Instructor: Barry Dotson

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Email: bdotson@georgiasouthern.edu

Contact Information: You may contact the instructor via FOLIO internal email, GSU email, or by calling. You may call home phone until 10 p.m. Once the course begins, all course related emails should be sent through FOLIO.

Course Description:
Examines the educational mission of the two-year postsecondary institution (vocational/technical institutes and community college). Particular emphasis is given to the philosophical, pedagogical and organizational underpinnings of two-year institutions with concentration on their historical development, student clientele, and educational mission.

Prerequisites: None

Course Overview and Goals:
This course is an examination of the educational mission of the two-year postsecondary institutions of the community college, the two-year liberal-arts college, and vocational/technical colleges and institutes. Four interrelated issues centered on the two-year college will be explored:

1. The philosophical, pedagogical, and organizational underpinnings of two-year institutions;
2. The historical development and varied educational missions of the two-year college;
3. The connection between K-12 institutions and the two-year college;
4. The exploration of the changing dynamic of the two-year institution, its role in the globalization of education, and the challenges confronting the two-year institution in the current era.

In addition the course will include a survey the roles, functions, and responsibilities of postsecondary institutions through research, readings, and reflective class discussions.

This course is intended to provide students with a foundation on which to build the knowledge base, skills, behaviors, and attitudes required to:

(a) understand the role of the two-year college in the American educational structure;
(b) synthesize and apply research and knowledge related to giving logistical support to the entire spectrum of education leading up to and extending past the two-year college;
(c) understand terminology common to the two-year college;
(d) obtain skills to manage the roles and functions of the two-year college within the context of external and internal constituencies (i.e., federal, state and local government agencies, education-related institutions, and other support services).

How This Course Supports the College’s Conceptual Framework:
As noted in the Georgia Southern University Mission Statement, one of the institution’s hallmarks is to build a culture of engagement that links theory with practice. The course objectives and student performance outcomes associated with this course address this critical element. In addition, the course objectives specifically address the four commitments that form the core of the College’s conceptual framework:

- Commitment to the Knowledge and Dispositions of the Profession - This course promotes knowledge, awareness and the employment of ethical behaviors by educational leaders, in the performance of their professional responsibilities.
- Commitment to Diversity - This course encourages awareness and tolerance of difference, relative to cultures, race, sex, class, sexual preference, disability, and other differences, by educational leaders.
- Commitment to Technology - This course requires the use of computer technology for research and writing, and will require the use of FOLIO for assignments, group discussions, and supplemental learning opportunities.
- Commitment to the Practice of Continuous Reflection and Assessment - Students will also have the opportunity to share their reflections and assessments through class discussions of readings and experiential issues that they encounter in their personal experiences and in their research.

Required Textbook and Readings:
Textbook:

Reading #1:

Reading #2:

Reading #3:

Reading #4:

Reading #5:

Reading #6:

Reading #7:

Reading #8:

Reading #9:

* Important Notes: The assigned text is available through the GSU Bookstore. Students should get the textbook as soon as possible. All other readings are available on the FOLIO web site associated with this class. If you have difficulty finding the articles, please contact the instructor.

**Rationale for the course**
A. This course is designed for those students preparing for a career in higher education administration and/or instruction.
This is a core course in the Educational Administration doctorate strand in higher education administration.

This course is primarily theoretical; however, ties will be made to practical applications of the concepts covered in this course.

This course is designed to encourage future educational leaders to:
1. Develop a personal vision for educational leadership;
2. Examine and use modes of inquiry to help them frame problems and gather information;
3. Understand organizational culture, communication, and change;
4. Explore educational leaders’ roles in supervising professionals and developing human potential; and,
5. Examine influences from the external environment that shape educational policies, structures and operations of the two-year college.

The Community College (EDLD 8434) is designed to give professional educators the knowledge and skills needed for administration, operation, and instruction in the continuing evolution of the postsecondary, two-year college institution.

Course Structure

This course contains learning modules. Each module represents a unit of instruction. Everything you need for the instruction is located inside each module. There is also a detailed explanation of the tools in FOLIO located in the Course Structure link in the Course Orientation – Start Here area of this course. Tutorials for FOLIO are located on your FOLIO main page, and there is a help link located in the upper right-hand corner of the FOLIO course.

Distance Learning: This course is offered completely online via FOLIO. You may access FOLIO by going to My.GeorgiaSouthern.edu on Georgia Southern’s home page.

You will not be successful in this course if you are not disciplined enough to regulate the time you spend on the course. Online learning requires the learner to take more responsibility in the learning process. Students must be motivated and responsible for keeping up with understanding what is expected and stay on task with due dates for readings, assignments, and other activities. You need to log into the course on a daily basis to check for messages and other information. DO NOT wait until the last minute to do work that requires you submit by a due date. Please know, too, that FOLIO goes down for maintenance on a regular basis; you’ll find that information—Folio Maintenance Schedule—on the FOLIO home page where your courses are listed.

Course Outline/Description of Assignments:

The instructor reserves the right to make changes or modifications in the course and timeframe requirements as needed. Students will be notified of any change in the course syllabus via email and through content on the course web page.

