

Teachers College Columbia University
ORLH 4012
The Community Junior College
Fall 2004



Instructor:
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221B Main Hall
Office Hours:
Telephone:
Secretaries:
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Website:

Thursdays 12:45-4:45 p.m, and by appointment
(212) 678-3750 and (914)785-6707 (voice mail)
(914) 785-6706, 6708, and 6124
(914) 785-6780
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Dr. Joseph N. Hankin
206 (HEP Office) and

I Course purposes:

To familiarize students with the variety of institutions that is classified as community junior colleges. More specifically, the instructor hopes that the lectures, class discussions and readings will provide students with a better understanding of:

- a. the characteristics of community junior colleges,
- b. the historical background and the roots of the community college idea,
- c. the use and abuse of statistics,
- d. the place of the community junior college in the American education system,
- e. the unique nature of the student body in two-year colleges and the services needed by students,
- f. the community junior college program response to community needs,
- g. the faculty found in this nation's two-year colleges and their interests,
- h. the modes of instructional delivery to a diversity of students in a comprehensive program of studies,

- i. the legal and professional provisions for the organization, administration and supervision of community junior colleges,
- j. the interests and actions of state governments in community colleges,
- k. the facilities utilized in meeting community needs,
- l. the methods and problems in financing community junior colleges, both public and private,
- m. current and chronic problems in the community junior college movement,

To provide students with the opportunity to investigate specific community junior college problems and issues of particular interest to them.

II Course Philosophy

This is a graduate level course with the following assumptions:

- A. Each student brings to the classroom a wealth of experience and knowledge that should be and can be tapped in classroom discussion.
- B. Adults learn best through actively participating in their own education.
- C. People best clarify their ideas and understanding of concepts and issues through discussion and writing.
- D. As an introductory course that serves both the Department of Higher and Adult Education and the degree requirements for several other departments, it is inevitable that there will be many students in this course. To the extent possible within these constraints, the course design attempts to take into consideration the differences in learning styles and interests of students to ensure the best learning experience for everyone.
- E. Adults learn best from close and prompt feedback on classroom comments and on written work.

III. Disability Statement

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

Questions? Please contact Richard Keller, Director, Office of Access and Services for Individuals with Disabilities at X3689 or Professor Christine Yeh, at X3959.

IV Expectations of Students

- A. This course requires the participation of each and every student to be successful. Each student brings to the course a wealth of expertise and knowledge that will significantly enrich the classroom experience. In addition to the necessity of the presence of each student in every class, it is important that all students come prepared, having read all of the assignments. It is also important that all students fully participate in each class session by providing information, probing for details, making connections among materials, and linking ideas to general theory. Participation means quality, not quantity—the ability of a statement to advance the general discourse, to connect concepts, and to foster general understanding and learning. Participation is considered the minimum performance level for a graduate student.
- B. Students should attend *all* classes. However, adults must juggle myriad responsibilities. Sometimes that means choosing among competing priorities, and, occasionally, something else will have a higher priority. I will understand an absence better if you call me in advance of a class to tell me (or leave a message for me) that you will be absent OR if you call immediately afterwards for follow-up.
- C. If you miss a class, you are responsible for obtaining all notes and handouts. To that end, it is wise to make a friend in class upon whom you can call for assistance if you absolutely must miss a class.
- D. Students should turn in all assignments on time. You may have predictable work or home crunches that may interfere with a paper due date. I am *always* happy to accept an assignment *before* the due date. I have chosen due dates to ensure the best windows of opportunity to return assignments to you promptly.
- E. Final papers *must be turned in on time to ensure grading* by the end of the semester. It is entirely possible that you may have this and one or two other major, final assignments due on the same day or during the same week. Expecting that you will do *your very best work on all assignments in this class*, it is of interest and concern to me if the final due date conflicts with the due date of a final project in another class, because, of course, I want you to be able to devote your full attention and energy to *this* assignment. To that end, please consult with me if you find that you have conflicting final assignment dates in another course. Together we can work out an alternate deadline. You may notice that I have required a great deal of the work to be completed by mid-semester; that is to help you break the end-of-semester logjam.
- F. Along with Teachers College and the Department of Organization and Leadership, I expect that you will use the highest personal and professional standards of ethics in this course. These expectations include the application of academic integrity and honesty in your class participation and written work. It also includes the expectation that you will listen without bias or preconception to the ideas of your classmates, while giving them, as they give you, the benefit of opportunity to test out ideas and opinions in an educational environment of trust and openness.
- G. If you have any questions/comments/concerns about readings, about anything said in class (particularly by the instructor or a guest speaker), about the tone or content of class discussion, about your papers and their grades, or, in short, about anything having to do with this course, please feel free to talk with me.



