.* 

2. Documents to be submitted for admission (listing or sample). 

- Two official transcripts of all academic work attempted since high school indicating a GPA of 3.5 (on a scale of 4.0) in a graduate degree program* 
- Official report of score on the GRE or MAT that is no more than 5 years old* 
- At least three references from persons who know the applicant’s current work and/or academic achievement in previous degree work* 
- Purpose statement* 
- Current resume or vita 
- A professional writing sample (e.g., published article, manuscript submitted for publication, term paper submitted in prior coursework, abstract of thesis, teaching manual) 
- Interview with Curriculum and Instruction faculty 
- International students must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 550 on the written test or 220 on the computer-based test or a score of at least 85% on the Michigan English Language Assessment Battery (MELAB). All tests must have been taken with the past two years* 

*These items are required of applicants to any of UNC Charlotte’s doctoral programs.

C. Degree requirements. List the following:

1. Total hours required.

   60 semester hours

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).

   100 percent

3. Grades required.

   A student must maintain a cumulative average of 3.0 in all coursework taken. An accumulation of more than two C grades will result in termination of the student’s enrollment in the graduate program. If a student makes a grade of U in any course, enrollment in the program will be terminated.
4. Amount of transfer credit accepted.

The program will accept up to six semester hours as transfer from a regionally accredited institution, providing the Curriculum and Instruction Doctoral Committee determines that the course or courses to be transferred are appropriate for the program of study and are graduate-level courses beyond the master’s degree. The grade in these transfer courses must be an A or B. All dissertation work must be completed at UNC Charlotte.

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, second major, etc.)

- Qualifying examination
- Dissertation
- All students seeking licensure from the Department of Public Instruction are required to complete an internship or practicum in a P-12 school setting and to complete a prescribed series of licensure courses in the doctoral program
- All students must complete a residency requirement of at least 18 credit hours over three successive terms of enrollment

6. Language and/or research requirements.

There is no foreign language requirement.

There is a 15-hour research requirement, as follows:

Required of all students:
- RSCH 8210  Applied Research Methods (3)
- RSCH 8110  Descriptive and Inferential Statistics (3)

Student choice: three additional research courses such as the following:
- RSCH 8211  Qualitative Research Methods (3)
- RSCH 8212  Survey Research Methods (3)
- RSCH 8213  Single-case Research (3)
- RSCH 8120  Advanced Statistics (3)
- RSCH 8130  Presentation and Computer Analysis of Data (3)
- RSCH 8140  Multivariate Statistics (3)
- RSCH 8296  Program Evaluation Methods (3)
- MAED 8120  Research in Mathematical Education (3)
- READ 8101  Applied Research in Literacy Education (3)
- EDUC 8020  Topics in Urban Educational Research (3)
- ENGL 8674  Applied Research Methods in the Teaching of English (3)
- ENGL 8101  Research in English Studies (3)
- ENGL 8102  Research in Literary Theory (3)

7. Any time limits for completion.

Students must complete their degree, including dissertation, within eight years.
D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.

Doctoral courses are numbered at the 8000 level. All courses carry 3 hours credit, and students are expected to repeat dissertation hours for at least 6 hours of credit. The design of the curriculum is shown below, indicating new courses with italics and marking required courses with an asterisk (*). The program is designed to have four major curricular components: a common urban education core, research, specialization related to urban education, and dissertation. Courses noted as a cross-listing currently exist as master’s level courses and will be revised to be have an 8000 number as well and to include differentiated assignments for doctoral students. Following this design section, the proposed new courses are described.

### Urban Education Core (12 hrs.)

**Required for all students:**
- EDUC 8100: Critical Issues and Perspectives in Urban Education *(new)*
- ADMN 8122: Advanced Curriculum Theory *

**Leadership in Urban Education theme. Choose one such as the following:**
- EDUC 8000: Topics in Urban Educational Leadership *(new)*
- ENGL 8410: Writing Program Administration and Supervision *(new)*
- ENGL/READ 8110: Policy-making in Literacy Education *(new)*
- ADMN 8489: Practicum in Staff Development
- ADMN 8660: Instructional Leadership Seminar

**Urban-Regional Issues theme. Choose one such as the following:**
- EDUC 8010: Topics in Urban-Regional Education *(new)*
- EDUC 8126: Comparative Education *(cross-listing)*
- ADMN 8130: Educational Governance and Policy Studies
- EIST 8150: Systemic Design of Educational Systems
- PPOL 8610: Urban Regional Environment
- PPOL 8615: The Restructuring City
- PPOL 8681: Race, Gender, Class, and Public Policy
- PPOL 8689: The Social Context of Schooling

### Research (15 hrs.)

**Required for all students:**
- RSCH 8210: Applied Research Methods *
- RSCH 8110: Descriptive and Inferential Statistics *
  (NOTE: A more advanced statistics course may be substituted for RSCH 8110)

**Choose three more courses, such as the following, in relationship to dissertation methodology and goals for professional employment:**
- EDUC 8020: Topics in Urban Educational Research *(new)*
- ENGL 8101: Research in English Studies *(cross-listing)*
- ENGL 8102: Research in Literary Theory *(cross-listing)*
MAED 8120: Research in Mathematical Education (cross-listing)
READ 8101: Applied Research in Literacy Education (new)
RSCH 8120: Advanced Statistics
RSCH 8130: Presentation and Computer Analysis of Data
RSCH 8140: Multivariate Statistics
RSCH 8211: Qualitative Research Methods
RSCH 8212: Survey Research Methods
RSCH 8213: Single-Case Research
RSCH 8296: Program Evaluation Methods

**Dissertation (9 hrs.)**

- EDUC 8699: Dissertation Proposal Seminar (new)
- EDUC 8999: Dissertation Research (3,3) (new)

**Specialization (24 hrs.):**

All students must complete a “Readings in Research” seminar germane to their specialization. The remaining courses and seminars are to be chosen by the student, advisor, and graduate committee to expand his/her knowledge base and leadership skills relative to issues, problems, and solutions in urban-regional education, including diversity among learners and evaluation of programs and personnel. Students who desire more research preparation may choose additional courses from the research listings to include in their specialization. Students who are seeking advanced licensure must tailor their choices accordingly.

All students must take one of the following as a required course (3):
- ENGL8600/READ 8600: Readings in Literacy Research (new)
- MAED 8600: Readings in Mathematics Education Research (new)
- EDUC 8600: Readings in Urban Educational Research (new)

Choose 21 hours from courses such as the following, in relationship to interests, dissertation topic and methodology, and goals for professional employment:

- ADMN 8150: Human Resources Development and Administration
- CSLG 8345: Advanced Multicultural Counseling
- EIST 8101: The Adult Learner
- EIST 8150: Systemic Design of Educational Systems
- MATH 8028: Topics in Probability
- MATH 8050: Topics in Mathematics
- MATH 8065: Topics in Applied Algebra and Algebraic Structures
- MATH 8120: Probability Theory I
- MATH 8121: Probability Theory II
- MATH 8163: Modern Algebra I
- MATH 8164: Modern Algebra II
- MATH 8184: Differential Geometry I
- MATH 8185: Differential Geometry II
- PPOL 8614: Colloquium in 20th Century Black Urban History
- PPOL 8615: The Restructuring City
- PPOL 8635: Ethics of Public Policy
- PPOL 8681: Race, Gender, Class and Public Policy
Request to Establish Doctor of Philosophy in Curriculum and Instruction

UNC Charlotte

- PPOL 8682: Stratification and Social Policy
- PPOL 8687: Education Policy
- PPOL 8688: Political Economy and School Reform
- PPOL 8689: The Social Context of Schooling
- RSCH 8296: Program Evaluation Methods

- EDUC 8000: Topics in Urban Educational Leadership (new)
- EDUC 8010: Topics in Urban-Regional Education (new)
- EDUC 8400: Internship in Urban Education (new)
- EDUC 8410: Supervision of Student Teachers (new)
- EDUC 8610: Seminar in College Teaching (new)
- EDUC 8620: Seminar in Professional and Grant Writing (new)
- EDUC 8800: Independent Study in Urban Education (new)
- ENGL 8010/READ 8010: Topics in Literacy Education (new)
- ENGL 8110/READ 8110: Literacy and Educational Public Policy (new)
- ENGL 8410: Writing Program Administration and Supervision (new)
- MAED 8010: Topics in Mathematics Education (new)

- CURR 8123: Advanced Curriculum Development (cross listing)
- EDUC 8126: Comparative Education (cross-listing)
- ENGL 8104: Multiculturalism and Children’s Literature (cross-listing)
- ENGL 8147: Early Black American Literature (cross-listing)
- ENGL 8148: 20th Century Black American Literature: Prose (cross-listing)
- ENGL 8158: African American Literary Theory and Criticism (cross-listing)
- ENGL 8165: Language and Culture (cross listing)
- ENGL 8166: Comparative Language Study (cross-listing)
- ENGL 8247: Perspectives in African-American Literature (cross-listing)
- ENGL 8263: Linguistics and Language Learning (cross listing)
- HIST 8250: Comparative Slavery and Race Relations (cross listing)
- MAED 8122: Theoretical Foundations of Learning Mathematics (cross listing)
- MAED 8124: Issues in the Teaching of Secondary School Mathematics (cross listing)
- TESL 8103: Teaching English as a Second Language (cross listing)

**Description of new courses:**

**EDUC 8000: Topics in Urban Educational Leadership (3)**
Examination of special topics germane to leadership in urban education environments at the elementary, middle, and secondary school levels as well as the community and four-year college. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics.

**EDUC 8010: Topics in Urban-Regional Education (3)**
Examination of special topics germane to education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics.
EDUC 8020  Topics in Urban Educational Research (3)
Examination of the research in specific areas germane to urban educational settings and problems. Emphasis on different research questions and methodologies used to investigate similar problems. Examination of alignment of research findings with educational change in urban environments of the elementary, middle, and secondary school levels as well as the community and four-year college. May be repeated for credit for different topics.

EDUC 8100:  Critical Issues and Perspectives in Urban Education (3)
Introduction to critical issues in urban education, from the historical roots to present crises and solutions. Examination of multiple perspectives on issues such as poverty, English as a second language, single-parent families, crime and drug abuse, school failure, discipline problems, under-preparedness for the next level of schooling, integration and re-segregation.

EDUC 8400:  Internship in Urban Education (3)
Prerequisite: Consent of instructor. Internship experiences planned and guided cooperatively by University and school personnel in order to qualify for additional NC licensure.

EDUC 8410:  Supervision of Student Teachers (3)
Concentrated practice in the supervision of student teachers with emphasis on support of student teachers in urban schools. Internship experience with direct faculty supervision in seminars and school settings.

EDUC 8600:  Readings in Urban Educational Research (3)
Study of methodology and findings of historical and current research about needs and characteristics of urban schools, diverse populations in urban-regional environments, legal and ethical issues, policy-making, and promising solutions to educational challenges of poverty, social justice, language differences, and conflicting values.

EDUC 8610:  Seminar in College Teaching (3)
Issues, theories, and research about teaching late adolescent and adult learners. Supervised teaching experience with faculty who support students as they teach or co-teach undergraduate professional education, English, or mathematics courses.

EDUC 8620:  Seminar in Professional and Grant Writing (3)
Introduces the forms of professional and grant writing expected of education professionals. Emphasis on writing for publication and writing for federal and state funding. Collaborative writing and peer assessment will be part of the process.

EDUC 8699:  Dissertation Proposal Seminar (3)
Prerequisite: Completion of research requirements and qualifying examination. Identification of a research question and development of the proposal for an original research study appropriate for the dissertation requirement.

EDUC 8800:  Independent Study in Urban Education (3)
Prerequisite: Permission of the student’s advisor. Independent study of an urban education problem or issue under the supervision of an appropriate faculty member. May be repeated for credit.
EDUC 8999: Dissertation Research (3)
Prerequisite: Committee approval of the dissertation proposal. Execution of original research study that addresses the solution to an urban educational problem in curriculum, teaching, learning, or leadership. (May be repeated for credit)

ENGL 8010: Topics in Literacy Education (3)
Examination of special topics germane to literacy education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college, including historical perspectives on current problems, effectiveness of programs and practices in urban schools, and emerging theories of literacy learning. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. (Cross-listed with READ 8010).

ENGL 8110: Literacy and Educational Public Policy
Examination of competing definitions of literacy and development of literacy practices related to debates in American education public policy about the ends of schooling, the strategies of teaching, and the priorities of the language arts curricula. Evaluation of assumptions, reasoning, and research bases linking literacy to policy. Study of the historical and current methods of establishing district, statewide and federal policies about literacy education programs, materials, personnel, grants, and licensure. (Cross-listed with READ 8110.)

ENGL 8410: Writing Program Administration and Supervision (3)
Study of and supervised experiences in the development, administration, supervision, and evaluation of writing programs in urban educational settings. Students may focus on programs at the elementary, middle, or secondary schools or within community and four-year colleges. Emphasis on program development that supports writers from diverse backgrounds.

ENGL 8600: Readings in Literacy Research (3)
Study of methodology and findings of historical and current research about needs and characteristics of diverse literacy learners in urban-regional environments, successful programs and policies, and promising solutions to educational challenges confronting literacy teachers and literacy learners. Cross-listed with READ 8600.

MAED 8010: Topics in Mathematics Education (3)
Examination of special topics germane to mathematics education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college, including historical perspectives on current problems, effectiveness of programs and practices in urban schools, problem-solving, use of technology, mathematics and literacy. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics.

MAED 8600: Readings in Mathematics Education Research (3)
Contemporary issues in mathematics education, including the study of historical and current research about needs and characteristics of diverse mathematics learners in urban-regional environments, successful programs and policies, and promising solutions to educational challenges confronting mathematics teachers and their students.
IV.  FACULTY

A. List the names of persons on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.

The following tables provide the SACS rosters of interested faculty and their education within the College of Education and Departments of English and Mathematics, then faculty who are considered “urbanists” and teach in the Ph.D. program in Public Policy, followed by tables about faculty experience in research and in directing students’ independent studies. Please see Appendix C for abbreviated faculty vita.
## SACS Faculty Roster

<table>
<thead>
<tr>
<th>College/Department</th>
<th>Faculty Name</th>
<th>Most Advanced Degree and Discipline</th>
<th>Other Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Education:</strong>&lt;br&gt;Department of Educational Leadership</td>
<td>Algozzine, Robert</td>
<td>Ph.D. Educational Testing, Evaluation, Measurement&lt;br&gt;The Pennsylvania State University</td>
<td>MS Educational Psychology&lt;br&gt;SUNY Albany&lt;br&gt;BS Economics&lt;br&gt;Wagner College</td>
</tr>
<tr>
<td>Allen, Louise</td>
<td>Ed.D. Curriculum and Instruction&lt;br&gt;University of South Carolina</td>
<td>MAT Secondary Administration&lt;br&gt;The Citadel&lt;br&gt;MA English&lt;br&gt;Francis Marion College</td>
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<td>Flowers, Claudia</td>
<td>Ph.D. Statistics and Research&lt;br&gt;Georgia State University</td>
<td>MED Exercise Physiology&lt;br&gt;Georgia State University&lt;br&gt;BS Health and Physical Educ. West Georgia College</td>
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<td>Gretes, John</td>
<td>Ed.D. Curriculum and Instruction: Research and Evaluation, Instructional Technology, Supervision&lt;br&gt;University of Virginia</td>
<td>MS Curriculum and Instruction&lt;br&gt;Old Dominion University&lt;br&gt;BS Curriculum and Instruction&lt;br&gt;Old Dominion University</td>
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<td>Hancock, Dawson</td>
<td>Ph.D. Language and Literacy Education: Research concentration&lt;br&gt;Fordham University</td>
<td>MA Social Psychology&lt;br&gt;UNC Chapel Hill&lt;br&gt;MED Adult and Higher Educ. UNC Chapel Hill&lt;br&gt;BS Political Science United States Military Academy</td>
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<td>Howley, Lisa</td>
<td>Ph.D. Educational Psychology&lt;br&gt;University of Virginia</td>
<td>MED Educational Psychology&lt;br&gt;University of Virginia&lt;br&gt;BS Psychology&lt;br&gt;University of Central Florida</td>
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<td>Queen, J. Allen</td>
<td>Ed.D. Curriculum Theory&lt;br&gt;University of Virginia</td>
<td>MAED Middle School Education&lt;br&gt;Western Carolina University&lt;br&gt;BS Elementary Education&lt;br&gt;Western Carolina University</td>
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<td><strong>College of Education:</strong>&lt;br&gt;Department of Middle, Secondary, and K-12 Education</td>
<td>Brannon, Lilian (Joint appointment in the English Department)</td>
<td>Ed.D. English&lt;br&gt;Texas A &amp; M, Commerce</td>
<td>MA English&lt;br&gt;Sam Houston State University&lt;br&gt;BA English Converse College</td>
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<td>Hartman, Kimberly</td>
<td>Ph.D. Curriculum and Instruction: Middle Grades Teacher Education&lt;br&gt;UNC Greensboro</td>
<td>MS Educational Research, Testing, and Evaluation&lt;br&gt;Florida State University&lt;br&gt;BS Middle Grades Education&lt;br&gt;UNC Greensboro</td>
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<td>Heafner, Tina</td>
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<td>Mraz, Maryann</td>
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<td>Ph.D. English: Applied Linguistics/Teaching English as a Second Language University of Wisconsin – Madison</td>
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<td>Gargano, Elizabeth</td>
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<td>Rudes, Blair</td>
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<td>MA Linguistics, Anthropology SUNY College – Buffalo BA Linguistics and French SUNY College – Buffalo</td>
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<td>Scott, Tony</td>
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<td>MA English Literature Appalachian State University BA English, Philosophy UNC Charlotte</td>
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<td>Thiede, Ralf</td>
<td>Ph.D. Linguistics University of Missouri – Columbia</td>
<td>MA English Language University of Missouri-Columbia Undergraduate Studies in English Studies, Philosophy and Education Westfalische Wilhelms-Universitat Munster, Germany Undergraduate Studies in Welsh, English Studies University of North Wales, UK</td>
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<td>Watson, Samuel</td>
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<td>West, Mark</td>
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<td>Master of Environmental Arts and Sciences University of Wisconsin-Green Bay BA Early Childhood Education, Philosophy Franconia College</td>
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<td>Wickliff, Gregory</td>
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<td>College of Arts and Sciences: Department of Mathematics</td>
<td>Cifarelli, Victor</td>
<td>Ph.D. Mathematics Education Purdue University</td>
<td>MS Pure Mathematics Purdue University BS Mathematics University of Connecticut – Storrs</td>
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<td>Harris, Mary Kim</td>
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<td>Reiter, Harold</td>
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<td>Royster, David</td>
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<td>Saenz-Ludlow, Adalira</td>
<td>Ed.D. Mathematics Education The University of Georgia</td>
<td>MS Mathematics SUNY – Fredonia BS Mathematics and Physics Universidad Pedagógica Nacional, Bogotá, Colombia</td>
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<td>Weinstock, Barnet</td>
<td>Ph.D. Mathematics Massachusetts Institute of Technology</td>
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Key faculty who teach in the Ph.D. program in Public Policy with emphasis on urban-regional issues and themes

The interdisciplinary nature of the proposed Ph.D. in Curriculum and Instruction will involve faculty and coursework outside of the College of Education and the Departments of English and Mathematics; it will also draw on the talents of faculty teaching courses in the interdisciplinary Ph.D. program in Public Policy. Of particular relevance are the faculty below, often called “urbanists,” who teach courses within the specializations of social policy and urban regional development and infrastructure that are relevant to the Curriculum and Instruction program. Particularly germane in the social policy specialization are the areas of social welfare, education, poverty, housing and homelessness, as well as the complex interrelationships among these issues and the manner in which they influence and are influenced by prevailing patterns of racial, ethnic, and gender stratification. The most relevant area in urban regional development and infrastructure is policy analysis that addresses such areas as public service delivery, housing and community development, and growth management at the neighborhood, city, and regional levels. All these areas are issues facing urban schools and must be understood by educational leaders.

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<td>Geography and Earth Sciences</td>
<td>Campbell, Harrison</td>
<td>Ph.D. Economic Geography University of Illinois – Urbana-Champaign</td>
<td>MA Geography University of Illinois – Urbana-Champaign BA Economics, Geography Clark University</td>
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<td>Chilton, Kenneth</td>
<td>Ph.D. Urban Policy University of Louisville</td>
<td>MBA University of Louisville BA Economics Centre College</td>
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<td>Furuseth, Owen</td>
<td>Ph.D. Geography Oregon State University</td>
<td>MA Geography East Carolina University BA Geography: Urban &amp; Regional Planning East Carolina University</td>
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<td>Graves, William</td>
<td>Ph.D. Geography University of Georgia</td>
<td>MA Geography University of Georgia BA Geography BA Physics UNC Chapel Hill</td>
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<td>Ingalls, Gerald</td>
<td>Ph.D. Geography Michigan State University</td>
<td>MA Latin American Studies/Geography University of Florida BA History: Latin America University of Southwestern Louisiana</td>
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<td>Smith, Heather</td>
<td>Ph.D. Geography University of British Columbia</td>
<td>MA Geography Queen’s University BA Geography UNC Chapel Hill</td>
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### Key faculty who teach in the Ph.D. program in Public Policy with emphasis on urban-regional issues and themes – cont’d

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<td>Goldfield, David</td>
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<td>Mixon, Gregory</td>
<td>Ph.D. History, University of Cincinnati</td>
<td>MA History, University of Cincinnati, BA History, BA Education, Washington University</td>
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<td><strong>Political Science</strong></td>
<td>Bacot, Hunter</td>
<td>Ph.D. Political Science, University of Tennessee</td>
<td>MPA UNC Charlotte, BA Political Science, UNC Chapel Hill</td>
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<td>Godwin, Kenneth (Specialist in educational policy evaluation)</td>
<td>Ph.D. Political Science, UNC Chapel Hill</td>
<td>MA Latin American Studies University of New Mexico, BA Political Science, Wake Forest</td>
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<td>MS Political Science, University of Kansas, BA American Politics/American History, Northern Arizona University</td>
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<td>Leland, Suzanne</td>
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<td>MA Public Administration and Public Policy, Minnesota State University, BS Political Science, Minnesota State University</td>
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<td>Manuel, Tiffany</td>
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<td><strong>Sociology and Anthropology</strong></td>
<td>Aulette, Judy (Director of undergraduate Urban Studies minor)</td>
<td>Ph.D. Sociology, Michigan State University</td>
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<td>Mickelson, Roslyn</td>
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<td>Whitmeyer, Joseph</td>
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Evidence of research capability of faculty requesting to participate in the Ph.D. program in Curriculum and Instruction

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B. Estimate the need for new faculty for the proposed program for the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

Six new faculty will be needed for the proposed program for the first four years:
- 2 faculty members in urban education
- 1 faculty member in reading education
- 1 faculty member in English education
- 1 faculty member in mathematics education
- 1 faculty member in educational research
Significant teaching responsibilities for the proposed program will be absorbed by the present faculty since coursework will be drawn from all five core departments as well as from the interdisciplinary Ph.D. in Public Policy. Present faculty (listed above) will retain membership in their current academic departments and will retain some responsibility for existing undergraduate and graduate programs in their fields. Current faculty will be able to participate in the planned Ph.D. in Curriculum and Instruction because enrollment increases are occurring in all programs, and new faculty are being added to those programs. Additional faculty in both the College of Education and the College of Arts and Sciences include full-time, highly qualified lecturers who will contribute substantially to undergraduate teaching, thus freeing some graduate faculty time for participation in the interdisciplinary Ph.D. in Curriculum and Instruction.

C. If acquisition of new faculty requires additional funds, please explain where and how these funds will be obtained.

Financing to support the proposed program is expected from three sources: state funds for enrollment growth (provided according to the UNC funding formula at the doctoral level), the continued use and reallocation of existing resources, and new external grant and contract funding.

D. Explain how the program will affect faculty activity including course load, public service and scholarly research.

If the new faculty positions indicated above are provided, the program will not adversely affect faculty teaching loads. To keep the teaching load manageable, courses will be offered on a two-year rotating schedule. Because preparing doctoral students for college/university teaching in teacher education is a major program goal, the program has built-in opportunities for doctoral students holding advanced teaching licenses to gain teaching experience through co-teaching with full-time faculty and then assuming responsibility for selected undergraduate courses. These careful assignments of well-qualified doctoral students will help ease the teaching load of graduate faculty. As graduate faculty in the Ph.D. in Curriculum and Instruction begin to assume major responsibility for directing dissertations, teaching assignments will be adjusted appropriately, that is, 6 hours per semester in contrast to the standard 9 hours per semester.

V. LIBRARY

A. Provide a general statement as to the adequacy of present library holdings for the proposed program.

Judy Walker, Curriculum Materials Librarian of the Atkins Library, provided an assessment of library resources for the Ph.D. in Curriculum and Instruction proposal. Her overall assessment is that the library holdings are satisfactory/good for this new degree.

Ms. Walker conducted the following searches in support of this proposal: Literacy and research 1992-2002; Mathematics research 1992-2002; and Urban education research 1985-2002. The data indicate that the Library has a large majority of the journals necessary to support the searches. Of the total number of journals cited the Library owns or provides access to 50% of the
Literacy journals, 70% of the Mathematics Education journals, and 67% of the Urban Education journals. The percentages improve when the core comprehensive journals are examined (96%).

B. State how the library will be improved to meet program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference materials, primary source materials, etc. What additional library support must be added to areas supporting the proposed program?

