Mary Lou Fulton
ASU Teachers College
Arizona State University

HED 634: The American Community College
Spring 2025, Session B
Class #33654, #33657
March 17, 2025 -Tuesday, May 6, 2025

COURSE INFORMATION

Instructor Information
Lead Instructor: Jana Schwartz, Ph.D.
ASU Email: jana.schwartz@asu.edu or janaschwartz@gmail.com
Phone: 480-620-7024
Office Hours: Via Zoom By appointment or Monday, 5:30-6:30pm (MST-Phoenix)

Co- Instructor: Jana Schwartz, Ph.D.
ASU Email: Dennis.Mitchell@asu.edu

Course Description
Philosophy, history, curriculum, faculty, students, organization, financing, research, policy and current issues
(http://www.asu.edu/catalog/).

Prerequisites
None

Course Format
This class will be conducted as an online learning course, including but not limited to online discussions,
written papers, and applied projects. For an accelerated 7.5 week session, a student should be prepared to
spend approximately 15-18 hours a week on coursework for a 3-credit class.

Course Texts, Materials, and Resources
Required Course Text
There is no textbook for this course. All course content is located in, or is linked from, the course site.

Required Materials and Resources
Access to a computer or device that can record audio/video is required. See the "Technology
Requirements and Skills" section in this document for additional technology requirements.

Provided Materials and Resources
ASU Online Course Materials are available via My ASU in the My Classes area. All ASU students have
free access to this web resource, including the ASU Learning Management System.
- For help accessing the online course materials, including logging on, submitting work,
  troubleshooting, etc., please refer to My ASU Service Center or the Help link located within the
  Learning Management System.
- To monitor the status of campus networks and services, please visit the ASU System Health
  portal.

- [My Apps](#) provides free software tools, including free virus scan software, online applications, and information about discounted software for purchase.
- Zoom - Zoom is a video conferencing and collaboration tool.

Articles and references to support the classroom and discussion forum exercises can be found with these additional links/resources:

Community College Research Center at Columbia University: http://ccrc.tc.columbia.edu/
American Association of Community Colleges:
http://www.aacc.nche.edu/Publications/Briefs/Pages/default.aspx
Community College Journal of Research and Practice: http://www.tandfonline.com/toc/ucjc20/current
Journal for Applied Research in Community Colleges: http://www.ncccrp.org/page.asp?page=981

Additionally, while we will be consulting relevant and important literature on higher education leadership and community colleges during our course work, it is important that students learn to stay current within the dynamic landscape of higher education. It is recommended that higher education students sign up for FREE daily updates to the following higher education resources:
Inside Higher Ed: https://www.insidehighered.com/newsletters
The Chronicle of Higher Education's Academe Today: https://www.chronicle.com/account/newsletters
Diverse Issues in Higher Education: https://responses.diverseeducation.com/DiverseDaily

Course Student Learning Outcomes (CLO)

This course is designed to provide an overview of American community colleges. Upon completion of this course, students will be able to:

1. Identify and articulate the philosophy and mission of community colleges
2. Understand the social and educational forces that contributed to the development of community colleges, as a segment of higher education in the United States
3. Describe the students who enroll in community colleges
4. Demonstrate familiarity with the governance, structure and organization of community colleges, including the methods by which they are financed
5. Understand major instructional programs and modes of instructional delivery offered by community colleges
6. Explain other (non-instructional) programs and services offered by community colleges
7. Describe the faculty and staff who work at community colleges
8. Locate and use books, journals, periodicals, websites, organizations, and other resources about community colleges
9. Articulate the current issues (challenges and opportunities) faced by community colleges
10. Identify future trends at community colleges

Student Learning Outcomes
- PLO 1: Describe the complexity, diversity, and contemporary issues of higher education systems, institutions, policies, and individuals   - SLO 1: Identify the different types of higher education institutions.   - SLO 2: Articulate contemporary higher education issues   - SLO 3: Recognize the impact of policies on higher education.   - SLO 4: Analyze and address emerging challenges facing higher education.

- PLO 3: Demonstrate creative and innovative approaches to solving problems within global higher education systems
    - o SLO 2: Recognize the importance of connections with colleagues and programs in other institutions.

- PLO 5: Serve the social, material, and intellectual needs, desires, and success of people and lands, locally and globally
    - ○ SLO 2: Design programmatic and policy-based initiatives that attend to the needs, desires, and success of people and lands

Course Assignments

DUE DATES: All assignments are due before 11:59 p.m. (Arizona time) on the last day of the module in which they are assigned, unless otherwise noted.