Dr. Joseph N. Hankin
An Introduction

DR. JOSEPH N. HANKIN
President
Westchester Community College
Valhalla, New York 10595

Joseph N. Hankin was born and educated in New York. After attending New York City public elementary and secondary schools, he enrolled at the City College of New York where he earned a Bachelor of Arts degree in Social Sciences, and at Columbia University's Graduate Faculties and Teachers College, where, respectively, he earned Master of Arts and Doctor of Education degrees in History and in the Administration of Higher Education. Formal writings in these programs included a Master's thesis entitled, "**The Progressive Party of 1924 in New York**," and a doctoral dissertation entitled, "**Selected Urban Problems and the Public Community College**." He also holds honorary doctorates, Honoris Causa, from Mercy College, the College of New Rochelle, Manhattan College and Lehman College-City University of New York.

Dr. Hankin taught at the collegiate level at the City University of New York from 1962 to 1965, and as an occasional lecturer, and then as an Adjunct Associate and Full Professor at Teachers College, Columbia University from 1965 to the present.

Dr. Hankin began in full-time administration commencing in 1965. Following a one and one-half year period as Director and then Dean of Continuing Education and the summer sessions at Harford Junior College in Bel Air, Maryland, the Board of Trustees requested that, at age 26, Dr. Hankin assume the position of President. He served in that capacity for four and one-half years and then assumed the presidency of Westchester Community College in 1971, which he serves to this day.

Among the related professional activities in which Dr. Hankin has engaged are: speaker and panelist for numerous forums, member, chairman, or consultant for accreditation teams in Delaware, New York, New Jersey, Maryland, Pennsylvania, and Puerto Rico, and consultant to a number of educational institutions in Maryland, New Jersey, District of Columbia, Pennsylvania, Massachusetts, Connecticut, and New York. He has participated actively in several civic and professional organizations, including the Board of Directors of the American Association of Community and Junior Colleges (Vice Chairman), the Junior College Council of the Middle Atlantic States (Treasurer, Vice-President, and President), Eastern Educational Consortium (President), Young Presidents' Organization, and others. He was a

member of the Board of Directors of the First Choice Funds, Inc., the Wells Fargo Fund Group, the ING Funds Trust, Inc., and is certified as a Large Complex Case Program arbitrator by the American Arbitration Association.

Dr. Hankin has been awarded several honors over the years including a New York State Regents Scholarship, a Kellogg Fellowship in Community College Administration, honorary election to Chi Sigma Mu and to Phi Delta Kappa, the Distinguished Service Award by the Bel Air (Maryland) Jaycees, the Brotherhood Award by the Westchester Region of the National Council of Christians and Jews, Distinguished Service Awards by both the New York State Association of Two Year Colleges and by the SUNY Faculty Council of Community Colleges, an Honorary D. Litt. by Mercy College, an Honorary D.H.L. by the College of New Rochelle, an Honorary D. Ped. by Manhattan College, an Honorary D.H.L. by Lehman College, and listings in directories such as Who's Who in the East, the Dictionary of International Biography, Who's Who in America, and others. In 1986, he was selected by his peers as one of The Hundred Most Effective College Presidents in the United States, and in 1988 as one of the fifty best community college presidents in the country. He served as President of the Middle States Association of Colleges and Schools during 1999. At the end of the last Millennium, Dr. Hankin was recognized by Westchester Gannett News as one of the most influential people of the century in Westchester and Putnam counties.

His six dozen publications have included consultant's reports, numerous college documents printed and circulated to the public, contributions to a bibliographical work on community colleges, monographs and chapters on collective bargaining, continuing education, and the importance of the first year in college, and articles in the *Junior College Journal*, other magazines, and several local newspapers on a variety of educational topics.

Dr. Hankin and his wife, the Superintendent of Schools in Syosset, New York, have three children and eight grandchildren.

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V Course Readings:

No single volume ever treats all of the topics addressed in this course satisfactorily, so the following four will be used as basic texts. Together, these volumes provide a broad introduction to many aspects of the Community Junior Colleges:



Required: Cohen, Arthur M. and Brawer, Florence B. The American Community College. San Francisco, California: Jossey-Bass, Third Edition, 1996.

Ratcliff, James L., ed. ASHE Reader on Community Colleges. Needham Heights, Mass.: Ginn Press, 1994.

Dougherty, Kevin J. The Contradictory College. Albany, New York: State University of New York Press, 1994.

*Hankin, Joseph N., ed. The Community College: Opportunity and Access for America's First Year Students. Columbia, S.C.: University of South Carolina, 1996.

***NOTE:** The Editor receives no royalties from this work

Additional older suggested texts include:

Brick, Michael. Forum and Focus for the Junior College Movement. New York, New York: Teachers College Press, 1964.

