**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 2015**

**PH 202; Wednesday 5:30 – 8:20 pm**

**Instructor Information**

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

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

**Textbooks**

Required:

* Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2013). *The American community college* (6th Edition)*.* San Francisco: Jossey-Bass. ISBN: 978-1118449813
* 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**

* 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:** Class attendance is very important to the successful completion of the course. 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. Students’ attendance and class participation will count for about 10% (75 out of 800 points) of the final grade. If you do miss a class, you are responsible for:

* All content covered
* 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](mailto:cdesupport@uta.edu).

**Grading:**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Ranges** | **Quality of Work** |
| A | 90-100% | Exemplary; clearly exceeds course standards |
| B | 80-89% | Good; adequately meets the course standards |
| C | 70-79% | Fair; barely meets the course standards |
| F | 78 or lower | Failing; does not meet any course standards |

**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.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**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>. 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.

**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.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to evacuate the building, students should exit the room and move toward the nearest exit, which is located at the end of the hall way. 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.

**University of Texas at Arlington College of Education Conceptual Framework:**



The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

* The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
* The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
* The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  + **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  + **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  + **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal–the development of informed and responsible Partners for the Future–who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**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/>)

**Course Assignments and Requirements (Total 700 points)**

1. ***Attendance & Participation (10 points at each section; 10 face-to-face sections; Total: 100 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.

1. ***Journal Article Discussant* *(Due as Scheduled; 25 points each; Total: 50 points)***

Each student will chose two articles from the list of supplemental readings for class discussion. Students are responsible to provide the class with an overview of the article, present what they learned from the article, and engage the class in a discussion of the article.

1. ***Book Chapter Presentation (Due as Scheduled; 100 points)***

Students will choose a topic of class discussion and provide the class with an overview of the book chapter and present what they have learned from the chapter. The presentation should be 25-30 minutes. The student should be prepared for questions during or after his/her presentation. Feel free to use exercises, group discussion, debates, videos, educational technologies, etc., to engage the class in a discussion of the chapter.

1. ***Project I: Interviews with Community College Students (due 9/30; 100 points)***

Each student will conduct individual interviews with at least 2 students who studied or are currently studying at a community college. The interviews should focus on students’ rational of attending a community college, factors that influences their decision, their experiences at the community college, recommendations for community colleges, suggestions for future students, etc.

Interviews should be audio recorded and the findings of the interviews will be presented in class. The presentation should include: 1) an introduction of the project; 2) background of the interviewees and why they are selected; 3) methodology; 4) findings; 5) a brief discussion of your findings and implications for community colleges. The presentation should be 15-20 minutes.

1. ***Project II: Analysis of the Community College in TV Shows and Movies (due 11/11; 150 points)***

Working in teams of two or three, review TV shows or movies where community colleges are presented in the story. Present your chosen clips in class and discuss how the community college or community college students are portrayed. The presentation should be 25-30 minutes. Further details about this assignment will be provided in class.

1. ***Final: Research Paper and Presentation (Total: 200 points)***

* *Research Paper (due 12/16; 150 points)*

Working alone, each student will complete a research paper on topic areas relevant to our discussions in class, such as community college faculty, student academic performance, student services in the community college, transfer students’ experiences, financial challenges, management and administration in the community college, international education, etc. This assignment will enable students to develop a deeper understanding of the research literature and/or a particular problem, trend, or issue that is interest to the student. The research paper should use at least 15 primary, scholarly (peer-reviewed) resources and it should be between 10-12 pages in length, double-spaced, using standard APA format.

Each student must receive approval from the instructor for the topic they have selected; therefore, a one-page proposal for the research paper is due on October 07.

* *Presentation (with communication aids) (due 12/09; 50 points)*

Each student will present his/her research paper in the final class. Students are expected to use communication aids to facilitate their presentation (e.g., use of PowerPoint or poster). Students will be graded by the instructor and their classmates.

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Topics** | **Reading & Class Activities** |
| **1** | **09/02** | Introduction via Blackboard (no face-to-face meeting) | Review of Course Syllabus and Requirements  Read Cohen, Brawer & Kisker Chapter 13  Blackboard activities (instruction will be posted on Blackboard) -- **Due 09/08 by 11:59pm** |
| **2** | **09/09** | History & Evolution of Community Colleges | Literature search & review  Book chapter presentation: Cohen, Brawer & Kisker Chapter 1  Journal article discussion:  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. |
| **3** | **09/16** | Community College Students &  Student Services | Book chapter presentation: Cohen, Brawer & Kisker Chapter 2 &14, and 7  Journal article discussion:  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.  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. |
| **4** | **09/23** | Project I (no face-to-face meeting) | Interviewing community college students |
| **5** | **09/30** | Presentation | Project I Presentation |
| **6** | **10/07** | Community College Faculty and Instruction | Book chapter presentation: Cohen, Brawer & Kisker Chapter 3 & 6  Journal article discussion:  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.  Research paper proposal-Due 10/07 by 5:30pm |
| **7** | **10/14** | Research Paper  (No face-to-face meeting) | Literature Search & Review |
| **8** | **10/21** | Financing/ Funding Community Colleges and Governance | Book chapter presentation: Cohen, Brawer & Kisker Chapter 4 & 5  Journal article discussion:  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.  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> |
| **9** | **10/28** | Liberal Arts & Transfer Education | Book chapter presentation: Cohen, Brawer & Kisker Chapter 9  Journal article discussion:  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. |
| **10** | **11/04** | Project II  (No face-to-face meeting) | Analysis of community colleges in TV shows and movies |
| **11** | **11/11** | Developmental Education and Community Education | Project II Presentation: Analysis of community colleges in TV or movies  Book chapter presentation: Cohen, Brawer & Kisker Chapter 10 & 12  Journal article discussion:  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 |
| **12** | **11/18** | Occupational/ Workforce Education | Book chapter presentation: Cohen, Brawer & Kisker Chapter 11  Journal article discussion:  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. |
| **13** | **11/25** | Thanksgiving  (No face-to-face meeting) | Preparation for the Research Paper |
| **14** | **12/02** | International Programs & Trends and Challenges | Cohen, Brawer & Kisker Chapter 15  Blair, D., Phinney, L., & Phillippe, K. (2001). International programs at community colleges. AACC Research Brief.  Raby, R. L. (2007). Internationalizing the curriculum: On- and off-campus strategies. *New Directions for Community Colleges, 138*, 57-66 |
| **15** | **12/09** | Presentation | Research paper presentation |
| **16** | **12/16** | Final Exam Period  (No face-to-face meeting) | Research Paper – Due 12/16 by 11:59pm |

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Yi (Leaf) Zhang.*

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911