



HI ED 549/ADTED 549: The Community College and Technical Institute

Wednesday 8:00 a.m. – 11:00 a.m.
403 Rackley Building
Fall 2010

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Office Hours by Appointment

Course Description

This course is a graduate level course that focuses on the community college in the U.S. Specifically, participants will be introduced to the history and development of community colleges; their students and faculty; community college missions and programs; and the governance, administration, and finance/funding of community colleges. We will work together to examine, analyze, and synthesize both historical perspectives and recent developments, locally and nationally. We will focus on understanding community colleges at three levels of analysis: (1) Institutionally (Community colleges as institutions, their relationships to other institutions, and their role in a socio-political context); (2) Organizationally (The structures, actions, and processes that define the character of community colleges); and (3) Individually (Interpersonal relationships and behaviors among organizational members that create the socio-cultural contexts that shape and define the community college).

Purposes

1. Critical understanding of literature on the community college;
2. Familiarity with major issues, both internal and external, affecting the community colleges; and,
3. Knowledge of the institutional characteristics of a community college.

Learning Objectives

1. Demonstrate ability to analyze, interpret, and apply research concerning community colleges;
2. Demonstrate knowledge of one state community college system;
3. Demonstrate knowledge in written form of a major issue or topic relevant to the community college; and,
4. Demonstrate general knowledge of the literature on the community college in discussion.

Required Texts and Readings

Texts:

Cohen, A., & Brawer, F. (2008). *The American community college. 5th Edition*. San Francisco: Jossey-Bass Publishers.

Kinser, K. (2006). *From Main Street to Wall Street: The transformation of for-profit higher education*. ASHE Higher Education Report, Vol 31, no. 5.

Readings: Available via Angel website or course reserves

Assignments

All written assignments should conform to American Psychological Association Standards (APA, 6th edition). In the event you do not possess a style manual, you will need to acquire one.

I. Critique of an article or chapter not on reading list

A critique involves an analysis and explanation of one work (that is not on our reading list). The critique should address each of the following categories: (a) thesis or argument of the article, (b) theoretical basis or assumptions, (c) method of inquiry, (d) findings and conclusions, and (e) strengths and weaknesses of the article. Ensure that you develop your own argument (thesis) around which the critique can be organized and developed. Your critique should be no more than three (3) pages in length; a concise, insightful discussion is expected. You should select an article/chapter that relates to your final paper. Please observe all requirements of papers as noted in this syllabus and follow APA style. A hard copy and electronic copy is due September 22. Provide article as well.

II. Classroom facilitation

Each student will be asked to facilitate discussion of the required readings for the week in groups of 2 students. Students are responsible for preparing a discussion of a portion of the week's readings and will be responsible for engaging the class in a discussion of the readings. Students should work with the instructor to decide how the readings will be presented to the class. Each session's presentation and discussion should take 25-30 minutes. Be creative! Feel free to draw on the use of exercises, small group discussion, debates, etc. NOTE: For group assignments, students will not be able to collaborate with the same classmate more than once for any of the course's assignments. The scheduled student presentation week is October 20.

III. Report on a state community college system and one community college in that state

You will be assigned a state to examine and will also choose one community college in your respective state to examine and ultimately to understand its characteristics (e.g., student demographics, programs, governance, and the like). Your efforts should be aimed at providing a coherent view of the college system/college using one or more frameworks (including the scholarship on community colleges) to present this view. You should use college websites as your source for data, but you can also use the website of the System Community College Chancellor's Office (if available) as an additional source. Your class discussion should give us a brief overview of the state system and your selected college, offer some of the major characteristics of the system and college; and point to some of the critical issues that face the state and college. You will provide an oral presentation of your report and you will submit a written report on November 10. Guidelines will be distributed in advance.

IV. Literature review paper and oral presentation of final paper

In consultation with me, you will prepare a review of the literature on a community college topic. Topic areas could revolve around one of the following general areas: community college governance; financing the community college; community college faculty; student academic performance in the community college; student services in the community college; management and administration of the community college; vocational and technical education in the community college; or curriculum in the community college.

Or, topics could include more specific areas found in the literature: the baccalaureate degree for the community college; undocumented immigrants as community college students; low income students and programs for this population; university transfer of community college students; or part-time faculty as the dominant workforce of community college.

This paper should be between 12-15 pages in length, double-spaced, using standard APA style format. Omit use of folders or covers. An electronic and hard copy of the paper is due by 5:00 p.m. on December 10th.