Assignment and Description	Course Outcomes Addressed	Score/Points
INTRODUCTION TO COLLEAGUES		**30 pts**
SETTING YOUR OWN LEARNING GOALS		**20 pts**
TIMELINE: HISTORY OF COMMUNITY COLLEGES	PLO 1 CLO 1, 2	**30 pts**
DISCUSSION POSTS SWOT Analysis Weekly Submissions: 20 points per post; 5 points/response (2 responses) Total: 30 points/post for 4 discussions	PLO 1 -SLO 2, 3, 4 PLO 5 -SLO 2 CLO 3, 4, 5, 6, 7, 9, 10	**120 pts**
COMMUNITY COLLEGE LEADERSHIP PAPER	PLO 1 -SLO 2, 3, 4 PLO 3 -SLO 2 CLO 7, 9, 10	**100 pts**
COMMUNITY COLLEGE RESEARCH PROJECT Topic Exploration/Annotated Bibliography Research Presentation/ Responses to Presentations (required responses to two peer's projects) * additional extra credit for a third response	PLO3 PLO 5 CLO 8, 9	**200 pts** 50 pts 150 pts
COMMUNITY COLLEGE SWOT ANALYSIS	PLO 1 -SLO 2, 3, 4 PLO 5 -SLO 2 CLO 3, 4, 5, 6, 7, 9, 10	**200 pts**
TOTAL		**700 pts**

Please Note: The major assignments for this course will be automatically routed through Turnitin, a web-based plagiarism detection service. This service generates an originality report that identifies all material in the student paper that appears to be derived from other sources, including both sources that are properly acknowledged and cited and any that are not. The report will be reviewed before your assignment is graded.

Tentative Course Schedule
Please refer to the separate course schedule.

Signature Assignment
A signature assignment provides direct evidence of student achievement and progress. The signature assignment in this course is intended to assess important skills and abilities and to identify areas of strength and challenge; it is meant to be cumulative and to help instructors review a student's progress towards the course outcomes. Signature assignments also serve as a component of the program assessment. Your signature assignment will be submitted to the course site.

The signature assignment for this course is the Community College Research Project. In this course, you should learn as much as you can about community colleges and continue to develop your skills in research, writing, and presentation. You need to know how to locate information and research about community college students and employees, programs and services, policies and issues.

Graduate students should be able to articulate their thoughts clearly and appropriately reference their work, and this assignment gives students an opportunity to practice those skills. It also gives you an opportunity to present to your peers, in preparation for other presentations that are part of this graduate program and which you'll give throughout your career in higher education.

This assignment will provide you with an opportunity to learn more about your specific interests related to the course topic, while giving others in our class a chance to learn more about the course topic too.

STUDENT SUCCESS
To be a successful student in an online course, you must:

- check the course daily for announcements and messages;
- communicate regularly with your instructor and peers;
- create a personalized study and/or assignment schedule, allowing for adequate time to complete coursework;
- complete assignments by the due dates specified; and
- keep copies and backups of all work in process and work submitted.

The instructor or co-instructors in the course reserve the authority to require you to use supplementary services at ASU at no additional cost to maximize your chances of success in this course. See the University Academic Success Programs for more information.

Resources and Accessibility
The Resources page on the course site contains information on how to access various support options for online students, including writing guides, contacting the writing center, career mentoring, etc. The Accessibility page shares details about accessibility features, the importance of equal technology opportunities, and accessibility statements for tools used in the course.

GRADING PROCEDURES
Grading Scale

A	90% - 100%
B	80%-89%
C	70-79%
D	60-69%
E (Failure)	59 % and below
EN (Failure)	Failed, Never participated
EU (Failure)	Failed, Did not complete

There are no plus/minus grades in this course.

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments along with written feedback will be available within 7 days of the assignment due date.

Communicating with your Assigned Instructor
To maintain small communities of learners, by the end of the first day of class, you may be assigned to a small group of students. Each group will be assigned to the lead instructor or a co-instructor. Your assigned instructor will be your main point of contact for the course. They will grade your work, provide feedback on your assignments, and respond to any questions you have about the course or content.

All questions should be addressed to your assigned instructor, and if necessary, your inquiries will be redirected to the lead instructor. To receive the fastest response, please contact your assigned instructor via email, or the Inbox link. Your assigned instructor will inform you of his or her schedule for checking emails, but most instructors check email at least once during a 24-hour period. If you would like to talk by phone, please provide a phone number in your request for a meeting. If you have not received a response within 24 hours, please follow up with your assigned instructor to ensure that your initial message has been received.