The Library has an extensive Collection Development Plan which can be found at [http://libweb.uncc.edu/techserv/cd.html](http://libweb.uncc.edu/techserv/cd.html): “The Library will seek to provide all academic units, through the use of all available means (serials, monographs, electronic resources, etc.) at least 65% of the annually produced resources and materials to fulfill their academic mission.” Additionally, the Collection Development Plan commits the Library to “work cooperatively with units of the University to identify realistic costs and advise on funding options for new programs.”

Ms. Walker notes that we already have a good core collection to support the program, and that state-funding for new degree programs includes library resources to support these programs. Ms. Walker has prepared a list of priority journals to be added to the collection that will be reviewed by the Curriculum and Instruction faculty.

The faculty and library staff will work together to identify priority areas of research and curriculum and instruction expertise for library acquisitions. For quality enhancement, information will be gathered on an ongoing basis on how the holdings compare with benchmark institutions and student and faculty satisfaction with resources needed to complete research reports and dissertations.

C. Discuss the use of other institutional libraries

The Library provides access to those materials not owned by the Library through a national Inter-Library Loan network. Additionally, online resources such as LexisNexis offer students access to full text resources (e.g., government documents) not available within Atkins Library.

Ms. Walker’s evaluative statement can be found in Appendix D.

VI. FACILITIES AND EQUIPMENT

A. Describe facilities available for the proposed program.

The proposed program will be housed initially in the Colvard Building. Faculty offices are on the first, third, and fifth floors of Colvard. The computer labs are on the third floor of Colvard. Currently graduate assistants work out of faculty offices. Some space reallocation may be needed to provide for doctoral student work spaces.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.
Additional space will be needed for a doctoral coordinator’s office, faculty offices for three to eight new faculty members over the next decade, and for graduate assistants. Fortunately, plans are underway for a new College of Education Building to be opened in Fall 2004. The new building will have adequate dedicated space for the faculty and graduate students in the Ph.D. in Curriculum and Instruction. Thus, we will have one year of borrowing/reallocating space — leading to adequate, well-designed space in 2004.

C. Discuss any information technology services needed and/or available.

The information technology equipment and services available in the College of Education are excellent and will be an asset to the doctoral program. Computer labs with up-to-date equipment and software are available to all students. Additionally, technical support staff give excellent service to both faculty and students. No additional resources, beyond those in the College’s strategic technology plan, are needed.

D. Discuss sources of financial support for any new facilities and equipment.

The new College of Education Building is being constructed through the support of the November 2000 University Bonds initiative. Equipment is supplied through student user fee monies and through strategic allocations to the College by the University.

VII. ADMINISTRATION

Describe how the proposed program will be administered giving the responsibilities of each department, division, school, or college. Explain any inter-disciplinary or inter-unit administrative plans. Include an organizational chart showing the “location” of the proposed program.

The Ph.D. in Curriculum and Instruction reflects a strong collaboration between the College of Education and the College of Arts and Sciences. “The cross-campus interdisciplinary collaboration that is evident in the proposal is very impressive and will be a valuable element of this new program.” (Dr. John Helfeldt, Texas A & M University)

The Graduate School

At the University of North Carolina at Charlotte, the Dean of the Graduate School is the administrative officer with primary responsibility for the supervision of graduate programs. The Dean is responsible for the executive and administrative affairs of the Graduate School in accordance with policies determined by the UNC Charlotte Graduate Council, the Graduate Faculty, and the Faculty Council. The Graduate School is responsible for monitoring the quality of graduate programs, the final admission of graduate students, appointments to the Graduate Faculty, and supporting the enhancement of research activities essential to the conduct of graduate programs.

The Graduate Dean’s main duties include the following:

- Admission of students
- Appointment of dissertation committees
- Approval of programs of study
- Admission of students to candidacy
- Final approval of dissertations
The College of Education
The Ph.D. in Curriculum and Instruction will be housed in the College of Education. The Dean of that College has administrative responsibility for the supervision of all departments and programs housed within the College. Consultation between the Dean of Education and the Dean of Arts and Sciences will be on-going. On the recommendation of the Curriculum and Instruction faculty, the Dean of Education will appoint a “Doctoral Coordinator” for the Ph.D. in Curriculum and Instruction and an “Interdisciplinary Curriculum and Instruction Committee” from among that faculty.

Curriculum and Instruction Faculty
In accordance with the criteria developed for each graduate program or unit and approved by the Graduate Council, and upon recommendation of the appropriate department chair, the Dean of the Graduate School appoints graduate faculty members for renewable five-year terms. Members of the Graduate Faculty offer courses and seminars and supervise research and dissertations at an advanced level of scholarship.

Any member of the Graduate Faculty with an interest in Curriculum and Instruction theory and practice, literacy/English education, mathematics education, and/or urban education, significant scholarship in the field, and a willingness to teach in the program or serve on dissertation committees may apply to the Interdisciplinary Curriculum and Instruction Committee for membership in the Curriculum and Instruction doctoral faculty. Appointments to this program faculty will be for five-year terms with reappointment made according to guidelines established by the Interdisciplinary Curriculum and Instruction Committee. The program faculty will serve as the constituency of the program for matters appropriate for faculty governance and will meet as appropriate to vote on such issues.

Interdisciplinary Curriculum and Instruction Committee
The Interdisciplinary Curriculum and Instruction Committee will include at least one representative from each of the academic departments with substantial involvement in the program. Those departments are as follows:

- Department of Educational Leadership (College of Education)
- Department of Middle, Secondary, and K-12 Education (College of Education)
- Department of Reading and Elementary Education (College of Education)
- Department of English (College of Arts and Sciences)
- Department of Mathematics (College of Arts and Sciences)

One additional committee member will be selected at-large from Curriculum and Instruction faculty from other departments.

Recommendations on admission to the program and admission to candidacy will be made by the Interdisciplinary Curriculum and Instruction Committee, chaired by the Doctoral Coordinator. The Committee works with the Coordinator to set policy and:

- Recommends to the Graduate School applicants for admission to the program
- Approves the student’s advisory committee and dissertation topic
- Assures that the qualifying exam is administered appropriately
- Recommends to the Graduate School qualified candidates for the degree
- Assures that all requirements are fulfilled by each candidate
- Recommends course additions and alterations as appropriate
- Approves participation of faculty in the program
- Appoints search committees for new faculty for the program
- Plans and evaluates the program
Doctoral Coordinator
The Doctoral Coordinator has direct responsibility for administration of the program, in consultation with the Interdisciplinary Curriculum and Instruction Committee under the direction of the Dean of Education. The duties of the Director include:

- Curriculum and conduct of the program
- Recommending operating budgets and supervising expenditures
- Chairing meetings of the Interdisciplinary Curriculum and Instruction Committee
- Communicating assessment of the program and personnel to the chairs of all participating departments and the Deans of Education and the Graduate School
- Overseeing recruitment efforts for the program
- Recommending budget allocations for travel, equipment, communication, and supplies to the Dean of Education
- Coordinating scheduling of courses among the cooperative departments and programs
- Assuring proper maintenance of graduate student records
- Scheduling dissertation defenses
- Representing the program to external constituencies

Student Advisory Committee
During the year following admission to the Ph.D. in Curriculum and Instruction, the student is expected to form an advisory committee composed of no fewer than three members, the majority of whom must be from the Curriculum and Instruction faculty. The remainder of the committee should be constructed to complement the proposed plan of study.

The dissertation advisor must be a member of this committee and will also serve as Chair of the dissertation committee. The dissertation advisor must be a member of the Curriculum and Instruction faculty.

The student’s advisory committee is appointed by the Doctoral Coordinator of the Ph.D. in Curriculum and Instruction after appropriate consultation with the dissertation advisor and the student. Subject to the approval of the Dean of the Graduate School, the functions of the committee are to:

- Prepare the student’s plan of study
- Evaluate the student’s academic progress
- Administer the qualifying examination
- Evaluate the dissertation proposal
- Administer the dissertation defense
- Certify the candidate’s qualifications for the degree subject to the approval of the Dean of the Graduate School.

The Organizational Chart for Administration of the Ph.D. in Curriculum and Instruction is attached (Appendix E).
Letters of support from participating departments can be found in Appendix F.
VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential “substantive change” during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

The proposed new degree program is not at a more advanced level than those previously authorized for UNC Charlotte and is not in a new discipline division; therefore, no “substantive change” notification to SACS is required. The program will be reviewed by NCATE (National Council for Accreditation of Teacher Education). As part of the NCATE review, the professional standards of the National Council for Teachers of English, the National Council for Teachers of Mathematics, and the International Reading Association will be addressed. The program will be submitted for approval by the North Carolina Department of Public Instruction in relationship to advanced licensure in curriculum and supervision, English education, reading education, and mathematics education.

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

The five core academic departments – English; Mathematics; Educational Leadership; Middle, Secondary, and K-12 Education; and Reading and Elementary Education – will collaboratively implement this degree. The educational research faculty is housed in the Department of Educational Leadership and will play a key role in the program’s implementation. While there are faculty members from other departments and programs (e.g., Sociology, History, Geography and Earth Sciences, Child and Family Development, Public Policy) who will join the interdisciplinary Curriculum and Instruction faculty, there is no need for expansion of these supporting fields at this time.

X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

N/A
XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds. Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. Include the continuation of previous year(s) costs in second and third year estimates.

Additional state-appropriated funds for new programs may be limited. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the “New Allocations” columns of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time.

The Budget for the Ph.D. in Curriculum and Instruction may be found in Appendix G.

XII. EVALUATION PLANS

All new degree program proposals and degree program track descriptions must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program/track for the first four years of the program (numbers of graduates), (d) the names, addresses, and telephone numbers of at least three persons…qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

A. Criteria to be used to evaluate the proposed program (not in an order of priority).

1. Does the program attract highly qualified students?
2. Does the program retain students, and are those students satisfied with their program?
3. Does the program prepare its students well for careers in higher education, K-12, and related educational settings?
4. Do faculty and students achieve a mutual benefit by working together?
5. Do program graduates have a positive impact on student learning in educational settings?
B. Measures to be used to evaluate the program:

- The number and quality of students applying for the degree
- The geographic regions from which students apply
- The number of full-time students
- The number of students who receive funding for graduate study
- Student demographics and diversity
- Percent of students who complete degree
- Student demographics for attrition versus completion
- Student satisfaction survey
- Type and quality of employment
- Employer satisfaction
- Feedback from students’ participation in faculty searches and other job-seeking opportunities
- Student publications and presentations
- Student participation in state and national professional organizations
- Other student awards and achievements
- Grants funded (and student participation in proposal development)
- Faculty/student co-authorships of articles and grant proposals
- Course evaluations for courses in which doctoral students teach
- Student feedback on quality of faculty mentoring
- Analysis of impact of student research on improved instruction in literacy and mathematics

C. Projected productivity levels (numbers of graduates):

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D. Recommended consultants/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

Dr. John P. Helfeldt  
Chair, Department of Teaching, Learning, and Culture  
Texas A&M University  
4232 TAMU  
College Station, TX 77843-4332  
(979) 845-8383  
jhelfeldt@coe.tamu.edu  
Dr. Helfeldt has reviewed a draft of the proposal.

Dr. Patricia Lambert Stock  
Professor and Director, The Writing Center  
Michigan State University  
300 Bessey Hall  
East Lansing, MI 48824-1033  
(517) 432-3610  
plstock@msu.edu

Dr. Robert E. Reys  
Professor of Mathematics Education  
104 Stewart Hall  
University of Missouri  
Columbia, MO 65211  
(573) 882-3740  
Reys@missouri.edu

Dr. Patrick Thompson  
Professor of Mathematics Education  
Vanderbilt University  
Peabody College  
Box 330  
Nashville, TN 37203  
Pat.thompson@vanderbilt.edu

Dr. Anne Ruggles Gere  
Chair, Joint Ph.D. in English and Education  
University of Michigan  
2014 SEB  
610 E. University  
Ann Arbor, Michigan 48109-1259  
734-763-6643  
argere@umich.edu  
Note: Dr. Gere reviewed an early draft of this proposal.
E. Plan for evaluation prior to sixth operational year.

**Year One:** Evaluation efforts will focus on admission procedures and student requirements. At the end of the first semester, the faculty will review the outcome of the first round of admissions and student progress to date to determine if changes are needed in recruitment and screening for the next round of admissions. Faculty will also obtain student and faculty feedback on the courses and portfolio requirements as implemented to date. Any changes will be developed through faculty planning and included in a revised doctoral handbook.

**Year Two:** The Coordinating Committee will collect and review information on student quality and satisfaction.

**Year Three:** The evaluation focus will be on student scholarship. The faculty will consider the process and outcome of the first dissertations. The process and outcomes for full-time students will be examined. Also, information on student achievement will be reviewed to consider if faculty mentoring is providing mutual benefit to students and faculty.

**Year Four:** The process and outcomes for part-time students will be examined. Employment data will be collected.

**Year Five:** Information can now be collected on all of the quality variables, including the impact of student research on improved literacy and mathematics instruction. The Doctoral Coordinator will work with the Coordinating Council to collect and synthesize this information. A report will be generated on the quality of the program to date and goals for improvement or innovation.

**XIII. REPORTING REQUIREMENTS**

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.
XIV. STARTING DATE AND INSTITUTIONAL APPROVAL

Proposed date of initiation of proposed degree program: August 2003

This proposal to establish a new Ph.D. in Curriculum and Instruction at UNC Charlotte has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor [Signature]
Appendix A

Letter of Support from Dr. Eric Smith
January 28, 2002

Dr. James H. Woodward  
Chancellor  
UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 29223  

Dear Chancellor Woodward:

I am writing to offer my strong, positive support for the proposed new Ph.D. in Curriculum & Instruction at UNC Charlotte and to ask how I might be of assistance in your efforts to gain approval for this new degree from the UNC Board of Governors.

UNC Charlotte is a great partner for Charlotte-Mecklenburg Schools! UNC Charlotte is engaged in substantive partnership activities that address our personnel needs. For example, the College of Education is currently offering four master’s degree programs at CMS sites to assist us in recruiting and retaining outstanding teachers to our Equity+2 Schools (high-need schools.) The College of Education also is offering field-based coursework to over 100 teachers in our “Bright Beginnings” Prekindergarten program to enable those teachers to earn the Birth-Kindergarten teaching license. UNC Charlotte’s innovative postbaccalaureate routes to licensure for lateral entry teachers provide essential support to our most vulnerable beginning teachers. UNC Charlotte is in the forefront of supplying the highly qualified teachers that we need for our school system. With over 1700 UNC Charlotte alumni employed in Charlotte-Mecklenburg Schools, you are our greatest provider of talented professionals.

The proposed Ph.D. in Curriculum & Instruction will do two important things for CMS: first, this new degree will provide our current and future leaders with the opportunity to develop the research skills to tackle pressing challenges in our system in new ways; and second, this new degree will make a tremendous contribution to our recruitment efforts. If teachers and curriculum specialists live in an environment in which they can see the doctorate as a professional opportunity, they will be drawn to this school system and be more likely to stay. Therefore, given that CMS recruits staff from throughout North Carolina and the country, the addition of this doctoral program will help us recruit and retain teachers and professional staff.

UNC Charlotte’s recent classification as a doctoral institution is significant to our region’s development. From my work with the College of Education, I am persuaded that the College has the capacity to implement doctoral programs exceedingly well. Many CMS leaders are currently enrolled in the Ed.D. in Educational Leadership and the Ph.D. in Special Education at UNC Charlotte. The proposed Ph.D. in Curriculum & Instruction will open the wonderful opportunity for doctoral study to many other leaders in CMS.

Please let me know how I can assist with the development of this important project.

Sincerely,

Eric J. Smith  
Superintendent

Administrative Offices  Education Center  701 East Second Street
Appendix B

External Reviews
Dr. Barbara Edwards, Associate Dean
College of Education
UNC Charlotte
Charlotte, NC

Dear Dr. Edwards:

I write to express my admiration for your university’s plan for a Doctoral Program in Curriculum and Instruction. As one who has spent an entire career in literacy education I have had many opportunities to participate in and evaluate a variety of doctoral programs. I currently serve as Chair of the Joint Ph.D. in English and Education at the University of Michigan, and prior to that I was on the faculty at the University of Washington where I worked with graduate students focusing on literacy. During these years I have directed over 20 dissertations and served on over 25 doctoral committees. I have also worked as external evaluator for at least a dozen doctoral programs. For example, when the Ohio Board of Regents commissioned an assessment of its seven Ph.D. programs in English, I was named to the panel. My research (publications include over 40 articles and 10 books) has concentrated on literacy and social/cultural institutions. The University of Michigan has recognized my work by awarding me a Distinguished Graduate Student Seminar Award, a Distinguished Faculty Achievement Award; and the D’Arms Award for Distinguished Graduate Student Mentoring. In my current role as President of the National Council of Teachers of English, I have many opportunities to see a variety of educational models and to take part in discussions of current trends in higher education. My perspective, then, is shaped by these experiences.

Let me highlight the aspects of your plan that strike me as most promising. First, its attention to urban education is most timely and much-needed. Current research shows that 35% of all school age children in the United States are people of color, and this number will increase to approximately 45% in the next decade. Over 25% of all youngsters are being educated in the 100 largest urban districts in this country. These schools, which represent 1% of all school districts employ over 22% of all public school teachers. In addition to the challenges that face all schools, urban schools serve a disproportionately high number of students who live in poverty, speak languages other than English and represent diverse learning experiences. Despite the tremendous need, both in terms of numbers and intensity, there are very few doctoral programs that address urban education specifically. Indeed, my own research has led me to investigate such programs, and I have found very few.
Another attractive dimension of the planned program is its interdisciplinarity. As you surely know, traditional disciplinary boundaries are becoming increasingly porous, and the most interesting work appears in the interstices between fields. At the University of Michigan, for example, we currently have more than 35 interdisciplinary Ph.D. programs, and the number increases each year. In both my own experience, and in my observations of other institutions, interdisciplinary work generates the sort of extra energy and commitment that the proposed Ph.D. in Curriculum and Instruction will require, especially in light of the fact that it would be joining other relatively new doctoral programs. I predict that these multiple initiatives will strengthen and support one another in highly productive ways. The projected collaboration between the College of Education and Arts and Sciences as well as with existing doctoral programs in the College of Education suggests that your new doctoral program would offer students contemporary and highly useful preparation. As the chair of the Joint Ph.D. in English and Education, I can tell you that we have a 100% placement record. Indeed most of our students receive more than one job offer, and our institutional research indicates that the breadth of preparation born of their interdisciplinary work is a key factor in their impressive success on the job market.

The responsiveness of this proposed degree to the needs of potential students is another impressive feature. During my years in the academy I have seen too many doctoral programs that reflect pet projects and specialized research interests of faculty members rather than the needs of students. Indeed, in my reviews of various doctoral programs, I have frequently found curricula that are remarkably out of touch with their students’ experiences and expectations. The surveys conducted, the accumulation of data, the careful attention to demographics in the Charlotte region—all of these demonstrate a clear commitment to creating a doctoral program that will serve its students well. In being responsive to potential students, this planned degree is not ignoring the institutional mission. Rather, with its emphasis upon the themes of Children, Families, and Schools; Urban and Regional Development; and International Understanding and Involvement, this program is solidly positioned to further the University’s stated objectives while simultaneously serving its students. Given the tremendous population growth in the UNCC region, I am sure that more K-12 teachers are required, and I assume that the University’s highly regarded teacher education program is helping to address this need. What remains less obvious in the context of such growth is the need for educational leaders who can foster the professional development of newly hired teachers. In my work on the Technical Advisory Committee of the Interstate New Teacher Assessment and Support Consortium (a body of the Chief State School Officers), I have had numerous opportunities to see how crucial professional development is to insure the quality and longevity of new teachers. The proposed doctoral program will provide a much-needed stream of professionals ready to undertake this task.
Overall, then, I find the proposed doctoral program a very promising one, and I hope that it will soon be institutionalized. It would give me great pleasure to begin recommending that prospective graduate students consider applying to UNCC. If I can answer any questions or provide further information, do not hesitate to message me at argere@umich.edu.

Sincerely,

Anne Ruggles Gere, Chair
Joint Ph.D in English and Education
September 26, 2002

Dr. Mary Lynne Calhoun, Dean
College of Education
University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, North Carolina 28223

Dear Dean Calhoun:

This letter is being forwarded as a report of my external review of the Proposed Ph.D. in Curriculum & Instruction at the University of North Carolina at Charlotte. My report is organized in a sequential manner that closely parallels the organizational format of the written proposal.

The proposal document clearly and comprehensively describes a doctoral program that includes many of the curricular elements that constitute traditional doctoral programs of study in the area of Curriculum and Instruction. Thus, the proposed program would appear to be credible by basic standards or general programmatic parameters typically associated with the doctorate in education. The proposed sixty-hour program includes a twelve (12) semester hour Curriculum & Instruction Core, as well as a fifteen (15) semester hour Research Core, twenty-four (24) semester hours of credit selected from coursework closely associated with a specialization area, and nine (9) semester hours of dissertation credit.

More importantly, however, the proposed program goes beyond meeting the generally acceptable course and curricular "standards" associated with educational doctoral programs. The current proposal describes a doctoral program that reflects a conceptual awareness and understanding of contemporary educational needs with its explicit foci on urban education, literacy education, and mathematics education. Further, the program is even more unique because specialized knowledge bases, perspectives, and unique needs associated with urban-regional education will be infused into all of its specialization areas, and not merely delegated to the specialization area of urban education. Clearly, the proposed program is designed to prepare the next generation of the professorate and future public education leaders who will acquire the expertise and generate the new knowledge that will address three areas of greatest need in North Carolina and American education.
The proposed Ph.D. in Curriculum and Instruction appears to be very congruent with the UNC Charlotte strategic plan and its mission to help meet the needs of the region and the State of North Carolina. Based on surveys of prospective students and leaders of regional agencies and organizations, respondents indicated both high degrees of interest and great need for a doctoral program of this nature at UNC Charlotte.

As proposed, the program is worthy of strong consideration for approval. It is responsive to the advanced educational needs of the Charlotte area and the State. The admission requirements for students and the program requirements are reasonable, yet sufficiently rigorous to help insure a high quality program of study that will result in well-prepared, effective educators. The newly proposed courses are timely, appropriate, and systematically organized to provide opportunities for appropriate breadth and sufficient depth in the preparation of doctoral level educators in urban education, literacy education, and mathematics education. The cross-campus interdisciplinary collaboration that is evident in the proposal is very impressive and will be a valuable element of this new program. More specifically, for example, the infusion of public policy courses and the development of new education courses such as “Critical Issues and Perspectives in Urban education” and “Literacy and Educational Public Policy” reflect the careful thought that has been given to the core and the specialized coursework included in the program. It is rather apparent that the curriculum has been designed to include contemporary and unique topics that are pertinent to the context, purposes and goals of the proposed program, as well as some of the traditional elements associated with doctoral programs in education.

A summary analysis of the formal preparation, relevant professional experiences, and scholarly accomplishments of the faculty that would be affiliated with the program indicates a sufficient number of faculty (College of Education and College of Arts and Sciences) with appropriate breadth of professional specializations and expertise to offer the coursework, mentor the students, and guide the dissertation process and product to a successful completion. The proposal also expressed the need to hire six additional faculty members to support the program. While the area of expertise was indicated for each of the faculty hires, it did not include the academic ranks or levels of experience that would be essential for these hires to be strategic. While the level of expertise, and experience of the current faculty will influence the specific criteria associated with each new faculty hired, it appears that the area of mathematics education might require a new faculty member at an advanced rank and/or level of experience. This observation is based on information presented in the tables that indicate a lack of experience directing doctoral studies among the five faculty members affiliated with the Department of Mathematics. A timeline for the “strategic” plan to acquire new faculty will also become important, that is, hiring all six as soon as possible, or phasing in two or three new faculty over the next couple of years will impact the search and recruitment plans for faculty and perhaps the recruitment of students in particular specialty areas.

As reported, the Library resources appear to be adequate to begin supporting the doctoral research needs of the proposed program. Based on the reported research holdings specifically associated with the areas of literacy, mathematics, and urban education, it will be important for the library to continue its focused acquisition of library holdings and to
take advantage of its ability to provide increased access to electronic data bases. While it was not mentioned, and it may already be available, electronic ILS access to, and delivery of, full text resources through a system such as “deliver Edocs” is another important library resource that will be needed to more fully support the proposed program.

With the projected 2004 occupation of the new education building, space and facilities would not appear to be problematic. In 2003, based on projected enrollments of 8 part-time students, and no projected full-time students or graduate assistants, additional space requirements should be negligible. In terms of equipment and space, my assumption is that classrooms, labs, and offices in the new College of Education facility would be pre-wired, as well as equipped for wireless ICT access at strategic points. In addition, I have assumed that the new building will have space for strategic growth and that this new program is indeed one element of the strategic growth and development plan.

Initially, the program will recruit from a student population representing the immediate urban region. While this initial recruiting plan appears to be prudent during the early implementation stages of the program, subsequently, it will be important to consider recruiting students from throughout the State and eventually beyond the boundaries of North Carolina as the more diverse student perspectives and varied experiences will serve to enrich the research, teaching, and learning that will occur among students and faculty associated with the program. The more diverse and larger pool of student applicants will, in turn, quantitatively and qualitatively enhance the State’s professorial and public school instructional leadership pools.

As outlined, the admission criteria and procedures appear to be appropriate. The requirements such as graduate GPA, standardized test scores, letters of recommendation, vitae are quite standard. While it is important for the prospective student to articulate career objectives related to obtaining a Ph.D. (and this may be implicit), but, the career objectives of potential students should also be congruent with the stated program objectives of the proposed Ph.D. in Curriculum and Instruction.

