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EDLD 664.50: The Community College

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The Community College
EDLD 664
Online: Autumn 2021

The University of Montana
Phyllis J. Washington College of Education and Human Sciences
Dr. Kevin Brockbank
Office: Virtual

Instructor Availability:

Office Hours: by appointment

E-Mail: kevin.brockbank@umontana.edu

Texts:

Wyner, J. (2014). *What excellent community colleges do: Preparing all students for success.*

Eddy, P., & Boggs, G. (2010). *Community College Leadership: A Multidimensional Model for Leading Change.*

Bailey, Smith Jaggars, Jenkins, Jenkins, Davis, & JSTOR. (2015). *Redesigning America's community colleges: A clearer path to student success.*

Course Purpose: This course will investigate the origins, functions and development of the Community College. Students will learn about the primary functions and the evolution of the community college in addressing the needs of the society, with an emphasis on the current environment and challenges facing community colleges today. The role of leadership in addressing these unique challenges will be a theme throughout the course.

Course Objectives:

As a result of successful completion of EDLD 664; The Community College, students will be able to:

1. Describe the role of the American community college and its place in the American K-16 system.
2. Describe the unique leadership challenges facing community college leaders in today's environment and apply appropriate leadership solutions for those challenges.
3. Understand the role the American community college plays in serving a diverse population of students across the country and the importance of achieving an equitable approach to education in community colleges.
4. Understand the impact, strategies, programs and leadership approaches being used to increase student success in the current Guided Pathways framework being used in community colleges.
5. Understand the programming purpose and impact of Transfer, Workforce, Adult Education, and Continuing Education at community colleges.

Teaching Philosophy/Instructional Strategies

My teaching philosophy for this course assumes that in a graduate level course we are always learning together. I am a facilitator in that process, and I need to challenge students to think deeply about the content, and to do so in a way that all members can learn from each other. This is a philosophy that follows the Educational Leadership Conceptual Framework for learning as a collaborative endeavor (Appendix A).

Instructional Methods: The standard meeting format for online: consists of micro-lectures, class discussions, interactions in the discussions, and 3 research papers. Students are expected to actively participate in discussions and comment at appropriate times during the Moodle discussions.

Evaluative Criteria:

Grading for this class is as follows:

Student Participation in forums/discussions	25%
Critique of a recent article about Community Colleges	20%
Comparison Paper	25%
Final Paper	30%

Note: You must be involved in the discussions on Moodle each week to be involved in the class. I am requesting that you get into the discussion a *minimum* of three times during the week (beginning, middle, and end). I do expect you to have **substantive information to add your interactions on the discussion board**. You should get into the discussion more often if you have something to add. In answering questions, you are to substantiate your response with citations from the text or other education resources (cite these in your responses-APA). Your grades for the discussion will be based on not only how often you get into the discussion but how well thought out your responses are and your citations. Please start at least one original thread and also respond to at least 2 of your classmates with some additional information or a new thought.

Class Lectures:

Each week there will be video micro-lectures designed to introduce that week's topics and to highlight important elements of the reading or supplemental resources.

Moodle Discussions:

Class participation points will be awarded each week from these Moodle discussions. You will need to (a) post your original thread in the discussion board and (b) respond to at least 2 of your classmate's original discussion during the week beginning Tuesday at 12:01am and ending Monday at 11:59pm. Discussion posts will be graded each week. No points will be earned for postings occurring after midnight Monday unless additional time has been afforded to the student by the instructor. If there is a specific question that all students are asked to respond to on a particular week then an additional interaction in the Moodle shell is required for that week (for example in Week 1 everyone is required to do both an Introduction, and participate in the discussion on "What is a Community College?")

- Each class discussion will be monitored for student participation.
- For each class students will receive one of the following scores for their participation:
 - 3 points for thorough contributions that stimulate discussion including interacting with other students in the group, citing references to support your answer, and includes substantive information.
 - 1 point for contributing only in a cursory manner
 - 0 points for not participating
- Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling. (I sometimes have typos too, so I know it is easy to do but be thoughtful when you write your answers and when you write your assignments).

