The University of Texas at Arlington
College of Education
Department of Educational Leadership and Policy Studies
EDAD 5356 | History, Principles, and Philosophy of Higher Education Administration
Spring 2017

TH 20, Tuesday 5:30 – 8:20 pm

Instructor Information

Instructor: Yi Leaf Zhang, Ph.D.   Phone: 817-272-9221
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Course Description

This course provides an overview of a history of the U.S. higher education, through examining its origin, development, and distinctive features of the system. Course themes address the traditional and contemporary roles of post-secondary institutions, and how political, economic, and social forces have shaped and defined current institutional practices and policies.

Learning Outcomes

- Develop an understanding of the historical development of the U.S. higher education system, from the colonial period through contemporary times

- Gain knowledge of broad social and political forces that have shaped today's higher education, including major events, wars, legislation, and court cases.

- Understand the unique characteristics, purposes, and philosophical underpinnings of U.S. higher education institutions;

- Explain critical issues facing higher education institutions and their leaders/administrators;

- Develop a philosophy on higher education that will guide higher education practice and research;

- Begin developing expertise in one particular institutional function or policy issue impacting U.S. higher education

Textbooks

Required:

- Cohen, A.M., Kisker, C.B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system* (2nd Ed.). San Francisco, CA: Jossey-Bass. The Electronic version is available at the UTA library

- Supplemental readings are provided by the instructor via Blackboard

Suggested:

- Rudolph, F. (1962, 1990). *The American college and university: A history* (2nd Edition). Athens, GA: University of Georgia Press.

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Edition). Washington, D.C.: American Psychological Association.

Course Assignments and Requirements (Total 500 points)

1. Attendance & Participation (10 points at each section; 13 face-to-face sections; Total: 130 points)

As a graduate level seminar, this course is designed to be highly interactive and dependent upon your level of preparation. Most class meetings will consist of discussions, instructor and student presentations, and individual and group exercises related to individual session objectives. It is expected that you be prepared, having read all course materials in advance of our class meetings, and you participate regularly in class discussions.

2. Book Chapter Presentation (due as Scheduled; 60 points)

Students will choose a topic of class discussion and provide the class with an overview of the book chapter and present what they have learned from the chapter. The presentation should be 25-30 minutes. The student should be prepared for questions during or after his/her presentation. Students are encouraged to use exercises, group discussion, debates, videos, educational technologies, etc., to engage the class in a discussion of the chapter.

3. Project I: Reporting/Rewriting History (due 03/21; 100 points)

Students will work in teams of two, choose <u>one</u> significant event, person, legislation, policy, or court case that is discussed in the course and expand on it. The project should focus on addressing the following questions:

1. Background:
   a. What is the event, person, legislation, policy, or court case?
2. Significance:
   a. Why is it significant to the history of U.S. higher education?
   b. How did it impact today's practice and/or policy in higher education?
3. Critique:
   a. What is missing from the authors' interpretation of history?
   b. Who is missing from the interpretation of history? (i.e., women, ethnic minorities, people with disabilities, etc.)

Each team will provide a <u>one-page summary</u> (single spaced) and present their findings in class. The presentation should be about 20-25 minutes.

4. Project II: Research of Higher Education Trends (total: 210 points)

- #### Research Paper (due 05/05; 120 points)

Working alone, each student will develop a research paper on topic areas relevant to our discussions in class, such as students, faculty and instruction, finance, diversity, etc., and how this higher education component has evolved in the past centuries. This assignment will enable

students to develop a deeper understanding of the research literature and the trend of a particular component of higher education that is of interest to the student. The research paper should use at least 15 primary, scholarly resources and it should be between 10-12 pages in length, double-spaced, using standard APA format.

- *Research Proposal (due 02/21; 30 points)*

Each student will develop a <u>one-page (double-spaced) proposal</u> describing his/her topic. The proposal should include a working title, a brief introduction to the topic, the purpose of the research paper, and an outline of the paper.

- *Presentation (due 05/02; 60 points)*

Each student will prepare a PPT presentation in the final class. The presentation should last 12-15 minutes. Students will be graded by the instructor and their classmates.

5. *Bonus Points*. Students who present at the 2017 ELPS Research Day will receive additional 20 points.

Grading (Total 500 points)

Grading in the course will be based on a 500-point scale, with the maximum point value for each grading component indicated above. The instructor will assign grades based on the following distribution: 100-90%= A; 89-80%= B; 79-70%= C; 69-60%= D; and 59% and below is an F.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance.

Class attendance is very important to the successful completion of the course. You are expected to be in class except when you are ill or when something occurs that, in your judgment, requires you to miss class. Students' attendance and class participation will count for about 26% (130 out of 500 points) of the final grade. If you do miss a class, you are responsible for:

- All content covered
- Letting the instructor know prior to the class meeting
- Contacting a classmate and arranging for them to pick up an extra copy of any handouts that were distributed
- Completing all work assigned
- Arranging to turn any work in that day

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Late Assignment Policy

Unauthorized late assignment will be graded 20% lower when it is turned in within a week past its due date and will be graded 50% lower if it is turned in within two weeks past the due date. No points will be awarded for late assignment if it is not turned in within two weeks past the due date.