Deegan, William L., Tillery, Dale, and Associates. Renewing the American Community College. San Francisco, California: Jossey-Bass, 1985.

Vaughan, George B. The Community College Story. Second Edition. Washington, D.C.: American Association of Community Colleges, 2000.

Vaughan, George and Associates. Issues for Community College Leaders in a New Era, San Francisco, California: Jossey-Bass, 1983.

Diener, Thomas. Growth of an American Invention: A Documentary History of the Junior and Community College Movement. New York: Greenwood Press, 1986.

Cohen, Arthur M., Palmer, James C., and Zwemer, K. Diane. Key Resources on Community Colleges. San Francisco: Jossey-Bass, 1986.

Zwerling, L. Steven, ed. The Community College and Its Critics. New Directions for Community Colleges, Number 54. San Francisco, California: Jossey-Bass, June, 1986.

Readings selected from the course bibliography, the suggested readings under major discussion topics in Section III of the course outline, and the bibliographical references listed on the attached bibliography.

Students will also find it useful to familiarize themselves with some of the major periodicals and newsletters in this field. Some of the ones, which relate to the topics addressed in the course are:

Community and Junior College Journal. Published monthly by the American Association of Junior Colleges, One Dupont Circle, N.W. Washington, D.C. 20036

Community College Journal of Research and Practice. Published six times a year by Taylor and Francis, Publishers, 1010 Vermont Avenue Washington, DC 20005-3521

Community College Review. Published Quarterly by Department of Adult and Community College Education North Carolina State University, Raleigh, NC 27695-7801

Community College Times. Bi-weekly publication of American Association of Community Colleges, One Dupont Circle, N.W. Washington, D.C. 20036

Community College Week. Bi-weekly publication of Cox, Matthews and Associates, Inc. Fairfax, Va.

Community/Junior College Research Quarterly. Published quarterly by Hemisphere Publishing Corporation, Washington, D.C.

New Directions for Community Colleges. Published four times a year by Jossey-Bass Publishers, Inc. 350 Sansome Street, San Francisco, California 94104

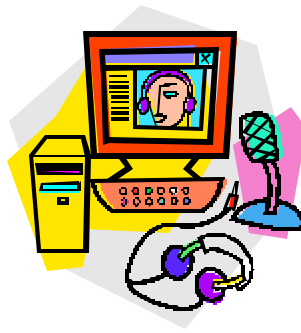
Chronicle of Higher Education. Bi-weekly publication of Editorial Projects for Education. Baltimore, Maryland.

Change: The Magazine of Higher Learning. Published monthly by Educational Change, Inc., a non-profit corporation.

Educational Record. Quarterly publication of the American Council on Education. Washington, D.C.

Journal of Applied Research in the Community College. Published twice a year by Department of Educational Administration and Foundations, Illinois State University, 331 DeGarmo Hall, Normal, Illinois 61761-5900

Journal of Higher Education. Published monthly by the American Association for Higher Education and Ohio State University, Columbus, Ohio.



You may want to access Dissertation.com <http://www.dissertation.com/>, one of a handful of new outlets on the World Wide Web hoping to find a paying audience for unpublished academic papers. Another source of dissertations is: <http://www.lib.umi.com/dissertations> (note: no” .” between www and lib).

To see a FORECAST OF FUNDING OPPORTUNITIES UNDER THE DEPARTMENT OF EDUCATION DISCRETIONARY GRANT PROGRAMS FOR FISCAL YEAR (FY) 2004 and FY 2005, go to <http://www.ed.gov/fund/grant/find/edlite-forecast.html#Chart%206> or go to <http://www.grants.gov/Find> to search for grant opportunities from the Federal government. You may also want to access www.FirstGov.gov ; for example, if you type in “community colleges,” you will obtain 1,010 matches!

COMMUNITY COLLEGE JOURNALS ON LINE (in whole or part)

- Community Services CATALYST: Volume 21, No. 3, Summer 1991 through Volume 23, No. 3, Summer 1993 [gopher://borg.lib.vt.edu:70/11/catalyst](http://borg.lib.vt.edu:70/11/catalyst)
- Teaching in the Community College Journal (TCC-J), produced by Kapiolani Community College <http://leahi.kee.kcc.hawaii.edu/pub/>
- League of Innovation Abstracts: Volume 8, No. 1, January 1995 to present and some back issues for 1994 <http://www.league.org/leadabst.html>
- New Directions for Community Colleges. Has Table of Contents of recent issues. This can be found at <http://www3.interscience.wiley.com/cgi-bin/jhome/86011359> In addition to New Directions for Community Colleges, Wiley Periodicals also publishes these useful series: New Directions for Teaching and Learning, New Directions for Adult and Continuing Education, New Directions for Student Services, New Directions for Institutional Research, and New Directions for Higher Education. On the Horizon, a bi-monthly newsletter, has now become a portal for access to a number of electronic sites on education.
- Community College Review http://www.findarticles.com/p/articles/mi_m0HCZ Provides information about the journal but no table of contents or access to contents of journal



