

EDU250 Section 23680 & 23682

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 Monday, Jan. 25, 2010 - Ends Friday, March 26, 2010 at Midnight.

Instructor

Deborah Krumtinger, M.Ed.

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Phone: 623-845-3486 Office: Online

Office Hours are virtual. Call or email me.

Course Materials

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

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.

Grading Procedure

Your grade in this course is based on your participation in the online discussions and the assignments you successfully complete. There are 220 total points possible for the course:

*9 Discussion Topics (15 points each)	135
Assignments	
Course Syllabus – Due by 2/28	25
Design Test Questions – Due by 3/21	25
Course Assessment – Due by 3/26	25
Course Reflection – Due by 3/26	10
TOTAL POINTS	220

*Discussion answers need to be posted by Thursday at midnight for that week and feedback to classmates posted before Monday of the following week. Two points will be deducted for each missed posting deadline.

Missed deadlines for the Course Syllabus, Design Test Questions and Course Assessment assignments will each result in a 5 point deduction.

Grading Scale

A = 198-220

B = 176-197

C = 154-175

D = 132-153

Exams - There are no required exams for this course.

Extra Credit - Extra Credit is not available.

Plagiarism

Every student is expected 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.