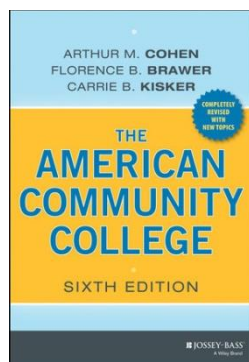
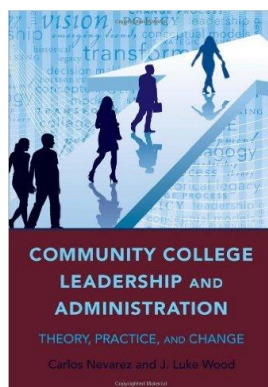


HED 6506 The Community College Course Syllabus

Course Term:	Summer 2016
Credit:	3 semester credit hours
Prerequisite:	Graduate Standing
Classroom:	Online
Instructor:	Derrick Echoles
E-Mail:	drecholes@mc.edu



Required Text: Cohen, A. M., Brawer, F. B., & Kisker, C.B. (2013). *The American community college*. (6th ed.). San Francisco: Jossey-Bass.



Supplemental Text: Nevarez, C., Brawer, & Wood, J. L. (2010). *Community college leadership and administration: Theory, practice, and change*. New York: Peter Lang.

Recommended

- Texts/Resources:** Mississippi State Board for Community and Junior Colleges. *Legislative budget requests: Fiscal Year 2015*. Retrieved from http://www.hindscc.edu/mississippi_values/FY15/2015LegRecBro.pdf
- Townsend, B.K., & Twombly, S.B. (Eds.). (2001). *Community colleges: Policy in the future context*. Westport, CT: Ablex.
- Townsend, B. K., & Dougherty, K. J. (Eds.). (2007). *Community college missions in the 21st century* (New Directions for Community Colleges No. 136). San Francisco: Jossey-Bass.
- Vaughn, G.B. (2006). *The community college story*. (3rd ed.). Washington: Community College Press.

Suggested style manual: *Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: Author.

COURSE DESCRIPTION AND GOALS

This course is designed to familiarize students with one of the largest segments of higher education in the United States—community colleges. The purpose of this course is to develop an understanding of the salient aspects of the community college with regard to the historical, expanding, contemporary, and future context; accessibility; multiple functions; partnership in economic development projects; governance structures; finance and affordability issues; and current policy implications. Through participation on the *Moodle* discussion forum and various assignments discussed in detail below, community college issues will be presented that will shape the decisional processes of future community college leaders and leaders of other organizations that interface with the community college. Students will be expected to access current, relevant information (web-based and traditional journals) and submit scholarly discussion that enhances the knowledge base of their colleagues. This course will foster the development of autonomous learning skills, graduate level writing ability, and ultimately a contribution to the field of higher education administration and the study of the American community college. Among all Mississippi public institutions of higher learning, community colleges enrolled: 64% of all college freshmen, 54% of all undergraduates, and 48% of all students taking credit courses. Many future leaders in higher education will be working in community and junior colleges; therefore, it is important to understand how they operate and serve students and their communities.

By the end of the course, students will be able to meet these learning objectives:

1. Understand the general history of the American community college movement, and the major historical events that have increased access to higher education.
2. Understand the funding sources and public policy support of community colleges.

3. Identify and describe the status of community college education in terms of varieties; theoretical foundations; finance, governance, and administration; curriculum, faculty, and students and student outcomes.
4. Generate appropriate mission statements and philosophical objectives for a community college and to be able write and defend a definition of the community college.
5. Identify and describe features of the Mississippi community college system and compare and contrast the Mississippi system with other major state systems.
6. Appreciate the complexity of the community college.
7. Understand adult learners, the concept of Andragogy, the comprehensive curriculum, and the place of the modern community college in the American higher education system.
8. Understand the typical functions of a community college, to see their interdependence, and to appreciate some of the differences between delivery of those functions in urban and rural community colleges.
9. Identify and explain policies, innovations, trends and issues that influence community college
10. Additionally, the student should be able to:
 - Access and critically evaluate relevant literature.
 - Show a basic understanding of practical research and applications.
 - Clearly synthesize information in a coherent, well-organized way.

