



**Department of Foundational & Graduate Studies in Education  
Program in Adult & Higher Education**

The Community College Student  
Online Course

EDAH 661  
Fall 2011

Instructor: Lee Nabb  
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**Instructor Biography:**

Lee Nabb acquired a B.A. from Southern Illinois University with a major in Religious Studies and a minor in Classical Civilization. He went on to study religion for one more year in Temple University's doctoral program before returning to Illinois and acquiring a M.S. Ed. in Adult and Continuing Education from Northern Illinois University. From there he went to Law School at Syracuse University and worked as a consultant in environmental legal issues for three years. He then attended the University of Wyoming where he received his Ph.D. in Adult and Post-Secondary Education and worked as an Assistant Lecturer for a year. He is currently licensed to practice law in New York and Illinois, and an Assistant Professor of Adult and Higher Education at Morehead State University.

**Course Description:**

This course focuses on understanding the community college student in depth. While examining various college student development theories, community college student development is compared with that of four-year and other post-secondary education institutions to foster a socio-cultural and socioeconomic understanding of the community college makeup and produce

service, administrative, and teaching professionals more responsive to community college student needs.

**Required Field Experience Hours:** N/A

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

1. be able to generate informed, reasonable answers for themselves to the following questions: (1) Who are community college students? (2) Why do they enroll? (3) What makes them unique? (4) How can community college professionals serve them better?
2. understand and apply basic theories of college student development, or change;
3. understand the current profile of community college students and pertinent issues they face;
4. understand how community college students differ from traditional, four-year, college students;

5. formulate informed, reasonable opinions and perceptions about community college students and the issues and challenges associated with serving them;
6. express views with logical and documentary support;
7. relate understanding and supported views to the student's professional field or field of interest.

To successfully complete this online course, students must know or learn a minimal amount of computer, database and internet technology. In other words, as a requirement of this course, students must be able to navigate websites and conduct online research, as well as communicate with computer and online vehicles (e.g., e-mail and discussion board postings).

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs: N/A**

**Assignment Descriptions:**

<b>Program: Adult and Higher Education</b>	
<b>Course: Student Principles of Adult Education</b>	
<b>Assessment (point value)</b>	<b>Description</b>
Overall Participation in Discussions (15 Points)	This portion of the overall grade is worth 15 points. Creativity and the conveyance of critical thinking are encouraged. Remember to use common courtesy and mutual respect in posting. The Discussion Board is a marketplace where students should be able to express and exchange ideas without fear. Students should post comments on readings, related independent research, other people's comments, other people's shared works, and as periodically directed. Students will be graded on the pertinence, and thoughtfulness of their postings.
Article review and critique 1 ** (10 Points)	This assignment is designed to encourage independent research into student services or personnel issues, and get students into the first stages of developing a topic of interest for the Final Research Paper. The assignment (3 to 5 pages) should include, the title of the article, the journal (or other publication) it's from, the author, a summary of its contents, and a brief critique (i.e. what is good or bad about the contents and why).
Book Review (15 Points)	This assignment is an option for those who choose to focus solely on literature for their independent research. Worth 15 points, the book review is much the same as an article review. It contains the same components in the same format, but should be

	4 to 6 pages in length as students have more to summarize.
Interview Project (15 Points)	Academic knowledge does not always translate into practical understanding. This exercise is designed to help students transform some of the theoretical knowledge learned in this course into practical knowledge by relating it to actual situations. For this assignment, students are to conduct a short interview with a person currently working (administratively or academically) with students in a community college setting. In three or four simple, OBJECTIVE, open-ended questions, students should ask about some of the challenges facing the interviewee in his or her position and what he or she is doing to meet such challenges. Interviews can be conducted in person, by phone, or via e-mail (provided that, for this last method, that enough information is gathered). Write-ups should be 5 to 7 pages.
Synthesis paper 2 (20 Points)	In each of these assignments, students should put together a paper that summarizes, blends, harmonizes, and or integrates their reading assignments in a way meaningful to them. For Synthesis paper 1, students should consider all reading assignments to that point. For Synthesis paper 2, students should consider all reading assignments from Synthesis Paper 1 due date to Synthesis paper 2 due date. Synthesis papers give students the opportunity to express that they have thought deeply about, understand, and can apply what they have read. These papers should be 7 to 9 pages (use more if needed), and written in APA format.
Final Research Paper (25 Points)	This assignment is designed to facilitate individual student research interests within the area of issues in student personnel in higher education. Students are free to choose a topic of interest. They are encouraged to begin the research early and to design their projects to suite personal and professional interests. Papers should be 9 to 12 pages long in APA format.
**Extra Credit Option (Possible 5 Points)	For the article review and critique, students may choose to do a BOOK review instead of an ARTICLE review to qualify for the possibility of receiving an additional five (5) points on an article review and critique assignment. The book review option will use the same format as described for the article review and critique assignments, and book reviews will be due on the same

	days designated for article reviews. However, note that book review options must be <b>4 to 6 pages in length</b> (or longer) and demonstrate that the student has read and digested the book of choice.
Additional Assignment Options	Students have different learning styles along with different preferences and abilities regarding the myriad forms of demonstrating their learning. In an effort to remain fair and meet the needs of all students in this area, students are free to design alternative projects for any of the assignments delineated in this syllabus (except threaded discussion postings). These assignments may take various forms (e.g. group presentations, individual presentations, group papers, site visits and reports, interviews and reports, etc.), but must be approved by the instructor.

