



HIED 540-01W, AMERICAN COMMUNITY COLLEGE

COURSE SYLLABUS: FALL 2015

Instructor: Dr. Jay Leist

Office location: N/A

Office hours: Please refer to page 12 herein--regarding how to contact this instructor

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COURSE INFORMATION

Textbook required: Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2014). *The American community college* (6th ed.). San Francisco, CA: Jossey-Bass.

Suggested style manual: *Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: Author.

Outside readings: Additional readings are available as pdf files or as Word documents via the Internet. These readings are listed in the syllabus and/or linked in eCollege.

Course description: HIED 540 offers an overview of the American community college, with special emphasis on the philosophy, history, and uniqueness of these institutions. State- and local-level organization, governance, and finance issues are also examined. The course is designed for individuals who seek to learn more about the comprehensive nature of these institutions and their various roles in the post-secondary knowledge industry.

Student learning outcomes: Upon completing this course, students should be able to:

- describe the historical development of the community college, both nationally and within their home state;
- explain the comprehensive mission of the community college and articulate a position on key issues related to the philosophies influencing this mission;
- detail various state structures for the organization and governance of community colleges;
- understand state- and local-level influences on the organization, administration, and financing of community colleges;

- explain the various functions and components of the community college, to include key issues involving faculty, students, and programs; and
- identify professional organizations affiliated with community colleges and the current activities of these organizations.

COURSE REQUIREMENTS

1. Class Participation (grading weight: 16 total points)

Students must actively participate each week in the various HIED 540 discussion forums located in eCollege. For grading purposes, a week will begin at 6 PM each Monday (**Exceptions:** the first Monday of the semester, 31 Aug, will begin at 1201 AM) and end at 6 PM the following Monday. The last week for Module 4 will end at 6 PM on a **Friday**; specifically, 11 Dec).

HIED 540 has four learning modules. Providing at least one quality--and subject-matter related--eCollege posting each week (for the in-force module) can earn up to a single point. To ensure all student- and instructor-generated postings receive proper attention and feedback, accessing eCollege multiple times each week is highly recommended. All postings must be of material substance regarding the topic at hand and not simply serve as a “square filler.” The instructor will read all eCollege postings and award full, partial, or no credit based on their content, clarity, and relevance. (**NOTE:** the student introduction posting, a requirement for the first week of class, is not related to the subject matter for Module 1. Therefore, it will not count as the required posting for Week 1. However, failure to complete this introduction during the first week of the term will result in a grade deduction).

*****Maximum points available = 16 weeks at 1 point per week = 16 total points*****

2. Module Assignments (grading weight: 48 total points)

Each of the four learning modules in eCollege is only accessible during a specific period of time. Assignment grading weights, accessibility periods in eCollege, and assignment due dates for these modules are as follows:

Module 1 (maximum points available = 12 points): available starting at *1201 AM*, Monday, 31 Aug. The Module 1 assignment must be submitted by **6 PM, Monday, 21 Sep.**

Module 2 (maximum points available = 12 points): available starting at 6 PM, Monday, 21 Sep. The Module 2 assignment must be submitted by **6 PM, Monday, 19 Oct.**

Module 3 (maximum points available = 12 points): available starting at 6 PM, Monday, 19 Oct. The Module 3 assignment must be submitted by **6 PM, Monday, 16 Nov.**

Module 4 (maximum points available = 12 points): available starting at 6 PM, Monday, 16 Nov. The Module 4 assignment must be submitted by **6 PM, Friday, 11 Dec.**

*****Maximum points available = four modules at 12 points each = 48 total points*****

Each module contains the following information:

- narrated presentation showcasing the assigned subject matter,
- listing of required and/or suggested readings/review items, presentations, etc., and
- graded activities.

There are three steps for completing each module. Step one involves listening to/viewing the narrated presentation. Each presentation introduces the subject area(s) for a given module, addresses important issues associated with the subject area(s), and identifies special concerns. Step two requires each student to complete all required readings/review items. Although the order for completing these first two steps is interchangeable, finishing the presentation before the readings will probably work best. Lastly, use the presentation, the various assigned readings, and self-directed outside research to complete each module assignment. Submit these assignments as directed; eCollege will describe the submission process and the formatting requirements for all module work.

In addition to using certain assigned readings, this module work must incorporate pertinent outside research/support information. Please ensure each module assignment offers a scholarly analysis and synthesis of all materials used to formulate the various responses. This ability to analyze and synthesize various types of information is important to the learning process.

