TDEV 497 Community College Curriculum and Administration  
(HIED 540 and 541 American Community College and Community College Curriculum)  
Course Syllabus: Summer 2015

Instructor:  Suzann Spaniel, Ed.D.  
Office Hours: Virtual Daily  
University Email Address: suzann.spaniel@tamuc.edu

COURSE INFORMATION

Textbook Required  

Recommended  

Course Description  
Three semester hours (HIED 540). Three semester hours (HIED 541). This course offers an overview of the American community college, including the history, philosophy, governance, and finance of these institutions. This course also furnishes an examination of trends, issues, and changes in the community college with an emphasis on the major community college curriculum areas.

Student Learning Outcomes  
Upon completing this course, each student will be able to:  
1. Describe the historical development of the community college.  
2. Explain the comprehensive mission of the community college and key issues related to the philosophies influencing this mission.  
3. Specify components related to the management of the contemporary community college, including various organizational structures, governance, administration, and finance.  
4. Identify the various curriculum areas in the community college.  
5. Delineate the issues and forces that influence the curriculum of community colleges, including student characteristics and needs.  
6. Describe the role that community college faculty members play in curriculum development and the implementation of curriculum—instruction.  
7. Expound upon the importance of student development programs and services in supporting the community college curriculum.  
8. Explain the importance of developmental studies in the community college.  
9. Differentiate the purposes and identify the characteristics of each of the following curricular functions within the community college:  
   a. Liberal Arts/Transfer Education  
   b. General Education/Core Curriculum  
   c. Career/Technical/Occupational Education/Workforce Training  
   d. Retraining/Continuing Education, and  
   e. Community Services
10. Define the role that the Texas Higher Education Coordinating Board (THECB) plays in community college curriculum development.

11. Define the role that The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) plays in community college curriculum development.


COURSE REQUIREMENTS

Scholarly Expectations
Collegiate study requires students to be highly self-motivated, genuinely interested in the continual search of information and understanding, and dedicated to making intellectual contributions and completing quality work.

Students may not recycle work. All work submitted for credit must be originally created by the student uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the college-level is expected to demonstrate higher-order thinking skills and be of significant quality.

Instructional Methods/Activities/Assessments
- Readings in the course textbook as well as additional outside readings
- 5 Discussion Boards @ 20 pts each = 100 pts
- 5 Quizzes drawn from assigned readings/textbook chapters @ 30 pts each = 150 pts
- 3 Journal Entries/Article Abstracts @ 50 pts each = 150 pts
- 1 Article Critique/Presentation = 150 pts
- Final Assessment = 100 pts

In addition to the rubrics provided in this syllabus, requirements and grading rubrics/standards for all assignments will be provided in the course shell within eCollege.

IMPORTANT—Late work WILL NOT be accepted.

Writing Requirements
Assignments MUST be thoroughly edited and conform to the requirements of the APA Style Manual (6th ed.). Grades will be lowered for all writing errors. Assignments must utilize the following: Font is to be 12 point, New Times Roman, double-spaced. Margins are to be one inch left, right, top, and bottom.
Assignments will be graded according to the following criteria:

- Completeness of response to the assignment
- Organization and coherence
- Appropriate grammar, punctuation, spelling
- Correct use of disciplinary format and citation style: (APA, 6th Edition).

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at: http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx
Grading
The following grading scale will be utilized to calculate the grade earned for the course:

<table>
<thead>
<tr>
<th>Point Ranges</th>
<th>Letter Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>582-650</td>
<td>A</td>
</tr>
<tr>
<td>517-581</td>
<td>B</td>
</tr>
<tr>
<td>452-516</td>
<td>C</td>
</tr>
<tr>
<td>387-451</td>
<td>D</td>
</tr>
<tr>
<td>0-386</td>
<td>F</td>
</tr>
</tbody>
</table>

TECHNOLOGY REQUIREMENTS

This is a 100% online class. Students are expected to complete weekly assignments in eCollege where all instructional activities and assignments will be delivered and received online using the eCollege learning media platform.

The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)
- Working knowledge of Power Point
- Adobe Flash Player

ACCESS AND NAVIGATION

The TAMUC campus is optimized to work in a Microsoft Windows environment. This means courses work best if students use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer or Chrome.

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Mozilla Firefox browser on both Windows and Mac operating systems.

It is strongly recommended that students perform a "Browser Test" prior to the start of the course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information
This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamuc.edu/

Each student will need his/her CWID and password to log into the course. In the event that a student does not know his/her CWID or has forgotten his/her password, the following resources are available: Technology Services at 903.468.6000 and the IT HelpDesk at http://www.tamuc.edu/CampusLife/CampusServices/ITSupportCenter/support-services/default.aspx

eCollege Technical Concerns
Students may contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to http://www.tamuc.edu/academics/onlineCourses/supportAndAssistance.aspx
Students may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within the eCollege course.

