CENTRAL MICHIGAN UNIVERSITY
GLOBAL CAMPUS
COURSE SYLLABUS

I. IDENTIFYING INFORMATION

Course:	EDU 655
Course Title:	The Community College
EPN:	22234239
Term:	Spring I
Location:	George Brown College
Course Dates:	1/17, 1/18, 1/31, 2/1, 2/21, 2/22/2014
Course Days and Times:	Fri 6:00PM-10:00PM; Sat 8:00AM-5:00PM;
Prerequisites:	None

Blackboard:

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

Instructor:	Joseph Mior
Primary Phone Number:	1.705.324.9144 Ext. 3428 (Office)
Secondary Phone Number:	1.705.738.5025 (Residence)
E-Mail Address:	mior1j@cmich.edu
Availability:	As needed either through email contact or telephone.

Academic Biography:

Dr. Mior received an Honours B.A. in French Literature from York University (Toronto), an M.A. Education from Central Michigan University, completed a number of Psychology courses at the Master's level at the Adler School of Professional Psychology. He received his Ed.D in the Community College Leadership Program from Ontario Institute for Studies in Education of the University of Toronto.

Dr. Mior is a Professor at Fleming College in The School of General Arts and Sciences and The School of Natural and Environmental Resource Sciences. While at Fleming Dr. Mior served four terms on the Board of Governors.

Dr. Mior is currently under contract with two Canadian Publishers to produce multimedia material for Canadian Psychology and Sociology textbooks as well as consulting in the production of various web sites.

Prior to joining Fleming College Dr. Mior has held management positions with Bell Canada and Goldfarb Consultants (a national Marketing research firm) and owned and operated two companies.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:

Title:	N\A

Author:	N\A
Edition:	N\A
ISBN:	N\A
Publisher:	N\A
Required:	N\A

Course Reserves:

N\A

Required Materials:

N\A

Recommended Materials:

N\A

III. COURSE DESCRIPTION

History, philosophy, programs and practices of community and junior colleges.

IV. COURSE GOALS AND OBJECTIVES

Each professional education course is aligned with the CLEAR Conceptual Framework. The CLEAR Conceptual Framework includes general practices and principles intended to facilitate learning experiences for candidates to help them mature as teachers whose practice is:

C **Concept and knowledge driven:** A professional educational practice that is concept and knowledge- driven has, as its foundation, content knowledge.

LEA **LEArner centered:** A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner.

R **Reflective:** A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

Candidate Performance Outcomes

Each professional education course, required or elective, is reflected in the unit assessment system. Candidates in programs of the Professional Education Unit are assessed using the six Candidate Performance Outcomes of the CLEAR Conceptual Framework. The listed course objectives are referenced to the six outcomes including:

S- **Subject matter outcome** – Candidates, through advanced study and research, will demonstrate a thorough knowledge of their subject matter by successfully completing an approved program of study at the graduate level.

Pe- **Pedagogy outcome** – Candidates, through advanced study and research, will demonstrate advanced knowledge of professional practice, and learner characteristics, sufficient to mentor or supervise others (e.g., student teachers, colleagues or staff).

A- **Assessment outcome** – Candidates, through advanced study and research, will model a comprehensive evaluation process based on assessments and reflection to improve learning and professional practices.

T - **Technology outcome** – Candidates, through advanced study and research, will integrate instructional technology throughout the professional practice.

D- **Diversity outcome** – Candidates, through advanced study and research, will model an understanding of diverse populations throughout the professional practice.

Pr- **Professionalism outcome** – Candidates, through advanced study and research, will demonstrate the dispositions and knowledge of the professional practice communities necessary to be successful in the field.

After completing this course, students will be able to:

1. communicate the philosophy, historical developments and trends in the community college. (**C**, **LEA**) (S, Pe, A, D, Pr)

2. examine the current concepts and future developments as they relate to the community college. (**R**) (S, Pe, A, D, Pr)
3. explore the characteristics and meaning of comprehensive community college. (**C**) (S, Pe, A, T, D, Pr)
4. develop, analyze and assess the offerings of a college and relate these to historical models (**C**, **LEA**) (S, Pe, A, T, D, Pr)
5. describe the influences and major stakeholders that shape colleges (**C**, **LEA**) (S, Pe, A, D, Pr)
6. evaluate a variety of scholarly and research literature on community colleges. (**C**, **LEA**, **R**) (S, Pe, A, T, D, Pr)

V. METHODOLOGY

Learning activities will include (where appropriate) lectures, workshops formats, speakers, guest lecturers and panels, small group and informal discussions, films, the use of Internet resources and research teams.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

Mission/Vision

The purpose of this assignment is to provide you with the opportunity to find the mission statement of an Ontario College or other public institution (hospital, university, etc.) and to analyze it in terms of the statement it makes about the College/institution, the services it provides and its community. The information that you bring to class will provide the basis for the discussion on mission statements.

Please use the Web to find an Ontario College/institution mission statement (**NOT** your own College/institution). These statements will be presented in class on Saturday January 18, 2014. Please plan for an information presentation to the class and/or a small group. While a PowerPoint presentation or handouts are not mandatory, you may elect to do so.