The course topics include, but are not limited to:

- The History and Philosophy of the Community College
- Students
- Faculty
- Instruction
- Liberal Arts & Transfer Education
- Occupational Education
- Developmental Education
- Organization, Governance & Administration
- Student Services
- Finances
- Student Progress & Outcomes
- Strategic Planning and its Role in the Community College

Methods of instruction include: Discussions, electronic presentations, Moodle forums, videos, and student presentations.

ACADEMIC INTEGRITY

In keeping with the high ideals reflected in the goals, purposes, and objectives of the university, it expects its students to be scrupulously honest. Attached to this syllabus is University Policy 2.19, Academic Honesty. Become very familiar with this policy. It shall be adhered to in this course.

DESCRIPTION OF ASSIGNMENTS & EXAMS

In this course, students will connect theory, policy, research and practice through a series of related activities, assignments, class participation, discussions, and exam.

Journal Article Critique – *10% of final grade* - due on or before **Sunday, June 19, 2016**, by midnight.

A critique involves an analysis and explanation of one work from the journal *New Directions for Community Colleges*; Volumes 2010-2015. The critique should address each of the following categories: (a) thesis or argument of the article, (b) theoretical basis or assumptions, (c) method of inquiry, (d) findings and conclusions, and (e) strengths and weaknesses of the article. Ensure that you develop your own argument (thesis) around which the critique can be organized and developed. Your critique should be no more than three (3) pages in length; a concise, insightful discussion is expected. You should select an article/chapter that relates to your final paper. Please observe all requirements of papers as noted in this syllabus and follow APA style. A hard copy is due by June 28. Provide article as well. See further directions via Moodle for Week 4.

Midterm Exam – *30% of final grade* – **Sunday, July 3, 2016**. This exam will be short answer, multiple choice, and essay format.

Position Paper – *15% of final grade* – due on or before **Sunday, July 17, 2016** by midnight.

Students are required to write a 2-3-page, double-spaced position paper that argues for strengthening a particular aspect of the community college. This paper requires that students consider the “required readings” for the course, along with additional readings of their own, to prepare a logical argument that defines, describes, and advocates for a specific aspect of the community college such as open access, the comprehensive community college mission, developmental education, funding (public, private, internal, external, state, federal), workforce training, human resources (faculty, administration, and staff), technology in the community college, student services, outsourcing services, strategic planning, etc.

My Philosophy of the Community College Paper - 30% of final grade – due on or before Thursday, August 4, 2016 by midnight.

The final assignment for this course is to write your own personal philosophy of the community college. This activity should take place after you have completed most of the assigned readings and had benefit of the class presentations and discussions. The paper should be five pages in length. It is generally assumed that there is a difference in the mission and vision of the community college compared to that of other institutions. Now that some community colleges are offering baccalaureate degrees, it is more important than ever to make sure those special qualities of community colleges that have made them “democracy’s colleges” are preserved and carried forward. What are those values and practices that make the community college a special place? Will you carry forth the legacy of the community college or seek to change it? If you seek to change the institution, in what ways will you seek to do so?

