The College of William and Mary
The Community College
Course Syllabus

EPPL 632: The Community College
Spring, 2012
Monday, 4:30 – 7:00 pm
SOE 2056

EPPL 632 The Community College 3 cr.

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blackboard.wm.edu
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Office Hours: By appointment

Course Description: The focus of this course is on the development and structure of the community college: its history, purpose, characteristics, social function, organization and administration, curriculum, faculty, and students.

Relationship of This Course to Program and Professional Standards: This course is an elective course for graduate students working toward either the Master of Education Degree or either of the doctoral degrees (Ed.D./Ph.D.) in Educational Planning, Policy, and Leadership. It is related to NCATE standards Area IV, Educational Language, Public Policy, and Political Systems, and Political and Community Leadership A #1-4, B#3-7.

Course Purposes: This course involves an overview of the community college system, in particular how the system is situated in the larger context of institutions of higher education. It will equip students with basic knowledge of the history of community colleges, explore organizational and administrative operations, and evaluate the roles of faculty, leaders, and students within the system. The course will provide students with an overview of the social role of the colleges and enable them to critique arguments regarding policy proposals impacting two-year institutions.

Course Objectives:
Upon completion of the course, students will be able to:

1. Develop an understanding of the community college, its mission(s), programs, organization, clienteles, and its role in American higher education.
2. Identify the historical, educational, social events and forces that influence the development and expansion of the community college.
3. Evaluate the role of management and administration regarding the improvement of institutional effectiveness.
4. Demonstrate an understanding of and ability to critique the community college’s organizational patterns, financial structures, and governance at the state and local levels.
5. Develop a strategic plan, successful operational processes, and a review of the results.
6. Create a listing of areas for needed research and improvement.
7. Evaluate community outreach programs and partnerships with respect to institutional support, mission creep, and community development.
8. Locate, evaluate and utilize current literature related to community college issues and education.
9. Understand the processes of faculty motivation, development and evaluation.
10. Evaluate leadership strategies critical to ensuring quality in the instructional enterprise.
11. Synthesis literature on community college students, changing student demographics, and the implications of student diversity to determine current student needs and possible institutional responses, including policy implications.
12. Explain and analyze the impact of new technologies on community colleges and how they may be utilized to enhance instructional enterprise.
13. Discuss potential futuristic community college models for student learning and faculty professional growth.
14. Evaluate the threat to the community college mission with the expansion of institutional goals and pressures to offer baccalaureate degrees.

Course activities:

The following course activities will be employed:

Lecture
Assigned and recommended readings
Discussion
Assigned projects related to policy and policy research.

Texts:


Course outline:

Given the assignments of this course, the student will demonstrate, in discussion, oral and written presentations, and product development, **knowledge and comprehension** of each of the following topics as well as the ability to **apply that knowledge to analysis** of educational programs and practices.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic:</th>
<th>January 23</th>
<th>Introduction to Community Colleges</th>
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<tbody>
<tr>
<td></td>
<td>Review of the syllabus</td>
<td>History of Community College</td>
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<td>Module 1</td>
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<td>Mission of Community College</td>
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<tr>
<td>January 30</td>
<td>Topic:</td>
<td>Social Role</td>
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<td>Module 1</td>
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<td>International Context</td>
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<td></td>
<td>Read:</td>
<td>Cohen &amp; Brawer: Chapters 1 &amp; 13</td>
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<td>Hutcheson: Reconsidering the Community College</td>
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<td>Dougherty &amp; Townsend: Community College Missions</td>
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<td>Floyd et al.: Celebrating the Past</td>
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<td>Connell: Global Community</td>
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<td>Optional:</td>
<td>Beach: Chapter 1—Creation of the CC</td>
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<td>Romano &amp; Dellow—Technological change</td>
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<td>Goal:</td>
<td>Develop an understanding of the community college, its mission(s), programs, organization, clienteles, and its role in American higher education.</td>
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<td>February 6</td>
<td>Topic:</td>
<td>Governance</td>
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<td>Module 2</td>
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<td>Trustees</td>
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<td>Read:</td>
<td>Cohen &amp; Brawer: Chapter 4</td>
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<td>Amey et al, CC Governance</td>
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<td>Miller &amp; Miles: Internal governance</td>
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<td>Alfred: Governance in Strategic Context</td>
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<td>O’Banion: Rogue Trustees</td>
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<td>Optional:</td>
<td>Lovell &amp; Trouth: State Governance Patterns</td>
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<td>Goal:</td>
<td>Identify the historical, educational, social events and forces that influence the development and expansion of the community college.</td>
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<td>February 13</td>
<td>Topic:</td>
<td>Funding/Finance</td>
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<td>Module 2</td>
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<td>Institutional Accountability</td>
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<td>Read:</td>
<td>Cohen &amp; Brawer: Chapter 5</td>
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<td>Dougherty &amp; Reid: 50 states of Achieving the Dream (skim data)</td>
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<td>Mullin: Doing more with less</td>
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<td>Romano: What economists are saying</td>
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<td>Ewell: Accountability</td>
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<td>Bers: Program Review</td>
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EPPL 632
3
Goal: Evaluate the role of management and administration regarding the improvement of institutional effectiveness.