Attendance and Participation
It is critical that students log on to the course a minimum of 2-3 times a week to meet multiple assignment due dates and allocate the amount of time necessary to complete the required work in each module. If you need to plan professional or personal travel during the course, please ensure you have continuous access to a reliable Internet connection. Online learning offers flexibility, however, the accelerated nature of the course requires students to fully engage and participate during the class offering.

Each module's materials are made available to students one week ahead of the actual module start date, thereby allowing students to work actively on the current module and also preview the upcoming module and work ahead if interested. In addition, the course schedule provides a list of module readings so that you can read ahead to prepare for upcoming assignments and activities. For courses that require student-student interaction (e.g., online discussions or peer review), a student may lose points for those activities if unable to respond to peers as specified in the assignment requirements.

Please note, a grade of EN (Failed, Never participated) will be assigned to students who remained enrolled but

never participated in an academically-related activity for the duration of the course.

Course Expectations
Course expectations reflect those of university/graduate-level/doctoral-level coursework. Students are expected to participate in all class activities to demonstrate fulfillment of the course objectives, as well as produce high-quality written products. You will be expected to utilize the course readings in a manner that allows you to gain fluency with the material and to contribute to a scholarly conversation on the designated topics.

This course upholds the expectation that all submitted contributions will be of professional quality. Unless specifically stated, all assignments should conform to the APA Style, including the use of a 12-point font, in-text citations, and a reference list. Please visit the Purdue Online Writing Lab (OWL) for APA Style information.

All graded work will in part be evaluated based on proper English conventions, spelling, grammar, organization, and comprehensiveness. Students who have difficulty in the area of writing will be referred to the ASU Writing Center in an effort to help students to strengthen this essential professional skill.

Late and Missing Assignments
Students must submit assignments by the due dates indicated in the course schedule (Arizona time).
Life Happens. If you need an extension, please reach out to your assigned instructor *prior* to the deadline. On all assignments, we can typically find a way to account for life's unexpected circumstances. If you do not reach out your assigned instructor ahead of time and submit your assignment more than 3 days late, you can be awarded no more than 75% credit. If you do not submit an assignment or participate in an activity, you will not receive credit. All discussion posts must be submitted on-time to receive credit as your participation is necessary to support your peers' opportunities to learn with you.

Collaborative Work
The student must independently complete all assignments, tests, activities, etc., unless specifically stated otherwise. In situations where collaboration is part of the assignment, the expectations will be clearly stated in the assignment overview. In all collaborative efforts, you must work only within your assigned group, and you must include the names of all individuals who worked on the submitted assignment. These two minimum requirements for collaborative assignments must be met or the work will not be accepted.

PROGRAM AND COURSE POLICIES

Technology Requirements and Skills
This course requires access to a computer or device with:

- Internet access, preferably with a high-speed connection
- A web browser (For the best experience, use Chrome, Mozilla Firefox, or Safari. Internet Explorer is not recommended.)
- Adobe Acrobat Reader (free)
- Microsoft Office, or the ability to work with Word, Excel, and PowerPoint documents
- Speaker, microphone (optional), and webcam (optional)
- Access to technology to create and upload videos for assessment and feedback
- Access to your ASU email account via My ASU
- Access to Google Drive via My Drive via My ASU, where you can create and share Google documents, presentations, spreadsheets, and more.

Technology Backup
It is the student's responsibility to have a backup procedure for course assignments.

Email
ASU email is an official means of communication among students, faculty, and staff. All instructor

correspondence will be sent to your ASU email account. Students are expected to read and act upon email in a timely fashion, within 24 hours where possible. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. Should you choose to set up email forwarding to a personal or other email account, any links to course materials must be accessed through your official ASU email account to ensure authorization. You can confirm your ASU email and forwarding address by going to My ASU, clicking on the Profile tab, and selecting ASU Email Forwarding.

Drop and Add Dates/Withdrawals
This course follows a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Please refer to the ASU Academic Calendar for relevant deadlines, and consult with your academic advisor in the Office of Student Services on how to proceed. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and Grade of Incomplete.

Grade Appeals
The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the Grade Appeal Policy and Process.

Course/Instructor Evaluation
Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/co-instructor.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to:

- help faculty improve their instruction;
- help administrators evaluate instructional quality;
- ensure high standards of teaching; and
- ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted.

Copyright Notice
Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

Student Conduct

Student Online Conduct and Professional Behavior
Appropriate online behavior, also known as netiquette, is defined by the instructor and includes all electronic communication in the course. Inappropriate contributions may be deleted by the instructor and, if relevant, no credit given. The instructor reserves the right to determine whether a post or other entry is unsuitable.

