I. COURSE DESCRIPTION:
The purpose of this course is to examine the history and development of American systems of higher education and to study the ways in which community colleges and universities complement each other on the educational scene. Organization, funding, remedial education, and relations with the wider community will also be discussed.

II. RATIONALE:
Higher education, sometimes referred to as postsecondary education, is generally divided into two categories: four-year institutions (including universities) and two-year community colleges. The division is becoming less distinct as classification systems change and historically two-year colleges offer select four-year programs (particularly in the professions, such as nursing and education). Within these two general divisions institutions are in constant state of influx, from adapting to changing student demographics and social and economic conditions to refocusing resources due to political, legal, regulatory, and accountability and autonomy issues. This course is designed to explore major administrative matters among two-year and four-year colleges and universities.

III. STATE ADOPTED PROFICIENCY DOMAINS: N/A

IV. CARNEGIE PROJECT ON THE EDUCATIONAL DOCTORATE (CPED) PRINCIPLES:
The professional doctorate in education:

4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry

V. Course Objectives and Outcomes:
After completing this course, the learner will be able to:

- Create compelling constructs on a variety of college and university administratively related topics.
- Describe how colleges and universities can be classified for insights into the complexity of higher education.
- Develop a literature review to establish the scholarly presence of an administrative issue.
- Relate critical issues of administrative work.

VI. Course Topics:

- The Profession: Higher education administration can be viewed as a specific profession
- The Setting: Colleges and universities are diverse in their missions and responsibilities to society.
- External Forces: Administrators not only have to respond to internal influence but must deal with constituencies outside the campus.
- Academic Community: Since the core of colleges and universities is academics, this brings an array of issues involving faculty, students, and leadership.
- Central Issues: Higher education may be facing an unprecedented array of difficult issues in the first part of the 21st century.
- Future Mission: Due to economic pressures, higher education could be on the brink of a new objective.

VII. Instructional Methods:

- Discussions
- Project-based learning
- Case studies analysis
- Lectures

VIII. Required Texts:


EndNote Software – Available FREE at http://it.tamucc.edu/downloads You will need your Island ID and Password to sign-in and download. You will find the product key on the site with the download.

**ADDITIONAL TEXTS**

**RESOURCES:**
Bell Library – http://rattler.tamucc.edu/
EndNote – http://endnote.com/
OWL at Purdue – http://owl.english.purdue.edu/owl/resource/560/01/

**IX. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES:**
Grades will be calculated based on A = 90-100; B = 80-89.9; C = 70-79.9; D = 60-69.9; F = 59.9 and below
All Deliverables are graded on a 100-point scale and contribute to your final grade as follows:

- Discussion and Participation (Online) 10% (Individual discussion/facilitation)
- Reflexive Journal 20%
- Shadowing exercise 10%
- Paper 1 – Selected case studies in HE Administration 20%
- Paper 2 – Individual Presentation & paper 40%

**DELIVERABLES:**
Successful completion of the following written products:

- Reflexive Journal
- Shadowing report
- Paper 1 – Selected case studies in HE Administration
- Paper 2 – Individual Presentation and Paper – based on book assignment

**REQUIREMENTS FOR DELIVERABLES**
Additional detailed handouts with instructions and rubrics for each assignment will be provided and discussed over blackboard.
Projected course content and timeframes may be modified as we move through the course. These modifications will be based on student needs, content mastery, time needed for projects, and changes deemed appropriate by the professor in order to meet student and course objectives. Successful completion of the following written deliverables:

1. **A reflexive journal** with at least two entries per week for the duration for the class, due May 2nd, 2017.

   Maintain a reflective journal of insights acquired during the course from readings and your own thinking regarding your **approach to higher education administration**. This journal should identify (1) your insights, (2) how you are making meaning/connections out of the readings, class discussions and learning activities, (3) an explanation of why these are meaningful to you, and (4) their application to your professional setting/previous experiences (as appropriate). You should journal at least two insights for each class period (one for reflections on class discussions/learning activities and one related to the readings associated with that class and be prepared to share during class). These reflections are intended for you to think DEEPLY and to utilize HOTS -higher order thinking skills (application, analysis, synthesis and evaluation). Provide literature references and/or web-sites that provide additional support of your insights where appropriate.