February 20
Module 3

**Topic:** Leadership
Changing Landscape
Leadership Development

**Read:**
- Amey, VanDerLinden, & Brown: Perspectives on Leadership
- AACC Competencies
- Weisman & Vaughan: The Community College Presidency
- Amey: Breaking Traditions
- Eddy: Multidimensional Leadership—chapter 7
- Eddy & Rao: CC Leadership Development

Goal: Demonstrate an understanding of and ability to critique the community college’s organizational patterns, financial structures, and governance at the state and local levels.

February 27
Module 3
ONLINE

**Topic:** Elements of Leadership
Gender
Mid-level leadership

**Read:**
- Eddy & Lester: Strategizing for the Future
- Drake: Literature on Women in Community Colleges
- Perrakis et al., Diversifying the CC CEO Pipeline
- Garza Mitchell & Eddy: Mid-Level Leadership
- Ebbers, Conover, & Samuels: Leading from the Middle

**DUE:** Discussion board participation for online module
Interview with a Community College Stakeholder

Goal: Evaluate leadership strategies critical to ensuring quality in the instructional enterprise.

March 5

BREAK

March 12
Module 4

**Topic:** Academic Leadership
Faculty Portrait
Adjunct Faculty

**Read:**
- Cohen & Brawer: Chapter 3
- Keim & Murray: CAO Leadership
- Perna: Minority and Female Faculty
Goal: Understand the processes of faculty motivation, development and evaluation.

March 19  
**Module 4**  
**Topic:** Delivery of Instruction  
Faculty Development

**Read:** Cohen & Brawer: Chapter 6  
Mars and Ginter: IT practices  
Cejda: Online education  
Wallin: PT Faculty Development  
Eddy: CC faculty development

Goal: Explain and analyze the impact of new technologies on community colleges and how they may be utilized to enhance instructional enterprise.

March 26  
**Module 5**  
**Topic:** Community College Students  
Support Services

**Read:** Cohen & Brawer: Chapter 2 and Chapter 7  
Jarrell et al.: Academic and Student Affairs post-Katrina  
Achieve the Dream: Courageous Conversations

**DUE:** Discussion board participation for online module

Goal: Synthesis literature on community college students, changing student demographics, and the implications of student diversity to determine current student needs and possible institutional responses, including policy implications.

April 2  
**Module 5**  
**Topic:** Student Transfer  
Student Diversity

**Read:** Cohen & Brawer: Chapter 9 and Chapter 11  
Handel: Transfer and the Part-time student  
Green: Historically underserved students  
Zamani-Gallaher & Choudhuri: LGBTQ students  
Rumann, Rivera, & Hernandez: Student veterans

Goal: Discuss potential futuristic community college models for student learning and faculty professional growth.
April 9
Module 6

**Topic:** Community Outreach  
Vocational Links  
Continuing Education  
Partnerships

**Read:** Cohen & Brawer: Chapter 8 and 10  
Amey, Eddy, & Campbell: Educational Partnerships  
Scott: Workforce Development  
NGA: Building STEM Workforce  
Hilliard: Leaving No Worker Behind

**Due:** Wiki Pages

Goal: Evaluate community outreach programs and partnerships with respect to institutional support, mission creep, and community development.

