Course Description
A study of the characteristics and functions of the community or junior college in American higher education. Course content aids the student in developing a general understanding of the philosophy, objectives, organization, and operations of this significant institution.

More Interesting Course Description
The Community College engages with literature and professionals to gain a broad understanding of how community colleges operate and the philosophical underpinnings of their model. In this course, we will:

- Explore the history and purpose of the community college
- Understand the multiple operational dimensions of the community college
- Investigate special characteristics and populations in the community college
- Engage with local community college leadership
- Grow in appreciation and understanding of the complexities of the community college and community college systems

Texts

Additional reading as assigned on D2L

Assessment

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Due date</th>
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<tbody>
<tr>
<td>10%</td>
<td>Class Participation</td>
<td>Ongoing</td>
</tr>
<tr>
<td>10%</td>
<td>Reading Abstracts</td>
<td>Ongoing</td>
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<tr>
<td>15%</td>
<td>Quizzes</td>
<td>Ongoing</td>
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<td>15%</td>
<td>Campus visit exercises</td>
<td>Ongoing</td>
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<tr>
<td>10%</td>
<td>Book Review</td>
<td>Ongoing</td>
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<tr>
<td>20%</td>
<td>Final Paper</td>
<td>4/27</td>
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<tr>
<td>10%</td>
<td>Group Assignment</td>
<td>Ongoing</td>
</tr>
<tr>
<td>15%</td>
<td>Thought papers</td>
<td>2/3, 3/2, 5/4</td>
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</table>
Policies

SIU Policy on “Incomplete” as a Course Grade:
The following text is taken from the 2011-2012 Undergraduate Catalog, p. 32:
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.

Attendance Policy
Attendance in this class is not optional. You are expected to be at all class meetings. If you are absent, you are expected to show professional courtesy, and let your professor know before class begins. If you know you will be absent for professional, academic, or personal reasons, it is best to tell your professor as soon as possible. Missing more than one unexcused absence may result in a negative effect on your participation grade and/or ultimately a lowering of your final grade. Missing more than three (3) unexcused classes will result in a failing grade.
Excused absences include:
- Work-related responsibilities (do not abuse this)
- Conferences
- Religious observations (see University Policy on Accommodating Religious Student, SIU 2011-2012 Undergraduate Catalog, p. 494
- Illness and family emergencies are unexcused absences according to policy. However, when determining how absences will affect your grade, I will consider you reason for missing.
Remember that class meetings are not a numbers game. Ultimately, I want you present to increase your knowledge and comfort with the material.

Tardiness Policy
Recognize that students who show up late break up the natural flow of the classroom. Class meetings will never be a surprise. In fact, you individually chose to attend at this time. Respect your own decision by being punctual. I will return your kindness by being punctual in dismissal (unless, of course, the conversation is just too good to stop).

Class Preparation
I expect each student to be prepared for class. Being prepared for class means the following:
- Readings have been completed and are accessible for classroom discussion. Moreover, readings have been finished with enough time for each student to consider the works and anticipate conversation (if you are reading on the way into class, this is too late).
- Assignments due each day are prepared in the required format and ready to submit.
- Students come with questions as well as personal stories that connect their own experience (personal or professional) to the readings.
Technology
- Laptops are allowed for note-taking purposes, but if you are seen on websites or doing work that is not related to the class, you will be instructed to put your laptop away.
- Desktops are not allowed because they are bulky, awkward to set up, and other students may be distracted by the anachronism. If you must bring a desktop, we will discuss it.
- Pagers are allowed for people in emergency services, drug dealers, and students who refuse to leave 1994.
- Cell phones are allowed, but should not be used during class as it is incredibly rude. If you need to take a call, be an adult and step outside. DO NOT TEXT DURING MY CLASS.
- Smoke signals may be received but not sent.

Statement on Inclusive Excellence
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well an essential preparation for any career.

Statement on Academic Honesty/Plagiarism
Plagiarism (intended or unintended) will not be tolerated. All work should be your own, and cited work should be summarized in your own words or cited with quotation marks and internal citation. See the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism)

Papers found to be plagiarized will receive a failing grade. If the plagiarism is deemed purposeful, the student may fail the class.

Statement of SIU Emergency Procedures
SIU is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in every building on campus and in the Emergency Response Guideline pamphlet. It is also available on BERT’s website at http://www.bert.siu.edu/ and on the Department of Safety’s website www.dps.siu.edu. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Resources for additional academic help
With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/ Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The Office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.
Writing Center
The SIU Writing Center is paid for by student fees to help students. It is unwise to refuse help when it is offered and free. I highly recommend all students (regardless of their writing comfort or ability) to visit the Writing Center. They are located in Morris Library, and information can be found at http://write.siu.edu/

Please acknowledge that going to the Writing Center is not a sign of deficiency but a sign that you care about becoming a better writer.

