

EDH 6081 The Community College in Higher Education (Fall 2009)

Course Syllabus

Important Statement for All USF Students:

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Course Description: This course is planned for current and prospective community college faculty and staff who seek to learn more about America's comprehensive community colleges and their role in the post-secondary knowledge industry. Topics for instruction will include the history, mission, purposes, students, curriculum, instruction, student services, learning resources, faculty and staff, administration, organization, finance and governance of the colleges. Also included will be discussion of recent developments and projections for the future of community colleges in the United States.

Class Location: EDU 161

Class Dates and Times: Classes will meet on selected Fridays (8/28;9/11;9/18;10/09;10/23;11/06;11/13), students **will be expected to participate in on-line discussion** and complete on-line assignments of assigned topics on a regular basis. Note: Some on-line assignments will be due on dates other than actual class meetings.

CRN: 85121

Section Number: EDH 6081-001

Instructor: Donald A. Dellow

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Office Hours: By appointment and on-line.. Knowing that most of you are working during the week, I make available some time before, during and after class when I can work with individuals or groups.

Communicating with the Instructor: E-mail is the most effective way to communicate with me. Please allow at least 48 hours for a response to your e-mail, *not* including weekends.

Instructional Methods: In the modern vernacular, this course will be a “blended course.” That is, we will have some in-class discussion time together, but we will also have some on-line time reacting to the

readings and to each other's ideas. Your participation in both the in-class and on-line activities are important. Perhaps for some, the on-line activities will be your first experience with a blended course. It will give you a chance to see what it "feels like" and it also reduces the seat time we have together.

I will also use a variety of collaborative learning techniques to actively engage you with the course content. You may be asked to engage in in-class debates, team or group projects and activities, problem-solving sessions, out-of-class interviews and a substantial amount of in-class and on-line discussion. I also provide some "mini-lectures" on new material.

You need access to a computer and computer skills that are sufficient to allow you to participate in interaction with your fellow students and me. You will need access to a personal computer with an internet connection and a web browser.

Course Overview: The purpose of this course is to explore the American community college as an evolving institution of higher education. You will be asked to read and react with thoughtful reflection on the contemporary literature of the community college and determine how one or more local community colleges are responding to the issues.

Some of you in this class are currently employed in community colleges. You may have a requirement to take this course before you are eligible for tenure or continuing contract. You may be thinking, "What am I going to get out of this course, I'm already a community college educator?" I will do my best to make this course worth your while. When I was an administrator in different community colleges (division chair, dean, vice president and president) I had this idea that it would be great to discuss some of the unique challenges that we, as community college educators, were facing. But sadly, I found it almost impossible for me and the faculty to step out of our respective roles and just have great discussions and debates about our mission, the wisdom and challenges of offering baccalaureate degrees, the need for greater commitment to instructional quality, and similar current issues. I think this class and our time together can provide a unique opportunity to explore and discuss topics and issues of critical importance to us as community college educators. You will have class colleagues from other community colleges as well as doctoral students interested in knowing more about this unique institution.

For others in this class, this course will be exploratory. You will be finding out more about the community college as a major American phenomenon in higher education. You may be exploring it as a possible future career choice as a faculty or staff member. You are fortunate to be taking the class with some professionals who have already committed to the community college as their personal choice in their professional careers and can add depth to our discussion and analysis. I encourage you to network with your community college educator colleagues.

Whatever your goals for this semester, I am confident that we will be able to add considerably to your understanding of the community college and the challenges it faces going forward into this century.

Course Objectives:

At the end of the course, you should be able to:

1. Trace the historical development and evolution of the public community college in terms of the economic, social, and political development of the nation and higher education.
2. Describe the generally accepted mission, roles, purposes, values, and functions of the comprehensive community college and describe your position on issues related to mission..

3. Describe the diverse composition of the community college student body and define the ways that student diversity affects programs, services, funding, staffing, organization, and location of the colleges. In particular, you should be aware of how student demographics affect your professional role in the college.
4. Describe issues associated with the transfer, general education, occupational, pre-collegiate/developmental, continuing education, and community service curricula offered by the colleges, and their inter-relationships.
5. Explain the impact of external and internal stakeholders in higher education upon the community college curriculum.
6. Explain the importance of student services and learning resources in student recruitment, retention, and success.
7. Describe in general terms faculty and staff demographics, qualifications, work expectations and responsibilities, and working conditions and functions.
8. Describe in general terms the federal, state, and local roles in support of community colleges and their organization, governance, administration, and finance. Describe in more detail these same roles in Florida.
9. Analyze the research of a number of scholars in the field of community college studies and be able to propose appropriate responses to those critics and provide suggestions for an even better system.
10. Explore current trends and the predictions of leaders and scholars both inside and outside education for the future of America and describe possible directions for U.S. community colleges in the 21st century.
11. Explain how you as a community college professional are going to deal with the need for a more global perspective on our campuses and in our classrooms.

Primary Textbook:

Mellow, Gail. O. & Heelan, C. (2008) Minding the Dream: The Process and Practice of the American Community College (Hardcover). Rowman & Littlefield Publishers.

Other Assigned Readings Available on the Course Documents Section of BlackBoard

Course Requirements:

Class participation & On-line participation	(20 points)
On-line assignments	(60points)
Class presentations	<u>(20 points)</u>
	100 points

Class participation and On-line participation : (20 points): It is important that you get to know your colleagues and they get to know you. And, as you complete the five on-line assignments, you will be expected to respond to the issues and ideas proposed by your colleagues, on a regular basis. Benchmarking minimum participationa minimum of two thoughtful responses per on-line assignment indicates you are with the program!.

