

American Public University System

The Ultimate Advantage is an Educated Mind

Education

ADHE639

Community College Administration

Credit Hours: 3

Length of Course: 8 weeks

Prerequisites: ADHE601 Introduction to Higher Education Administration

Course Description (Catalog)

The community college setting provides unique challenges requiring conceptually relevant and expertise appropriate application of higher education administration. This course examines the history, philosophy, management functionality, and financial resourcing associated with community college administration and the effective navigation skills pertaining to the associated leadership responsibilities. Attention will be given to the preparedness of incoming high school students for college through the forging of relationships with secondary education providers, including dual-enrollment credit programs, and by consideration of graduation and retention rates at the community college level. The course will explore special issues related to the relationship of the community college to the local region and workforce, the role of community college online course instruction with regard to four-year for-profit and non-profit institutions, issues regarding student transfers to four-year institutions, consideration of potential administrative redesign for the future, and initiatives geared toward increasing student outcomes.

Course Scope

This course provides an overview of community colleges in the United States and their philosophy, function, organization. Students will have an opportunity to explore the basic concepts and latest trends in community college operations and administration as it pertains to students and the overall postsecondary environment.

ADHE Program Objectives Addressed in this Course

PLO1 - Integrate higher educational theories, history, philosophy, values, governance, economics, and policies into the professional practice of administration of higher education;

PLO2 - Create an effective learning environment that results in student success while honoring social and cultural diversity;

PLO3 - Implement appropriate leadership/management theories and concepts for the purpose of institutional advancement, stakeholder support, financial resource growth, community collaboration, and staff/faculty development;

PLO5 - Develop institutional policies that align with ethical and legal standards in response to current societal and cultural realities.

Course Objectives

In this course you will

- CO1 - Examine the historical and philosophical elements of the Community College expansion in the United States, along with the operational and managerial elements that have contributed to that expansion (PLO1, PLO2);
- CO2 - Assess the financial resourcing and operational considerations of a community college as these differ from a four-year for-profit or non-profit institution of higher education (PLO1, PLO3, PLO5);
- CO3 - Differentiate models of community college organization and governance in light of for-profit and non-profit contexts (PLO1, PLO3);
- CO4 - Appraise the role of a community college in relation to a local region and workforce (PLO2, PLO3);
- CO5 - Evaluate special issues related to community colleges, such as preparedness of high school students, relationship with secondary education providers, dual-enrollment credit programs, graduation and retention rates, transfer to four-year institutions, and online considerations (PLO2, PLO5);
- CO6 - Conclude the most appropriate navigation skills and administrative considerations for those who seek community college administrative roles (PLO1, PLO3, PLO5).

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to Discussion questions by Thursday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

Course Materials

Course Required Readings: See the Week Course Breakdown.

Cohen, A., Brawer, F., & Kisker, C. (2014). *The American community college* (6th ed.). Jossey-Bass.
<https://ebookcentral.proquest.com/lib/apus/detail.action?docID=1366278>

Reed, M. (2013). *Confessions of a community college administrator* (1st ed.). Jossey-Bass.
<https://ebookcentral.proquest.com/lib/apus/detail.action?docID=875802>

Recommended readings for the degree program:

Council for the Advancement of Standards in Higher Education <http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>

Students should read higher education journals and publications on a weekly basis. All of these publications have online formats:

Chronicle of Higher Education
Inside Higher Education
Diversity in Higher Education

Additionally, when preparing assignments, students should be aware of and seek references from the following:

Community College Journal

Community College Review

Community College Journal of Research and Practice

Journal of Applied Research in the Community College

New Directions for Community Colleges

Community College Research Center <https://ccrc.tc.columbia.edu/>

Evaluation Procedures

Paper: Write a 1250 word research paper on the significant role of the community college in the American higher education system focusing on a single state and its impact on access, economics, and community engagement. Your analysis should include a discussion of governance, student access, academic programs, and community impact. Title page, references/citations, and APA formatting are required.

Journal Article Analysis: Choose six (6) journal articles related to community colleges focusing on key topics discussed in class (e.g., history, governance, finance, leadership, student success, curriculum, workforce development, college readiness, developmental education, transfer preparation programs, etc.) In 250-500 words summarize and analyze the article discussing its relevance for today's community colleges. Be sure to include the APA citation for the article.