SIU email policy
Official SIU Student Email Policy: http://policies.siu.edu/policies/email.htm
All communication will be done through your SIU email. It is your responsibility to check this email to keep up with class-related information.

SIU Student Conduct Code

Saluki Cares
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. To make a referral to Saluki Cares click, call, or send: http://salukicares.siu.edu/index.html; (618) 453-5714, or siucares@siu.edu.

Bubblegum Policy
You may chew bubblegum, but do not remove the gum from your mouth except to throw it away in a trash bin.

Classroom Respect Policy
All students should be aware of how their comments may affect other students. This knowledge should not limit your freedom to speak. Instead, this awareness should empower you to both speak and recognize how your speech moves towards action.

While I enjoy a relaxed, welcoming, and even challenging environment for discussion, I will not tolerate those who seek to oppress, marginalize, or purposefully diminish other students or their voices. Quite simply, I will put a stop to it. This does not suppress your freedom any more than removing your hands from one’s neck suppresses your freedom. I encourage conversation, even conversation that could offend, but you will not use my classroom as a pulpit, regardless of what you are proselytizing.
Assignment Evaluation

- All assignments are expected at the beginning of each class unless instructed otherwise.
- All papers must have your name on them unless instructed otherwise.
- All papers must be in APA format.
- All papers citing other works must cite them (internally and externally) with correct APA format.
- Major papers will be turned in on D2L through turnitin.com.
- Assignments must meet the spirit as well as the requirement of the assignment.

A level work
Work earning an “A” shows significant effort and expertise. This work is an exception, not the rule. “A” papers are complete, thoughtful, engaging, and well-formed. There are little to know mechanical errors or grammatical problems. These papers flow in prose and logic to shape an argument or explanation. They are essentially flawless, representing high-level graduate work.

B level work
Work earning a “B” shows some effort and strong understanding of the purpose of the assignment. There may some grammatical or mechanical errors. The papers show developed ideas and conclusions. “B” papers are well-written and well-organized though there may be room for the author to improve their writing or argument.

C level work
Work earning a “C” meets the requirements for the assignment. The rules are followed, but followed in a way that precludes creativity, imagination, or effort was put into the assignment. In short, ‘C’ papers did what was required and met minimum goals. They are often characterized by very simple structure if there is structure at all and distracting grammatical or mechanical issues.

D level work
Work earning a “D” attempted in the spirit of the assignment but missed the mark. These papers often have gratuitous errors that make reading difficult or burdensome. There is rarely any structure or guiding themes. “D” papers are often hastily written and do not incorporate all dimensions of the assignment.

F level work
Work earning an F either did not follow the directions of the assignment or was plagiarized.

Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5-100</td>
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<tr>
<td>B</td>
<td>79.5-89.49</td>
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<tr>
<td>C</td>
<td>74.5-79.49</td>
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<tr>
<td>D</td>
<td>64.5-74.49</td>
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<tr>
<td>F</td>
<td>0-63.49</td>
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*For questions on rounding, please consult me or your third grade mathematics teacher.

Please recognize that you know what grade you desire in this class NOW. Do not wait until the last week to discuss the many reasons that you need a (presumably) better grade. Recognize your needs and work towards those needs with each assignment, reading, and class discussion. Your scholastic, family, personal, or societal expectations pale in juxtaposition to your work in class.
Assignments

Participation (10%)
To participate in class means to fully engage in class discussion and activities. It is impossible to fully engage in either of these if you are un- or under-prepared. Participation includes asking questions, answering questions, active listening, synthesis, and suggestion. I teach with an emphasis on student inquiry. It will be both obvious and distracting if you are not participating. Participation includes but is not limited to:
- Punctuality
- Presence
- Preparation

Reading Abstracts (10%)
In order to make sure that you are reading each article or book assigned, you will write a short summary. The summary should use the following format:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
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</thead>
<tbody>
<tr>
<td>Citation:</td>
<td></td>
</tr>
<tr>
<td>Abstract:</td>
<td></td>
</tr>
<tr>
<td>Summary:</td>
<td></td>
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<tr>
<td>Notable Quotes:</td>
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<td>Questions:</td>
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<tr>
<td>Future Uses:</td>
<td></td>
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<tr>
<td>Notable Citations:</td>
<td></td>
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</tbody>
</table>

The purpose of this exercise is to help you organize your thoughts, prepare for discussion, and organize your notes for future uses of this material. While you may be annoyed by it now, you will thank me later. As an additional recommendation, I suggest you do this in all other classes as well, especially those whose texts you may be using again in future study.

Your grade for this section will simply be a percentage of those assignments completed. These assignments will be due the day that each reading is discussed.

Quizzes (10%)
You will be tested over the material you are learning in this class. These assessments help me as an instructor to better understand your comprehension, and the quizzes help you apply knowledge and explain concepts in your own words.

