

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS**

Course Prefix and Number: CCL 8113

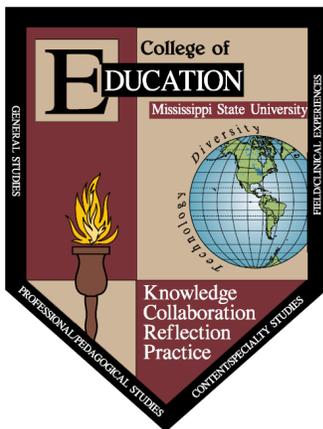
Course Title: Community College History and Philosophy

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: Three hours lecture. Objectives of the community college, philosophical/historical bases, changing roles, issues in higher education/workforce development/economic industry.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

To successfully complete the course, students are expected to achieve the following specific objectives.

1. The student will become acquainted with the original concept of the community college. (CFPO 3)

2. The student will learn and analyze how and why community colleges were formed. (CFPO 3)
3. The student will learn and analyze how community colleges evolved from their early beginnings into the network of today. (CFPO 3)
4. The student will evaluate and analyze the effect community colleges have on the communities in which they reside. (CFPO 3)

Topics Covered:

Content Area Sections	Course Outline
Welcome and Introductions	Click on the Discussion Board tab and introduce yourself by
1. Founding, Growth, and Development A. Historical events B. Mission	Read text Chapter 1 Review materials for this section under the Lectures tab ¹ Communicate with instructor and other students as needed Participate in Discussion Board Session ² Do Article Critique Assignment ³
2. Internal Structure A. Students B. Faculty	Read text Chapters 2-3 Review materials for this section Communicate with instructor and other students as needed Participate in Discussion Board Session by Do Quiz 1 (Chapters 1-3) ⁴
3. Career Function: Vocational and Technical Education A. Terminology B. Growth C. Focus	Read Chapter 11 Review materials for this section Communicate with instructor and other students as needed Participate in Discussion Board Session Do Presentation Assignment
4. Developmental Education (Remedial) Function A. Growth B. Programs C. Effects	Read Chapter 8 Review materials for this section Communicate with instructor and other students as needed Participate in Discussion Board Session Do Community College Review Assignment
5. Community Education Function A. Types B. Effectiveness C. Organization	Read Chapter 12 Review materials for this section Communicate with instructor and other students as needed Participate in Discussion Board Session Take Quiz 2 (Chapters 8, 11, 12)
6. Collegiate function A. Liberal arts B. Transfer C. Articulation	Read Chapter 9 Review materials for this section Communicate with instructor and other students as needed Participate in Discussion Board Session Do Book Review Assignment

7. Social Role A. Social B. School C. Critics	Read Chapter 13 Review materials for this section Communicate with instructor and other students as needed Participate in Discussion Board Session Do Annotated Bibliography Assignment
8. Future Outlook A. Technology B. Trends C. Diversity	Read Chapter 15 Review materials for this section Communicate with instructor and other students as needed Participate in Discussion Board Session Take Quiz 3 (Chapters 9, 13, 15)
Exam (1, 3 hour online exam)	Take final exam

¹Lecture outlines for each chapter are located under the Lectures tab on the myCourses site.

²Prompts for the Discussion Board are located under the Discussion Board tab. You are required to post at least 15 meaningful comments to the Discussion Board throughout the semester.

³Information about each project is located under the Assignments tab. Please also submit the assignments as attachments there. Assignments will be accepted late, but five (5) points may be deducted from the grade for each day the assignment is late. You may turn in assignments early, but I will grade them after the due date has passed.

⁴Each quiz will consist of multiple-choice and true/false questions related to the materials you have read. After all students complete each quiz, I will review the class performance on each question and will provide remedial instruction for the questions that many students missed. You will have three hours to complete each quiz. You will not be allowed to make up a missed test. You will be allowed to substitute your grade on the final exam for one quiz if the final exam grade is higher; if you miss a quiz, the final exam will replace that grade. If you miss more than one quiz, you will get a zero for the other missed quizzes.

Required Texts:

Cohen, A. M., & Brawer, F. B. (2014). *The American community college* (6th ed.). San Francisco, CA: Jossey-Bass.

Methods of Instruction:

The content will be delivered through myCourses. Methods of instruction include assigned readings in required text and supplemental materials; multimedia presentations; communication via email and/or telephone; structured discussion; quizzes; real-world learning projects; exam; and use of technology.

