

UNIVERSITY OF NEVADA, LAS VEGAS  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & HIGHER EDUCATION

THE AMERICAN COMMUNITY COLLEGE

EDH 708

INSTRUCTOR:

OFFICE:

OFFICE HOURS:

TELEPHONE:

EMAIL:

## **EDH 708: The American Community College**

### Course Description

This course focuses on a uniquely American higher education institution: the community college. Sometimes referred to as a junior college, the community college is the Ellis Island of higher education for many people. It functions as a port of entry into higher education and into the middle-class for many working-class and first-generation college-goers. Collectively, two-year colleges equal more than one-third of all non-profit higher education institutions and enroll about a third of all United States college students, including almost 60 percent of all undergraduates.

In spite of its importance in higher education, the community college is not well understood by many people, including many who work in higher education. They do not know the functions, values, and beliefs that combine to make it a distinctive institution.

Thus the primary purpose of this course is to develop an understanding of, and appreciation for, the two-year college in its various manifestations. To do so, we will examine the community college as an institutional type by examining its (1) history, (2) internal constituents (students, faculty, administrators and staff), (3) governance and finance (includes external constituencies), (4) functional curricular missions (general education/ transfer education, vocational education, remedial education, and community education), (5) societal missions, e.g., role in higher education, and (6) recurring and emerging issues.

By studying the community college as an institutional type, we will also gain a better understanding of what it would be like to work at and be a student in this type of institution, and we will also gain an understanding of what to examine when looking at a specific type of higher education institution.

### Required Textbooks

1. Cohen, A., Brawer, F., Kisker, C. (2014). *The American community college Sixth Edition*. San Francisco, CA: Jossey-Bass.
2. Selected relevant articles available through in-class distribution.

## Course Rationale

Students who successfully complete this course should be able to do the following:

- (1) Understand the historical development of the two-year college as an educational institution within the United States.
- (2) Understand how community college students and faculty are similar to and different from four-year college students and faculty.
- (3) Understand the diversity that exists among public community colleges because of variations in size, geographic location (rural, suburban, and urban), and state-level governance and funding methods.
- (4) Know the four formal curricular missions of the community college and develop a position on their relative importance to the institution.
- (5) Develop a perspective on the societal missions of community colleges in the United States.
- (6) Be aware of some of the recurring and current issues facing the two-year college in the United States.

## **Requirements for Student Evaluation**

### Class Discussion

The instructional format for the course is lecture and small/large group discussion. It is expected that each student will be adequately prepared for class, participate in large group and small group discussions, and in general, give evidence of having read the assigned materials. For most class sessions, preparation shall consist of readings in the area to be covered for that topic. Students are expected to be prepared to discuss salient issues, questions, and problems emerging from the readings, the instructor's lectures, and guest speakers on selected topics.

To develop and establish a learning community active participation is vital. Class participation consists of (1) attendance; (2) active and thoughtful participation in class discussions based on a thorough and critical analysis of readings; (3) active and full participation in small group work; and (4) completion of written assignments.

### Class Attendance

Since class discussion is an important part of this course, students are expected to attend and participate fully in every class session. At the graduate level it should not be necessary to establish a class absence policy. You are reminded that one absence in this class is equal to three (or one entire week) of a class which meets three times a week. More than two absences will affect your grade. Students who are not able to attend class are asked to notify me prior to their absence and are responsible for obtaining any class materials or notes from another student. If you are absent from a class when a written assignment is due, students are still responsible for submitting the written work on or before the day it is due.

### Respect Differing Views

Students should be respectful of differing views. At times we will discuss controversial issues. Honest and sincere differences of opinion will be respected; however, personal attacks directed to a specific individual will not. In this day and age it is hard to have a serious conversation about

controversial topics without risking offense to someone. If I say something that you find offensive to you, please let me know as it is no intentional.

### Common Courtesy

Computers, cell phones, and other electronic devices should be turned off and stored prior to all class meetings. Should an emergency require the use of a cell phone, please inform the instructor at the earliest possible convenience.

### Assignments

In addition to participating actively in class, each student will complete the following four assignments:

- Select a specific community college and through its web site, determine what it would be like to be a student or a faculty member or an employee there. Be prepared to talk about this institution to class members.
- Write an assessment of the physical environment of a selected community college after visiting the institution.
- Prepare a summary and assessment of an empirical article relating to the chapter's topic and present orally to class members.
- Write a scholarly-based paper on a community college topic (individual paper). Pick a topic such as presidential leadership or student affairs in the community college, identify a research question about this topic, and write a 10-12 page paper addressing the topic (topic and research question to be approved in advance by instructor).

### Grading and Evaluation

Grades of "A" will reflect participants' thorough knowledge of the material covered in class, excellent thinking evidenced by the quality of written assignments and class discussion, as well as participants' commitment to the community of learners through active participation to class discussion and peer learning. Grades of "B" will reflect participants' efforts demonstrated by the completion of all assignments in a thoughtful and critical manner. B's will also reflect a commitment to this community of learners by active and quality participation in class discussions. Grades below "B" will be reserved for participants whose work does not reflect commitment to the learning activities and/or who do not participate actively in the course. In the event that a student turns in a late project or paper, the student will be assessed a reduction of a letter grade.

