

**The College of Education's Conceptual Framework**  
*Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities*

**Student Development Administration Program Organizing Themes**  
 •Understanding Students •Fostering Diversity •Ethics and Values •Environment and Culture •

# SDAD 559

## The American Community College

### Spring 2012

<b>INSTRUCTOR</b> Jonathan L. Brown, Ed.C. (Doc Candidate) Toni Castro, M.A. Loyola Building, Room Office Hours: After Class & by appointment (best way to reach us) Jonathan's Cell: (206) 380-0307 Toni's Cell (206) 300-9982	<b>COURSE INFORMATION</b> SDAD 559 (3 Credits) The American Community College Pigott 308 Thurs 6:00pm-8:40pm
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#### COURSE OVERVIEW

**PURPOSE AND RATIONALE:** The purpose of this course is to expose students to the historical, social, cultural, and political context of the American community college. The course focuses on the history and mission of community colleges, institutional structure and administration, policy issues, finance, instruction, student services, current initiatives and future trends in the context of Student Affairs. Using the Washington State Community and Technical College (WSCCTC) system as its primary example, this course will develop knowledge and understanding of the philosophy, foundation and evolution of community colleges and their function within the context of higher education in the United States.

**GRADUATE BULLETIN DESCRIPTION:** History, role, present status, diversity of populations served, student services, ethical issues, and future directions of the American community college.

#### COURSE OBJECTIVES, OUTCOMES & ASSESSMENT PROCEDURES

<i>OBJECTIVES</i>	<i>OUTCOMES</i>	<i>ASSESSMENT</i>
Understand the organizational, financial systems, and governance frameworks used in the Community Colleges.	Increase knowledge and develop a better understanding of the mission, role and function of the American Community College (CC) with a particular focus on the WSCCTC system.	In class activities and assessment of assignments 1, 3 and 4
Develop breadth and depth of knowledge of Student Affairs programs and services at two year institutions.	Demonstrate ability to design, implement and analyze a comprehensive program assessment for a student affairs department.	In class activities and assessment of assignments 2, 3 and 4.
Critically analyze the dynamics of inclusion, diversity and equity in the transformation of Community Colleges and informs current trends and future initiatives.	Demonstrate ability to discuss, assess, and address issues of diversity, equity, inclusiveness and social justice.	In class activities and assessment of assignments 2 and 4.
Familiarize students with the varied Student Affairs functions, programs and	To critically analyze and assess outcomes typical to a CC Student Affairs departments and present this to a practitioner audience.	In class activities and assessment of assignments 2 and 4

curricular offerings at Community and Technical Colleges.		
Construction of a robust community through collective engagement and learning.	Plan, implement and conduct a program review process in a team environment.	In class activities and assessment of assignments 1 and 4

This course supports the following SDA Core Learning Outcomes: demonstrate mastery of program knowledge base; understand students and student issues; understand and foster diversity; effective oral and written communication; successful teamwork; and adapt student services to specific environments and cultures.

**INSTRUCTIONAL METHODS**

This course will utilize a wide-array of instructional methods to meet the needs of a diverse learning community. Such activities include, but are not limited to: the Socratic method, guest speakers, discussion (large & small group), case study analysis, role playing, formal and informal presentations, peer review (oral, electronic, & written), reflective activities (group & individual), and use of multiple forms of technology (*ANGEL*).

**REQUIRED TEXTS & MATERIALS**

Cohen, A.M., & Brawer, F.B. (2008). *The American Community College (5th edition)*. Thousand Oaks, CA: Jossey-Bass.

Washington State Student Services Commission. (2008). *Student Services in Community and Technical Colleges: A Practitioner's Guide* (4th edition). Olympia, WA: Washington State Board for Community and Technical Colleges. 99 pages. No ISBN

Required readings not listed above will be posted on *Angel*

**REQUIREMENTS**

<b>Class Engagement</b>		<b>20%</b>
(Grading rubrics will be provided for each assignment on the class Angel site)		
<b>Assignment #1 Knowledge Contribution- Article Review</b>		<b>10%</b>
<b>Assignment #2 Reflection on a Career in Community Colleges</b>		<b>15%</b>
<b>Assignment #3 Course Content Synthesis</b>		<b>25%</b>
<b>Assignment #4 CC Mock Program Review and Site Visit</b>		<b>30%</b>
<i>Written Product</i>	<i>65%</i>	
<i>Presentation</i>	<i>35%</i>	
	<b>TOTAL</b>	<b>100%</b>

**Classroom Engagement (20%):** Participation and engagement are requisite components of the course. The course will have individual and group activities within (discussion, activities, peer review, etc.) and outside (reading, research and reflection) of the classroom setting. You are expected to come to class having read the weekly reading (30-50 pages) and prepared to discuss and engage in activities that will expand upon the material presented in the readings. You are required to bring weekly readings to class, as we will refer to them during our discussion and activities. Missing any class equates to missing roughly 10% of the course content; we therefore discourage any absences. Any student missing a class is required to submit an additional literature contribution assignment based on an article dealing with the content of the missed class (an acceptable, but not required choice is to review an article

that was submitted by a peer on your missed day). Students that miss more than one class must make up those classes by submitting these additional assignments.

