COLLEGE OF EDUCATION

DEPARTMENTAL COURSE SYLLABUS: The Community College in America

Course Prefix and Number: EDG 6061

Course Title: The Community College in America

Regular Instructor(s): Jan Ignash

Course Prerequisites (if any): None

Course Description: The catalog course description is as follows: Philosophical and cultural bases for definition of its role and contemporary issues, such as control, financing, and curricular patterns. Emphasis on the place and problems of community/junior college.

This course is planned for current and prospective community college faculty and staff who seek to learn about America’s comprehensive community colleges. Topics for instruction will include the history, mission, purposes, students, curriculum, instruction, student services, learning resources, faculty and staff, administration, organization, finance and governance of the colleges. Also included will be discussion of recent developments and project for the future of community colleges in the United States.

Course Goals and Objectives:
The student will:
A. Trace the historical development and evolution of the public community college in the context of the economic, social, and political development of nation and higher education.
B. Describe the generally accepted mission, roles, purposes, values, and functions of the comprehensive community college.
C. Describe the diverse composition of the community college student body and define the ways that student diversity affects programs, services, faculty staffing, organization, and location of the colleges.
D. Describe the transfer, general education, occupational, pre-collegiate/developmental, continuing education, and community service curricula offered by the colleges, and their inter-relationships.
E. Explain the importance of student services and learning resources in student recruitment, retention, and success.
F. Describe in general terms faculty and staff demographics, qualifications, work expectations and responsibilities, and working conditions and functions.
G. Describe in general terms the organization, governance, and administration of community colleges. Describe the colleges’ major sources of funding and the impacts of these funding streams.
H. Explore the work of several major researchers who made strong contributions to the field of community college studies, such as Clark, Clowes, Wattenbarger, Vaughan, and Zwerling.
I. Explore current trends and the predictions of leaders and scholars both inside and outside education for the future of America and describe possible direct
for U.S. community colleges in the 21st century.

The Objectives Will Be Achieved Through:

A. completing a timeline of the history of the development of community colleges and higher education in general in the U.S.
B. reviewing the history and development of the three major missions of community colleges (transfer, occupational, and community education) and the growing fourth mission (remedial/developmental education), including the roles and functions of these missions;
C. examining data on traditional and non-traditional community college populations and changes over time and the impact of the study body’s composition upon the college’s programs and services
D. completing writing, reading, and discussion assignments, some of which will involve group work.
E. developing recognition of the major researchers in the field of community college studies and a general understanding of their areas of inquiry, to include Cohen & Brawer, Brint & Karabel, Zwerling, Clark, Wattenbarger, Vaughan, Clowes
F. working in teams of 4 students, exploring in greater depth one of the following major class topics and provide a one hour presentation to the class on the findings: occupational-technical education, transfer and articulation, international education and ESL OR remedial/developmental education, organization and administration (Students will need to contact campuses or other educational agencies in order to complete this project.)
G. providing a written description of the results of the class team project
H. providing a scholarly paper that reviews the literature and explores one of the major topics presented in class
I. participating in other activities that emerge as appropriate for meeting course objectives

Content Outline:

Historical Background (evolving priorities and expectations of the community colleges); Student Backgrounds, Demographics, Purposes for Education, and Educational Outcomes; Faculty Responsibilities and Professional Identity; Governance and Administration (organization and purposes); Finances and Resources; Instructional Methods, Media, and Effects; Student Services; Occupational Education and Career Ladders; Remedial/Developmental Education, including ESL, Literacy Education and Basic Skills Education; Community Education, including Customized Contract Training and Business Connections; Transfer Education, including Articulation; General Education and Core Subjects and Competencies; Scholarship and Research about the Community Colleges; The Social Role of Community Colleges; The Major Critics of Community Colleges (Zwerling, Tinto, Brint & Karabel); Future Roles and Challenges for the Community Colleges

Evaluation of Student Outcomes:

Each student will:

A. read all assignments and participate intelligently in class discussion;
B. attend class (more than 2 missed sessions for any reason may result in a lower grade);
C. find, read, and critique five refereed journal articles, book chapters, or research reports on one of the class topics;
D. participate equally and fully as part of a team on a project that compares, contrasts, and evaluates some aspect of community colleges discussed in this course. Students will prepare and present their analysis and evaluation in a half hour oral presentation to the class and allow additional time to field questions from the class on the topic. Each team member also prepares a 6 to 8 page written (typed) paper of his or her analysis and evaluation and makes this paper available to the class ahead of time via electronic means, if possible, or hard copy.
F. submit and original scholarly paper, synthesizing information from books, articles, research reports and class discussions. The topic for the paper should be approved by the instructor prior to the submission and students have the option of submitting a draft of the paper for instructor review several weeks before the end of the semester.

Grading Criteria:
Grading criteria are listed in the syllabus given to the students. They include:
A. Attendance & Class Discussion/Participation
B. Scholarly paper
C. Team Project Presentations
D. 5 Reviews of Journal Articles, Research Reports, or Book Chapters
E. A 100 point grading scale is used with 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D), 59 and below (F).

Textbook(s) and Readings:
Required
F. Keller, G. (Winter 1994-95)
H. Other readings as assigned by the instructor or other students during the course.

Recommended:
Students are required to read and provide a brief review of at least 5 journal articles, book chapters, or research reports from an approved list of sources.