Blackboard

The classroom management system, Blackboard, will be an important medium used to structure and facilitate learning in this course. Blackboard serves as a common space where class information, learning materials, and assignments can be shared between the instructor and students. For most class assignments, students will be asked to post their work to Blackboard in a format that is accessible to their classmates, as peer-to-peer learning will be an important aspect of this graduate course. If you have any technical difficulties or questions regarding Blackboard, help is available 24/7 by contacting cdesupport@uta.edu.

Written Communication and Assignment Submission

All written assignments must conform to the style and reference formats specified in the *Publications Manual of the APA* and must be word processed or typed. Assignments will be graded on content as well as on the technical quality of the writing and presentation. All written assignments should be carefully proofread for spelling, grammar, and syntax. Assignments containing multiple errors may be returned, ungraded, for revision and resubmission at a lower grade. It is expected that all written work will conform to accepted graduate level standards.

All written assignments need to be presented as attachments through the Blackboard system and NOT as attachments through an email. When submitted, they need to be saved in a MS Word document format (either .doc or .docx).

All of the assignments are graduate papers. Please follow APA style (6th edition) for formatting, citing, and reference guidelines.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are

responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with

University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week

For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures

Should we experience an emergency event that requires us to evacuate the building, students should exit the room and move toward the nearest exit, which is located at the end of the hall way. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting

the safest route for evacuation and will make arrangements to assist handicapped individuals.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Librarian to Contact: Andy Herzog, Amherzog@uta.edu, 817-272-7517

Professional Dispositions Statement

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

The University of Texas at Arlington College of Education Professional Dispositions is located at https://www.uta.edu/coed/_downloads/COEd_PROFESSIONAL_DISPOSITIONS_2016.pdf.

The Code of Ethics and Standard Practices for Texas Educators is located at https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2

University of Texas at Arlington College of Education Conceptual Framework

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the

university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, Professionalism, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

- The second core value, Knowledge, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, Leadership, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

- Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

- Technology is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible Partners for the Future – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Schedule of Class Objectives, Activities, and Readings

	Date	Topics	Reading & Class Activities
1	01/17	Introduction: understanding HE through history	*Cohen & Kisker*: Introduction: A Framework for Studying the History of Higher Education.
2	01/24	Colonial Period	**Chapter Presentation:** *Cohen & Kisker*: Chapter 1 – Establishing the Collegiate form in the Colonies: 1636 -1789 **Supplemental Readings:** McAnear, B. (1995). College founding in the American colonies, 1745-1775. *The Mississippi Valley Historical Review, 42*(1), 24-44 Durnin, R. G. (1961). The role of the presidents in the American colleges of the colonial period. *History of Education Quarterly, 1*(2), 23-31 Vine, P. (1976). The social function of eighteenth-century higher education, *History of Education Quarterly*, *16*(4), 409-424
3	01/31	Emergent Nation	**Chapter Presentation:** *Cohen & Kisker*: Chapter 2 – The Diffusion of Small Colleges in the Emergent Nation: 1790-1869 **Supplemental Readings:** Story, R. (1975). Harvard students, the Boston elite, and the New England preparatory system, 1800-1876. *History of Education Quarterly, 15*(3), 281-298 Rury, J. & Harper, G. (1986). The trouble with coeducation: Mann and women at Antioch, 1853-1860. *History of Education Quarterly, 26*(4), 481-502 Johnson, E. L. (1981). Misconceptions about the early land-grant colleges. *The Journal of Higher Education*, *52*(4), 333-351
4	02/07	University of Transformation	**Chapter Presentation:** Cohen & Kisker: Chapter 3 – University Transformation as the National Industrializes: 1870-1944, p. 105-185 **Supplemental Readings:** Leslie, W. B. (1977). Localism, denominationalism, and institutional strategies in urbanizing America: three Pennsylvania colleges, 1870-1915. *History of Education Quarterly, 17*(3), 235-256 Geiger, R. (1985). After the emergence: Voluntary support and the building of American research universities. *History of Education Quarterly*, *25*(3), 369-381 Kiester, E. Jr. (1994). The G.I. Bill may be the best deal ever made by Uncle Sam. Smithsonian Magazine, 129-139. Washington, DC: Smithsonian Institute.
5	02/14	**Project II: Proposal development (one-on-one consultation, as needed)**	

