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EDLD 664.50: The Community College

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The Community College
EDLD 664
Online: Autumn 2013

The University of Montana
 Phyllis J. Washington College of Education and Human Sciences
 Dr. Frances L. O'Reilly
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 Phone: 544-8541

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E-Mail: frances.oreilly@umontana.edu

Course Purpose: This course will investigate the origins, functions and development of the American Community College. Students will learn about the primary functions and the evolution of the community college in addressing the needs of the society. For the purpose of this class community college will include Junior Colleges, two year colleges, colleges of technology etc.

Course Objectives: The students will have an **overview** of the American community college and its place in American Higher Education and in the society as a whole.

Course Topics: The following topics will be examined through a combination of readings, summary lecture notes, assignments, and Moodle class discussions.
 All class topics are referenced to OPI and ISLLC standards

Instructional Methods: The standard meeting format for online: consists of summary chapter notes, PowerPoints lecture, 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 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-(at minimum 3 times) substantively to be active). 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.

When corresponding email with me frances.oreilly@umontana.edu

When sending me papers please in the Subject line type EDLD 664 The Community College online, the name of the assignment and your last name.

This way I will not have any problem finding them on the computer. Please do not use the drop box or upload on Moodle as it is not as reliable as sending it directly to me.

Text: Cohen, A. & Brawer, F. (2008). *The Community College*. San Francisco: Jossey-Bass Inc.

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.

Class Lectures:

Each week we will have one class. Class lectures PowerPoint will be opened (available to students) a few days before the week begins on Tuesday. The lectures/class note summaries will be presented through MS PowerPoint slides or PDFs or notes. You can download a free "view only" version of PowerPoint from Microsoft. The download can be located at <http://office.microsoft.com/en-us/downloads/results.aspx?qu=powerpoint&av=DCT000>.

Weekly Moodle Class Discussion (Required)

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 your at least 2 of your classmate's original discussion during the week Beginning Tuesday and ending Mondays midnight. Discussion posts will be graded each week. No points will be earned for postings occurring after the midnight Monday unless additional time has been afforded to the student by the instructor. If a question request that all students answer then an additional interaction in the Moodle is required for that week.

- 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. General Class Discussion (Optional)
4. Discussion Questions to Dr. O'Reilly (Optional)

General Course Questions (Optional)

This is an optional discussion area where students can post general course questions (rather than student specific questions) for Dr. O'Reilly to answer. To ensure a timely response, please e-mail Dr. O'Reilly at frances.oreilly@umontana.edu) that you have posted a general course question otherwise these questions will be answered each Tuesday.

General Class Discussion (Optional)

This is an optional discussion area where students can post questions or prompts to further the discussion and **interaction among classmates**. It is suggested that anyone posting in this area send an e-mail message to the entire class so that everyone has the opportunity to participate in the discussion.

Discussion Questions to Dr. O'Reilly (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. To ensure a timely response, please e-mail Dr. O'Reilly (frances.oreilly@umontana.edu) that you have posted a discussion question for her response otherwise these questions will be answered each week.

- Submitting Assignments:

Assignments will be submitted electronically by e-mailing them to Dr. O'Reilly (frances.oreilly@umontana.edu). Save your documents using the format and assignment names

listed below. *Please follow the provided format and spell each assignment as it is in the example.* The subject line should clarify the three components: 1) course and semester, 2) name of the assignment, and 3) the student name. Your saved assignment should contain the following information in the order provided in the example (including spaces).

EDLD 667 Au13 Assignment [Your Last Name] [Your First Initial]

Example for Judy Jones:

EDLD 667 Au 13 Paper # 1 Assignment Jones J

EDLD 667 Au 13 Paper # 2 Assignment Jones J

EDLD 667 Au 13 Final Paper #3 Assignment Jones J

- **Using Your umconnect e-mail Account: You will be responsible to check your email at least as few times a week to see if there are any messages pertaining to the class.**

Correspondence to you regarding this course will utilize your umconnect account. While it is recommended that you check your umconnect account regularly, there is a way that you can have messages sent to your umconnect account forwarded to another e-mail account. While doable, there are drawbacks to having your messages forwarded.*

Forwarding your umconnect messages to another e-mail account*

1. Log in to your umconnect account
2. Click on “rules”
3. Create new rule
4. Name new rule
5. Keep everything blank until the bottom of the page where it says “enter new e-mail”
6. At this point you enter the e-mail address where you want your umconnect forwarded
7. **YOU MUST THEN CLICK SAVE** or all your efforts will be in vain.
☺

* One negative side effect of this procedure is the problem of replying to the original message. When your umconnect has been forwarded to another email account there is a problem with replying. In order to reply to the original e-mail, you must insert the e-mail address where you want your message to go. If you just hit “reply” your reply will be sent only to your umconnect account and NOT to the intended recipient!