Make sure to address the following issues in your statement:

- How do you define the mission of the community college? Do you believe there are limits on how broadly the mission of the community college should be expanded? Which of the vertical or horizontal expansion efforts of community colleges do you support and which concern you? Reflecting on the advocates and critics of the community college mission, with whom do you agree the most? What are the advantages of expanding the mission or of restricting it? Be specific, cite references.
- Do you think the community college is able to fulfill the promise of access and quality? How successful are we in our remedial/developmental efforts? Given what you have found out about the remedial/developmental success rates, should the community college maintain an open door policy?
- Do you think the community college you select (or are employed by) is adequately responding to the workforce needs of the local community? Given the impact of globalism on our communities, what can be done to insure that our vocational programs offer vocational education that will allow graduates to obtain good well-paying jobs? Should the colleges attempt to provide more short term pre-employment or lower-level training opportunities for students?
- What is your personal view on community colleges offering baccalaureate degrees? How will the offering of baccalaureate degrees in community colleges affect the professional role of faculty? Will community colleges offering these degrees maintain their emphasis on open admissions, small classes and personal attention?
- In what ways will globalism, enhanced technology, outsourcing and a rapidly changing knowledge base impact the community college and your (or your future) role in it? Do you see a need for students to develop a more global perspective and understand how the global economy will impact them? Do you think it is important to develop a more international perspective in your courses?
- What characteristics would appear to be most desirable for faculty in community colleges? Are you (or would you be) a good fit for the community college mission? Why/why not? What three adjectives would you like to have used by your students, clients or supervisors when they describe you? Perhaps the adjectives you would choose would be different for those different groups?

- How can the community college you have selected become a more effective institution? What role can you (or could you if you worked there) play in the improvement of that institution?
- What will the faculty and staff of our colleges need to do to continue the tradition of community colleges being known as “democracy’s colleges?” What do you see as the future for community colleges?

Note: there will be an **automatic 10-point deduction for each page short of--or beyond--the aforementioned five *full* pages of text.**

Class Participation - 15% of final grade - including readings, small writing assignments, chapter questions, online forum discussions, etc. Students are expected to be prepared to participate fully in the intellectual pursuits of the class via Moodle. Class participation will involve students submitting assignments, answering end of chapter questions, participating in online discussions, etc.

Presentation Rubric

Evaluating Student Presentations

Evaluation Areas	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

GRADING/EVALUATION POLICY

The grading/evaluation policy for this course is consistent with MC policy. The final grade will be determined by each student's performance on all assignments, the midterm exam, and class participation.

All assignments must represent a student's own original research and writing for this course. Papers submitted to fulfill requirements for other courses are not considered original and will be given a failing grade. At the beginning of the semester, students are encouraged to discuss potential ideas and possible conflicts that the work for this course might have with prior course work so that strategies can be devised to meet student needs and course expectations.

All assignments are due on or before the dates for which they are assigned. Late assignments will not be accepted without prior approval. It is essential that students notify the instructor as soon as any special circumstances arise that interfere with the timely completion of assignments.

Grading Scale - The grading scale for assignments and the final exam stipulated follows:

A 93% - 100%

B+ 89% - 92%

B 85% - 88%

C+ 81% - 84%

C 77% - 80%

MOODLE FORUM RUBRIC

Forum postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

A-level discussion (93-100): Outstanding

Students earning an “A” for discussion activities have participated 3 or more times during the module period and have posted relevant and outstanding information.

“A” discussion postings

- Are made in time for others to read and respond
- Deliver information that is full of thought, insight, and analysis
- Make connections to previous or current content or to real-life situations
- Contain rich and fully developed new ideas, connections, or applications

B-level discussion (83-92): Proficient

Students earning a “B” for discussion activities have participated at least 2 times during the module period and have posted relevant and proficient information.

“B” discussion postings

- Are made in time for others to read and respond
- Deliver information that shows thought, insight, and analysis have taken place
- Make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- Contain new ideas, connections, or applications, but they may lack depth and/or detail

C-level discussion (73-82): Basic

Students earning a “C” for discussion activities have participated at least 1 time during the module period and have posted basic information.

“C” discussion postings

- May not all be made in time for others to read and respond
- Are generally competent, but the actual information they deliver seems thin and commonplace
- Make limited, if any, connections, and those are often cast in the form of vague generalities
- Contain few, if any, new ideas or applications; maybe a rehashing /summary of other comments

D-F level discussion (Below 72): Below expectations

Students earning a “D-F” for discussion activities have participated at least 1 time during the module period and have posted information that was below expectations.