Strategic Management Agreements

Find and read the **Strategic Management Agreement** (SMA) for your College. (If you are not a member of a College, please select the SMA for the College with which you are most familiar). All SMA's for Ontario Colleges and Unversities may be found at http://heqco.ca/en-CA/About%20Us/policyadvice/Pages/smas.aspx. Be prepared to discuss how closely your College SMA is aligned with your persoanal experience.

Course Outline:

Outline of Session Topics and Activities:

January 17, 2014
• Introduction/Logistics
• Discussion of course and expectations
• Educational philosophy and methodology
• Introduction to the Community College Research Database, PostSecondary Education Update Resource Database

January 17, 2014
• Community College History and Mandates
• Mission and Mandates - including student presentations
• Academic Programs and Support Services
• Applied Degrees
• Differences between Colleges and Universities
• Select Group for Building Your College Exercise
• Submit Grade Contracts
• Assign Interview Report
• Read for next class: **Rae Report** and **Strengthening Ontario's Centres of Creativity, Innovation and Knowledge**

January 31, 2014
• Attracting and Keeping Students
• People in the College - Typical Organizational Structures
• Barriers to Organizational Effectiveness
• Building Your College Exercise

• Interview Reports Due

February 1, 2014
• Role of Professional Development in Colleges
• Advocacy and Marketing
• Key Performance Indicators
• Range of Student Services
• Faculty Roles and Responsibilities
• Personal Educational
• Building Your College Exercise

February 21, 2014
• The Challenge of Leadership
• Funding
• Continuing and Distance Education
• Building Your College Exercise
• Article Reaction Paper due

February 22, 2014
• Building Your College Group Presentations
• Community College and Society Related Paper Due
• Wrap Up and Evaluation

Assignment Due Dates:

A complete summary of assignment requirements and due dates will be given out in the first class and fully discussed.

All assignments are due on the assigned due dates and as announced in class. If, because of exceptional circumstances, a student cannot meet the deadline, the student must contact the course instructor immediately to see if an exception can be made.

All assignments mayl be submitted in printed format or electronically following the guidelines set out in the APA Style Manual. Students are required to keep a backup of their written work.

Post-Class Assignment:

None

Student Involvement Hours:

Students are expected to attend and actively participate in classroom activities on all scheduled dates.

There will be required research, readings, and writing outside the classroom. The amount of time required will be dependent on the contracted grade selected.

In all cases, the course instructor is fully cognizant of other responsibilities students may have outside the classroom. Consequently, he is committed to keeping the number of hours required for course work outside the classroom to a reasonable level. Students are asked to contact the course instructor immediately if personal, family or college issues may affect full participation in the course.

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

Type of Performance:

A detailed outline of assignments, complete requirements and due dates will be distributed during the first class. This is the time for students to ask for any clarification. Some **stress** is inevitable but **distress** is **not** necessary. Students and the course instructor will be working together to achieve the best results possible for each individual learner.

All assignments will be graded and returned to students, in person, the following class when the assignment was submitted. Learners are encouraged to read comments and ask questions about any issue that is not clear to them.

"Doing your best is more important than being the best!"

Evaluation Criteria:

Evaluation in this course will focus on a combination of items. It is expected that a person who participates in a course in graduate school will:
• develop a good grasp of the field,
• be able to synthesize the research, theory and application,
• demonstrate critical evaluation,
• develop new insights into his/her learning
• contribute to the learning of others in the class and
• be able to express his/her findings and thoughts in written form (paper or electronic) consistent with the APA Style Manual.

Grading Scale:

The course instructor fully understands and appreciates that CMU learners have demanding outside responsibilities as active citizens, parents, professionals and learners. Learners also have their own personal goals and needs. Consequently, learners are given some choice as to the final grade each wishes to attain given their personal circumstances. To accommodate individual circumstances the following grading rubric is provided.

To obtain a mark in the **C range**, the student will be expected to:
• Actively participate in all class activities
• Interview two people in the college system who are either students, faculty, support staff or administrators. A written report of the   interviews is required.
• Comment on the mission and goals of one Ontario College/public institution (**NOT** your own). A written summary (1-2 pages) will be required.

To obtain a mark in the **B range**, the student will be expected to:
• Complete all the above
• Read three journal articles related to issues in the Community College and write a 8-10 page reaction paper on the student's view on the articles.

To obtain a mark in the **A range**, the student will be expected to:
• Complete all the above and write an 8-10 page paper on a topic of his/her choice related to Community Colleges and society. A list of potential topics will be provided for the learner's consideration.

Late Assignments:

All assignments are expected to be submitted on the dates specified on the course outline or as assigned in class. Should a learner anticipate that he/she will be unable to meet the deadline, the learner must contact the course instructor explaining the circumstances. Reasonable consideration will then be given to arrange a mutually satisfactory alternative date, if possible.

Make-ups and Rewrites:

Make-ups and rewrites are **not** normally available. Should exceptional circumstances arise, the learner must contact the course instructor to discuss the situation.