The administration of the proposed program was clearly described. The institutional oversight roles and responsibilities of the Graduate School and the College of Education were presented in a straightforward manner. It is important to note that, the Dean of Education with recommendations from the Curriculum and Instruction faculty, will appoint a representative Interdisciplinary Curriculum and Instruction Committee and a Doctoral Coordinator.

The consultative relationship between the Doctoral Coordinator and the Interdisciplinary Committee, along with the respective roles and responsibilities that were listed, would seem to provide an appropriate operational foundation for the initial implementation, early monitoring, and subsequent development and refinement of the program. At some point, it will be useful to define the nature of the Coordinator’s appointment in terms of whether the position is structured as a proportion of faculty FTE, an additional stipend, or perhaps some combination of both factors. In a similar vein, the number of members serving on
the Interdisciplinary C&I Committee should also be determined. As proposed, this committee could be comprised of 5 (or more) members.

As presented, the information on the student advisory committee is somewhat ambiguous. The guideline or policy for the composition of the student advisory committee indicates that there should be at least three members, with the majority coming from the C&I faculty. As stated, at least two, but all three, (or four, or...N) faculty could be C&I faculty members. Further, the entire committee could conceivably be affiliated with a single department, for example English, which is administratively housed in the College of Arts and Sciences. If this were to happen, would it be problematic? Are there graduate school/institutional policies that would contradict or prohibit an entire committee being comprised of faculty members from the same department? In addition to the lack of clarity about Student Advisory Committee composition, it is not clear whether the Student Advisory Committee and the Dissertation Committee are actually the same, or whether they are two disparate committees. The second paragraph would lead me to believe that the advisory and dissertation committees might be different, but the final paragraph would lead me to believe that the student’s advisory committee and the dissertation committee might be synonymous.

The program evaluation plan, as outlined, is quite comprehensive and includes a wide range of measures that are focused primarily on student variables and performance indicators of program graduates. Several of the performance measures listed will provide very useful and essential evidence to support a summative program evaluation, while other measures will provide formative information for further program development or enhancements. Some of the measures are particularly worthy of note and praise. Faculty/student co-authored articles and joint funding proposals, for example, will become a useful and credible indicator of program accomplishment and faculty/student productivity. The analysis of impact of student research on improved instruction is an ambitious evaluation measure that may be difficult to accomplish, at least in the short term. While this type of measure may be difficult to obtain and report within five years, the foundation should be established, and plans on how, and when to collect this information should be initiated early, so that there are no missed opportunities for acquiring and organizing the evidence.

At some point, it might be helpful to organize evaluation measures based on whether the measure will provide formative or/and summative information, and to associate the measures with some of the curricular, research, specialty, and cognate objectives included in the program description.

Some additional measures might be considered for inclusion in the evaluation plan. For example, the evaluation of dissertation topics, the nature of the associated research questions, the research designs, and the potential importance of the findings might be analyzed and should be considered to provide additional insights into the impact of student research, and the accomplishment of some of the programmatic objectives. Measures of continuing or enhanced scholarly productivity of Curriculum and Instruction faculty could also be considered useful for program evaluation purposes.
The projected productivity levels (numbers of graduates) do not appear to be congruent with the projected four-year enrollments in the proposed program. If eight part-time students enter the program in 2003-04, from an external perspective, it does not appear to be highly probable that three would graduate three years later, in 2005-06.

Similarly, the projected annual evaluation benchmarks (or the projected enrollments) might need to be adjusted, particularly for years three and four. For example, the first dissertations might not be forthcoming as early as the third year, considering that the two, initial full-time student enrollments were not projected to occur until the second year.

In conclusion, I firmly believe that the proposed Ph.D. program in Curriculum and Instruction at the University of North Carolina at Charlotte is indeed worthy of every consideration for approval. My strong support of the proposed program is based on the information provided within the proposal. It is apparent that this program has been carefully planned and is well organized. When implemented the program will be responsive to the identified societal-educational needs of urban communities. Its focus on urban education is timely and represents a collaborative response to the educational needs that are uniquely associated with Charlotte as well as other urban areas.

Please do not hesitate to contact me if you have any questions or would require further clarification of my unqualified support of the proposed program.

Sincerely,

John P. Helfeldt, Professor
& Department Head
Appendix C

Abbreviated Faculty Vita
Brief Vitae
Bob Algozzine

Personal Information

Born October 3, 1946
Married (Kate), with two children (Kathryn and Michael) and three grandchildren (Mackenzie, Abigail, and George)

Education

B.S. in economics with a minor in art history from Wagner College, Staten Island, New York, 1968.
M.S. in educational psychology with a minor in education of emotionally disturbed children from The State University of New York at Albany, 1970.
Ph.D. in education of exceptional children with major emphasis in educational research and evaluation from The Pennsylvania State University, 1975.

Professional Experiences

1973-1975 Graduate Assistant and Instructor at The Pennsylvania State University; responsible for learning disabilities and assessment courses, program evaluation, and computer-assisted coursework revisions.
1975-1976 Assistant Professor at The Pennsylvania State University; responsible for courses on emotional disturbance, educational research, computer programming, and educational assessment.
1976-1988 Assistant Professor at the University of Florida; responsible for various coursework in program for preparing teachers of children and youth with emotional disabilities as well as general courses in master's and doctoral programs. Promoted to Associate Professor in 1979, to Professor in 1982.
1988-date Professor at the University of North Carolina Charlotte; responsible for faculty research and technology support as well as research and evaluation coursework in College of Education.

Recent Experiences

Co-Director of the Behavior and Reading Improvement Center which is a federally-funded research project implementing and evaluating school-based primary, secondary, and tertiary interventions enabling administrators and teachers to provide positively oriented school-wide instruction, curricula, and support services to children in grades K-3 who are identified as having marked difficulty learning to read and/or who exhibit serious behaviors that may lead to discipline problems presently or later in life. Project Director and Evaluator for Improving the Lives of Children Project providing innovative school-wide interventions enabling professionals to offer positively oriented instruction, curricula, and support services needed to prevent students receiving special education for emotional and behavioral problems from developing serious emotional disturbance. Project Evaluator and Key Personnel for Self-Determination Synthesis Project conducting extensive analyses of curricula for preparing individuals with disabilities to take more control of their lives and meta-analysis of literature documenting effects of extant intervention research. Member of College of Education Instructional Technology Advisory Council responsible for implementing and evaluating state-supported project for improving competencies of preservice and inservice education professionals.
Current Professional Memberships

Council for Exceptional Children (Co-Editor, Exceptional Children)
American Educational Research Association
Phi Delta Kappa

Selected Books


Other Professional Writing

1975 - 2000

More than 250 articles in referred journals addressing issues in assessment, evaluation, and teaching exceptional students as well as technology development, implementation, and use.
Louise Anderson Allen  
Assistant Professor  
Department of Educational Leadership  
University of North Carolina at Charlotte

**Education and Professional Credentials**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Institution</th>
<th>Field</th>
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<tbody>
<tr>
<td>Ed.D.</td>
<td>1997</td>
<td>University of South Carolina</td>
<td>Curriculum and Instruction, Cognate: Administration</td>
</tr>
<tr>
<td>MAT</td>
<td>1975</td>
<td>The Citadel</td>
<td>Secondary Administration</td>
</tr>
<tr>
<td>BA</td>
<td>1971</td>
<td>Frances Marion</td>
<td>English</td>
</tr>
</tbody>
</table>

**Professional Experience**

- **August, 2000-present**  
The University of North Carolina at Charlotte  
College of Education  
Assistant Professor of Curriculum and Supervision  
Doctoral Program Coordinator  
Department of Educational Leadership
- **August, 1999-June, 2000**  
Texas Tech University  
College of Education  
Assistant Professor, Division of Curriculum
- **August, 1998-June, 1999**  
The Citadel  
Department of Education  
Assistant Visiting Professor
- **June, 1998 –June 1999**  
University of South Carolina  
Department of Educational Leadership and Policies  
Clinical Faculty Member
- **January, 1998-June 1998**  
Avery Research Center for African American History  
College of Charleston  
Postdoctoral Fellowship
- **July, 1996-December, 1997**  
Independent Educational Consultant  
Kentucky, South Carolina, Florida, and Georgia
- **August, 1992-June, 1996**  
College of Charleston  
SC Accelerated Schools Center  
Associate Director
- **1971-1991**  
Charleston County School District  
Incentive Programs Coordinator
Publications

Selected Refereed Conference Presentations
Audette, Robert H.

ROBERT H. AUDETTE
Associate Professor of Elementary Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Degree
Ph.D. 1972 George Peabody College, Vanderbilt University Special Education
M.A. 1970 George Peabody College, Vanderbilt University Special Education
B.A. 1969 Fitchburg State College Special Education

Licenses
G-Level North Carolina: Elementary (grades K-6); Special Subjects (grades K-12): Cross Categorical (mild/moderate handicapped), Mentally Handicapped, Specific Learning Disabilities; Special Service Personnel: School Administrator - Superintendent, School Administrator - Principal

PROFESSIONAL EXPERIENCE

1989-present The University of North Carolina at Charlotte, College of Education
Department of Reading and Elementary Education
Interim Chair, 1999-2000
Department of Reading and Elementary Education
Associate Professor, 1998-present
Department of Curriculum and Instruction
Assistant Professor, 1990-1996
Executive Assistant to the Dean, 1989-1990

1982-1989 Madison County Family Court
Consultant to the Family Court Judge

1980-1982 Syracuse University Regional Resource Center
Associate Professor of Education and Director

1978-1980 U.S. Federal Court
6th District, Court Appointed Expert, 1979-1980
3rd District, Special Court Master, 1978-1979

1974-1977 Massachusetts Department of Education
Associate Commissioner of Education

1972-1973 Fernald State School
Assistant Superintendent for Education

SELECTED RESEARCH AND DEVELOPMENT ACTIVITIES

Research Coordinator, Thomasboro Project, Charlotte, NC.


Project Director, "Quality Classroom Accountability Project." Duke Power Foundation, Funding Level: $15,000 per year for 3 years: 1996-1999.
SELECTED PUBLICATIONS


Audette, R., & Algozzine, B. (in press). Within district school transfers and student achievement: Moving ahead by staying in one place. Special Services in the Schools.


SELECTED PRESENTATIONS


PROFESSIONAL LEADERSHIP POSITIONS

North Carolina Quality Leadership Foundation, Executive Committee Member, 1992-present.

Primary Consultant, Lincoln County Quality School Project Supported by the North Carolina Business Committee for Education, 1994-1997
EDUCATION
1998 Ph.D. in English Language and Linguistics.
   Minor: Departments of Linguistics and German.
1993 Staatsexamen (equivalent to MA degree with two majors and two minors).
   University of Cologne, Germany.
   English Language and Literature (1st major).
   French Language and Literature (2nd major).
   Education (minor).
   Philosophy (minor)

EMPLOYMENT
Fall 1999-
present   Assistant Professor of English.
   University of North Carolina at Charlotte.
   Department of English, English Language Studies.
Summer 1999 Visiting Assistant Professor.
   Northern Arizona University, Flagstaff.
   Department of English.
1997- 1999 Lecturer.
   University of Wisconsin-Madison.
   Department of English.
Summer 1997 Lecturer.
   Beloit College.
   Department of Education.

PUBLICATIONS
submitted for review Effects of cultural primers on cultural attitudes. (with Michael Böhringer and Anne-Kathrin Gramberg). Multilingual Matters.
submitted for review From feature to form: Residual transfer effects in interlanguage interpretations of [+definite]. Second Language Research.


HONORS AND AWARDS

PROFESSIONAL ACTIVITY
Invited Colloquia


Selected Conference Presentations – Refereed
"*das rotes Korb: Academic achievement and grammar acquisition in immersion education."


TEACHING
Graduate Courses Taught
Introduction to Linguistics. English 6161, UNC-Charlotte.
World Englishes. English 5166. UNC-Charlotte/Kőlcsey Ferenc Reformed Teachers College.
Comparative Language Analysis for Teachers. English 5166. UNC-Charlotte/Kőlcsey Ferenc Reformed Teachers College.

Master's Theses - Chair
Trish Scardina (Spring 2002), TESL
Noriko Abe (Spring 2002), TESL
Renee Cheezem (Fall 2001), TESL

Master's Theses - Committee Member
Dan Wilson (Summer 2002), TESL
Lori Fox (Fall 2001), TESL

GRANTS
Authentic speech in linguistic training. Project MORE. Fall 2002. 2,000 dollars.
Travel grant for international university cooperation. International Programs, UNC-Charlotte. Spring 2002. 500 dollars.
VITA

Deborah S. Bosley • Director of University Writing Programs and Associate Professor of English
University of NC at Charlotte, Charlotte, NC 28223 • (704) 687-3502 • dsbosley@email.uncc.edu

Professional Education


Professional Teaching and Administrative Experience

• University of North Carolina at Charlotte, Associate Professor of English 1989 - present. Graduate Faculty, 1990-present
   ➢ Master’s Theses – 10 (served on committees)

• Director of University Writing Programs, UNC Charlotte, 1998 to present

• Millikin University, Decatur, Illinois, Instructor of English (Full-time) 1982-1989

• Co-Lead Teacher of Illinois’ (National) Writing Project, 1986-1987

Professional Honors and Awards

• Woman of the Year 1994 -- University of North Carolina at Charlotte

• 1994--Nell Ann Picket Award Best Article of the Year in Technical Communication Quarterly By Association of Teachers of Technical Writing


Grants (Awarded or Proposed)

• Consultant on AHRQ Grant: "Group Differences in Predictive Models of Behavior," 2002 (submitted)
• Consultant on NIH Grant: "The Language of Treatment Futility," 2002 (submitted)
• Co-PI on NSF Grant for College of Engineering: 2000 (not funded)
• UNC Charlotte Faculty Research Grants: 1995; 1996 (awarded)

Special Research and University Consulting Activity:
Program Reviewer--proposed MS in Technical Writing at Metropolitan State University, MN, 1998
   • Presented video conference to Information Development Staff from USA and Europe
   • Conducted research on Computer Integrated Manufacturing System’s team Information Developers
   • Researched group collaboration during documentation process
   • Made recommendations to management for improving team efforts and status of writers

Professional Publications

Books

Chapters in Book


Refereed Journals


Bosley, Deborah S. "Designing Effective Writing Teams." *Technical Communication*. Fall, 1991: 504-513. • *Received a Distinguished Technical Communication Award for Outstanding Article for 1991 from Society for Technical Communication*.


LILIAN B. BRANNON
Professor (1998)
Initial Faculty Appointment with tenure (1998)
Programs: English/ Education

EDUCATION AND PROFESSIONAL CREDENTIALS


SELECTED RESEARCH AND DEVELOPMENT ACTIVITIES

Recipient, National Writing Project Grant, UNC-Charlotte Writing Project, $25,000, 1999-2000
Recipient, USTEP--“Teacher Researcher Grant” $15,000 1999-2000
Co-Recipient, USTEP “Teaching Reading to Underachieving Students”—project co-leader $15,000, 1999-2001
Recipient, with Deborah Bosely, UNC-Charlotte CID Grant, $20,000, Teaching Writing to students for whom English is their Second Language, 1999-2000
Recipient, State of New York Initiative for Technology, $300,000, for equipment for the Center for Excellence in Teaching and Learning, 1997-98
Recipient, SUNY Technology Initiative $100,000, for the Center for Excellence in Teaching and Learning, 1996-1998.
Recipient, OERI, National Research Center for Literature Teaching and Learning, $26,000 per year Teacher Research Project, 1988-1996.
Recipient, United University Professions, for Curriculum Development through the Center for Excellence in Teaching and Learning, $40,000 1995.

SELECTED PUBLICATIONS AND EDITORIAL ASSIGNMENTS

Books


Research Monographs


Essays and Book Chapters

“The Use of the Margins.” The Writing Center Journal, Fall 2000. (with Steve North)

“The Preparation of Language Arts Teachers.” The MLA Newsletter, Fall 2000 (with Cy Knoblauch).


Editorial Assignments

Series Editor (with Art Young, Ann Gere, Geneva Smitherman, and John Trimbur), Composition Theory and the Teaching of Writing, 14 Volume Series, Modern Language Association.


SELECTED PRESENTATIONS

"The Problem with Expressivism” presented to the Conference on College Composition and Communication, Denver, April 2001.

“Papering Over Our Work as Teachers: Critical Theory’s Erasure of Composition” presented to the Conference on College Composition and Communication Convention in Minneapolis, April 2000

“Engaging Fictions and Random Acts of Argument” a paper presented to the Conference on College Composition and Communication, Atlanta, Ga., March 1999

“A Proposal for First-Year Composition,” a paper presented to the Conference on College Composition and Communication, Phoenix, 1997

"Rethinking First-Year Composition," a paper presented to the Conference on College Composition and Communication, March 1996, Milwaukee, WI.
Biographical Sketch

Name: Deborah Ceglowski
Rank: Associate Professor
Department: Counseling, Special Education, and Child and Family Development
College: Education
Phone: 704-687-6186 Email Address: daceglow@email.uncc.edu

Education:

List degree, institution, and dates in chronological order

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<tr>
<td>Ph.D.</td>
<td>University of Illinois at UC</td>
<td>1996</td>
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<tr>
<td>Ed.M.</td>
<td>Harvard Graduate School of Ed</td>
<td>1977</td>
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<tr>
<td>B.A.</td>
<td>Johnson State College, VT Merrill-Palmer Institute, MI</td>
<td>1974</td>
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Papers presented at meetings (* = competitive acceptance)

Publications
Professional Books:

Chapters in Books:

Refereed Journal Articles

Significant Editorial Positions
Co-editor for book reviews for Early Childhood Research Quarterly

Editing, Critiquing, Reviewing for Publishers and for Journals
1. American Educational Research Association Early Childhood and Child Development Special Interest Group, Member-At-Large, 2002-2004
2. American Educational Research Association Division D and Qualitative Research Special Interest Group. Member of Outstanding Qualitative Dissertation Award Committee, 2002-present
3. American Educational Research Association Division D and Qualitative Research Special Interest Group. Chair of Outstanding Qualitative Dissertation Award Committee, 2000,2001
4. Early Childhood Research Quarterly: Consulting Editor, 1998-present
6. Educational Policy: Ad Hoc Reviewer, 1999-present

Awards/Distinctions Related To Scholarship
1. McKnight Land Grant Fellowship nominee for the Department of Curriculum and Instruction, University of Minnesota 2000
2. Cornell University Promising Scholar nominee for the University of Minnesota, 1998
4. Research Association, 1996
7. Bagley Scholar Award, University of Illinois, 1993
9. Outstanding Young Woman of America, 1979
10. Blanchard Memorial Scholarship, 1971

Graduate school advising (University of Minnesota)
Ph.D. students:
I am co-advising four Ph.D. students.
I am currently serving on 5 Ph.D. committees.
I have served on 3 Ph.D. committees as a thesis reviewer.
M.A. advisees (University of Minnesota)
I previously served as the advisor for two M.A. advisees and now am advising one M.A. student. I have been a reader on one M.A. committee.
Victor Vincent Cifarelli

13530 Scanlan Way           Davidson, NC  28036                     (704) 895-8344

Education

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<th>Field</th>
<th>Institution</th>
<th>Location</th>
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<tr>
<td>Ph.D.</td>
<td>Mathematics Education</td>
<td>Purdue University (West Lafayette, IN)</td>
<td>1988</td>
<td></td>
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<tr>
<td>M.S.</td>
<td>Pure Mathematics</td>
<td>Purdue University</td>
<td>1976</td>
<td></td>
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<tr>
<td>B.S.</td>
<td>Mathematics</td>
<td>University of Connecticut (Storrs, CT)</td>
<td>1974</td>
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</table>

Professional Experience

- Assoc. Professor of Mathematics
  - UNC-Charlotte, Charlotte, NC (2001-present)
  - (April 1998-present)

- Asst. Prof. of Mathematics

- Director, Office of Academic Support and Instructional Services
  - University of California, La Jolla, CA (1990-95)

- Asst. Director, Office of Academic Support and Instructional Services
  - University of California, La Jolla, CA (1989-90)

- Mathematics Learning Specialist
  - Office of Academic Support and Instructional Services
  - University of California, La Jolla, CA (1983-89)

- Systems Engineer
  - Sperry Univac Co., Salt Lake City, UT (1982-83)

- Software Design Engineer
  - Triad Microsystems, El Segundo, CA (1981-82)

Awards and Honors

- Senior Faculty Research Grant, UNC-Charlotte (2002)
- Colloquium Visitor Recipient, Dept. of Mathematics, UNC-Charlotte (1997)
- Deans List (semesters 2, 3, 5-8), University of Connecticut (1970-74)
Research

Papers in Refereed Journals


Additional Research Publications

- Served as Editor of research volume, *Semiotic Perspectives in Mathematics Education* (in collaboration with three other researchers)
- Fifteen research papers in refereed conference proceedings

Additional Research Activities

- Presented twenty four research paper presentations at professional meetings
- Conducted two research colloquiums
- Five invited research talks
- Serve as Reviewer for *Journal for Research in Mathematics Education*

Graduate Education

- Directed 4 Masters Comprehensive Portfolios
- Supervised 3 Graduate Independent Study Projects
- Served on Masters Exam Committee for 20 students from the Masters in Mathematics Education Program (1996-2002)
- Served on Ph. D Committee of 1 student (University of California at San Diego, 1993)
- Served as Instructor for graduate courses in the Master of Arts in Mathematics Education
- Served as Instructor for Graduate Student Teaching Seminar, Dept. of Mathematics (1999, 2001)
- Developed course curriculum for three courses in the MA in Mathematics Education Program

Funded Grants

- Four Faculty Research Grants, UNC-Charlotte ($11,000)
- One Student Support Services Grant, University of California, U.S. Department of Education ($680,000)
- Four University Partnership Grants, UNC-Charlotte ($5,500)
Paula T. Connolly
Associate Professor
Department of English
University of North Carolina at Charlotte
Charlotte, North Carolina 28223 US
<ptconnol@email.uncc.edu>
(704) 687-4213

EDUCATION

1991    Ph.D., University of Massachusetts at Amherst
1986    M.A., Boston College
        Christ College, Cambridge, UK
1980    B.A., Boston College
1979    Richmond College, London (spring)

PROFESSIONAL EXPERIENCE

University of North Carolina at Charlotte, Department of English
1997-present    Associate Professor
1991-1997    Assistant Professor

University of Massachusetts at Amherst, Department of English
1990-1991    Writing Counselor for the Bachelor’s Degree
             with Individual Concentration Program
1986-88, 1989-90    Teaching Assistant

SCHOLARSHIP

Book:

Winnie-the-Pooh and the House at Pooh Corner: Recovering Arcadia.
Twayne’s Masterwork Studies Series. Robert Lecker, General Editor.
Also available as part of Twayne’s Masterwork Studies on CD-ROM.
June 1996.

Chapters in Books:


Articles in Refereed Journals:


Articles in Non-refereed Journals:


Boyd H. Davis
Bonnie E. Cone Distinguished Professor of Teaching (1997-)
Professor of English, College of Arts and Sciences (1980-)

1115 Cedarwood Lane                         Department of English
Charlotte, NC  28212                        Charlotte, NC  28223
(704) 536-7629                             (704) 687-4209/2296

EDUCATION
Ph.D., University of North Carolina at Chapel Hill, 1972. Linguistics
M.A., University of North Carolina at Chapel Hill, 1962. English
A.B., University of Kentucky, 1961. Majors in French and English; Licensure in both.
Post-graduate: Indo-European Linguistics 1972, 1976

PROFESSIONAL EXPERIENCE
Visiting Professor, Obirin University, Tokyo, 1994-5
Visiting Professor, National Kaohsiung Normal University, Taiwan, 1989.
Faculty, Bread Loaf School of Writing, Summer 1985.
Visiting Lecturer in Anthropology, Winthrop College, Summer 1975.
Professor-in-Schools, Charlotte-Mecklenburg Schools, 1972-92 (Literature, Writing Projects)
Faculty, Summer Institute, Linguistic Society of America, Summer 1972.
Teaching Assistant, Linguistics Department, UNC-Chapel Hill, Summer 1971.
Lecturer, Instructor, Queens College, Charlotte, NC 1966-68.
Research Assistant, Population Center/Public Health, UNC-Chapel Hill, 1966.
Teacher, Oak Hills High School (Cincinnati, Ohio) 1962-3.

