



**HIED 541.02W Community College Curriculum
Course Syllabus: Spring 2014**

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COURSE INFORMATION

Textbook Required

Cohen, A. M., & Brawer, F. B. (2014). *The American community college* (6th ed.). San Francisco: Jossey-Bass.

Recommended

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Description

Three semester hours. This course furnishes an examination of trends and issues in the community college and an evaluation of major community college curriculum areas. Changes in the community college curriculum will be analyzed to suggest future planning strategies.

Student Learning Outcomes

Upon completing this course, each student will be able to:

1. Identify the various curriculum areas in the community college.
2. Delineate the issues and forces that influence the curriculum of community colleges, including student characteristics and needs.
3. Describe the role that community college faculty members play in curriculum development and the implementation of curriculum—instruction.
4. Expound upon the importance of student development programs and services in supporting the community college curriculum.
5. Explain the importance of developmental studies in the community college.
6. Differentiate the purposes and identify the characteristics of each of the following curricular functions within the community college:
 - a. Liberal Arts/Transfer Education
 - b. General Education/ Core Curriculum
 - c. Career/Technical/Occupational Education/Workforce Training
 - d. Retraining/Continuing Education, and
 - e. Community Services
7. Define the role that the Texas Higher Education Coordinating Board (THECB) plays in community college curriculum development.
8. Define the role that The Southern Association of Colleges and Schools Commission on Colleges (SACS COC) plays in community college curriculum development.

COURSE REQUIREMENTS

This course complies with standard 3.6.2 as described in the SACS COC *The Principles of Accreditation: Foundations for Quality Enhancement*, 2012 edition: graduate curriculum is structured “(1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research. . . .”

Scholarly Expectations

Graduate study requires students to be highly self-motivated, genuinely interested in the continual search of information and understanding, and dedicated to making intellectual contributions and completing quality work.

Students may not recycle work. All work submitted for credit must be originally created by the student uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Instructional Methods/Activities/Assessments

- Readings in the course textbook as well as additional outside readings
- 5 Discussion Boards @ 20 pts each = 100 pts
- 2 Article Abstracts @ 50 pts each = 100 pts
- 2 Journal Entries @ 25 pts each = 50 pts
- 5 Quizzes drawn from assigned readings/textbook chapters @ 30 pts each = 150 pts
- Group Collaboration—Article Critique = 150 pts
- Individual Research Paper Prospectus = 50 pts
- Individual Research Paper = 300 pts
- Final Assessment = 100 pts

In addition to the rubrics provided on pages 7-9 of this syllabus, requirements and grading rubrics/standards for all assignments will be provided in the course shell within eCollege.

IMPORTANT—Late work WILL NOT be accepted.

Writing Requirements

Formal assignments (projects, papers, and research) **MUST** be thoroughly edited and conform to the requirements of the *APA Style Manual* (6th ed.). Grades will be lowered for all writing errors.

Begin papers with an *APA* title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment
- Organization and coherence
- Appropriate grammar, punctuation, spelling
- Correct use of disciplinary format and citation style: (*APA*, 6th Edition).

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at:

<http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

Note: Individual research paper requirements will vary between doctoral and master's level students.

Grading

The following grading scale will be utilized to calculate the grade earned for the course:

Point Ranges	Letter Grade Equivalent
900-1000	A
800-899	B
700-799	C
600-699	D
0-599	F

Please note: No grade below a B may be applied to a doctoral degree.

TECHNOLOGY REQUIREMENTS

This is 100% online class. Students are expected to complete weekly assignments in eCollege where all instructional activities and assignments will be delivered and received online using the eCollege learning media platform.

The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)
- Working knowledge of Power Point.

ACCESS AND NAVIGATION

The TAMUC campus is optimized to work in a Microsoft Windows environment. This means courses work best if students use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that students perform a "Browser Test" prior to the start of the course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamuc.edu/>

Each student will need his/her CWID and password to log into the course. In the event that a student does not know his/her CWID or has forgotten his/her password, the following resources are available: Technology Services at 903.468.6000 and the IT HelpDesk at <http://www.tamuc.edu/CampusLife/CampusServices/ITSupportCenter/support-services/default.aspx>

eCollege Technical Concerns

Students may contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to <http://www.tamuc.edu/academics/onlineCourses/supportAndAssistance.aspx>

Students may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within the eCollege course.