Required/suggested readings for Modules 1-4 are listed below and on the next few pages. Unless otherwise indicated, all items are available either as a pdf file or as a Word document in the corresponding module in eCollege--some items are also hyperlinked herein. To save space in the following list, several documents reflect a non-standard version for citing scholarly references--please do not use this format for graded assignments. Instead, use the proper APA format.

Module 1 (31 Aug-21 Sep)

Defining the Community College: Its History, Its Focus, and Its Social Contributions

Required readings include:

Textbook: Preface, and Chapters 1, 2, and 14

Geller, H. A. (2001). *A brief history of community colleges and a personal view of some issues (open admissions, occupational training and leadership)*. Fairfax, VA: George Mason University.

Nora, A. (2000). *Reexamining the community college mission*. Battle Creek, MI: Kellogg Foundation.

Ricketts, G. (2009, July 23). *Community colleges: A brief history*. Retrieved from

http://www.nas.org/articles/Community_Colleges_A_Brief_History

Other required readings include:

Carnegie Foundation classifications of community colleges, available at:

<http://carnegieclassifications.iu.edu/>

(First, click on “Standard Listings.” Then, click on “Undergraduate Instructional Programs.” To review definitions for the various associate’s categories, click on “Define”).

“Historical Information” under the “About Community Colleges” link at the web site of the American Association of Community Colleges (AACC), available at:

<http://www.aacc.nche.edu/AboutCC/history/Pages/default.aspx>

(There are several links in the left-hand column (e.g., “Community College Map,” “Community Colleges Past to Present,” “Significant Events,” etc.). Please explore all of these links).

Suggested readings include: N/A

Module 2 (21 Sep-19 Oct)

Key Ingredients: Structure, Governance, Funding, Faculty, and Teaching

Required readings include:

Textbook: Chapters 4, 5, 3, and 6

Other required readings include:

Katsinas, S. G., Tollefson, T. A., & Reamey, B. A. (2008). *Funding issues in U.S. community colleges: Findings from a 2007 survey of the national state directors of community colleges*. Washington, DC: American Association of Community Colleges. Retrieved from

<http://www.aacc.nche.edu/Publications/Reports/Documents/fundingissues.pdf>

Lovell, C. D., & Trouth, C. (2002). State governance patterns for community colleges.

New Directions for Community Colleges, 117, 91-100. [Read only pages 91-100]

McGuinness, A. C. (2003). *Models of postsecondary education coordination and governance in the states*. Denver: Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/34/23/3423.pdf>

Mullin, C. M. (2010). *Doing more with less: The inequitable funding of community colleges*. Washington, DC: American Association of Community Colleges.

Rossol-Allison, P. M., & Alleman Beyers, N. J. (2011). *The role of full-time and part-time faculty in student learning outcomes*. Toronto: Association for Institutional Research.

Suggested readings include:

Ellison, A. B. (2002). *The accidental faculty: Adjunct instructors in community colleges*. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED466874).

Hendrick, R. Z., Hightower, W. H., & Gregory, D. E. (2006). State funding limitations and community college open door policy: Conflicting priorities? *Community College Journal of Research and Practice*, 30(8), 627-640.

Lucey, C. L. (2002). Civic engagement, shared governance, and community colleges. *Academe*, 88(4), 27-31.

Schuetz, P. (1999). *Shared governance in community colleges*. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED433077).

Module 3 (19 Oct-16 Nov)

Student Services and Key Missions (Part I)

Required readings include:

Textbook: Chapters 7, 9, 8, and 10

Other required readings include:

Bailey, T. R., & Morest, V. S. (2004). *The organizational efficiency of multiple missions for community colleges*. New York: Columbia University Community College Research Center.

Karp, M. M. (2011a). *Toward a new understanding of non-academic student support: Four mechanisms encouraging positive student outcomes in the community college*. New York: Columbia University Community College Research Center. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED516148).

Pusser, B., Breneman, D. W., Gansneder, B. M., Kohl, K. J., Levin, J. S., Milam, J. H., & Turner, S. E. (2007). *Returning to learning: Adults' success in college is key to America's future*. Indianapolis: Lumina Foundation for Education. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED496188).

Suggested readings include:

Brewer, D. J. (1999). *How do community college faculty view institutional mission? An analysis of national survey data*. New York: Columbia University Community College Research Center.

Dowd, A. C. (2003). From access to outcome equity: Revitalizing the democratic mission of the community college. *The ANNALS of the American Academy of Political and Social Science*, 586, 92-119.