FUNDING National competition
2001-2003 DEPARTMENT OF EDUCATION/OBEMLA. Principal Investigator, with Caroline Linse as Consultant. Project MORE: Materials for All Teachers
1995-97 FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION: Director, UNC Charlotte as dissemination site for FluencyFirst program
1986-87 AMERICAN COUNCIL OF LEARNED SOCIETIES Individual Grant. Essays interpreting the Saussure manuscripts at Harvard
1984-86 NATIONAL SCIENCE FOUNDATION. Dorlan Mork, Principal Investigator. Associate Director, Development of interactive science materials.
1982-83 NATIONAL ENDOWMENT FOR THE HUMANITIES College Faculty Individual Research Grant to develop essays on Ferdinand de Saussure's thought and its contexts.
1979-80 NATIONAL ENDOWMENT FOR THE HUMANITIES Director, Research conferences which established national archives for the Linguistic Society of America and related collections dealing with the history of Linguistics, housed at the American Philosophical Society, now UT-Austin

Local competition (recent)
2002 Curriculum Improvement Grant and Faculty Research Grant, with Linda Moore, Dena Shenk: CD for Language and Aging; Narrative and Discourse of Elderly;
Faculty Research Grant; Cross-cultural populations for Geriatric Narrative, w/ L. Moore
2001 Academic Program Improvement Grant to Special Collections to expand digital audio archive; Pat Ryckman PI; Boyd Davis, Linda Moore & Heather Thompson
2000 Faculty Research Grant: pilot study to collect and analyze narratives of elderly speakers
with cognitive deficits, with Linda Moore

1999  Faculty Research Grant: use concept mapping to analyze narrative data on teacher perceptions of international skills and effective teaching, with Caroline Linse

1998  North Carolina Council on the Humanities: develop catalogue of audio and video Narratives, now the Charlotte Narrative Collection

HONORS AND AWARDS

Cone Professorship in Teaching, 1997  Cercle Ferdinand de Saussure, 1985
Faculty, Bread Loaf School of Writing, 1985  African-Afro-American Studies Teaching Award, 1978
NCNB Teaching Excellence Award, 1977  Woodrow Wilson Fellow, 1961
National Merit Scholar, 1957  Centre College Honor Scholar, 1957

REPRESENTATIVE REFEREED PUBLICATIONS  Books, monographs, sizeable media, articles

2001  *Charlotte Community Narrative Collection*. In preparation for website at UNCC, with UNCC Library Special Collections. Multimedia Web package, 400-plus speakers across 4 age cohorts. To include XML coding; browser-enabled searching; streaming audio/video clips; transcripts.


1986  *The Hypothesizers*: NSF-sponsored video prototype optical laserdisk; lead author Dorlan Mork.


--Moore, L. & Davis, B. Quilting Narrative: Using a Repetition Technique to Help Elderly Communicators. In press for *Geriatric Nursing*

--Davis, B & Mason, P. Voicing in online discourse. In GURT 29; In press Georgetown University

2001  Davis, B. "Corpora, contact and change." ADS 75th Anniversary Special Issue, *American Speech*


--Davis, B. "Corpora, contact, and change," *American Speech* [75th Anniversary Volume]


1993  Davis, B.; Edwards, B. & Brewer, J."Soft Prompts in a Fluid Medium,"*Technology in Education V.*
Dr. Patricia Douville  
Department of Reading and Elementary Education

EDUCATION AND PROFESSIONAL CREDENTIALS

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Date</th>
<th>University</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy</td>
<td>1996</td>
<td>N.C. State University</td>
<td>Curriculum and Instruction (Literacy and Learning)</td>
</tr>
<tr>
<td>Master of Education</td>
<td>1986</td>
<td>East Carolina University</td>
<td>Reading Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>1973</td>
<td>University of N.C at Wilmington</td>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

NORTH CAROLINA LICENSES

G: Reading (K-12)

PROFESSIONAL EXPERIENCE

1999-Present The University of N.C at Charlotte: Charlotte, NC  
Assistant Professor, Graduate Faculty Member  
Dept. of Reading and Elementary Education

1996-1999 The University of N.C at Charlotte: Charlotte, NC  
Clinical Assistant Professor, Graduate Faculty  
Member, Dept. of Reading and Elementary Education

Graduate Administrator: Administrative Assistant

Instructor

1989 Craven County Community College: New Bern, NC  
Instructor

1986-1988 Roger Bell Elementary School, Craven County Schools  
Reading Specialist

1983-1986 Graham A. Barden Elementary School, Craven County Schools  
Classroom Teacher

1983-1980 Fadden McCowen-Chambliss Elementary School, Beeville TX Independent School District:  
Classroom Teacher

1976-1980 Department of the Defense Overseas Dependents' Schools: Okinawa, Japan  
Classroom Teacher

1973-1976 Clyde A. Erwin Elementary School, Onslow County Schools  
Classroom Teacher

SELECTED RESEARCH

Book Chapters

Invited Articles
National and International Presentations


Douville, P. (November, 1998). The Relationship Between Instruction in Imagery Strategy and 5th-grade Students' Attitudes toward Reading Research report presented at the 42nd Annual Meeting of the College Reading Association, Myrtle Beach, South Carolina


State/Regional Conferences


GRANTS AND CONTRACTS


Co-Principal Investigators: Wallace, J.D., Pugalee, D. & Douville, P. (April, 2000). Developing LINC2S Leaders in Inquiry using Networks to build Content and Connections in Science. A grant project for Charlotte-Mecklenburg Schools, Union County Schools, and Shelby City Schools elementary teacher leaders in collaboration with Johnson C. Smith University and Discovery Place. Eisenhower Higher Education Grant Program, $90,000.00.
Barbara Ann Edwards
September 2002

Focus: Development of Literacy and Communication Competence among At-Risk Students

I. Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>B.S., Elementary Education</td>
<td>Kent State University</td>
</tr>
<tr>
<td>1972</td>
<td>M.A., Elementary Education with Reading Emphasis</td>
<td>University of South Florida</td>
</tr>
<tr>
<td>1976</td>
<td>Ph. D., Elementary Education with Concentration in Reading/Language Arts</td>
<td>University of South Florida</td>
</tr>
</tbody>
</table>

North Carolina Licenses: Reading (DG), Elementary Ed. (DG), Principal (G), Curriculum Specialist (G)

II. Professional Experience

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>Associate Dean</td>
<td>College of Education</td>
</tr>
<tr>
<td>1996-99</td>
<td>Department Chair, Associate Professor</td>
<td>Department of Reading and Elementary Education</td>
</tr>
<tr>
<td>1996-97</td>
<td>Interim Department Chair, Assistant Professor</td>
<td>Department of Reading and Elementary Education</td>
</tr>
<tr>
<td>1976-96</td>
<td>Assistant Professor, Reading Education</td>
<td>Department of Teaching Specialties, UNC Charlotte</td>
</tr>
<tr>
<td>1987</td>
<td>Chair; Associate Professor of Elementary Education and Reading</td>
<td>Department of Education, Kentucky State University</td>
</tr>
<tr>
<td>1975-76</td>
<td>Assistant Professor of Reading; Acting Director of the Reading Clinic</td>
<td>Education Department, Valparaiso University</td>
</tr>
<tr>
<td>1973-75</td>
<td>Adjunct Instructor of Reading</td>
<td>College of Education, University of South Florida</td>
</tr>
<tr>
<td>1971-73</td>
<td>Curriculum specialist/Assistant principal (grades K - 6)</td>
<td>Bardmoor Elementary School, Largo, FL (Pinellas County School System)</td>
</tr>
<tr>
<td>1968-71</td>
<td>Classroom teacher/Grade level chair (grades 2, 3)</td>
<td>San Jose Elementary School, Dunedin, FL (Pinellas County School System)</td>
</tr>
<tr>
<td>1966-68</td>
<td>Classroom teacher (grade 2)</td>
<td>Northampton Elementary School, Cuyahoga Falls, OH (Summit Co. Schools)</td>
</tr>
</tbody>
</table>

III. Selected Research

Books

Journals (Refereed journal, Quantitative or qualitative research)


**Evaluation/Technical Reports** (‡ Data based, # Instrument development)


**Grants**


Parker, F., Edwards, B., & Keelan, B. Family literacy project, Americorps Literacy Project, ($50,000, administered through J. C. Smith University, Charlotte, NC, July 1, 1994 - June 30, 1995).

Edwards, B., Patterson, D., & Moon, M. Project Communication: Preventing child abuse and increasing school success, Children’s Trust Fund, Office of Child Abuse Prevention, North Carolina Department of Public Instruction ($100,000; for the Family Outreach and Counseling Center, Charlotte, NC; July 1,1988 - June 30, 1991)

Edwards, B., & Patterson, D. Continuation of the Home Attention Program, Community Based Alternatives ($28,000; for the Family Outreach and Counseling Center, Charlotte, NC; July 1, 1986 - June 30, 1987).

Edwards, B., & Patterson, D. Continuation of the Non-Secure Detention Program, Community Based Alternatives ($56,000; for the Family Outreach and Counseling Center, Charlotte, NC: July 1, 1986 - June 30, 1987).

**Refereed Presentations at National and International Conferences**


Edwards, B. “Using Assessment to Improve Literacy Achievement in an Inner City First Grade,” National Reading Conference, Charleston, SC, December 1996.


Claudia Flowers  
The University of North Carolina at Charlotte  
Department of Educational Administration, Research, and Technology

EDUCATIONAL AND PROFESSIONAL CREDENTIALS

Degree
Ph.D. 1995 Georgia State University  Research, Measurement, & Statistics  
M.Ed. 1982 Georgia State University  Exercise Science  
B.S. 1978 West Georgia College  Health and Physical Education

PROFESSIONAL EXPERIENCE

1995-present  The University of North Carolina at Charlotte  
Assistant Professor, Department of Educational Administration, Research, and Technology  
Responsibilities: Support graduate programs in the College of Education through teaching and research in the areas of assessment, evaluation, research, and statistics

1991-1995  Georgia State University  
Graduate Research and Teaching Assistant, College of Education, Educational Research, Bureau & Department of Educational Policy Studies  
Responsibilities: Consulted with faculty and students on research design and statistical analyses. Taught introductory educational research (FED 790). Purchased, installed and maintained computers.  
Awards: Outstanding Student Award  
Hayden-Waltz Scholarship

1985-1991  Ridgeview Institute  
Educational Coordinator, Adolescent Services  
Responsibilities: Coordinated educational services for hospitalized, emotionally disturbed adolescents. Conducted educational assessments.  
Awards: Nominated for Outstanding Employee of the Year four times.

1978-1985  Ridgeview Institute  
Educational Therapist, Adolescent Services  
Responsibilities: Taught science, math, and computer literacy to hospitalized, emotionally disturbed adolescents.
PUBLICATIONS (selected)


MEMBERSHIP

American Educational Research Association
American Psychological Association (Division 5 Affiliate)
Association for the Advancement of Computing in Education
National Council on Measurement in Education
North Carolina Association for Research in Education (Board Member)
Susan Gardner, Associate Professor (Tenured)
English Dept., University of North Carolina at Charlotte

EDUCATION
Macalester College, B.A. Honors (French), summa cum laude: honors thesis on literature and censorship in five francophone West African nations

Univ. of WI-Madison, M.A. (Comparative Literature)
Rhodes University, South Africa, Ph.D. (English)

PROFESSIONAL EXPERIENCE
University of North Carolina at Charlotte, 1990-Present
Marquette University, Milwaukee, WI 1988-1990
  Lecturer (Multi-Cultural American Literature; Composition
  Lecturer, Educational Opportunity Program, 1989-90
  (Upward Bound, South African Studies, 1989; Writing Specialist, College Division, 1989-90)
Milwaukee School of Engineering, 1989-90
  Lecturer (Composition; Technical Writing)
Carroll College, Waukesha, WI, 1989
  Lecturer (Eighteenth Century British and Third World Literature)
Rhodes University, Grahamstown, South Africa, 1985
  Sessional Lecturer (Black South African Autobiography)
University of the Witwatersrand, Johannesburg, 1982-84
  Lecturer, Comparative Literature (Feminist Literary Criticism and Sociology of Literature)
University of Aarhus, Denmark, 1981
  Guest Lecturer (Colonial Female Bildungsromane
University of Papua New Guinea, 1975-79
  Tutor, English as a Second Language; Senior Tutor, History

SELECTED PUBLICATIONS AND RESEARCH:
1. Books and Monographs (edited)
2. **Chapters in Books**


3. **Articles in Refereed Journals**


"Don't Ask for the True Story: a Memoir of Bessie Head." *Hecate* 12 (special double issue on Black women, 1986), 110-29.


4. **Articles in Non-Refereed Journals**


5. **Presentations**

“American Indians as Wards in Federal Law and the Early Discourse of American Indian Children’s Literature.” NC Humanities Educators’ Conference, Univ. of NC at Pembroke, Sept. 2003 [invited panelist]


“Wisdomkeepers: Interviews with Native Carolinian Indian Elders.” Co-presented with Vail Carter (Lumbee), the first Native American graduate of the Univ. of North Carolina at Charlotte. A feature of the university’s “Spotlight on Research” series, aired on Charlotte’s Channel 16 during March and June 2000.
Curriculum Vitae

EDUCATION:
Ph.D. in English, University of Virginia, Charlottesville, VA, May 2002
M.F.A. in Creative Writing, University of Massachusetts at Amherst, Amherst, MA, 1987
M.A. in English, University of Pittsburgh, Pittsburgh, PA, January 1982
M.A. Exam passed with Honors, 1982
B.A. in English, University of Pittsburgh, Pittsburgh, PA, 1979

DISSERTATION:
The Space of School: Images of the Schoolroom in Nineteenth-Century Fiction
I argue that the numerous images of the schoolroom in Victorian novels serve as sites mediating institutional and domestic space. Thus, they foreground Victorian assumptions about the private and public realms.

HONORS AND AWARDS:
Recipient, Sara Henderson Hay Prize for Poetry, Pittsburgh Quarterly, 1996.

TEACHING INTERESTS
Victorian literature and culture; children’s literature; the novel; women’s fiction; nineteenth-century American literature; creative writing.

TEACHING EXPERIENCE:
Assistant Professor, University of North Carolina at Charlotte, Fall 2002
Courses: Children’s Literature; The Victorian Novel; Writing About Literature

Graduate-Student Teacher, University of Virginia, Charlottesville, Fall 1998-Spring, 2002
Courses: American Gothic Literature; Introduction to Literature; Introduction to Academic Writing.; Academic and Professional Writing; Advanced Academic Writing,. 

Courses: The Literature of Love, Sex, and Marriage; The Literature of the Spirit; Introduction to Communication: Fiction; Introduction to Poetry Writing; Advanced Poetry Writing; Introduction to Fiction Writing; Research Writing; Business Writing.

Courses: American Literature; Introduction to Fiction Writing; Advanced Fiction Writing; Contemporary Women’s Fiction; Special Studies in Composition and Literature.

Teaching Assistant, University of Massachusetts at Amherst, Amherst, MA, 1985-1986
Teaching Assistant, University of Pittsburgh, Pittsburgh, PA, 1980-1982
Elizabeth Gargano

RESEARCH PUBLICATIONS AND PRESENTATIONS:


“Sequencing Writing Assignments in Composition Classes” presented at The University of Pittsburgh Colloquium for New Teachers of Composition, 1981.

GRANTS:

GRADUATE STUDENT MENTORSHIP

Member, Council of Elders, University of Virginia, 2000-2001. I mentored new graduate-student instructors, and observed their teaching.

Related Experience:
Free-lance editor for academic writers, including graduate students and faculty: 1995-1997.

Professional Memberships: Modern Language Association; Group for Early Modern Cultural Studies; Children’s Literature Association
Abbreviated Vita

Dr. Sandra Y. Govan
Department of English
University of North Carolina-Charlotte
Charlotte, NC  28223
(704) 687-4218
E-mail: sygovan@email.uncc.edu

Education:
Ph.D. American Studies, Emory University, 1980
MA American Studies, Bowling Green State University, 1972
BA English and History, Valparaiso University, 1970

Professional Experience
University of North Carolina at Charlotte, 1983 --present
Professor of English, 1998--
Associate Professor of English, 1987 --1998
Assistant Professor of English, 1983 --87
Coordinator, Ronald E. McNair Post-baccalaureate Achievement Program, 1994 --2000
Director, McNair Program, 2000-2001

PUBLICATIONS AND RESEARCH
Chapters/Essays in Books:
“‘Contending Forces’ or Contrariant Strains in the Mother/Daughter Leadership Dynamic,” in Black Women’s Matrilinieal Leadership Development (forthcoming)


“Ms. Sarah’s Recipes, or, I Am the Butter,” in My Soul is a Witness: African-American Women’s Spirituality.

“A Blend of Voices: Composite Narrative Strategies in Biographical Reconstruction,” in Recovered Writers/Recovered Texts, Race Class and Gender in Black Women’s Literature, Dolan Hubbard, Ed.

“The King of the Duke’s Mixtures,” in Father Songs: Testimonies by African American Sons and Daughters,


**Articles in Journals**


**Grants and Funded Research:**


1995-98 Department of Education grant, Ronald E. McNair Program Postbaccalaureate Achievement Program, $204,777. [Four year recurring grant.]

1994 Department of Education, Continuation Grant, Ronald E. McNair Program Post-baccalaureate Achievement Program, $181,000.

1990 University Faculty Research Grant, $4100.

Michael Green, Associate Professor
Elementary Education

Office
Department of Reading & Elementary Education
Colvard 5075
UNC Charlotte
Charlotte, North Carolina 28223
(704) 687-4508
mggreen@email.uncc.edu

Home
836 Henley Place
Charlotte, N. C. 28207
(704) 332-8228

Education
Harvard University  Ed.D.  Human Development, 1977
Harvard University  M.Ed.  Human Development, 1973
University of California-Berkeley  B. A.  Psychology, 1969

Professional Experience

1978-Present  Assistant, Associate Professor
Department of Reading & Elementary Education
College of Education
University of North Carolina Charlotte

1977-1978  Research Associate
Research Institute for Educational Problems
Cambridge, Massachusetts
Duties: research supervision, data analysis, grant writing and administration.

1976-1977  Instructor in Education
Department of Education
Clark University
Worcester, Massachusetts
Duties: teach educational psychology (childhood and adolescence courses); consult in design and analysis of dissertation research

Books


**Journal Articles**


VITA
JOHN ALEXANDER GRETES
(704) 687-3750 (O)
email = jagretes@email.uncc.edu

EDUCATION
B.S.  1972  Old Dominion University, Norfolk, Virginia
   Major, Education, Curriculum and Instruction
M.S.  1975  Old Dominion University, Norfolk, Virginia
   Major, Education, Curriculum and Instruction
Ed.D.  1979  The University of Virginia, Charlottesville, Va.
   Major, Curriculum & Instruction - Instructional Design / Technology, and Research & Evaluation

PROFESSIONAL EXPERIENCE
1996 to Present  Professor of Instructional Systems Technology, Department of Educational Leadership, The University of North Carolina at Charlotte. Graduate coordinator for Instructional Systems Technology degree program, teaching courses in instructional design, evaluation, computer technology, and courseware development.

1982 to 1996  Associate Professor of Curriculum & Instruction, The University of North Carolina at Charlotte. Director of the IBM Teacher Education Computer Lab (teaching courses in Instructional Design and Evaluation)

1979 to 1981  Instructional Supervisor, Virginia Department of Education, Richmond Virginia. (Curriculum and Instructional materials development)

1976 to 1979  Instructor, The University of Virginia, Charlottesville, Virginia.

1972 to 1976  Teacher, Virginia Beach City Schools, Virginia Beach, Virginia.

PROFESSIONAL ACTIVITIES
Instructional Workshops -
Over 200 since 1976, Topics ranging from HyperCard Applications to the Development and Evaluation of Instructional Programs. Presented at National, Regional, State, and Local Professional Meetings.

Consulting (Selected)
Arabian American Oil Company, Dhahran, Saudi Arabia - (Engineering and Construction Division – Instructional Design for a 5 year, $ 50,000,000.00 technical training program.)

Arabian American Oil Company, Houston, Texas -  (Communications Division - Instructional Design for a technical training program for Data Technicians)

Allyn and Bacon Publishers  (text review and evaluation)

Central Piedmont Community College  (Evaluator U.S. D.O.E Grant)

Educational Testing Service, Princeton, N.J. (GRE Item Development)

First Union National Bank, Charlotte, N.C.  (CBT Design and Development)

Georgetown Steel Corp. Georgetown, S.C.  (Evaluator, U.S. D.O.E.Grant)

Handshaw and Associates, Charlotte, N.C.  (Project Evaluator)

Holt, Rinehart, and Winston Publishers  (text review and evaluation)

Interactive Knowledge Inc.  (Evaluator, U.S. D.O.E. Grant)

Psychological Corporation  (objective and test item analysis)

Scott, Foresman and Company  (text review and evaluation)

Scholastic Publishing  (text review and evaluation)

Wadsworth Publishing Company  (college text reviewer)

Richmond County Schools  (technology grant evaluator)

SELECTED ACADEMIC PAPERS PRESENTED AND ARTICLES PUBLISHED


**SELECTED GRANTS**


ABBREVIATED CURRICULUM VITAE

DAWSON R. HANCOCK
Department of Educational Leadership
The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, North Carolina 28223-0001
Telephone - 704-687-4723
Electronic Mail - DHancock@email.uncc.edu

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees
Ph.D. 1991 Fordham University Language and Literacy Education
M.A. 1986 The University of North Carolina at Chapel Hill Social Psychology
M.Ed. 1985 The University of North Carolina at Chapel Hill Adult and Higher Education
B.S. 1978 United States Military Academy Political Science

PROFESSIONAL EXPERIENCE

1999-present The University of North Carolina at Charlotte
Assistant Professor of Educational Research, Department of Educational Leadership
Responsibilities: Teach graduate courses, conduct and publish research, and serve the profession, community, and university in the area of educational research

1995-1999 The University of North Carolina at Charlotte
Assistant Dean and Director of Student Academic Services, College of Education
Responsibilities: Supported the administrative, advising, and licensure needs of students involved in programs in the College of Education

1978-1995 United States Department of Defense
Commissioned Officer, United States Army
Responsibilities: Served the nation in a variety of capacities, including Chair of the Department of Military Science at UNC Charlotte (1 year), Assistant Professor of Leadership Studies at West Point (4 years), and Graduate Student and Lecturer at UNC Chapel Hill (2 years)
RESEARCH

*Articles Published or Accepted for Publication in Refereed Journals (* data-based)*

Hancock, D. R. (in press). Influencing graduate students' classroom achievement, homework habits, and motivation to learn with verbal praise. *Educational Research.* *

Hancock, D. R. (in press). Influencing post-secondary students' motivation to learn in the classroom. *College Teaching.* *


**Articles Submitted to Refereed Journals (* data-based)**


**Local Publications (* data-based)**


**Technical Reports (* data-based)**


**National/International Conference Presentations (* data-based) (# refereed)**


Hancock, D. R. (1999, October). *Variety is the spice of life...and of advising!* Paper


*State/Regional Conference Presentations (*data-based) (# refereed)*


Local Conference Presentations (* data-based) (# refereed)


Invited Presentations


Grants (funded)


Hancock, D. R. (2000). *Social desirability responding on World Wide Web and paper-
administered surveys. Junior Faculty 2001 Summer Fellowship Program: $3,500.


**Grants (pending)**


**MEMBERSHIPS, HONORS, AND AWARDS**

**Memberships**

American Educational Research Association
Association of Teacher Educators
North Carolina Association for Research in Education (President, 2001 to present)

**Honors and Awards**

Outstanding Dissertation Award, Phi Delta Kappa, Fordham University Chapter, New York, New York (1991)
MARY KIM HARRIS

PRESENT POSITION
Associate Professor of Mathematics, Department of Mathematics, UNC Charlotte
Faculty Associate, Faculty Center for Teaching and e-Learning, UNC Charlotte

EDUCATION
Ed.D. in Mathematics Education, University of Georgia, December 1985
M.Ed. in Mathematics Education, Auburn University, August 1979
B. S. in Mathematics Education, Auburn University, June 1977

EMPLOYMENT
Assistant/Associate Professor  UNC Charlotte  9/84 - Present
Visiting Professor  University of Hawaii  Summer 1986, Summer 1983
Visiting Lecturer  Furman University  Summer 1984
Graduate Teaching Assistant  University of Georgia  9/80 - 6/84
Mathematics Teacher  Jacksonville High School  9/77 - 6/80
Teaching Assistant  Auburn University  9/76 - 3/77

EXEMPLARY PROFESSIONAL LEADERSHIP
Co-President, North Carolina Association of Mathematics Teacher Educators, 1996-1998
President, Western Region, North Carolina Council of Teachers of Mathematics, 1995-1997
Member, Executive Board and Board of Directors, NCCTM, 1994-1998
Secretary, Special Interest Group for Research in Mathematics Education, 1993-95

SELECTED PUBLICATIONS

Books/Monographs

Articles/Published Papers


Prichard, M. K. (1985). Student programming as a context for developing mathematical concepts. In L. L. Hatfield & M. K. Prichard (Eds.), Student Programming and Algorithmics in Mathematics Learning and Teaching. Athens, GA: University of Georgia, Department of Mathematics Education.


SELECTED PRESENTATIONS


SELECTED GRANTS

Teaching Geometry and Measurement in CMS: Gr 3-5 1/99-5/00 Eisenhower Grant $30,000
Teach-Stat in Anson County 1/99-5/00 Eisenhower Grant $30,000
CMS Teach-Stat 1/98-4/99 Eisenhower Grant $30,000
Cabarrus-Stat: Teaching Statistics in Grades K-5 10/96-3/98 Eisenhower Grant $30,000
Mathematics Curriculum Pathways: A Collaborative Effort to Improve Mathematics Instruction 1/93-12/95 Knight Foundation $506,000
Metrolina Calculus Consortium: Implementing a Technology-Based Curriculum (With D. Royster) 8/92-8/94 NSF $153,484
Teach-Stat: A Statewide Implementation Project (UNC Charlotte Subcontract) 9/91-8/94 NSF $126,353
KIMBERLY J. HARTMAN, Ph.D.
Assistant Professor of Middle Grades Education, University of North Carolina at Charlotte

EDUCATION
  • Ph.D. - Curriculum and Instruction
    Specialization in Middle Grades Education and Teacher Education
    University of North Carolina at Greensboro - August 1996
  • MS - Educational Research, Testing and Evaluation
    Florida State University - December 1992
  • BS – Intermediate Education (Grades 4-9)
    University of North Carolina at Greensboro - May 1981

NORTH CAROLINA LICENSURE
  A Level: 4-6, Language Arts 6-9, and Social Studies 6-9
  DSG Level: Curriculum and Instruction Supervision

UNIVERSITY LEVEL EXPERIENCE
  • Assistant Professor and Middle Grades Coordinator, UNC-Charlotte 2000 - present
  • Assistant Professor and Middle Grades Coordinator, Gardner-Webb University 1998-2000
  • Assistant Professor, University of Nevada, Las Vegas 1997-1998

PUBLIC SCHOOL TEACHING EXPERIENCE
  • Interdisciplinary Facilitator, Greensboro City Schools, Greensboro, NC 1993
  • Teacher, Greensboro City Schools, Greensboro, NC 1990-1991
  • Teacher, Randolph County, Asheboro, NC 1984-1990
  • Teacher, Davidson County Schools, Lexington, NC 1981-1984

PUBLICATIONS  (# denotes refereed publication)
Articles

Book chapters

Conference proceedings

PRESENTATIONS  (# denotes refereed presentation)
  # Hartman, K., Foster, C., & Lock, C. (to be presented November 2002). Meeting the needs of lateral entry teachers: Strategies for administrators and mentors. Research paper to be presented at the National Middle School Association (NMSA) Annual Meeting, Portland, OR.