**Grading Scale:**

Grading will follow a 100-point system. That is, the sum of the points for all assignments in the class equals 100 points. Final grades for the course follow the point scheme below:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

For all assignments, format, grammar and mechanics affect grades. Therefore, for all postings, including discussion board postings as well as paper assignments, students are encouraged to organize, proof-read, and spell check the material. Notwithstanding, the primary interest in this course is the quality of content in student-generated material (i.e. the quality of the contemplation, analysis, and synthesis each student conveys). With these factors in mind, for all writings posted, students should expect grading to weigh 10% to 20% for mechanics and 80% to 90% for content.

**Required Textbooks:**

**Required** textbooks are just that – they are required for the course. **Recommended** textbooks are for your reference. They compose a bibliography of books on the course subject that would be good to read and possibly have in your personal library.

Required: Levin, J., & Montero-Hernandez, V. (2009). Community Colleges and their Students:

Co-construction and Organizational Identity. New York: Palgrave Macmillan. ISBN 0230615104.

Required: Pascarella, E., & Terenzini, P. (2005). How college affects students: a third decade of research Vol. 2. San Francisco: Jossey-Bass. ISBN: 0787910449.

Recommended: Bers, T. (Ed.). (2008). Student Tracking in the Community College: New Directions for Community Colleges Issue No. 143. San Francisco: Jossey-Bass. ISBN: 9780470420041

***All students in this course are required to purchase a Folio 180 account.***

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to [www.folio180.com/msuky/coe](http://www.folio180.com/msuky/coe)  
<<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

### **Course Evaluation:**

For all assignments, format, grammar and mechanics affect grades. Therefore, for all postings, including discussion board postings as well as paper assignments, students are encouraged to organize, proof-read, and spell check the material. Notwithstanding, the primary interest in this course is the quality of content in student-generated material (i.e. the quality of the contemplation, analysis, and synthesis each student conveys). With these factors in mind, for all writings posted, students should expect grading to weigh 10% to 20% for mechanics and 80% to 90% for content.

### **Attendance Policy:**

This online course has no mandated physical attendance, but students are required to "attend" regularly, completing assignments on time and posting required discussion comments and responses by weekly deadlines.

### **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An

example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

**Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or [e.day@moreheadstate.edu](mailto:e.day@moreheadstate.edu)

**Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

**Course Calendar:**

**EDAH 661-301** Outline and calendar of Assignments:

<b>Week</b>	<b>Dates</b>	<b>Topics</b>	<b>Assignment</b>	<b>Due</b>
1	Aug. 22 to Aug. 28	Acclimation and Introduction.	Introductions; post biographical statement about yourself to the TD; familiarize with Blackboard.	
2	Aug. 29 to Sep. 4	Organizational culture	Read Levin, pp. 1-112; post to Discussion	
3	Sep. 6 to Sep. 11	Planning	Read Levin, pp. 113-201; post to Discussion	
4	Sep 12 to Sep. Sep. 18		No Reading; work on article review; post to discussion	Article Review due by midnight, Sep. 18
5	Sep. 19 to	College outcomes; Theories and Models	Read Pascarella, pp. 1-154; post to Discussion.	

	Sep. 25	of student change.		
6	Sep. 26 to Oct. 2	Intellectual growth.	Read Pascarella, pp. 155-212; post to Discussion.	
7	Oct. 3 to Oct. 9	Psychosocial change.	Read Pascarella pp. 213-270; post to Discussion.	
8	Oct. 10 to Oct. 16  (Fall break Oct. 13,14)	Attitudes and values.	Read Pascarella pp. 271-344; post to Discussion.	
9	Oct. 17 to Oct. 23	Moral development; educational attainment.	Read Pascarella pp. 345-444; post to Discussion.	
10	Oct. 24 to Oct. 30		No reading; Work on book review; post to discussion	Book review due by midnight Oct. 30
11	Oct. 31 to Nov. 6	Career and economic impacts of college.	Read Pascarella pp.445-569; post to Discussion.	
12	Nov. 7 to Nov. 13	Summing up and comparing	Read Pascarella pp. 571-626; post to Discussion.	
13	Nov. 14 to Nov. 20	Implications for research, practice and policy.	Read Pascarella pp. 627-649; post to Discussion.	
13.5	Nov. 21 to Nov. 27	T-DAY BREAK		Interview Project due by midnight Nov. 27
14	Nov. 28 to Dec. 4		No reading; work on Synthesis Paper; post to Discussion	Synthesis due by Midnight

				Dec. 4
15	Dec. 5 to Dec. 11		Rap up discussions; catch up; and finish.	
16	Dec. 12 to 16	FINALS WEEK		Final Research Paper Due, <b>Dec 14 by 5:00 PM.</b>

*The instructor may make changes to the syllabus as the course proceeds.  
If necessary, these changes will be announced in class.*