In many ways the on-line discussion is the most revealing of all. When you have an opportunity to think about an issue and then respond with reasoned measure, you will probably be happier with the results. Some of the on-line dialogue may continue over a long period of time. This participation refers to your responses to the discussions that ensue over the course of the semester

On-line assignments (5 (1 at 20 pts. and 4 at 10 pts.): I will post questions based on the readings and other pertinent material. You will need to write a response, length to be listed for each assignment,

sharing it with the other class members. In general, it will be best if you write your response in Word 97 – 2003 format, because not all of us have the ability to read the newer Word documents in docx format. The purpose here is to prompt everyone to complete and think about the readings **before** coming to class for discussion. **For full credit the postings will need to be completed before the class for which the readings are assigned!**

When the Discussion Board section of BB is populated with the on-line assignments, you will find 7 different possibilities, from which you will need to choose #1 (mandatory) and 4 others, based on your interests. You will need to complete the posting before the due date, however, to receive full credit. So plan ahead and decide which BB assignments, in addition to #1, that you will choose to complete.

Class Presentations (20 points): You will be asked to select a topic on which you and perhaps other colleagues will research a college's current response in practice to a current issue in community colleges. For example, how is the remedial program at SPC or HCC (or another community college) structured and what are the results of the program? As with any large institution, it is difficult to know what is going on across the institution. This activity will give you an opportunity to research some aspect of SPC/HCC (or another college) that we will be discussing and educate the rest of us on your findings.

The class presentation projects will require that you and possibly colleagues will research (individually or collaboratively) one of the topics explored in this course. The assessment of the class projects will be based upon:

Quality of the written summary of the project (4-5 well written pages).....10 pts
Clear articulation of the issues and quality of the writing (5)
Clear application of course content to the issue (5)

Professionalism of presentation and quality of materials for class10 pts

You will be asked to sign up for one of the topics and sessions on BB by Sept 4. In general, the topics you choose should fit the dates we are studying that topic.

Each project member will be asked to assess his/her own efforts. That information will be used to assist me in determining each person's grade.

Final Grade Determination

A 96-100 points

A- 92-95 points

B+ 88-91 points

B 84-87 points

B- 80-83 points

C+ 76-79 points

C 70-75 points

I will update grades regularly on Blackboard, that way you can check to see how you are doing.

Useful references for project research:

- The Community College Review

- New Directions for Community Colleges
- The Journal of Applied Research in the Community College
- The Community College Journal of Research and Practice
- The Journal of Higher Education
- The Journal of College Teaching
- The Journal of College Student Personnel
- Research in Higher Education

Some websites that carry articles and reports on the community college:

- American Association of Community Colleges (AACC) <http://www.aacc.nche.edu/>
- American Association of Community College Trustees (ACCT) <http://www.acct.org>
- Teachers College Columbia University CCRC <http://ccrc.tc.columbia.edu/ContentByType.asp?t=1>
- The Education Commission of the States <http://www.ecs.org/ecs/ecsweb.nsf>
- The Education Commission of the States Center for Community College Policy <http://www.communitycollegepolicy.org>
- The League for Innovation in the Community College <http://www.league.org/>
- The Chronicle of Higher Education <http://www.chronicle.com>
- The National Center for Public Policy and Higher Education <http://www.highereducation.org>
- The American Council on Education <http://www.acenet.edu/>
- Southern Regional Education Board (SREB) <http://www.sreb.org>
- State Higher Education Executive Officers <http://www.sheeo.org> (Reports on P-16 can be found under the link “Student Transitions” on the SHEEO Home Page)
- The Florida Association for Community Colleges <http://www.facc.org>
- Florida DOE Division of Community Colleges <http://www.fldoe.org/cc/>
- Community Colleges for International Development <http://ccid.kirkwood.cc.ia.us/>
- American Council on International Intercultural Education <http://www.aciie.org>
- <http://www.spcollege.edu/central/ir/ResearchBriefs/>

Policy on Academic Misconduct

This class will follow the procedures for academic misconduct set by the University of South Florida. Substantive and procedural due process will be afforded students charged with violations of cheating, plagiarism, fabrication, and misrepresentation.

Plagiarism

Plagiarism involves borrowing someone else’s words and writing them as your own. Plagiarism is wrong and will not be tolerated. Sanctions for plagiarism result in at least an “F” on the assignment in which the student plagiarized and a possible “F” in the course. See the American Psychological Association (APA) manual for a discussion of plagiarism and how to recognize it. Because it can be confusing to make decisions about how and when to quote and how much paraphrasing is allowable, please read the section on plagiarism in the APA manual.

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Turnitin.com Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to www.turnitin.com and <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

If I submit anything to a plagiarism detection service, I will follow the FERPA guidelines and not use personal identifying information. (In order to comply with federal (FERPA) and state privacy laws, you (students) are not required to include personal identifying information such as your name, SSN, and/or U# in the body of the work (text) or use such information in the file naming convention prior to submitting.)

Statement on Equal Treatment and Disabilities

The instructor and students will act with integrity and engage in equitable and respectful verbal and nonverbal behavior with respect to differences of any kind including age, gender, race, disability, or religion.

Please notify me within the first week of classes if you need a reasonable accommodation for a disability needed for this course. A letter from USF Student Disability Services Office must accompany the request. The Student Disability Services office is located in the Student Services Building, Room 1133 on the Tampa campus, telephone 813-974-4309, e-mail jfiler@admin.usf.edu.

Other Questions

If you have questions or problems, Educational Outreach is here to assist you. Call (813) 974-2996 for help finding distance learning and off campus course information, answering general registration questions or for additional information.