Graduate Course Syllabus

HEA 660: Community College Administration
Center: Online

Course Prerequisites

HEA 540 and HEA 550

Course Description

This course traces the evolution of community colleges in the United States, their organizational structures, and how those structures function to meet the needs of traditional and non-traditional learners. Candidates will examine community college goals, policies, instructional and student service programs, and how community colleges influence the broader context of higher education. Attention will be given to community college learning goals and how administrators obtain and utilize community and financial resources to meet the desired outcomes.

Course Outcomes

- Analyze the societal impact of community colleges transitioning from vocational and technical colleges to degree-granting institutions in the United States
- Analyze funding sources for community college systems in the United States for the purpose of informed decision-making in higher education administration
- Develop strategies that foster relationships between community colleges and degree-granting institutions in the United States for meeting the needs of traditional and nontraditional learners
- Recommend effective strategies for communicating community college mission, vision, and goals based on the topic's role in governance
- Recommend best practices on fundraising and development in community colleges within the United States for generating additional financial resources

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the SNHU Online Bookstore rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Enhancing Performance: A Best Practice Guide for Innovations in Community College
Sandra J. Balkema and Roberta C. Teahen, ed.
Rowman & Littlefield
2021
ISBN: 978-1-4758-5834-1

Understanding Community Colleges
John S. Levin and Susan T. Kater
Taylor & Francis
2018
ISBN: 978-0-4158-8127-2

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to "embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life."

This may or will be reflected in SNHU's curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment's due date, or within seven days of a late submission.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	9	20	180
Journals	2	40	80
Short Paper	1	60	60
Final Project			
Milestones	4	70	280
Final Submission	1	400	400
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the policy page for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	History and Philosophy of Community Colleges *Enhancing Performance*, Chapter 1 *Understanding Community Colleges*, Chapter 1 1-1 Discussion: Historical and Philosophical Roots of Community Colleges 1-2 Final Project Review
2	Community College Administration *Enhancing Performance*, Chapters 5 and 12 *Understanding Community Colleges*, Chapters 8 and 9 2-1 Discussion: Community College Administration 2-2 Final Project Milestone One: Draft of Justification

Module	Topics and Assignments
3	Community College Funding
	Enhancing Performance, Chapter 3
	Understanding Community Colleges, Chapter 12
	3-1 Discussion: Community College Funding
	3-2 Journal: Role of State Funding in Higher Education
4	Community Colleges in Transition
	Enhancing Performance, Chapter 8
	Understanding Community Colleges, Chapters 2, 4, and 5
	4-1 Discussion: Current Trends in Community Colleges
	4-2 Final Project Milestone Two: Draft of Progression
5	The Community College Student
	Enhancing Performance, Chapter 6
	Understanding Community Colleges, Chapter 3
	5-1 Discussion: Changing Community College Populations
6	Community College Faculty
	Enhancing Performance, Chapters 2 and 10
	Understanding Community Colleges, Chapters 7 and 9
	6-1 Discussion: Community College Faculty
	6-2 Final Project Milestone Three: Draft of Impact
7	From Developmental to Occupational Education
	Enhancing Performance, Chapter 1
	Understanding Community Colleges, Chapter 8
	7-1 Discussion: The Role of Community Colleges in Developmental/Remedial Education
	7-2 Final Project Milestone Four: Draft of Communication
8	Advocacy, Advancement, and Entrepreneurship
	Enhancing Performance, Chapters 4 and 9
	Understanding Community Colleges, Chapter 6
	8-1 Discussion: Advocating for Students
	8-2 Short Paper: Advancement Opportunities
9	Assessment in a Community College Environment
	Enhancing Performance, Chapters 11 and 14
	Understanding Community Colleges, Chapter 7
	9-1 Discussion: Assessment
	9-2 Final Project: Final Submission
10	New Perspectives on Community College
	Enhancing Performance, Chapter 15
	Understanding Community Colleges, Chapters 4 and 14
	10-1 Journal: Reflection

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is **automatically dropped** from the course for non-participation. Review the full attendance policy.

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the full late assignment policy.

SNHU Student Handbook

Review the student handbook.

ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide for prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, or the ADAAA.

For questions about **support services, documentation guidelines, general disability issues, or pregnancy accommodations**, please visit the Online Accessibility Center (OAC).

As a student, you must complete an interactive intake process, with supporting documentation, in order to be granted accommodations. Once reasonable accommodations are approved by the OAC, you will receive an accommodations letter. You are then responsible for sharing the letter with your instructor. Accommodations are not retroactive.

If you feel you've been subject to discrimination on the basis of disability, by any party, you may file a complaint or grievance. For more information on the ADA/504 Grievance Policy, go to the Disability and Accessibility Services website.

Academic Integrity Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the full academic integrity policy.

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the full copyright policy.

SNHU Withdrawal Policy

Review the full withdrawal policy.

Southern New Hampshire University Policies

More information about SNHU policies can be found on the policy page.