COMMUNICATION AND SUPPORT

Please regularly review announcements within the TDEV 497 eCollege course homepage and check your email for updated information pertaining to this course. I am very diligent about communicating you; I respect you as professionals and colleagues. Likewise, I expect each of you to be active and thoughtful participants within our online learning environment (eCollege) and our learning community. Higher education standards of communication etiquette are expected for all email exchanges and discussion board postings.

**Please note:** Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours, depending upon the time your message was received. I also encourage you to communicate with each other and to post all generic questions to the study lounge section of the course in eCollege in order to avoid duplicate questions. The chances are that your peers will have similar questions.

Respecting Differing Views
As with all college courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Students with Disabilities**
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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

**Student Conduct**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct* from *Student Guide Handbook*.)

**Academic Honesty**
Academic honesty is expected at all times, especially when it comes to citing/quoting sources in assignments. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. As noted in the Texas A&M University –Commerce Graduate Catalog, "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments,
collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material.” To reduce the likelihood of plagiarism, the University has adopted the detection Software Turnitin which will be utilized for all papers submitted.

**Dropping the Class**

Please follow university procedures to officially drop the class should you find the need to do so. It also is imperative that you communicate with me to let me know. Please do not just stop completing course work. If you fail to officially drop the class, a grade must be assigned at the end of the course.

**Incomplete Grades**

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

| COURSE OUTLINE |

| Important: All assignments are due on the date they are listed by 11:59PM. |

| Please note: If any changes or modifications to this course outline of assignments are deemed necessary by Dr. Spaniel, students will be informed. |

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Friday, June 12 | Class Introductions  
Chapters 1 & 15 Quiz  
“Background and Toward the Future” |
| 2    | Tuesday, June 16 | Chapter 2 Discussion Board “Students”  
Assignment of Article Critique |
| 3    | Tuesday, June 23 | Chapter 3 Article Abstract  
Chapter 13 Journal Reflection “Faculty and Scholarship” |
| 4    | Tuesday, June 30 | Chapters 4 & 5 Discussion Board with Webliography  
“Organization, Governance, Administration, and Finance” |
| 5    | Tuesday, July 7 | Chapter 6 Quiz “Instruction”  
Chapter 14 Discussion Board with Webliography  
“Accountability, SLOs, & the New Core” |
| 6    | Tuesday, July 14 | Chapter 7 Article Abstract or Journal Reflection  
“Student Services”  
Chapter 8 Quiz “Developmental Education” |
| 7    | Tuesday, July 21 | Chapters 9 & 10 Quiz “Transfer and General Education” |
| 8    | Tuesday, July 28 | Chapter 11 Quiz  
“Occupational and Workforce Education”  
Chapter 12 Discussion Board “Community Education” |
| 9    | Tuesday, August 4 | Formal Article Critique Presentation/Posting Due  
Final Assessment Review |
| 10   | Tuesday, August 11 | Article Critique Peer Review/Response Discussion Board  
Final Assessment |
Reading Quizzes

Each reading quiz = 30 points maximum. Reading quizzes will be 30 to 150 questions in length and will be created from assigned textbook chapter readings and related topics. Quiz questions will be structured as guided reading points of course content. Each quiz will be timed according to the number of questions.

Rubrics

Discussion Board Rubrics

Each discussion board exchange = 20 points maximum. Important to the andragogy of college-level learning is the professional exchange of intellect and information with colleagues and peers. The purpose of discussion board postings and exchanges is the sharing of intellectual, insightful discourse related to the topics/issues of the course per textbook chapter readings. Discussion boards are intended to create a sense of collegiality and professionalism among class members in a friendly learning-from-one-another atmosphere.

Individual discussion board postings should be approximately 150 words in length. Peer responses should be as long as needed to complete an exchange of ideas.

Three discussion boards will require one individual posting and two responses to two different peers.

<table>
<thead>
<tr>
<th>Individual Discussion Board Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10 pts</td>
</tr>
<tr>
<td>Well developed</td>
</tr>
<tr>
<td>5-7 pts</td>
</tr>
<tr>
<td>Satisfactory development</td>
</tr>
<tr>
<td>1-4 pts</td>
</tr>
<tr>
<td>Underdeveloped</td>
</tr>
<tr>
<td>0 pts</td>
</tr>
<tr>
<td>No posting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Board Peer Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Peer 1</td>
</tr>
<tr>
<td>4-5 pts</td>
</tr>
<tr>
<td>Well developed response</td>
</tr>
<tr>
<td>2-3 pts</td>
</tr>
<tr>
<td>Satisfactory response</td>
</tr>
<tr>
<td>0 pts</td>
</tr>
<tr>
<td>No response</td>
</tr>
<tr>
<td>Response to Peer 2</td>
</tr>
<tr>
<td>4-5 pts</td>
</tr>
<tr>
<td>Well developed response</td>
</tr>
<tr>
<td>2-3 pts</td>
</tr>
<tr>
<td>Satisfactory response</td>
</tr>
<tr>
<td>0 pts</td>
</tr>
<tr>
<td>No response</td>
</tr>
</tbody>
</table>

Two discussion boards will require one individual discussion board posting, one response to a peer, and one Webliography entry. Further details will be provided within the course shell in eCollege.