RELEVANT ORGANIZATIONS:

American Association of Community Colleges <http://www.aacc.nche.edu/>

League for Innovation in the Community College: <http://www.league.org/welcome.htm>

ERIC Clearing House for Community Colleges: As of December 19, 2003, the Educational Resources Information Center (ERIC) Clearinghouse for Community Colleges is no longer in operation. For further information, please see the main [ERIC Web site](#), or call 1-800-538-3742. Certain clearinghouse resources, such as digests and edinfos, will soon be available on the UCLA [Community College Studies](#) site. You may wish to check out ERIC Clearinghouses Make Plans for the Future at the following web site, <http://www.lib.msu.edu/corby/education/eric/clearinghouseplans.htm>, for additional information. Another clearing house site is What Works Clearinghouse (WWC) which gathers studies of the effectiveness of educational interventions (programs, products, practices, and policies). <http://www.w-w-c.org/>.

ACT: www.act.org

College Board: <http://www.collegeboard.com/prof/index.html>

Association of Community College Trustees: <http://www.acct.org/>

Consortium for Community College Development: <http://www.umich.edu/~cccd/>

National Center for Education Statistics: www.nces.ed.gov

National Center for Postsecondary Improvement: <http://ncpi.stanford.edu>

National Center for the Study of Adult Learning and Literacy: <http://www.gse.harvard.edu/~ncsall/>

U.S. Bureau of the Census: www.census.gov

U.S. Bureau of Labor Statistics: www.bls.gov

U.S. Department of Education: www.ed.gov

LIST OF ADDITIONAL TWO-YEAR COLLEGE LINKS:

Community College Web, maintained by Maricopa Community Colleges: <http://www.mcli.dist.maricopa.edu/cc/> Provides links to over 560 community colleges arranged in alphabetical order: USA (524), Canada (32), and Europe (6)

Web U.S. Community Colleges, maintained by University of Texas at Austin: <http://wwwhost.cc.utexas.edu/world/comcol/alpha/> lists all two-year regionally accredited U.S. Colleges alphabetically. Colleges can also be located by states.

[Junior-college-history.org](http://junior-college-history.org) this site is intended to provide graduate students and researchers with access to primary sources that describe the organization, governance, curriculum, funding and student culture of junior colleges established between 1900 and 1940.

Yahoo's List of Community Colleges: <http://search.yahoo.com/search?p=community+colleges&csz=&ei=UTF-8&fr=FP-tab-web-t-145&cop=mss&tab=&toggle=1>

For Tribal Colleges, go to the American Indian College Fund web page <http://www.collegefund.org/> or the American Indian Higher Education Consortium web site <http://www.aihec.org/>

For a list of Historically Black Colleges and Universities see <http://www.smart.net/~pope/hbcu/hbculist.htm> or <http://www.univsource.com/hbcu.htm>

For Historically Hispanic Serving Colleges, some of which are two-year schools: see http://www.hacu.net/assnfe/CompanyDirectory.asp?STYLE=2&COMPANY_TYPE=1.5

Supporting Readings:

All students should regularly read [The Chronicle of Higher Education](#), or the daily electronic version thereof so that references and discussions can be based on current articles. Thanks to the [Chronicle](#) staff, two issues will be made available free of charge the first night of class. Beyond that, ten, twenty, and 49-issue subscriptions are available at half the normal cost, and I will try to make subscription forms available for those of you who wish to subscribe. Please note that [The Chronicle](#) may also be read in the TC Library.

Students will also find it useful to familiarize themselves with some of the other major periodicals and newsletters in the field. Some of those that relate to the topics addressed in the course are, as follows (put your cursor on the line, press the control key and click the mouse simultaneously and you will find yourself at the journal's website):

[AAHE Bulletin](#)

[Academe](#)

[American School and University](#)

[Black Issues in Higher Education](#)

[Change: The Magazine of Higher Learning](#)

[Community College Journal](#)

[Community College Review \(issues from Summer 2003 prior issues\)](#)

[Community College Times](#)

[Community College Week](#)

[Education](#)

[Educational Administration Quarterly \(1\)](#)

[Educational Administration Quarterly \(2\)](#)

[Harvard Educational Review](#)

[New Directions for Adult and Continuing Education](#)

[New Directions for Community Colleges \(see note above on ERIC Clearing Houses\)](#)