“D-F” discussion postings

- May not all be made in time for others to read and respond
- Are rudimentary and superficial; there is no evidence of insight or analysis
- No participation in a discussion forum activity will result in a zero for that module activity.

HED 6506: THE COMMUNITY COLLEGE COURSE SCHEDULE – SUMMER 2016

Week 1: May 31 – June 6, 2016

Course Overview, Class Introductions, and Community College Overview

Week 2: June 7 – 13, 2016

Read: Cohen and Brawer, Chapter 1: Background, pages 1-44, and any material posted on the course site (if any).

Read: Cohen and Brawer, Chapter 2: Students, pages 43-79, and any material posted on the course site (if any).

Read: 21st Century Commission Report via Moodle

Participate: Forum 1 – Post due on or before midnight – **Sunday, June 12, 2016**

Reminder: Journal Article Critique due on or before **Sunday, June 28, 2016**, on or before midnight.

Week 3: June 14 – 20, 2016

Read: Cohen and Brawer, Chapter 3: Faculty, pages 79-108, and any material posted on the course site (if any).

Read: Cohen and Brawer, Chapter 4: Organization, Governance, and Administration, pages 109-150, and any material posted on the course site (if any).

Read: Material posted via Moodle pertaining to MS Community Colleges.

Participate: Forum 2 – Post due on or before midnight – **Sunday, June 19, 2016**

Reminder: Journal Article Critique due on or before **Sunday, June 28, 2016**, on or before midnight.

Week 4: June 21 – 27, 2016

Read: Cohen and Brawer, Chapter 5: Finances, pages 151-176, and any material posted on the course site (if any).

Read: Cohen and Brawer, Chapter 6: Instruction, pages 177-208, and any material posted on the course site (if any).

Participate: Forum 3 – Post due on or before midnight – **Sunday, June 26, 2016**

Reminder: Journal Article Critique due on or before **Sunday, June 28, 2016**, on or before midnight.

Week 5: June 28 – July 4, 2016

Read: Review Cohen and Brawer, Chapters 1-6 to prepare for Mid-term Exam.

Participate: Complete Mid-term Exam.

Submit: Student Success Journal Article Critique (See rubric guidelines via Moodle).

Reminder: Position Paper due on or before **Sunday, July 12, 2016**, on or before midnight.

Week 6: July 5 – July 11, 2016

Read: Cohen and Brawer, Chapter 7: Student Services, pages 209-234, and any material posted on the course site (if any).

Read: Cohen and Brawer, Chapter 8: Developmental Education, pages 235-264, and any material posted on the course site (if any).

Participate: Forum 4 – Post due on or before midnight – **Sunday, July 10, 2016**

Reminder: Position Paper due on or before **Sunday, July 12, 2016**, on or before midnight.

Week 7: July 12 – July 18, 2016

Read: Cohen and Brawer, Chapter 9: Liberal Arts and Transfer Education, pages 265-288, and any material posted on the course site (if any).

Read: Cohen and Brawer, Chapter 10: Integrative Education, pages 289-302, and any material posted on the course site (if any).

Submit: Liberal Arts and Transfer Education Assignment via Moodle by **Sunday, July 17, 2016**.

Submit: Position Paper due. See guidelines within syllabus.

Week 8: July 19 – July 25, 2016

Read: Cohen and Brawer, Chapter 11: Occupational Education, pages 303-332, and any material posted on the course site (if any).

Read: Cohen and Brawer, Chapter 12: Community Education, pages 333-358, and any material posted on the course site (if any).

Participate: Forum 5 – Post due on or before midnight – **Sunday, July 24, 2016**

Reminder: Community College Philosophy Paper due on or before midnight on **Thursday, July 30, 2016**.

Week 9: July 26 – August 1, 2016

Read: Review Cohen and Brawer, Chapters 1-12 and any material posted via Moodle to assist you with completing your Community College Philosophy Paper.