**Assignment #1 Knowledge Contribution- Article Review (10%)**

All participants in our learning community will participate in building curricular resources to enhance our foundational knowledge of community colleges and become familiar with resources that support professionals and students at Community Colleges. After reviewing the syllabus, class members will choose and/or be assigned a course session in which they have a particular interest or that they would like to learn more about. During the quarter, each member will be expected to attend class on their assigned day prepared to share a journal article in class and provide a brief oral report of their contributed reading. In addition, students will post a copy of their one page summary, including a website reference or full text of their article to the class Angel site. **Date due: April 12.**

**Assignment #2 Reflections on a Career in Community Colleges (15%)**

As we complete our overview of the history, mission and structure of Community Colleges in the United States, class members will be asked to reflect on their foundational knowledge while imagining their own potential as a student development/higher education professional at a community college. Using AACC resources, the Chronicle of Higher Education, SBCTC or community college websites, students will provide a job description from a position announcement at a community college that they could potentially compete for upon completion of their graduate program. Class members will prepare a 2-3 page reflection paper outlining their personal pros and cons when considering such a position. Please share any insights or learning about community colleges from class readings and discussions that have informed your positive or negative considerations. Students will reflect on their personal career interests as well as the SDA core competencies that would be enhanced (or diminished) if they chose to pursue this career path. **Date due: May 3.**

**Assignment #3 Course Content Synthesis Paper (25%)**

Students will choose a topic (development, trend, offering, practice, or policy) relevant to student affairs in community colleges. Students will conduct a current literature and/or policy review to build a conceptual framework relevant to the topic; an interview with at least one community college (student affairs or related area) professional, in person or on by phone, regarding this topic in application at a community college. Utilize your source materials, interview and personal reflection to create a 7-10 page synthesis paper that addresses: an introduction of the relevant history of the topic, an analysis of the current condition and best practices related to this topic, and/or emerging transformations of the topic in the future of community colleges. **Date due: May 17.**

**Assignment #4 CC Mock Program Review and Site Visit (30%)**

Groups of four or five students will conduct a mock program review of a Student Services or related area at a WSCTC. First, choose a program readily within the CTC system and review standards and functions related to the program. Time will be allotted in class to work with peers and faculty to focus the topic, to discuss a site visit that allows the group to: visit the department that is responsible for the program, speak to professionals who provide the service, and review documents and processes that are used in the department. Using relevant standards to the selected program area, conduct a program review of no more than 5 pages, outlining the strengths, weaknesses, and opportunities of the program, including commendations and recommendations. Develop a class presentation that introduces the college, program, services, and findings to be shared in our final class session. **Date due: May 31.**

## GRADING

**A**

**A (95-100); A- (89-94)**

Students must be engaged in at least 90% of class sessions in their entirety and have demonstrated mastery of material to receive this grade (**no deadlines are missed**).

**B**

**B+ (86-88); B (82-85); B-(79-81)**

Students must be engaged in at least 80% of class sessions in their entirety and have demonstrated frequent mastery of material in all assignments to receive this grade (**1 or 2 deadlines are missed**).

**C**

**C+ (76-78); C (72-75); C-(69-71)**

Students must be engaged in at least 75% of class sessions in their entirety and have demonstrated infrequent mastery to receive a "C" grade (**more than 2 deadlines are missed**).

**D**

**D+ through D- (59-68)**

Students must be engaged in at least 65% of class sessions in their entirety and have demonstrated infrequent to little mastery to receive a "D" grade (**more than 3 deadlines are missed**).

**F**

**F (Below 68)**

Students who engage in less than 65% of class sessions in their entirety and have not demonstrated comprehension, nor mastery (**more than 4 deadlines are missed**).

*Grades of C- or below will not count toward graduate degree or certificate. Some programs require a grade of a B or better or a course must be repeated.*

When a student is borderline between two grades (e.g., B+ or A-), class participation will weigh in the final grade.

**Communication:** Email is the best way to reach instructors. When possible, we will respond to your email within 48 business hours. Please note that we do not check the Angel email box on a regular basis. If you use the communication function in Angel to email, please check the box that will send your message to the internet mail so that we receive your email in a timely manner. If in doubt, don't hesitate to call.

