Higher Education 540

The American Community College

Larry D. Anderson
Higher Education
HIED 540
The American Community College

COURSE DESCRIPTION:
This course is designed to provide an overview of the community college with particular emphasis on the history, philosophy, and the uniqueness of the institution. State and local governance are also examined.

OBJECTIVES:
1. To enable the student to understand the forces that have contributed to the development and expansion of community colleges. More specifically, the student will be able to:
   a. Identify the contributions of prominent educators.
   b. Identify significant social forces that led to the development of community colleges.
   c. Identify the defining characteristics of community colleges.
   d. Identify the major programs and services provided by community colleges.
   e. Describe the characteristics of community college students.

2. To enable the student to understand the purposes and philosophical underpinning of community colleges. More specifically, the student will be able to:
   a. Identify the general educational purposes of community colleges.
   b. Identify the major programs and services of community colleges, including academic transfer, career and technical, continuing education, developmental education, community service, student development programs and services, and instructional support services.

3. To enable the student to understand variations in community college governance and administration. More specifically, the student will be able to:
   a. Understand the difference between governance and administration/management.
   b. Understand major differences among/between the states with respect to governance and administration of community colleges.
   c. Understand the differences between multi-college, multi-campus community college districts and single-member community college districts.

4. To enable the student to understand how community colleges are financed. More specifically, the student will be able to:
   a. Identify the major sources of revenue for community colleges.
   b. Describe the concept of contact hour funding.
   c. Describe the economic impact that community colleges have on the economy.

5. To enable the student to understand special emphasis that community colleges place on teaching, learning, and student-centeredness. More specifically, the student will be able to:
   a. Identify the responsibilities of community college faculty.
   b. Identify innovative teaching that is occurring in community colleges.
   c. Understand what is meant by the learning college.
   d. Understand what is meant by the open door admissions policy.
6. To enable the student to understand the diverse makeup of the community college student body. More specifically, the student will be able to:
   a. Identify the changes that have occurred in the makeup of the community college student body.
   b. Describe the challenges that community colleges face while trying to serve a diverse population of students.
   c. Anticipate demographic changes that will have an impact on community colleges.

7. To enable the student to understand the nature and importance of community college leadership. More specifically, the student will be able to:
   a. Identify the characteristics of effective community college leaders.
   b. Identify influential leaders in the community college movement.
   c. Identify key positions within the community college organization wherein it is important to have effective formal and informal leaders.

8. To enable the student to understand issues that will have an impact on the future of community colleges. More specifically, the student will be able to:
   a. Describe the challenges that community colleges will face if adequate funding is not found.
   b. Describe the challenges that community colleges will face in replacing full-time faculty.
   c. Describe the challenges that community colleges will have in replacing leaders.
   d. Describe the challenges that community colleges will face in maintaining their positions as open door institutions.

Textbook –*The American Community College* Cohen, Arthur M. & Brawer, Florence B.
Any version, available as online e-book

**REQUIREMENTS OF THIS COURSE**

A serious commitment to mastery of the content.
Attendance and participation in class discussion.
Assigned readings and web search activities, as noted in this syllabus.
Participation in group assignments and online discussion.
Participation in individual assignments and online discussion.
A research paper based on a dissertation based on a topic concerning community colleges.
EVALUATION

The following weighted criteria will be utilized for student evaluation:

Attendance and Participation in class discussions – 30 pts
Quizzes – 30 pts. 6 quizzes w/ 10 questions
Participation in group projects and online discussions – 25pts.
Participation in individual online discussion—25 pts.
Research paper—30pts

(Total possible—140 pts.)
The minimum number of points required for each grade is as follows:
A—125
B—105
C— 75

(Please remember, no grade below a B may be applied to a doctoral degree.)