Participate: In-class research; course wrap-up; evaluations.

Submit: Complete CTE/Community Education assignment posted via Moodle. Submit to professor's e-mail due on or before midnight – **Sunday, July 31, 2016**.

Reminder: Community College Philosophy Paper due on or before midnight on **Thursday, August 4, 2016**.

Week 10: August 2 – August 8, 2016

Submit: Community College Philosophy Paper due on or before midnight on **Thursday, August 4, 2016**.

PROFESSOR INPUT/REVIEW

During the semester, students are encouraged to discuss any and all ideas, outlines, or drafts of assignments with the instructor. Assignments submitted to me at least one week in advance of the due date, will be reviewed and feedback will be shared with the student.

Selected publications and scholarly journals (*) featuring community college research, policy, & practice:

Useful references for project research:

- The Community College Review
- New Directions for Community Colleges
- The Journal of Applied Research in the Community College
- The Community College Journal of Research and Practice
- Michigan Community College Journal
- The Journal of Higher Education
- The Journal of College Teaching
- The Journal of College Student Personnel
- The Journal of General Education
- Research in Higher Education
- The Journal of Curriculum Studies
- The American Journal of Education

Some websites that carry articles and reports on the community college:

- American Association of Community Colleges (AACC) <http://www.aacc.nche.edu/>
- American Association of Community College Trustees (ACCT) <http://www.acct.org>
- The College Board <http://www.collegeboard.org/>
- Community College Business Officers <http://www.ccbo.org>
- Teachers College Columbia University CCRC <http://www.tc.columbia.edu/ccrc/BRIEFS.HTM>
- The Education Commission of the States <http://www.ecs.org/ecs/ecsweb.nsf>
- The Education Commission of the States Center for Community College Policy <http://www.communitycollegepolicy.org>
- ERIC Clearinghouse for Community Colleges <http://www.gseis.ucla.edu/ERIC/eric.html>
- The League for Innovation in the Community College <http://www.league.org/>
- Midwestern Higher Education Commission <http://www1.umn.edu/mhec/>
- The National Center for Higher Education Management Systems <http://www.nchems.com>
- The U.S. Office of Postsecondary Education <http://www.ed.gov/offices/OPE/>
- Search the ERIC database <http://www.ericir.syr.edu/Eric/>
- ERIC-Educational Resources Information Center <http://www.accesseric.org/>
- The Chronicle of Higher Education <http://www.chronicle.com>
- The National Center for Public Policy and Higher Education <http://www.highereducation.org>
- The American Council on Education <http://www.acenet.edu/>
- Southern Regional Education Board (SREB) <http://www.sreb.org>
- State Higher Education Executive Officers <http://www.sheeo.org> (Reports on P-16 can be found under the link “Student Transitions” on the SHEEO Home Page)

- Community Colleges for International Development <http://ccid.kirkwood.cc.ia.us/>
- American Council on International Intercultural Education <http://www.aciie.org>
- NAFSA: Association of International Educators www.nafsa.org
- <http://www.spcollege.edu/central/ir/ResearchBriefs/>

***Note:** The course schedule, course assignments, and other assigned items in the course may be subject to change. If one or more items does change, I will alert you to the change as soon as possible so that you will be able to adjust your schedule as needed.

Selected Texts on the Community College
Compiled by Debra Bragg, Updated August 2007