April 16
Module 7
ONLINE

**Topic:** Planning and Evaluation  
Program Evaluation

**Read:** Cohen & Brawer: Chapter 12  
Gumport: Demand/Respond Scenario  
Kelley & Kaufman: Integrated Strategic Planning  
Head: Evolution of Institutional Effectiveness

**DUE: Discussion Board Participation for online module**

Goal: Develop a strategic plan, successful operational processes, and a review of the results.

April 23
Module 7

**Topic:** Accreditation  
Assessment of Student Learning

**Read:** Hanley & McClellan: Assessment in SA  
Moore: Ready or Not?  
Hoffman & Wallace: How loss of Accreditation can lead…  
Biswa: A Supporting Role

Goal: Locate, evaluate and utilize current literature related to community college issues and education.

April 30
Module 8

**Topic:** Future Trends  
Learning College  
Students/Faculty/Leaders

**Read:** Cohen & Brawer: Chapter 14
Goal: Create a listing of areas for needed research and improvement.

**May 7 Topic:** Multiple Missions Planning for the Future

**Read:** O’Banion: Pathways to Completion
Ruud & Bragg: Applied Baccalaureate
Spangler & Tyler: CC model abroad
Vaughan: The Community College’s Role in the Community

**Due:** Letter to future leader

Goal: Evaluate the threat to the community college mission with the expansion of institutional goals and pressures to offer baccalaureate degrees.

**POTENTIAL SUBSTITUTION OF VCCS VISIT?**

**Assignments:**

1. A. Interview with a Community College Stakeholder (15%)
   B. Letter to a Future Community College Leader (10%)

A. Often one’s experiences in education are limited to his or her own knowledge or interactions with colleagues. To expand on your perspectives of the functions of community college administration you are to conduct an interview to help understand better the experiences of the community college from someone involved in the institution. This process will help you blend theory to practice. A two-year college stakeholder may be a community college administrator, faculty member, or student.

The assignment involves:
* creating a list of interview questions drawn from the literature
* writing a vignette based on the stakeholder’s story
* analyzing the individual’s story relative to “theory”
* identification of key issues for this stakeholder group
B. At the conclusion of the class, you will have acquired a viewpoint on the major issues facing community colleges and their leaders. Leaders face a number of challenges as they face leading community colleges into the future, in particular new college presidents. Your letter should be addressed to a fictitious president of a community college; be clear in your writing about the institutional context in which the president operates and how this context may create particular challenges for the president. Your letter should touch on the following points:

* identification of challenges facing community colleges
* identification of the challenges facing the president in their particular context
* review of the lessons you have learned from the course
* resources that leaders should access as they develop strategies for leading

DUE: Interview, February 27th
Letter, May 7th

2. Faculty Development Wiki (20%)

With retirements occurring in community colleges, many of these institutions are hiring large numbers of new faculty for the first time in years. Not all of these new hires have had experiences with the culture and expectations of community colleges. This group project intends to produce a training Wiki that community colleges can access to help new hires to acclimate to the community college environment. Likewise, this Wiki will be of interest to new community college leaders, who are increasingly coming from outside of higher education contexts and do not have a depth of knowledge regarding community college evolution or pressing concerns. The topics included will provide general background information to the public at large as well as policy makers. Thus, you will have multiple audience members for this site, which should be taken into account. It is important to note that this site will have a real audience as the site is live and advertised in the community college arena.

The following pages will be included on the site. Each page should include a summary of topic, a list of resources, attractive presentation, video as appropriate. Teams will be assigned for each page and may be linked to the discussion board groups as appropriate.

- History of Community Colleges
- Organization and Governance
- Community College Leadership
- Academic Instruction
- Community College Students
- Outreach Functions
- Future Issues
3. **On-line class module (20%)**

Increasingly, graduate programs are turning to more online class delivery options. Indeed, community colleges are in the lead in offering online classes to their students. You will work on a team to create the framework for one class to be delivered online. Typically, there are various portions for an online offering. There will be three online modules during the term: February 27, March 26, and April 16. There will be NO class meetings on the nights scheduled for the online class. Part of the assignment will involve an assessment of the online module by those not in the group creating the module.