Rubric to be Applied to Group Activity & Discussion
And to Individual Discussion

<table>
<thead>
<tr>
<th>Student submission</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantive contribution included synthesis of new information from literature</td>
<td>5</td>
</tr>
<tr>
<td>Substantive contribution included evaluation of new information from literature</td>
<td>4</td>
</tr>
<tr>
<td>Substantive contribution included analysis of new information from literature</td>
<td>3</td>
</tr>
<tr>
<td>No substantive contribution or contribution copied/repeated from essay</td>
<td>2</td>
</tr>
<tr>
<td>No discussion contribution</td>
<td>0</td>
</tr>
</tbody>
</table>

Note regarding discussion expectations—as an important aspect of the learning process, discussion will be measured by the substance (or value) of your contribution. Substantive means that your contribution helps the class discussion to progress. Hence, each contribution is expected to provide new ideas, insight, and important resources for the discussion topic.

Rubric to be Applied to Paper

<table>
<thead>
<tr>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Paper displays insight in the analysis and synthesis of information from the literature</td>
</tr>
<tr>
<td>Paper contains sufficient information to address the assignment</td>
</tr>
<tr>
<td>Paper lacks sufficient information, but does address the assignment topic</td>
</tr>
<tr>
<td>Paper does not address the assignment appropriately</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Paper demonstrates superior organization</td>
</tr>
<tr>
<td>Paper demonstrates an acceptable method of organization</td>
</tr>
<tr>
<td>Paper requires a better method of organization</td>
</tr>
<tr>
<td>Paper lacks organization</td>
</tr>
<tr>
<td>Mechanics/APA style</td>
</tr>
<tr>
<td>Paper includes no writing or APA errors</td>
</tr>
<tr>
<td>Paper includes minimal errors in mechanics and APA style</td>
</tr>
<tr>
<td>Paper includes multiple errors in mechanics and APA style</td>
</tr>
<tr>
<td>Paper includes excessive errors in mechanics and APA style</td>
</tr>
</tbody>
</table>
UNIVERSITY GUIDELINES

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce Procedure A12.08—see Student Guidebook, Policies and Procedures, Conduct).

PLEASE NOTE: All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in the Graduate Catalog, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A more severe infraction may also lead to a recommendation for suspension or expulsion.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 the 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@tamu-commerce.edu)

TECHNOLOGY REQUIREMENTS

This course will be using the E-College platform for course delivery and for all student submissions and discussion.

All direct communication with the professor should be addressed to the professor’s university e-mail address.

Access to the library’s available databases via the student’s MyLeo account will be required, unless the student prefers to use the library’s holdings in person.
The American Community College
Course Outline

HIED 540    Fall 2012
INSTRUCTOR: Anderson    Office:
Telephone: 817-515-2510; Cell 817-319-3135
e-mail: landerson11@tamu-commerce.edu

TEXT The American Community College Cohen, Arthur M. & Brawer, Florence B.
(Any version, available as online e-book)

COURSE OUTLINE:
Dates shown are due dates (by 8:00 a.m.) for completion of online quizzes and submissions of
discussions. No late submissions will be accepted.

Topic / Assignment

Sept 8    Lecture – Text Chapter 1 Background: Evolving Priorities & Expectations ; Quiz
         Groups – form groups

Sept 15    Individual posting – Texas Higher Education Coordinating Board

Sept 22    Lecture – Text Chapter 2 Students: Diverse Backgrounds; Quiz
         Group posting – Biography/History/Mission

Sept 29    Individual posting – Online Journals

Oct 6    Lecture – Text Chapter 3 Faculty: Professional Identity; Quiz
         Group posting – Student population and services

Oct 13    Individual posting – Community College Associations

Oct 20    Individual posting – Article on Learning College

Oct 27    Lecture – Text-Chapter 4 Governance and Administration; Quiz
         Group posting – Organization and Administration

Nov 3    Individual posting – Legislative Budget Board

Nov 10    Lecture: Text-Chapter 5 Finances; Quiz
          Group posting – Finance/Budget

Nov 17    Research Papers Due

Nov 24    Thanksgiving Holiday – No assignment

Dec 1    Lecture: Text-Chapter 13 Social Role; Quiz
         Group Presentations