

## **EDU250 Section 20921- Teaching and Learning in the Community College**

### **Course Description**

The history, functions, organization and current issues in the community/junior college with emphasis on the Arizona community colleges. Includes focus on the design and practice of effective community college teaching and learning with special emphasis on the Maricopa County Community College District. Prerequisites: None.

**Course Dates:** Starts January 26, 2009 - Ends March 27, 2009

### **Instructor**

Deborah Krumtinger, M.Ed.  
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Office Hours are virtual. Call or email me.

### **Course Materials**

There is no required text for this course. The course materials are online.

### **Course Competencies**

After completing this course, students will be able to:

1. Explain the historical, social, and educational issues that contributed to the development and growth of the community college in America and specifically Arizona.
2. Describe the Maricopa County Community College District system.
3. Describe the characteristics of community college students, including special populations and changing demographics as they relate to the need to create and maintain environments that demonstrate equity and mutual respect for diversity.
4. Demonstrate the principles and practices of effective teaching and learning.
5. Explain the elements of course planning and design.
6. Describe the elements and practices of learning-centered assessment, including The Higher Learning Commission-North Central Association (HLC-NCA) criteria.

It is expected that students will complete the course competencies by also accomplishing the following college competencies:

The student will demonstrate the ability to write effectively as the means to higher order thinking and a more critical understanding of experience. In keeping with this goal, he or she will be able to follow directions, generate sufficient content, organize his or her thoughts coherently, adhere to the conventions of correct mechanics and sentence structure, and use correct terminology and rich vocabulary in the fulfillment at the college level of his or her writing assignments.

The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, use deductive reasoning, and use inductive reasoning at a college level.

### **Course Requirements**

You must participate in all discussions and complete all assignments in the course to get a "C".

### **Grading Procedure and Scale**

There are 170 total points possible for the course:

9 Discussion Topics (10 points. each)	90
Course Syllabus	20
Design Test Questions	20
Course Assessment	20
Course Reflection	20
<b>TOTAL POINTS</b>	<b>170</b>

To receive an "A" for the course you must earn at least 90% of the points possible for each assignment. Minimum points required for each Discussion = 9 and for each Assignment = 18.

To receive a "B" for the course you must earn at least 80% of the points possible for each assignment. Minimum points required for each Discussion = 8 and for each Assignment = 16.

To receive a "C" for the course you must earn at least 70% of the points possible for each assignment. Minimum points required for each Discussion = 7 and for each Assignment = 14.

### **Exams**

There are no required exams for this course.

### **Extra Credit**

Extra Credit is not available.

### **Plagiarism**

We expect every student to produce his/her original independent work. Any student whose work indicates a violation of the MCCCDC Academic Misconduct Policy (cheating, plagiarism) can expect penalties as specified in the Student Handbook.

### **Disability Statement**

Reasonable accommodations will be made for persons with documented disabilities. Prior to the start date of your course you should notify Disability Services (623-845-3080) and your instructor of any special needs.

### **Disclaimer**

Course content may vary from this outline to meet the needs of this particular group.

### **Civility Policy**

The language of any communication between students and instructors or among students meeting electronically or in person shall maintain the level of formality appropriate to any college teaching/learning situation. Be polite. Dialogue on a friendly basis.

### **Netiquette**

Practice good Netiquette by not using ALL CAPITALS or all **bold letters**. Be cautious with irony, humor, and satire. Do not jump to conclusions about others' communications.