VIII. EXPECTATIONS
Attendance and Participation:
Attendance Policy:
Learners are expected to attend all classes. Should exceptional circumstances arise which would not allow the learner to attend a class, the learner must contact the course instructor as soon as possible to discuss the circumstances and what course of action **may** be taken.

Class Participation:
Learners are expected to actively participate in all class discussions. Failure to do so may affect the final grade.

Academic Integrity:

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).

Student Rights and Responsibilities:

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Global Campus Library Services (GCLS)

CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at http://gcls.cmich.edu for more information.

Reference librarian contact information:
1. By phone: (800) 544-1452.
2. By email: oclsref@cmich.edu
3. By online form: http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx

Documents on Demand office contact information:
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257
4. By online form: http://www.cmich.edu/library/gcls/Pages/Documents-on-Demand.aspx

Writing Center

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter/

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit http://global.cmich.edu/mathcenter/tutoring-request.aspx.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Susie Rood, Director of Student Disability Services at (800) 950-1144, extension 3018 or email her at sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY

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Vol. 7. No. 2.Education Planner: Explore Your Postsecondary Options in British Columbia. (n.d.). At http://www.educationplanner.ca/

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Copyright: Michael L. Skolnik

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Skolnik, M.L. "Should Ontario's Colleges Award the Associate Degree?" August 26, 2012.
Copyright: Colleges Ontario

Skolnik, M. L. (2009). Theorizing about the Emergence of the Community College Baccalaureate, *Community College Journal of Research and Practice, 33*(2), 125–150.

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CANADIAN WEB SITES ON THE COMMUNITY COLLEGE

ACADEMIC TECHNOLOGIES FOR LEARNING:
http://www.atl.ualberta.ca/

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES (ACCC):
http://www.accc.ca/english/

ASSOCIATION OF UNIVERSITIES AND COLLEGES IN CANADA:
http://www.aucc.ca/

COMMUNITY COLLEGE LEADERSHIP DOCTORAL PROGRAM AT OISE/UT:
http://cclp.mior.ca/

COMMUNITY COLLEGES AND HIGHER EDUCATION RESEARCH LINKS
http://cclp.mior.ca/ccorl/directory/

CANADIAN EDUCATION ON THE WEB:
http://www.oise.utoronto.ca/%7Empress/eduweb/eduweb.html

CANADIAN INITIATIVE ON DIGITAL LIBRARIES:
http://www.nlc bnc.ca/cidl/cidle.htm

CANADIAN LIBRARIES ONLINE:
http://www.libdex.com/country/Canada.html?/

THE CANADIAN SOCIETY FOR THE STUDY OF HIGHER EDUCATION:
http://www.education.mcgill.ca/csshe/

COLLEGE Employer Council
http://www.thecouncil.on.ca/

THE COLLEGE QUARTERLY:
http://www.senecac.on.ca/quarterly/index.html

COLLEGE-UNIVERSITY CONSORTIUM COUNCIL:
http://www.cou.on.ca/cucc/Welcome.html

DEPARTMENTS OF EDUCATION ACROSS CANADA:
http://www.edu.gov.on.ca/eng/relsites/oth_prov.html

GOVERNMENT INFORMATION IN CANADA:
http://www.usask.ca/library/gic/

MINISTRY OF TRAINING, COLLEGES & UNIVERSITIES:
http://www.edu.gov.on.ca/eng/welcome.html

NATIONAL ARCHIVES OF CANADA:
http://www.archives.ca/

Ontario Colleges:
http://www.ontariocolleges.ca/ontcol/home.html

OISE/UT LIBRARY ON-LINE:
http://www.oise.on.ca/~aeloise/library.html

ORGANIZATIONS INVOLVED IN ADULT EDUCATION AND LEARNING TECHNOLOGIES:
http://olt bta.hrdc drhc.gc.ca/pract/organs.html

STATISTICS CANADA:
http://www.statcan.ca/

UNIVERSITY OF TORONTO LIBRARIES:
http://www.library.utoronto.ca/

AMERICAN WEBSITES ON THE COMMUNITY COLLEGEACT:
www.act.org

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES:
www.aacc.nche.edu

AMERICA'S LEARNING eXchange: www.alx.org

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES:
www.acct.org

COALITION OF AMERICA'S COLLEGES AND UNIVERSITIES- COLLEGE IS POSSIBLE:
www.CollegeIsPossible.org

THE COLLEGE BOARD:
www.collegeboard.org

LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGES:
www.league.org
www.league.org/publications/pub_main.htm

NATIONAL CENTER FOR EDUCATION STATISTICS:
www.nces.ed.gov

Postsecondary Education Update:
http://pseupdate.mior.ca/

U.S. BUREAU OF THE CENSUS:
www.census.gov

U.S. BUREAU OF LABOR STATISTICS:
www.bls.gov

U.S. DEPARTMENT OF EDUCATION:
www.ed.gov

U.S. NEWS AND WORLD REPORT-COMMUNITY COLLEGES:
www.usnews.com/usnews/edu/college/communtiy/commsrch.htm

Center Information

- Not Currently Available -