New Directions for Higher Education

[New Directions for Institutional Research](#)

[New Directions for Student Services](#)

[New Directions for Teaching and Learning](#)

[Horizon](#) This site provides access to a number of education related sites

[Perspectives: Policy and Practice in Higher Education](#)

[Research in Higher Education](#)

[Review of Higher Education](#)

[TC Record](#)

[The Chronicle of Higher Education Community-College News](#)

[The Journal of Higher Education](#)

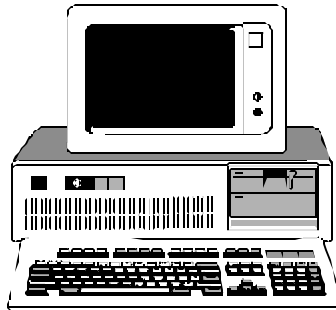
University Business

You may not be aware of this, but you can create your own personal news room with the New York Times News Tracker. You can customize up to ten alerts, each tracking a different topic. As the NYTimes.com publishes articles matching your selections (e.g., City University of New York), they will e-mail you with links to all of the relevant articles. You can begin by clicking on the following:

<http://www.nytimes.com/ads/newstracker1.html>

Also, for those of you who have access to Google, you can create a "Google News Alert" at this URL: <http://www.google.com/newsalerts> This way you can be flooded daily with articles on your favorite subject!

In addition, there are helpful websites (here too press the control key and click to get there):



ACT: www.act.org

[American Association of Community Colleges \(AACC\)](#)

[American Association of University Professors](#)

[American Association for Higher Education](#)

American Council on Education: www.acenet.edu

[Association of American Colleges and Universities](#)

[Association of American Universities](#)

[Association of Community College Trustees](#)

[Association of Governing Boards of Universities and College](#)

[College and University Personnel Association](#)

[Education Commission of the States](#)

[EduCause](#)

[League for Innovation in the Community College](#)

[National Association of College and University Business Officers](#)

[National Association of Independent College and Universities](#)

[National Association of State Universities and Land Grant Colleges](#)

[National Institute of Staff and Organizational Development](#)

The American Indian Higher Education Consortium: <http://www.aihec.org/>

The Argus Clearinghouse – Higher Education: http://www.clearinghouse.net/cgi-bin/chadmin/viewcat/Education/higher_education?kywd++

The College Board: <http://www.collegeboard.com/research/home>

The Chronicle of Higher Education: <http://chronicle.com>

For ERIC Clearinghouse on Higher Education and ERIC Clearinghouse for Community Colleges: see note on page 7 under RELEVANT ORGANIZATIONS

Education Resources on the Internet: <http://www.indiana.edu/~libeduc/other.html>

National Center for Education Statistics: www.nces.ed.gov

National Center for Postsecondary Improvement: <http://ncpi.stanford.edu>

National Center for the Study of Adult Learning and Literacy: <http://www.gse.harvard.edu/~ncsall/>

NEA's Higher Education Home Page: www.nea.org/he/index.html

National Library of Education: www.ed.gov/NLE/

U.S. Bureau of the Census: www.census.gov

U.S. Bureau of Labor Statistics: www.bls.gov

U.S. Department of Education: www.ed.gov/

The World Wide Web Virtual Library: Education: www.csu.edu.au/education/library.html

Yahoo! Education Directory: <http://dir.yahoo.com/education/index.html>

State Tax Appropriations To Higher Education: <http://coe.ilstu.edu/grapevine/>

For Tribal Colleges, go to the American Indian College Fund web page <http://www.collegefund.org/> or the American Indian Higher Education Consortium web site <http://www.aihec.org/>

For a list of Historically Black Colleges and Universities see <http://www.smart.net/~pope/hbcu/hbculist.htm> or <http://www.univsource.com/hbcu.htm>

For Historically Hispanic Serving Colleges, some of which are two-year schools: see http://www.hacu.net/assnfe/CompanyDirectory.asp?STYLE=2&COMPANY_TYPE=1,5

See www.Junior-College-History.org for a site which provides primary sources that describe the organization, governance, curriculum, funding, and student culture of junior colleges established between 1900 and 1940.

For a good source of books at the lowest price, see <http://www.addall.com>

You may want to access www.dissertation.com which is one of a handful of new outlets on the Web hoping to find a paying audience for unpublished academic papers. Another source of dissertations: wwwlib.umi.com/dissertations (note: no period between www and lib)

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VI Course Organization:

In order to provide a broad introduction to the community junior college movement, a number of readings are listed in each of the course organizational units. Full references may be found in a sixty-page bibliography kept by the instructor for use by the class.

Unit I. Diversity and Commonality: The Place and Function of the Community Junior College in American Education.