You are required to check your SU email and the course Angel site [Announcements] by 1:30 p.m., on the day of class to ensure that you will meet and receive any last announcements for the course.

**Assignment Format & Submissions:** All assignments are to be uploaded on Angel as one document and be in APA format, unless stated otherwise. Special attention will be paid to citations and reference pages. In addition, all assignments should include (1) a cover page, (2) page numbers, and be (3) double-spaced in 12 point font (Times New Roman, preferred) with 1" margins.

**Illness/Emergencies/Unexpected Absences:** Emergencies happen. When possible, please email both instructors ASAP if an illness, emergency or unforeseeable circumstance arises and you cannot attend class. As part of our learning community, consult with your classmates first regarding missed notes and assignments. Thereafter, if you still have questions, please contact the instructor.

**Late/Missed Assignments:** All assignments are due on the date assigned, as indicated in the syllabus unless other arrangements have been negotiated with the instructor. Assignments not turned in during the first 10 minutes of class on the due date will be penalized one-half grade per day late (A to A-, etc.) and will not be accepted after 5 days. Emailed assignments will not be accepted without prior permission. In addition, you will only receive credit for work completed.

**UNIVERSITY/COLLEGE OF EDUCATION POLICIES**

**DISABILITIES:** If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

**ACADEMIC INTEGRITY POLICY (including plagiarism):** Includes the issue of plagiarism and using assignments from prior classes in a subsequent class without the permission of the instructor of the subsequent class. The Academic Honesty Policy of the university is available from the COE web site "Academic Integrity 2011-13" at the following URL: <https://www.seattleu.edu/registrar/Policies.aspx>.

**GRADING GRIEVANCE:** This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. A copy of this grading grievance policy and procedure document "Academic Grading Grievance 2004-07" can be found at the following URL: <https://www.seattleu.edu/registrar/Policies.aspx>.

**PROFESSIONAL CONDUCT POLICY:** The purpose of this policy is to define the appeal policies and processes related to the following decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. A copy of the Professional Conduct policy "Professional Conduct 2011-12" can be found using the following URL: <https://www.seattleu.edu/registrar/Policies.aspx>.

**SCHEDULE OF ACTIVITIES & ASSIGNMENTS**

*Please note: This is a tentative schedule that is subject to change*

	Date	Topic	Required Readings [Chapters and other Assignments]	Assignments Due *and sign ups for class	Guests Speakers
1	29-Mar	Course Overview: The Open – Door Community Colleges	Syllabus, Assignment Directions	*Sign up for Assignment #1 *Student Information Sheets	
2	5-Apr	History, Mission, Evolving Priorities and Trends	Cohen & Brawer, Chapter 1&14	*Assignment #4 Groups Announced	
3	12-Apr	Funding, Governance, and Legislative Issues: The New Normal	Cohen & Brawer, Chapters 4 &5 Practitioners’ Guide Chapter 23&24	<b>Assignment #1- Written Report Due</b> (oral reports will be made throughout the quarter)	Chris Reykdahl, Michelle Andreas
4	19-Apr	Student Services: Organization, Mission, Structure & Functions	Cohen & Brawer, Chapter 7 Practitioners’ Guide Chapter 2		
5	26-Apr	Institutional Transformation: Cultural Competent Leadership and Addressing the Needs of Diverse Students	Cohen & Brawer, Chapters 2, Practitioner’s Guide Chapter 13&19 Reinventing the Open Door, Chap 2		
6	3-May	Student Development Theory and Practice: The Power of Leadership and Engagement	Cohen & Brawer, Chapter 10 Practitioners’ Guide Chapter 6	<b>Assignment #2 Due</b>	
7	10-May	Instruction: Teaching and Learning, Programs and Workforce Development	Cohen & Brawer, Chapters 3, 6 & 9		Kayleen Oka, Bob Hughes, Rolita Ezeuno
8	17-May	The SSAO Experience: Navigating the Political Landscape & Careers in CC Student Affairs	Cohen & Brawer, Chapter 12 & 13 Practitioner’s Guide 1	<b>Assignment #3 Due</b>	Rhonda Coates, David Pelkey, Tonya Drake David Wain Coon, Jean Hernandez, Nicola Smith
9	24-May	Emerging Expectations for Community Colleges: Accountability on the 21 <sup>st</sup> Century Road Map	Cohen & Brawer, Chapter 8 & 11 Reinventing the Open Door, Chapter 12		
10	31-May	Final Presentations		<b>Assignment #4 Due</b> Administer faculty evaluations	
11	7-Jun	Final Presentations- if needed			