Hartman, K. (1996, April). Dissertation research selected to be presented in conjunction with the AERA Annual Meeting, Division K, Graduate Student Seminar, New York City.

**GRANTS**


**SELECTED PROFESSIONAL SERVICE (most significant service)**

- President Elect and Program Chair - American Educational Research Association (AERA) Research on Middle Level Education (RMLE) SIG (elected April, 2002)
- Invited Committee Member - AERA/SIG to meet with doctoral students across the US who are conducting research in middle grades education, to assist with dissertation research. (invited, 2002).
- National Committee Member to review research on middle level students achievement. MLRON (Middle Level Research Organization Network). (June 2001–present)
- NCTEACH Site Co-coordinator
- Faculty Council Member representing the College of Education
- General Education Committee Member representing the College of Education
- Chair, Search Committee, Assistant Professor in Middle Grades and Secondary Social Studies Education.
- Undergraduate Student Awards Committee.
- North Carolina Middle School Mini-Grants Selection Committee
- Assistant Editor – *North Carolina Middle School Journal*
- Board Member – North Carolina Middle School Association

**PROFESSIONAL ASSOCIATION MEMBERSHIPS**

- American Educational Research Association (AERA)
- Research in Middle Level Education Special Interest Group (AERA/SIG)
- National Middle School Association (NMSA)
- North Carolina Middle School Association (NCMSA)
- Professors of Middle Level Education (POMLE)
- Association of Teacher Educators (ATE)
- National Council of Social Studies (NCSS)
Tina Lane Heafner  
VITA

Department of Middle, Secondary, & K-12 Education  
College of Education  
University of North Carolina at Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

EDUCATION:

Ph.D.  Curriculum and Teaching (Social Studies Education and Technology), August, 2002, University of North Carolina at Greensboro, Greensboro, North Carolina.

EXPERIENCE:

Spring, 2002: Supervisor of Teacher-Learners, Guilford College, Greensboro, North Carolina.
Spring & Fall, 2001: Elementary & Middle School Social Studies Education Instructor, University of North Carolina at Greensboro, Greensboro, North Carolina.

PUBLICATIONS:


PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL CONFERENCES:


OTHER SCHOLARSHIP


Consultant, *Comprehensive School Reform (CSR)*, Carver High School, North Carolina, Spring 2001-2002
Alison H. Heron

Assistant Professor
Department of Reading and Elementary Education
University of North Carolina at Charlotte
9201 University City Blvd.
Charlotte, North Carolina
28223
(704) 687-6195
ahheron@email.uncc.edu

EDUCATION:

Ph.D.  Reading Education
The University of Georgia
Athens, GA
August 2002

M.A.  Teaching of Writing, With Honors
Hofstra University
Hempstead, NY
December 1997

B.S.  Secondary Education/English, With Honors
State University of New York at Plattsburg
December 1991

SCHOLARY INTERSTS:  * Struggling Readers * Urban Education * Inquiry-Based Pedagogy * Professional Development in Content Area Literacy Instruction

RESEARCH AWARD:  University of Georgia Graduate Research Award to Fund Dissertation Research, for the academic year 2001-2002

UNIVERSITY COURSES TAUGHT:
• Integrating Reading and Writing Across the Content Areas
• Foundations of Reading Education, K-12
• Content Area Reading in the Middle School
• Learning To Learn: Study Skills for College Students
• Adjunct Seminar in Study Strategies for Anthropology
MIDDLE AND SECONDARY TEACHING EXPERIENCE:

GRANT EXPERIENCE:
Research Assistant on Spencer Funded Research Project (1999).
Awarded to Donna E. Alvermann, University of Georgia. Study Title: After-School Adolescent Book Clubs for ‘At-Risk’ Readers: Critical Media Literacy and the Public Library.

PUBLICATIONS
Heron, A.H.  Media Literacy (forthcoming). In B. Guzetti (Ed.), The Encyclopedia of Literacy.
Heron, A.H., with The University of Georgia Doctoral Seminar in Reading Education (2001). Reading reading research: A multi-vocal review. Reading Research Quarterly, 36(1), 74-85.

PUBLICATIONS (In Review)
Heron, A.H. (2002). Locating Interpretations: The social construction of historical knowledge in a college reading class. Manuscript submitted for publication.

RECENT NATIONAL PRESENTATIONS
LISA DOYLE HOWLEY, PH.D.

Home: 19204 Double Eagle Drive
Cornelius, North Carolina 28031
(704) 894-9947
(704) 894-9948 (fax)

Office: The University of North Carolina at Charlotte
Department of Educational Leadership
9201 University City Boulevard
Charlotte, North Carolina 28223
(704) 687-3211 (ldhowley@email.uncc.edu)

EDUCATION

- Ph.D. in Educational Psychology  May, 1999  The University of Virginia
- M.Ed. in Educational Psychology  August, 1995  The University of Virginia
- B.S. in Psychology  May, 1994  The University of Central Florida

PROFESSIONAL EXPERIENCE

August 2002-present  The University of North Carolina at Charlotte
Assistant Professor of Education, Department of Educational Leadership

July 2002-present  The University of Virginia School of Medicine
Assistant Professor of Research in Medical Education
Independent Research Faculty Member

1996-2002  The University of Virginia School of Medicine
Assistant Professor of Research in Medical Education
Director, Clinical Skills Training & Assessment Program, Department of Medical Education

TEACHING/CURRICULUM DEVELOPMENT

Assistant Professor.  RSCH 6101: Introduction to Educational Research, The University of North Carolina at Charlotte, fall 2002.

Assistant Professor.  RSCH 6110: Descriptive and Inferential Statistics, The University of North Carolina at Charlotte, fall 2002.


Teaching Associate.  Human Growth & Development.  The University of Virginia, Roanoke Graduate Education Extension Center, 1997.

**RESEARCH**

**PUBLICATIONS**


**CONFERENCE PRESENTATIONS** (only selected refereed presentations listed)


**GRANTS AND CONTRACTS**


**A Collaborative Project to Integrate the Use of Computers in Medical Practice and Education.** *Hewlett Packard.* Lisa Doyle, Co-Principal Investigator (Dr. Claudette Dalton & Mr. John Jackson, Co-Principal Investigators). Thirty-five laptop computers awarded July 1999.
Tony E. Jackson  
11102 Renda Court  
Charlotte, NC 28215  
Phone 704-687-4216  
Email: tejackso@email.uncc.edu  

EDUCATION  
Ph.D., University of California, Los Angeles  
MA, University of Oregon  
BA, University of South Carolina  

EMPLOYMENT  
University of North Carolina at Charlotte, Department of English  
Associate Professor  

RESEARCH  
Book  

Articles in Books  

Selected Articles in Refereed Journal  


Work Forthcoming  
“R. D. Laing, Doris Lessing and Cold War Madness.” Forthcoming at *Lessing Studies.*
“‘Literary Interpretation’ and Cognitive Literary Studies.” Forthcoming at Poetics Today.

Selected Conference Presentations

“these flagging, foolish transcripts”: “Life,” Literacy, and Orality in The Waves.”

Invited speaker at Work of Fiction Conference, Tel Aviv, Israel, June 13, 2001.


Selected Honors and Awards

First Harshini Dasilva Award for Graduate Mentoring, April 18, 2001.
Faculty Research Grants, UNC Charlotte: Summer 1995, 1996
CURRICULUM VITAE

Phillip Eugene Johnson
Associate Professor of Mathematics
University of North Carolina at Charlotte

EDUCATION

B.S. (1959), Appalachian State University
M.A. (1966), American University
M.A. (1963), Ph.D. (1968), Vanderbilt University

PROFESSIONAL EXPERIENCE

1971- Present  Assistant/Associate Professor of Mathematics
         1990-98: Associate Director of Math/Science Ed Center
         1989-1998: Program Director of Summer Ventures

1998-1999   Visiting (Adjunct) Associate Professor of Mathematics
            Appalachian State University

1988-1989   Resident Faculty Director for Kingston University
            Study Abroad Program, Kingston, England

1982-1983   Exchange Professor of Mathematics
            Kingston University, Kingston, England

1979-1980   Fulbright Professor and Chair, Department of Mathematics
            Cuttington University College, Liberia, West Africa

Spring 1973  Visitor at Cambridge University Doing Research in History
            of Mathematics Under the Direction of Derek T. Whiteside

Spring 1971  Visiting Assistant Professor of Mathematics Education
            North Carolina State University

1966-1971   Instructor/Assistant Professor of Mathematics
            Vanderbilt University

1963-1965   Instructor of Mathematics
            University of Richmond

1960-1963   High School Mathematics Teacher
            Fredericksburg and Fairfax County, Virginia

**GRANTS:** Algebra I initiative, a Mathematics and Science Education Network State-wide project, 1991-1993. ($250,000 total with $16,200 for UNC Charlotte)

Knight Foundation Excellence in Education Program: Project Manager of Mathematics Pathways, a collaborative effort with UNC Charlotte, Charlotte-Mecklenburg Schools, and Central Piedmont Community College working to improve mathematics instruction K-16, with special emphasis on pre-algebra and algebra. ($500,000)

Dwight D. Eisenhower Mathematics and Science Higher Education Program grants for improving mathematics instruction in high schools. Principal investigator of three projects and co-principal investigator of one project. (Total of $128,308)

**MASTERS’ PROJECT SUPERVISION OR PARTICIPATION:** Worked with three students in the past and am currently on one student’s committee who is working on a project in the College of Education.
JEANNEINE P. JONES
Associate Professor of Education

EDUCATION
Ed.D.  Curriculum and Instruction, University of North Carolina at Greensboro, 1992
   Content area: Literacy
M.Ed.  Middle Grades Education, University of North Carolina at Greensboro, 1988
   Content area: English language arts
B.A.   English, Catawba College, Salisbury, NC, 1975

NORTH CAROLINA LICENSURE
A Level: English Language Arts 6-9, Social Studies 6-9, English 9-12
G Level: English Language Arts 6-9

PROFESSIONAL EXPERIENCE
2000 - Chair of the Department of Middle Grades, Secondary, and K-12 Education
        College of Education, University of North Carolina at Charlotte
1992 - Associate Professor of Middle Grades Education
        College of Education, University of North Carolina at Charlotte
1991-92 Adjunct Professor of Education: Elon College, Elon College, N.C.
1978-91 Classroom Teacher: Language Arts and Social Studies
        Western Middle School, Alamance County Schools, NC
1975-78 Classroom Teacher: Language Arts and Social Studies
        Woodlawn Middle School, Alamance County Schools, NC

SELECTED RECENT SCHOLARSHIP

Articles in Refereed Journals (* denotes data-based research):
      Exploring the relationship between eighth graders’ goal orientation, their emotional development, their perceptions of
      learning, and their teachers’ instructional strategies. Reading Psychology, 1 (24).
      instructional strategies and students’ anxiety levels on students’ achievement in eighth grade German and U.S.
      community: Group retellings. Preventing School Failure, 43 (1), 37-38.

Book Chapters (* denotes data-based research):
      Cases and Commentary: A Middle School Case Book. Columbus, OH: National Middle School Association.
      (Opens the Teacher’s Resources Manual for the HM English Language Arts series, grades 3-8.)
      Houghton Mifflin. (Opens the Teacher’s Resources Manual for the HM English Language Arts series, K-2).
      Middle Schools. New York: Routledge Press.


**Conference Presentations** (* denotes presentations grounded in data-based research)*


**Grant Activities Funded:**

- Jones, J. & Concord Middle School. (2001-2003). *Implementing a balanced literacy program.* USTEP Partnership Grant: $20,000.00
- Hancock, D. & Jones, J.P. (2001-2002). A study of the impact of middle grades students’ emotions and attitudes on school achievement. USTEP Partnership Mini-Grant: $1000.00
- Jones, J. & Concord Middle School. (2000-2001). *Designing a balanced literacy program.* USTEP Partnership Grant: $15,000.00

**Doctoral Committee Service:**


CURRICULUM VITAE

CYRIL H. KNOBLAUCH  12434 Willingdon Road, Huntersville, NC 28078; 704-948-7370.

CURRENT POSITION: Professor and Chair, Department of English, University of North Carolina at Charlotte. 704-547-4200. Since 1998.

PREVIOUS POSITIONS:  Interim Dean, College of Arts and Sciences, University at Albany, SUNY, 1995-98; Associate Dean, College of Arts and Sciences, 1994-95; Associate Dean of Undergraduate Studies, 1992-94. Professor of English, UAlbany, 1993-98; Associate Professor, UAlbany, 1982-93. Assistant Professor, New York University, 1979-82; Assistant Professor, Columbia University, 1974-79; Instructor, Brown University, 1972-74.

DEGREES:  Ph.D., Brown University, 1973
          M.A., Brown University, 1969
          B.A., College of Saint Thomas (St Paul, MN), 1967.

SPECIALIZATIONS:  Theory and history of rhetoric; literacy studies; pedagogy; writing program administration; eighteenth-century British literature.

BOOKS AND RESEARCH MONOGRAPHS:


OTHER PUBLICATIONS:

36 articles on rhetoric, composition, pedagogy, and eighteenth-century British literature.

PAPERS, LECTURES, PANELS:

61 papers at assorted universities and professional conferences.
TEACHING AND ADMINISTRATION

Courses Taught: 18th Century literature (graduate and undergraduate, surveys and seminars); introduction to literature, all genres; historical surveys of English literature; literary criticism, theory and history; introductory, advanced, and practical writing; humanities ("great books") seminars; history of rhetoric, graduate and undergraduate; contemporary rhetoric; composition theory; history of language theory; literacy theory; practicum in writing instruction; practicum in literature instruction; pedagogical theory; seminars in literary and composition research; writing-intensive courses.

3 years as interim dean of arts and sciences; 1 year as associate dean of arts and sciences; 2 years as associate dean of undergraduate studies; 4 years as department chair; 1 year as interim department chair, 17 years as writing program administrator.

COMMUNITY SERVICE

Member, Niskayuna Board of Education, New York State 1994--98

AWARDS, FELLOWSHIPS, GRANTS:


University at Albany President's Award for Excellence in Academic Service, 1993.

THOMAS G. LUCAS
CURRICULUM VITAE

EDUCATION
University of Missouri-Columbia 1983 Ph.D.
University of Missouri-Columbia 1977 M.A.
Oklahoma Baptist University 1975 B.S.

PERSONAL
Date of birth: March 5, 1953 Place of birth: Wichita, Kansas

PROFESSIONAL EXPERIENCE
University of North Carolina at Charlotte, 1983–present
Assistant Professor, 1983-1990
Associate Professor, 1990-2000
Full Professor, 2000-present

PROFESSIONAL AFFILIATION
The American Mathematical Society

PUBLICATIONS AND RESEARCH
REFERRED PUBLICATIONS
(1) “Two Annihilator Conditions: Property (A) and (a.c.),” Communications in Algebra, 14 (1986), 557–580.


(20) “The Integral Closure of $R(X)$ and $R(X)$,” Communications in Algebra, 25 (1997), 847–872.


INVITED LECTURES AND PAPERS


(2) “Some Results on Prufer and pre-Prufer rings,” 1986 Barrett Lectures, University of Tennessee, Knoxville, TN, March 1986.


(7) “Integral Closure of $R(X)$ and $R(X)$,” Colloque Algebre et Applications, Centre International de Rencontre Mathematique, Luminy, France, May 1993.


“Characterizing when $R(X)$ is Completely Integrally Closed,” 909th Meeting of the American Mathematical Society, Iowa City, IA, March 1996.


“Degree of Sharpness for a Prüfer Domain”, Centennial Conference on Commutative Algebra, University of Nebraska at Lincoln, Lincoln, NE, April 2000.


CURRICULUM VITAE
(Revised September, 1999)
RONALD F. LUNSFORD

CURRENT INFORMATION

Position
Faculty Associate to the Provost and Professor of English, The Univ. of NC at Charlotte

Office Address
Charlotte, North Carolina 28223

Home Address
1109 Rogers Lake Road
Kannapolis, North Carolina 28081
Phone (704) 932-4035

ACADEMIC TRAINING

Ph.D.
The Florida State University, 1976, Major: English Linguistics, Minor: Rhetoric

M.A.
The University of North Carolina at Chapel Hill, 1971, Major: English

B.A.
The University of North Carolina at Charlotte, 1970, Major: English, Minor: History

PROFESSIONAL EXPERIENCE

1998 to Present
Faculty Associate to the Provost, and Professor of English, University of North Carolina at Charlotte

1991 to 1998
Professor and Chair, English Department, University of North Carolina at Charlotte

1986 to 1991
Professor and Head, English Department, Southwest Missouri State University

July, 1986
Promoted to Professor of English, Clemson University; left before assuming rank

1981 to 1986
Associate Professor of English, Clemson University

1976 to 1981
Assistant Professor of English, Clemson University

1975 to 1976
Instructor in English, Clemson University

1973 to 1975
Teaching Assistant in English, The Florida State University

1971 to 1973
Instructor in English, Clemson University
SELECTED PUBLICATIONS

Books

Twelve Readers Reading: Responding to College Student Writing. Cresskill, NJ: Hampton Press, 1995. (With Dr. Richard Straub)

Chapters in Books


Refereed Articles


Forthcoming

The Longwood Guide to Writing. Under contract with Allyn & Bacon, to be published in 1999. (With Charles W. Bridges)
James Holt McGavran, Jr., Professor of English

Degrees: B. A. College of Wooster, 1963; M. A. Columbia University, 1965; Ph. D., University of North Carolina at Chapel Hill, 1973

Variety of Courses Taught: Approaches to Literature, Modern Fiction, British Literature, the Romantic Era, the Wordsworths and Coleridge, Women Novelists, Modern British Fiction, Virginia Woolf, Introduction to English Studies, Romantic Gender Studies; team-taught interdisciplinary honors seminars in history and literature, the politics of gender; liberal studies course in 19c. Science and Literature (emphasis on Wordsworth and Darwin), The Idea of Nature


Publications (Selected, in chronological order, includes books, book chapters, and refereed articles):

"The 'Creative Soul' of The Prelude and the 'Sad Incompetence of Human Speech,'" Studies in Romanticism 16 (1977), 35-49.


"Coleridge, the Wordsworths, and Androgyny: A Reading of 'The Nightingale,'" South Atlantic Review 53 (1988), 57-75.


*Literature and the Child: Romantic Continuations, Postmodern Contestations*, Iowa City: U Iowa P, 1999. As editor I collected and edited eight original essays for this volume, including the introductory essay on Calvin and Hobbes, "'It's a magical world, Hobbes, ol' buddy' ... Crash!'" and the essay "Wordsworth, Lost Boys, and Romantic Homophobia."


**Current Research Interests:** Romanticism, Gender Studies, Ecocriticism

**University Service:**

**UNCC Faculty President, 1987-88:** numerous department, college, and university committees.

**Assistant Dean of Arts and Sciences, 1988-93:** duties included liaison with interdisciplinary programs and with College of Education, editing of newsletter, and assistance with departmental self-studies.

**Graduate Coordinator, Department of English, 1997-2000. Interim Chair, Department of Dance and Theatre, 2000-02.**
Margaret P. Morgan

9001 Nottoway Drive  Department of English
Charlotte, NC 28213  University of North Carolina
704-549-5728    Charlotte, NC  28223-0001
mpmorgan@email.uncc.edu  704-687-4210

EDUCATION
   Ph. D.: Rhetoric and Composition, Purdue University, West Lafayette, IN  1988
   Post-M.A. Study,   University of California, Berkeley, CA; Virginia Polytechnic
   Institute,   Blacksburg, VA  1975-1979
   M.A.  English,  University of Maryland, College Park, MD  1971
   B.A. English,  Kean University, Union, NJ  1969

AWARDS
   Finalist, 1997 Nationsbank Award for Teaching Excellence, September 1997
   Participant, Academic Leadership for Women, UNC Chapel Hill, Fall 1998

PROFESSIONAL EXPERIENCE
Teaching Experience
   University of Maryland, College Park, MD 1969-1971
   Graduate Assistant, 1969-1971
   George Mason University, Department of English, Fairfax, VA  1971-1975
   Instructor, 1971-1975
   Purdue University, Department of English, West Lafayette, IN  1980-1987
   Graduate Assistant, 1980-1987
   University of North Carolina at Charlotte, 1987-Present
   Lecturer, 1987-1989 Assistant Professor, 1989-1995 Associate Professor, 1995-Present
   Clemson University, Clemson, SC  Visiting Associate Professor 2001-2002

Recent Administration in Higher Education
   Interim Director, University Writing Programs, UNC Charlotte, 1992-1993
   Director of Rhetoric and Writing, English Dept., UNC Charlotte, 1994-Present

PROFESSIONAL SERVICE

RECENT PUBLICATIONS AND RESEARCH
Books
   Morgan, Meg, John McNair, and Deborah S. Bosley, eds. Strategies for Technical

Recent  Publications (Book Chapters and Referred Articles)


**Other Publications**


**Recent Papers Presented**


“What Happens when the Generation X Professor Meets the Millennial Student and the Antediluvian Administrator: Paths that Clash or Converge?” with Jay Jacoby
(Chair, Art Department) and Charlynn Ross (Director, University Learning Center), Professional and Organizational Development (POD), Split Rock, PA, October 1999.

“Re-imagining Teaching Practice, Curricular Innovation, and Writing Development Through Program Assessment,” Conference on College Composition and Communication, Minneapolis, April 2000.

“FYC, WAC, and Program Assessment: How Faculty Outside English Re/View First Year Composition.” WPA, July 2000 (with Kathleen Yancey).

“Program Assessment, Teaching Assistant Training & Writing Faculty Development: Inter-links for Quality,” NCTE, Utrecht, The Netherlands, August 2000.


Work in Progress

Arguing about Literature. Textbook under contract to Prentice Hall. expected publication date, 2003.

FUNDED RESEARCH

"A National Survey on Ways of Evaluating Technical Communication Programs," Research Grant, UNC Charlotte, 1995  $4,000

"Mainstreaming ESL Students into First Year Writing Courses," Institute for University and College Teaching, Western Carolina University Fall 1994-Spring 1995

RECENT FUNDED PROGRAM DEVELOPMENT

Curriculum and Instructional Development Grant (CID), UNC Charlotte

- 2000: to develop Rhetoric and Writing Web Site and First-year Writing Handbook
- 2001: to reassess the Technical/Professional Writing Program curriculum using surveys

Academic Program Improvement Grant, UNC Charlotte  1995-96

- to provide 20 hours of training for first year writing teachers in a revised curriculum in teaching argumentation $11,200

Academic Program Improvement Grant, UNC Charlotte  1996-97

- to assess the revised ENGL 1102 and to provide training for faculty and program assessment of ENGL 1103. $10,126

Academic Program Improvement Grant, UNC Charlotte  1997-98

- to provide training for ENGL 1101 faculty and to assess the ENGL 1101 curriculum through the reading of student writing. $17,430

Academic Program Improvement Grant, UNC Charlotte  1998-99

- to assess first-year writing courses using faculty from across the curriculum. $16,460
PROFESSIONAL ORGANIZATIONS
   National Council of Teachers of English (NCTE)
   College Composition and Communication (CCC)
   Council on Programs in Scientific and Professional Communication (CPTSC)
   Council of Writing Program Administrators (WPA)
ABBREVIATED VITA

Maryann Mraz

University of North Carolina at Charlotte
College of Education
Department of Reading and Elementary Education
Charlotte, NC  28269
(704) 547-3849
memraz@email.uncc.edu

EDUCATION

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<tr>
<th>Date</th>
<th>Institution</th>
<th>Degree</th>
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<tr>
<td>2002</td>
<td>Kent State University</td>
<td>Ph.D.</td>
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<td>Kent, Ohio</td>
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<td>Major: Curriculum and Instruction,</td>
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<td>Emphasis, Literacy</td>
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<td>Dissertation: Factors that Influence Policy Decisions in Literacy: Perspectives of Key Policy Players</td>
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<td>1989</td>
<td>John Carroll University</td>
<td>M.Ed.</td>
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<td>University Heights, Ohio</td>
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<td>1985</td>
<td>John Carroll University</td>
<td>B.A.</td>
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<td>University Heights, Ohio</td>
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PROFESSIONAL WORK EXPERIENCE – HIGHER EDUCATION

2002-Present  Assistant Professor
University of North Carolina at Charlotte
Department of Reading and Elementary Education

1999-2002  Teaching Fellow, Editorial Assistant, Journal of Literacy Research
Kent State University, Department of Teaching, Leadership, and Curriculum Studies

2000  Adjunct Faculty
Ursuline College
School of Graduate Studies
1992-1995  
*Adjunct Instructor*  
Notre Dame College of Ohio

**SCHOLARLY PUBLICATIONS**

**Chapters**  

**Refereed Articles**  


**Book Reviews**  

**Instructional Materials**  

**NATIONAL PRESENTATIONS**


*Seeking a position in higher education: Perspectives from an interviewer and interviewee.* Speaker, College Reading Association Conference. October, 2002. (with Bob Rickelman).

