

HIED 866
The Modern Community College
Course Syllabus - Revised – 2/8/05

Spring 2005

Tuesday: 4:15 – 7:00 p.m.

Originating from 218 Gornto

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Office Hours (By appointment please)

Institutionally, the community college is still a juvenile and therefore not very amenable to definition.

Course Description:

The course is a 3-hour, 3 credit, course utilizing discussion, lecture, reading, case studies, interviews, Blackboard postings, and projects. The course will be taught as a hybrid course relying on Teletechnet delivery one week and Blackboard alternate weeks. A brief history of the community college will be presented along with public policy developments as they relate to community colleges. This course will examine the community college from several perspectives: students, faculty, support staff, administrators, the governing board, and the public, including special interest groups. The course will present the various functions within a community college, such as: instruction, student services, business services and finance, community services, basic skills, occupation-technical education, human resources, and the role of the community college in economic development.

Course Purpose:

This course presents a general, broad treatment of the modern, public, community college, against the historical background of the development of the community college. The course is designed to develop an appreciation of the complexity, and sometimes paradoxical, nature of community colleges. While these institutions may be perceived as simple (only the first two years of higher education with a focus on teaching) while providing broad access to all of higher education, there is a great deal of variance from one college to the next. Both a major strength and a significant weakness of community colleges is their local focus. This local predisposition will be examined in the course to more fully appreciate the way community colleges differ from other institutions of higher education.

The learner in this course will come to appreciate community colleges as a twentieth century innovation, which has had broad, positive benefits to society and individuals. Students will learn some typical ways these institutions operate, while appreciating some significant deviations. It is the intent of the course to

provide a context in which students may better evaluate the mission, goals, and practices of these institutions.

Learning and Performance Objectives:

1. To understand the general history of the American community college movement.
2. To understand the general funding and policy support of community colleges.
3. To be capable of generating appropriate mission statements and goals for a community college and to be able write and defend a definition of the community college.
4. To appreciate the complexity of the community college, despite a seemingly superficial simplicity.
5. To understand the typical functions of a community college, to see their interdependence, and to appreciate some of the differences between community colleges.

Course Requirements:

1. Complete all reading assignments as needed for projects and examinations in the course. Some reading assignments will be the basis of class and Blackboard discussion.
2. Class attendance is very important, since a part of the course grade is based upon class participation.
3. Respond to assigned projects based upon readings, interviews, and analysis of assigned situations and/or criteria.
4. Successfully complete a final examination that will cover material from the entire course. The examination will be “open book,” completed within a specified time period.
5. Maintain a reflective journal of experiences in this course, as well as experiences in community colleges.

Grading:

Grades will be assigned according to the quality of work presented by the students. Writing quality is expected to be at the graduate level. Several broad categories will contribute to the student’s final grade:

1. Class attendance and discussion: 20%
2. Projects 40%
4. Student presentations and journal: 20%
5. Final Exam: 20%

Grades will be assigned based upon the following scale:

92.1 to 100	=	A
90 to 92	=	A-
85 to 89.9	=	B+
80 to 84.9	=	B
78 to 79.9	=	B-

75 to 77.9	=	C+
70 to 74.9	=	C
68 to 69.9	=	C-

University Honors Pledge: Each student is expected to abide by the honor system of Old Dominion University.

“I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.”

Office Hours:

Monday through Thursday: 10 a.m. to Noon

Other times can be arranged by appointment. In most cases it would be best to make an appointment.

Text:

Cohen, Arthur M. and Brawer, Florence B., The American Community College, San Francisco: Jossey-Bass, 2003 (4th edition).

Other References:

Associations

1. American Association of Community Colleges
2. American Association of Higher Education
3. American Council on Education
4. College Entrance Examination Board
5. Education Commission of the States
6. The Institute for Higher Education Policy
7. The National Center for Public Policy and Higher Education
8. National Center for Educational Statistics
9. National Conference of State Legislatures
10. National Council for Higher Education Management Systems
11. National Governor’s Association

Books

1. Bers, Trudy H. and Calhoun, Harriott D., Next Steps for the Community College, San Francisco: Jossey-Bass, New Directions for Community Colleges, Number 117, Spring, 2002.
2. Callan, P.M. and Finney, J.E., Public and Private Financing of Higher Education: Shaping Public Policy for the Future, Westport, CT: American Council on Education, Oryx Press, 1997. (Resource for case studies.)
3. Deegan, William L. and Tillery, Dale, Renewing the American Community College, San Francisco: Jossey-Bass, 1985

4. Honeyman, D.S., Wattenbarger, J.L., and Westbrook, K., A Struggle to Survive: Funding Higher Education in the Next Century, 1996.
5. Levin, John S., Globalizing the Community College, NY: Palgrave, 2001.
6. Levinson, David and Weil, Community Colleges: A Reference Handbook, ABC CLIO, 2005.
7. Parnell, Dale, The Neglected Majority, Washington, DC: American Association of Community Colleges, 1985.
8. Piland, William and Wolf, Ed's., Help Wanted: Preparing Community College Leaders in a New Century, San Francisco: Jossey-Bass, New Directions for Community Colleges, 2003.
9. Publication Manual of the American Psychological Association (10h Ed.), Washington, DC: American Psychological Association, 2001
10. Townsend, and Twombly, Ed's., Community Colleges: Policy in the Future Context, Stamford, Ct. Ablex Publishing Corp. and JAI Press, 2000.
11. Walker, Donald E., The Effective Administrator, San Francisco: Jossey-Bass, 1979.
12. Witt, Allen A., Wattenbarger, James L., Gollattscheck, James F., and Suppiger, Joseph E., America's Community Colleges: The First Century, Washington, DC: American Association of Community Colleges, 1994.
13. Wojciechowski, and Manes, Planning for the 21st Century: A Guide for Community Colleges, 2000.