1. Introduction. Community Junior Colleges and Higher Education Trends.
2. Philosophical Bases of the Community Junior College.
3. History and Development of Community Junior Colleges.

Note: Topic Approval Form Due September 16, 2004.

Readings: September 16 and 23, 2004.

Required:

Cohen and Brawer, Third Edition, Chapters 1, 12, 13 Ratcliff pp. xvii-xviii, xxiii-xxiv, 3-88
Hankin, Chapters 1, 10.

Optional:

Vaughan, Second Edition, pp. 1-8

Zwerling, Chapters 1, 2, and 10

Deegan and Tillery, Chapter 1

Vaughan and Associates, Chapters 1, 10, 12

Burnett, pp. 1-12, 13-28, 29-44

Cohen, College Responses, Chapter 12

Blocker, Plummer, and Richardson. The Two-Year College: A Social Synthesis, Chapters 1-3

Bogue, The Community College, Chapters 1-6

Brick, Forum and Focus for the Junior College Movement, Chapters 1-3.

Cohen, A Constant Variable, Prologue and Chapter 1.

Fields, The Community College Movement, Chapters 1, 3 and 9.

Fretwell, E.K., Founding Public Junior Colleges: Local Initiative in Six Communities, Chapters 2-7 (choose 2), and 8.

Harlacher, Ervin L., The Community Dimension of the Community College. Chapter 1.

Hodgkinson, Institution in Transition, Introduction.

Jencks and Riesman, The Academic Revolution, Chapters 1 and 11, Section I (pp. 480-492).

Medsker, The Junior College, Chapter 1.

Medsker and Tillery, Breaking the Access Barriers, Chapters 1, 2, 8.

Monroe, Profile, Chapters 1, 2.

N.S.S.E., The Public Junior Colleges, Chapter 2 and 4.

Thornton, The Community Junior College, second edition, Chapters 1-5.



Unit II. Students and Student Services in the Community Junior College

1. Source of Students in the Community Junior Colleges and Student Characteristics.
2. Student Personnel Services Needed.

Readings: September 30 and October 28, 2004.

Note: October 28th there will be a guest lecturer, Dr. Julius C. Ford, a Vice-President for Student Personnel Services, on the subject of Student Services; he will lead discussion of a case study which will be distributed in advance.

Required:

Cohen and Brawer, Third Edition, Chapters 2, 7
Ratcliff, pp. xx-xxii, 229-238, 259-353, 439-456
Hankin, Chapters 2, 3, 6, 7, 11, 16

Optional:

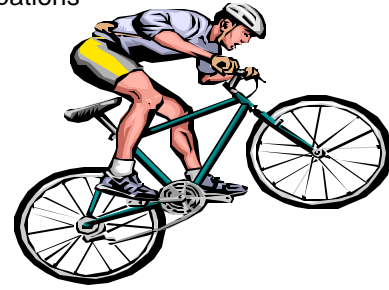
Vaughan, Second Edition, pp. 13-15
Zwerling, Chapters 6, 7, 8, and 9
Deegan and Tillery, Chapters 3, 6
Vaughan and Associates, Chapters 1-3
Burnett, pp. 57-59
Cohen, College Responses, Chapter 3
Blocker, Plummer, and Richardson. The Two-Year College: A Social Synthesis, Chapter 9
Brick, Forum and Focus for the Junior College Movement, pp. 152-164
Cohen, A Constant Variable, Chapter 5
Cross, K. Patricia, Beyond the Open Door - Select two chapters
Fields, The Community College Movement, pp. 116-122, 153-159, 188-192
Medsker, The Junior College, Chapter 6
Medsker and Tillery, Breaking the Access Barriers, Chapters 3 and 5
Moore, William, Against the Odds: The High Risk Student in the Community College, Chapters 1, 2, 6.
Moore, William, Community College Response to the High-Risk Student, Passim
Monroe, Profile, Chapters 9, 10, 11, 12.
O'Banion and Thurston, Junior College Student Personnel Work, Select three chapters.

Unit III. Programs of Instruction in Community Junior Colleges

1. Liberal Arts and College and University

Parallel General Education
Transfer and the Articulation of Curricula from Two-Year to Four-Year Colleges

2. Semi-Professional Curricula for Vocational/Technical Occupations
Pre-Professional Curricula
3. Community Service Functions.
Adult and Continuing Education
4. Developmental (Remedial) Programs.
Programs for Superior Students.



Readings: October 7, 14, 21, 2004.

Note: Outline and Annotated Bibliography due **October 21, 2002**.
Remember: two copies of each please.

Required:

Cohen and Brawer, Third Edition, Chapters 8-12
Ratcliff, pp. xix-xx, 141-228, 239-256
Hankin, Chapters 4, 5, 9.

