Higher Education 541

Community College Curriculum

Larry D. Anderson
Higher Education
COURSE DESCRIPTION:
This course provides an examination of trends and issues in the community college and an evaluation of major community college curriculum areas. Changes in community college curriculum will be analyzed to suggest further planning strategies.

OBJECTIVES:
1. To demonstrate an understanding of the forces that influence the curriculum of community colleges.
2. To identify major curriculum areas in the community college.
3. To demonstrate an understanding of the transfer curriculum in the community college.
4. To demonstrate an understanding of the developmental studies curriculum in the community college.
5. To demonstrate an understanding of the career and technical education curriculum in the community college.
6. To demonstrate an understanding of the community education curriculum in the community college.
7. To demonstrate an understanding of the role that student development programs and services play in supporting the community college curriculum.
8. To demonstrate an understanding of the role that the learning resource center plays in supporting the community college curriculum.
9. To demonstrate an understanding of the role that the Texas Higher Education Coordinating Board plays in community college curriculum development.
10. To demonstrate an understanding of the role that the Commission on Colleges / Southern Association of Colleges and Schools plays in community college curriculum development.
11. To demonstrate an understanding of the role that faculty members play in community college curriculum development.

REQUIREMENTS OF THIS COURSE

A serious commitment to mastery of the content.
Attendance and participation in class discussion.
Assigned readings and web search activities, as noted in this syllabus.
Participation in group assignments and online discussion.
Participation in individual assignments and online discussion.
A research paper based on a dissertation based on a topic concerning community colleges.

EVALUATION

The following weighted criteria will be utilized for student evaluation:

Attendance and Participation in class discussions – 30 pts
Quizzes – 30 pts. 6 quizzes w/ 10 questions
Participation in group projects and online discussions – 25 pts.
Participation in individual online discussion——25 pts.
Research paper—30 pts

(Total possible—140 pts.)
The minimum number of points required for each grade is as follows:

A—125
B—105
C—75

(Please remember, no grade below a B may be applied to a doctoral degree.)

Rubric to be Applied to Group Activity & Discussion

And to Individual Discussion

<table>
<thead>
<tr>
<th>Student submission</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantive contribution included synthesis of new information from literature</td>
<td>5</td>
</tr>
<tr>
<td>Substantive contribution included evaluation of new information from literature</td>
<td>4</td>
</tr>
<tr>
<td>Substantive contribution included analysis of new information from literature</td>
<td>3</td>
</tr>
<tr>
<td>No substantive contribution or contribution copied/repeated from essay</td>
<td>2</td>
</tr>
<tr>
<td>No discussion contribution</td>
<td>0</td>
</tr>
</tbody>
</table>

Note regarding discussion expectations—as an important aspect of the learning process, discussion will be measured by the substance (or value) of your contribution. Substantive means that your contribution helps the class discussion to progress. Hence, each contribution is expected to provide new ideas, insight, and important resources for the discussion topic.

Rubric to be Applied to Paper

<table>
<thead>
<tr>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Paper displays insight in the analysis and synthesis of information from the literature</td>
</tr>
<tr>
<td>Paper contains sufficient information to address the assignment</td>
</tr>
<tr>
<td>Paper lacks sufficient information, but does address the assignment topic</td>
</tr>
<tr>
<td>Paper does not address the assignment appropriately</td>
</tr>
</tbody>
</table>
**Organization**

- Paper demonstrates superior organization: 5
- Paper demonstrates an acceptable method of organization: 4
- Paper requires a better method of organization: 3
- Paper lacks organization: 2

**Mechanics/APA style**

- Paper includes no writing or APA errors: 5
- Paper includes minimal errors in mechanics and APA style: 4
- Paper includes multiple errors in mechanics and APA style: 2
- Paper includes excessive errors in mechanics and APA style: 1

**UNIVERSITY GUIDELINES**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce Procedure A12.08—see Student Guidebook, Policies and Procedures, Conduct).

**PLEASE NOTE:** All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in the Graduate Catalog, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A more severe infraction may also lead to a recommendation for suspension or expulsion.

**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact the **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148** (StudentDisabilityServices@tamu-commerce.edu)

**TECHNOLOGY REQUIREMENTS**

This course will be using the E-College platform for course delivery and for all student submissions and discussion.

All direct communication with the professor should be addressed to the professor’s university e-mail address.

Access to the library’s available databases via the student’s MyLeo account will be required, unless the student prefers to use the library’s holdings in person.
Community College Curriculum
Course Outline

HIED 541 Fall 2012
INSTRUCTOR: Anderson
Office: Telephone: 817-515-2510; Cell 817-319-3135
e-mail: landerson11@tamu-commerce.edu

TEXT The American Community College Cohen, Arthur M. & Brawer, Florence B.
(Any version, available as online e-book)

COURSE OUTLINE:
Dates shown are due dates (by 8:00 a.m.) for completion of online quizzes and submissions of discussions. No late submissions will be accepted.

Topic / Assignment

Sept 8   Lecture: Text Chapter 11 College Function; Quiz
         Groups – form groups

Sept 15  Individual posting – Texas Higher Education Coordinating Board

Sept 22  Lecture: Text Chapter 7 Student Services & Chapter 8 Vocational Education; Quiz
         Group posting – College Function: Transfer and Liberal Arts

Sept 29  Individual posting – GIPWIE

Oct 6    Lecture: Text Chapter 9 Developmental Education; Quiz
         Group posting – How does the college serve the under prepared student
         And Student Services

Oct 13   Individual posting – WECM

Oct 20   Individual posting – ACGM

Oct 27   Lecture: Text Chapter 10 Community Education; Quiz
         Group posting – Community College / Continuing Education

Nov 3    Individual posting – SACSCOC

Nov 10   Lecture: Text Chapter 6 Instruction; Quiz
         Group posting – Relationship with High Schools

Nov 17   Research Papers Due

Nov 24   Thanksgiving Holiday – No assignment

Dec 1    Lecture: Text chapter 14 Future; Quiz
         Group Presentations