
HIED 6/76677
Workforce, Economic, & Community Development in Community Colleges
Kent State University
Intersession 2010

Web-based • 03credits

Instructor information provided on VISTA8 site.

Contacting the Professor: Use VISTA8 Discussions option. Please post general course questions on the **General Course Questions**. Other students often have the same question and they will benefit from the information. This discussion board will be useful throughout the class.

In the event that your question is specific to you, you may also contact the instructor using VISTA8 email, use subject line: HIED 7/66677 and then a brief description of the topic, e.g., Assignment Due Date.

Note that I am in the Eastern Time Zone. Every effort will be made to respond to your emails in a timely fashion. However, during the first week of classes, e-mail is not the way to ask me about general course questions. Those should be posted to the discussion board “General Class Questions.”

Office hours You are invited to arrange times to meet via VISTA8 Chat or by phone. Simply email me via VISTA8 and we will set up a time.

Syllabus

Catalog Description:

Within the context of social, economic, and technology shifts, this course examines the role of the community college in workforce, economic, and community development.

Course Description: This course focuses on workforce development in American community colleges. In this course, we examine issues of professional practice related to improving the nation’s workforce and the impact on community and economic development. The flexibility and responsiveness of community colleges in collaborating to serve the interests of varied stakeholders is considered. The successful student will engage actively in discussion, research, and analysis of best practices.

Expected Learning

Students will:

1. Examine the role of workforce development in community colleges.
2. Research and present on key challenges and opportunities in workforce development.
3. Describe and discuss professional practice: finance and budgeting, public relations, collaborations and partnerships, needs assessment, and program evaluation.
4. Assess and examine personal leadership qualities.
5. Analyze cases representing best practices in community colleges addressing training, consulting, career development, community and economic development.

General Information

Technology: This course is web-based. Thus, all students must ensure access to VISTA8.

Accommodation: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; they can be reached at 330-672-3391 and are located on the ground floor of the DeWeese Center. FMI about your rights and responsibilities, see

<http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm>

Statement of Inclusion: Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated; an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See “University Policy Register”)

The instructor of this course is committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender/sexual identity, race/ethnicity, class, sexual orientation, religion, English language experience, or disability.

Required Texts:

Rothwell, W. J., Gerity, P. E., & Gaertner, E. A. (Eds.). (2004). *Linking training to performance: A guide for workforce development professionals*. Washington, DC: American Association of Community Colleges.

Additional readings as assigned.

Additional Sources:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Rothwell, W. J., & Gerity, P. E. (Eds.). (2008). *Linking workforce development with economic development: A casebook for community colleges*. Washington, DC: American Association of Community Colleges.

Roueche, J. e., & Jones, B. R. (2005). *The entrepreneurial community college*. Washington, DC: American Association of Community Colleges.

Case Studies (HIED 66655) Portfolio (for students matriculating in the Higher Education Administration and Student Personnel master's degree program:

In the final semester of the HIED program, students enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. More specifically, one aspect of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to retain copies of syllabi and course materials such as papers or projects.

Course Requirements:

This course will be conducted as an online seminar in which the primary focus of interaction will be thoughtful discussion of readings, speakers, presentations, and cases. Learning will be facilitated through self-reflection, reading, speakers, written analyses, and discussions.

The following requirements are intended to enhance learning and further prepare you for your own scholarly inquiry and professional work in higher education:

Discussion Board, Journal, and Assignments

Keeping with the pedagogical philosophy of this course, your engagement and interaction with material through reading, discussion, case studies, assignments, etc. will be rewarded with learning. You will have the opportunity to set and evaluate your own learning goals. You will be

put in contact with information and be provided the opportunity to interact over new information and ideas.

You will be encouraged to bring in real world examples, additional reading, and current events to reinforce and challenge ideas, information, and data you encounter during the course. Your active participation and motivation will be key in your ability to successfully meet your learning goals.

Discussion Boards

There are four discussion boards: General Course Questions, Kitchen Table, Small Group, and Mixer.

1. General Course Questions. Use this space to post questions regarding technical issues or details that may be relevant to the entire class. If you have a question regarding an aspect of the course or expectations, likely your colleagues will share that question. **Students** may and are encouraged to respond to postings in this area. Your thorough reading of the syllabus at the outset of class is encouraged. You are also encouraged to consult and follow the syllabus throughout the course.

2. Kitchen Table. GRADED. Our goal as a class will be to create an online learning environment that feels like a “kitchen table” rather than a stuffy, uncomfortable academic exercise. “At the kitchen table, friends, family, and colleagues gather to talk about complicated, important, and novel issues and experiences while passing the bread or salt-and-pepper shakers. There may be arguments, questions, challenges, and even laughter, but more often than not people leave the table knowing more about themselves, others, and the world around them than when they came. In short, they gain knowledge in a way that feels personally relevant and socially significant.” (adapted from Dr. Kathi Miner-Rubino, Texas A & M)

In this course you will have the opportunity to post your reactions, comments, and questions **DAILY** to engage in our ‘kitchen table’ discussion with your fellow classmates. In the spirit of the ‘kitchen table’ from which everyone departs a little more satisfied you are encouraged to also share articles, links to websites, current events related to the course content, etc. Come to the table prepared to partake and contribute. All are welcome and you will be nourished to the extent you are willing to participate. Keep in mind that this is your forum for engagement and learning and you are encouraged to use the ‘kitchen table’ to serve your learning goals.