Optional:

Vaughan, Second Edition, pp. 9-12
Zwerling, Chapters 3, 4, and 5
Deegan and Tillery, Chapters 2, 8, and 7
Fuller, Community College Curriculum: Circa 1990, all
Vaughan and Associates, Chapters 4-6, 11
Blocker, Plummer, and Richardson. The Two-Year College: A Social Synthesis, Chapters 6 and 8.
Brick, Forum and Focus for the Junior College Movement, pp. 143-152.
Cohen, A Constant Variable, Chapters 8-11.
Fields, The Community College Movement, pp. 122-134, 159-172, 193-205, 221-235, and Chapter 10.
Harlacher, Ervin L., The Community Dimension of the Community College. Passim.
Medsker and Tillery, Breaking the Access Barriers, Chapter 4.
Monroe, Profile, Chapters 3, 4, 5, 6, 7, 8.
Roueche and Kirk, Catching Up: Remedial Education – Select two chapters.

Unit IV. The Personnel, Organization, and Administration of the Community Junior Colleges.

1. Legal Status
State Coordination
Patterns of Control
Methods of Financing
2. Internal Organization of Community Junior Colleges
Boards of Control and Their Functions
Administrative Staff Members and Their Functions
3. The Faculty (including Counselors and Librarians, too)
4. Personnel Policies
Collective Negotiations
Affirmative Action Programs



Readings: November 4, 11, and 18, 2002.

Note: No Class **November 25th**, Thanksgiving Day

Required:

Dr. Joseph N. Hankin

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ORLD 4012 Fall 2002

Cohen and Brawer, Third Edition, Chapter 4
Ratcliff, pp. xviii, 91-108, 357-437
Hankin, Chapters, 8, 17

Optional:

Vaughan, Second Edition, pp. 15-18, 19-22

Deegan and Tillery, Chapters 9, 10

Vaughan and Associates, Chapters 8, 9

Burnett, pp. 95-116, 129-146.

ERIC, [About the Faculty](#)

Angell, George W.; Kelley, Edward P., Jr. and Associates.

[Handbook of Faculty Bargaining](#). Select three chapters.

Cohen, [College Responses](#), Chapter 1, 2, 3, 4, 5.

AAJC, [Establishing Legal Bases for Community Colleges](#), Passim.

Brick, [Forum and Focus for the Junior College Movement](#), Chapter 7.

Brick and Bushko, [The Management of Change](#). Passim.

Cohen, [A Constant Variable](#), Chapter 2.

Ernst, Richards (ed.) [Adjusting to Collective Bargaining](#). Select three chapters.

Fields, [The Community College Movement](#), pp. 112-115, 150-153, 184-188, 218-220.

Fretwell, E.K., [Founding Public Junior Colleges](#), Chapter 6.

Medsker, [The Junior College](#), Chapter 1.

Medsker and Tillery, [Breaking the Access Barriers](#), Chapter 7.

Monroe, Profile, Chapters 13, 15, 16, 17.

Richardson, Blocker and Bender. [Governance for the Two-Year College](#).

Shannon, William. [The Two-Year College President](#). Unpublished Ed.D. project. Teachers College, Columbia University. Passim.

Thornton. [The Community Junior College](#), Chapters 6-9.

Unit V. Teaching in the Community Junior College

1. Source of Teacher Supply
Characteristics of Faculty
Teaching and/or Research Responsibilities
2. Teachers and Instructional Innovations
3. Development of Procedures for Evaluation of
Administrators, Faculty Members, Librarians and Counselors.



Readings: December 2 2004.

Note: Memo is due December 2nd.
Final Examination is due December 9th

Required:

Cohen and Brawer, Third Edition, Chapters 3, 6

Ratcliff, pp. xviii, 91-108, 357-437

Hankin, Chapters 12, 13, 14, 15

Optional:

Deegan and Tillery, Chapter 4

Cohen, [College Responses](#), Chapters 9, 10, 11

Blocker, Plummer and Richardson, [The Two-Year College: A Social Synthesis](#), Chapter 6.

Brick, [Forum and Focus for the Junior College Movement](#), pp. 143-152

Cohen, [A Constant Variable](#), Chapters 3 and 4.

Johnson, [Islands of Innovation Expanding](#). Passim.

Kelly and Wilbur, [Teaching in the Community Junior College](#), Chapters 5, 6, 7, 8.

Medsker and Tillery, [Breaking the Access Barriers](#), Chapter 6.

Miller, Richard I. [Evaluating Faculty Performance](#), Chapters 1-4.