In the final class you will offer a presentation on the topic of your literature review. This should be a more formal presentation (e.g., use of Power Point) that informs as well as engages the class. The oral presentation will be held on December 8th.

V. Class writing exercises

Students will be asked to reflect on the readings for the week and respond to a question(s) that covers the topic for the week. There will be 2-3 during the semester. Dates for these exercises will not be announced. Students are expected to stay on top of the readings and should offer insightful commentary on these writing exercises.

VI. Classroom participation and discussions

Classroom discussion, reflection, and sharing will be an integral aspect of this course. Therefore, your thoughtful contributions to and engagement in classroom discussions will be reflected in your final grade. Full participation requires students come to class with all readings and assignments completed. This will afford students the opportunity to integrate their experiences and viewpoints with the selected course topics. The topics covered in this course will likely stimulate various perspectives. Therefore, students should be prepared to effectively organize and clearly articulate their viewpoints. Students are expected and encouraged to critically analyze all perspectives presented in this class. Debate and disagreement are welcomed and encouraged; however, respect for fellow colleagues' perspectives and experiences is expected. Students are advised to take notes while reading and take advantage of using study groups to support class learning. It is expected that you will contribute to the academic success of your peers in a number of ways: thoughtful discussion, responsible participation in group activities and projects, sharing resources; and through your complete attention during presentations in class. Students are encouraged to share resources with the class: these may be recent journal articles, newspaper clippings, an effective learning activity, helpful web sites, etc.

Grades

Final grades are based upon the following criteria:

Critique of an article/chapter 15%

Classroom reading facilitation 15%

Oral and written report on your state system and college 30%

Oral presentation and literature review/major paper 25%

Class writing exercises 5%

Class participation 10%

Grading Scale

A = 94-100	A- = 90-93	B+ = 87-89	B = 84-86
B- = 80-83	C+ = 77-79	C = 74-76	C- = 70-73
D = 69-60	F = 59 & Below		

Note Regarding Letter Grades: Simply meeting the instructors' expectations constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower.

Deferred Grades

Deferred grades (DFs), otherwise known as "Incompletes," are highly discouraged and will be considered only in the most extreme circumstances. The University Graduate School Policy 48-40 on DFs is as follows:

If, for reasons beyond the student's control, a student is prevented from completing a course within the prescribed time, the grade in that course may be deferred with the concurrence of the instructor. Under emergency conditions during which the instructor is unavailable, authorization is required from the dean of the college in which the student is enrolled. Permission for filing a deferred grade should be requested by the student before the beginning of the final examination period. The period during which a grade may be deferred shall not extend, without further approval of the dean of the college, beyond the end of the sixth week of the next semester in which the University is in session. A deferred grade that is not changed to a passing grade by the instructor before the end of this period automatically becomes an F.

Academic Integrity

All students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the university community and compromise the worth of work completed by others. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course.

Students with Disabilities

The Pennsylvania State University is committed to providing access to a quality education for all students, including those with documented disabilities. If a student has a disability and wants to request an accommodation for a course, it is the responsibility of the student to first obtain a university accommodation letter confirming the disability and suggesting appropriate remedies. This letter can be obtained from the Penn State Office for Disability Services or the campus Disability Contact Liaisons. It is encouraged that students request their accommodation need early in the semester, and once identified, a reasonable accommodation will be implemented in a timely manner. Students may also access the web site for the Office of Disability Services at University Park: www.equity.psu.edu/ods/. The office is located in 116 Boucke Building, and is open from 8am-5pm, Monday through Friday. Their phone number is (814) 863-1807.

Course schedule

Session 1: August 25

Introduction

The community college concept and classification

Session 2: September 1

History

Readings:

Cohen, A. & Brawer, F. (2008). *The American community college*. San Francisco: Jossey-Bass Publishers. Chp. 1

Ratcliff, J. (1994). Seven streams in the historical development of the modern community college. In G. Baker (Ed.), *A Handbook on the Community College in America* (pp. 3-16). Westport, CT: Greenwood Press.

Weisberger, R. *Community colleges and class: A short history* [cited February 8 2009]. Available from www.classism.org/article2.php?id=63.

Session 3: September 8

The Broader Institutional Perspective

Readings:

Cohen, A. & Brawer, F. (2008). *The American community college*. San Francisco: Jossey-Bass Publishers. Chp. 13

Frye, J. (1994). Educational paradigms in the professional literature of the community college. In J. Smart (Ed), *Higher Education: Handbook of Theory and Research*, vol. 10 (pp. 181-224). New York: Agathon Press.