*No school left behind: Administering and supervising reading programs, K-12.* Speaker, International Reading Association Convention. April, 2002.

**AWARDS**

Kent State University, College and Graduate School of Education  
Outstanding Achievement in Leadership Award  
2002 Student Award
Wanda K. Nabors

Office: Department of Mathematics, Fretwell 390 E, University of North Carolina at Charlotte 
Charlotte, NC 28223, 704-847-4755, e-mail: wnabors@carolina.rr.com

EDUCATION

Ph. D.   The University of Georgia
(2000)   Department of Mathematics Education, Athens, GA.
M. S.    Department of Mathematics, University of Notre Dame, 
South Bend, Indiana.
      Additional Graduate Work: One academic year, Mathematics
      Department, Ohio State University, Columbus, Ohio.
B. S.    Department of Mathematics, East Carolina University, Greenville, North Carolina.

EXPERIENCE

Assistant Professor: The University of North Carolina at Charlotte (2000-present)
   Taught math and math education courses:  MATH 1100: college algebra
   MATH 2341/5341: math content course in algebra for middle school preservice and
   inservice math teachers. MAED 3232: methods course for middle school teachers
   MATH 3103: technology course for algebra for secondary teachers

Graduate Assistant: College of Education, University of Georgia, Athens, GA
I. Research Assistantships:
   Georgia Initiative in Mathematics and Science, a. Partners in Education (1994 –
   1995) Supervisors: Dr. Tom Reeves and Dr. Mike Hale
   Helping elementary inservice teachers become proficient in computer
   Technology, b. Alternative Teacher Education Program (Spring, 1995)
   Supervisor: Dr. Frances Hensley, School-based research focused on
   elementary
   inservice teachers’ use of technology in their classrooms. Observed and
   interviewed elementary inservice teachers. Coded and analyzed data.
II. Supervisory Assistantships: College supervisor of middle school and secondary school
   preservice teachers (Winter 1996 - Spring 1997) Supervisors: Dr. Ed Davis, Dr. Pat
   Wilson and Dr. Jeremy Kilpatrick.
III. Teaching Responsibilities: Graduate assistant for middle school methods class taught by
   Dr. Ed Davis. Compiled manual for Geometer’s Sketch Pad for Dr. McKillop’s middle
   school preservice teachers.
   
Researcher: Hilsman Middle School, Athens, GA. (with S. Abramovich).
   The Use of Computer Technology in Teaching Word Problems in the Middle School.

Adjunct Faculty: Queens College, Charlotte, NC.
   Taught a course in Finite Mathematics for two terms.

Sales Representative: Litton Industries Mini-Computer Division for 3 years

Instructor (full-time): Mathematics Department, The University of North Carolina at Charlotte
   Taught the following courses over a period of six years: (college algebra for
   non-
   math majors, 1st college algebra course for math majors, 2nd college algebra
   course for math majors, linear algebra, statistics, probability, calculus for non-
   math majors calculus for math majors and courses in FORTRAN
   
Instructor (full-time): The University of South Carolina, Columbia, SC.
   Taught the following courses for an academic year College algebra,
trigonometry
   and calculus.

Graduate Assistant: Math Department, Ohio State University
Conducted twenty minute question and answer session after each closed circuit Math 101 lecture by the professor for an academic year.

**Graduate Fellow**: Mathematics Department, The University of Notre Dame, South Bend, Indiana

**Teacher (full-time)**: Henrico High School, and Fairfield Junior High School, Richmond, VA.

**RESEARCH ACTIVITIES**

1. **Papers in Journals**

2. **Papers in Refereed Proceedings**

3. **Paper and poster presentations at professional meetings**

4. **Other research-related activities**
   - Attended the 2001 annual meeting of AERA in Seattle, WA.
   - May of 2002, participated in a week long session in Chapel Hill, NC preparing the curriculum for three courses to serve as the basis for preparing teachers to be nationally certified. I participated in the Algebra/Number section and was told that my expertise and research in proportional reasoning was very
much appreciated. This group consisted of not only math educators from around the state, but also middle school math teachers. More insight into the employment of research grants was also gained. Reviewer for the 2002 and 2003 sessions of the AERA conference; chair of a research paper session at the PME26 conference, 2002, Norwich, UK.
EDUCATION
Ph.D. University of Florida 1982 Curriculum and Instruction
M.Ed. University of Florida 1976 Elementary Education
B.A. SUNY-Albany 1974 Social Studies Education

PROFESSIONAL EXPERIENCE
1998-  Professor of Education
University of North Carolina at Charlotte
1993-1998  Associate Professor of Education
University of North Carolina at Charlotte
1986-93  Assistant Professor of Education
University of North Carolina at Charlotte.
1982-86  Assistant Professor of Education
Shepherd College, West Virginia
1976-81  Classroom teacher, Fourth Grade, Idylwild Elementary School, Gainesville, Florida.

SELECTED RECENT SCHOLARSHIP/PUBLICATIONS

Books


Books Under Contract

Book Chapters
Passe, J. (1997) Developing current events awareness in children. In M. Haas & M.A. Laughlin (Eds.) Meeting the
standards: Social studies readings for K-6 educators. Washington, DC: NCSS.

the standards: Social studies readings for K-6 educators. Washington, DC: NCSS.


Journal Articles


Remedial and Special Education, 15(4), 227-233. (R)(DB)

**National and International Refereed Presentations**


**State and Regional Refereed Presentations**


**FUNDED RESEARCH**

2002 - Awarded Project Impact grant to study technology integration in social studies, Amount $1500.

2001 - Awarded Project Impact grant to integrate technology in social studies teacher education, Amount $3000

2001 - Awarded University Curriculum Improvement grant to restructure technology instruction in teacher education. Amount $8300

2001 - Awarded mini-grant by University-School Teacher Education Partnership, UNC-Charlotte, Amount $900

2000 - Awarded mini-grant by University-School Teacher Education Partnership, UNC-Charlotte, Amount $820

1996 - Awarded UNCC Faculty Research Grant for “Using Technology to Build a Global Integrated Curriculum,” Amount $2256.

EDUCATION
Ph.D., English, University of Wisconsin-Madison, 1992
Minor: Afro-American Studies
M.A., English, University of Wisconsin-Madison, 1986
B.A., English and Psychology, University of Wisconsin-Madison, 1984, with distinction

EMPLOYMENT
University of North Carolina at Charlotte, English Department
Undergraduate Coordinator, 1999-present
Associate Professor, 1998-present
Assistant Professor, 1992-1998

University of Wisconsin-Madison, Afro-American Studies Department
Lecturer, Spring 1992

RESEARCH

Books:


Chapters in Books:


Articles and Notes in Refereed Journals:
"'When the pear blossoms / cast their pale faces on / the darker face of the earth': Miscegenation, the Primal Scene, and the Incest Motif in Rita Dove's Work." African American Review 36.2 (Summer 2002): 195-211.


“’And All the Interests Are Vested’: Canon-Building in Recent Morrison Criticism." Modern Fiction Studies: Toni Morrison Double Issue 39.3&4 (Fall/Winter 1993): 781-794.


Note: All publications prior to 1997 were published under the name Malin LaVon Walther.
Interviews:


Invited Addresses:


Keynote Address, “‘No more dreams of safety’: The Limits and Possibilities of the Body and Geography.” The University of Cincinnati Graduate Conference. Cincinnati, OH, April 15, 1995.

Papers Presented at Conferences:


“Audre Lorde’s *Zami*: Lesbian Narrative and the Pygmalion Model,” presented at the MELUS Conference. Greensboro, NC, April 5-6, 1996.


Work in Progress:

Interview with Cyrus Cassells. Editing in progress.

“Teaching African American Literature.” Article in revision for *College English*.


TEACHING


**M.A. and Doctoral Directed Readings, Theses, and Dissertations:** Graduate Directed Reading on Gwendolyn Brooks; M.A. thesis committees: Feminist Science Fiction, Sylvia Plath and Anne Sexton, Gwendolyn Brooks, three in creative writing; Doctoral dissertation committee: Elva C. Cooper, Ed.D.

HONORS AND AWARDS

National Endowment for the Humanities Summer Research Fellowship, 2000, for Rita Dove book project.

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees
Ph.D. 1980 Stanford University  Curriculum and Teacher Education
M.A. 1975 California State University, Fresno  Linguistics, Bilingualism (Graduated with distinction)
B.A. 1969 California State University, Fresno  Spanish

License
California State Standard Secondary Teaching Credential; Spanish and History

PROFESSIONAL EXPERIENCE

1998-present  Professor of English as a Second Language
                UNC Charlotte, College of Education
                Department of Middle, Secondary and K-12 Education

1986-1998  Professor, California State University, Fresno
                School of Education and Human Development

1985-1986  Visiting Scholar, Stanford University
                School of Education: Center for Complex Instruction

1979-1983  California State University, Fresno
                School of Education and Human Development
                Director, Title VII Bilingual Teacher Education Project

1980-1985  California State University, Fresno
                Associate Professor, School of Education and Human Development

1976-1979  Stanford University
                Research Assistant, Status Equalization Project, Center for Educational Research

1977-1978  Stanford University
                Research Assistant, La Chicana Research Project, Undergraduate Studies

1976-1978  Stanford University
                Teaching Fellow, Chicano Fellows Program

1971-1979  California State University, Fresno
                Lecturer/Assistant Professor, La Raza Studies Program

1968-1970  Kerman Floyd Unified School District, Teacher 7th and 8th grade students in
                Language Arts and Spanish

1989-1990  California State University, Fresno
                Instructor Summer Bridge Program.

Recent master’s research projects directed:
• Lara Christie: Developing academic language in adult ESL students
• Naila Muffley: Effectively teaching the adult second language learner: Adopting specific theories, methods, and andragogical roles
• Emily White: A self-study of teacher expectations
• Susan Nguyen: A portfolio

• In addition to chairing the foregoing committees, served on nine TESL Master's committees and directed three comprehensive examinations.

Recent dissertation service:
SELECTED RESEARCH

**Book**

**Book chapter**

**Articles in refereed journals**

**Invited Articles**

**Technical Reports**

**Invited Editorial Assignments**

**Selected Conference Presentations**
Perez, T (1994). Complex instruction: A key to providing equal access to the curriculum with students of diverse social and academic background. With S. Mater, M.
JOHN A. PIEL
Associate Professor (1994)
Tenured (1994)
Initial Faculty Appointment (1988)
Program: Elementary Education

PROFESSIONAL PREPARATION

<table>
<thead>
<tr>
<th>Undergraduate Institution</th>
<th>Major</th>
<th>Degree/Year</th>
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<td>The University of Northern Colorado</td>
<td>Elementary Education</td>
<td>B.A./1971</td>
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<th>Graduate Institutions</th>
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<td>The Florida State University</td>
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<td>Child Dev/Math Ed.</td>
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</tbody>
</table>

APPOINTMENTS

1988-present The University of North Carolina at Charlotte, College of Education
Department of Reading and Elementary Education
Associate Professor, 1996-present
Department of Curriculum and Instruction
Associate Professor, 1994-1996
Assistant Professor, 1988-1994

1986-1987 Ohio University, Department of Curriculum and Instruction
Associate Professor

1981-1986 Idaho State University, College of Education
Associate Professor (tenured), 1986
Assistant Professor, 1981-1986

1981 Chadron State College, Division of Education and Psychology
Assistant Professor

PUBLICATONS


**Synergistic Activities**


CAMMP recognized as an exemplary university-school, collaborative teacher training model. Cited in *Changing Course: Teacher Education Reform at State Colleges and Universities* (pp. 207-208), 1996, American


**Collaborators & Other Affiliations**

<table>
<thead>
<tr>
<th>Dr. Michael Green</th>
<th>Dr. John Grete</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of North Carolina Charlotte</td>
<td>University of North Carolina Charlotte</td>
</tr>
<tr>
<td>9201 University City Blvd.</td>
<td>9201 University City Blvd.</td>
</tr>
<tr>
<td>Charlotte, North Carolina, 28223</td>
<td>Charlotte, North Carolina, 28223</td>
</tr>
</tbody>
</table>

Dr. Cecelia Toole
Elementary and Special Education
MTSU Box 69
Jones Hall 251
Middle Tennessee State University
Murfreesboro, TN 37132
David Pugalee  
Department of Middle, Secondary, and K-12 Education

EDUCATIONAL BACKGROUND

1995  Ph.D.  University of North Carolina at Chapel Hill, Department of Curriculum and Instruction, Concentration in Mathematics Education
1992  MS  North Carolina Central University, Department of Mathematics and Computer Science, Concentration: Mathematics
1990  MEd  University of Southern Mississippi, Department of Educational Administration and Supervision, Concentration: Curriculum and Supervision
1982  BS  Lee College, Cleveland, TN, Department of Behavioral and Social Sciences, Concentration: psychology Magna Cum Laude

EXPERIENCE

1997-Present  Assistant Professor  (Mathematics and Technology Education, Educational Research)  
Dept. of Middle, Secondary, and K-12 Education, University of North Carolina at Charlotte  
1995 to 1997  Assistant Professor  (Mathematics Education, Educational Research)  
Dept. of Teacher Education/Middle-Secondary, Saginaw Valley State University
1987-1990  Instructor (part time)  
Vance-Granville Community College, Henderson, NC
1985-1995  Mathematics Teacher  
Granville County Schools, Oxford, NC
1984-1985  Academic Dean and Mathematics Teacher  
Meadowood School, Richmond, VA
1983-1984  Mathematics and Sciences Department Chair and Teacher  
Warwick Schools, Richmond, VA
1982-1083  Classroom Teacher – Grades 3 and 4  
Mt. View School, Oak Hill, WV

SELECTED RECENT PUBLICATIONS

Books

Book Chapters

**Articles**


Pugalee, D. K. Using communication to develop students' mathematical literacy. Mathematics Teaching in the Middle School, 6 (January 2001), 297-299. (Invited)


**SELECTED RECENT PRESENTATIONS**


**GRANTS**


JAMES ALLEN QUEEN

EDUCATION

Ed. D. 1978 University of Virginia Curriculum Theory and
Charlottesville, Virginia Educational Leadership
M.S. 1974 Western Carolina University Middle School
Cullowhee, North Carolina Social Studies and Science
B.S. 1973 Western Carolina University Elementary Education

CURRENT NORTH CAROLINA LICENSURE
Superintendent, Curriculum Specialist III, School Principal, Elementary, Middle School: Social Studies and Science

PROFESSIONAL EXPERIENCE

2000-Present Professor and Chairperson, Department of Educational Administration, Research, and Technology,
College of Education, The University of North Carolina at Charlotte.
1998-2000 Associate Professor and Interim Chairperson, Department of Educational Administration, Research
and Technology, College of Education, The University of North Carolina at Charlotte.
1996-1998 Assistant Professor of Education, Department of Middle, Secondary and K-12 Education, College
of Education, The University of North Carolina at Charlotte
1992-1996 Assistant Professor of Education, Department of Curriculum and Instruction, College of Education,
The University of North Carolina at Charlotte
1986-1991 Principal, Derita Elementary School, Charlotte-Mecklenburg Schools, North Carolina
Adjunct Professor, Departments of Curriculum and Instruction, The University of North Carolina at Charlotte and
The University of South Carolina
1984-1986 Principal, North Elementary School, Kings Mountain, North Carolina
Adjunct Professor, Department of Curriculum and Instruction, The University of North Carolina at Charlotte
1979-1984 Chairperson, Director of Teacher Education, Associate Professor (tenured), Department of
Education, Gardner-Webb University.
1978-1979 Director of Student Teaching and Field Experiences, Assistant Professor, Gardner-Webb University.
1975-1978 Graduate Assistant and Instructor, University of Virginia
1972-1975 Classroom Teacher, Elementary School, Middle School, and High School in Haywood and Jackson
Counties in North Carolina

SELECTED RECENT PUBLICATIONS

BOOKS
Bacon (Contracted)
(Contracted)
scheduling: Restructuring the school day (pp. 253-6). Bloomington, IN: Phi Delta Kappa.

JOURNAL ARTICLES
Jenkins, E.D., Algozzine, R.F. and Queen, J.A. (In press). To block, or not to block? *The Journal of Educational Research*


**CONFERENCE PRESENTATIONS**


**SELECTED GRANTS**

Co-Author of Proposal on “A Vision of Excellence: Middle Grades Education at the University of North Carolina at Charlotte,” UNCC API Grant, 1997. (Funded $10,835)


**DISSERTATIONS**

2000-2002 Chaired Twelve Successful Dissertations on the Topics of Block Scheduling, School Discipline or School Violence. Ed.D. in Educational Leadership program, UNC Charlotte
ALAN RAUCH
Department of English
University of North Carolina at Charlotte
Charlotte, NC 28223

Tel: (704) 687-6158    E-mail: arauch@email.uncc.edu    Fax: (704) 687-3961
Website: http://www.uncc.edu/arauch

Ph.D. English Literature Rutgers University 1989
M.A. English Literature Rutgers University 1982
M.A. Zoology Southern Illinois University 1983
B.Sc. Biology McGill University 1977

EMPLOYMENT HISTORY

Associate Professor Department of English, UNC Charlotte 2002-
Interim Chair School of Literature, Communication, and Culture (LCC) 1999-2000
Associate Chair LCC Georgia Institute of Technology 1997-99
Visiting Associate Professor Department of English, North Carolina State University 1996-97
Associate Professor LCC 1995-2002
Coordinator Program in Science, Technology, & Culture (STAC) 1993-1996
Assistant Professor LCC - Georgia Tech 1989-95
Visiting Assistant Professor Emory University, Fall Semester 1994
Program Director Center for the Critical Analysis of Contemporary Culture (Rutgers) 1988-89
Teaching/Res. Asst. Rutgers University 1980-86
Consultant Educational Testing Service 1983
Teaching/Res. Asst. Southern Illinois University 1977-79

HONORS, AWARDS & PROFESSIONAL RECOGNITION

• Centre for Research in the Arts, Social Sciences, and Humanities, Fellow, Cambridge University, 2003
• C. P. Snow Fellowship, Harry Ransom Research Center, University of Texas, 2002
• Omicron Delta Kappa National Leadership Honor Society (OΔK), Friend of the Student Award, 2002
• Outstanding Faculty Member of the Year, Student Government Association, 1996
• Georgia Tech Foundation - Grant to study Brougham Collection at University College, London, 1995
• Ball Brothers Foundation Fellowship -Lilly Library, Indiana University, 1994
• Faculty Enrichment Grant - Canadian Government, 1992-1993
• NEH Fellowship for College and University Teachers, 1992-1993
• Advanced Institute in the Humanities, University of Edinburgh, Fellow, 1992
• Golden Key National Honor Society - Appointed Honorary Member, 1991
• Lilly Teaching Fellowship - Lilly Foundation / Georgia Tech, 1990
• American Association for the Advancement of Science - History of Science Conference Grant, 1988
• FCAR Grant - Fonds pour la formation de chercheurs et l’aide à la recherche, Québec, 1987-89
• Louis Bevier Fellowship, Rutgers University, 1987-88
• Center for the Critical Analysis of Contemporary Culture - Rutgers, Fellow, 1986
• Smithsonian Institution Graduate Fellowship, Summer 1985

PROFESSIONAL RESPONSIBILITIES, CONSULTING, & DEVELOPMENT

Book Review Editor - Configurations: A Journal of Literature, Science, and Technology
- Johns Hopkins University Press (Member of Founding Editors)
"Printing, Publishing, and Consuming Texts in Britain and Its Empire, 1770-1919," Rare Book School, University of Virginia (Summer, 2002), with Professor Simon Eliot
Zoo Atlanta - Adjunct Faculty
Graphics, Visualization & Usability Center - Georgia Tech, College of Computing - Faculty, 1995-2001
Reader - PMLA; National Endowment for the Humanities (NEH); Duke University Press; Johns Hopkins University, Press; American Studies; Configurations; Nineteenth Century Studies; College English; Mosaic; Victorians Institute Journal; Prentice Hall
External Tenure Review - York University; U. Missouri-Rolla.
Consultant - Coca-Cola Incorporated; MCI; International Orientation Resources; State of Georgia Governor's Office

FIELDS OF INTEREST

Cultural Studies of Science; Encyclopedias & 19th century Culture; Intellectual History; Gender and Science; Scientific and Technical Communication; Victorian Literature; Romanticism; Children’s Literature; The Novel; Sociology of Knowledge; Cultural Status of Zoos; Cultural Identities.
TEACHING EXPERIENCE

University of North Carolina at Charlotte
Juvenile Literature (Graduate)
The Creature Speaks: Rhetoric of Science
British Literature Survey II

Georgia Tech
Children's Literature & Cultural Ideology
Animals, Culture, and Society
Evolution and the Industrial Age
Rhetoric of Technical Narratives
Children's Literature: Practice & Theory
Practices of Knowledge (Senior Seminar)
Writers in the Age of Darwin
Science, Technology, and Gender
Intro to Literature and Science
The British Novel
The Victorian Novel
British Romantic Poetry
Canadian Literature & Culture
Analysis of Scientific Discourse

Emory University
The Making of the Victorians (Graduate Seminar)

North Carolina State University
Composition and Reading
Communication for Science and Research
Animals in Culture and Society (Graduate Seminar)

Rutgers University
Scientific & Technical Writing
Second Generation Romantics
The Use of Animals
Freshman Composition

Southern Illinois University
Introduction to Zoology
Field Lab in Zoology

PUBLICATIONS

Books

Essays, and Articles
"Looking for Home: Canada and the Major Leagues," in W. Humber and John St. James, eds. All I Thought about was Baseball" Writings on a Canadian Pastime. Toronto: U. of Toronto Press, 1996, 246-249.

SELECTED MEETINGS, INTERVIEWS, AND SYMPOSIA
"Mental Improvement': The Influence and Impact of Victorian Encyclopedias. " Cambridge University, Centre for Research in the Arts, Social Sciences, and Humanities, May 2001
CURRICULUM VITAE

NAME: Harold Braun Reiter

RANK: Associate Professor of Mathematics, University of North Carolina Charlotte

HIGHER EDUCATION:

- Louisiana State University, BS., Mathematics, 1964
- Clemson University, MS., Mathematics, 1965
- University of North Carolina at Chapel Hill, 1965-1966
- Clemson University, Ph.D., Mathematics, 1969; Under the direction of Andrew Sobczyk

PROFESSIONAL EXPERIENCE:

- Assistant Professor, University of Hawaii, 1969-72.
- Assistant Professor, University of North Carolina Charlotte, 1972-77.
- Associate Professor, University of North Carolina Charlotte, 1977-present.
- Visiting Associate Professor, Clemson University, 1978-79.
- Faculty, Research Science Institute, summer program for gifted high school students, at MIT, July-August, 1992.

OTHER CONTRIBUTIONS AND HONORS:

- North Carolina Council of Teachers of Mathematics Innovator Award, October, 1997.
- Distinguished College or University Teaching Award, Southeastern Section of the Mathematical Association, March, 1997.
- Founder and continuing supporter of the Charlotte Mathematics Club, which each year attracts more than 60 students, grades 7-10, who want to work challenging problems in a good social environment, 1988-present.
Founder of and director (1990–97) of the Mecklenburg Mathematics Club for students in grades 4-6, 1990-present (there were more than 110 members in 1991-92).

Member of the MATHCOUNTS Question Writing Committee, 1990-93, 1994-95, 1999-2002.


Howard Lyons Lecturer, Canadian Mathematics Competition Seminar, June 16-19, 1997; Waterloo, Ontario, Canada.

Recent PUBLICATIONS in Refereed Journals:


6. The “Join the Club” Interpretation of Some Graph Algorithms, in Russian, with Isaac Sonin, Mathematical Education, 3 (1999), 208-212.

7. Games and Representations, unpublished


**RESEARCH FUNDS AWARDED:**

- Grant from State of North Carolina, Dept. of Instruction to teach AP Calculus, Summer, 1981, (with B. Weinstock).
- Grant from State of North Carolina, Dept. of Instruction to conduct a one week workshop for AP Calculus teachers, Summer 1986.
- UNCC Summer Curriculum and Instructional Development Grant, Summer, 1996, (with Isaac Sonin).

**PAPERS PRESENTED AT MEETINGS (SINCE 1995):**

1. Recent Developments at the American Mathematics Competitions, presented at the NCTM meeting in Boston, April 1995.


5. Organizer, Special Session on Local and Regional Competitions, (with Steve Maurer), Winter MAA/AMS meeting, San Antonio, TX, January 1998.


INVITED LECTURES AND COLLOQUIA (SINCE 1989):

1. MATHCOUNTS workshop for coaches, sponsored by the NC Department of Public Instruction, Career Development Center, September 1989; November 1990; November 1991; October 1992; October 1995; and November 1996.


3. Game Theory and Rational Behavior, keynote address to the annual convention of Kappa Mu Epsilon, Winthrop College, April, 1990.

4. Mathematics Education in the Twentieth Century, a presentation to the Charlotte Civitan Club, in two parts, January and June 1991.


