Introduction:
While this course is listed as “on-line,” students are required to meet “face-to-face” with the instructor approximately five (5) times during the Spring 2013. This way, students are clear regarding the instructor’s intent. Moreover, the instructor becomes familiar with the students’ learning-style(s). In the end, there are no books required for this course. The instructor will provide all course materials.

This course is designed to provide students with knowledge/understanding of Community Colleges and the role key administrators play within these “two-year” institutions. Moreover, this course will provide students an understanding of the historical development of Community Colleges. Finally, the course will compare and contrast chief administrators at two-year and four-year institutions.

Regarding the overall scope of this course, the following are study questions for consideration:

► What is the principal difference between a Community College and four-year institution? In particular, are the variations in the overall chain-of-command?

► Are “stigmas” associated with attending a Community College? On the other hand, how do key leaders at (Community Colleges) compare to those who serve in similar positions at four-year institutions (i.e. Provost)?

► What type of students generally attend Community Colleges? Are they first-generation college students, low-income, predominately minority, and/or “ill-equipped” (academically) for the “rigors” of a scholastic environment?

► How do instructors at Community Colleges “stack-up” to their counterparts at four-year schools? For example, is there a difference in “degrees” held (B.A., M.A., or Ph.D.) by either group?

► Do employers seriously recruit graduates from Community Colleges for managerial positions? Moreover, how can the administration better prepare its student-body for leadership roles?

► Are Community Colleges merely “hyped” vocational schools?
**Course Syllabus:**
The scope of this syllabus is subject to change.

**Course Goals:** There are five (5) major learning objectives associated with this course:
1. Students will analyze the organizational structure of two-year institutions (colleges) within the United States.

2. Students will research Community Colleges and examine the “roots” of said institutions. In other words, present the historical “impact” these schools have had on a given community.

3. Students will profile a key administrator at a Community College in the United States. The school, however, must serve a minority population: African-Americans, Hispanics, or Native-Americans.

4. Students will research a “theory” in conjunction with the overall conception of Community Colleges in South Texas. In other words, discuss the socioeconomic impact associated with said communities.

5. Students will express key and/or primary concepts during class discussions with precision.

**Course Requirements:** Students are required to perform four (4) activities for credit in this course:
1. Attend class meetings as outlined in this syllabus. This class is scheduled to meet approximately five (5) times during Spring 2013. The remaining meetings are “on-line” and/or discussions via e-mail (15%).

2. Prepare five article reviews regarding the role Community Colleges play in South Texas: San Antonio, McAllen, Brownsville, Laredo, and Corpus Christi. In other words, describe the educational benefit(s) to the general population as a result of said Community Colleges (i.e. job training programs) (30%).

4. Be prepared to discuss articles, provided by the instructor, during class meetings and through e-mail group discussions (15%).

5. Interview a key leader at a local Community College to establish the following: educational background, overall work experience, years in current position, duties associated with current job, and views regarding a similar position at a four-year institution. Provide the class a 20 minute presentation—utilize PowerPoint when presenting (40%).

**Suggested Class Meetings:**
Wednesday, January 30, 2013
Wednesday, February 13, 2013
Wednesday, March 6, 2013
Wednesday, April 10, 2013
Wednesday, May 1, 2013 (Final Class)
Evaluation Scale
► 90-100  A
► 80-89  B
► 70-79  C
► 69-below  D (Unacceptable)

Required Reading Schedule (Journal articles)
Peer reviewed/non-peer reviewed journal articles will be assigned throughout the semester. Students are expected to scrutinize the articles within the scope of this course.

Assignment Due Dates:
Due dates will be provided by the instructor. Five points will be deducted for each day an assignment is late.

Materials and Text:
The materials for this course are (first and foremost) journal articles. The articles can be retrieved utilizing ProQuest, JSTOR, or ERIC databases – The Mary and Jeff Bell Library. In addition, the instructor will provide additional articles and suggested readings (books) for students to review.

Students with Special Needs:
Students with Special Needs, as classified by the Office of Disability Services, should immediately identify themselves at the start of each semester. TAMUCC is dedicated to providing Special Need students with the necessary academic-aids to facilitate full-participation and performance in the classroom.

Honor Code Declaration:
As members of a community dedicated to learning, inquiry and creation, the students, faculty and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work (assignments) on time and make every effort to do it right (the first time). We come to class meetings prepared and are willing to put forth a sincere effort. We hold ourselves accountable, embrace rigor, shun mediocrity, and excuses that hinder our overall success.

WE ARE RESPECTFUL. We act civil toward one another and cooperate as well. We will strive to create an environment in which classmates respect and listen to one another, speak when appropriate, and permit others to participate in class and express their individual views.

WE ARE HONEST. We complete our own work and are honest with each other in all matters. We understand how various acts of dishonesty (including plagiarizing) conflict with the overall intent of an honest academic setting. In other words, students must not compromise their integrity in the pursuit of academic achievement.
The Pledge for Students:
Students enrolled in EDLD 6304 (Community College-University Administration) must recognize more is required than an expectation of academic honesty, and therefore adopt the practice of affixing the following pledge of honesty to work (assignments) submitted for evaluation:

► I (print/sign) ______________________________ pledge to uphold the principles of honesty and responsibility at Texas A&M University at Corpus Christi.

The Pledge for Faculty:
The faculty at Texas A&M University at Corpus Christi recognizes that students’ have rights when accused of academic dishonesty. The accused will be informed of his/her rights and the appeal process has been outlined in the University’s student handbook. The faculty statement is as follows:

► I (print/sign) ______________________________ recognize students’ rights and pledge to uphold the principles of honesty and responsibility at Texas A&M University at Corpus Christi.

Addressing Academic Dishonesty
Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member’s decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to ensure their rights are not violated. Possible actions range from exoneration to expulsion.

Please note that academic dishonesty, including plagiarism, is unacceptable in an academic setting. Students are expected to perform their own work and provide proper references (American Psychological Association – APA Style 6th Edition) to sources utilized in research papers and assigned course projects.