CSUDH Banner

Extendeded Education Banner

**The Community College – Online format**

**Course Number**: GED **Course Name:** The Community College

**Units:**  2.0 **Instructor**: Rodger McGinness, Ed.D.

**Who Should Take This Course**

CSUDH offers a three-course Certificate in Community College Teaching for those who would like to explore the option of a career in community college instruction.

**The Community College Teaching Certificate Program (CCTC)**

The certificate program is designed to enhance the skills, and thereby the employability, of the potential community college instructor. Students must either be enrolled in a graduate program, possess a master's degree in a subject area taught at the community college level, or be currently employed as an instructor in a community college. The CCTC consists of three courses:

1. GED549 – The Community College
2. GED548 – Effective College Teaching
3. GED592S – **Independent Study - Community College Teaching Internship**

**Entry skills**

Masters Degree or currently teaching community college level courses

**Course Organization**

The course runs four (4) weeks. One learning unit is assigned each week. Each learning unit covers several chapters in the text. The text consists of fifteen chapters and an appendix.

**Content of the Learning Units**

Each of the four learning units consists of a uniform organization of assignments. Standard assignments include:

1. ASSIGNED READINGS – assigned chapter readings in the text
2. READING CRITIQUES – written critique(s) of text material relevant to each assigned reading
3. WRITING ASSIGNMENTS – application of dynamic topics covered in the learning unit
4. INTERNET ASSIGNMENTS – topics of study available through Internet search
5. CAREER APPLICATION – designed to provide experience in preparation for the job interview
6. CASE STUDY – real situations that create the context for critical thinking and application of theory
7. WEEKLY DISCUSSION – asynchronous post of individual perspective on various current affairs

**Student Learning Outcomes**

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| --- | --- |
| **PROGRAM LEVEL** | **COURSE LEVEL** |
| Explain the mission, philosophy and organizational structure of the California Community College | 549 Evaluate the mission of the CCC as it is supported by the course or courses the student intends to teach.  549 Analyze and explain the organizational structure of a CCC.  549 Evaluate shared/participatory governance, accreditation, and college funding. |
| Display ethical behaviors and professional attitudes in the work place in relation to students and colleagues | 549 Assess & demonstrate faculty professional behavior  549 Examine & apply minimum qualification guidelines for community college teaching, academic preparation, & equivalency. |

**The Chapters of the text**

WEEK-1- May 2nd

CHAPTER 1: **Background**: Evolving Priorities and Expectations of the Community College

CHAPTER 2: **Students**: Diverse Backgrounds, Purposes, and Outcomes

CHAPTER 3: **Faculty**: Building a Professional Identity

WEEK-2 – May 9th

CHAPTER 4: **Organization, Governance, and Administration**: Managing the Contemporary College

CHAPTER 5: Finances: Sustaining and Allocating Resources

CHAPTER 6: Instruction: Methods, Media, and Effects

CHAPTER 7: **Student Services:** Supporting Educational Objectives

WEEK-3 – May 16th

CHAPTER 8: **Developmental Education**: Enhancing Literary and Basic Skills

CHAPTER 9: Liberal Arts and Transfer Educaiton: Preparation for the University

CHAPTER 10: Integrative Educaiton: Modifying General Education

CHAPTER 11: **Ocupational Education**: Growth and Change in Workforce Preparation

CHAPTER 12: **Community Education**: Extending College Services and Training

WEEK-4 – May 23rd

CHAPTER 13: **Scholarship and Commentary**: Perspectives of the Colleges

CHAPTER 14: **Student Progress and Outcomes**: A New Age of Accountability

CHAPTER 15: **Toward the Future**: Trends, Challenges, and Obligations

**Textbooks**:

|  |  |
| --- | --- |
| **The American Community College** (Sixth Edition) | http://ecx.images-amazon.com/images/I/51eMfQ1MzwL.jpg |
| Cohen, A.M., & Brawer, F.B.,2013  [www.josseybass.com](http://www.josseybass.com) |

**Academic Integrity**

The core of a university’s integrity is its scholastic honesty. Honesty is valued across all cultures and is a fundamental value in the academic culture. There are, however, cultural differences with regard to the ownership of ideas and the importance of individual efforts. Nonetheless, the university expects all students and other campus members to document the intellectual contributions of others and to ensure that the work they submit is their own.

Education provides students with the resources to master content, learn skills, and develop processes to maximize self potential and the potential of others. Students must demonstrate mastery of each step of learning by tangible products such as test performance, papers, and presentations. This process enables the student and the instructor to assess the student’s readiness for the next steps and gives the student the confidence to undertake future steps. Students who cheat may not have mastered the necessary steps nor gained the necessary knowledge; they miss the opportunity to gain an accurate picture of what they know and what they do not know.

