**The University of Texas at Arlington**

**College of Education and Health Professions**

**Department of Educational Leadership and Policy Studies**

**EDAD 5354 | the American Community College | Fall 2013**

**Trimble Hall 303; Wednesday 5:30 – 8:20 pm**

**Instructor Information**

Instructor: Yi (Leaf) Zhang, Ph.D. Phone: 817-272-9221

Office: 103 D Trimble Hall Email: lyzhang@uta.edu

Office Hours: Tuesday, Wednesday, Thursday, 2:00 to 4:00 pm or by appointment

**Textbooks**

Required:

* Cohen, A. M., & Brawer, F. B. (2008). *The American community college.* San Francisco: Jossey-Bass. ISBN: 978-0-470-17468-5
* Supplemental readings are provided by the instructor via Blackboard

Suggested:

* American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Edition). Washington, D.C.: American Psychological Association.

**Course Description**

This course provides an overview of how various types of two-year postsecondary institutions, primarily comprehensive community colleges, have evolved and how they function. Course themes address policies, trends, issues, and innovations influencing the evolution of community colleges from the turn of the 20th century to the present. Beginning with a brief history of community colleges in the U.S., the course offers content dealing with foundations, governance and administration, curriculum, leadership, faculty, and students. The course also offers a critical examination of community colleges, considering their strengths and weaknesses within the broader context of higher education and the educational continuum.

Ultimately, the course prepares students who aspire to be professors, researchers, policy analysts, and/or administrators of community colleges or other institutions of higher education. Additionally, to understand, assess, and contribute to the betterment of community college education, both today and in the future.

**Learning Outcomes**

By the end of the course, students will be able to:

* Describe historical and philosophical underpinnings for the development of community colleges
* Explain critical issues facing community colleges and their leaders/administrators
* Discuss and describe current research articles about community colleges
* Explain current thinking about community college leadership
* Begin developing expertise in one particular institutional function or policy issue impacting America’s community colleges

**Attendance and Missing Class**

You are expected to be in class except when you are ill or when something occurs that, in your judgment, requires you to miss class. If you do miss class, you are responsible for:

* All content covered
* Contacting my office and letting me know prior to the class meeting
* Contacting a classmate and arranging for them to pick up an extra copy of any handouts that were distributed
* Completing all work assigned
* Arranging to turn any work in that day

**Blackboard**

The classroom management system, Blackboard, will be an important medium used to structure and facilitate learning in this course. Blackboard serves as a common space where class information, learning materials, and assignments can be shared between the instructor and students. For most class assignments, students will be asked to post their work to Blackboard in a format that is accessible to their classmates, as peer-to-peer learning will be an important aspect of this graduate course. If you have any technical difficulties or questions regarding Blackboard, help is available 24/7 by contacting cdesupport@uta.edu.

The e-mail function in Blackboard should be used for all electronic communication with the instructor and teaching assistant. Please allow a 48 hour response time to e-mail. Do not wait until one day or several hours before an assignment is due to e-mail the instructor with a question about the assignment and expect an immediate response.

**Written Communication and Assignment Submission**

**All written assignments must conform to the style and reference formats specified in the *Publications Manual of the APA* and must be word processed or typed. Assignments will be graded on content as well as on the technical quality of the writing and presentation. All written assignments should be carefully proofread for spelling, grammar, and syntax. Assignments containing multiple errors may be returned, ungraded, for revision and resubmission at a lower grade. It is expected that all written work will conform to accepted graduate level standards.**

All written assignments need to be presented as attachments through the Blackboard system and NOT as attachments through an email. When submitted, they need to be saved in a MS Word document format (either .doc or .docx).

All of the assignments are graduate papers. Please follow APA style (6th edition) for formatting, citing, and reference guidelines.

**Late Assignments**

Late work will not be accepted without prior approval from the instructor. Unauthorized late assignments will *forfeit 10% of the total points for every day they are late*. If you have an excused absence for a class meeting in which you have been assigned to lead a Participation Activity, it is *your responsibility* to find a classmate to cover for you.