Periodicals & Reports

1. Change
2. Chronicle of Higher Education
3. Community College Journal
4. Community College Review, Raleigh, NC: North Carolina State University.
5. Community College Times
6. Educational Record
7. Journal of Higher Education, Columbus: Ohio State University Press.
6. Research in Higher Education, NY: Agathon Press.
7. Review of Higher Education, Association for the Study of Higher Education.

Websites:

1. <http://www.aacc.nche.edu>
2. <http://www.acct.org>
3. <http://www.acenet.edu>
4. <http://www.chronicle.org>
5. <http://www.league.org>.
6. <http://www.nces.ed.gov>

Course Outline:

Date Delivery Topics and Activities

1/11/05	TTN*	<p>Introduction of Faculty and Students, using the Personal Profile as a guide</p> <p>Course Introduction: review of syllabus, reading and project assignments</p> <p>Review Chapter 1 of the text.</p> <p>Assignments:</p> <ul style="list-style-type: none"> - Write your definition of the CC and post it on Bb - Identify a focus group of students, interview them regarding their perceptions of the CC, why they chose the CC, what they like and dislike, etc. Write up your findings – 5-8 pages and post on Bb.
1/18/05	Bb**	<p>Work on Focus Group Assignment</p> <p>What is a community college? Refining a definition of the community college</p>
1/25/05	TTN	<p>The Community College Student</p> <p>Reports: Primary finding from Focus Group Assignment</p> <p>Review Chapter 2 (Students: Diverse Backgrounds, Purposes, and Outcomes)</p> <p>Brainstorm: Reasons students come to a CC</p> <p>Brief History of the CC – Deegan and Tillery</p> <p>Assignment: - Finish the Focus Group Assignment</p> <p style="padding-left: 40px;">- Identify 5 key questions about the CC, for discussion the next time class meets on TTN</p>
2/1/05	Bb	
2/8/05	TTN	<p>Reports: Primary finding from Focus Group Assignment</p> <p>Class Discussion Topic: <u>Support Services: Business, Human, Student, Technology</u></p> <p>Five Key Questions: Discussion</p> <p>Assignments:</p> <ul style="list-style-type: none"> - Read Chapters 6 (Instruction: Methods, Media, and Effects), Chapter 8 (Vocational Education: Occupational Entry, Change, and Development), and Chapter 11 (The Collegiate Function: Transfer and Liberal Arts). Prepare for a discussion on Instructional programs on 2/15. - Developmental Education: Read Chapter 9 (Developmental Education: Enhancing Literacy and Basic Skills) and interview at least 2 developmental education faculty. Write a paper on Developmental Education in the CC, including some of the common issues in this programmatic area. The paper should be 6 to 8 pages; post on Bb.
2/15/05	TTN	<p>The Community College Curriculum and Instruction</p>

- Discuss the CC instructional program
- 2/22/05 Bb Developmental Education: Basic Skills, Remedial Education, Literacy, College Preparation Education
- 3/1/05 TTN Reports and Discussion: Developmental Education
Assignment: Interview the chief business official at your district. You may do this assignment in teams of 2 to 4 and submit one paper for the team. Identify the sources of funding for the district, how the money is used internally, and the processes involved in securing funding for the budget (identify the various players and their roles in this process).
Paper: 8-10 pages, post on Bb.
- 3/8/05 Spring Break
- 3/15/05 Bb Financing the Community College
Reports: CC Finance
- 3/22/05 TTN Workforce and Economic Development
Big initiative in VA – students report on major initiatives in VA
Overview of the role of the American CC in Local Economic Development
- 3/29/05 Bb The community service function in the community college
Assignment: Interview a community college leader who works at the executive level regarding their perceptions of current issues facing the college. Interview the chief community service office in the district with regard to their responsibilities. Post a summary of your findings on Bb and be prepared to share your findings in the next class.
- 4/5/05 TTN Legislation and Policy Impacts on Community Colleges;
Legal Issues and Services; Ethics and the Law
Current Issues in Community Colleges
Assignment: Interview with a CC President – their role with regard to the district board, the state chancellor and board, and the legislature. Identify the districts legal support (inhouse attorney, attorney or law firm(s) on retainer. Estimate of the amount of the presidents time devoted to district legal issues. If possible, interview the district's attorney with regard to their role with the district. Interview a district board member with reference to their role as a board member, especially as it relates to policy, the VCCS, and the legislature. Write up your observations and post on Bb.

4/12/05 Bb Work on Legal and Policy Interview Assignment

4/19/05 TTN Reports: Legal and Policy Interview Assignment
Discussion: The role of the executive team in the CC; the responsibilities of the various levels of management, especially operational and strategic; the definitions of leadership and management as it functions in the day-to-day functions of the CC.
Assignment: Final – CC Case Study (Email questions or concerns as you work on the assignment)

4/26/05 Bb Final Exam: CC Case Study

5/3/05 Final Examination – continue working

5/5/05 Final Exams Due

*Teletechnet – televised class

**Blackboard

Note: This syllabus may change due to: changing circumstances during the semester, student interest, or opportunities for guest speakers who may enrich the course.