Course Number & Title: EDH 6215  Community College Curriculum

Catalog Description:

3 semester hours. An examination of the background, development, function and goals of the curriculum of the community college. The course will emphasize practical applications of concepts and research. Case studies, guest speakers, and discussion learning will be key learning activities. Assignments will be diverse and include leadership interviews, a practical case study, an opinion-editorial piece and a synthesis paper.

Required Texts:

(This book is a “classic” in community college education. Cohen and Brower offer an extensive and thorough discussion of the history, philosophy, evolution, and description of America’s community colleges. Various curricular missions of workforce development, community education, transfer education, general education, remedial education, and economic development are discussed. A “must read” for anyone serious about the study of the community college.)

(This publication is an edited collection of readings that is part of the New Directions for Community Colleges series of monographs. The authors studied aspects of community college curriculum using a 1998 data set by the Center for the Study of Community Colleges. The ten chapters focus on diverse aspects of the curriculum such as the liberal arts, honors programs, interdisciplinary studies, English as a Second Language (ESL), multicultural education and distance education.)

(Brief, and thorough, history of the community college movement including themes such as open access, community based programming, and the strong commitment to teaching and learning.)

(In less than 60 pages, this former president of Miami Dade Community College makes a compelling case for defending the remedial/development curriculum in community colleges. The report provides an overview of the National Study of Remedial Education that was supported with funded from the Pew Charitable Trusts, the League for Innovation, and the American Association of Community Colleges.)

(Summary report of the New Expeditions project, which was funded by a 1998 grant from the W.K. Kellogg Foundation to the American Association of Community Colleges and the Association of Community College Trustees. A Coordinating Committee of national community colleges leaders led
The purpose of this project was to analyze the impact of the 1988 Building Communities project and to create a blueprint for the future of community colleges. In addition to the report, the written work of the Coordinating Committee included 12 issues papers which are also a part of the required readings for this course.

New Expeditions Issues Papers (included with The Knowledge Net report.) Topics of the papers are:
- Student Access in Community Colleges,
- Reexamining the Community College Mission,
- Fulfilling the Promise of Access and Opportunity,
- Public Community College Faculty,
- Community College Financing,
- Contradictory Colleges: Thriving in an Era of Continuous Change,
- Issues in Community College Governance,
- Community College Leadership in the New Millennium,
- The Search for the Learning-Centered College,
- Technology and the Future of the Community College,
- Community Colleges and Career Qualifications, and
- Charting the Future of Global Education in Community Colleges.

(This essay will be distributed in class by the professor. The author discusses the role of instructors and students as persons who share the task of teaching and learning. All teach and all learn.)

Note: Other readings will supplement these basic sources, based on student interests and course dynamics.

Recommended Texts:

Course Objectives:

The student will develop and understanding of, and appreciation for:

- The historical and philosophical development of America’s community and junior colleges and their egalitarian missions.
- The demographics of America’s community college students (credit and continuing education) and the challenges of addressing the learning needs of such a diverse clientele.
- Various differences among community colleges in terms of size, location, and governance as those differences affect the implementation of the comprehensive community college curriculum and mission.
- Numerous curricular issues such as developmental education, continuing education, workforce development, transfer and general education, student development services, and technical education.
- The strategies and approaches to analyze community needs and develop goals, plans, programs, and curriculum to address those needs.
- The challenges for community colleges in the 21st Century, especially in areas of connecting communities, learners and colleges.
Content Outline:

Unit           Topic

1   Introduction and Overview

   Student Profile, Learning Plans/Goals

   Community College Mission and Philosophy: Curriculum Overview

2   Historical and Philosophical Development of Community Colleges: Mission and Curricular Issues

3   Students as Learners: Issues and Challenges with Services and Curriculum

4   Students as Learners (continued)

5   Community College Leadership: Issues and Challenges

6   Developmental and Remedial Education

7   Community Services, Community Education, Commitment to Community

   Assessing Community Needs - Qualitative & Quantitative Approaches

8   Transfer Education, General Education

9   Forces Influencing the Curriculum

   Issues and Challenges for the 21 Century

10  Non-Liberal Arts Curriculum, Career Education, Vocational Education

   Issues & Challenges (continued)