2. **Paper 1 – Analysis of selected case studies in HE Administration**
   - A written report (10-15 pages) of the analysis will be due March 21, 2017
   - Materials and additional instructions will be provided during class.

   Students will work to complete a case study analysis. The analysis shall address the following points:
   (1) What are the decision issues presented in the case?
   (2) What facts are essential for understanding and dealing with the issues?
   (3) What additional information is needed to address the issues identified?
   (4) Who are the principal decision makers and what roles do they play?
   (5) Are there any theories / current literature that is relevant and can be used to inform the decision issues?
   (6) What course of action (long-and short-term) should be taken?

   Student will provide a written report (10-15 pages) of his/her case analysis addressing all of the points outlined above.

   - A written report (10-15 pages) of the analysis will be due May 2, 2017
   - Materials and additional instructions will be provided during class.
   - Provide to the class the presentation and engagement video/clip presentation one day previous to session for discussion.

~ 4 ~
General Requirements Related to Assignments

- All written material should be double spaced, in Times New Roman 12 point font, 1 inch margins all around, with left justification only.
- Please use APA style of citation and references in your papers.

X. Course Policies:

Please understand that, despite the strict expectations outlined in this section, I do care about you as individuals, and I am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. Please be in touch with me if you want a conference to explain your circumstances. I believe that most professors share this attitude, but often, we do not know enough about our students to be of help to them. Although it may seem difficult to reach out, it is up to you to seek support when you need it. **Do not wait** until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.

1. Academic Rigor
   This is a graduate level class and as such your conduct in class should reflect accordingly. This means that you will come to class prepared, complete all the assignments, and not request extra-credit assignments at the end of the semester should your grade be below your expectations. There will be NO extra credit assignments under any circumstances.

   This class requires a lot of time, preparation, and understanding and application of critical concepts in educational research. You will need to stay on top of things in order to perform well in this class. If you find that you have difficulty in your inability to hand in assignments on time, attend all classes, and prepare adequately, then you should reconsider how you prioritize this class and whether or not this class is appropriate for you to take at this time.

   As researchers we will discuss anticipated challenges while conducting qualitative studies, how to talk to scholars and practitioners across paradigms, and how to navigate the academic terrain. Please note that these discussions are critical in order for you to remain well informed about the academic journey that lies ahead of you.

2. Academic Competencies
   There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   - Ability to proof read your assignments before submitting
   - Ability to cite references when making general and/or specific statements that are not entirely your own
   - Ability to write with an academic voice
   - Ability to communicate effectively when you do not understand the instruction or expectations about assignments
• Ability to connect to the Internet, download required materials, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. So plan ahead and have back up plans in place should something go wrong.

3. Attendance and Participation
You are expected to attend and participate in all classes. Participation can include but not limited to, raising thought-provoking questions grounded in the class material, listening attentively to peers, not dominating discussions, and coming to class prepared. Because this class will cover a lot of material in a very short period of time, all in-class meetings are mandatory. If you anticipate missing more than one class, then I strongly urge you to drop the class. Any absence in excess of a total of one class from in-class meetings will result in a decrease of 2 percent points per absence in your final grade. You are responsible for materials covered during your absence. Any discussion of explanation for your absences should be done privately so as not use our limited class time with individual scheduling concerns.

4. Tardiness and Courtesy to Peers
I see us as professional scholars and therefore we should treat our learning environment with professional respect. Class will begin and end on time and anyone who arrives or leaves the class five minutes late or early respectively will be marked tardy. Two tardies will equal an absence. This does not mean that there cannot be any exceptional situation. Please come and talk to me if such situations occur by the following class periods. I will NOT negotiate attendance at the end of the term so it is your responsibility to make sure you communicate with me about your extenuating circumstances.

5. Digital devices
Cell phones must be turned off during class. Use of laptops or iPads is encouraged. However, please do not check your email, text, IM, or engage in any other forms of social networking during class.

6. Special Accommodations
It is the policy of the Texas A & M Corpus Christi to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor with a letter from Student Disability Services.

Texas A&M Corpus Christi does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the
operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

7. **Professional Conduct and Academic Honesty**

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

8. **Assignment Expectations**

All assignments are mandatory and must be typed, double-spaced, written in Times New Roman 12 point font with 1 inch margins, numbered pages, and adhere to the guidelines as stated by the American Psychological Association (APA).

