

HRE 501 TT Syllabus

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Course Description

This course provides an overview of the foundations of the American Community College, including its mission and function, organization and governance, instructional programs, and critics. Topics covered will include its history, governance, faculty, students, statewide trends, and policy issues.

Adapted from prior versions of this course, particularly Dr. George Johnston.

Course Objectives

At the end of this course, students will be able to:

- Describe the historical events that influenced the development of community colleges in the United States.
- Describe the role of community colleges in the context of American higher education, its mission, function, and purpose.
- Describe the profile of students in community colleges, including demographic characteristics.
- Describe the profile of faculty in community colleges, including preparation and evaluation.
- Describe how community colleges are financed and governed.
- Describe and analyze curricular functions in community colleges: transfer/collegiate, general, career and technical, developmental, and community education.
- Describe how community colleges are accredited and accountable to stakeholders.
- Describe several of the major lines of criticism of community colleges.
- Apply knowledge gained to a variety of scenario analyses.
- Develop basic academic research and writing skills, including APA citation skills.
- Develop skills of online learning, including online collaboration, participation in discussion boards and synchronous sessions, and online presentation skills.

Evaluation & Grading Policy

Your final grade in this course will be based upon the instructor's evaluation of your written assignments (i.e., personal philosophy, article critique, etc.) according to a standard percentage scale (90% or above = A, 80% or above = B, etc).

Course Requirements

Students will have several assignments to complete for this course that have a varying degree of weight to their final grade for the course. The following course assignments along with their percentages of the final grade are noted below:

Assignment	Percent of Grade	Purpose
Weekly Discussion (3 points possible per week)	20%	<ul style="list-style-type: none"> Reinforce the weekly readings Learn from multiple perspectives Build a community of learning
Weekly Research (2 points possible per week)	10%	<ul style="list-style-type: none"> Identify and critique research articles related to the weekly topic Build a knowledge database the class can use for scenario planning and final project
Weekly SYNC Discussion (3 points possible per week)	20%	<ul style="list-style-type: none"> Reinforce the weekly readings Learn from multiple perspectives Build a community of learning Resolve misconceptions
Group Scenario Planning (10 points)	20%	<ul style="list-style-type: none"> Build an analytic framework for community college planning Use the analytic framework to develop a scenario plan given a particular case Present the plan to an expert panel
Issues Prospectus	10%	<ul style="list-style-type: none"> Propose exploration of an issue of interest Key literature Key problem Framework for analysis Peer review 2 other students' Prospectus
Final Project (Issues Position Paper)	20%	
TOTAL	100%	

Each of the smaller weekly assignments will build toward student projects and final papers.

Student Projects

There will be one group project assigned during the course. Each group will be expected to "meet" in the assigned team meeting areas so that there will be a record of the discussions. Each group will be expected to develop one "deliverable" for the project. This "deliverable" will in the form of a short paper explaining the group's collective decision on the problem posed, which will be presented to the class verbally during a SYNC session scheduled through a random selection process. All students are expected to contribute to the group activities.

There will be individual short papers due each week based on research on a given topic. The specifics for each week will be posted in the appropriate section/module. In general, these weekly research projects will be no more than one page in length and will annotate three sources found in the research. APA format must be followed.

There will be discussion posting required for each week also based on the specific problem posed in the appropriate section/module. Credit will be given for beginning and for extending the weekly discussion. Credit may not be given for "Dittos." The format for these discussions is more relaxed, but should follow "Good Practices" rules for bulletin board discussions.

Finally, there will a more extensive final assignment based a position taken on one of the problems posed in the final section. This paper should be research based demonstrating knowledge of both sides of the argument. APA format must be followed.

Academic Integrity

Every student is expected to comply with the student code of conduct of the University of Illinois at Urbana-Champaign (UIUC). Every graduate student should obtain a copy of the booklet entitled *Code of Campus Affairs and Handbook of Policies and Regulations Applying to All Students*, which sets forth the official regulations governing all student conduct on the Urbana-Champaign campus. The *Code* also stipulates a graduate student's rights in the event that he or she is charged with misconduct or some violation of University regulations. The student code of conduct is available at:<http://www.admin.uiuc.edu/policy/code>.

Time Management and Organization

While it may go without saying, the flexibility of online courses is also fraught with dangers such as procrastination, a "Google it" mentality, expectations that online instruction is easier, lack of group or synchronous participation, etc. It is incumbent upon you, as masters level students, to resist the temptation to cut corners or place insufficient priority on the deliverables expected in this course due to its delivery method.

Teaching Philosophy

As a community college instructor for nine years, I taught a variety of college level science courses –for majors, general education and career program students. I also was very active in faculty professional development programs. Over time, I transitioned from a *behaviorist* approach to education – in which the primary drivers of learning are objectives and activities developed towards meeting those outcomes – towards a *constructivist* approach to education. In this approach, greater emphasis is placed on tailoring the learning process around learner prior experience, learner motivation and interest, learning how to learn, and on a creating a community of learners who share what they know with fewer predetermined outcomes.

For graduate level learners, concepts of *knowledge creation and knowledge transfer* extend constructivist perspectives because the learners have such vast knowledge themselves. Each of you is an advanced learner, and my expectation is that you will be creating knowledge in this class. Framing your practitioner knowledge with learned knowledge from the literature provides wonderful opportunities and I welcome serving in a coaching/mentoring role as each of you discovers your scholarly capabilities.