Education Commission of the States. (2009). *Transfer and articulation: The progress of education reform*. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED512145).

- Karp, M. M. (2011b). *How non-academic supports work: Four mechanisms for improving student outcomes*. New York: Columbia University Community College Research Center. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED518755).
- Scott-Clayton, J. (2012). *Do high-stakes placement exams predict college success?* New York: Columbia University Community College Research Center. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED529866).
- Serban, A., Kozeracki, C., Boroch, D., Over, L., Malmgren, I., & Smith, B. (2008). *Transfer issues and effective practices: A review of the literature*. Sacramento, CA: Research and Planning Group for California Community Colleges. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED521887).

Module 4 (16 Nov-**Friday**, 11 Dec)

Key Missions (Part II) and a Look to the Future

Required readings include:

Textbook: Chapters 11, 12, 13, and 15

Other required readings include:

American Association of Community Colleges. (2012). *Final report on the 21st-century initiative listening tour*. Washington, DC: American Association of Community Colleges. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED532592).

Boswell, K., & Wilson, C. D. (2004). *Keeping America's promise: A report on the future of community colleges*. Denver: Education Commission of the States.

Deng, H. (2006). *Are there differences between transfers from community college career-oriented programs and liberal arts programs?* Tallahassee, FL: Association for Institutional Research. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED504379).

Suggested reading includes:

Harmon, R., & MacAllum, K. (2003). *Documented characteristics of labor-market responsive community colleges and a review of supporting literature.* Washington, DC: US Department of Education, Office of Adult and Vocational Education. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED479041).

3. Research Paper (grading weight: 25 total points)

Each student will author a research paper focusing on one of the broad topics shown below:

- | | |
|--|--|
| -Community education | -Unionization/collective bargaining |
| -Adjunct faculty | -Dual-credit coursework |
| -Governance | -Core curriculum (or general education) |
| -Student services (or student demographics) | -Tribal colleges (2-year only) |
| -Organizational culture (internal or external) | -Women (or minorities) in leadership roles |
| -Finance/funding | -Open access |
| -4-year degrees in 2-year colleges | -Developmental education |
| -Vocational-technical training | -Continuing education |

After selecting a topic, refine/narrow it to develop a purpose statement. The instructor must approve the refined topic and purpose statement. Students must **secure this approval by 6 PM, Monday, 28 Sep.** To obtain approval, e-mail the following information to the instructor:

- In the subject line of the e-mail, write: Research Paper Topic/Purpose
- In the text of this e-mail, provide the following exact information:
 1. My broad topic is: (list--verbatim--one of the aforementioned 16 topics)
 2. My refined/narrowed topic is:
 3. The purpose of this paper is: (provide the proposed purpose statement here)
 4. I have determined* that adequate quality resources exist to support the research for this assignment.

*Please ensure compliance with Item #4 above, **before** submitting the aforementioned e-mail.

The instructor will provide e-mail feedback. It will include either a statement of approval or a request for further clarification before approval is granted. **NOTE:** failure to gain instructor approval by the stated deadline will result in a 10-point deduction for this assignment.

The following exceptions/restrictions apply to this assignment:

1. The topic and purpose(s) must not focus specifically on any community college where the student has ever worked or matriculated.
2. The topic and purpose(s) must not focus on the creation/establishment of a community college, the biography of any person, or any HIED athletic- or sports-related event(s).
3. The topic and purpose(s) must relate to one or more of the student learning outcomes shown on pages 1-2 of this syllabus. This relationship must be specifically highlighted in the introductory section of the paper.
4. Do not use Wikipedia, an encyclopedia, You Tube, or any other similar “quasi-references” as support for this assignment.
5. Once the topic and purpose(s) are approved, any further change to either item requires a new approval from the instructor.

Format-wise, this paper will contain 10-12 **full** pages of text, with non-justified, double-spaced type (Times New Roman or Arial 12-point font). The phrase “10-12 **full** pages of text” refers only to the body of the paper--a cover sheet (optional), abstract (optional), and reference list (mandatory) do not count as part of this page-length requirement. At least 10 scholarly sources (i.e., beyond any HIED 540 references) are required. The paper will be submitted as a Word document, include 1-inch margins on the top, bottom, and sides, and must comply with APA (6th ed.) guidelines. Please use quality sources, and do not recycle work from this--or any other--course.