**Americans with Disabilities Act (ADA Accommodations)**

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation.  Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services**

The University supports a variety of student success programs to help you connect with the University and achieve academic success.  They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs.  Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Academic Dishonesty**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.  “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**Course Assignments and Requirements (Total 800 points)**

1. ***Participation (5 points at each section; 14 sections. Total: 70 points)***

As a graduate level seminar, this course is designed to be highly interactive and dependent upon your level of preparation. Most class meetings will consist of discussions, instructor and student presentations, and individual and group exercises related to individual session objectives. It is expected that you be prepared, having read all course materials in advance of our class meetings, and that you participate regularly in class discussions.

As a graduate seminar, you will get out of this class proportionately what you put into it. All of the above topics covered have great relevance to your current and future work in higher education. Each class has been designed to maximize the use of your time together, while blending a variety of learning activities that appeal to multiple learning styles. This is also intended to make the course interactive, purposeful and practical.

1. ***Community College Profile Project (Due as Scheduled. 80 points)***

Students will be divided into small groups (2-3 students each group) and each group will select a community college from anywhere in the United States to profile for their classmates. Students will describe the community college with regard to demographics and other descriptive data, as well as describe the primary mission(s) that the college subscribes to. Also include any challenges or successes that the community college has experienced or is currently experiencing. Each group will provide their classmates with a one-page single-spaced handout as well as discuss what they learned from their review of the community college in class. (See Appendix A for Community College Profile Outline).

1. ***Book Chapter Presentation (Due as Scheduled. 60 points)***

Students will choose a topic of class discussion and provide the class with an overview of the book chapter and briefly present what they learned from the chapter. The presentation should be 15-20 minutes. The student should be prepared for questions during or after his/her presentation.

1. ***Journal Article Discussant* *(Due as Scheduled. 20 points each. Total: 40 points)***

Each student will chose two articles from the list of supplemental readings (See Syllabus, pp.5-6) for class discussion. Students are to provide the class with an overview of the article and to briefly present what they learned from the article. They serve as a discussant among their classmates on the articles in class.

1. ***Research Proposal for the 2014 Council on the Study of Community Colleges(CSCC) Conference (Total: 550 points + 10 bonus points)***
* *Topic, Purpose, Significance of the Research, & Research Questions (60 points)*

Students will select a topic regarding the community college and will propose a short intro for a study to take place throughout the course. Students will describe what it is they want to study, why their interest lies with this particular topic, the purpose of the study, and why it is an important topic to explore. Students may identify a specific community college campus(es) where they will explore the topic. They may want to provide how they discovered the topic—through reading/discussion/experience? Specific research questions about the topic and problem should be addressed.

* *Literature Review* *(50 points)*

Students will submit a literature review about their topic. The literature review should be organized by subtopics regarding the topic. What has been studied about the topic? What is known? What remains unknown? What are the controversial domains of the topic? The review should include a synthesis of at least 5 primary, scholarly (peer-reviewed) articles.

Based upon the literature review regarding their topics, students should identify what is known about the topic; what remains unknown or still occurs in contradiction to the research; and what the current project will attempt to examine.

* *Theoretical/Conceptual/Analytical Framework (50 points)*

Students will choose a relevant framework to the proposal topic. Students should provide a brief introduction to the framework and explain how it guides their study.

* *Methodology (80 points)*

Students should describe how the research questions will be answered. Students may collect a variety of data to address the problem/purpose of the proposal. Students could conduct site visits to a community college for interviews, surveys, observations, existing reports or data set, etc. for data collection.

* *Results/Findings (80 points)*

Students will submit a synthesis of their findings based upon the data collected and will discuss what they have learned about the topic/problem based upon the findings.