- Adelman, C. (1994). *Lessons of a generation*. San Francisco: Jossey-Bass.
- American Association of Community and Junior Colleges. (1988). *Building communities: A vision for a new century*. Washington, D.C.: author. (ED 293 578)
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. 2nd ed. San Francisco: Jossey-Bass.
- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Bailey, T., & Morest, V. (2006). *Defending the community college equity agenda*. Baltimore: St. Johns University Press.
- Baker, G., Roueche, J., & Gillett-Karam, R. (1990). *Teaching as leading: Profiles of excellence in open-door colleges*. Washington, D.C.: American Association of Community Colleges.
- Baker, G. (1994). *A handbook on the community college in America: Its history, mission, and management*. Westport, CO: Greenwood Press.
- Baker, G., & Associates. (1992). *Cultural leadership: Inside America's community colleges*. Washington, D.C.: American Association of Community Colleges.
- Blocker, C. E., Plummer, R. H., & Richardson, R. C. (1965). *The two-year college: A social synthesis*. Englewood Cliffs, NJ.
- Bogue, J. P. (1950). *The community college*. New York: McGraw-Hill.
- Bragg, D. (2001). The new vocationalism in community colleges. *New Directions in Community Colleges*, no. 115. San Francisco, CA: Jossey-Bass.
- Bragg, D., & Barnett, E. (2006). Academic pathways to, through, and from the community college. *New Directions in Community Colleges*, no. 126. San Francisco, CA: Jossey-Bass.
- Breneman, D. W., & Nelson, S. C. (1981). *Financing community colleges: An economic perspective*. Washington, D.C.: Brookings Institution.
- Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America 1990-1985*. New York: Oxford University Press, 1989.
- Cohen, A. M. (1969). *Dateline '79: Heretical concepts for the community college*. Beverly Hills, CA: Glencoe Press.
- Cross, K. P. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.
- Diener, T. (1986). *The growth of an American invention: A documentary history of the junior and community college movement*. New York: Greenwood Press.
- Dougherty, K. (1994). Dougherty, K. (1994). *The contradictory college*. Albany: SUNY Press.
- Eaton, J. (1994). *Strengthening collegiate education in community colleges*. San Francisco: Jossey-Bass.
- Eells, W. C. (1931). *The junior college*. Boston: Houghton Mifflin.
- Frye, J. H. (1992). *The vision of the public junior college, 1900-1940: Professional goals and popular aspirations*. New York: Greenwood Press.

- Gleazer, E. J. (1980). *The community college: Values, vision, and vitality*. Washington, D.C.: American Association of Community Colleges.
- Spring 2008 14
- Goodwin, G. (1971). *The historical development of the community--junior college ideology*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
- Grubb, W. N. (1996). *Working in the middle: Strengthening education and training for the mid-skilled labor force*. San Francisco: Jossey-Bass.
- Grubb, W. N. (1999). *Honored but invisible*. New York: Routledge.
- Hardin, T. L. (1975). *A history of the community junior college in Illinois: 1901-1972*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
- Harkin, J. (Ed.). (1996). *The community college: Opportunity and access for America's first-year students*. Columbia, SC: University of South Carolina.
- Hellmich, D. (2007). *Ethical leadership in the community college*. San Francisco: Jossey-Bass.
- Levin, J. (2007). *Nontraditional students and the community college: The conflict of justice and neoliberalism*. NY: Palgrave MacMillan.
- Koos, L. V. (1925). *The junior college movement*. Boston: Ginn.
- Knoell, D. M. (1966). *Toward educational opportunity for all*. Albany, NY: Office of Executive Dean for Two-Year Colleges, State University of New York. (ED 011 454).
- McDowell, F. M. (1919). *The junior college*. Washington, D.C.: U.S. Government Printing Office.
- McGrath, D., & Spear, M. (1991). *The academic crisis of the community college*. Albany, NY: SUNY press.
- Medsker, L. L. (1960). *The junior college: Progress and prospects*. New York: McGraw-Hill.
- O'Banion, T. (Ed.) (1994). *Teaching and learning in the community college*. Washington, D.C.: American Association of Community Colleges.
- O'Banion, T. (1997). *A learning college for the 21st Century*. Washington, D.C.: American Association of Community Colleges.
- O'Connell, T. E. (1968). *Community colleges: A president's view*. Urbana, IL: University of Illinois Press.
- Parnell, D. (1985). *The neglected majority*. Washington, D.C.: American Association of Community Colleges.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Rendon, L., Hope, R., & Associates. (1996). *Educating a new majority: Transforming America's educational system for diversity*. San Francisco: Jossey-Bass.
- Richardson, R. C., Jr., Fisk, E. C., & Okun, M. A. (1983). *Literacy in the open-access college*. San Francisco: Jossey-Bass.
- Rhoads, R. A., & Valadez, J. R. (1996). *Democracy, multiculturalism, and the community college*. New York: Garland.
- Roueche, J. E., & Roueche, S. D. (1993). *Between a rock and a hard place*. Washington, D.C.: American Association of Community Colleges.

