Fall 2020

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Arkansas State University
School of Teacher Education and Leadership
College Student Personnel Services
CCED 7003 THE COMMUNITY COLLEGE
CRN 62690

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I. INFORMATION

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II. PURPOSE OF THE COURSE

CCED 7003, The Community College
The purpose of the course is to study the history, philosophy, and functions of the American community college. The course is intended to assist current or prospective community college educators in developing an appreciation of community colleges.

III. TEXTBOOKS/OTHER MATERIALS

Required Texbook:

Tull, Ashley; Kuk, Linda; and Daples, Paulette. (2015). Handbook for Student Affairs in
    Community Colleges. Sterling, VA: Stylus Publishing, LLC.

Additional Resources:

Achieving the Dream: http://www.achievingthedream.org/
American College Personnel Association: www.myacpa.org
American Physiological Association: http://www.apastyle.org/
Arkansas Community Colleges: www.arkansascc.org
Arkansas Department of Higher Education Perkins
http://www.adheperkins.com/resources.html
Arkansas Student Affairs Association: www.myarsaa.org
American Association of Community Colleges: http://www.aacc.nche.edu/Pages/default.aspx
Community College Times:
http://www.communitycollegetimes.com/Pages/Landing/Homepage.aspx
League of Innovation: http://www.league.org/
National Institute for Staff and Organizational Development: www.nisod.org
Student Affairs Professionals in Higher Education: www.naspa.org
The following publications are excellent sources of articles: *Community College Journal, Community College Review, New Directions for Community Colleges, Community College Journal of Research and Practice, Community College Frontiers, and Community College Week.*

IV. COURSE OBJECTIVES

1. Become more knowledgeable about the history of community colleges
2. Become acquainted with the many facets of community colleges as they relate to student affairs
3. Create an awareness of issues that community colleges face
4. Have an awareness of the importance of the role that community colleges play in economic and workforce development
5. Become informed of how community colleges are changing to meet the needs of students, communities, and the government
6. Be exposed to community colleges in the United States

V. STUDENT LEARNING OUTCOMES

1. If you already work in a community college, an intended outcome is to enhance your enjoyment of and pride in the special environment in which you work and to increase your commitment and collaborative contributions to learning-centered education.
2. If you do not work in a community college, an intended outcome is to give you an advantage in securing a community college position, if you so desire, by grounding you in a thorough understanding of the roots of the community college movement and its core values of access, opportunity, learning, and service.
3. Uncover assumptions you may hold about "junior/community/two-year colleges," check the accuracy and validity of your assumptions, explore alternative perspectives, and plan for taking more informed action.
4. Value the role community colleges play in improving the quality of life for students, faculty, and staff.
5. Understand how community colleges have evolved since their inception.
6. Further appreciate the role of student affairs at community colleges.

VI. COURSE ASSESSMENT

1. PODCASTS: DISCUSSION BOARDS (2 @ 25 points-50 POINTS)

BACKGROUND:
Discussion boards allow us to exchange ideas and thoughts in a safe environment. Through the exchange of ideas, we expand our knowledge on the role of student affairs at community colleges.

ASSIGNMENT:
During assigned weeks, students are expected to participate in discussions through the discussion boards. The discussions for the discussion boards will focused on thoughts and ideas generated from the assigned podcasts. Students are expected to engage in meaningful discussions pertaining to the topic of the week. The instructor will monitor and participate in the discussion boards.

GUIDELINES:
- As a participant, you are required to post a minimum of three meaningful responses to the discussion boards posts.
- Discussions for each will be available from Monday at 12:00 am through Sunday at 11:59 pm.
- Podcasts: https://www.stitcher.com/podcast/david-nguyen/community-college-path (See Blackboard for assigned podcasts.)
- Please refer to the following website ("3C and Q" Model) for a best practice in engaging with colleagues via discussion boards: http://transliteratelibrarians.weebly.com/uploads/3/7/4/2/37427333/publishing_sharing_and_commenting2.pdf

2. REFLECTIONS FROM THE READINGS (150 POINTS)

BACKGROUND:
Each week students will reflect on the assigned readings for the week. The reflections should not be a summary of the readings; they should be an analysis, collection of thoughts, and questions from the readings.

ASSIGNMENT:
Each week students will write a reflection on the assigned readings. The reflections will be submitted at the end of the term in one document. References are not required but outside research is welcome.
(NOTE: It is very easy to procrastinate on this assignment. It is highly suggested to that students complete the assignment weekly. Weekly completion will allow for appropriate engagement in the course.)

GUIDELINES:

- Each reflection should include the chapters covered in the book. The reflections should <u>not</u> be a summary of the readings; incorporates your thoughts, questions, and beliefs into the reflections.
- The reflections should be typed, double-spaced, and include page numbers. Each reflection should be 350-500 words in length.
- Follow APA style, double spaced, 12-point font, and 1-inch margins.
- The document should follow the following format:
  Title Page
  Table of Contents
  Introduction
  Reflections for Chapters 1-17 (350-500 words for each chapter)
  Conclusion
  References (If appropriate).
- Reflections will be submitted in one document at the end of the term. See "Course Outline" in Blackboard for due dates.
- Submit reflections as a word document or PDF.