Suggested Student Activities:

- Read the textbook as well as supplemental readings such as journal articles. View PowerPoint lecture outlines.

- Communicate with the instructor and with other students as needed.
- Participate in online discussions.
- Complete assignments.
- Complete online quizzes and a final exam.

Mississippi State University Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Please see <http://students.msstate.edu/honorcode/> for more information. *Examples* of actions especially applicable in the online environment that I deem inappropriate include students who have taken a test and students who have not taken a test discussing the content of the test, making a copy of any or all test questions, pasting in materials from other sources for your answers to tests, working together on projects and other assignments unless group work is specified, and posting others’ ideas to the Discussion Board without giving proper credit.

Technology:

Technology will be used extensively in the course since it is taught online. Students will retrieve information and presentations, review the requirements for and submit assignments, take quizzes and the exam, participate in discussions, and communicate with the instructor using myCourses.

Diversity:

Diversity will be addressed in readings and course activities.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor or visit Student Support Services at <http://www.sss.msstate.edu/> or (662-325-3335) for more information.

Field Component:

There will not be a field component.

Evaluation of Student Progress:

Evaluation will include the items listed below. The due date for each item is listed above and on the *myCourses* site. Students' grades are based on the following.

Participation in on-line discussions	10%
Quizzes (3)	30%
Final exam	10%
Assignments (5)	50%

Grading is on a 10-point scale as follows:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = Below 60

Bibliography:

These books and articles may supplement the text and PowerPoint lecture outlines listed above. Please read them as you have time and interest.

Alexander-Snow, M. (2004). Dynamics of gender, ethnicity, and race in understanding classroom incivility. *New Directions for Teaching and Learning*, 99, 21-31.

Bangert, A. W. (2004). The seven principles of good practice: A framework for evaluating online teaching. *The Internet and Higher Education*, 7, 217-232.

Bransford, J., Brown, A., & Cocking, R. (eds). (2000). *How people learn: Brain, mind, experience and school*. Washington, D.C.: National Academy Press, 51-78.

Chapman, K., Davis, R., Troy, D., & Wright L. (2004). Academic integrity in the business school environment: I'll get by with a little help from my friends. *Journal of Marketing Education*, 26(3), 236-249.

Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.

DeWinstanley, P., & Bjork, R. (2002). Successful lecturing: Presenting information in ways that engage effective processing. *New Directions for Teaching and Learning*, 89, 19-31.

Ezzedeen, S. R. (2008). Facilitating class discussions around current and controversial issues: Ten recommendations for teachings. *College Teaching*, 56(4), 230-236.

Filene, P. & Bain, K. (2005). *The joy of teaching: A practical guide for new college instructors*. Chapel Hill, NC: The University of North Carolina Press.

Greene, L. (2005). Questioning questions. *The National Teaching and Learning Forum*, 14(2), 1-5.

Johnson, D. W., Johnson, R.T., & Smith K.A. (1991). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Co.

Kloss, R. (1994). A nude is best: Helping students through the Perry scheme of intellectual development. *College Teaching*, 42(4), 151-154.

- Kramer, G. (2000). Advising students at different educational levels. In *Academic advising: A Comprehensive Handbook*, Gordon, V., & Habley, W. (Eds.), San Francisco: Jossey-Bass, 84-104.
- Lowman, J. (1995). What constitutes exemplary teaching? *Mastering the Techniques of Teaching*, 2nd ed. San Francisco: Jossey-Bass, 1-37.
- Moore, A. H., Fowler, S. B., & Watson, C. (2007). Active learning and technology: Designing change for faculty, students, and institutions. *Educause Review*, September/October, 43-60.
- Nilson, L. B. (2003). *Teaching at its best: A research-based resource for college instructors*, 2nd Edition. Bolton, MA: Anker Publishing.
- Ory, J. (2003). Faculty thoughts and concerns about student ratings. *New Directions for Teaching and Learning*, 87, 3-15.
- Palloff, R. M., & Pratt, K. (1999). *Building learning communities in cyberspace*. San Francisco: Jossey-Bass.
- Parkes, J., Fix, T., & Harris, M. (2003). What syllabi communicate about assessment in college classrooms. *Journal on Excellence in College Teaching*, 14(1), 61-83.
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231.
- Reis, R. M. (1997). *Tomorrow's professor: Preparing for academic careers in science and engineering*. New York: IEEE Press.