For organizational purposes you are encouraged to **REPLY** to posts when you are adding to the topic at hand.

Only begin a new thread[**CREATE MESSAGE**] when you are introducing a new topic.

3. Mixer. This space will serve two purposes.

Purpose One: GRADED. Post your biography as **NEW THREAD** on the Mixer discussion board. In the Subject line, place your first and last name. In the text space, write a biographical statement to introduce yourself to the class. Creativity and humor are welcomed. Your classmates and instructor are likely interested in what degree/certificate you are enrolled in, where you work and what your job title is, your purpose in taking the Workforce Development course, and anything else of interest you care to share. **

- In Roster course tool, post a photo, and if you have a website you may post a weblink from your personal website in Roster course tool. GRADED.**

To facilitate our 'getting to know you Mixer' read your classmates' postings and view the photos. Then in the Mixer space use the Reply option to connect with other classmates in a getting to know you fashion. Reach out to **at least** three classmates you do not know to introduce yourself and to get to know them. Keep in mind that the object of this exercise is for you to get to know who is in the class and to interact with your class colleagues.

Purpose Two: For the remainder of the course, this space will not be monitored by the instructor. It provides a forum to you to connect with each other on an informal basis, say in the 'living room', over whatever strikes your fancy... 'did you see the game,' 'what are you having for dinner,' 'does anyone have a good baby-sitter,' 'is anyone going to the Workforce Development conference,' etc.

4. Small Group. A discussion board will be created for each small group to provide an avenue for group discussion regarding the Case Analysis Presentation. More details on the Case Analysis assignment found below.

Journals

Two short essays. These essays provide an opportunity for you to reflect on your learning in the course. Essays are to be posted in the Journal function found under Discussions course tool.

Essay I: Self Objectives. GRADED.

A short essay reflecting on your goals for yourself in the course. This essay is not graded (i.e., treated on a credit/no credit basis) and may take alternative forms, such as bulleted lists, mind map, creative expression, etc. Your essay should be meaningful to you and understandable by instructor. You may want to examine the course description and learning objectives and then fashion your own individual learning goals. A restatement of the course objectives is NOT acceptable for this reflection.**

Essay II: Leadership Reflection. GRADED.

- a. Examine the tables (e.g., 5. 1 & 5.3, etc.) and appendices that relate to workforce development competencies. Reflect on your professional skills and leadership aspirations. Identify potential areas of professional development in terms of your understanding and ability to support workforce development in a community college setting?
- b. Describe your most significant learning from the course and how you will apply this learning in your current or anticipated professional role(s).**

****GRADING NOTE:** Aspects of course will be graded on a credit/no credit basis for completeness. No LATE submissions will be accepted for credit.

Assignments

Group Case Presentation. GRADED.

An aim of this course is for you to recognize the vital role of workforce development in

community colleges and to explore the related professional practices. You will gain an understanding of best practices through case study analyses. The class will be reading various cases throughout the course. In the first week of class, the entire class will be engaged in a case analysis discussion. You will be able to examine the components listed below (Case Presentation Elements) in the case and to discuss these elements with the instructor and your classmates. This is your opportunity to demonstrate that you understand what each of the elements below represents.

Students will be divided into small groups to work on a case analysis presentation. Case presentations will be posted at the Kitchen Table **AND** under the assignments tab (by one group member) **the day before the case is to be read by the class. Due dates for each case analysis will be indicated on the Calendar under Course Tools and on the schedule at the end of the syllabus.**

Each group will be assigned a case to present. Each group is to develop a presentation of the case analysis. This presentation will be in the form of a Powerpoint with text (if necessary). The presentation must have the following elements/slides.

1. Title: Presentation Title of Case, Created for Workforce, Economic, and Community Development in Community Colleges, Kent State University, Names of group members.
2. Identification of Key Issue
3. Identification of Stakeholders
4. Description of Leader(s) role(s)
5. Critique of Customer Responsiveness
NOTE: **Critique** (defined as) to review or discuss critically, a critical discussion on a specified topic.
6. Critique of Collaboration
7. Critique of Practices
8. 5 multiple choice questions: See tutorial on writing multiple-choice questions provided under weblinks in Course Tools and at this site:
<http://hotpot.uvic.ca/howto/mcquestion.htm>
9. 1 discussion question

Cases will be discussed at the Kitchen Table by the class.

