In the event of a campus emergency, check Blackboard

Dr. Nancy J Smith

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Faculty Center #213

Mondays 1:00-4:00 and Tuesdays 1:00-4:00 or by appointment

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):
The professional doctorate in education:

Principle 4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

Principle 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. GOALS, COURSE OBJECTIVES, AND LEARNING 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. TOPICS
The major topics of this course are:
• 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
• Group work
• Project based learning
• Lectures

VIII. REQUIRED TEXTS

SUGGESTED ADDITIONAL TEXTS

RESOURCES
Any additional journal articles will be distributed via Dropbox as appropriate for weekly topic discussions.
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 < 60%
Topic, Research Purpose, & Questions  100 points
All assignments are graded on a 100-point scale and contribute to your final grade as follows:

- Discussion and Participation (Online & F2F) 20%
- Individual discussion/facilitation 10%
- Paper 1 – Annotated bibliography of studies in HE Administration 30%
- Paper 2 – Individual Presentation & paper 40%

**DELIVERABLES**
- Annotated Bib / Literature Review
- Individual Paper and Presentation on HE Administration Issue
- Chapter Presentation and facilitation of online discussion

**REQUIREMENTS FOR DELIVERABLES**
Detailed handouts with instructions and rubrics for each assignment will be provided and discussed in class.

**X. COURSE EXPECTATIONS AND POLICIES:**

1. **Attendance and Participation:** Since we only have 8 face to face sessions, attendance in this class is very important. Therefore, there will be no greater than one excused absence. Each unexcused absence will result in a 5% reduction in overall grade.

   This class requires you to invest time for preparation, assignments, and application of critical concepts in leadership. You will need to stay on top of things in order to perform well. While you might be an independent learner, and perhaps a strong performer, the research is consistent on the value of social learning and reviewing difficult concepts face-to-face. Your respectful and meaningful participation in discussions will be required for your final grade.

2. **Competencies:** There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   a. Ability to proof read your work before submitting
   b. Ability to use APA style to write and cite references when making general and/or specific statements that are not entirely your own
   c. Ability to communicate effectively when you do not understand the instructions or expectations about assignments
   d. 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. Therefore, plan ahead and have back up plans in place should something go wrong.

3. **Tardiness and Courtesy to Peers:** All class meetings will start on time unless otherwise announced in advance. There will be no exceptions. I will NOT negotiate participation at the end of the semester. Make sure you communicate with me if you have any extenuating circumstances.

4. **Electronics:** Cell phones must be turned off during class. When using laptops, iPads, or similar devices, please refrain from participating in emailing, texting, FaceBook, or other forms of messaging and social networking.

5. **Disabilities Accommodations:**
   The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

6. **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. Cheating, plagiarism and other forms of academic dishonesty 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 and the University.

7. **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.

8. **End of Semester Negotiations:** 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. However, I will not entertain any end of semester negotiations about grades, and your grade in the course is a direct reflection of your engagement in your own learning process.

Please understand that, despite the strict expectations and policies outlined above, I do care about you as an individual and 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. I encourage you to get in touch with me if you want a conference to explain your circumstances. 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.
XI. Class Schedule – Will be distributed at first class meeting and posted in Blackboard

Note: All readings [Read & Supplemental Reading] are required. Supplemental readings if any will be available in the Dropbox.

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.