- **Needing Help:**

If you encounter problems regarding this Moodle Course please contact UOnline at <http://umonline.umat.edu/ContactUs/default.htm>. There is also a Tech Support area within the menu of the course shell.

For questions regarding your NetID (formerly SCAUID), changing NetID passwords, email accounts, and general computer assistance:

IT Central Help Desk: (406) 243-4999, itcentral@umontana.edu

Moodle technical support:

Marvin Paulson: (406) 243-4999, courseware-support@umontana.edu

General registration information:

Registration Help Desk (Griz Central), (406) 243-6077

Critique of Journal Article on Community Colleges-Research Paper #1:

The purpose of this research is to help you to become a discerning and critical reader of educational information regarding Community Colleges. There is a great body of literature associated with education and related fields that is of very high quality and worthy of serious consideration. My goal is to encourage you to read the Journals and articles, as well as literature, with a critical eye and thus develop an ability to discern the worth of an article.

Your assignment is to read a current article (within the last 5 years), in a Journal, that is related to two-year institutions including: community college/junior college/ tribal colleges/technical college and evaluate the article in terms of its strengths and weaknesses. Draw upon the material you have learned in class, your background in education, and common sense to evaluate this work in terms of its utility to the field and the consumer. In addition, summarize the worth of this article to the field as a summary for this critique. This paper should be approximately 4-5 pages in length, and a title page and reference list. The paper should follow APA format. **Due Week 3-September 30 by midnight.** Please email to frances.oreilly@umontana.edu

Comparison Research Paper #2:

The purpose of this research paper is to help you to become more knowledgeable about the Community College system. 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 as to the different systems within each state. For example, California has a system of Junior Colleges/community colleges/technical colleges where it is almost free for the state residents. Articulate the comparison by 1) Financial support (and the entities that give support), 2) governance, 3) programs offered, 4) mission, 5) longevity, 6) strengths and weaknesses, 7) demographics, 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. Please always then include a title page and references list **Please email paper #2 to frances.oreilly@umontana.edu Week 6 (Oct. 21 midnight)**. In this Week 6 on Moodle then (Oct. 21 by midnight) you will also summarize your comparison paper in 3 or 4 paragraphs for the class discussion for that week.

Final Paper #3

The purpose of a final paper should be to evaluate the depth of your understanding about 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 State and Federal support and resources dwindling for all Higher Ed 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? **Due by November 18 midnight. This paper should be approximately 6-8 pages in length. Please always include a title page and references page as in APA. Please email to frances.oreilly@umontana.edu**

Schedule

Week 1 Sept.9-16	Introductions and Overview of class through the syllabus.
Week 2 Sept.17-23	Read Chapter 1 and answer questions on Moodle Discussion.
Week 3 Sept.24-30	Read Chapters 2 and 3 and answer questions on Moodle Discussion. Paper #1 Article due by September 30 at midnight is due by September 30 at midnight unless the student has asked for in an email and received an extension from the professor. In the subject line on the email please indicate Paper #1 for EDLD 664 the Community College-Article Please email to frances.oreilly@umontana.edu
Week4 Oct.1-7	Read Chapters 4 and 5 and answer questions on Moodle Discussion.
Week 5 Oct.8-14	Read Chapter 6 and 7 and answer questions on Moodle Discussion.
Week 6 Oct.15-21	Paper due on the comparison of two community colleges: one in Montana and one from another state. Paper #2 Please email to frances.oreilly@umontana.edu In the subject line on the email please indicate Paper #2 for EDLD 664 the Community College-Comparison. Due by Oct. 21 at midnight unless the student has asked for in an email and received an extension from the professor.
Week 7 Oct.22-28	Read Chapters 8 and 10 and answer questions on Moodle Discussion.
Week 8 Oct.29-Nov. 4	Read Chapters 11 and 13 and answer questions on Moodle Discussion..
Week 9 Nov. 5-11	Read Chapter 14 and answer questions on Moodle Discussion.

Week 10 Nov. 12-18 No discussion questions this week. **Final Paper #3** due unless an extension has been asked for in an email to the professor and a reply has been received from the professor for the extension. Please email to frances.oreilly@umontana.edu

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>

If you do need an extension for an assignment just let me know and I will grant the extra time.

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 PROGRAM.**

[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. Frances L. O'Reilly

In Partial Fulfillment of the Requirements of

EDLD 664: The Community College

The University of Montana-Missoula

Autumn 2013

**FIELD EXPERIENCE REQUIREMENTS FOR THE DEPARTMENT OF EDUCATIONAL
LEADERSHIP – ESTABLISHED FALL 2011**

M.Ed. Program Leading to Principal Licensure Please refer to the EDLD Website

Students who were accepted into the program **beginning Fall 2011**:

Each student will be required to perform and document a minimum of 216 hours of field experience. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed and documented relating to each standard.