PROFESSIONAL AND HONORARY AFFILIATIONS:

Pi Mu Epsilon, founder and charter member at UNCC
Mathematical Association of America
National Council of Teachers of Mathematics
North Carolina Council of Teachers of Mathematics
President, Mu Alpha Theta, 2001-03.
ABBREVIATED VITA

ROBERT J. RICKELMAN, Professor and Chair, Reading and Elementary Education Department, The University of North Carolina at Charlotte

EDUCATION

B.A.  English Literature  Ohio University  1974
M.Ed.  Reading Supervision  Ohio University  1976
Ph.D.  Reading Education  University of Georgia  1983

PROFESSIONAL EXPERIENCE

1991 – present  University of North Carolina at Charlotte, Reading and Elementary Education Department, Current Title: Professor and Department Chair
1984 – 1990  Millersville University, Elementary and Early Childhood Education Department, Associate Professor
1983 – 1984  University of Wisconsin-Eau Claire, Department of Secondary and Continuing Education, Assistant Professor
1980 – 1983  University of Georgia, Reading Education Department, Graduate Assistant & Reading Clinic Supervisor
1976 – 1980  Keystone Oaks School District, Pittsburgh, PA, Middle and High School English and Reading Teacher
1974 – 1976  Meigs County (OH) Schools, High School Reading Teacher, Teacher Corps Intern

SELECTED PUBLICATIONS


SELECTED RECENT PRESENTATIONS


SELECTED PROFESSIONAL SERVICE

President, College Reading Association, 2002-2003
Reading Research and Instruction, Co-Editor, 1999-2002
Program Chair, College Reading Association Annual Convention, Philadelphia, PA, 2002
President, North Carolina Association of College Professors of Reading, 1998-2000
Editorial Advisory Board, Reading Online, 1997-2000
Editorial Advisory Board, Reading Research and Instruction, 1987-1999
Tracy C. Rock  
Department of Reading and Elementary Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees
Ph.D. 1996-1999 The University of North Carolina at Greensboro Curriculum and Teaching
M.A. 1992-1994 The University of North Carolina at Greensboro Liberal Studies
B.A. 1987-1991 The University of North Carolina at Charlotte Elementary Education

North Carolina Licenses
G Level Elementary Education (K-6)

PROFESSIONAL EXPERIENCE

2000-2002 The University of North Carolina at Charlotte  
Department of Reading and Elementary Education  
Assistant Professor
1999-2000 The University of North Carolina at Asheville  
Department of Education  
Assistant Professor
1996-1999 The University of North Carolina at Greensboro  
Department of Curriculum and Instruction  
Graduate Assistant; Professional Development School Team Leader
1993-1996 Guilford County Schools, High Point, NC  
Teacher, third grade
1991-1993 High Point City Schools, High Point, NC  
Teacher, Science and Social Studies Specialist, second – fifth grades

RESEARCH PUBLICATIONS


SELECTED CONFERENCE PRESENTATIONS


GRANTS


David Calvin Royster
Tenured (1988)
Faculty Appointment (1982)
Program: Center for Mathematics, Science and Technology Education
College of Education

EDUCATION

<table>
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<th>Degree</th>
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<th>Program</th>
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<tr>
<td>Ph.D.</td>
<td>1973-1978</td>
<td>Louisiana State University</td>
<td>Mathematics</td>
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<td>B.A.</td>
<td>1970-1973</td>
<td>The University of the South</td>
<td>Mathematics</td>
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PROFESSIONAL EXPERIENCE

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<th>Year</th>
<th>Place, Title, Department</th>
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| 2000-present    | The University of North Carolina at Charlotte, College of Education
                  | Center for Mathematics, Science, and Technology Education
                  | Director, 01-Jul-2000 — present                                                        |
| 1982 – present  | Department of Mathematics, College of Arts and Sciences
                  | Associate Chairman, 1997 – 2000                                                         |
                  | Associate Professor, 1988 – 1996                                                        |
                  | Assistant Professor, 1982 – 1988                                                        |
| Spring, 1990    | The University of Virginia
                  | Distinguished Scholar in Mathematics                                                    |
| 1979 - 1982     | The University of Texas, Austin
                  | Visiting Assistant Professor of Mathematics                                              |
| 1978 - 1979     | The University of Virginia
                  | Visiting Assistant Professor of Mathematics                                              |

SELECTED RESEARCH AND DEVELOPMENT ACTIVITIES


SELECTED PUBLICATIONS AND EDITORIAL ASSIGNMENTS

Publications


Royster, David. (1994). An analogue of the stabilization map for regular $Z_r$ actions. Rocky Mountain Journal...
SELECTED PRESENTATIONS

Royster, D.C., Mathematics and the TI-CBL, 5th Annual State Meeting of the North Carolina Mathematics Association at Two Year Colleges (NCMATYC), Wake Technical Community College, Raleigh, NC, April 10, 1997.

Royster, D.C., Experimental Calculus with the Texas Instrument Calculator Based Laboratory, 26th Annual Meeting, North Carolina Council of Teachers of Mathematics, Greensboro, NC, October 3, 1996.

Royster, D.C., Implementing Dynamic Geometry with the TI-92 Graphing Calculator, PRISM Science Group, Kannapolis, NC, October 25, 1996.


SELECTED WORKSHOPS AND CONSULTANCIES

Workshops
“AP Calculus for Teachers”, AP Summer Institute, UNC Charlotte, Charlotte, NC, June 15–21, 1996.
“Dynamic Geometry with the TI-92 Graphing Calculator”, Cabarrus County Schools, Fall, 1996.

MEMBERSHIPS, PROFESSIONAL LEADERSHIP POSITIONS, AND AWARDS

Memberships
American Mathematical Association
National Council of Teachers of Mathematics
Mathematical Association of America
North Carolina Council of Teachers of Mathematics
Association of Mathematics Teacher Educators
North Carolina Association of Mathematics Teacher Educators
North Carolina Association of Advanced Placement Mathematics Teachers

Professional Leadership Positions
North Carolina Council of Teachers of Mathematics, Annual Meeting Program chair, 2000
Western Region, North Carolina Council of Teachers of Mathematics, Vice-President for Colleges, 1997-1998
Western Region, North Carolina Council of Teachers of Mathematics, President, 2001–2002

Awards
Finalist, Bank of America Teacher of the Year, UNC Charlotte, 1999
**BLAIR A. RUDES**

Department of English  
University of North Carolina at Charlotte  
9201 University City Boulevard, NC 28223-001  
(704) 687-4230

**Education**

PhD - Linguistics, State University of New York at Buffalo, 1976  
MA - Linguistics and anthropology, State University of New York at Buffalo, 1974  
BA - Linguistics and French, State University of New York at Buffalo, 1973

**Positions**

University of North Carolina at Charlotte, Department of English.  
Assistant Professor 1999-present

American University, Department of Anthropology, Washington, D.C.  
Adjunct Professor 1997-1999

Senior Associate 1996-1999

Research Triangle Institute, Center for Research in Education, Research Triangle Park, N.C.  
Senior Research Analyst 1990-1993

First Americans Research, Inc., Greensboro, N.C.  
President 1993-1996

Public/Private Ventures, Inc., Philadelphia, PA.  
Senior Research Officer 1989-1990

Associate 1980-1989

University of Maryland, Department of English, College Park  
Adjunct Assistant Professor 1978-1980

George Washington University, English for International Students Program, Washington, D.C.  
Adjunct Assistant Professor 1979-1980

University of Bucharest, Faculty of Germanic Languages, Bucharest, Romania  
Fulbright-Hays Senior Visiting Professor 1976-1978

**Publications**


Grants and Contracts Funded


Statistical Analysis Support Center, National Center for Education Statistics, Elementary and Secondary Education Statistics Division, $5,000,000, Subcontract Manager, October 1, 1992-September 30, 1997

Master's Committee Member


Master's Examination Committee Member

Nayla McMuffly (Effectively Teaching the Adult Second Language Learner: Adopting Specific Theories, Methods, and Andragogical Roles, Spring 2001) (MA – TESOL)

Marshall Foster (An Investigation of Acculturation among Sojourner International University Medical Students in
Debrecen, Hungary, Summer 2001) (MA – TESOL)
Dan Wilson (Strategies for Teaching Phrasal Verbs to English
as a Second Language Students, Summer 2002) (MA – TESOL)

**Master’s Committee Chair**
Elizabeth Aldinolfi (MA-TESOL, 2002)

**Doctoral Committee Outside Reader**
Craig Kopris (A Grammar and Dictionary of Wyandot, State
University of New York at Buffalo, Summer 2001) (PhD –
Linguistics)

**Mentor – Robert E. McNair Post Baccalaureate Achievement Program**
Shayla Jackson (Expanding the American Literary Canon:
Leslie Marmon Silko's Ceremony, Summer 2001)

**External Examiner**
Troy Richardson (Tuscarora language proficiency, MA
candidate, University of Pennsylvania, November 2000)
ADALIRA SÁENZ-LUDLOW  
SEPTEMBER 2002

PROFESSIONAL PREPARATION

Ed. D. 1985-1990  The University of Georgia/ Athens, Georgia.  Mathematics Education
B.S. 1965-1968  Universidad Pedagógica Nacional/ Bogotá, Colombia.  Mathematics, Physics and Education

LANGUAGES SPOKEN

Spanish (mother tongue)/ English / French (reading level)

ACADEMIC POSITIONS

1995-to date  UNC Charlotte  Associate Professor/ Dept. of Mathematics
1992-1995  Purdue University  Assistant Professor/ Dept. of Curriculum & Instruction
1990-92  Northern Illinois University  Assistant Professor/ Dept. of Mathematics
1986-90  The University of Georgia  Teaching and Research Assistant/ Dept of Math Education
1978-86  Universidad Pedagógica  Associate Professor/ Dept. Matemáticas
1969-70  Colegio de la Merced  Teacher of Mathematics and Physics

PROFESSIONAL ORGANIZATIONS

National Council of Teachers of Mathematics (NCTM); American Educational Research Association (AERA); Special Interest Group for the Research in Mathematics Education of AERA (SIG/RME); International Group for the Psychology of Mathematics Education (PME); North American Chapter of PME (PME-NA); Semiotic Society of America (SSA); North Carolina Council of Teachers of Mathematics (NCCTM)

HONORS AND AWARDS

- Research Catalyst Conference. Selected by the Research Advisory Committee of the National Council of Teachers of Mathematics to be a participating member in the First National Research Catalyst Conference in Mathematics Education sponsored by NSF. The conference goal was to create a network of scholars to work collaboratively in the school mathematics reform. Forty-eight applicants were selected out of 300. Washington DC, April 1991 and Miami, December 1991.
- Recognition of one of my research articles. The NCTM Research Advisory Committee recognized the quality of my JRME article published in 1994.
- The Best “Rookie” Mentor Award granted by the UNC Charlotte–JC Smith University McNair Scholars Program. Summer 1999.
- Grant awarded by the National Science Foundation. $183,118. 1993-1994.
- Grant awarded by the National Science Foundation. $197,507. 1994-1995.
- Award from the National Science Foundation. $114,261. 1995-1997.

PUBLICATIONS IN JOURNALS AND REFEREED CONFERENCE PROCEEDINGS


EDITED BOOKS

ARTICLES SUBMITTED
Sáenz-Ludlow, A. Metaphor and diagram in the mathematical activity of a fourth-grade classroom.
Sáenz-Ludlow, A. A collective chain of signification in conceptualizing fractions: A case of a fourth grade.

WORK IN PROGRESS
Sáenz-Ludlow, A. Student-generated story problems: A case of mathematizing and symbolizing in a third grade.
Sáenz-Ludlow, A. From addition, subtraction, and multiplication to the division algorithm: The iconicity of children’s making processes.
Sáenz-Ludlow, A. Mathematical interpreting games in a third grade class.
ANTHONY DAMON SCOTT  
Department of English  

EDUCATION  

Ph.D.  Rhetoric and Composition, University of Louisville, Spring 2002.  
M.A.  English, Appalachian State University, May 1995.  

TEACHING EXPERIENCE  

Assistant Professor, University of North Carolina at Charlotte, August 2002-Present  
Teaching Assistant, University of Louisville, August 1997-May 2002  
Adjunct Faculty, DeKalb College, Atlanta, August 1995-1997  
Teaching Assistant, Appalachian State University, August 1993-1995  

ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE  

Writing Consultant to the School of Business, University of Louisville, August 2000- present  
Member, Conference on College Composition and Communication Committee on Improving the Conditions of Part-Time/Adjunct Labor, February 2000- present  
Assistant Coordinator of Writing Across the Curriculum Program, University of Louisville, 1998-1999  
Library Research Specialist, Emory University Library, 1996-1997  

ACADEMIC PUBLICATIONS  

Editing  
Edited by Tony Scott, Leo Parascondola and Tony Baker 3.3 (May 2001).  

Articles and Reviews  
CONFERENCE PRESENTATIONS


“Theorizing Reflective Writing as an Academic Genre.” Conference on College Composition and Communication. Minneapolis, April 2000.


EDUCATION

Ph.D., University of South Carolina, 1985
M.A., University of South Carolina, 1983
B.A., Summa Cum Laude, Newberry College, 1979

PROFESSIONAL EXPERIENCE

University of N.C. Charlotte 1988-Present
Professor of English 1997-Present
Associate Dean of the Graduate School 1994-1997
Associate Professor of English 1992-1997
Graduate Coordinator, English Dept. 1992-1994
Assistant Professor of English 1988-1992

Clemson University 1985-1988
Visiting Assistant Professor 1986-1988
Instructor of English 1985-1986

PUBLICATIONS

BOOKS


ARTICLES (SELECTED)

“Prospects for the Study Louisa May Alcott.” Resources for American Literary Study. 24.2 (Fall 1998), 157-176.


THESES DIRECTED

The Family in John Irving’s Fiction, Janice Rieman (1993)

Tom Robbins as Fabulator, Julie Townsend (1993)

Nathaniel Hawthorne and the Balance of Life, Kim Pierce (1997)

William Dean Howells’s March Family Narratives, Dwan Henderson (1998)

A Comprehensive Examination of Lolita and The End of Alice, Chris Gray (1999)
MELBA SPOONER
September 2002

The University of North Carolina at Charlotte
College of Education
Department of Reading and Elementary Education
9201 University City Boulevard
Charlotte, North Carolina 28223-0001
(704) 687-4510
mcspoone@email.uncc.edu

Education
1991 Ed.D., University of North Carolina at Greensboro
   Major: Curriculum and Teaching
1985 M.Ed., University of North Carolina at Charlotte
   Major: Early Childhood Education
1978 B.A., University of North Carolina at Charlotte,
   Major: Early Childhood Education

Professional Experience
2002-Present Associate Professor, Department of Reading and Elementary Education
1996-2002 Assistant Professor, Department of Reading and Elementary Education
1994-1999 Assistant Dean, College of Education; The University of North Carolina at Charlotte
1994-1996 Clinical Assistant Professor, Department of Curriculum and Instruction
1987-1994 Coordinator of Field Experiences, Office of Field Experiences; The University of North Carolina at Charlotte
1991-1994 Clinical Assistant Professor, Department of Curriculum and Instruction
1987-1991 Lecturer, Department of Curriculum and Instruction
1986-1987 Assistant Principal for Instruction, Cotswold Elementary School, Charlotte, North Carolina
1985-1986 Adjunct Professor; Administrative Assistant, Teacher Intern Program; The University of North Carolina at Charlotte
1981-1985 Classroom Teacher, Devonshire Elementary School, Charlotte, North Carolina
1980-1981 Classroom Teacher, Albemarle Road Elementary School, Charlotte, North Carolina
1978-1980 Teacher's Assistant, Albemarle Road Elementary School, Charlotte, North Carolina

Most Recent Student Directed Scholarship
2002 Member, Student’s Master’s Degree Project Committee, The University of North Carolina at Charlotte, Ms. Cathy Wilson; Collaborative Lesson Study: A Constructivist Approach to Teacher Professional Development.
2001 Chair, Student’s Master’s Degree Comprehensive Portfolio Committee, The University of North Carolina at Charlotte, Ms. Ginger Stovall; Literacy.
2001 Member, Student’s Master’s Degree Comprehensive Portfolio Committee, The University of North Carolina at Charlotte, Ms. Amy Dawson; Encounters with Literacy.
2001 Member, Student’s Master’s Degree Project Committee, The University of North Carolina at Charlotte, Ms. Anita Brendle-Corum; Performance-Based Assessment.
2001 Member, Student’s Master’s Degree Project Committee, The University of North Carolina at Charlotte, Ms. Molly Gill; Increasing Reading Fluency in Low-Level Readers.

Selected Research – Publications, Grants, Presentations


Nagle, J.M. & Spooner, M. University-School Teacher Education Partnerships at UNC Charlotte; University of North Carolina General Administration to Implement University-School Teacher Education Partnerships; funded; Fall 1998; ($165,000 for each of two years). Has become a part of the continuation budget for the College of Education


**Selected Service Activities**

2002 Cadre Leader, Tulsa Oklahoma, Board of Examiner Training, National Council for Accreditation of Teacher Education

2002-present Observer, College Peer Review Process, College of Education, The University of North Carolina at Charlotte

2002-present Member, College Peer Review Committee, College of Education, The University of North Carolina at Charlotte

2002-present Member, Instructional Model Commission, Charlotte-Mecklenburg Schools

2001-2003 Member, College Graduate Curriculum Committee, The University of North Carolina at Charlotte

2000-2001 President, Association of Teacher Education – North Carolina

1997-present Member, Board of Examiners, National Council for Accreditation of Teacher Education
Short Curriculum Vitae

[Fall 2002]

Name  Ralf Thiede
Rank  assoc. prof.
Department  English, UNC Charlotte
College  Arts & Sciences
Phone  4227  e-mail address  rthiede@email.uncc.edu

Education

Westfälische Wilhelms-Universität, Münster, Germany [undergraduate studies in English Studies, Philosophy, Education]  1976-81
University of North Wales, Bangor, UK [undergraduate studies in Welsh, English Studies]  1978-79
M.A. University of Missouri – Columbia [English Language]  1984
Ph.D. University of Missouri – Columbia [English Language]  1990

Papers presented (last five years)

Lexical Feature Matrix and Grammaticization: The Example of Mandarin ba. SouthEastern Conference on Linguistics, Atlanta, November.


Publications


Service

Department

Computing Committee, M.A. Examination Committee, Hiring Committee, Library Committee, Graduate Committee, English Language Studies web master, Undergraduate Advisor, Graduate Advisor, Advisory Committee to the Chair, Review Committee, Undergraduate Committee, SACS Self-Study Committee, various ad-hoc committees and tasks forces

Colleges

Hiring Committee (ELTI), Cognitive Science Academy, Academy for Neuroscience, Literacy Task Force, M.Ed. examination committees (TESL) and M.Ed. projects and theses

Campus

Faculty Council, Faculty Advisory Library Committee, Faculty Advisory Computing Committee

Outside

Executive Committee member, then Executive Secretary and Editor for the SouthEastern Conference on Linguistics (SECOL). Since 1999 responsible for two annual conferences; solely responsible for membership, finances, advertising, and all editorial and managerial duties of the *Southern Journal of Linguistics* from editing to mailing. Also web master for SECOL. Also responsible for an annual award for outstanding research by a junior SECOL member, two annual newsletters with membership directory, and incorporation requirements for SECOL in the State of Florida.
JOSEPHINE DAVIS WALLACE
Department of Reading and Elementary Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees
Ph.D. 1989 The University of North Carolina at Chapel Hill Curriculum and Instruction Science Education
M.A. Ed. 1977 East Carolina University, Greenville, North Carolina Elementary Education Intermediate Education
B.S. 1976 East Carolina University, Greenville, North Carolina Intermediate Education

North Carolina Licenses
G - Elementary, Intermediate, Middle Grades Science (4-6, 6-9, 9-12), A - Social Studies (9-12)

PROFESSIONAL EXPERIENCE

July 2000- Present Department of Reading and Elementary Education Associate Professor
1991-June, 2000 Mathematics and Science Education Center, UNC Charlotte Center Director, Assistant/Associate Professor
1990-91 Competitiveness Foundation, Semiconductor Research Corporation, Research Triangle Park, NC K-12 Program Director, (Leave of Absence from East Carolina University)
1989-90 Department of Science Education, East Carolina University Instructor, 1988-89, Assistant Professor, 1989-90
1984-88 Center for Mathematics and Science Education, UNC Chapel Hill, North Carolina Associate Director
1983-84 Mathematics and Science Education Center, UNC Charlotte, North Carolina Special Assistant to the Director
1978-80 Charlotte-Mecklenburg Schools, Charlotte, North Carolina Elementary Science Resource Teacher and Planetarium Instructor

SELECTED GRANTS


SELECTED PUBLICATIONS AND EDITORIAL ASSIGNMENTS


SELECTED PRESENTATIONS


Selected State conference presentations in North Carolina:


Vita
Samuel D. Watson, Jr.

Degrees.
B.A. in English, 1964, Wofford College. Includes one year of self-initiated study at Queen's University, Belfast. Magna cum laude, Phi Beta Kappa.

Positions.
Assistant-Full Professor of English, UNC Charlotte, 1973-present.
Founder and Director of UNC Charlotte Writing Project (NWP), 1979-2000.
Director, Southeastern Region, National Writing Project (30 sites in 6 states and Puerto Rico), 1986-90.
Director of University Writing Programs, 1993-8.

Representative Publications.
"Polanyian Perspectives on the Teaching of Literature and Composition," Tradition and Discovery, 17 (1990-91), 4-17. (With Elizabeth Wallace, Peter Elbow, Louise Phelps, and Janet Emig.)
"Confessions from Our Reflective Classroom. Self-Assessment and Development in Writing," The Story of the Bay Area and National Writing Project: A Personal Narrative. (National Writing Project, in press.)
Representative Grants.
Well over $500,000 in support of the UNC Charlotte Writing Project 1978-1999). With a grant (1988) of $4,850 from the Southeastern Regional Educational Laboratory (SEIL) I conducted a Wildacres Writing Retreat for seventy selected teachers from across the Southeast, which led to SEIL publication of a 391-page collection of these teachers' professional writing, Writing in Trust: A Tapestry of Teachers' Voices.

Thesis Direction (D) or Participation (P)

Linney, Barbara, "The Chosen Self Dances in a Writing Class," 1982. (D)


Parker, Michael, "Writing and Philosophy 2101: A Case Study," 1990. (D)

Smith, Robin A., "What a Long Strange Trip It's Been," 1990. (D)


Holm, Lisa M., "Female Impersonators: a Pragmatic Analysis of their Discourse Community," 1995. (P)

Hutchinson, Glenn, "Brainwrap," 1996. (P)

Burt, Beth Cagle, (Title?), ca. 2000. (P)


Talbert, Daniel Lamar, "Calmness, Caring, Candy Bars, and Other Ingredients in the Teaching of Reading," 2000. (P)


Barnet M. Weinstock, Professor
Department of Mathematics

Education:
A.B., Columbia College, 1962
Ph.D., M.I.T., 1966

Professional Experience:
University of North Carolina at Charlotte:
Chairperson, Department of Mathematics 1981-85
Acting Chairperson, Department of Mathematics 1980-81
Professor of Mathematics 1980-
Associate Professor of Mathematics 1977-80

University of North Carolina at Chapel Hill:
Visiting Associate Professor 1979 (Spring)

University of Kentucky:
Associate Professor of Mathematics 1973-77

Brown University:
Assistant Professor of Mathematics 1968-73
Instructor in Mathematics 1966-68

Papers and Reports:


Funded Research:
National Science Foundation Research Grants (Faculty Associate) 1967-73
National Science Foundation Research Grant (Principal Investigator) 1978-79

Professional Affiliations, Consultation, Honors, Awards:
Western Kentucky University
   Outside Reviewer for Department of Mathematics 1988
N. C. Mathematics and Science Statewide Education Network Advisory Committee 1984-92
American Mathematical Society 1964-
   Committee on Employment and Education Policy 1981-84
   Subcommittee on Employment Concerns 1978-89
   Chair 1979-89
   Committee on the Agenda 1979-80
Mathematical Association of America 1974-
Sigma Xi, UNCC Club 1984-
   Committee on Admissions 1985-86
   President-Elect 1986-87
   President 1987-88
Woodrow Wilson National Fellowship Foundation 1969-71
   Member, Region I Selection Committee 1969-71
National Science Foundation Graduate Fellowship 1962-65
Woodrow Wilson Foundation Graduate Fellowship (Honorary) 1962-63
EDUCATION

Antioch College            1972-1973
Franconia College          1973-1975 B.A.
University of Wisconsin-Green Bay 1979-1980 M.E.A.S.
Bowling Green State University 1980-1983 Ph.D.

PROFESSIONAL EXPERIENCE

Bowling Green State University, 1980-1982
  Teaching Fellow, 1980-1982
Menninger Foundation, 1982-1984
  Editorial Assistant, 1982
  Archivist, 1983-1984
Washburn University of Topeka, 1984 Adjunct Assistant Professor, 1984
University of North Carolina at Charlotte, 1984-present
  Assistant Professor, 1984-1990, Associate Professor, 1990-1996, Professor, 1996-present
  Associate Dean for General Education, 2002-present

The Five Owls, Editor, 1999-present

SELECTED PUBLICATIONS

Books

On the Road with Mr. Toad: A Children's Literature Tour of Great Britain. Lanham, Maryland: Scarecrow. Forthcoming.