<table>
<thead>
<tr>
<th>Individual Discussion Board Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10 pts</td>
</tr>
<tr>
<td>Well developed</td>
</tr>
<tr>
<td>5-7 pts</td>
</tr>
<tr>
<td>Satisfactory development</td>
</tr>
<tr>
<td>1-4 pts</td>
</tr>
<tr>
<td>Underdeveloped</td>
</tr>
<tr>
<td>0 pts</td>
</tr>
<tr>
<td>No posting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Board Peer Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Peer 1</td>
</tr>
<tr>
<td>4-5 pts</td>
</tr>
<tr>
<td>Well developed response</td>
</tr>
<tr>
<td>2-3 pts</td>
</tr>
<tr>
<td>Satisfactory response</td>
</tr>
<tr>
<td>0 pts</td>
</tr>
<tr>
<td>No response</td>
</tr>
<tr>
<td>Webliography</td>
</tr>
<tr>
<td>4-5 pts</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>2-3 pts</td>
</tr>
<tr>
<td>Somewhat</td>
</tr>
<tr>
<td>0 pts</td>
</tr>
<tr>
<td>No</td>
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</tbody>
</table>

Pts earned based on quality of the entry: Is it relevant and current? Does it contribute insight of the topic? Was it thoughtfully selected to enhance understanding?
Article Abstract Rubric

Each article abstract = 50 points maximum. As related to this assignment, the word “abstract” means a piece of or a part of. The purpose of an article abstract is to document specific, important, insightful information from a research-based source. Specific instructions for creating article abstracts will be provided in the course shell in eCollege.

Content points will be based on the selection of an article in relation to the chapter’s topic, evaluation of the article’s content, accurate completion of all abstract sections, and depth of information rendered.

Editing points will be based on correct usage, punctuation, spelling, formal writing style, syntax, and use of APA (6th) format.

<table>
<thead>
<tr>
<th>Content = 40 pts</th>
<th>Editing = 10 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-40 pts</td>
<td>9-10 pts</td>
</tr>
<tr>
<td>20-29 pts</td>
<td>6-8 pts</td>
</tr>
<tr>
<td>10-19 pts</td>
<td>3-5 pts</td>
</tr>
<tr>
<td>1-9 pts</td>
<td>1-2 pts</td>
</tr>
<tr>
<td>0 pts</td>
<td>0 pts</td>
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</tbody>
</table>

Excellent: Few to no errors
Good: Minimal errors
Adequate: Several errors
Poor: Problematic
No submission: No submission

Journal Rubric

Each journal entry = 50 points maximum. Journal entries should be approximately 200 words in length. They of course can be longer. The intent of the journal entries is to allow an introspection and reflection of issues and topics related to the course per textbook chapter readings.

<table>
<thead>
<tr>
<th>40-50 pts</th>
<th>26-39 pts</th>
<th>14-25 pts</th>
<th>1-13 pts</th>
<th>0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Adequate</td>
<td>Poor</td>
<td>No entry</td>
</tr>
</tbody>
</table>

Pts earned based on quality of entry: Is it well-developed? Does it completely address the prompt/topic/issue? Does it meet the word length? Is it insightful and genuine?

Article Critique Rubric

150 pts maximum. Students will be assigned a specific textbook chapter from which to identify an issue/topic for study. Students will select a current scholarly article that further enhances the study of the identified issue/topic and create a formal article critique presentation that will be posted to doc sharing for the class. Specific instructions for this assignment will be provided in the course shell in eCollege.
<table>
<thead>
<tr>
<th>Criteria for Assessment</th>
<th>Excellent to Good 30-21 pts</th>
<th>Adequate to Poor 20-11 pts</th>
<th>Not Clearly Evident to Missing 10-0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated higher-order thinking skills that resulted in a complete and formal article critique presentation/posting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected a research-based article that met assignment expectations and is relevant to the chapter’s topic.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Organization of the presentation is clear and complete according to the standards of the assignment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information presented in each section of the presentation is complete, indepth, and detailed with concern of the issue/topic of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formality of writing is appropriate for the assignment’s purpose, including correct grammar, usage, punctuation, and APA (6th) formatting.</td>
<td></td>
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</tbody>
</table>

The final assessment rubric/standard will be provided in the course shell in eCollege.
Additional Suggested Readings


**Journals and Periodicals**

AAHE Bulletin  
College Teaching  
Community College Enterprise  
Community College Review  
Community College Journal (AACC)  
Community College Journal of Research and Practice  
Improving College and University Teaching  
Innovation Abstracts (NISOD)  
Innovative Higher Education  
Journal of Developmental Education  
Journal of College Student Development  
Journal of Faculty Development  
Journal of Staff Development  
Journal of Higher Education  
New Directions for Community Colleges  
Research in Higher Education Journal  
Review of Higher Education