Learning Module Assignments – 70% of final grade
This course is composed of weekly online instructional activities consisting of required readings, written assignments, and bulletin board postings. Students are expected to have read the required readings and be prepared to participate fully in assignments. All students are expected to participate in Discussion postings. If you find a comment pertinent to your situation, or something you can respond to through experience or current concern or strong opinion, please post a reply. There is maximum number of replies, but all students must make a minimum of one original posting and respond to two other postings; you are expected to engage in a discussion through replies and failure to do so will lower your grade. See Class Evaluation section for grading criteria.

**Article Critiques – 9 % of final grade**
Nine article critiques (100-150 words) of current journal articles, newspapers, or other related sources are required. The article critiques must be related to postsecondary education. These critiques will be posted in FOLIO. Please read “Article Critiques” in FOLIO for a suggestion of journals and websites. You will also find a suggested format.

**Research Project with PowerPoint Presentation – 21% of final grade**
Each student will conduct research on a topic approved by the instructor, preferably the community college system of another state. Additional guidance regarding this research project will be published within the first week of the semester so that students may begin research. The research topic must be a topic related to the American community college—students can elect to study a system from another state (or even Georgia), accreditation of community colleges, funding of community colleges, or any similar type topic related and approved by the instructor. The report must be based on research findings. The report will be graded based on its substantive content as it relates to the topic, and evidence of reading and research.

### Assignment Due Dates/Course Outline

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Activities</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/15</td>
<td>Self-Introduction</td>
<td>Discussion</td>
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<tr>
<td>1/22</td>
<td>Background: Evolving Priorities and Expectations of the Community College</td>
<td>Written Assignment</td>
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<td></td>
<td>Read Chapter 1</td>
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<td>1/29</td>
<td>Students: Diverse Backgrounds and Purposes</td>
<td>Discussion</td>
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<td>Read Chapter 2</td>
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<td>2/5</td>
<td>Faculty: Building a Professional Identity; and Instruction: Methods, Media,</td>
<td>Discussion</td>
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<td></td>
<td>and Effects</td>
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<td></td>
<td>Read Chapter 3 and Chapter 6</td>
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<tr>
<td>2/12</td>
<td>Organization, Governance, and Administration: Managing the Contemporary</td>
<td>Written Assignment</td>
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<td></td>
<td>College; and Finances: Generating, Sustaining and Allocating Resources</td>
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<td></td>
<td>Read Chapter 4 and Chapter 5</td>
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<td>2/12</td>
<td>Journal/Article Critiques Due</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>2/19</td>
<td>Student Services, Vocational Education, and Remedial Education&lt;br&gt;Read Chapter 7, Chapter 8, Chapter 9, and Chapter 11</td>
<td>Discussion</td>
</tr>
<tr>
<td>2/26</td>
<td>Student Services, Vocational Education, and Remedial Education&lt;br&gt;Read Chapter 7, Chapter 8, Chapter 9, and Chapter 11</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>3/5</td>
<td>Student Services, Vocational Education, and Remedial Education&lt;br&gt;Read Chapter 7, Chapter 8, Chapter 9, and Chapter 11</td>
<td>Discussion</td>
</tr>
<tr>
<td>3/12</td>
<td>Community Education: Extending College Services and Training&lt;br&gt;Read Chapter 12</td>
<td>Written Assignment</td>
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<td>3/12</td>
<td>Journal/Article Critiques Due</td>
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<td>3/16 – 3/20</td>
<td>Spring Break</td>
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<td>3/26</td>
<td>New Age of Accountability&lt;br&gt;Read Chapter 14</td>
<td>Discussion</td>
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<td>4/2</td>
<td>Perspectives of the Community College&lt;br&gt;Read Chapter 13</td>
<td>Discussion</td>
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<td>4/9</td>
<td>Community Service Learning&lt;br&gt;Read assigned Readings 1 – 4</td>
<td>Discussion</td>
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<tr>
<td>4/16</td>
<td>Community College Leadership&lt;br&gt;Read assigned Readings 5 - 9</td>
<td>Written Assignment</td>
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<td>4/16</td>
<td>Journal/Article Critiques Due</td>
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<tr>
<td>4/23</td>
<td>Toward the Future: Trends, Challenges, and Obligations&lt;br&gt;Read Chapter 15</td>
<td>Discussion</td>
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<td>4/30</td>
<td>Final Projects Due</td>
<td>PowerPoint</td>
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**Class Evaluation Criteria:**

A. Grades will be based on the following criteria:
   - Written Assignments – 30 points
   - Discussion and Participation – 40 points
   - Article Critiques – 9 points
   - Research Paper with PowerPoint Presentation – 21 points

B. Total points will be reflected in the following grading scheme:
   - A = 90 - 100 points (meets exceptional expectations)
   - B = 80 - 89 points (meets average expectations)
   - C = 70 - 79 points (meets minimum expectations)
   - F = Less than 70 points (does not meet expectations)

C. Written assignments (weekly assignments as well as research paper) will be evaluated in terms of:
   - The writer's ability to use appropriate research techniques associated with disciplined inquiry.
• The writer’s ability to write a clear narrative that helps the reader understand both the context and content of the issue or material.
• The writer’s ability to analyze and synthesize the issues or material.
• The writer’s ability to demonstrate scholarship by the breadth and appropriateness of sources used in the paper.
• The writer’s organization of written expression.
• The writer’s ability to meet advanced graduate standards for written work.