Signature Assignment: Write a minimum of 3000 word analysis of a community college, including its organizational structure, administrative leadership, academic programs, student services, workforce or adult education, and its role in the local community. Provide a written assessment of the findings and provide recommendations for enhancing the community college (ILO.SK.M.3 & SK.M.4).

Discussions: Students will join the Discussions each week. Students must post a reply to both weekly Discussions and reply to at least 2 other students for each Discussion. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due. Replies after the end of the week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the Discussions. Students should demonstrate their own knowledge in the Discussions and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each Discussion by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each Discussion by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the Discussion.
- All Discussions can be accessed in the Discussions section of the course.

Grade Instruments	% of Final Grade
Weekly Discussions	30%
Research Paper	20%
Journal Article Analysis	20%
Signature assignment	30%
Total	100%

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through Discussions and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

Participation and assignments should provide evidence of:

- Demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- Critical contemplation, e.g., "grapple" with issues and topics;
- Appropriate use of knowledge learned;
- Imaginative thinking and responses to challenges/problems/issues;
- Exploring underlying assumptions about the lifelong value of education and schooling;
- Clarity of expression and logical connection among ideas expressed;
- Writing that reflects precise and concise thinking;
- Excellent grammar, syntax, and spelling.

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/withdrawal Policy](#)

[Academic Dishonesty Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

[Academic Dishonesty Policy](#)

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the opinions of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The virtual classroom LMS may not fully support MIME or HTML encoded messages; thus, bold face, italics, underlining, and a variety of color-coding or other visual effects may not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it’s important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

Disclaimer Statement

Course content may vary from the outline to meet the needs of the class participants.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Grading Scale		
Grade	GPA / Percent	Description
A	4.0 / 100 - 94	Very high quality, clearly above average work
A-	3.67 / 93-90	
B+	3.53 / 89-87	
B	3.0 / 86-84	Expected performance level
B-	2.67 / 83-80	
C+	2.33 / 79-77	
C	2.0 / 76-73	
C-	1.67 / 72-70	Unsatisfactory
D+	1.33 / 69-67	Failing
D	1.0 / 66-64	Failing
D-	.67 / 63-60Weel	Failing
F	0.0 / 59-0	Failing

Weekly Course Outline

<u>Weeks</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1 The American Community College	<p>Course Introduction</p> <p>History, Philosophy, and Foundations of Community Colleges in the US</p> <p>Exploring the mission and educational roles of community colleges</p> <p>ILO-SK.M.1 SK.M.2 BI.M.1</p>	<ol style="list-style-type: none"> 1. Describe the history of the community college movement in America including the current and historical impact of changes within postsecondary education (CO1). 2. Evaluate the historical mission of the community college and its impact on local communities and their workforces. (CO5). 	See eReserves for Readings and Resources	<p>Welcome Discussion and Discussion 1: Significant Changes</p> <p>Assignment 1 is due by Sunday of Week 2.</p>
2 Organization, Governance, and Finances	<p>Organizational structures</p> <p>Governance patterns within community and two year colleges</p> <p>Financial considerations and limited funding sources</p> <p>ILO-SK.M.1 ILO-SK.M.3 SK.M.2 SK.M.4 BI.M.1 ILO-BI.M.3 CL.M.1</p>	<ol style="list-style-type: none"> 1. Examine the various local and statewide governance structures as well as the institutional organizational structure for the types of community colleges (CO3, CO4, CO6). 2. Differentiate between the funding models used for community colleges and compare how they differ from other types of institutions (CO2, CO3). 3. Describe the various funding sources beyond just tuition (e.g., fundraising, grants, local resources, etc.) (CO2, CO4). 	See eReserves for Readings and Resources	<p>Discussion 2: Public Community Colleges</p> <p>Assignment 1 is due by Sunday of week 2: The Community College in America</p>
3 Students: Access and Success	<p>Demographics of community college students</p> <p>Access and success in community college</p>	<ol style="list-style-type: none"> 1. Explain the many diverse types of students entering the community college and the reasons for attending (CO4). 	See eReserves for Readings and Resources	<p>Discussion 3: Challenges</p> <p>Assignment 2 is due by Sunday of Week 5.</p>