COMMUNICATION AND SUPPORT

Please regularly review announcements within the HIED 541 eCollege course homepage and check your email for updated information pertaining to this course. I am very diligent about communicating you; I respect you as professionals and colleagues. Likewise, I expect each of you to be active and thoughtful participants within our online learning environment (eCollege) and our learning community. Higher education standards of communication etiquette are expected for all email exchanges and discussion board postings.

Please note: Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours, depending upon the time your message was received. I also encourage you to communicate with each other and to post all generic questions to the study lounge section of the course in eCollege in order to avoid duplicate questions. The chances are that your peers will have similar questions.

Respecting Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination 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:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct* from *Student Guide Handbook*.)

Academic Honesty

Please see the TAMU-C Graduate Catalog and the Publication Manual of the *American Psychological Association* (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. As noted in the Texas A&M University –Commerce Graduate Catalog, "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material." To reduce the likelihood of plagiarism, the University has adopted the detection Software *Turnitin* which will be utilized for all papers submitted.

Dropping the Class

Please follow university procedures to officially drop the class should you find the need to do so. It also is imperative that you communicate with me to let me know. Please do not just stop completing course work. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

COURSE OUTLINE

Important: All assignments are due on the date they are listed by 11:59PM.

Please note: If any changes or modifications to this course outline of assignments are deemed necessary by Dr. Spaniel, students will be informed.

Week	Due Date	Assignment
1	Tuesday, February 4	Class Introductions Discussion Board (#1) Chapters 1 & 15 Quiz (#1) “Background and Toward the Future” Assignment of Research Paper
2	Tuesday, February 11	Chapter 2 Discussion Board (#2) “Students” Assignment of Group Collaboration—Article Critique
3	Tuesday, February 18	Chapter 3 Article Abstract (#1) Chapter 13 Journal Reflection (#1) “Faculty and Scholarship”
4	Tuesday, February 25	Chapter 6 Quiz (#2) “Instruction” Individual Research Paper Prospectus Due
5	Tuesday, March 4	Chapter 7 Article Abstract (#2) and Journal Reflection (#2) “Student Services”
6	Tuesday, March 18	Chapter 8 Quiz (#3) “Developmental Education”
7	Tuesday, March 25	Chapters 9 & 10 Quiz (#4) “Transfer and General Education”
8	Tuesday, April 1	Chapter 11 Quiz (#5) “Occupational and Workforce Education”
9	Tuesday, April 8	Chapter 12 Discussion Board (#3) “Community Education”
10	Tuesday, April 15	Chapter 14 Discussion Board with Webliography (#4) “Accountability, SLOs, & the New Core”
11	Tuesday, April 22	Group Collaboration Due (from Chapters 8-12) Formal Article Critique Presentation/Posting
12	Tuesday, April 29	Individual Research Paper Due Group Collaboration Commentary Discussion Board (#5)
13	Tuesday, May 6	Final Assessment

Reading Quizzes

Each reading quiz = 30 points maximum.

Reading quizzes will be 30 to 150 questions in length and will be created from assigned textbook chapter readings and related topics. Quiz questions will be structured as guided reading points of course content. Each quiz will be timed according to the number of questions.

Rubrics

Discussion Board Rubrics

Each discussion board exchange = 20 points maximum.

The purpose of discussion board postings and exchanges is the sharing of intellectual, insightful discourse related to the topics/issues of the course per textbook chapter readings. Discussion boards are intended to create a sense of collegiality and professionalism among class members in a friendly *learning-from-one-another* atmosphere.

The first, second, third, and fifth discussion boards will require one individual posting and two responses to two different peers.

Individual discussion board postings should be approximately 150 words in length. Peer responses should be as long as needed to complete an exchange of ideas.

Individual Discussion Board Posting			
8-10 pts	5-7 pts	1-4 pts	0 pts
Well developed	Satisfactory development	Underdeveloped	No posting

Discussion Board Peer Response					
Response to Peer 1			Response to Peer 2		
4-5 pts	2-3 pts	0 pts	4-5 pts	2-3 pts	0 pts
Well developed response	Satisfactory response	No response	Well developed response	Satisfactory response	No response

The fourth discussion board will require one individual discussion board posting, one response to a peer, and one Webliography entry. Further details will be provided within Week 10's folder.

