The Community College
Education 563
Syllabus

Professor
Dr. Jim Jacobs  jbjacobs@umich.edu

Course Description
The contemporary community college is uniquely situated in U.S. higher education, serving students of incredibly varied backgrounds and fulfilling a myriad of social and economic functions in a complex political environment, including intense public scrutiny. This course introduces students to some of the central issues facing American community colleges as they develop into an important segment of post-secondary education.

Schedule

Class Meeting @ School of Education, Room 2340
Tuesdays 9-12 PM

Jacobs Office Hours
by appointment

One Page Research Paper Design
January 30
Draft Paper due
March 13
Final Paper
April 10
Presentation of Final Paper
April 17
Final Examination
April 24

Course Objectives
The purpose of this course is to provide each student with the opportunity to:

1. Develop familiarity with a broad range of contemporary topics and pressing policy questions concerning community colleges in the United States,
2. Hone skills in identifying and critically evaluating information,
3. Acquire a rich understanding and an “on the ground” perspective concerning community colleges through interviews of community college staff in a research assignment supplemented by analysis of data collected
4. Write a paper based on site research and data collected based on a student’s topic of interest.

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Recommended Texts


Required Materials and Resources

Daily access to your U-M email account and to ctools.umich.edu.

Grading

The components of your course grade include:

- Student Participation in Discussions and Class Activities 20 points
- “One Pager” Assignment 10 points
- Final Paper 30 points
- Presentation of Findings from the Final Paper 10 points
- Final Exam 30 points

Course grades will be determined by the number of points achieved, as follows:

<table>
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<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98–100</td>
<td>A+</td>
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<tr>
<td>92–97</td>
<td>A</td>
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<tr>
<td>90–91</td>
<td>A-</td>
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<tr>
<td>88–89</td>
<td>B+</td>
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<td>82–87</td>
<td>B</td>
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<tr>
<td>80–81</td>
<td>B-</td>
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<tr>
<td>78–79</td>
<td>C+</td>
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<td>72–77</td>
<td>C</td>
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<td>70–71</td>
<td>C-</td>
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<td>68–69</td>
<td>D+</td>
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<td>62–67</td>
<td>D</td>
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<tr>
<td>60–61</td>
<td>D-</td>
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<td>&lt; 60</td>
<td>F</td>
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Participation

Learning is a collaborative process, and this course is structured around the assumption of active collaboration and co-ownership. Although the Professor will take responsibility for the overall design and direction of the course, all participants in the course must share in the responsibility of creating a fruitful dialogue. Therefore, please read each assigned reading carefully and come to each class meeting prepared to participate actively and respectfully, to ask questions, to discuss the salient issues and problems that emerge from the readings, and to utilize and contribute your knowledge and professional experiences in addressing the course material. Active, thoughtful, respectful participation and contribution in class activities is required in this course.

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Final Paper

The culmination of this course is a comprehensive paper on a pertinent topic chosen by the student, on which students will work throughout the semester. The purpose of the paper will be to provide research on an important topic or issue facing community colleges which can lead to institutional action. It will take the form of a literature review of modest length, an interview protocol, an analysis of data gathered in a formal interview of a community college policymaker, administrator, or practitioner who is experienced with the subject that is the focus of the paper, and a reconciliation of the findings of the literature review and the findings of the analysis of the interview data. Students may choose from a topics designated in the schedule of readings for this course, or they may choose any other topic related to community colleges, subject to the Professor’s approval. Students may complete this paper alone or in a team of two. The requirements of the assignment remain the same whether students choose to work alone or in a team, however the anticipated complexity of the research design and level of effort will be greater. Details about the assignment will be provided as the course progresses.

Presentation of Findings from the Final Paper

In the last week of the course, students will present the findings of their final papers to the class. Each presentation must include handouts, a brief PowerPoint, and other materials as appropriate. Details about the presentation will be provided as the course progresses.

Selected Course Policies (a guide, not an exhaustive list)

Attendance

Class attendance is a necessary cause, though not a sufficient cause, of participation in the course, and participation is expected and required.

Assigned Reading

The assigned reading is fundamental to this course. It is each student’s responsibility to complete all assigned reading prior to the associated class meeting and to be prepared to participate actively in class by raising questions or points of discussion about the reading.

E-Communication

It is assumed that students have read any electronic communication that is sent to them by the Professor within 24 hours of it being sent. Students may assume the same about electronic communication that is sent to the Professor. However, students should anticipate that it may be as long as 72 hours before the Professor responds to electronic communication that is sent to

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him.

