EDH 708: THE AMERICAN COMMUNITY COLLEGE Department of Educational Psychology and Higher Education University of Nevada, Las Vegas

LOCATION & TIME

INSTRUCTOR OFFICE OFFICE HOURS

PREREQUISITES REQUIRED TEXTS

Selected readings posted on Canvas

COURSE SCOPE & RATIONALE

This course focuses on a uniquely American higher education institution: the community college, sometimes referred to as the two-year college. The community college is the point of entry or the point of return to higher education for many people. It can be a key step on the pathway towards the middle class for many low-SES students, first-generation college-goers, and under-represented students. 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. *What are the functions, values, and identities that make U.S. community colleges a distinctive institution?*

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.

choice (e.g., campus racist incidents, student-parents, presidential leadership, or student affairs) and explore this topic in the context of the community college. This is a multi-step assignment:

- A. <u>Accuracy of information</u>: 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).
- B. <u>Completeness of response to the assignment</u>: Paper responds to all parts of the assignment (35% of grade).
- C. <u>Organization and coherence</u>: Paper has introduction, body, and conclusion and does not contain irrelevant material; material is arranged in a logical manner and in a manner
- D. <u>Appropriate grammar, punctuation, spelling, and disciplinary format (APA)</u>: Standard English and spelling are consistently used. Any errors are minor and few. More specifically, students need to use an analytical and linguistic level appropriate for graduate students.

style (APA, 6th Edition) for papers submitted for presentation or publication (10% of grade).

COURSE REQUIREMENTS/POLICIES

- 1. **RESPECTING DIFFERENT 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.
- 2. **BE PREPARED TO PARTICPATE IN CLASS** by completing the assigned readings and engaging in all classroom activities. 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.
- 3. CLASS ATTENDANCE IS MANDATORY. After two absences your grade Byour I (opic. St)-3 (ude)

we each learn to respect, listen and encourage each other inside as well as outside of class.

Assignment Due: 1

7	S	Student Services Hatch, D. K., & Garcia, C. E. (2017). Academic advising and the persistence intentions of community college students in their first weeks in college. <i>The Review of Higher Education</i> , 40(3), 353-390.
		first responders legitimate proper course placements for community college students. <i>Community College Journal of Research and Practice</i> , 1-15.
		***Case: CUNY ASAP Strumbos, D., Linderman, D., & Hicks, C. C. (2018). Postsecondary pathways out of poverty: City University of New York Accelerated Study in Associate Programs and the case for national policy. <i>RSF: The</i> <i>Russell Sage Foundation Journal of the Social Sciences</i> , 4(3), 100-117.
		Assignment Due: Analytical Paper Due Sunday 10/10
FT Fri		CSN – Charleston Campus Field Trip!
8	S	Developmental Education Reform Rutschow, E. Z., & Mayer, A. K. (2018). Early Findings from a National Survey of Developmental Education Practices. Research Brief. <i>Center</i> <i>for the Analysis of Postsecondary Readiness</i> .
		Schrynemakers, I., Lane, C., Beckford, I., & Kim, M. (2019). College readiness in post-remedial academia: Faculty observations from three urban community colleges. <i>Community College Enterprise</i> , 25(1), 10-32.
		Mokher, C. G., Park-Gaghan, T. J., & Hu, S. (2021). What Happens to Efficiency and Equity? The Cost Implications of Developmental Education Reform. <i>Research in Higher Education</i> , 62(2), 151-174.
		<u>***Case: AB705 in California</u> Melguizo, T., Ching, C. D., Ngo, F., & Harrington, D. (2021). AB705 in the Los Angeles Community College District: Results from Fall 2019. Pullias Center for Higher Education.
9	A	Transfer Felix, E. R., & Trinidad, A. (2018). Fulfilling the transfer mission at an urban technical college: How a transfer center mediates baccalaureate aspirations for students. <i>Community College Journal of Research and</i> <i>Practice</i> , 42(12), 861-877.
		Making of Higher Education Policies During the Vertical Transfer Process. <i>American Educational Research Journal</i> , 00028312211003050.

15	S	Final Class (Final presentations, hopefully with an in-person option) Class Celebration

Final Papers Due

UNLV Academic Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom.

classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted.

authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following

University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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, please visit the <u>ASC website</u>, https://www.unlv.edu/asc, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of S(or)8.995 (m)-2.998 (5.995 ()-3.p)P 5.995 ()-upg cthed,f w4.031 (u)12.998 (t)[,)-4.004rkaAa-3.995 (or)8.()-4.0043.007 (v4.031 (u)ai (f)-4.004 (all

points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.