

The University of Texas at Arlington
College of Education
Department of Educational Leadership and Policy Studies
EDAD 5354-001 | the American Community College | Fall 2017
TH 120, 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
 Faculty Profile: <https://www.uta.edu/profiles/yi-zhang>
 Office Hours: Tuesday, Wednesday, Thursday, 2:00 to 4:00 pm or by appointment

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 American community colleges

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 Assignments and Requirements (Total 450 points)

1. Attendance & Participation (10 points for each section; 11 face-to-face sections; Total: 110 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.

2. Book Chapter Presentation (Due as Scheduled; 40 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.

3. Project I: Interviews with Community College Students (due 09/27; 50 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' rationale of attending a community college, factors that influence 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.

4. Project II: Analysis of the Community College in TV Shows and Movies (due 11/08; 50 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.

5. Final: Research Paper and Presentation (Total: 150 points)

- *Research Paper (due 12/10 by 11:59 pm; 100 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 09/13 by 5:30 pm.

- *Poster presentation (due 12/06 by 5:30 pm; 50 points)*

Each student will develop a 3x4 foot poster to present his/her research paper in the final class. Students will be graded by the instructor and their classmates.

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)

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/>)

Grading (Total 400 points)

Grading in the course will be based on a 450-point scale, with the maximum point value for each grading component indicated above. The instructor will assign grades based on the following distribution: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; and 59% and below is an F.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance.

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 28% (110 out of 400 points) of the final grade. If you do miss a class, you are responsible for:

- All content covered
- Letting the instructor 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

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended

their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Late Assignment Policy

The unauthorized late assignment will be graded 20% lower when it is turned in within a week past its due date and will be graded 50% lower if it is turned in within two weeks past the due date. No points will be awarded for late assignment if it is not turned in within two weeks past the due date.

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 cdsupport@uta.edu.

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 an 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.

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 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://www.uta.edu/aao/fao/>).

Disability Accommodations

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

For semester-long courses, 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 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.

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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: Andy Herzog, Amherzog@uta.edu, 817-272-7517

Professional Dispositions Statement

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

The University of Texas at Arlington College of Education Professional Dispositions is located at https://www.uta.edu/coed/downloads/COEd_PROFESSIONAL_DISPOSITIONS_2016.pdf.

The Code of Ethics and Standard Practices for Texas Educators is located at [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

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 and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief 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 Model 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 assumption 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 do a job well.
- 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 curricula, faculty, and other professionals.

The next 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 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.

Schedule of Class Objectives, Activities, and Readings

	Date	Topics	Reading & Class Activities
1	08/30	Introduction	Review of Course Syllabus and Requirements Read Cohen, Brawer & Kisker Chapter 13 Literature search & review
2	09/06	History & Evolution of Community Colleges	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. <i>New Directions for Community Colleges</i> , 36, 5-13. Shannon, H. D., & Smith, R. C. (2006). A case for the community college's open access mission. <i>New Directions for Community Colleges</i> , 136, 15-21.
3	09/13	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. <i>New Directions for Community Colleges</i> , 142, 15-23. Martens, K., Lara, E., Cordova, J., & Harris, H. (1995). Community college students: Ever changing, ever new. <i>New Directions for Student Services</i> , 69, 5-15. Culp, M. M. (2005). Increasing the value of traditional support services. <i>New Directions for Community Colleges</i> , 131, 33-49. Williams, T. E. (2002). Challenges in supporting student learning and success through student services. <i>New Directions for Community Colleges</i> , 117, 67-76. Research paper proposal-Due 9/13 by 5:30 pm
4	09/20	Project I (no face-to-face meeting)	Interviewing community college students
5	09/27	Presentation	Project I Presentation
6	10/04	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. <i>Community College Review</i> , 39, 160-180. Sallee, M. W. (2008). Work and family balance: How community college faculty cope. <i>New Directions for Community Colleges</i> , 142, 81-91.

7	10/11	Developing Research Paper (No face-to-face meeting)	Literature Search & Review
8	10/18	Financing/ Funding Community Colleges and Governance	<p>Book chapter presentation: Cohen, Brawer & Kisker Chapter 4 & 5</p> <p>Journal article discussion:</p> <p>Cloud, R. C. & Kater, S. T. (2008). Governance in the community college. <i>New Directions for Community Colleges</i>, 141. San Francisco: Jossey-Bass.</p> <p>Sullivan, L. G. (2001). Four generations of community college leadership. <i>Community College Journal of Research and Practice</i>, 25, 559-571.</p> <p>Bricker, L. (2008). Closing the gaps in Texas: The critical role of community colleges. <i>New Directions for Community Colleges</i>, 141, 57-65.</p> <p>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</p>
9	10/25	Liberal Arts & Transfer Education	<p>Book chapter presentation: Cohen, Brawer & Kisker Chapter 9</p> <p>Journal article discussion:</p> <p>Dougherty, K. J. (1992). Community colleges and baccalaureate attainment. <i>Journal of Higher Education</i>, 63(2), 188-214.</p> <p>Townsend, B. K., Wilson, K. B. (2006). The transfer mission: Tried and true, but troubled? <i>New Directions for Community Colleges</i>, 136, 33-41.</p> <p>Levin, J. S. (2004). The community college as a Baccalaureate-granting institution. <i>The Review of Higher Education</i>, 28(1), pp. 1-22.</p>
10	11/01	Project II (No face-to-face meeting)	Analysis of community colleges in TV shows and movies
11	11/08	General Education & Community Education	<p>Project II Presentation: Analysis of community colleges in TV or movies</p> <p>Book chapter presentation: Cohen, Brawer & Kisker Chapters 10 & 12</p> <p>Journal article discussion:</p>
12	11/15	Developmental & Occupational/ Workforce Education	<p>Book chapter presentation: Cohen, Brawer & Kisker Chapters 8 & 11</p> <p>Journal article discussion:</p> <p>Friedel, J. N. (2008). The effect of community college workforce development mission on governance. <i>New Directions for Community Colleges</i>, 141, 45-55.</p> <p>Bragg, D. D. (2001). Opportunities and challenges for the new vocationalism in American community colleges. <i>New Directions for Community Colleges</i>, 115, 5-15.</p> <p>Oudenhoven, B. (2002). Remediation at the community college: Pressing issues, uncertain solutions. <i>New Directions for Community Colleges</i>, 117, 35-44.</p> <p>Kozeracki, C., & Brooks, J. B. (2006). Emerging institutional support for developmental education. <i>New Directions for Community Colleges</i>, 136, 63-73</p>

13	11/22	Thanksgiving (No face-to-face meeting)	Preparation for the Research Paper
14	11/29	International Programs & Trends and Challenges	<p>Cohen, Brawer & Kisker Chapter 15</p> <p>Blair, D., Phinney, L., & Phillippe, K. (2001). International programs at community colleges. AACC Research Brief.</p> <p>Raby, R. L. (2007). Internationalizing the curriculum: On- and off-campus strategies. <i>New Directions for Community Colleges</i>, 138, 57-66</p> <p>Hagedorn, L.S. (2010). The pursuit of student success: The directions and challenges facing community colleges. In J.C. Smart (Ed.), <i>Higher Education: Handbook of Theory and Research</i>, 25, 181-218.</p>
15	12/06	Presentation	<p>Research paper presentation – Due 12/06 by 5:30 pm</p> <p>Research paper – Due 12/10 by 11:59 pm</p>

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