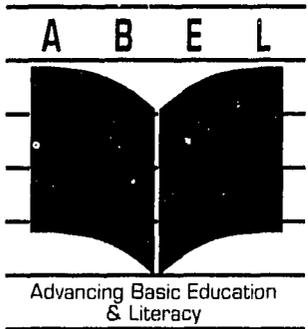
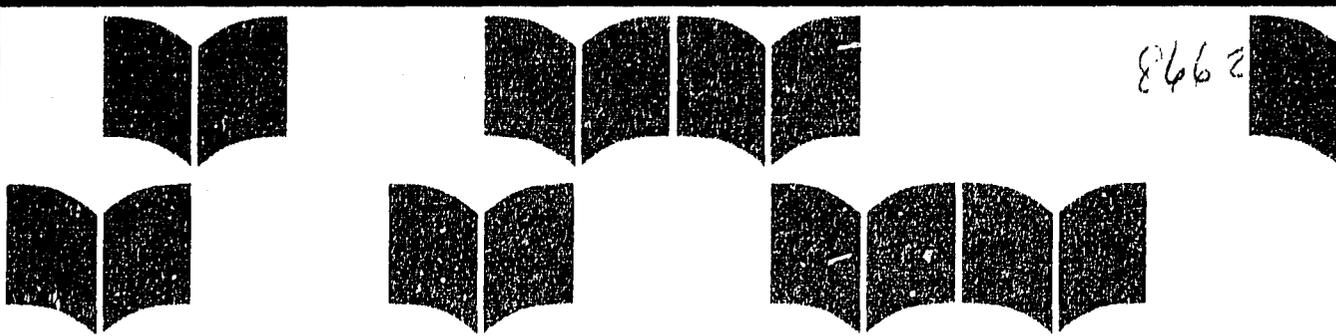


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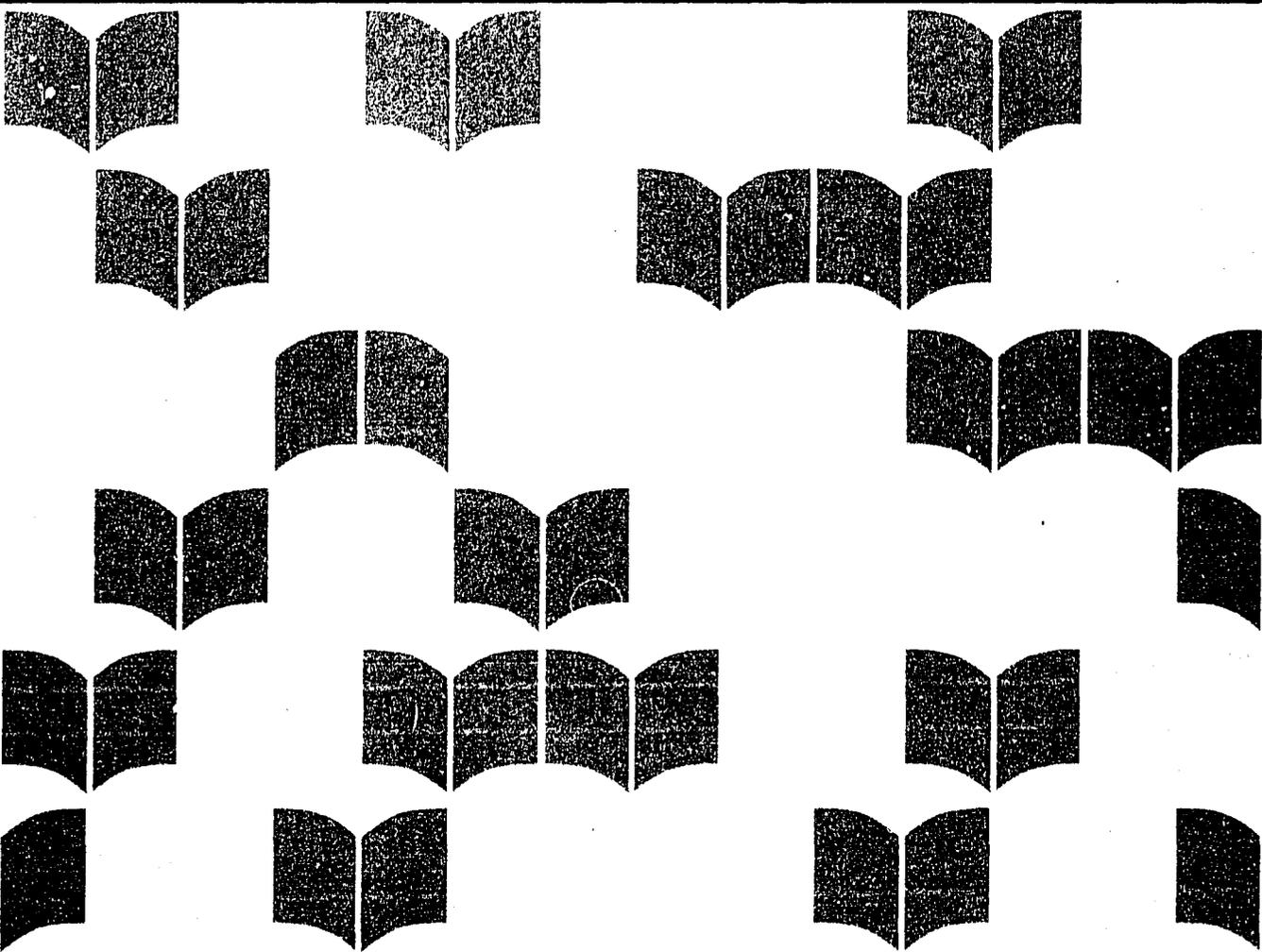
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**CURRICULUM PLANNING:
STRATEGIC OPTIONS FOR FUNDA
COMMUNITY COLLEGE**