Individual Discussion Board Posting			
8-10 pts	5-7 pts	1-4 pts	0 pts
Well developed	Satisfactory development	Underdeveloped	No posting

Discussion Board Peer Response					
Response to Peer			Webliography		
4-5 pts	2-3 pts	0 pts	4-5 pts	2-3 pts	0 pts
Well developed response	Satisfactory response	No response	Yes	Somewhat	No
			Pts earned based on quality of the entry: Is it relevant and current? Does it contribute insight of the topic? Was it thoughtfully selected to enhance understanding?		

Article Abstract Rubric

Each article abstract = 50 points maximum.

As related to this assignment, the word “abstract” means *a piece of* or *a part of*. The purpose of an article abstract is to document specific, important, insightful information from a research-based source. Specific instructions for creating article abstracts will be provided in the course shell in eCollege.

Content points will be based on the selection of an article in relation to the chapter’s topic, evaluation of the article’s content, accurate completion of all abstract sections, and depth of information rendered.

Grammar points will be based on correct usage, punctuation, spelling, formal writing style, syntax, and use of *APA* (6th) format.

Article Abstracts			
Content = 40 pts		Grammar = 10 pts	
30-40 pts	Excellent	9-10 pts	Few to no errors
20-29 pts	Good	6-8 pts	Minimal errors
10-19 pts	Adequate	3-5 pts	Several errors
1-9 pts	Poor	1-2 pts	Problematic
0 pts	No submission	0 pts	No submission

Journal Rubric

Each journal entry = 25 points maximum.

Journal entries should be approximately 200 words in length. They of course can be longer. The intent of the journal entries is to allow an introspection and reflection of issues and topics related to the course per textbook chapter readings.

Journal Entries				
20-25 pts	13-19 pts	7-12 pts	1-6 pts	0 pts
Excellent	Good	Adequate	Poor	No entry
Pts earned based on quality of entry: Is it well-developed? Does it completely address the prompt/topic/issue? Does it meet the word length? Is it insightful and genuine?				

Group Collaboration—Article Critique Rubric

150 pts maximum

Important to the andragogy of graduate level learning is the professional exchange of intellect and information with colleagues and peers. This group collaboration activity is meant to create connections among class members who may not have otherwise communicated in detail during the (online) course. Groups will be established during Week 2. Each group will be assigned a specific textbook chapter (8-12) from which to identify an issue/topic for study. Through collaboration, each group will select a current scholarly article that further enhances the study of the identified issue/topic and create a formal article critique presentation that will be posted to doc sharing for the class. Specific instructions for this collaborative assignment will be provided in the course shell in eCollege.

Group Collaboration—Article Critique			
Criteria for Assessment	Excellent to Good 30-21 pts	Adequate to Poor 20-11 pts	Not Clearly Evident to Missing 10-0 pts
Demonstrated effective peer collaboration which resulted in a complete and formal article critique presentation/posting.			
Selected an article that met assignment expectations and is relevant to the chapter's topic.			
Organization of the presentation is clear and complete according to the standards of the assignment.			
Information presented in each section of the presentation is complete, indepth, and detailed with concern of the issue/topic of study.			
Formality of writing is appropriate for the assignment's purpose, including correct grammar, usage, punctuation, and <i>APA</i> (6 th) formatting.			

The following assignments and grading rubrics/standards will be provided in the course shell in eCollege:

- Individual Research Paper Prospectus
- Individual Research Paper (Students will have a range of topics and modes of research from which to choose based upon individual interest areas related to the community college curriculum.)
- Final Assessment

Additional Suggested Readings

Baum, S. (2010, August 22). As students change, colleges must follow. *The Chronicle of Higher Education*. Available: <http://chronicle.com/article/Student-Demographics-As/123919/>

Berry, J. (2005). *Reclaiming the ivory tower: Organizing adjuncts to change higher education*. New York: Monthly Review Press.

Blankenship, M. (2010). Is community college really college? *The Education Digest*, 76(6), 38-41.

Campbell, A., & Norton, N. (Eds.). (2007). *Learning, teaching, and accessing in higher education*. Great Britain: Cromwell Press, Ltd.

Carr, C. (2009). Managing the enrollment boom. *Community College Journal*, 80(1), 22-25.

Center for Community College Student Engagement. (2012). *Why focus on student engagement?* Available: http://www.ccsse.org/center/about_cccse/focus.cfm

Diamond, R. M. (2008). *Designing and assessing courses and curricula: A practical guide* (3rd ed.). San Francisco: Jossey-Bass.