3. MINI-PAPERS ON CURRENT ISSUES (2 @ 25 points-50 POINTS)

BACKGROUND:
The community college landscape is very dynamic. As a student affairs professional, it is imperative that you are knowledgeable of current issues.

ASSIGNMENT:
Students will locate current articles related to community colleges and/or student affairs. Articles should not be older than January 1, 2018. Students will compose a mini-paper that summarizes and analyzes the content of the articles.

GUIDELINES:

- The mini-papers should be typed, double-spaced, one-inch margins, and include page numbers. Each mini-paper should be a minimum of 500 words.
- The mini-papers should <u>not</u> be a summary of the article; incorporates your thoughts, questions, and beliefs into the mini-papers.
- The mini-paper should follow the following format:
  Title Page (Include word count of the mini-paper)
  Content
  References
  Copy of the Article.
- Submit mini-paper as a word document of PDF.

4. COMMUNITY COLLEGE: INTERVIEW AND INFOGRAPHIC (150 POINTS)

BACKGROUND:
Getting to know a student affairs professional at a community college is a wonderful way to gain insight on how what the readings from the book looks like in real life! Additionally, exploring other institutions is a great way to learn new things to take back to your own institution!

Objective:
Learn more about community colleges and student affairs professionals.

ASSIGNMENT:
Part 1
Each student will contact a current student affairs staff member at a community college. (If you work at a community college, please select a staff member at a different institution.) The student will interview a student affairs staff member by conducting a phone interview, mail the questions to the employee, or email the questions to the employee. The student is responsible for developing quality questions for the interview. The interview should contain a minimum of 10 quality questions. Below are examples of Interview Questions.

Sample Interview Questions:
- How did you get your start in student affairs?
- What is your understanding of your major roles and responsibilities as a student affairs staff member?
- How would you describe the student affairs culture on campus?
- Describe the involvement of student affairs in the accreditation process.
- What role do you believe that student affairs should have in realizing the educational mission of the college?
- Describe the vision your Division of Student Affairs has for promoting student success.
- What do you feel is the largest barrier to student success at community colleges?
- Describe how the Division of Student Affairs serves traditional and non-traditional students.

GUIDELINES:
- The student will prepare a report on the interview.
  Suggested Report Structure
  Introduction-Institution/Interviewee/Why you chose the person?
  Item Learned 1-What is was? Why you chose it? Do you agree or disagree? Why?
  Item Learned 2-What is was? Why you chose it? Do you agree or disagree? Why?
  Item Learned 3-What is was? Why you chose it? Do you agree or disagree? Why?
  Conclusion
- The report should be 500-700 words in length.

- Follow APA style, double spaced, 12-point font, and 1-inch margins.
- Students will include a transcript of the interview with the student affairs staff member.
- Submit the report as word document or PDF.

Part 2
Background: It is important marketing materials are Easy, Attractive, Simple, and Timely (EAST). Use the EAST model to create an infographic to share about the Community College the selected Student Affairs Professional is employed.

GUIDELINES
- Each student will prepare an infographic depicting the selected community college.
- Be sure to include school colors, pictures, mascot, academic programs, student life, community engagement, etc.
- To find free infographic makers, Google "Free Infographic Maker".
- Submit the final infographic as a PDF or JPG along with the report in one document. (Tip: You can take a screen shot of the infographic, paste it into Word or Publisher, and save it as a PDF.)

5. STUDENT SUCCESS PROPOSAL PROJECT (150 POINTS)

BACKGROUND:
Having the ability to prepare proposals to communicate your ideas with internal and external stakeholders is an important skill.

Objective:
Articulate the concepts associated with a comprehensive student success project.

ASSIGNMENT:
Part 1
Each student will put compile a comprehensive Student Success Proposal. The Student Success Proposal should be based on a real or made up scenario. If you work at a community college, please do not use a current project as your proposal. Instead use this project as an opportunity to identify new issues on campus that need a creative solution.

GUIDELINES:
- The student will prepare a Student Success Proposal utilizing the template provided.
- The report should be 500-700 words in length.
- Follow APA style, double spaced, 12-point font, and 1-inch margins.
- Students will include the proposal and all supplemental materials (i.e. research, marketing materials, etc.)
- Submit the proposal as word document or PDF.

VII. GRADING

Assignment	Due Date	Possible Points
Podcast Discussion 1	August 30, 2020	25
Mini-Paper 1	September 6, 2020	25
Podcast Discussion 2	September 13, 2020	25
Mini-Paper 2	September 20, 2020	25
Community College: Interview and Infographic	October 4, 2020	150
Student Success Proposal	October 9, 2020	150
Reflections from the Readings	Compilation: October 9, 2020	150

90-100%	A
80-89%	B
70-79%	C
60-69%	D
<59%	F

Late Submission Policy:
Except in cases of serious extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a "serious extenuating circumstance."