11  Distance Education and Technology

12  Other Curricular Areas: Honors Programs, Training and Development, Interdisciplinary Studies,

   English as a Second Language · Issues and Challenges for the 21st Century

13  Issues and Challenges for the 21st Century (continued)

14  Issues and Challenges for the 21st Century (continued)

15  Discuss Op-Ed articles, Scholarly Papers
Course Requirements:

1. Since participation is a major portion of the course grade and learning process, each student should make every effort to attend all class sessions, stay for the full duration of class, come prepared by reading each assignment and participate fully in class discussions. If an emergency arises and a student is unable to attend class, the professor should be contacted in advance (when possible) and efforts will be made to arrange for substitute learning.

2. Complete the Student Information Profile (distributed the first day of class). The profile includes basic contact information for the professor. Additionally, students will articulate specific personal goals for the course and contributions that may be made during this class.

3. Interview a minimum of two community college leaders and present a written and oral summary report. If a student is currently employed in a community college, at least one of these interviews must be conducted with a leader outside the student’s community college organizational system. Topics and issues to be addressed in these informational interviews will be discussed in class. Each written report should be less than five pages in length (10 pages total).

4. Develop a “case study” of a hypothetical situation in a community college that deals with a curricular issue outlined in the course objectives. The informational interviews, personal experiences, classroom discussions and cases, news in the national trade papers, and other readings should be useful in developing the case. The case study should be no longer than three pages and preferably shorter.

5. Write an Opinion-Editorial article describing a community college issue and your views. The guidelines for this Op-Ed piece should conform to the potential publication source, such as the Community College Week, Community College Times, a local newspaper or a campus or district newspaper. Generally, Op-Ed pieces should be no longer than 3 or 4 pages in length.

6. Develop an annotated bibliography for submission with the final paper. This project will require reviewing at least ten relevant publications. (See #7)

7. Write a scholarly, thoughtful paper on an issue, research, or practice appropriate to the objectives of this course. The topic for the paper should be discussed with the professor in advance of writing. The paper should follow the publication guidelines of the American Psychological Association, unless the prospective publication source uses another editorial guide. At least ten references (annotated) must be cited in the paper. This paper may be submitted to the professor at any time after the first four weeks of the course and early submission is encouraged, as revisions/rewrites are the norm.

8. Participate fully in class activities such as field trips, class case study discussions and impromptu learning activities.

Grading/Evaluation Criteria:

This course will follow FAU’s grading policy.

A = 4.0                        C = 2.00
A- = 3.67                     C- = 1.67
B+ = 3.33                    D+ = 1.33
B = 3.0                        D =1.00
B- = 2.67                     D- = 0.67
C+ = 2.33                    F = 0

**Bibliography:**

**Web Sites of Interest**

American Association of Community Colleges (AACC)
www.aacc.nche.edu

Association of Community College Trustees (ACCT)
www.acct.org

The Florida Community College System
www.dcc.flr.edu

The Florida Association of Community Colleges
www.facc.org

The League for Innovation in the Community College
www.league.org

ERIC Clearinghouse for Community Colleges
www.gseis.ucla.edu/ERIC/eric

Association of American Colleges and Universities (AAC&U)
www.aacu-edu.org/Initiatives/gxhome.html  (Greater Expectations [general/transfer ed.] Project)

**Journals and Other Publications**

- Community College Review. Raleigh N.C. Department of Adult and Community College Education
- Catalyst. Journal of the National Council on Community Services and Training of AACC.
o Community and Junior College Libraries. Bi-annual publication that addresses community college librarian and LRC issues.

o Community College Journal of Research and Practice. Published 10 times per year by the University of North Texas.


o Journal of Applied Research in the Community College. Published semi-annually.