Brint, S. & Karabel, J. (1989). American education, meritocratic ideology, and the legitimatization of inequality: The community college and the problem of American exceptionalism. *Higher Education*, 18(6): 725-35.

Clark, B. (1960). The 'cooling-out' function in higher education. *American Journal of Sociology*, 65 (6): 569-76.

Recommended Reading:

- Brint, S. (2003). Few remaining dreams: Community colleges since 1985. *The Annals of the American Academy of Political and Social Sciences*, March (2003): 16-37.
- Brint, S. & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York: Oxford University Press.

Session 4: September 15

Community College Missions

Readings:

- Bragg, D. D. (2001). Community college access, mission, and outcomes: Considering intriguing intersections and challenges. *Peabody Journal of Education*, 76(1): 93–116.
- Levin, J. S. (2000). The revised institution: The community college mission at the end of the 20th century. *Community College Review*, 28 (2): 1-25.
- Shannon, H. D. & Smith, R. C. (2006). A case for the community college's open access mission. *New Directions for Community Colleges*, (136): 15-21.

Recommended Reading:

- Dougherty, K. (1994). *The contradictory college*. Albany: State University of New York.

Session 5: September 22

Financing/Funding Community Colleges and Governance

- Amey, M. J., Jessup-Anger, E., & Jessup-Anger, J. (2008). Community college governance: What matters and why? *New Directions for Community Colleges*, (141): 5-14.
- Amey, M. J., Van DerLinden, K. E., & Brown, D. F. (2002). Perspectives on community college leadership: Twenty years in the making. *Community College Journal of Research & Practice*, 26 (7-8): 573-589.
- Cohen, A. & Brawer, F. (2008). *The American community college*. San Francisco: Jossey-Bass Publishers. Chp. 4, 5
- Mullin, C. M., & Honeyman, D. S. (2008). The funding of community colleges: Formulas & governance. *Community College Journal of Research & Practice*, 32(7): 512-524.

Recommended Reading:

- Tollefson, T. A. (2009). Community college governance, funding, and accountability: A century of issues and trends. *Community College Journal of Research & Practice*, 33(3): 386-402.

Article Critique Due

Session 6: September 29

Faculty and Instruction

- Cohen, A. & Brawer, F. (2008). *The American community college*. San Francisco: Jossey-Bass Publishers. Chp. 3, 6
- Kempner, K. (1990). Faculty culture in the community college: Facilitating or hindering learning. *The Review of Higher Education*, 13(2): 215-35.
- Twombly, S. & Townsend, B. K. (2008). Community college faculty what we know and need to know. *Community College Review*, 36: 5-24.

Recommended Reading:

- Levin, J. S., Kater, S., & Wagoner, R. L. (2006). *Community college faculty: At work in the new economy*. New York: Palgrave.

Townsend, B. K. & Twombly, S. B. (2007). *Community college faculty: Overlooked and undervalued*. ASHE Higher Education Report, Vol. 32 (6).

Session 7: October 6

Students and Student Services

- Adelman, C. (2006). A growing plurality: The “traditional age community college dominant” student. In B. Townsend and D. Bragg (Eds.), *ASHE Reader on Community Colleges* (pp.405-410). Boston, MA: Pearson Custom Publishing.
- Cohen, A. & Brawer, Fl. (2008). *The American community college*. San Francisco: Jossey-Bass Publishers. Chp. 2, 7
- Flores, S. M. & Oseguera, L. (2009). The community college and undocumented immigrant students across state contexts: Localism and public policy. In R. Crowson & E. Goldring (Eds.), *The new localism in American Education* (pp. 267-298). National Society for the Study of Education, Vol.1. New York, NY: Teachers College.
- Shaw, K. M. (1999). Defining the self: Constructions of identity in community college students. In K. M. Shaw, J. Valadez and R. Rhoads, (Eds.), *Community colleges as cultural texts* (pp. 153-71). Buffalo NY: State University of New York Press.
- Valadez, J. (1993). Cultural capital and its impact on the aspirations of nontraditional community college students. *Community College Review*, 21(3): 30-44.