Under each standard there are recommended and required activities for each of the six standards. This list appears on the department website. All students must participate in the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted with the portfolio at least 2 weeks prior to the culminating presentation.

Students who were accepted into the program **prior to Fall 2011**:

Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form must be turned in with the portfolio at least two weeks prior to the culminating presentation.

Licensure/Endorsement Program

Students who were accepted into the program **beginning Fall 2011**:

Each student will be required to perform and document a minimum of 27 hours of field experience per course taken. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed relating to each standard.

Under each standard there are recommended activities and required activities for each of the six standards. This list appears on the department website. All students must perform the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to the department prior to recommendation for licensure.

Students who were accepted into the program **prior to Fall 2011**:

Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. Documentation of this field experience must be turned in to the department at least two weeks prior to the recommendation for licensure.

The Standards and Field Experiences

- A. Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;
 1. Participate on a building or district committee to create a vision for a district, building or program.
 2. **Interview internal and external publics and ask what the vision of the district means to them.**
 3. **Attend a school board meeting and summarize the role vision has played in decisions.**
 4. Investigate the historical process of how a school district or school arrived at their current vision.
 5. **Interview administrators on how they utilize the vision in their decision making.**
 6. Review school district communication documents to see how the district vision is disseminated through symbols, stories, ceremonies and other activities.

- B. Promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;
 1. **Work with the person in your school or local district to learn the process for inputting AIMS data (or comparable student data system) or attend an AIMS training.**
 2. Investigate the historical process of how a school district or school arrived at their current school culture.
 3. Interview an individual within the institution who is responsible for professional development.
 4. Determine how best practice is identified and transferred.
 5. Participate on a professional development committee.
 6. **Interview the curriculum specialist in your district about a specific curriculum or part of a curriculum about the development of, criteria for selection, criteria for changing curriculum.**
 7. Short interviews with teachers who use the curriculum regarding the implementation and the selection process. How well does the curriculum address the state standards?
 8. **Interview a minimum of three parents regarding school curriculum.**
 9. **Conduct a clinical supervision cycle with a faculty member (this can be an actual evaluation or for practice purposes only).**

- C. Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;
 1. **Meet with a district business manager, or other individual who has budget development and oversight responsibility, regarding the relationship between budget decisions and the district's vision and mission.**
 2. Attend, or participate in, a district budget meeting.
 3. Interview an administrator regarding the development of the district's crisis plan.
 4. **Interview a building safety coordinator about the building safety plan (risk management).**

5. Investigate how your district ensures that playground equipment is safe.
6. Attend or participate in a collective bargaining meeting.
7. Tour the school's physical plant including boiler and mechanics.
8. Discuss school records with the district or building clerk.
9. Locate the building's MSDS sheets and read the policies on their use.
10. Review the districts insurance checklists.
11. Locate the comprehensive 5 year plan and interview a committee member about its development.

D. collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;

1. Investigate how the school or district addresses students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
2. Investigate the implementation of Indian Education for All in your school or a local district. This investigation should include curriculum, curriculum resources, and professional development.
3. Participate in the organization and/or facilitation of Indian Education for All activities.
4. Review the previous year Office of Civil Rights report for a school district.
5. Review the demographics of the community and discuss the sociological implications of the demographics with a school district leader.
6. Participating in community and/or school-community meetings or events. Assist in planning events.
7. Investigate through interviews with administrative leaders how they collaborate with families and community members.
8. Present at community service organization meetings regarding the school district.
9. Review school district communication documents to see how the Indian Education for All information is disseminated through symbols, stories, ceremonies and other activities.

E. Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;

1. Interview an administrator regarding an ethical dilemma that he/she has faced.
2. Interview a minimum of 5 educators regarding their concept of integrity, fairness and ethics.
3. Locate the Code of Ethics for teachers and interview a teacher or teachers about the implications of the code.
4. Review the board policies on ethics and interview a board member on the implications of the policies.

F. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and

1. Examine how your district responds to, and influences the larger political context in order to promote the success of all students.

2. Examine how your district responds to, and influences the larger social context in order to promote the success of all students.
3. Examine how your district responds to, and influences the larger economic context in order to promote the success of all students.
4. Examine how your district responds to, and influences the larger legal context in order to promote the success of all students.
5. Examine how your district responds to, and influences the larger cultural context in order to promote the success of all students.
6. Review board policy for the hierarchy of communication in a school district and interview an administrator about its implications.
7. Attend a community organization meeting (i.e. Rotary, City Council, Elks, Chamber of Commerce, County Commissioners, Fair Board).

Log

Artifacts (by standard)

Those required activities for fieldwork are indicated in RED