

**University of Southern California**  
**Rossier School of Education**  
**EDHP 580: The Community College (26770) Spring 2018**

Day/Time: Monday 7:00 – 9:40 p.m.                      Professor: Terri Long, Ed. D.  
Location: WPH 205    Adjunct Associate Professor  
Office Hours: By appointment    [terri.long@usc.edu](mailto:terri.long@usc.edu)

EDHP 580: The Community College

Community College Movement; history; aims; types of administrative organization; teaching procedures; relation to lower and higher institutions; profiles of faculty and students; evaluation.

Course Objectives

Students will understand the development of community colleges and the historical pressures and competing demands that shaped their mission. Identification of administrative structures, the role of participatory governance, and various teaching strategies and methods will be discussed and analyzed. Students will explore the profiles of community college faculty and students over time and will examine existing methods of institutional evaluation. Finally, students will identify current and emerging issues that impact the colleges and their mission.

Course Competencies

Communication: Students will enhance their writing, speaking, and listening skills through a variety of written assignments and oral presentations.

Collaboration: Students will develop collaboration skills through team assignments and debates.

Advocacy: Students will learn the techniques utilized by community college leaders to advocate for their institutions and their students.

Professionalism: Students will analyze situations that demonstrate the importance of ethical standards of professionalism.

Course Outcomes

1. Examine the significance of the landmark events and reports that shaped the community colleges and their mission.
2. Analyze current and emerging issues and their possible impact(s) on community colleges.
3. Examine and analyze the changes in student and faculty demographics over time.
4. Evaluate administrative structures and identify challenges associated with various initiatives, evaluation processes, and mandates.
5. Use effective listening, speaking, and writing skills to engage in honest, compassionate, and respectful dialogue.

### Required Text/Reading Material/Resources

Boggs, G. and McPhail, C. (2016). *Practical Leadership in Community Colleges*. Hoboken, New Jersey: John Wiley and Sons. ISBN 9781119095156.

Additional required readings and resources will be posted on Blackboard.

### Instructional Methodology

This is a face-to-face course that meets on campus on Monday evenings beginning January 8. The course consists of assigned readings, online discussions, written assignments, individual and groups presentations, and case study analyses.

### Assessments

#### *Online Discussions (10 points each)*

Students will participate in three online discussions. A 150-200-word response to each discussion question (DQ) is required and must include references (six points possible). Students must comment on at least two classmates' initial responses. Each comment should be at least 50 words and does not require references (two points possible on each comment).

An essential DQ post:

- Addresses the topic
- Presents a scholarly tone
- Includes examples if appropriate
- Integrates theory, research, and professional experience

#### *Written Papers (20 points each)*

Students will write three papers during the semester. APA Style Manual 6<sup>th</sup> edition format is required for all written work. Students will be graded on content and quality of writing. Each paper will be two-three pages in length excluding references. Each paper must include at least three references.

#### *Individual Oral Reports (5 points each)*

Students will make two brief individual oral reports (IOR) on assigned topics to the class and will also make oral reports on each of the three assigned papers. The individual reports should be approximately three to five minutes each.

#### *Group Oral Report (25 points)*

Each group will make a 20-25-minute oral report to the class followed by a 5-10-minute discussion. The topics of the group reports will be assigned based on current initiatives facing California Community Colleges. All members of the group must contribute to the presentation. The group will provide a list of at least four references used to create the presentation.

### *Classroom Debate (25 points)*

Students will be divided into teams. Each team will be assigned to debate pro or con on a current issue facing community colleges. Each debate will have an affirmative and negative side. Regardless of how a student feels about an issue, the student will prepare to work with the team to present the case assigned. Five minutes will be provided for the affirmative argument and five minutes for the negative argument. Each team will have five minutes to rebut the affirmative/negative arguments. The rebuttals will be followed by class questions and discussion (10 minutes). Each debate team should submit a reference list (a minimum of four references are required).

### *Final Paper (20 points)*

Students will submit a two to three-page paper reflecting their individual achievements of the course outcomes. This reflection paper will not require references or citations.

### *Grading*

Clarity of discussion in class discussions, presentations, and written work is highly valued as are assignments turned in on time. Late DQs and required comments on DQs will not be accepted. Papers turned in late will be penalized one letter grade. Individual presentations, the group presentation, and the classrooms debates must be made on the scheduled class date unless an arrangement has been made with the professor prior to the due date. Failure to participate in the group presentation or the classroom debate will result in the student receiving 0 points for the assignment. Make- up assignments for emergencies will be negotiated between the student and the professor.

Assignment	Due Date	Points	Total
Discussion questions	1/29, 2/26, 3/19	10	30
Written papers (3)	2/5, 2/26, 4/9	25	75
Oral presentations (5)	Varies	5	25
Group presentation (1)	3/19, 3/26	25	25
Classroom debate (1)	4/23	25	25
Reflection paper (1)	5/7	20	20
<b>Total possible points</b>			<b>200</b>

Topical Outline

<b>Week</b>	<b>Date/Topic</b>	<b>Readings</b>	<b>Assignments</b>
1	1/8 – Overview of the Course History of Community Colleges	Ch. 1 – Leadership Issues Management Reading list	DQ #1 posted
2	<i>1/15 – Holiday Martin Luther King’s Birthday</i>		
3	1/22 – Community College Mission	Ch. 2 – Mission Reading list	DQ #1 – Initial Post Due IOP – Topic #1
4	1/29 – Community College Students and Faculty	Reading list	DQ #1 Closed IOP – Topic #1 continued
5	2/5 – Instruction and Student Services	Reading list	DQ#2 Posted Paper #1 Due IOP – Paper #1
6	2/12 – Guest Speakers Accountability, Accreditation and Outcomes	Ch. 3 – Accountability, Scorecards and Accreditation Reading list	DQ #2 Initial Post Due
7	<i>2/19 – President’s Day</i>		
8	2/26 – Finance Curriculum, Instruction, and Developmental Education	Ch. 4 – Finance, Cost and the Economy  Reading list	DQ #2 Closed Paper #2 Due IOP – Paper #2 DQ #3 Posted
9	3/5 – Diversity, Equity, and Inclusion	Ch. 5 – Diversity, Equity, and Inclusion Reading list	DQ #3 – Initial Post Due IOP – Topic #2
10	<i>3/12 – Spring Recess</i>		
11	3/19 – Governance, Administration, and Collective Bargaining	Ch. 6 – Governance, Comm., and Media Relations Reading list	DQ#3 – Closed Group Presentations
12	3/26 – Teaching, Learning and Guided Pathways	Reading list	Group Presentations
13	4/2 – Student Success/Completion Agenda Guest Speakers	Ch. 7 – Organizational Change to Promote Student Success Reading list	
14	4/9 – Safety and Security	Ch. 8 – Safety and Security Reading List	Paper #3 Due IOP – Paper #3
15	4/16 – Emerging Issues	Reading list	
16	4/23 – CC Challenges	Reading list	Classroom Debates
17	<i>4/30 – Study Week</i>		
18	5/7 – Summary of Course		Reflection paper due Classroom discussion

This schedule is subject to change.