* *Final Research Proposal (3 single-spaced pages, excluding title page, abstract, references, and appendixes; APA format or follow the CSCC conference instruction) (150 points).*

Your final research proposal should include:

 Title page (Presenter information, presentation format, title of presentation)

Abstract (50-75 words)

Introduction, purpose of the study, and research questions

Literature review

Theoretical/conceptual/analytical framework

Methodology (participants, data set, survey instrumentation, data collection, data analysis)

Results/findings

Implications and conclusion

References

Appendixes

* *Research Proposal Presentation (with communication aids) (80 points)*

Each student will present his/her research proposal and results/findings to the class. Students will be graded by the instructor and their classmates.

* *Bonus points: CSCC conference proposal submission confirmation (10 points)*

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Ranges** | **Quality of Work** |
| A | 92-100% | Exemplary; clearly exceeds course standards  |
| B | 80-91% | Good; adequately meets the course standards |
| C | 70-79% | Fair; barely meets the course standards |
| F | 69 or lower | Failing; does not meet any course standards  |

**Community College Resources**

*Community College Journal*

*Community College Journal of Research and Practice*

*Community College Review*

*College Student Affairs Journal*

*Community College Week*

*Community College Times*

*Journal of Applied Research in the Community College*

*Journal of College Orientation and Transition*

*Journal of College Student Development*

*Journal of College Admissions*

*Journal of College and University Law*

*Journal of College and University Student Housing*

*Journal of College Counseling*

*Journal of College Student Retention: Research, Theory & Practice*

*Journal of Higher Education*

*Journal of Student Affairs Research and Practice*

*New Directions for Student Services*

*New Directions for Higher Education*

*New Directions for Community Colleges*

*Research in Higher Education*

*Review of Higher Education*

*The Chronicle of Higher Education*

American Association of Community Colleges (AACC) (<http://www.aacc.nche.edu>)

American Association of State Colleges and Universities (AASCU) (<http://www.aascu.org/>)

Boosting College Completion for a New Economy (<http://www.boostingcollegecompletion.org/>)

Community College Baccalaureate Association (<http://www.accbd.org/>)

Community College Data Resource-International (<http://www.iie.org/Research-and-Publications/Open-Doors/Data/Special-Reports/Community-College-Data-Resource>)

Community College Initiative Program, Bureau of Educational and Cultural Affairs (<http://exchanges.state.gov/non-us/program/community-college-initiative-program>)

Community College Research Center (<http://ccrc.tc.columbia.edu/>)

Community College Survey of Student Engagement (CCSSE) (<http://www.ccsse.org/>)

Council on the Study of Community Colleges (CSCC) (<http://www.cscconline.org/>)

Education Commission of the States ([www.ecs.org](http://www.ecs.org))

Getting Past Go (<http://gettingpastgo.org>)

IPEDS Data Center, Institute of Education Sciences (<http://nces.ed.gov/ipeds/datacenter/>)

League for Innovation in the Community College (<http://www.league.org/>)

Office of Vocational and Adult Education (OVAE) (<http://www2.ed.gov/about/offices/list/ovae/index.html>)

Texas Higher Education Coordinating Board (<http://www.thecb.state.tx.us/>)

Texas Higher Education Data (<http://www.txhighereddata.org/index.cfm>)

Texas Association of Community Colleges (TACC) (<http://www.tacc.org>)

Texas Community College Instructional Administrators (TCCIA) (<http://www.tccia.org/>)

U.S. Community Colleges, UT Austin (<http://www.utexas.edu/world/comcol/state/>)