Dougherty, K. J., & Townsend, B. K. (2006). Community college missions: A theoretical and historical perspective. In B. K. Townsend & K. J. Dougherty (Eds.), *Community college missions in the 21st century* (pp. 5-13). San Francisco: Jossey-Bass.

Ediger, M. (2002). Designing the community college curriculum. *College Student Journal*, 36(3), 403. Available: <https://proxy.tamuc.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=8895991&site=ehost-live>

Elder, L. (2000). *Global change: Why critical thinking is essential to the community college mission and why it will be difficult to achieve* (The Critical Thinking Community). Available: <http://www.criticalthinking.org/articles/why-ct-is-essential.cfm>

Ferguson, B. (2007). Integrating learning outcomes and assessment into the curriculum: A case study. *On the Horizon*, 18(2), 80-88.

- Gabriel, K. F. (2008). *Teaching unprepared students: Strategies for promoting success and retention in higher education*. Sterling, VA: Stylus Publishing, LLC.
- Grummon, P. (2010). Trends: In higher education. *Planning for Higher Education*, 38(3), 51-59.
- Guerrero, C. (2007). *Engaging our fears: student learning at the center of our practice*, 15(2), 99-106.
- Hartley, M. (2008). *Community college missions in the 21st century* (New Directions For Community Colleges: No. 136) [Book Review]. *Review of Higher Education*, 31, 245-246.
- Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (Eds.). (2010). *Handbook of adult and continuing education*. Thousand Oaks, CA: Sage.
- Kroll, K. (2009). *Community college faculty: At work in the new economy* [Book Review]. *Teaching English in the Two Year College*, 36, 407-409.
- Lake, R., & Mrozinski, M. (2011). The conflicted realities of community college mission statements. *Planning for Higher Education*, 39(2), 5-14.
- Lattuca, L., & Stark, J. S. (2009). *Shaping the college curriculum: Academic plans in context* (2nd ed.). San Francisco: Jossey-Bass.
- Levin, J. S., Kater, S., & Wagoner, R. L. (2006). *Community college faculty: At work in the new economy*. New York: Palgrave Macmillan.
- Massey, E. R., & Hart, C. T. (2010, Fall/Winter). It's about the culture. *Community College Entrepreneurship*. Available: <http://www.nacce.com/news/news.asp?id=52030&hhSearchTerms=Massey>
- McKeachie, W. J., & Svinicki, M. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Mellow, G. O., & Heelan, C. (2008). *Minding the dream: The process and practice of the American community college*. Lanham, MD: Rowman & Littlefield.
- Messick, S. J. (2008). *Assessment in higher education: Issues of access, quality student development, and public policy*. New York: Routledge.
- Mullin, C. M. (2010, June). *Rebalancing the mission: The community college completion challenge* (Policy Brief 2010-02PBL). Washington, DC: American Association of Community Colleges.
- Murphy, S., Aioffa, E., & Winter, M. (2010). Preparing future faculty: Ten years later. *Teaching English in the Two Year College*, 37, 350-362.

- Myran, G., Baker III, G. A., Simone, B., & Zeiss, T. (2003). *Leadership strategies for community college executives*. Washington, DC: Community College Press.
- Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors*. San Francisco: Jossey-Bass.
- O'Banion, T. (1997). *A learning college for the 21st century*. Phoenix, AZ: American Council on Education, Oryx Press.
- O'Banion, T. (2010). The completion: Emerging philosophy shifts focus from student access to student success. *Community College Journal*, 81, 44-47.
- Shupe, D. (2007). Significantly better: The benefits for an academic institution focused on student learning outcomes. *On the Horizon*, 15(2), 48-57.
- Weisman, I. M., & Marr, J. W., Jr. (2002). Building community: The second century, same challenge. In C. L. Outcalt (Ed.), *Community college faculty: Characteristics, practices, and challenges* (New directions for community colleges No 118) (pp. 99-107). San Francisco: Jossey-Bass.

Journals and Periodicals

AAHE Bulletin
College Teaching
Community College Enterprise
Community College Review
Community College Journal (AACC)
Community College Journal of Research and Practice
Improving College and University Teaching
Innovation Abstracts (NISOD)
Innovative Higher Education
Journal of Developmental Education
Journal of College Student Development
Journal of Faculty Development
Journal of Staff Development
Journal of Higher Education
New Directions for Community Colleges
Research in Higher Education Journal
Review of Higher Education