The evaluation of this assignment will focus on the creation of a clear and concise purpose/thesis statement (to include why the topic was chosen, its relationship to one or more of the HIED 540 student learning outcomes, and how it impacts/supports/relates to the American community college)--and compliance with all related instructions. This paper will also be evaluated based on evidence of a well-planned strategy for researching the topic, the selection of *quality* sources, and the use of these sources to develop an assignment reflecting creativity and scholarship. Adherence to effective writing principles (including, but not limited to, the quality and completeness of the content (i.e., did the paper fulfill its stated purpose?), clarity of expression, consistency of style and format, compliance with APA style guidance, and active voice) will also play a key role in the grading of this assignment. **NOTE:** there will be an automatic 10-point deduction for each page short of--or beyond--the aforementioned 10-12 **full** pages of text.

This assignment is **due by 6 PM, Monday, 23 Nov.**

*****Maximum points available = one research paper at 25 points = 25 total points*****

4. Community College Presentation (grading weight: 11 total points)

For this assignment, each student will produce a narrated PowerPoint (or similar type of slide) presentation. The Community College Presentation (CCP) will utilize specific subject matter from a pre-selected textbook chapter (see below) to showcase similar information from each student's current place of employment (providing it is a public community college)--or a different public community college in the state of residence. Students not employed at this type of institution will select a 2-year public community college in their current state of residence.

Specific subject matter from the contents of any one of the following textbook chapters must be used for the CCP:

Chapter 4: how the chosen community college is governed--both locally and via the state in which it is located

Chapter 7: how student services at the chosen community college supports specific educational objectives and the overall institutional mission

Chapter 8: how developmental education operations at the chosen community college enhance literacy and basic skills

Chapter 10: how the chosen community college ensures its workforce preparation efforts support specific local- and state-level needs

As an example, assume a student is employed at Public Community College (PCC). After reading Chapters 4, 7, 8, and 10, she decides to use governance for her presentation (i.e., Chapter 4 above). She will conduct research into how PCC is governed--both locally and by the state. To showcase local governance, the student may explore in-place policies and guidance about the PCC board of regents and how this forum operates, how its members are selected (e.g., elected or appointed, eligibility qualifications, etc.), the roles and responsibilities the board fulfills, etc. To demonstrate how state-level governance affects PCC, she could review guidelines and policies found on the state's coordinating board website. She might contact this agency to ask questions about governance involving 2-year public institutions--and how such oversight impacts PCC. As a "jumping-off" point, this student might draw comparisons and contrasts between what she discovered--regarding governance at PCC--and key points from Chapter 4 of the textbook.

There are many strategies for completing this assignment. However, only one of the aforementioned chapters--and the corresponding subject matter specified above--must be used, along with either the current public 2-year institution of employment (or a chosen public community college). Feel free to contact the instructor to discuss specific requirements and expectations, possible ideas and/or tips, or if questions exist regarding this assignment.

Format-wise, this assignment requires a **narrated**, reference-based slide presentation lasting 10-15 minutes. The presentation will showcase all required information and must include a reference list. Please use quality sources and do not recycle work from this--or any other--course. An Internet link for accessing the presentation (e.g., via YouTube, or other online platform) will be posted in a corresponding eCollege discussion forum, so other class members may view/listen to the presentation and then post comments and/or ask questions. Additional

guidance concerning the CCP is contained in eCollege. **NOTE:** there will be an automatic 10-point deduction for “falling” short of--or exceeding--the aforementioned 10-15 minutes.

The CCP will be evaluated based on the ability to apply guidance from the textbook and self-directed research to showcase/chronicle/evaluate/analyze/synthesize key information. Additionally, the evaluation will consider the selection of quality sources and their usage in developing an assignment that reflects creativity and scholarship. Adherence to effective presentation principles (including, but not limited to, the quality of the content, clarity of expression, consistency of style and format, compliance with APA style guidance, and active voice) will also play a key role in the grading of the CCP.

This assignment is due by **6 PM, Monday, 2 Nov.**

*****Maximum points available = one CCP at a maximum of 11 points = 11 points*****

Grading

-16%: Class Participation

-48%: Module Work

-25%: Research Paper

-11%: CCP

100%

A grade of “A” (90-100 points) represents exceptional work exceeding stated guidelines. This type of work demonstrates advanced thinking far beyond simply repeating/reaffirming information covered in class or via outside readings/discussions. “A” work offers original thoughts that are developed and showcased clearly, analyzed and synthesized thoroughly, and they build upon the conceptual foundations and learning outcomes of the course. “A” work indicates a *mastery* of the information being discussed, and it reflects exceptional written and/or oral communicative skills.