Recommended Reading:

- Flores, S. M. & Chapa, J. (2009). Latino immigrant access to higher education in a bipolar context of reception. *Journal of Hispanic Higher Education*, 8(1): 90-109.
- Matus-Grossman, L. & Gooden, S. (2002) *Opening doors: Students' perspectives on juggling work, family, and college*. New York: MDRC. Chp. 3-6
- Shaw, K., Rhoads, R., & Valadez, J. (Eds.). (1999). *Community colleges as cultural texts*. Albany: State University of New York Press.

Session 8: October 13

Transfer

- Cohen, A. & Brawer, F. (2008). *The American community college*. San Francisco: Jossey-Bass Publishers. Chp. 11
- Dowd, A. C. & Melguizo, T. (2008). Socioeconomic stratification of community college transfer access in the 1980s and 1990s: Evidence from HS&B and NELS. *Review of Higher Education*, 31(4): 377-400. DOI: 10.1353/rhe.0.0004
- Townsend, B. K. (2001). Redefining the community college transfer mission. *Community College Review*, 29(2): 29-42.
- Wassmer, R., Moore, C., & Shulock, N. (2004). Effect of racial/ethnic composition on transfer rates in community colleges: Implications for policy and practice. *Research in Higher Education*, 45 (26): 651-672.

Session 9: October 20

Remediation/Developmental Education and Community Education

- Cohen, A. & Brawer, F. (2008). *The American community college*. San Francisco: Jossey-Bass Publishers. Chp. 9, 10
- Deil-Amen, R. & Rosenbaum, J. (2002). The unintended consequences of stigma-free remediation. *Sociology of Education*, 75, 249-268.

- Perin, D. P. (2002). The location of developmental education in community colleges: A discussion of the merits of mainstreaming vs. centralization. *Community College Review*, 30(1): 27-44.
- Higginbottom, G. H. & Romano, R. M. (2006). Appraising the efficacy of civic education at the community college. *New Directions for Community Colleges*, 2006(136), 23-32.

Student Led Discussions

Session 10: October 27

Vocational/Technical Education/Workforce Development

- Cohen, A. & Brawer, F. (2008). *The American community college*. San Francisco: Jossey-Bass Publishers. Chp. 8
- Friedel, J. N. (2008). The effect of the community college workforce development mission on governance. *New Directions for Community Colleges*, (141): 45-55.
- Jacobs, J. & Dougherty, K. J. (2006). The uncertain future of the community college workforce development mission. *New Directions for Community Colleges*, (136), 53-62.
- Matus-Grossman, L. & Gooden, S. (2002) *Opening doors: Students' perspectives on juggling work, family, and college*. New York: MDRC. Chp. 1, 6

Session 11: November 3

Community College Baccalaureate

- Dougherty, K. (1992). Community colleges and baccalaureate attainment. *The Journal of Higher Education*, 63(2): 188-214.
- Floyd, D. L., & Walker, K. (2009). The community college baccalaureate: Putting the pieces together. *Community College Journal of Research and Practice* 33: 90-124.
- Levin, J. S. (2004). The community college as a baccalaureate granting institution. *The Review of Higher Education*, 28 (1): 1-22.
- Skolnik, M. L. (2009). Theorizing about the emergence of the community college baccalaureate. *Community College Journal of Research and Practice*, 33: 125-150.

Session 12: November 10

U.S. Community College State Systems

- Farmer, E. I., & O'Lawrence, H. (2002). Differences in characteristics of postsecondary technical students in Pennsylvania community colleges and two-year proprietary institutions. *Journal of Career and Technical Education*, 18(2), 47-65.
- Other Readings: TBD

Oral Presentations on Selected State Community College Systems

Session 13: November 17

No Class ASHE conference Indianapolis, IN

Session 14: November 24

No Class Thanksgiving Break

Session 15: December 1

For Profit/Proprietary Colleges

- Kinsler, K. (2006). *From Main Street to Wall Street: The transformation of for-profit higher education*. ASHE Higher Education Report, Vol 31, no. 5.

Recommended Reading:

Farnsworth, K.. A. (2006). The 4 lessons that community colleges can learn from for-profit institutions. *Chronicle of Higher Education*, 53(10), B16-B18. (October 27, 2006).

Farrell, E. (2003). For-profit colleges see rising minority enrollments. *Chronicle of Higher Education*, 49(38), A35. (May 30, 2003).

Session 16: December 8

Student Presentations on Paper Topic and Course Evaluations

Final Paper

Final paper due by 5:00 p.m. on Friday, December 10, 2010.