A total of 100 points are available through the evaluation criteria. The points required to earn a grade are listed below (Incomplete grades will be issued only in extenuating circumstances, as per the graduate school):

A= 100-92

B= 91-82

C= 81-72

Percentages for assignments and class participation

(1) Class attendance and participation	15pts
(2) Website knowledge of one community college (oral presentation) (occurs throughout semester; <b>no later than April 7<sup>th</sup></b> )	15pts
(3) Write up regarding a visit to a community college ( <b>Due March 31<sup>th</sup></b> )	15pts
(4) Write up and oral presentation of an empirical article that relates to the Chapter's topic for that evening (occurs throughout semester)	15pts
(5) Final Individual Paper Project ( <b>Due May 5<sup>th</sup></b> )	40pts
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	100pts

Written Assignments

All writing assignments should be well organized and show evidence of thorough analysis of the topics and issues discussed. All papers should be typed, double-spaced, and use a 12 point font. In addition, all assignments must follow APA style (6<sup>th</sup> edition) including citations, reference sections, headings, etc. In evaluating written assignments, I look for the following criteria:

Accuracy of information: Fact-based statements about current issues are accurate and would be agreed upon by others who are familiar with the literature discussed in this course (35% of grade).

Completeness of response to the assignment: Paper responds to all parts of the assignment (35% of grade).

Organization and coherence: Paper has introduction, body, and conclusion and does not contain irrelevant material; material is arranged in a logical manner and in a manner consistent with the norms of one's discipline (20% of grade).

Appropriate grammar, punctuation, and spelling: Standard English and spelling are consistently used (05% of grade). Any errors are minor and few. More specifically, students need to use an analytical and linguistic level appropriate for graduate students

Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6<sup>th</sup> Edition) for papers submitted for presentation or publication (05% of grade).

**Course Schedule  
(Subject to Change)**

Jan 21	<b>Class Introductions and Overview of Course</b>
Jan 28	<b>Background: Evolving Priorities and Expectations of the Community College</b> <u>Assignment:</u> Chapter 1, pages 1-44.
Feb 4	<b>Students: Diverse Backgrounds and Purposes</b> <u>Assignment:</u> Chapter 2, pages 45-78.
Feb 11	<b>Faculty: Building a Professional Identity</b> <u>Assignment:</u> Chapter 3, pages 79-108
Feb 18	<b>Organization, Governance, and Administration: Managing the Contemporary College</b> <u>Assignment:</u> Chapter 4, pages 109-150
Feb 25	<b>Finances: Generating, Sustaining, and Allocating Resources</b> <u>Assignment:</u> Chapter 5 pages 151-176
March 3	<b>Instruction: Methods, Media, and Effects</b> <u>Assignment:</u> Chapter 6 pages 177-208
March 10	<b>Student Services: Supporting Educational Objectives</b> <u>Assignment:</u> Chapter 7, pages 209-234.
March 17	<b>Developmental Educations: Enhancing Literacy and Basic Skills</b> <u>Assignment:</u> Chapter 8, pages 235-264.
March 24	Spring Break, No Class  Please read <b>Liberal Arts and Transfer Education: Preparation for the University</b> as we will discuss on March 31. <u>Assignment:</u> Chapter 9, pages 265-288
March 31	<b>Integrative Education: Modifying General Education</b> <u>Assignment:</u> Chapter 10, pages 289-302 <b><i>Due: Write up of physical environment of a CC.</i></b>
April 7	<b>Occupational Education: Growth and Change in Workforce Preparation</b> <u>Assignment:</u> Chapter 11, pages 303-332

*Check-in on final paper project.*

- April 14                    **Community Education: Extending College Services and Training**  
Assignment: Chapter 12, pages 333-358
- April 21                    **Scholarships and Commentary: Perspectives of the Community College**  
Assignment: Chapter 13, pages 359-390
- April 28                    **Student Progress and Outcomes: A New Age of Accountability**  
Assignment: Chapter 14, pages 391-434
- May 5                        **Toward the Future: Trends, Challenges, and Obligations**  
Class Summary and Wrap-up  
Assignment: Chapter 15, pages 435  
*Due: Final Paper Project & Informal Discussion/Presentation*

## UNLV Policies

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s

control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

## Relevant Community College Websites

For historical information about the community college:

- For a **brief history of Joliet Junior College**, the first public two-year college, <http://www.jjc.cc.il.us/Admin/History.html>
- **Early Public Junior Colleges: A Resource for Graduate Students and Researchers**. This site includes copies of primary sources that describe the organization, governance, curriculum, funding, and student culture of junior colleges established between 1900 and 1940. <http://junior-college-history.org>

For general information about the community college:

- **American Association of Community Colleges (AACCC)**<http://www.aacc.nche.edu/>
- Boswell, K., & Wilson, C. (Eds.). (2004). **Keeping America's promise: A report on the future of the community college**. Denver, CO: Education Commission of the States. <http://www.communitycollegepolicy.org/pdf/KeepingAmericasPromise.pdf>