VIII. FLEXIBILTY CLAUSE

Circumstances may arise which prevent us from fulfilling each component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any change that occurs prior to any due dates.

IX. ACADEMIC CONDUCT

All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

X. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Office of Disabilities http://www.2.astate.edu/disability or call 870-972-3964.

XI. COURSE OUTLINE Aug 25, 2020 - Oct 09, 2020

Week	Module	Assignment	Due Date	Readings
Week 1	1	Reflection from the Reading: Chapters 1-3 (Write but do not submit until end of term.)	8/30/20	Handbook for Student Affairs in Community Colleges Chs. 1-3
	1	Podcast 1 Discussion Board	8/30/20	Podcast
Week 2	2	Reflection from the Readings: Chapters 4-7 (Write but do not submit until end of term.)	9/6/20	Handbook for Student Affairs in Community Colleges Chs. 4 -7
	2	Mini Paper 1	9/6/20	Student-Selected Reading
Week 3	2	Reflection from the Readings: Chapters 8-10 (Write but do not submit until end of term.)	9/13/20	Handbook for Student Affairs in Community Colleges Chs. 8-10
	2	Podcast 2 Discussion Board	9/13/20	Podcast
Week 4	3	Reflection from the Readings: Chapters 11-14 (Write but do not submit until end of term.)	9/20/20	Handbook for Student Affairs in Community Colleges Chs. 11-14
	3	Mini Paper 2	9/20/20	Student-Selected Reading
Week 5	4	Reflection from the Readings: Chapters 14- 17 (Write but do not submit until end of term.)	9/27/20	Handbook for Student Affairs in Community Colleges Chs. 14- 17
Week 6	4	Interview and Infographic	10/4/20	Not Applicable
Week 7	4	Compilation of Reflections from the Reading Student Success Proposal Project	10/9/20	Not Applicable

XII. COVID-19 Information

Arkansas State University has made every effort to provide a safe and comfortable learning environment for our return to in-person instruction during the Fall 2020 semester. The University is following the most up-to-date guidelines set forth by the Arkansas Department of Health and the Centers for Disease Control and Prevention.

Given the uncertainty surrounding the continuing threat from the COVID-19 pandemic, we acknowledge there is potential for the interruption of in-person instruction during the course of this semester. While it is the goal of the institution to offer traditionally face-to-face classes, the social distancing measures arising out of the COVID-19 pandemic have caused many of the classes to be offered in a hybrid format this semester (i.e. a combination of face-to-face and remote modes of delivery). This means nearly every course offered will have a component where internet access is essential to course success. Students are strongly encouraged to secure WIFI access they can use for the semester either on or off campus. The purpose for this strategy is to protect our students, faculty, and staff while adhering to social distancing recommendations from public health officials while accomplishing the course learning objectives.

If the university transitions to all-online instruction, campus housing will remain available for students who do not have a safe place to move or who do not have access to the internet elsewhere. Students who leave campus will need to ensure that they have reliable access to the internet to continue their course work. Web cameras may also be required by instructors to facilitate remote instruction (please see technology recommendations section). University officials will provide students with as much advanced notice and information as possible if the transition to all-online instruction becomes necessary.

Please remember, all official notifications are made through your official A-State email account, the university website, and Blackboard Learn. You are responsible for checking your university email to ensure you receive the latest updates regarding this course.

XII. COVID-19 University Technology Recommendations for Students

Technology (hardware and software) and internet access will be key to course success in Fall 2020. Please check the following list to be certain you have the technology needed to be successful in your courses.

1. Internet Access—You should make arrangements to have access to the Internet, preferably high-speed Internet, for the duration of this course. A wired, high-speed, Internet connections (ethernet cable), is highly recommended especially when taking a test.

2. Computer Operating Systems
• For PCs: Windows 8+
• For MACs: OS 10.13+
• For Cellular Phones: iOS or Android

3.iOS Devices, any of these options should work; however, completing most course assignments will need a computer:
• iPhone 6s or later, iPad Air 2 or later

4.Android Devices, any of these options should work; however, completing most course assignments will need a computer:
• Samsung Galaxy (S9+, Note 9+), Google Pixel (3A+), OnePlus (7T+)

5.Software—You will be the most successful in this course if you have access to a computer with the following software installed:

• Microsoft Office –Excel, Power Point and Word. A-State has secured for you access to the latest MS Office software for both Mac and PC users. For more information, please visit the software download page where you will find other tools needed to be successful in this course.

• Students are welcome to use Mac Applications such as Keynote, Numbers, and Pages, but please plan to convert these documents to the Microsoft file types prior to assignment submission. This course technology requirement also applies to Google Slides, Sheets, and Docs.

• Browsers, Plug-ins, Players and Viewers—to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:

• Blackboard-supported browser - Firefox 60+, Chrome 74+, and Safari 12+ (Internet Explorer is no longer supported) are compatible with the current version of Blackboard.

• Acrobat Reader

• It is recommend running the Blackboard Browser Check to verify installed plug-ins on your computer

6. Additional Computer Hardware: web camera, microphone, and speakers (can be internal hardware already available on your computer)

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