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:


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.arkansasasc.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 (4 @ 25 points-100 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:

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 not 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. ISSUE PAPER (100 POINTS)

BACKGROUND:
Community colleges are confronted with issues and initiatives continually. Some issues and initiatives further the mission of community colleges, while others hinder the advancement of the mission.

ASSIGNMENT:
Each student will select an issue facing community colleges in the United States. Browsing community college publications, as well as student affairs publications, are excellent resources to locate current issues. Students will explain the issue facing community colleges and its effect on the student affairs practice.

GUIDELINES:

• The Issue Paper should follow the following format:
  o Briefly explain the issue, making clear the particular question at hand.
  o What is the most compelling argument supporting a position on the issue?
  o What is the most compelling argument opposing that position on the issue?
  o What is your position on the issue?
  o To which functional area(s) is this issue most relevant?
  o What are the implications of your position for student affairs practice?
• The Issue Paper must have a minimum of three recent (five years), scholarly sources.
• The Issue Paper must follow APA style, double spaced, 12 point font, and 1 inch margins.
• The Issue Paper will be 1,000-1,200 words (excluding the Title, Table of Contents and Reference pages and the word count should be included at the conclusion of the paper.)

4. 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 not 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.

5. 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.

Suggested 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.
### VII. GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Podcast Discussion 1</td>
<td>September 1, 2019</td>
<td>25</td>
</tr>
<tr>
<td>Mini-Paper 1</td>
<td>September 15, 2019</td>
<td>25</td>
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<td>Podcast Discussion 2</td>
<td>September 29, 2019</td>
<td>25</td>
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<tr>
<td>Mini-Paper 2</td>
<td>October 13, 2019</td>
<td>25</td>
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<td>Podcast Discussion 3</td>
<td>October 27, 2019</td>
<td>25</td>
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<td>Issue Paper</td>
<td>November 3, 2019</td>
<td>100</td>
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<tr>
<td>Community College: Interview and Infographic</td>
<td>November 17, 2019</td>
<td>150</td>
</tr>
<tr>
<td>Podcast Discussion 4</td>
<td>December 1, 2019</td>
<td>25</td>
</tr>
<tr>
<td>Reflections from the Readings</td>
<td>Weekly Compilation: December 9, 2019</td>
<td>150</td>
</tr>
</tbody>
</table>

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. FLEXIBILITY CLAUSE

Circumstances may arise which prevent us from fulfilling each and every 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](http://www.2.astate.edu/disability) or call 870-972-3964.
# XI. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>1</td>
<td>Reflection from the Reading: Chapter 1 (Write but do not submit until end of term.)</td>
<td>8/25/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch. 1</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>1</td>
<td>Reflection from the Reading: Chapter 2 (Write but do not submit until end of term.)</td>
<td>9/2/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch. 2</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>2</td>
<td>Reflection from the Reading: Chapter 3 (Write but do not submit until end of term.)</td>
<td>9/8/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch.3</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>2</td>
<td>Reflection from the Readings: Chapters 4 and 5 (Write but do not submit until end of term.)</td>
<td>9/15/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch.4 and 5</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>2</td>
<td>Reflection from the Readings: Chapters 6 and 7 (Write but do not submit until end of term.)</td>
<td>9/22/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch.6 and 7</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>2</td>
<td>Reflection from the Readings: Chapter 8 (Write but do not submit until end of term.)</td>
<td>9/29/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch. 8</td>
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<td><strong>Week 7</strong></td>
<td>2</td>
<td>Reflection from the Readings: Chapter 9 (Write but do not submit until end of term.)</td>
<td>10/6/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch. 9</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>2</td>
<td>Reflection from the Readings: Chapter 10 (Write but do not submit until end of term.)</td>
<td>10/13/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch. 10</td>
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<tr>
<td><strong>Week 9</strong></td>
<td>3</td>
<td>Reflection from the Readings: Chapter 11 (Write but do not submit until end of term.)</td>
<td>10/20/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch.11</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>3</td>
<td>Reflection from the Readings: Chapter 12 (Write but do not submit until end of term.)</td>
<td>10/27/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch.12</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>3</td>
<td>Reflection from the Readings: Chapters 13 and 14 (Write but do not submit until end of term.)</td>
<td>11/3/19</td>
<td>Handbook for Student Affairs in Community Colleges Chs.13 and 14</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>3</td>
<td>Reflection from the Readings: Chapters 15 and 16 (Write but do not submit until end of term.)</td>
<td>11/10/19</td>
<td>Handbook for Student Affairs in Community Colleges Chs.15 and 16</td>
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<td><strong>Week 13</strong></td>
<td>4</td>
<td>Reflection from the Readings: Chapter 17 (Write but do not submit until end of term.)</td>
<td>11/17/19</td>
<td>Handbook for Student Affairs in Community Colleges Ch. 17</td>
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<td><strong>Week 14</strong></td>
<td>None</td>
<td>Fall Break</td>
<td>11/25/19</td>
<td>None</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>4</td>
<td>Podcast Discussion Board (Write but do not submit until end of term.)</td>
<td>12/1/19</td>
<td>Podcast</td>
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<tr>
<td><strong>Week 16</strong></td>
<td>4</td>
<td>Compilation of Reflections from the Reading</td>
<td>12/9/19</td>
<td>Not Applicable</td>
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REFERENCES