There are four Discussion Areas for your use and attention.

1. Weekly Class Moodle Discussion (Required)
2. General Course Questions (Optional)
3. Discussion Questions to Dr. Brockbank (Optional)

Weekly Class Moodle Discussion (Required)

This is the discussion area where students are required to interact each week with a minimum of three posts (1 original and 2 responses). The topics in this area are designed to follow the readings and topic for the week and leading questions each week will be provided in the Moodle shell to help generate ideas for original posts.

General Course Questions (Optional)

This is an optional discussion area where students can post general course questions (rather than student specific questions) for Dr. Brockbank to answer. To ensure a timely response, please e-mail Dr. Brockbank at kevin.brockbank@umontana.edu) that you have posted a general course question otherwise these questions may take a few days to get a response.

Discussion Questions to Dr. Brockbank (Optional)

This is an optional discussion area where students can pose questions (specific to the weekly topics) to the instructor in much the same way that a question might be posed during a face-to-face class session. If you have a specific question that requires a timely response, please e-mail Dr. Brockbank (kevin.brockbank@umontana.edu) that you have posted a discussion question for his response otherwise these questions will be answered each week.

Writing Assignments

Research Paper #1: Analysis of a current leadership challenge in community colleges

The purpose of this research paper is to help you to become a discerning and critical reader of educational information regarding Community Colleges, and to start looking for the common theme of leadership throughout the issues we discuss. There are endless amounts of literature associated with education and related fields that is of very high quality and worthy of serious consideration on these topics. My goal is to encourage you to discover elements about the community college that are new to you and interesting, which include a leadership theme.

Your assignment is to use current articles from journals, current periodicals, case studies from one of our texts, or other legitimate sources of information to find a leadership-based topic where you want to go a little deeper. In the weekly Moodle shell I will provide some alternate sources of information if you are struggling with finding relevant information. Draw upon the material you have learned in class, your background in education, and common sense to evaluate this issue in terms of leadership:

- How does leadership contribute to different elements of this topic?
- Does/has leadership negatively impacted this issue?
- How is leadership contributing to the resolution or problem solving?
- What are some leadership strategies you would implement if were leading this work?

In addition, summarize the worth of this article in terms of its utility to the field and the consumer. This paper should be approximately 4-5 pages in length for content and include a title page and reference list. The paper should follow APA format. **Due Week 4- October 11th by midnight.** Please submit via the Moodle Assignment portal.

Research Paper #2: Comparison

The purpose of this research paper is to help you to become more knowledgeable about the variability of operations/structure/offerings across different Community College systems. Your assignment is to compare two institutions that are community colleges (one in Montana [or your local state] and one in another state). The purpose of this assignment is to be aware of the differences between states and the systems within each state. For example, Oregon community colleges rely heavily on local levies and assessments for funding, while Washington community colleges have no local levy or funding authority and receive all their assessment support through legislative allocation. Possible ways to articulate the comparison are by 1) Financial support (and the entities that give support), 2) governance, 3) program mix, 4) mission, 5) student demographics, 6) student life options (dorms, athletics, clubs), 7) completion or student success metrics, 8) enrollment trends, and 9) any other pertinent information you deem helpful i.e. professor to student ratio etc.

Draw upon the material you will acquire from the institution's Website (what do they tell you about themselves). Some of you may visit and/ or interview at a Montana (or your local state) location or garner information from the literature/pamphlets of the institution. If need be you may want to call or email and ask some questions (if you do this figure out the questions ahead of time) and direct it to those who would most likely be able to assist you. Explain why you need the information and that you would be most grateful for the help.

Information you have learned in class, your background in education, work background and common sense will enhance your articulation of this comparison. In a research paper use other resources besides the text. In graduate papers having a good understanding of the literature in the area to help support your position is required.

This paper should be approximately 6-8 pages in length for content and include a title page and reference list. The paper should follow APA format. **Due Week 8-November 8th by midnight.** Please submit via the Moodle Assignment portal.