The framework for the online modules requires the following components:

- Mini-lecture overview
- Discussion board participation
- Active learning activity

**DUE: February 27th, March 26th, and April 16th**

4. **Research Paper (35%)**

The purpose of the research paper is to allow you an opportunity to delve more deeply into the literature on a topic of interest in community colleges. The paper should center around a critical issue that impacts community colleges. Topics may include, but are not limited to, issues regarding leadership and succession planning, remediation and development work; transfer issues; work force development; the role of technology; the learning college; adjunct faculty; changing student demographics; or governance. The goal of this assignment is for you to develop an in-depth understanding of the issue from both a theoretical and practical perspective. The paper should include the following sections:

1) Introduction that identifies the issue and its importance to community colleges.
2) Literature Review that examines existing literature critically through discussion and analysis. Identify unanswered questions and contradictions that may exist in the literature.
3) Discussion of the issue as it relates to the literature. How will colleges be impacted organizationally? Identify possible ways in which college administrators can deal with the issue or prepare for dealing with it.
4) Conclusion that summarizes your analysis of the issue and implications for further research, policy, and practice.
You may take advantage of other assignments to help provide background information and preparation for this project. It would be useful to select a writing partner who might review a draft of your paper—an individual from one of your groups or another outside person who can provide feedback. This process helps you get used to the phases of the writing process, working with various drafts, and with receiving critical feedback.

You will create an one-page executive summary of your research to present to the class in a mini-conference format. Additional presenting opportunities might be available through the School of Education. I would encourage you to consider how you might use this project to create a conference paper or manuscript submission.

**Due:** In-Class Presentation – April 30  
Research Paper – April 30
Evaluation:

1. Stakeholder Interview 15%
2. Letter to Future Leader 10%
3. Faculty Development Wiki 20%
4. Online Class Module 20%
5. Research Project 35%

Total: 100%

A = Excellent work: well-conceived, logically developed, thoroughly documented, clearly written. Fully meets the Goal of the assignment.

B = Competent work: Needs further development on one or more of the above dimensions. Generally meets the Goal of the assignment.

C = Flawed work: One or more serious problems are noted; work is generally not acceptable at the graduate level.

Expectations: Students will be expected to prepare written assignments with care. Written work should reflect both a professional level of understanding and attention to clear and logical presentation. Questions posed in the assignment must be answered clearly and concisely. Course assignments are due at the by midnight on the due date. Late work will not be accepted except under extenuating circumstances or with prior approval of the instructor. Do not wait until the last minute to submit your paper as technical problems are not an acceptable excuse. Late work will receive an automatic deduction of 10%.

ACADEMIC HONESTY: William and Mary is a community of trust in which the conduct of its members is assumed to be honorable. Your course work must be a product of your own efforts and must align with professional ethics. Plagiarism, cheating, and other forms of dishonest behavior is prohibited. Be attentive to plagiarism since careless presentation of others’ ideas without proper citation still constitutes plagiarism and will be sanctioned through the honor code. Students are reminded to review terms of the Honor Code at: http://web.wm.edu/so/honor-council/honorcode.htm

Accommodation: The instructor will accommodate students with disabilities. Please inform me of any limitations and discuss necessary accommodations.

Civilty Statement: Each William and Mary student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display
defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class and subjected to disciplinary action under the Code of Student Rights, Responsibilities and disciplinary Procedures.

**Cell Phones, Laptops, and Other Electronic Devices:** If you bring a cell phone or other electronic device to class, please assure that is it either off or on silent mode and out of sight. In the very unusual event that you must take a call during class, please sit near the door and leave the room quietly. Laptops can provide a good learning tool when used appropriately. Please refrain from personal use during class such as checking e-mail, chatting, surfing, or playing games. There will be times in class discussion that a “technology free” time will be imposed. There will also be opportunities for laptop use for individual and group activities. I expect prudent use of technology in class.

**Class Expectations:** You are responsible for completing the required readings in advance of the designated class session. Come to class prepared to engage in critical analysis and critique of the reading materials. Your contributions add to the learning experiences of others, please take this responsibility seriously.

**Written Assignments:** All written assignments must be submitted electronically via the Blackboard site or via e-mail to me (pamela.eddy@wm.edu). Paper format should be double-spaced with one-inch margins. References should be scholarly and cited in appropriate APA format. Please note you should be using the 6th edition of the *APA Manual.*
Bibliography


Watson (Eds.), *Marginalized students. New Directions for Community Colleges*, (155), (pp. 35-49). San Francisco: Jossey-Bass. DOI: 10.1002/cc.456