Cheating harms others and the institution in addition to limiting one’s own potential. Other students are rightfully angry when dishonest students use inappropriate methods to get grades for which honest students work hard. The fairness of the grading process is compromised when a student falsely obtains a grade. Academic dishonesty may result in loss of confidence in the system and devaluation of the quality of the university degree.

**The Nature of Academic Dishonesty**

A standard definition of academic dishonesty has been provided by Kibler, Nuss, Paterson, and Pavela (1988):

Academic dishonesty usually refers to forms of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

They further define the following specific forms of academic dishonesty:

Cheating — intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

Cheating also includes: unauthorized multiple submissions, altering or interfering with grading, lying to improve a grade, altering graded work, unauthorized removal of tests from classroom or office, and forging signatures on academic documents.

Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism—the deliberate adoption or reproduction of ideas or words or statements of another person as one’s own without acknowledgment.

At the heart of any university are its efforts to encourage critical reading skills, effective communication and, above all, intellectual honesty among its students. Thus, all academic work submitted by a student as his or her own should be in his or her own unique style, words and form. When a student submits work that purports to be his/her original work, but actually is not, the student has committed plagiarism.

**Plagiarism**

Plagiarism is considered a gross violation of the University’s academic and disciplinary standards. Plagiarism includes the following: copying of one person’s work by another and claiming it as his or her own, false presentation of one’s self as the author or creator of a work, falsely taking credit for another person’s unique method of treatment or expression, falsely representing one’s self as the source of ideas or expression, or the presentation of someone else’s language, ideas or works without giving that person due credit. It is not limited to written works. For example, one could plagiarize music compositions, photographs, works of art, choreography, computer programs or any other unique creative effort.

Further information about the various forms of academic dishonesty can be obtained from the office of any Instructional Dean or the Student Development office. Individual departments and faculty may also provide specific examples.

Student Responsibility

Students are responsible for the integrity of their actions and must be willing to accept consequences for these actions. Students have the responsibility to be familiar with the University policies and to seek clarification with faculty if they are unclear about expectations for any assignment. Students are also encouraged to report academic dishonesty. In the sense that a university is a community, students should understand their own role in the creation of the kind of environment that encourages honesty and discourages academic fraud. Students need not tolerate any action on the part of another that diminishes their own integrity or that of the university.

**Course Evaluations**

Course evaluations and program surveys are important components of the educational process. Students in this course will complete course evaluation forms distributed electronically during the last week of the course. It is mandatory that an evaluation is filled out at the end of the class. Evaluation is anonymous.

**Accomodatons for Persons with Disabilities**

It is the policy of California State University Dominguez Hills to comply with Section 504 Regulations (Americans with Disabilities Act). CSUDH Disabled Student Services is located in Welsh Hall B250, 310-243-3660.

**Americans with Disabilities Act**:

The university abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap". Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight, or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me and register with DSPS in Student Services (Phase III of the main campus) so that such accommodations may be arranged.

**Student Code of Conduct**:

Students are expected to adhere to the Honor Code of Conduct published in Title V of the California Code of Regulations, Article 2. Student Discipline, Section 41301. The Honor System is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community.

**Course Policies**:

**Email:** Direct all you email communication to the instructor at: [ged549@gmail.com](mailto:rmmcginness@adelphia.net) Top priority is given to answering student email questions, usually with a response provided within 24 hours. Be sure to put “GED549” in the “subject” box.

**Class Attendance:** In this online version of GED459 attendance is not required due to the nature of distance education.

**Final day of Class:** The course ends on, May 27th 2016. Therefore, midnight on May 27th 2016 is defined as the final day of class.

**Missing Assignments:** Missing assignments can only receive a point value of “0”.

**Reporting Illnesses:** Due to the nature of the online format, illness does not have to be reported in this course.

**Plagiarism:** It is strictly and expressly forbidden to submit for credit homework assignments, a term paper, quotations from internet resources, or comments in the threaded discussion that is some one else’s work. These activities are misleading and fraudulent activities and will result in a grade of “**F**” on the assignment in question.

**Entry Skills**:

Masters’ Degree or currently teaching community college level courses

**NonDiscrimination Policy**:

The College of Extended & International Education is an equal opportunity/affirmative action institution and does not discriminate on the basis of race, color, religion, national origin, sex, sexual preference, gender preference, age, disability or veteran status. This policy is applicable to employment and student admissions, and to all educational programs and activities. This policy is also applicable to the conduct of this course.

**Evaluation and Grading**:

The grading process for this class is based on completion of assigned work. There is no curve; rather an absolute scale, i.e., completion of 100% of the work at an acceptable level will earn a course grade of “A”, etc.

The learning process of the course is based on assigned readings, reading critiques, writing assignments, INTERNET assignments, and professional development assignments.

There are approximately 52 assignments contained in the 4 Learning Units. See the Point Schedule.

**Disclaimer**:

This syllabus is subject to change without prior notice.