Assignments are to be submitted on the due date before class begins. If you must miss a deadline, you must let me know before the due date of the assignment. Late work will only be accepted for half credit if completed by the following class meeting. No late work will be accepted after one class meeting from when the assignment was due. There will be NO exceptions.

If I do not have your assignment and you have not contacted me about late submission, you will receive a zero on that assignment. If you fail to notify me of any problems associated with your work (grading error, missing graded assignment) within one class meeting after I have returned graded materials, then I will not be able to negotiate an alternate arrangement with you. Therefore, stay on top of things, monitor your work, and make sure that you talk to me immediately if there are problems.
9. **End of Semester Negotiations**
   I will not entertain any end of semester negotiations about grades. However, I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. Your grade in the course is a direct reflection of your engagement in your own learning process.

10. **Diversity Statement:** The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

11. **Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.*
# XI. Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic &amp; In-class Activities</th>
<th>Required DUE Reading and actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1 – Jan 24</td>
<td>Overview:</td>
<td>CL – Instructor facilitates session</td>
</tr>
<tr>
<td></td>
<td>• Syllabus / Goals / Objectives</td>
<td>• Bastedo– Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Discuss deliverables, &amp; required texts</td>
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<tr>
<td>WK 2 – Jan 31</td>
<td>Core Missions in HE</td>
<td>OL –</td>
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<tr>
<td></td>
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<td>• Bastedo– Chapters 2-4</td>
</tr>
<tr>
<td>WK 3 – Feb 7</td>
<td>Core Missions in HE</td>
<td>CL – Class facilitation</td>
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<tr>
<td></td>
<td></td>
<td>• Bastedo– Chapters 5 &amp; 6</td>
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<tr>
<td>WK 4 – Feb 14</td>
<td>Macro Forces in HE</td>
<td>OL –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bastedo– Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>WK 5 – Feb 21</td>
<td>Macro Forces in HE</td>
<td>CL – Class facilitation</td>
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<tr>
<td></td>
<td>Due: Sharing your journal</td>
<td>• Bastedo– Chapter 9</td>
</tr>
<tr>
<td>WK 6 – Feb 28</td>
<td>Macro Forces in HE</td>
<td>CL – Class facilitation</td>
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<tr>
<td></td>
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<td>• Bastedo– Chapters 10 &amp; 11</td>
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<tr>
<td>WK 7 – March 7</td>
<td>Cases in HEA</td>
<td>OL –</td>
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<tr>
<td></td>
<td></td>
<td>• Bastedo– Chapters 12 &amp; 13</td>
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<tr>
<td>SPRING</td>
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<tr>
<td>BREAK</td>
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<tr>
<td>March 14</td>
<td></td>
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<tr>
<td>WK 8 – March 21</td>
<td>Frontiers of Change in HE</td>
<td>CL – Class facilitation</td>
</tr>
<tr>
<td></td>
<td>Due: Paper 1 – Case study</td>
<td>• Bastedo– Chapter 14</td>
</tr>
<tr>
<td>WK 9 March 28</td>
<td>Frontiers of Change in HE</td>
<td>OL –</td>
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<tr>
<td></td>
<td></td>
<td>• Bastedo– Chapters 15 &amp; 16</td>
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<tr>
<td>WK 10 – April 4</td>
<td>Frontiers of Change in HE</td>
<td>CL – Class facilitation</td>
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<tr>
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<td></td>
<td>• Bastedo– Chapter 17</td>
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<tr>
<td>Week</td>
<td>Topic &amp; In-class Activities</td>
<td>Required DUE Reading and actions</td>
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<tr>
<td>WK 11 – April 11</td>
<td>Additional Topics in HEA</td>
<td>OL –</td>
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<td>• Materials will be provided</td>
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<tr>
<td>WK 12 – April 18</td>
<td>Guest Speaker</td>
<td>CL –</td>
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<td>• Materials will be provided</td>
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<tr>
<td>WK 13 – April 25</td>
<td>Shadowing exercise</td>
<td>OL –</td>
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<tr>
<td></td>
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<td>• Instructions and Materials provided in BB</td>
</tr>
<tr>
<td>WK 14 – May 2</td>
<td>Wrap-Up</td>
<td>CL – Instructor Facilitation</td>
</tr>
<tr>
<td>Journal, Shadowing report &amp; Paper 2 (due up to May 9)</td>
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