- Roueche, J. E., Johnson, L. F., Roueche, S. D., & Associates. (1997). *The effectiveness debate and the community college*. Washington, D.C.: American Association of Community Colleges.
- Seidman, E. (1985). *In the words of the faculty: Perspectives on improving teaching and educational quality in community colleges*. San Francisco: Jossey-Bass.
- Spring 2008 15 Spring 2008
- Shaw, K. M., Valdez, J. R., & Rhoads, R. A. (1999). *Community colleges as cultural texts*. Albany: SUNY Press.
- Thornton, J. W. (1960). *The community junior college*. (1st ed.). New York: Wiley.
- Townsend, B., & Bragg, D. (Eds.) (2006). *The ASHE reader on the community college*. Boston: Pearson Custom Publishing.
- Townsend, B., & Twombly, S. B. (Eds.) (2001). *Community colleges: Policy in the future context*. Westport, CT: Ablex Publishing.
- Townsend, B. (Ed.). (1999). *Two-year colleges for women and minorities: Enabling access to the baccalaureate*. New York: Falmer Press.
- Townsend, B., & Twombly, S. B. (Eds.) (2006). *Community college faculty: Overlooked and undervalued*. ASHE Higher Education Report (J-B ASHE Higher Education Report Series (ASHE) (Paperback)
- Witt, A. A., Wattenbarger, J.L., Gollattscheck, J. F., & Suppiger, J. E. (1994). *America's community colleges: The first century*. Washington, D.C.: American Association of Community Colleges.
- Zook, G. F. (1945). *The role of the federal government in education*. Cambridge, MA: Harvard University Press.
- Zwerling, L. S. (1976). *Second best: The crisis of the community college*. New York: McGraw-Hill.

Significant Historical Events in the Development of the Public Community College

Retrieved by D. Echoles on October 14, 2014

- 1862** Passage of the Morrill Act. With its emphasis on agriculture and the mechanical arts, the Morrill Act of 1862, often referred to as the Land Grant Act, expanded access to public higher education, teaching both courses and students previously excluded from higher education.
- 1890** Passage of the second Morrill Act. This act withheld funds from any state that refused admission to the land grant colleges based on race unless the states provided separate institutions for minorities. Expanded public higher education to include many blacks who previously were unable to attend college.
- 1901** The founding of Joliet Junior College in Illinois. Founded under the influence of William Rainey Harper, president of the University of Chicago, Joliet Junior College is the oldest public junior college in the nation.
- 1904** The "Wisconsin Idea." The University of Wisconsin emphasized that the university was to assist the general public through extension services and assistance to the state government. The university declared the boundaries of the state to be its campus. Today, most community college leaders view the college's service region as its campus.
- 1907-1917** California legislation. California passed legislation that authorized high schools to offer postgraduate courses, provided state and county support for junior college students, and provided for independent junior college districts that had their own boards, budgets and procedures.
- 1920-1921** Founding of the American Association of Junior Colleges. Meetings held in St. Louis (June 30-July 1, 1920) and Chicago (February 1921) resulted in the founding of the American Association of Junior Colleges. The association, currently named the American Association of Community Colleges, continues to provide a national focus and national leadership for the nation's community, junior, and technical colleges. In 1930, the association began publishing its own journal, known today as the Community College Journal.
- 1925** "The Junior College Movement." This work, written by Leonard Koos, described the development of the public junior college, with emphasis on the types of junior colleges, their geographic distribution, enrollments and programs of study.