It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students in the online classroom. If at any time a student's behavior does not meet the standards delineated in the class syllabus, Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy, or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

Handling Disruptive, Threatening, or Violent Individuals
Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. For further information, please visit ASU's policy on Handling Disruptive, Threatening, or Violent Individuals.

Self-Plagiarism
Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

Academic Integrity/Plagiarism
Students are expected to act with honesty and adhere to the university's Student Academic Integrity Policy. Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

Prohibition Against Discrimination, Harassment, and Retaliation
Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the Applicability section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action. Reference the Academic Affairs Manual for more information.

Title IX
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at Sexual Violence Awareness, Prevention and Response.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services.

Electronic Communication
Acceptable use of university computers, Internet, and electronic communications can be found in the Student Code of Conduct and in the university's Computer, Internet, and Electronic Communications Information Management Policy.

Accommodations

Disability Accommodations for Students
Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Student Accessibility and Inclusive Learning Services (SAILS). Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

Religious Accommodations for Students
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. For further information, please visit ASU's policy on Accommodation for Religious Practices.

Military Personnel Statement
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes, depending on the timing of the activation. For further information, please visit ASU's policy on Military Activation of Students.

Missed Classes Due to University-Sanctioned Activities
Students who participate in university-sanctioned activities that require coursework or due dates to be missed should be given alternative due dates considerate of their time away. Instructors should attempt to provide opportunities for alternative due dates, either before or after the absence from class participation, in accordance with any academic unit or college requirements which may apply. Absence from class participation due to university-sanctioned activities does not relieve students from responsibility for any part of the coursework required during the period of the absence. The student should inform the class instructor early in the session of any required absences and make arrangements for alternative due dates within a reasonable time. Additionally, the specific activity program coordinator should, as early as possible, provide the

college-designated individual with the schedule of any student who may be absent from class participation because of a university-sanctioned activity. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

UNIVERSITY SERVICES

Mary Lou Fulton Teachers College is invested in the holistic success of students. Students who need help or have concerns about themselves or a peer should complete a [Supporting our Students (SOS) form](#). MLFTC provides academic support and tutoring, job-seeking resources, financial assistance, wellness coaching, and support with student concerns.

[ASU Office of Diversity, Equity and Inclusion](#) and the [Office of Inclusive Excellence](#) is dedicated to supporting and fostering a culture of inclusiveness, promoting and assisting with equal opportunity and diversity initiatives.

Educational Outreach and Student Services

ASU Educational Outreach and Student Services (EOSS) is committed to continuing to support all current and future students to create an optimal environment for learning and provide timely and responsive service to all Sun Devils. The following support services are available.

- [ASU Counseling Services](#) provides counseling and crisis services for students who are experiencing a mental health concern
- [ASU Health Services](#) is dedicated to the well-being and educational success of each individual student by providing high-quality health care that is accessible, affordable and compassionate
- [Basic Needs Resources](#) and [Student Advocacy and Assistance](#) provides guidance and assistance in connecting students with campus and community resources as well as additional access to one-on-one guidance in resolving personal challenges and concerns.

Academic Coaching

The MLFTC academic coach is here to help you reach your full potential as a student. The academic coach provides students with advice and strategies in a number of areas, including: academic writing, APA, time management, study strategies, and test taking skills. For more information and to schedule an appointment, please visit [Academic Coaching](#).

Tutoring

Tutoring is available for **all** students on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis, Appointments are not taken. For a full list of sites and courses, visit [Academic Support](#). Math and Statistics tutoring is only available for undergraduate students. Graduate student support is [Online via zoom](#). [MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

MLFTC also has its own dedicated math mentors. Our math mentors are here to support you with a range of courses, including: MAT 117, 142 and MTE 280, 281, 301 and more. To schedule a one-to-one appointment, please visit [calendly](#). Questions about math mentoring can be directed to the Academic Coach, Lauren Lee: lauren.lee.1@asu.edu

Writing Center

The [Writing Center](#), located on all ASU campuses and online, offers free tutoring for all enrolled students. Appointments are also available. All writers, including undergraduate and graduate students, can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

Student Purchases
Discounted pricing for students purchasing select technology items may be available through the ASU Bookstore or online. Visit the [ASU Bookstore](#), and select Store News & Offers.
Hardware and Software Support
[ASU Technology Studio](#) provides support to students on all four campuses for hardware, software, operating systems, security, networking, etc.
360 Life Services
Access a suite of free services, including counseling, clinical care, personal care, and legal and financial assistance via ASU's [360 Life Services](#)

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.