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CURRICULUM PLANNING:

STRATEGIC OPTIONS

for

FUNDA COMMUNITY COLLEGE

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CURRICULUM PLANNING

STRATEGIC OPTIONS FOR FUNDA COMMUNITY COLLEGE

1. Introduction

The scope of this short consultancy is to provide FUNDA Centre with strategic curriculum options relevant to the intended transition towards a community college. In outlining future options, the consultancy begins with the perspectives and concerns of existing projects on transition.

2. Objectives

In the context of institutional transition to a Community College, the specific and related objectives of this consultancy are to:

2.1 determine the concerns, perspectives and capacities of existing FUNDA Centre projects.

2.2 outline emerging options for curriculum planning, integrating the concerns and capacities of existing projects.

3. Context

At the present time FUNDA consists of about 8 different projects essentially leasing space in the existing building and only occasionally representing project interests to the Directorate through forums such as the user-group committee (a coalition of projects with similar activities) and recently, the ITG (Integration Task Group). That is, a loose coalition of projects, each determining their own curriculum, appointing their own staff and raising their own funds, occupy space in a common centre with only broad governance functions from the Centre e.g., maintenance of buildings. Transiting into a Community College means that the nature of projects, inter-project relationships, and the relationship to the centre (the FUNDA Directorship and Board) will invariably change. This consultancy attempts to clarify the possible nature of this transition in the context of current project constitutions.

4. Limitations

The consultancy will not focus on broader aspects of transition such as the nature of governance, financing & resourcing, and the development of physical infrastructure. The study is limited to a focus on curriculum planning. That is, the content of instruction & learning through which Mission of the

College will be expressed. In addition, the short time available for this study prohibits any definitive or detailed report on the status of individual projects but focuses only on the concerns and perspectives of these projects as it affects curriculum planning options in the transition and in the future. And finally, not all projects were visited; projects not participating or reflected in this study are Soyinka, the Std V Science Project and NSP.

5. General Findings

Across projects, the following general findings emerged:

- 5.1 General Commitment to Curriculum Integration
- 5.2 General Concern About Program Identities
- 5.3 General Concern About Staffing Arrangements
- 5.4 General Concern About Clarity of Vision and Process (CC)
- 5.5 General Expectation of Benefit/Advantage
- 5.6 General Awareness of Capacity Limitations¹

Project	Outreach Capacity (Per Annum)
CDPA	60 + 100 + 100
CBER	50 + 90 + 9 + publications
AIA	16 + 19 + 20
Madimba	30 + 20 + 200 + 15
LM Foundation	100 (varies)
TELIP	300-400

¹ Note that these figures vary within and among projects depending on factors such as township violence or whether the courses are short-term (one week vacation course) or long-term (3 year course).

6. OPTIONS FOR CURRICULUM PLANNING

These options are not mutually exclusive (that is, it is possible that phasing in from one option to the next over time might be necessary) nor are they "pure types" (that is, elements of curriculum planning under one option may equally apply under another set of options). The creation of options is to clarify ways of thinking about curriculum planning strategies in order to facilitate decision-making.