**Tentative Schedule of Class Objectives, Activities, and Readings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topics & Activities** | **Reading** | **Assignment Due** |
| **1** | **08/28** | **Introductions (via Blackboard)** Review of Course Syllabus and Requirements | Syllabus; Explore Community College Resources  | Blackboard activities – Due 8/31Sign up for Community college profile project, book chapter presentation, and journal article discussant assignments.- Due 08/31 |
| **2** | **09/04** | **History & Evolution of Community Colleges**Book chapter presentationJournal article discussion | Cohen & Brawer Chapter 1 (pp. 1-41)Supplementary readings  |  |
| **3** | **09/11** | **Community College Students**Book chapter presentation Journal article discussionCC profile presentation | Cohen & Brawer Chapter 2 (pp.43-79)Supplementary readings | *CSCC proposal: Topic, Purpose, Significance of the Research, & Research Questions – Due 09/11* |
| **4** | **09/18** | **Student Services in Community Colleges**Book chapter presentation Journal article discussionCC profile presentation  | Cohen & Brawer Chapter 7 (pp. 219-244)Supplementary readings |  |
| **5** | **09/25** | **Community College Faculty and Instruction**Book chapter presentation Journal article discussionCC profile presentation  | Cohen & Brawer Chapter 3 (pp. 81-111) Cohen & Brawer Chapter 6 (183-217)Supplementary readings | *CSCC proposal: Literature Review- Due 09/25* |
| **6** | **10/02** | **Curricular Missions of the Community College – Vocational Education & Developmental Education**Book chapter presentation Journal article discussionCC profile presentation | Cohen & Brawer Chapter 8 (pp. 245-279)Cohen and Brawer Chapter 9 (pp. 281-312)Supplementary readings |  |
| **7** | **10/09** | **Curricular Missions of Community Colleges – Community Education and Collegiate Function**Book chapter presentationJournal article discussion | Cohen & Brawer Chapter 10 (pp. 313-344)Cohen & Brawer Chapter 11 (pp. 345-380)Supplementary readings | *CSCC proposal: Theoretical/Conceptual/Analytical Framework – Due 10/09* |
| **8** | **10/16** | **CSCC Proposal Development**  |  |  |
| **9** | **10/23** | **Organization and Governance of the Community College**Book chapter presentationJournal article discussion CC profile presentation | Cohen & Brawer Chapter 4 (pp. 113-155)Supplementary readings | *CSCC proposal: Methodology – Due 10/23* |
| **10** | **10/30** | **Community College Finance**Book chapter presentationJournal article discussion | Cohen & Brawer Chapter 5 (pp. 157-182)Supplementary readings |  |
| **11** | **11/06** | **The Social Role of Community Colleges and Trends and Issues**Book chapter presentation Journal article discussionCC profile presentation | Cohen & Brawer Chapter 13 (pp. 417-445) Cohen & Brawer Chapter 14 (pp. 447-484)Supplementary readings | *CSCC proposal: Results/Findings- Due 11/06* |
| **12** | **11/13** | **CSCC Proposal Development (ASHE)** |  |  |
| **13** | **11/20** | **Community College and International Programs**Journal article discussion | Supplementary readings |  |
| **14** | **11/27** | **Thanksgiving** |  |  |
| **15** | **12/04** | **Research Paper Presentations** |  |  |
| **16** | **12/13** | **Final Exam Period (no class)** |  | *CSCC proposal: Final - Due 12/08* |

**Supplemental Reading**

**History and Evolution**

Dougherty, K. J., & Townsend, B. K. (2006). Community college missions: A theoretical and historical perspective. *New Directions for Community Colleges, 36*, 5-13.

Shannon, H. D., & Smith, R. C. (2006). A case for the community college’s open access mission. *New Directions for Community Colleges, 136*, 15-21.

**Students**

Perrakis, A. I. (2008). Factors promoting academic success among African American and white male community college students. *New Directions for Community Colleges, 142*, 15-23.

Martens, K., Lara, E., Cordova, J., & Harris, H. (1995). Community college students: Ever changing, ever new. *New Directions for Student Services, 69*, 5-15.

**Student Services**

Culp. M. M. (2005). Increasing the value of traditional support services. *New Directions for Community Colleges, 131,* 33-49.

Williams, T. E. (2002). Challenges in supporting student learning and success through student services. *New Directions for Community Colleges, 117*, 67-76.

**Faculty and Instruction**

Charlier, H. D., & Williams, M. R. (2011). The reliance on and demand for adjunct faculty members in America’s rural and urban community colleges. *Community College Review, 39*, 160-180.