Final Paper #3: Future of Community Colleges

The purpose of a final paper should be to evaluate the depth of your comprehensive understanding of community colleges. It will require you to incorporate what you have learned in this class, and from other experiences but also from the recent literature. In a research paper use other resources besides the text. In graduate papers having a good understanding of the literature in the area to help support your position is required.

The paper will be what the best case for the future of community colleges. What can the community college accomplish that four-year institutions may not do as well-what is the niche for the community college of the future. With enrollment across the country dwindling for all higher education institutions why do you believe that community colleges will continue to be a vital piece of the higher educational landscape? Find recent research, studies, data that will help make your point. How will community colleges be able to justify their futures? The door is wide open to the angles you want to highlight here. Please feel free to contact me about the direction you intend to take, if you are unsure.

This paper should be approximately 6-8 pages in length for content and include a title page and reference list. The paper should follow APA format. **Due Week 13-December 15th by midnight.** Please submit via the Moodle Assignment portal.

Schedule

Week 1 Sept.13-20 Welcome and Introductions; Overview of Class and Syllabus; “What is the Community College?” and discussion of topics on Moodle.

Week 2 Sept.21-27 Community College Leadership; Readings and discussions on Moodle.

Week 3 Sept. 28-Oct. 4 Equity Efforts in Community Colleges; Readings and discussion on Moodle.

Week4 Oct.5-11 Current Event Topic; discussion on Moodle; Paper #1 *Leadership Challenges* due at midnight of October 11th.

Week 5 Oct.12-18 Student Success Part 1; Readings and discussion on Moodle.

Week 6 Oct.19-25 Student Success Part 2; Readings and discussion on Moodle.

Week 7 Oct. 26-Nov. 1 Holistic Student Supports; Readings and discussion Moodle.

Week 8 Nov. 2-8 Current Event Topic; discussion on Moodle; Paper #2 **Comparison** due at midnight of November 8th.

Week 9 Nov. 9-15 Transfer Education; Readings and discussion on Moodle.

Week 10 Nov. 16-22 Workforce Education; Readings and discussion on Moodle.

Week 11 Nov. 23-29 OPEN-There is no planned or scheduled work during these dates. This is in recognition of a graduate student's life obligations, holidays, and pending end of semester pressures. You may use this as personal time to take a break and refocus, catch up on something in class from earlier in the semester, to get a jump on the next week's work or the final paper. Your choice.

Week 12 11/30-12/6 Leadership, Excellent Community Colleges, and Topics TBD; Readings and discussion on Moodle.

Week 13 12/7-12/15 Current Event Topic; discussion on Moodle; Paper #3 **Future of Community Colleges** due at midnight of December 15th.

This Syllabus is subject to changes.

Academic Honesty:

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>

Appendix A

Missions

- *College of Education and Human Sciences Mission Statement*
The *College of Education and Human Sciences* shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.
- *Educational Leadership Mission Statement*
The mission of Educational Leadership at The University of Montana-Missoula is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

- *Integration of Ideas*
Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will utilize previous subject knowledge, and address actual educational problems in their discussions in Moodle.*
- *Cooperative Endeavors*
In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages

personal responsibility and active commitment to the group and its learning goals. *Students will participate in a variety of group discussion on Moodle and will be assessed in ability to be a contributing member of the discussion as per the information in the syllabus regarding the minimum number of times to enter the discussion and input in the discussion needs to be substantive.*

- *Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. They are also expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.

Appendix B

*Department of Educational Leadership
The University of Montana
Expectations:*

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

**FAILURE TO DEMONSTRATE THE AFOREMENTIONED
QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL
FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP**

[this is a cover that should be attached to all assignments]

Name of the Assignment

Title of this Paper

by

Your Name

Date

Submitted to

Dr. Kevin Brockbank

In Partial Fulfillment of the Requirements of

EDLD 664: The Community College

The University of Montana-Missoula

Autumn 2017