Unit VI. Facilities, Finances, and the Future

1. Facilities
 - On-Campus
 - Off-Campus
2. Finances
 - Revenues by source
 - Expenditures by function and object



Readings: December 16, 2004.

Required:

Cohen and Brawer, Third Edition, Chapter 5.

Ratcliff, pp. xix, 109-138

Optional:

Deegan and Tillery, Chapters 11, 12, 13

Monroe, Profile, Review Chapter 17.

VII Course Requirements:

NOTE: Always submit (2) TWO copies of every assignment

1. Each student is required to write a memo (or an approved substitute) on a subject of his or her choice. The memo should be a cogent one and, as such must be completely documented and must include an annotated bibliography on the topic, which will be collected by the mid-term. At mid-term hand in copies of the dissertation abstracts.

Criteria for Evaluation of Memos: A MEMO is not a paper. Memos will be evaluated on the basis of the following:

- a) Identification of Appropriate Question or Issue:

The problem or issue is clearly defined. Writer shows understanding of the problem, and the internal and/or external forces responsible for the problem.

Writer presents an argument (or setting or rationale) in support of the significance of the topic or problem.

The introductory statement makes clear the writer's intent, procedures utilized, limitations in treatment (if any) and definitions (if necessary for clarity).

- b) Analysis -- Evidence of critical thinking about the topic, and represents a scholarly comprehension and investigation. Differing positions or alternative approaches are identified and discussed. Writer's own position is clearly identified.

Appropriate resources (literature and raw data or research findings) and procedures were employed in dealing with the topic. Resources and procedures were adequate in number and kind. They

were selected and used in ways that make a significant contribution to the study and they clearly relevant.

The written report demonstrates the writer's ability to develop his or her own ideas in depth, to interpret and apply the ideas of others, rather than merely present the ideas of others.

- c) Content, Clarity and Form -- Covers most important aspects of the topic, unless restrictions have been identified in the introduction.

Ideas are presented in straight-forward ways that are readily understood.

English usage, sentence construction, organization, and documentation (including references and a bibliography).

- d) Helpful hints: Try to hook the reader with the subject line. Tell the reader why she or he should read the entire message in your very first paragraph. Before you conclude, make certain that you explain why you need an action taken.

Due Dates (Please hand in (2) Two copies of everything)

- a. The topic must be approved by the instructor no later than **September 16th**.
 - b. An outline in detail (no more than two pages) is due at the time the annotated bibliography is handed in on **October 21st**.
 - c. An annotated bibliography (no more than five pages single-spaced) on the general subject, including a minimum of eight articles, two monographs or books, and at least ten dissertation abstracts, is due by the mid-term (**no later than October 21st**).
 - d. The memo (no more than ten to twelve pages double-spaced, excluding bibliography) is due by **December 2nd**.
2. Each student is required to write a final examination. The examination is of the "take home" variety and will be distributed on the first night of class. While a student's response to the examination need not be footnoted, nor include a bibliography, it should include a reasonable acknowledgment of resources seen on the institutional visit, and in the assigned book.

Criteria for Evaluation of Final Examination

The Examination will be evaluated on the basis of the following points:

- a. Relevancy and strength of resource material.
- b. Presentation, organization, and synthesis of data and ideas.
- c. Analysis of the institution, and of the assigned book.
- d. Clarity of expression and correctness of form.

Due Date: Please hand in your final examination answer (no more than five to six pages single-spaced) by **December 9th**.

3. Summary of Student Responsibilities

Readings:

as indicated on pages 12 - 16 of course outline.

Topic approval:

one page (on form distributed) due by **September 16th**

Outline in detail:

no more than 2 pages - due by **October 21st.**

Annotated Bibliography:

no more than 5 pages single-spaced - due by **October 21st.** **(20 points)**

Memo (or approved substitute):

no more than 10-12 pages double spaced, excluding bibliography -due by **December 2nd.****(40 points)**

Final Examination:

no more than 5-6 pages single-spaced - due by **December 9th.** **(30 points)**

Class participation:

throughout semester - **(10 points)**

In general, grades will be assigned as follows:

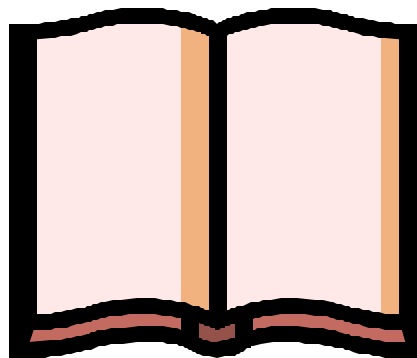
A - Excellent

B - Good

C - Adequate, but not spectacular for graduate level work

+ or - will be used, as appropriate

If students hand in assignments on time, they may expect them back by the following week.



Rev-9/08/04