A grade of “B” (80-89 points) represents sound graduate student work. This type of work provides a clearly defined and adequate thesis, but lacks depth and clarity of insight or new considerations that exemplify superior thought and mastery of the subject matter. Some concerns exist in the construction, development, and analysis and synthesis of ideas and/or readability (to include proofreading, editing, and formatting issues that detract from the overall quality of the assignment).

A grade of “C” (70-79 points) represents work below the expected level. Problems in such work include the poor construction of ideas and/or difficulties in complying with specific requirements, show a lack of clear understanding and/or analysis and synthesis of the topic(s) under discussion, and/or contain serious proofreading, editing, and formatting weaknesses that detract from the intended purpose(s) and overall quality of the assignment.

The point range for a “D” is 60-69; the point range for an “F” is anything less than 60.

TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION

This is a 100% online class, and Internet access will be needed to complete and submit various assignments. This access should utilize a DSL (or faster) Internet connection. A working knowledge of Microsoft Word and PowerPoint is also needed.

COMMUNICATION AND SUPPORT

E-mail will serve as the primary means for instructor-student communications. The goal is to respond to student e-mails within 48 hours. (**NOTE:** this instructor is normally unavailable on weekends/holidays and may be unable to meet the aforementioned goal during these days).

To contact the instructor via e-mail, please use the following address: (jay.leist@tamuc.edu). In those instances where a discussion may require more than e-mail communications, the instructor will provide a phone number for incoming calls.

Technical support is provided through eCollege. Please refer to the instructions on the My Leo/eCollege sign-on page.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course-specific Procedures:

1. Graduate students are expected to practice and maintain integrity and honesty in all of their work. Students must ensure all work for HIED 540 is original (i.e., not recycled from this--or any other--class). Work produced, in whole or in part, from assignments for other courses (or this course) will not be accepted for credit. Contact the instructor if questions arise.

Please adhere to APA guidelines--and all university policies--regarding the use and proper attribution of the work, ideas, and words of others. Plagiarism is a very serious matter, and any such act can result in a grade of "F" for the assignment (and possibly for the course)--along with possible follow-on action. **NOTE:** This instructor will use the university-provided software (i.e., Turnitin) to assist in detecting instances of academic dishonesty. Feel free to ask if questions surface regarding any issue surrounding plagiarism.

2. Due dates for HIED 540 coursework are established to ensure timely participation and dialogue with fellow students, and to provide adequate opportunity for instructor feedback. **Any assignment submitted for grading--that arrives after the due date and time--will incur an automatic 10-point deduction for each day it is late.**

3. All assignments submitted for grading must comply with the guidance in the APA style manual (6th ed.). For each assignment in this course, **compliance** with APA style guidelines--**and overall readability** (e.g., editing, proofreading, formatting, etc.)--**will count for 10% of the assigned grade.**

4. Unless unusual circumstances exist that are in accordance with university/college/department policy, please do not ask for a grade of "Incomplete."

5. The instructor reserves the right to make alterations to this syllabus and other course requirements, when warranted, to enhance learning, improve effectiveness and/or efficiency, etc. When such changes are required, the instructor will provide class members with as much pre-notice as possible.
6. Extra credit opportunities are not offered in this class.
7. Following instructions is a key ingredient for success in this class. If unsure of “what to do” regarding a specific instruction or assignment, please ask for assistance.
8. Unless directed otherwise, each assignment must be submitted as a Word document (or PowerPoint file)--**never submit a pdf file** for grading.
9. Do not use Wikipedia, an encyclopedia, You Tube, or any other similar "quasi-references" for any HIED 540 assignment.
10. This syllabus serves as the baseline document for HIED 540, and the instructor has made every effort to ensure the information in eCollege replicates what is contained herein. However, it is possible that differences in guidance may exist between eCollege and the syllabus. In cases involving conflicting guidance, the information in this syllabus (along with any necessary alterations--see Item #5 above) will supersede information contained in eCollege.

University-specific Procedures

1. Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

2. Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE/CALENDAR

As an online course, HIED 540 utilizes four modules. Specific dates and times for accessing each module, along with the corresponding reading requirements, are listed on pages 2-8 of this syllabus. **Due dates** for all HIED 540 module assignments--and other important graded work and specific activities--**are highlighted in yellow throughout this document.**