There will be six quizzes over the course of the semester, and I will use grades for the five highest.
Campus Visit Exercises (15%)
An important part of understanding the community college is to engage with the community college and its community. In an effort to better familiarize yourself with the community college, you will write three 3-page reflections on the following situations:
1. Visit a local community college and spend at least an hour walking around campus. Note what the environment feels like, what do you see, what do you experience?
2. Interview a community college student for 30 minutes. What is their experience as a community college student?
3. Interview a faculty or staff member at a community college. What is their community college experience?

These papers will each be 3 pages, double-spaced, APA format.

Book Review (10%)
In the throes of the semester, graduate students read continuously, but they never read enough. This book review and presentation is an opportunity for students to read a book that pertains to two-year colleges and share the information with the class. Each student will give a 5-7 minute presentation on the book read (no dissertations, articles, or edited collections allowed) and give a one page reference sheet. Copies of this sheet will be distributed to all students. Both the presentation and the reference sheet (similarly organized to your Abstracts) will be due three days before you present.

Final Paper (20%)
For this assignment, you will select a topic related to two-year colleges that interests you. In a well-developed and well-structured essay, you will consider the history of the topic, current scholarly conversation about the topic, current media coverage of the topic, analysis of the larger picture, and consideration of the future.

This paper will be 12-15 pages, double-spaced, APA format.

Each paper should have:
- A guiding thesis
- Organization
- Internal citations
- APA formatted bibliography
- No grammatical errors
- No mechanical errors
- Transitions to help the reader follow threads of logic
- Reading Abstracts for each source used

Group Project (10%)
In an effort to both professionalize and engage you, students will teach one lesson in class as a group. The lesson should be connected to the topic of the day. The lesson should last 45 minutes. Students are responsible for the following:
- Addition of one selected reading to add to the required material
- Detailed lesson plan explaining how the 45 minute lecture time will be run
- Informative presentation that will guide students through the concepts of the day’s topic
- An engaging activity that will both teach and entertain the class
- An assessment that can be given at the end of class to evaluate student comprehension and application

Thought Papers (15%)
Thought papers are an opportunity for students to critically consider an issue that interests them about community colleges. These papers should explain an issue or problem in the community college, give current resources that acknowledge the problem, and incorporate knowledge of community colleges to consider a solution to the problem.

These papers are 3 pages, double-spaced, APA format.

Though there are due dates for the papers, you are welcome to turn these paper in early. I will accept them on a rolling basis.

Schedule
Subject to change throughout the semester
Check D2L to see if additional readings have been added

Wednesday January 20, 2016
Topic: Introduction and Expectations
      History of the Community College
Readings: ACC, Chapter 1
Due:

Wednesday January 27, 2016
Topic: Community College Students
Readings: ACC, Chapter 2
Due: Quiz
     Book Selection
Wednesday February 3, 2016
Topic: Faculty
Readings: ACC, Chapter 3
Due: Thought Paper 1
Final Paper topic due

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Wednesday February 10, 2016
Topic: Instruction
Readings: ACC, Chapter 6
Jenkins, P. D., & Cho, S. W. (2012). Get with the program: Accelerating community college students' entry into and completion of programs of study.
Due: Campus Visit 1 Due

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Wednesday February 17, 2016 (Student Led)
Topic: Developmental Education
Readings: ACC, Chapter 8
Due: Quiz

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Wednesday February 24, 2016 (Student Led)
Topic: Student Services

Readings: ACC, Chapter 7
Chang, J. (2002). Student Involvement in the Community College: A Look at the Diversity and Value of Student Activities and Programs.

Due: Final Paper outline and 5 references due

Wednesday March 2, 2016 (Student Led)
Topic: Organization, Governance, and Administration

Readings: ACC, Chapter 4

Due: Thought paper 2

Wednesday March 9, 2016 (Student Led)
Topic: Finances

Readings: ACC, Chapter 5

Due: Quiz
Campus Visit 2 Due

Wednesday March 16, 2016
Spring Break
Wednesday March 23, 2016
Topic: Athletics


Due: Quiz

Wednesday March 30, 2016 (Student Led)
Topic: Liberal Arts and Transfer Education

Readings: ACC, Chapter 9

Due: Campus Visit 3 Due

Wednesday April 6, 2016 (Student Led)
Topic: Occupational Education
Community Education
Readings: ACC, Chapters 11-12

Due: Quiz
5 page draft of final paper and bibliography due

Wednesday April 13, 2016
Topic: Veterans and Community Colleges


Due: Quiz
Wednesday April 20, 2016 (Student Led)
Topic: Accountability and Student Outcomes

Readings: ACC, Chapter 14

Due:

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Wednesday April 27, 2016
Topic: Scholarship and Commentary

Readings: ACC, Chapter 13

Due: Final paper due

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Wednesday May 4, 2016
Topic: Toward the Future

Readings: ACC, Chapter 15

Due: Thought Paper 3

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Wednesday May 11, 2016
Topic: Presentations

Readings: No Readings Assigned

Due: Conference Style Presentation