**Late Assignments**

Late assignments will not be accepted except under the most extreme and unusual of situations. Situations that are sufficiently extreme and unusual to warrant the acceptance of a late assignment may include, but are not limited to, cataclysmic destruction of the planet by an asteroid, abduction for a prolonged period of time by beings of extraterrestrial origin and hostile intention, widespread outbreak of zombies, or other extraordinary circumstances. Extenuating conditions of similar magnitude will be considered on a case-by-case basis.

**Recording of Lectures, Labs, and Other Class Activities**

Audio and/or video recording of class activities is prohibited, except as a pre-arranged accommodation for students with disabilities. Under all other circumstances, students are prohibited from using recording equipment, including cellular phones, to make recordings of lectures or other class activities.

**Citations and References**

The APA citation format must be employed in all documents submitted in this course, not because it is a particularly logical or user-friendly citation method, but because it is ubiquitous (and, in many cases, required) in educational research publications.

**Plagiarism**

Plagiarism — the intentional or unintentional use of the ideas or words of another person or organization without citing the source appropriately — is among the most stigmatizing of academic offenses. Plagiarism in any form will not be tolerated in this course and will result in a failing grade on the associated assignment and a report to the appropriate institutional authorities. Please see http://www.lib.umich.edu/shapiro-undergraduate-library/understanding-plagiarism-and-academic-integrity for more information about plagiarism.

**Retention of Documents**

Documents that are submitted by students in this course that are not returned to students will be retained by the Professor until June 30, 2018, and then discarded.

**Accommodations for Students with Disabilities**

If you need accommodations for a disability, please speak with me about the matter as early in the semester as possible (preferably within the first week). As soon as you make me aware of your needs, we will work with the Office of Services for Students with Disabilities to determine appropriate academic accommodations. Please see http://ssd.umich.edu/ for more information about services for students with disabilities.

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Students’ Rights and Responsibilities

Membership in the academic community that is the University of Michigan affords students a number of important rights, as well as a number of important responsibilities. Please see http://www.oscr.umich.edu/statement/ for information about these rights and responsibilities.

Schedule of Topics, Readings, and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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</table>
| 09-Jan-18  | Course Introduction: Community College Overview | Bahr and Gross “Community Colleges”
Mellow Ch... 1-4                                                               |                                    |
| 16-Jan-18  | Governance and Leadership                       | Mellow Ch., 5-8                                                           |                                    |
| 23-Jan-18  | Leadership and Change                           | Boggs and McPhail, “Governance,
Communications and Media Relations.”
Bailey Intro Ch. 1
Murphy, Reflections on The Presidency. |                                    |
| 30-Jan-18  | Community College Students                      | Mellow Ch. 9-10
Bailey Ch. 2-4
Holzer Ch. 1-2                                                              | One page research design         |
| 06-Feb-18  | Dual Enrollment                                  | Fink, Davis, & Yanagiura, “What Happens to Community College Dual Enrollment” |                                    |
| 13-Feb-18  | Student Success Strategies                      | Mellow, Ch. 12-13.
Bailey, Ch. 5-6                                                              |                                    |
| 20-Feb-18  | Post-Transfer Experiences in Four-Year Institutions | Davis & Wyner, The Transfer Handbook
(2016)
CCRC/Macomb Study                                                            |                                    |
<p>| 27-Feb-18  | No Class Meeting (Spring Break)                  |                                                                          |                                    |</p>
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<thead>
<tr>
<th>Date</th>
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<th>Assignments</th>
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<tbody>
<tr>
<td>13-Mar-18</td>
<td>Workforce Development</td>
<td>Mellow Ch. 11 Jacobs, 2015 Holzer ch. 3</td>
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<tr>
<td>20-Mar-18</td>
<td>Workforce Development-Growth of non-credit</td>
<td>Laitiner, Cracking The Credit Hour Van Noy, The Landscape of Non-Credit Education McCarty, 2014</td>
</tr>
<tr>
<td>27-Mar-18</td>
<td>Financial Aid</td>
<td>Holtzer, Ch. 4-5. Pell Study Group</td>
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<tr>
<td>03-Apr-18</td>
<td>Accountability and the Student Success Agenda</td>
<td>Holzer, Ch. 6 Dougherty et.al. (2016) Bahr and Booth (2013)</td>
</tr>
<tr>
<td>17-Apr-18</td>
<td>Future Developments of Community Colleges</td>
<td>Competency Based Education Network America’s College Promise CCRC, iPASS Literature Review Presentation of Final Paper</td>
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<tr>
<td>24-Apr-17</td>
<td>Final Exam</td>
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**Assigned Readings**


Bahr, P. R., Toth, C., Thirolf, K., & Massé, J. C. (2013). A review and critique of the literature on community college students’ transition processes and outcomes in four-year institutions. In Jim Jacobs


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Jacobs, James (2013). “The Essential Role of Community Colleges in Rebuilding the Nation’s Communities and Economies,”


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