- 1931** "The Junior College." This book by Walter Crosby Eells documented the growth and curriculum of the public junior college, as well as its role in increasing access to higher education. Eells' book is a very important text on the early development of the public junior college.
- 1944** Passage of the GI Bill of Rights. In 1944 Congress passed the Servicemen's Readjustment Act. Popularly known as the GI Bill, this act provided financial assistance for veterans of World War II who wished to pursue higher education. The GI Bill was a milestone in the federal funding for education of individuals and did much to break down the economic and social barriers to allow millions of Americans to attend college. Indeed, more than 2.2 million veterans, including more than 60,000 women and approximately 70,000 blacks, attended college under the GI Bill.
- 1946** Jesse R Bogue. In 1946 Bogue became the executive secretary of the American Association of Junior Colleges, a position he held until 1958. As post-war spokesman, Bogue did much to popularize the term "community college" in his 1950 book titled "The Community College."
- 1947** Publication of Higher Education for American Democracy by the President's Commission on Higher Education. The commission report, popularly known as The Truman Commission Report, called for, among other things, the establishment of a network of public community colleges that would charge little or no tuition, serve as cultural centers, be comprehensive in their program offerings with emphasis on civic responsibilities, and would serve the area in which they were located. The commission popularized the phrase community college, causing hundreds of existing and new public two-year colleges to include community in their names.
- 1958** Edmund J. Gleazer Jr. In 1958, Gleazer succeeded Bogue as the executive director (The title replaced that of executive secretary, and in 1972 the title was changed to president.) of the American Association of Junior Colleges. He remained in the position until 1981, working tirelessly to promote the nation's community and junior colleges.
- 1960** The W.K. Kellogg Foundation. In 1960 the Kellogg Foundation announced a series of grants to be used to establish university centers for training two-year college leaders. In all, 12 universities established junior college leadership programs. Hundreds of future deans and presidents were graduates of the Kellogg Junior College Leadership Programs.

- 1960** "The Junior College: Progress and Prospect." Written by Leland L. Medsker, this volume discusses the public community college in detail, outlining both its strengths and weaknesses. The author provides data on the academic performance of students and the success of transfer students in selected states.
- 1965-1992** Student aid legislation. Beginning with the Higher Education Act of 1965, the 1972 amendments to the act, and subsequent amendments and reauthorizations (including the 1992 higher education amendments), the federal government made it possible for practically every American to attend college. Included in current legislation is the federal Pell Grant program.
- 1981** Dale Parnell. In 1981, Dale Parnell succeeded Gleazer as president of the American Association of Community and Junior Colleges. He served as president of the Association until June 30, 1991. Parnell was the first president of the association to have served as the president of a public community college. During his tenure, the association established a press and issued a newspaper, the Community College Times.
- 1988** Report of the Commission on the Future of Community Colleges. In 1988, the Commission issued the report *Building Communities: A Vision for a New Century*. The report defined community not only as a region to be served, but as a climate to be created. Community colleges should play an important role in creating the climate and serving the region.
- 1991** David Pierce. On July 1, 1991, David Pierce succeeded Dale Parnell as president of the American Association of Community and Junior Colleges. Pierce, the first president of the Association to have graduated from a public community college, places major emphasis on working with the federal government, especially the departments of education and labor, and on interpreting the mission of the community college to both national and international audiences.
- 1992** AACC. By majority vote of the membership, AACJC drops the junior and changes its name to the American Association of Community Colleges.
- 2001** Centennial. Community colleges celebrate a 100 years of service. Joliet Junior College was the first community college, established in 1901.

This information is from "The Community College Story: A Tale of American Innovation," by George B. Vaughan. It's published by AACC and is available in English, Spanish, French, and Russian.