Edited Books


Chapters in Books:


Articles in Refereed Journals:

Papers Presented:

SELECTED FUNDED RESEARCH
Censorship of Children's Literature, UNCC Faculty Grants Program, $2,500.00, 1985
Textbook Censorship, Children's Literature Association, $400.00, 1987
Roald Dahl's Literary Career, Southern Regional Education Board, $750.00, 1988
American Fantasy Literature, UNCC Faculty Grants Program, $3,488.00, 1992
Incorporating Visual Images in Children's Literature Courses, UNCC Curriculum and Instructional Development Grant, $900, 1998

M.A. THESES DIRECTED
"Death on a Southern Breeze," by Mark Donald de Castrique, 2000. (creative thesis--young adult novel)
Gregory A. Wickliff  

Biographical Sketch

Education

Purdue University, West Lafayette, Indiana  
Ph.D. English, August, 1991  

Master of Arts, English, May, 1985

Miami University, Oxford, Ohio  
Bachelor of Arts, English — Professional Writing, May, 1983  
General Honors • Honors in English • Greer-Hepburn Award in Technical Writing

Personal Information

Associate Professor,  
Department of English  
College of Arts and Sciences  
University of North Carolina at Charlotte  
Charlotte, NC 28223  
Office (704) 547-2778

Selected Publications

“Astronomical Rhetoric: Nineteenth-century Photographs as Models of Meaning.” in  
*Words and Images: Working Together - Working Differently.* ed. Nancy Allen,  

"Photography, Geology and Environmental Rhetoric." in  

"The Daguerreotype and the Rhetoric of Photographic Technology."  

*Supported in part by a UNC Charlotte Faculty Summer Research Grant

"Assessing the Value of Real Group Projects in an Introductory Technical Communications Course."  
*NCTE award for the best article on methods of teaching Technical or Scientific Communication

*, "Toward a Photographic Rhetoric of 19th Century Scientific and Technical Texts."  
*Supported in part by a UNC Charlotte Faculty Summer Research Grant

1"Introduction: Visual Rhetorics." Special Issue.  

"Hypertext in a Professional Writing Course."  

Ablex, 1996. 201-218 (with Nancy Allen).

*NCTE annual award for the best book on Technical and Scientific Communication

Reviewer

*Technical Communication Quarterly* - Reviewer, 1998 to present  
*Journal of Business and Technical Communication* - Reviewer 1997 to present

Selected Conference Papers


Funded Research

| Subject: | "Photographic Rhetoric of 19th Century Scientific and Technical Texts." |
| Funding Agency: | Smithsonian Institution Libraries |

| Subject: | "Photographic Rhetoric of 19th Century Scientific and Technical Texts." |
| Funding Agency: | UNC Charlotte Faculty Grants Program |
| Sum Awarded: | $4065 for Summer 1996. |

| Subject: | "Photography and the Genre of the 19th Century Scientific Text." |
| Funding Agency: | UNC Charlotte Faculty Grants Program |
Karen D. Wood, Ph. D.
Department of Reading and Elementary Education

EDUCATIONAL BACKGROUND

Ph.D.  University of Georgia  1982  Reading Education
Athens, GA  K-12
Ed.S.  Appalachian State University  1979  Reading Education
Boone, NC  K-12
M.A.  Appalachian State University  1975  Reading Education
Boone, NC
B.A.  Catawba College  1972  English-Psychology
Salisbury, NC

North Carolina Licensure:  Curriculum Instructional Specialist III; DSG (Reading, K-12); A (English, 7-12).

SELECTED PROFESSIONAL EXPERIENCE

1993-present  Professor of Reading Education, Department of Reading and Elementary Education
The University of North Carolina at Charlotte
1989-92  Associate Professor, Department of Reading and Elementary Education
The University of North Carolina at Charlotte
1985-1988  Assistant Professor, Department of Teaching Specialties
The University of North Carolina at Charlotte
1982-1984  Adjunct Assistant Professor, College of Education
The University of North Carolina at Charlotte
1982-1985  Instructional Consultant, Salisbury City Schools
1981  Faculty (Graduate Assistant) - Special Studies, University of Georgia
1979-1980  Reading Teacher/Coordinator, Knox Middle School, Salisbury, NC
1977-1980  Instructor, Catawba College, Salisbury, NC
1975-1979  Reading Teacher, Knox Middle School, Salisbury, NC
1978  Reading and Study Skills Instructor, Rowan Technical College, Salisbury, NC
1974-1975  Associate Teacher - Right-to-Read Center, Knox Middle School, Salisbury, NC

SELECTED RECENT PUBLICATIONS

BOOKS

BOOK CHAPTERS:


ARTICLES:


SELECTED CONFERENCE PRESENTATIONS

Meeting the needs of diverse learners: Focus on comprehension. Presentation for the International Reading Association Annual Conference. San Francisco, CA., Spring, 2002.

Strategies for including diverse learners in the classroom community. Major speaker for the Texas Association for the Improvement of Reading Conference. Plano, Texas, Spring, 2001


Collaborative learning in diverse classrooms to build literacy. Presentation for the International Reading Association Annual Conference. New Orleans, Louisiana. Spring, 2001

Meeting the literacy and developmental needs of learners in grades 4-9. Presentation for the International Reading Association Annual Conference. Indianapolis, Indiana. Spring, 2000.


Including struggling learners in the classroom community. Invited keynote speaker for the Harford County Reading Association, Maryland. Fall, 1998.

GRANTS AND CONTRACTS

$3500  Rowan-Salisbury Schools  1997-98

$5000  Northwest Regional Education Service Alliance Spring, 1999

$5000  Northwest Regional Education Service Alliance  Fall, 1999
Appendix D

Library Review
Consultation on Library Holdings

To: Dr. Mary Lynn Calhoun, Dean of the College of Education
From: Judy Walker, Curriculum Materials Librarian
Date: September 3, 2002
Subject: Curriculum and Instruction Doctoral Program

Summary of Librarian’s Evaluation of Holdings:

Evaluator: Judy Walker Date: September 3, 2002

Check One:
1. Holdings are superior
2. Holdings are adequate
3. Holdings are adequate only if Dept. purchases additional items.
4. Holdings are inadequate

Comments:
See attached.

Evaluator's Signature

Date: 8/9/3/02
TO: Dr. Mary Lynne Calhoun, Dean of the College of Education
FROM: Judy Walker, Curriculum Materials Librarian
DATE: August 22, 2002

Unfortunately, due the limited time constraint, I was not able to do as thorough an analysis on of the resources as I would have liked but I believe what I was able to accomplish does provide an accurate view of the health of the collection.

Because the College of Education already has a strong undergraduate and graduate program the Library has been diligent in collecting materials to support these programs. The resources that support these programs will act as a foundation for the doctoral program. With this in mind I chose to look more closely at research materials. The data I used for analysis can be found in the Excel workbook titled C&I PhD Data accompanying this document.

JOURNALS

The most current research in the areas of Literacy, Mathematics Education and Urban Education will be found journals. To determine the Library’s strengths in this area I went to ERIC and preformed several broad searches: Literacy and research 1992-2002; Urban Education and research 1985-2002 and Mathematics research 1992-2002. I used a longer time span for Urban Education because it is a more specialized topic and the number of citations retrieved were a little too small to provide a true picture of how well the Library can support this area of research.

The data indicates the Library has a large majority of the journals necessary to support the above searches. Of the total number of journals cited the Library owns or provides access to 59% of the Literacy journals, 70% of the Mathematics Education journals and 67% of the Urban Education journals. The percentages improve when you look at how many of the core comprehensive journal are available. Analysis of the number of citations available from the journals the Library has subscriptions to is even better. For example 65% of all the Mathematics Education citations [995] were found in 88 core journals and the Library provides access to 96% of those journals. Although the percentage drops if you factor in the citations in non-core journals, the Library still provides access to 73% of all the citations produced from the search. The same is true for the Literacy and Urban Education searches. It appears that even though our percentage of titles may leave a little to be desired, the Library is providing access to the critical journals with the highest number of citations in these areas.

When performing the above searches in ERIC I limited them to journals only. However, it should be noted there will be addition research based ERIC Documents available for candidates to include in their research. The Library subscribes to all of the ERIC documents which are available on microfiche. In addition 85% of all ERIC documents added since 1996 are also available electronically in full text via the Library’s subscription to E*Subscribe.

It should be noted the Library does provide access to those materials not owned by the Library through a national Inter-Library Loan network. In effect, making all materials available to students and faculty although not instantly.

BOOKS

For historical and/or theoretical background in the areas of Literacy, Mathematics education, and Urban Education books are the best resource. Again doing some broad searching in the Library’s on-line catalog produced the overall results were encouraging with strong numbers. When looking at the results
of these searches I was particularly interested in the currency of the collection. On the surface this is not as encouraging but without comparing the number of titles the Library owns with the number of titles published in a particular time period is difficult to determine if these numbers are of concern. Because of the short turn-around for this analysis I was not able to do this comparison. But it should be noted the Library subscribes to a Comprehensive Trade Publisher and University Academic Press plan via Blackwell International. This means we receive for review all the materials in both these plan that pertain to the field of Education. On average 90% of these materials are selected for retention by the education faculty and/or the education librarian. Although this does not include some of the professional education organizations’ publications it would appear we are receiving a majority of the education materials being published in book form.

Since Urban Education is a more specialized area of concentration than Literacy and Mathematics Education I wanted to compare our holdings to some type of bibliography. Again because of the limited amount of time, I was only able to use two short bibliographies from recently published books: Celebrating City Teachers: How to Make a Difference in Urban Schools by Jill Sunday Bartoli and Teach Our Children Well: Essential Strategies fro the Urban Classroom, by Helen Maniates and Betty Doerr [both published in 2001]. Of the 75 references in Celebrating City Teachers the Library had either owned or provided access to 61% of the them. For Teach Our Children Well the percentage was a little higher – 75% [46 of 61 references].

I have also included in the data table the number of multimedia resources and government documents available indicating how many items have been published since 1992. The number of government documents is a little misleading since the Library is still in the process of entering these items into the on-line catalog. These materials will be particularly helpful in the area of curriculum standards, statistics and legal issues.

DATABASES

Knowing that the Library has sufficient resources is one thing, having the most effective tools to access those resources is another. The Library’s on-line catalog is the main research tool for identifying what the Library provides access to electronically or in print format including journals.

However, to determine what is available within a particular journal and in some cases now books, one must use more specialized databases. In the field of Education the Library subscribes to the premiere database – ERIC. The ERIC databases are available via Cambridge Scientific Abstracts and NC Live EBSCO host. The Library has chosen to provide ERIC via two interfaces to provide the most flexibility for students and faculty, particularly those doing research from off-campus. Each interface has its own strengths and weaknesses. Workshops for students and faculty on how to search using both interfaces is available through the Library’s User Education program.

In addition to ERIC the Library subscribes to other databases that support research in the field of Education. A complete list of these databases can be found at http://libweb.uncc.edu/ref-educ/edsources.htm. This list includes PsychInfo, Dissertation Abstracts and LexiusNexius [legal information] which would probably used heavily by PhD candidates in the field of Curriculum and Instruction.

Library’s Commitment to Providing Resources

The Library has an extensive Collection Development plan which can be found at http://libweb.uncc.edu/techserv/cd.htm. The meat of this plan is reflected in the following statement:
The Library will seek to provide all academic units, through the use of all available means (serials, monographs, electronic resources, etc.), at least 65% of the annually produced resources and materials required to fulfill their academic mission.

This guideline does not reflect a reduction in Library resource allocations for most academic units. In recent years the Library has been able to provide the majority of academic units access to 65% of annually produced resources and materials. Furthermore, the figure of 65% is also not intended to represent a ceiling or limit to the amount of resources which could be provided to a given academic unit. The Library recognizes that there may be circumstances which would necessitate funding an existing or new program beyond the target figure of 65%.

Materials outside the core 65% (the remaining 35% of an academic unit's annually produced resources and materials) represent specialized works which have a dramatic increase in cost relative to actual use. Although these increased costs may prohibit the Library from actively collecting specific materials, the Library is committed to working with individual academic units to provide appropriate access to as broad a spectrum of resources as possible. The Library will, of course, also attempt to respond to individual faculty resource needs that fall outside the core collections plan of an academic unit. However, the primary goal is the development of a collection which supports, as fully as possible, the programmatic needs of an academic unit and which provides a resource for the broader University community.

This same commitment can be applied to the new PhD program in Curriculum and Instruction. We already have a good core collection to support the program. And Collection Development Principle #6 indicates the Library will work cooperatively with units of the University to identify realistic costs and advise on funding options for new programs. In doing so it is suggested that State-required documentation for new Ph.D. programs should include formal requests for continuing funding for library resources to support these programs. This will help ensure that specific, unique needs of the new program will be met without having a negative impact on existing programs.

**Summary**

Overall, I believe Library resources for a new program in Curriculum and Instruction with an emphasis on Literacy, Mathematics Education and Urban Education are good. However I do have a couple of concerns should be addressed:

- There were a couple of journal titles listed as part of the core comprehensive journals that we do not have access to except via interlibrary loan that we might consider adding to the collection. These titles are in blue type on the ‘Comp Don’t Have’ worksheet of the Excel document.

- Although we have a substantial number of print resources, I would like to do a more detailed analysis of the collection for currency and to see how it stacks up to peer institutions. Once this is completed I would submit my findings to the Education Faculty for review. Then we can develop a plan for correcting any inadequacies that it turns up.

Cc: Amy Dykeman, University Librarian

Accompanying Materials: C&I PhD Data Excel document;
Appendix E

Organizational Chart
Appendix F

Letters of Support from Contributing Departments
September 5, 2002

Dr. Mary Lynne Calhoun  
Dean  
College of Education  
UNC Charlotte

Dear Mary Lynne,

The Department of Educational Leadership has been involved in the planning of the new Ph.D. in Curriculum & Instruction and looks forward to being involved in its implementation. This new degree program will strengthen the College’s doctoral offerings, and there will be many opportunities for shared coursework and special projects between the Ed.D. in Educational Leadership and the Ph.D. in Curriculum & Instruction. As you know, the doctoral level courses in educational research are housed in the Department of Educational Leadership; we commit to working closely with the Curriculum & Instruction faculty to offer these courses for the benefit of the Ph.D. in Curriculum & Instruction.

Let me congratulate the committee on a strong proposal and offer my strongest support for this new degree.

Sincerely,

J. Allen Queen  
Chair, Department of Educational Leadership
September 3, 2002

Dear Dr. Calhoun:

Please accept this letter as unconditional support for the proposed Ph.D. in Curriculum and Instruction. As Chair of the Department of Middle Grades, Secondary, and K-12 Education, I can accurately summarize this Department’s personal enthusiasm and professional support for this degree opportunity.

As you’ll recall, our Departmental interest in a Ph.D. program in Curriculum and Instruction actually began several years ago, and we have remained very excited about its possibility. In preparation for this prospect, we began at that time to strengthen our knowledge base on contemporary issues in urban education, not only researching the topic but applying it to our work in the local Charlotte schools. A portion of that enhanced understanding has now driven our heavy engagement in the actual degree planning process, as we know more fully what would be required of a curriculum and instructional leader in an urban school system.

As a content-oriented Department, the vast majority of our faculty hold Curriculum and Instruction degrees themselves, and many have emphasis areas that directly match the mathematics and literacy focus of this program. In addition, we have carefully crafted a strong bridge with our content colleagues in the College of Arts and Sciences. We are fully prepared and ready to move forward! Our necessary resources are in place, our faculty is top-flight, and we have carefully moved ourselves into an area of awareness and preparation.

As is obvious, we are fully (and enthusiastically!) supportive of this Ph.D. opportunity. Please do not hesitate to ask anything of us, as we stand ready to continue our
participation in the planning process immediately. Many thanks for this wonderful opportunity. Our schools and their children will be all the better for it.

Sincerely,

[Signature]

Jeanneine P. Jones
Chair of the Department
August 30, 2002

Dear Dean Calhoun:

It is with pleasure that I send this letter of support for the proposed Ph.D. program in Curriculum and Instruction. This program will bring a much-needed degree option to the Charlotte area. It will also fill a need in the surrounding areas, as K-12 school districts continue their work toward providing excellent and equitable instruction to their students, and as American universities and community colleges face increasing shortages of qualified faculty members, especially in areas included in this proposal. The opportunity to provide a national model in the field of Urban Education is particularly exciting.

We look forward to working with you and the other involved departments on the successful approval and implementation of this doctoral program, and strongly and enthusiastically support your efforts. We will make every attempt to insure that this program becomes a regional and national model of excellence in the coming years.

Sincerely,

[Signature]

Robert J. Rickelman, Ph.D.
Chair and Professor
Memorandum

TO: Mary Lynne Calhoun
   Dean, College of Education

FR: Cy Knoblauch, Chair
   Department of English

RE: Doctoral Program in Curriculum and Instruction

Date: 3 September 2002

The Department of English enthusiastically supports the proposed Doctorate in Curriculum and Instruction. English faculty have, from the beginning, been fully involved in the preparation of the proposal, and we remain eager to participate in the program when it is implemented.

c. S. Lyons
TO: Mary Lynne Calhoun, Dean  
College of Education  
3042 Colvard

September 4, 2002

Dear Dr. Calhoun:

The Department of Mathematics has been a strong partner in developing the Ph.D. in Curriculum and Instruction. We endorse this important new degree program and look forward to participating in its implementation. The degree builds on a strong history of collaboration between the Department of Mathematics and the College of Education, in particular the M.A. in Mathematics Education. It also represents a valuable outlet for the creative strengths of the department members who are very excited at the chance to work with current and future Math Educators in doctoral level education. The department already supports a Ph.D. in Applied Mathematics and Masters programs in Mathematics and Mathematics Education and will make its current offerings to the students in the new program as well as providing new specialized courses. The Ph.D. in Curriculum and Instruction is an important new vehicle to support effective instruction in mathematics in K-12 schools, which has always been one of the cornerstones of this department's mission.

Please be assured of my personal support for this important new doctoral program.

Sincerely,

Alan S. Dow, Chair
September 16, 2002

Associate Dean Barbara Edwards
College of Education
University of North Carolina Charlotte
Charlotte, NC 28223-0001

Dear Dean Edwards:

Thank you for the opportunity to review and comment on the “Authorization to Establish a New Degree Program” for the proposed Ph.D. in Curriculum and Instruction (CI). The Department of Geography and Earth Science strongly endorses this important new doctoral initiative.

We are particularly pleased to note that the CI doctorate has a focus in urban education. This is a critical issue with broad impacts on the social and economic development of our region and state. The Department of Geography and Earth Sciences has extensive research and teaching interests in the areas of urban social geography, urban political geography, and urban restructuring. We look forward to working with our colleagues in the College of Education to help build and deliver a nationally respected doctoral program.

Sincerely,

Owen J. Furuseth,
Chairperson
TO: Dr. Mary Lynne Calhoun, Dean  
College of Education

FROM: Jerry Ingalls, Director Public Policy Ph.D.  

RE: Request for Authorization to Establish a Ph.D. in Curriculum and Instruction

DATE: September 17, 2002

I have read your Proposal to Establish a Ph.D. in Curriculum and Instruction and wish to provide my very strong endorsement of your efforts. Your proposal outlines a Program that emphasizes a strong commitment to urban education and uses the urban region as a laboratory for your students. This approach compliments and reinforces the efforts of Public Policy Ph.D. here at UNC Charlotte and we welcome the opportunity for collaboration between the faculty and students in our two programs.
Appendix G

Budgets for First Three Years of the Program
## Projected Funding for New Degree Program

**Ph.D. in Curriculum and Instruction**  
**Regular Term 2003-2004**  
*(Based on 2002-2003 Change in Student Credit Hours)*

<table>
<thead>
<tr>
<th>Program Category</th>
<th>Change in Student Credit Hours</th>
<th>Instructional - Position Funding Factors</th>
<th>Instructional Positions Required</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Masters</td>
<td>Doctoral</td>
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<tr>
<td>Category II</td>
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<td>Category III</td>
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<td>Category IV</td>
<td>230.52</td>
<td>102.45</td>
<td>70.71</td>
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### Financial Breakdown

- **Total Positions Required**: $0.000
- **Instructional - Position Salary Rate** (FY 02): $62,573
- **101-1310 Instructional Salary Amount**: $0
- **Other Academic Costs**: 44.89%
- **Purpose 101 Total Academic Requirements**: $0
- **Purpose 151 Library**: 11.48%
- **Purpose 152, 160, 170 180 General Inst Support**: 54.04%
- **Neg Adj Factor**: 50.00%
- **In-state SCHs**: $0
- **Financial Aid (in-state)**: 67.99%

**Fringes for faculty salaries**

- **FICA @ 7.65%**: $0
- **Retirement @ 9.71%**: $0
- **Medical @ $2,933**: $0

**Total Requirements**: $0
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

**Institution:** UNC Charlotte  
**Program (API#, Name, Level):** 13.0301 Curriculum and Instruction Ph.D.  
**Degree(s) to be Granted:** Ph.D.  
**Program Year:** 2003-2004  
**Date:** September 23, 2002

#### ADDITIONAL FUNDING REQUIRED - BY SOURCE

<table>
<thead>
<tr>
<th>Reallocation of Present Institutional Resources</th>
<th>Enrollment Increase Funds</th>
<th>Federal/State or Other Non-state Funds (Identify)</th>
<th>New Allocations</th>
<th>Total</th>
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<tr>
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<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
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**TOTAL ADDITIONAL COSTS:** $117,843

**NOTE:** Accounts may be added or deleted as required.
## Projected Funding for New Degree Program
**Ph.D. in Curriculum and Instruction**

**Regular Term 2004-2005**

*(Based on 2003-2004 Change in Student Credit Hours)*

<table>
<thead>
<tr>
<th>Program Category</th>
<th>Change in Student Credit Hours</th>
<th>Instructional - Position Funding Factors</th>
<th>Instructional Positions Required</th>
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</thead>
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<td>Doctoral</td>
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<tr>
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### Total Positions Required
0.654

### Instructional - Position Salary Rate
(FY 02) $62,573

<table>
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<th>Purpose 101</th>
<th>Total Academic Requirements</th>
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</thead>
<tbody>
<tr>
<td>Purpose 151</td>
<td>Library</td>
<td>11.4862%</td>
</tr>
</tbody>
</table>

### Fringes for faculty salaries
- **FICA @ 7.65%**: $3,132
- **Retirement @ 9.71%**: $3,975
- **Medical @ $2,933**: $1,919

### Total:
$9,025

<table>
<thead>
<tr>
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<th>General Instit Support</th>
<th>54.04980%</th>
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<td>Neg Adj Factor</td>
<td>50.00000%</td>
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<td>Financial Aid (in-state)</td>
<td>67.99800%</td>
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### Total Requirements
$98,185
## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

### UNC Charlotte

#### Program (API#, Name, Level)

| 13.0301 Curriculum and Instruction Ph.D. |

#### Degree(s) to be Granted

- Ph.D.

#### Program Year

- 2004-2005

---

#### Date

- September 23, 2002

---

## ADDITIONAL FUNDING REQUIRED - BY SOURCE

<table>
<thead>
<tr>
<th>Reallocation of Present Institutional Resources</th>
<th>Enrollment Increase Funds</th>
<th>Federal/State or Other Non-state Funds (Identify)</th>
<th>New Allocations</th>
<th>Total</th>
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#### 101 Regular Term Instruction

<table>
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<tr>
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</table>

**TOTAL Regular Term Instruction**

| $59,881 | $59,314 | $0 | $0 | $119,196 |

---

#### 151 Libraries

<table>
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<tr>
<th>Category</th>
<th>Reallocated Funds</th>
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</table>

**TOTAL Libraries**

| $0 | $6,812 | $0 | $0 | $6,812 |

---

#### 189 General Institutional Support

<table>
<thead>
<tr>
<th>Category</th>
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</table>

**TOTAL General Inst. Support**

| $0 | $32,059 | $0 | $0 | $32,059 |

**TOTAL ADDITIONAL COSTS**

| $59,881 | $98,185 | $0 | $0 | $158,067 |

---

*NOTE: Accounts may be added or deleted as required.*
## Projected Funding for New Degree Program
### Ph.D. in Curriculum and Instruction
#### Regular Term 2005-2006

(Based on 2004-2005 Change in Student Credit Hours)

<table>
<thead>
<tr>
<th>Program Category</th>
<th>Change in Student Credit Hours</th>
<th>Instructional - Position Funding Factors</th>
<th>Instructional Positions Required</th>
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<tbody>
<tr>
<td></td>
<td>Undergrad</td>
<td>Masters</td>
<td>Doctoral</td>
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<tr>
<td>Category I</td>
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<tr>
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</table>

**Total Positions Required**: 1.554

**Instructional - Position Salary Rate** *(FY 02)*: $62,573

101-1310

- **Instructional Salary Amount**: $97,224
- **Other Academic Costs**: 44.89300% - 43,647

**Purpose 101**

- **Total Academic Requirements**: $140,871

**Purpose 151**

- **Library**: 11.48462% - 16,178

**Purpose 152, 160, 170 180**

- **General Inst Support**: 54.04980% - 76,140
- **Neg Adj Factor**: 50.00000% - n/a
- **In-state SCHs**: 0
- **Financial Aid (in-state)**: 67.99800% - 0

**Total Requirements**: $233,189

---

*Fringes for faculty salaries*

- **FICA @ 7.65%**: $7,438
- **Retirement @ 9.71%**: $9,440
- **Medical @ $2,933**: $4,557

**Total**: $21,435
### Summary of Estimated Additional Costs for Proposed Program/Track

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<th>UNC Charlotte</th>
<th>Date</th>
<th>September 23, 2002</th>
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<td>13.0301 Curriculum and Instruction Ph.D.</td>
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<tr>
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#### Additional Funding Required - By Source

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<tr>
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**Note:** Accounts may be added or deleted as required.