6	02/21	Mass Higher Education	**Chapter Presentation:** *Cohen & Kisker*: Chapter 4 – Mass Higher Education in the Era of American Hegemony: 1945-1975, p.187-249 **Supplemental Readings:** Best, J. H. (1988). The revolution of markets and management: Toward a history of American higher education since 1945. *History of Education Quarterly*, *28*(2), 177-189. Kim, D., & Rury, J. L. (2007). The changing profile of college access: the Truman commission and enrollment patterns in the postwar era. *History of Education Quarterly, 47*(3), 302-327. **Project II Proposal Due**
7	02/28	Consolidation	**Chapter Presentation:** *Cohen & Kisker*: Chapter 5 – Maintaining the Diverse System in an Era of consolidation: 1976-1993 **Supplemental Readings:** National Commission on Excellence in Education (1983). The imperative for educational excellence. *American education in the twentieth century: A documentary history* (pp. 197-201). [Informally known as ―A Nation at Risk‖ Report.] Full report available at http://www.ed.gov/pubs/NatAtRisk/index.html Eaton, J. S. (1992). The evolution of access policy: 1965-1990. In M. O'Keefe & P. M. Timpane (Eds.), *American Higher Education: Purposes, Problems and Public Perceptions,* (pp.141-158). Queenstown, MD: The Aspen Institute Hu-DeHart, E. (1993). The history, development, and future of ethnic studies. *The Phi Delta Kappan, 75*(1), 50-54.
8	03/07	Contemporary Era	**Chapter Presentation:** *Cohen & Kisker*: Chapter 6 – Privatization, Corporatization, and Accountability in the Contemporary Era: 1994-2009, p. 485-549 **Supplemental Readings:** Trow, M. (1988). American higher education: Past, present, future. *Educational Researcher,17*(3), 13-23. Griffin, K. A. & Hurtado, S. (2011). Institutional variety in American higher education. In J. H. Schuh, S. R. Jones, & S. R. Harper (Eds). *Student Services: A Handbook for the Profession (5th ed.)*. Thousand Oaks, CA: Jossey-Bass. – UTA online Giroux, H. A. (2002). Neoliberalism, corporate culture, and the promise of higher education: The university as a democratic public sphere. *Harvard Educational Review, 72*(4), 425-463.
9	03/14	Spring Break	

10	03/21	**Project I: Presentation**
11	03/28	Education of Women	**Chapter Presentation:** Rudolph: Chapter 15, the education of women. **Supplemental Readings:** Gordon, L. D. (1987). The Gibson girl goes to college: Popular culture and women's higher education in the progressive era, 1890-1920. *American Quarterly, 39*(2), 211-230 Kim, M. M. & Alvarez, R. (1995). Women-only colleges: Some unanticipated consequences. *Journal of Higher Education, 66*(6), 641-668. Kim, M. M. (2001). Institutional effectiveness of women-only colleges: Cultivating students' desire to influence social conditions. *Journal of Higher Education 72*(3), 287-321
12	04/04	Minority Serving Institutions	**Chapter Presentation:** O'Brien, E. M., & Zudak, C. (1998). Minority-serving institutions: An overview. *New Directions for Higher Education*, *1998*(102), 5-15. **Supplemental Readings:** Cunningham, A. F., & Parker, C. (1998). Tribal colleges as community institutions and resources. *New Directions for Higher Education*, *1998*(102), 45-56. Benitez, M. (1998). Hispanic-Serving Institutions: Challenges and Opportunities. *New directions for higher education*, *1998*(102), 57-68. Redd, K. E. (1998). Historically Black colleges and universities: Making a comeback. *New directions for higher education*, *1998*(102), 33-43. Astin, A. W., & Oseguera, L. (2004). The declining" equity" of American higher education. *The Review of Higher Education*, *27*(3), 321-341
13	04/11	The Emergence of Junior College/ Community College	**Chapter Presentation:** Cohen, A, M., Brawer, F. B., & Kisker, C. B. (2014). Background: Evolving priorities and expectations of the community college. The American Community College (6th edition) (pp. 1-43). San Francisco, CA: Jossey-Bass **Supplemental Readings:** Cohen, A, M., Brawer, F. B., & Kisker, C. B. (2014). Toward the future: Trends, challenges, and obligations. The American Community College (6th edition) (pp. 435-470). San Francisco, CA: Jossey-Bass Mellow, G. O. (2000, September). The History and Development of Community Colleges in the United States. Paper Presented at New Options for Higher Education in Latin America: Lessons from the Community College Experience Conference. Cambridge, Massachusetts.

14	04/18	Higher Education Trends, Patterns, & Challenges	**Chapter Presentation:** Smelser, N. J. (2013). Contemporary trends: Diagnoses and conditional predictions. *Dynamics of the Contemporary University: Growth, Accretion, and Conflict* (pp. 78-115). Berkeley and Los Angeles, CA: University of California Press. **Supplemental Readings:** Keeling, R. & Hersh, R. (2011). Talk of change is not change: Rethinking American higher education. *We're Losing Our Minds: Rethinking American Higher Educatio*n (pp. 149-177). New York, NY: Palgrave Macmillan. **UTA online** Altbach, P. G. (1999). Patterns in higher education development. In P. G. Altbach, R. O. Berdahl, P. J. Gumport. (eds.). *American higher education in the twenty-first century: Social, political and economic challenges* (pp. 17-37). Baltimore: Johns Hopkins University Press.
15	04/25	**Project II: Preparation (one-on-one consultation, as needed)**	
16	05/02	**Project II: Presentation**	

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Yi Leaf Zhang.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911