Sallee, M. W. (2008). Work and family balance: How community college faculty cope. *New Directions for Community Colleges, 142*, 81-91.

**Vocational Education**

Friedel, J. N. (2008). The effect of community college workforce development mission on governance. *New Directions for Community Colleges, 141*, 45-55.

Bragg, D. D. (2001). Opportunities and challenges for the new vocationalism in American community colleges. *New Directions for Community Colleges, 115*, 5-15.

**Developmental Education**

Oudenhoven, B. (2002). Remediation at the community college: Pressing issues, uncertain solutions. *New Directions for Community Colleges, 117*, 35-44.

Kozeracki, C., & Brooks, J. B. (2006). Emerging institutional support for developmental education. *New Directions for Community Colleges, 136*, 63-73

**Community Education**

Downey, J. A., Pusser, B., Turner, J. K. (2006). Competing missions: Balancing entrepreneurialism with community responsiveness in community college continuing education divisions. *New Directions for Community Colleges, 136*, 75-82.

**Collegiate Function**

Levin, J. S. (2004). The community college as a Baccalaureate-granting institution. *The Review of Higher Education, 28*(1), pp. 1-22.

Dougherty, K. J. (1992). Community colleges and baccalaureate attainment. *Journal of Higher Education, 63*(2), 188-214.

Townsend, B. K., Wilson, K. B. (2006). The transfer mission: Tried and true, but troubled? *New Directions for Community Colleges, 136*, 33-41.

**Organization and Governance**

Cloud, R. C. & Kater, S. T. (2008). Governance in the community college. *New Directions for Community Colleges, 141*. San Francisco: Jossey-Bass.

Sullivan, L. G. (2001). Four generations of community college leadership. *Community College Journal of Research and Practice, 25*, 559-571.

Bricker, L. (2008). Closing the gaps in Texas: The critical role of community colleges. *New Directions for Community Colleges, 141*, 57-65.

**Finance**

Lasher, W. F., & Greene, D. L. (1993). College and university budgeting: What do we know? What do we need to know? In J. Smart (ed.), *Higher Education Handbook of Theory and Research*, vol. 9, Flemington, NJ: Agathon Press, (pp. 475-492).

Mullin, C. (2010). Doing more with less: The inequitable funding of community colleges. AACC Policy Brief 2010-03PBL. Retrieved from <http://files.eric.ed.gov/fulltext/ED522916.pdf>

**Trends and Current Issues**

Baum, S., Little, K., & Payea, K. (2011). Trends in community college education: Enrollment, prices, student aid, and debt levels. Retrieved from <http://advocacy.collegeboard.org/sites/default/files/11b_3741_CC_Trends_Brief_WEB_110620.pdf>

Hagedorn, L.S. (2010). The pursuit of student success: The directions and challenges facing

community colleges. In J.C. Smart (Ed.), *Higher Education: Handbook of Theory and Research, 25*, 181-218.

**International Education**

Blair, D., Phinney, L., & Phillippe, K. (2001). International programs at community colleges. AACC Research Brief.

Levin, J. S. (2002). Global culture and the community college. *Community College Journal of Research and Practice, 26*, 121-145.

Raby, R. L. (2007). Internationalizing the curriculum: On- and off-campus strategies. *New Directions for Community Colleges, 138*, 57-66

**Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**This syllabus is subject to change as needed.**

**Any changes to the syllabus will be announced in Class.**

**Appendix A**

**Community College Profile Outline**

1. Name and Location of Community College
2. History and Evolution of Community College
3. System Affiliation, if any
4. # of campuses, centers and/or locations
5. Demographic and Descriptive Data (i.e. # of Students, Faculty and Staff, etc.)
6. Size and Types of Budget(s)
7. Organization and Governance (i.e. institutional and board structures)
8. Student Services, Student Life, Athletics
9. Curricular Mission(s) Served (i.e. collegiate, vocational, community, developmental)
10. Challenges faced by the Community College
11. Successes achieved by the Community College
12. News related to the Community College