
HIED 6/76658
The Community College
Kent State University

Web-based • 03credits

Contacting the Professor: Use Blackboard LEARN 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 me using email, use subject line: HIED 7/66658 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 appointments to meet. Appointments can be made by email.

Syllabus

Catalog Description:

A study of the foundations, structure, programs and issues of community college education in the United States.

Course Description:

This course focuses on the history, mission, role, and issues of the American community college. In this course, we examine issues related to access, persistence, and institutional culture as well as the needs and composition of the diverse student body. The varied roles of student affairs professionals, administrators, and faculty as related to the organization, administration, and governance of the community college are considered. The successful student in this course will be able to identify and pose an approach to challenge for the American community colleges.

Expected Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Examine the history and development of the American community college.
2. Describe the purpose, mission, goals, and role of the American community college.
3. Describe the needs and the composition of the diverse community college students.
4. Assess and examine personal leadership qualities.
5. Develop plan of action addressing a contemporary issue faced by community colleges.¹

¹ Course objectives adapted from the work of Megan Palmer and Genevieve Shaker at Indiana University Purdue University Indianapolis, retrieved June 28, 2008, from <http://openedpractices.org/courses>.

General Information

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

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:

Cohen, A. M., Brawer, F. B., & Lombardi, J. R. (2008). *The American community college* (5th ed.). San Francisco: Jossey-Bass. ISBN: 978-0-17468-5.

Additional readings as assigned.

Recommended Text:

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

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.

Evaluation:

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>