OPTION A:

PROJECT-FOCUSED COLLEGE

The assumption in this model is that existing projects remain relatively intact and that the principal change is institutional. That is, projects retain their staff, resources and identities on an autonomous basis but the principal advantage or benefit of this arrangement is that expanded infrastructure of the Community College allows for individual project expansion. Summarised:

- * autonomous projects
 - project identity maintained
 - project staffing & management retained

- * in addition, there are advantages brought by expansion into a larger Community College:
 - expanded infrastructure
 - expanded impact possible since more space creates more staffing opportunities which in turn extends outreach capacity

- * some coordination inevitable given the size of the plant and the expansion of existing projects

OPTION B:

PROGRAM-FOCUSED COLLEGE

The assumption in this model is that projects experience a change of status and are developed in coherent programs. Programs in this instance suggests that considerable resources are invested

in improving the design, content and evaluation systems for each project so that the overall quality of the program (original project) is enhanced. The original projects therefore change identity as a result of enhanced development but retain their core functions and focus. Summarised:

* semi-autonomous projects

- some autonomy ceded to a central governing council including a curriculum governance/planning board

* benefits such as

- expanded infrastructure
- expanded impact

* changes, since this is a phase of accelerated program development which would include:

- staff development, training and recruitment
- coordinated and enhanced certification systems
- intensive program development in which existing and new fields of study are defined or redefined, elaborated and implemented

OPTION C

DEPARTMENT-FOCUSED COLLEGE

The assumption in this model is that individual programs are now accommodated within larger management units called departments. Several programs co-exist in each department but the courses of study of the department are based on an integration of the different programs (for example, programs A, B and C taken in sequence constitute an Associate Degree in the Department). Program development continues, but in the context of departments as managing and coordinating units. Summarised:

- * beyond developing programs or fields of study, this phase involves creating structures or departments within which this programs could be nurtured, coordinated, managed and expanded; thus,

- large scale reorganisation of existing programs
 - addition of new programs
 - integration of existing programs
 - development of existing programs
 - definition of program areas within a department
- * continuation of intensive staff development/recruitment/training to match expansion
 - * quality control, certification, articulation with other institutions, coordination, definition of core curriculum plus options take on increasing significance in this phase of curriculum planning with the individual department as unit of development

7. Possible Options for Departmental Organisation Under Option C

One way of thinking through Option C is to imagine what different DEPARTMENTS could like in a future community college building on the existing range of projects:

- * DEPARTMENT OF ADULT EDUCATION
- * DEPARTMENT OF AFRICAN CULTURE & LITERATURE
- * DEPARTMENT OF VOCATIONAL EDUCATION & SKILLS TRAINING
- * DEPARTMENT OF INSERVICE TEACHER EDUCATION
- * DEPARTMENT OF RESEARCH, TRAINING & DEVELOPMENT
- * DEPARTMENT OF ARTS & DRAMA
- * DEPARTMENT FOR INNOVATIVE STUDIES
- * DEPARTMENT OF BUSINESS EDUCATION & ADMINISTRATION

Taking one Department, Inservice Teacher Education, how would this change the nature of existing projects and how would it accommodate additional programs?

At the moment, the only inservice teacher education programme at FUNDA is TELIP which provides training in English

to teachers with the view to building confidence and competence in the language. In the Department of Inservice Education, TELIP would be accommodated in its present form but its capacity would be expanded through additional staff and resources and it could develop an intensive year-long course which would be co-developed with and certificated by WITS enabling teachers with teacher college credentials to enrol, on successful completion of this course, in the graduate teacher education programme at the university at the second-year level. In addition, TELIP would now co-exist in the Department of Inservice Education with an inservice program for Math teachers and a program for Science Teachers. The Science Teachers Inservice Program would focus on the theme: "how to introduce quality laboratory & practical work into science lessons." The latter program would be jointly designed by AECI, SEP and PROTEC specialists in science & industrial education. In short, this Department would provide inservice training and enrichment in the "problem subjects" at schools: MATHEMATICS, SCIENCE and ENGLISH.

Take another Department, Innovative Studies. This Department would review, approve, and accredit innovative courses which a community person may wish to teach given the opportunity and the space. Basket-Weaving is reviewed and approved, and given the popularity and quality of the program, the Department decides to make this course, taught by a basketweaver in the community, a regular part of the College curriculum. It is decided to locate this experimental course in the Department of Vocational Education & Skills Training as a permanent offering in the Community College.

8. GENERAL RECOMMENDATIONS

* Plan & commit to answering fundamental curriculum questions (strategic planning) vis-a-vis the Community College i.e., who (what qualifications would be expected from teaching staff) will teach what (what program areas are to be covered) to whom (who will be allowed access to what courses based on what, if any prior qualifications) for what purpose (what will be the guiding and overarching curriculum philosophy of the College)? While these questions would be more comprehensively addressed in a long-term planning strategy, it could also be addressed in broad terms for immediate funding purposes.

* Link institutional transition to staff development and program development.

* Outline & plan provisional fields of study (integrate some projects, expand other projects)

* Time-phase curriculum transition from options A through C, which should approximate the building & development time-phases developed earlier in the funding proposal.