Guidelines for Written Assignments:
  o All written material for class should be carefully typed and proofread.
  o Please follow the APA manual on all written communication.
  o All written work submitted in fulfillment of course requirements will be expected to meet GRADUATE STANDARDS.
  o Always keep a copy of any submitted papers or assignments.
  o All written assignments must be submitted as instructed in the Learning Module

D. Class Participation: There is no substitute for planning, perseverance and participation when it comes to this class. To be successful students must keep on top of all the assignments and not procrastinate. This is especially true given the limited availability of the instructor. The following rubric outlines the method to be used to determine the student's grade on all discussions.

Participation Grading for Discussions

<table>
<thead>
<tr>
<th></th>
<th>Focus</th>
<th>Timeliness</th>
<th>Specificity</th>
<th>Support</th>
<th>Thoughtfulness</th>
<th>Use of Language</th>
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<tbody>
<tr>
<td>5</td>
<td>Comments (a minimum of one original and two follow-up postings) make vividly clear references to readings</td>
<td>Posting meets deadlines</td>
<td>Majority of comments include specific details</td>
<td>Comments are well-supported</td>
<td>Comments are articulate and show a high level of thought</td>
<td>Writing is well-organized, unified, and error-free</td>
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<td></td>
<td>Comments (may be less than required minimum) make perceivable reference to readings</td>
<td>Posting meets deadline</td>
<td>Many comments include specific details</td>
<td>Comments are mostly well-supported</td>
<td>Comments show above average thought</td>
<td>Writing is mostly organized and unified, with few errors</td>
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<tr>
<td></td>
<td>Comments (does not meet required minimum) make some reference to readings</td>
<td>Posting fails to meet deadline</td>
<td>Some comments include specific details</td>
<td>Comments are somewhat well-supported</td>
<td>Comments show some thought</td>
<td>Writing is somewhat organized and unified, with some errors</td>
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<td>3</td>
<td>Comments (does not meet required minimum) make little reference to readings</td>
<td>Posting fails to meet deadline</td>
<td>Few comments include specific details</td>
<td>Comments are not very well-supported</td>
<td>Comments show little thought</td>
<td>Writing is poorly organized/unified, with many errors</td>
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<tr>
<td>2</td>
<td>Comments (does not meet required minimum) make no reference to readings</td>
<td>Posting fails to meet deadline</td>
<td>No comments include specific details</td>
<td>Comments are not supported</td>
<td>Comments show no thought</td>
<td>Writing is not organized or unified; errors impair communication</td>
</tr>
<tr>
<td>1</td>
<td>Comments (does not meet required minimum) make no reference to readings</td>
<td>Posting fails to meet deadline</td>
<td>No comments include specific details</td>
<td>Comments are not supported</td>
<td>Comments show no thought</td>
<td>Writing is not organized or unified; errors impair communication</td>
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</tbody>
</table>

Class Discussion “Netiquette”

Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow by these standards. Netiquette is short for “network etiquette” or “internet etiquette”. Please abide by the following netiquette rules when communicating with your instructor or peers in this class:

- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame – these are outburst of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

E. Course Academic requirements:
- Participate in on-line discussions, chats and activities.
- Submission of all materials electronically via email or through FOLIO.
- Demonstrate prior reading and preparation for class.
- Exhibit knowledge of content and application of course material.
• An incomplete grade will be given only for valid reasons and approval of the professor after a written request submitted by the student.

**Instructor Expectations:**
- The Instructor is responsible for providing instruction in a stimulating, informative and responsible manner.
- The Instructor is required to use effective concepts of adult learning in instructional delivery.
- Papers and presentations will be critiqued by the instructor and returned to students in a timely manner. Students will have the option of rewriting papers to correct deficiencies and resubmit them to the Instructor.
- The Instructor will provide thorough feedback on all submitted materials.
- The Instructor will be accessible to the students for personal consultation by appointment, via email, via FOLIO and/or by telephone.
- The Instructor will require students to complete an evaluation of the teaching processes, the content and context of the material, the instructional strategies utilized, and the general substance of the course.

**Academic Integrity Expectations:** Students are expected to abide by the GSU Student Conduct Code and Regulations regarding academic integrity. Academic misconduct such as cheating and plagiarism will be reported to the Office of Judicial Affairs and appropriate penalties imposed that could affect course grade. See Student Conduct Code.

**Disability Accommodations:** If a student has a documented and declared disability, reasonable accommodations will be provided if requested by the student according to the recommendations of the GSU Student Disability Resource Center.

**Technical Support:** General technical support information is located in the *Course Structure* link in the *Course Orientation – Start Here* area of this course.