For lists of two-year colleges:

- **AACC Member Colleges Listed by State** <<http://www.aacc.nche.edu/>>.
- **Community College Web**, maintained by Maricopa Community Colleges, provides links to over 830 community colleges arranged in alphabetical and geographical order. The site includes colleges in the USA, Canada, and Europe. <<http://www.mcli.dist.maricopa.edu/cc/info.html>>.
- **Hispanic Serving Colleges**, some of which are two-year schools [http://www.hacu.net/assnfe/CompanyDirectory.asp?STYLE=2&COMPANY\\_TYPE=1&SnID=330670487](http://www.hacu.net/assnfe/CompanyDirectory.asp?STYLE=2&COMPANY_TYPE=1&SnID=330670487)

For community college periodicals on-line (in whole or in part):

- **Community College Journal of Research and Practice** <<http://www.tandf.co.uk/journals/tf/10668926.html>>
- **The Community College Enterprise: A Journal of Research and Practice** <http://www.schoolcraft.edu/ccE>
- **Community College Week** <http://www.ccweek.com>

For funding, governance and policy information:

- Education Commission for the States. (2000). **State funding for community colleges: A 50-state survey**. Denver, CO: Author. <http://www.communitycollegepolicy.org/pdf/CC%20Finance%20Survey.pdf>
- **AACC Trustees** <http://www.acct.org/>

- **AACC information about state budget cuts: Go to AACC website and click on About Community Colleges and then click on State Budget Cuts**  
<http://www.aacc.nche.edu/Content/NavigationMenu/>
- **Education Commission of the States Center for Community College Policy**  
<http://www.communitycollegetpolicy.org/>

*For faculty information:*

- **Adjunct Faculty Association of the Maricopa Community College District**  
<http://www.dist.maricopa.edu/afa/>
- **[California] Community College [Faculty] Association** <http://www.ccafca.org/>
- Huber, M. T. (1998). **Community college faculty attitudes and trends, 1997**. Stanford, CA: National Center for Postsecondary Improvement, Stanford University.  
[http://www.stanford.edu/group/ncpi/documents/pdfs/4-03\\_ccfacultyattitudes.pdf](http://www.stanford.edu/group/ncpi/documents/pdfs/4-03_ccfacultyattitudes.pdf)

*For student information:*

- For more specifics about who enrolls at community colleges, see this section of the ACCC web site: **Community College Enrollment**  
<http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx>
- For a look at some former community college students, see the AACC web page “**Notable [Community College] Alumni**”  
[http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/OutstandingAlumni/Notable\\_Alumni.htm](http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/OutstandingAlumni/Notable_Alumni.htm)
- For information about the engagement of community college students, see **Community College Survey of Student Engagement** <http://www.ccsse.org>

*For the curricular mission of general education and transfer:*

- **Illinois General Education Core Curriculum Requirements**  
<http://www.itransfer.org/IAI/GenEd/>
- **Illinois Articulation Initiative** <http://www.itransfer.org/>
- **Tennessee Board of Regents Information about Transfer**  
<http://www.tbr.state.tn.us/student%5Finformation/articulate/career/2yrcarcourse.htm>

*For the curricular mission of remedial education:*

- Jenkins, D., & Boswell, K. (2002). *State policies on community college remedial education: Findings from a national survey*. Boulder, CO: Education Commission of the States. [http://www.communitycollegetpolicy.org/pdf/FINAL\\_REMEDIAL\\_POLICY.pdf](http://www.communitycollegetpolicy.org/pdf/FINAL_REMEDIAL_POLICY.pdf)

*For the curricular mission of workforce preparation:*

- **AACC Research: Community College Involvement in Welfare**

- <http://www.aacc.nche.edu/newsevents/News/Pages/default.aspx>
- **Office of Vocational and Adult Education (U.S. Dept. of Education):The Carl D. Perkins Vocational and Technical Education Act**  
<http://www.ed.gov/offices/OVAE/CTE/legis.html>
- **Office of Vocational and Adult Education (U.S. Dept. of Education) Tech Prep Program** <http://www.ed.gov/about/offices/list/ovae/pi/cte/tpreptopic.html>
- **Workforce Investment Act** <http://www.afscme.org/pol-leg/wiahome.htm>
- Bailey, T., Kienzl, G., & Marcotte, D. (August, 2004). *CCRC Brief. Who benefits from postsecondary occupational education? Findings from the 1980s and 1990s*, No. 23. New York: Community College Research Center.  
<http://ccrc.tc.columbia.edu/Publication.asp?UID=251>
- Bailey, T., Alfonso, M., Scott, M., & Leinbach, T. (August, 2004). *CCRC Brief. Educational outcomes of postsecondary occupational students*. New York: Community College Research Center  
<http://ccrc.tc.columbia.edu/Publication.asp?UID=252>

*For miscellaneous:*

- **Community College Research Center** at Teachers College  
<http://ccrc.tc.columbia.edu/Home.asp>
- **The League for Innovation in the Community College** <http://www.league.org>