	<p>Student services and transfer preparation</p> <p>ILO-BI.M.2 ILO-SK.M.1 SK.M.2 BI.M.1</p>	<p>2. Discern student engagement, inclusiveness, and equity and the service based philosophy of the community colleges. (CO1).</p> <p>3. Analyze the important role that community colleges play in the overall success of their very diverse students (CO5).</p>		
<p>4 Faculty, Instruction, and Scholarship</p>	<p>Faculty quality and credentials</p> <p>Instruction and pedagogy in the community college</p> <p>Faculty scholarship and research</p> <p>ILO-SK.M.1 ILO-SK.M.3 SK.M.2 SK.M.4 ILO-BI.M.2 BI.M.1 ILO-IS.M.1 DL.M.2 DL.M.4</p>	<p>1. Analyze the role of scholarship, teaching, and service and how it differs from universities (CO1, CO3).</p> <p>2. Explain the instructional philosophies and pedagogies of community college faculty in their pursuit of helping students succeed (CO1).</p> <p>3. Analyze the challenges community college faculty face in legitimizing the academic rigor in their courses (CO1, CO6).</p>	<p>See eReserves for Readings and Resources</p>	<p>Discussion 4: Rigorous Courses</p>
<p>5 Blended mission and the curriculum</p>	<p>Transfer and General Education Curricula</p> <p>Career and Technical curricula</p> <p>ILO-SK.M.3 SK.M.4 ILO-BI.M.2 ILO-BI.M.3 CL.M.1</p>	<p>1. Differentiate among the multiple types of credentials offered by community colleges and they role they serve for postsecondary education (CO4, CO5).</p> <p>2. Examine the interconnected relationships of transfer, career, and technical programs (CO4, CO5).</p>	<p>See eReserves for Readings and Resources</p>	<p>Discussion 5: Prioritize</p> <p>Assignment 2 is Due by Sunday of Week 5: Journal Article Analysis</p>
	<p>Workforce Development mission</p>	<p>1. Examine the concepts of workforce development and the reasons why</p>	<p>See eReserves for Readings and Resources</p>	<p>Discussion 6: Education and Training</p>

<p>6 Community Based Educational Mission</p>	<p>Supplemental mission for continuing education</p> <p>Adult Education and remedial</p> <p>ILO-BI.M.2 ILO-SK.M.3 SK.M.4 ILO-BI.M.3 CL.M.1</p>	<p>community colleges work to meet these needs (CO1, CO4).</p> <p>2. Assess continuing education and professional development as a component of the educational mission of a community college (CO4, CO5).</p> <p>3. Evaluate the role the community college may play in adult education (both secondary and postsecondary) (CO4, CO5).</p>		<p>Assignment 3 (Signature Assignment) is due Friday of Week 8</p>
<p>7 College Readiness and K-12 Partnerships</p>	<p>College readiness</p> <p>Dual enrollment philosophy and programs</p> <p>Secondary institutional partnerships</p> <p>ILO-BI.M.2 ILO-SK.M.3 SK.M.4 ILO-BI.M.3 CL.M.1</p>	<p>1.Examine the key role that dual enrollment programs are playing in the readiness for college (CO4, CO5)</p> <p>2.Summarize how community colleges are working with secondary education systems to improve readiness for college and reduce the need for remediation (CO4, CO5).</p>	<p>See eReserves for Readings and Resources</p>	<p>Discussion 7: Remedial/Developmental Education</p>
<p>8 Community College in the 21st Century and Beyond</p>	<p>Future trends and prospects for community colleges</p> <p>Improving access to and completion of the bachelor's degree</p> <p>Statewide and institutional reinvention and restructurings</p> <p>ILO-SK.M.1 ILO-SK.M.3 SK.M.2</p>	<p>1. Explain the role community colleges should play in the future as higher education continues to evolve (CO1, CO6)</p> <p>2. Evaluate the progress community colleges are making in reinventing themselves for the 21st century and the challenges they face moving forward (CO1, CO3, CO6).</p>	<p>See eReserves for Readings and Resources</p>	<p>Discussion 8: Relevance of Community College</p> <p>Assignment 3 Due Friday at the end of Week 8: Community College Analysis</p>

	SK.M.4 ILO-BI.M.3 BI.M.1 CL.M.1			
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