Conversation Report Out. GRADED. Each student will have a conversation with a displaced worker, unemployed individual, or student currently enrolled in a community college. In your conversation discuss the individual's background as related to work skills and history; career awareness: goals, aspirations, questions; and what resources they are aware of regarding job, skills, and career training. The purpose of this assignment is for you to gain awareness of the real stories of who can be served by workforce developers with what is available in community colleges. Write a 1 page reflection paper that addresses what workforce development programs/services might best meet the needs of your interviewee. Be sure you provide a one - three sentence statement describing your interviewee's background circumstances, however, maintain the anonymity of your interviewee. Submit at Assignments under Course Tools and feel free to share your thoughts on this assignment at the Kitchen Table.

Exam. GRADED. This multiple choice exam will be constructed from the questions generated from the case presentations, class discussions at the Kitchen Table, and the readings. Students will have one attempt at the exam, a time-limit will be set, and the exam will be open book/open note. The exact number of items and the time-limit for the test will be announced no later than one day before the exam.

Evaluation:**Participation**

Introduction/Orientation	5
Posted picture on Roster	
Posted biographical statement (Mixer)	
Reply to (minimum) 3 Mixer bios	
Conversation Report Out	5
Daily Discussion Board Contributions	30
Kitchen Table/Small Groups	
Essay I	5
Essay II	5
Case Presentation	25
Exam	25
	Total 100

Grades in this course will be based on the quality and completion of all requirements listed above. As a graduate level course, you are expected to exhibit high quality work that demonstrates sound understanding of the concepts and their complexity. Your written work should reflect professional quality in spelling, grammar and composition. Earning an “A” represents work that is of exceptionally high quality and demonstrates superb understanding of the course material.

More specifically, the grading scale for the course is:

A	(93-100%)	A-	(90-92%)	B+	(87-89%)
B	(83-86%)	B-	(80-82%)	C+	(77-79%)
C	(73-76%)	C-	(70-72%)	D+	(67-69%)
D	(63-66%)	D-	(60-62%)	F	(below 60%)

Late Work: It is expected that course papers/projects will be submitted on the date due. Any student with extenuating or emergency circumstances that prevent submission on the due date should discuss his/her situation individually with the instructor. Late work will generally not be accepted, if accepted late work will receive a one-letter grade reduction regardless of circumstance.

ACADEMIC INTEGRITY

As members of the community of higher education, we are all subject to the standards of academic integrity. Students are subject to the Code of Student Conduct. Using another person’s words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty. Academic dishonesty is a violation of University policy. All students must become familiar with and abide by the University’s policy on academic integrity, which prohibits cheating and plagiarism. For more information about University policy see The University Policy Register at <http://imagine.kent.edu/policyreg/> Further, I direct your attention to the APA style manual for a statement on plagiarism and a helpful example of how to paraphrase. Finally,

Indiana University offers a useful guide regarding plagiarism:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

CALENDAR OF TOPICS AND ASSIGNED READINGS

This is a working calendar and may be subject to change at the instructor's discretion.

DATE	TOPICS	READINGS AND <i>POSTINGS/ASSIGNMENTS</i> DUE
		<p>RGG = Rothwell, Gerity, & Gaertner</p> <p>Cases are accessible in a folder labeled Cases found under Course Tools: Course Content</p> <p>(Podcasts) Several workforce development professionals have been invited to speak to the class via short podcasts. These will be available under Course Content or Weblinks when they are accessible. The highlighted podcasts are tentative and others may be added. It is to your benefit to view the podcasts as an enhancement to the course content.</p>
May 24	<p>Course Overview Introduction Navigating VISTA8</p> <p>The Role of Workforce Development (WD) Organizations and Integrating WD and Institutional Requirements</p>	<p>Syllabus RGG CHs. 1 & 4 (<i>Note that the day reading is due is the day it will be the focus of the Kitchen Table discussion, plan accordingly</i>).</p> <p>Essay I: Self Objectives Journal</p>

May 25	Navigating VISTA8 Strategic Business Planning	RGG CH. 2 Case A Posted picture on Roster Posted biographical statement (Mixer)
May 26	Higher Performance Workforce Development Organizations	RGG CH. 3 Reply to (minimum) 3 Mixer bios
May 27	Competencies for Workforce Developers	RGG CH. 5 Developing Partnerships (podcast)
May 28	Marketing Workforce Development Organizations and Sales Consultation	RGG CHs. 7 & 8
May 31	<i>Memorial Day Observed</i>	
June 1	Finance and Budgeting	RGG CH. 9 Budget Planning (podcast) Group B Case Presentation
June 2	Building Community Partnerships Relationships with WD Faculty, Staff, and Administrators	RGG CH. 6 & 10 Case B
June 3	Assessing Needs for Training and Nontraining Projects	RGG CH. 11 Ohio Skills Bank (podcast) Group C Case Presentation
June 4	Integrating Complex Training and Nontraining Projects	RGG CH. 12 Case C

June 7	Evaluating WD Efforts	RGG CH. 13 Quality Standards Handout Programming (podcast) Group D Case Presentation
June 8	Outsourcing Training	RGG CH. 14 Case D
June 9	Lessons Learned and Emerging Issues	RGG CH. 15 Group E Case Presentation
June 10	Course Wrap up	Case E Essay II
June 11	Finals	Exam