



THE UNIVERSITY OF AKRON
COLLEGE OF EDUCATION
EDUCATIONAL FOUNDATIONS AND LEADERSHIP
5400:600 **The Two Year College** 3 CREDITS

Instructor: DR. SUSAN OLSON
Office: 301 ZOOK
Phone: 330-972-8223
Email: SOLSON@UAKRON.EDU
Office: BY APPOINTMENT

Section: 800
Building: FULLY ON-LINE COURSE
Room: FULLY ON-LINE COURSE
Day/Tim FULLY ON-LINE COURSE

I. COURSE DESCRIPTION

DESIGNED TO INTRODUCE THE STUDENT TO THE NATURE, PURPOSE, AND PHILOSOPHY OF THE TWO-YEAR COLLEGE. THE COURSE INCLUDES AN EXAMINATION OF THE TYPE OF INSTITUTIONS OFFERING TWO-YEAR PROGRAMS.

II. RATIONALE

THE TWO-YEAR COLLEGE IN THE FORM OF THE CAREER COLLEGES (PROPRIETARY), COMMUNITY COLLEGE, TECHNICAL COLLEGE, JUNIOR COLLEGE AND BRANCH CAMPUS AS EXTENSIONS OF THE SENIOR COLLEGES AND UNIVERSITIES, APPEAR IN FREQUENT NUMBERS ACROSS THE NATION. THIS COURSE PROVIDES THE STUDENT WITH AN UNDERSTANDING OF THE EVOLUTION, PURPOSE, AND STRUCTURE OF TWO-YEAR COLLEGES; INFORMATION ON THE CURRENT STATUS OF THE TWO-YEAR COLLEGE CONCEPT INCLUDING THE STUDENT, FACULTY, AND PROGRAMS OFFERED; AND AN OPPORTUNITY TO OPENLY DISCUSS CURRENT ISSUES FACING THE TWO-YEAR COLLEGE.

III. REQUIRED/OPTIONAL TEXTS

AMERICAN PSYCHOLOGICAL ASSOCIATION (5TH ED.), (2001). *Publication Manual of the American Psychological Association*. WASHINGTON, DC: APA. (HIGHLY SUGGESTED, HOWEVER YOU CAN REFERENCE THIS BOOK AT THE LIBRARY, AND THERE ARE MANY ON-LINE RESOURCES)

COHEN, A. M., & BRAWER, F. B. (2008). *The American community college 5th Ed.* . SAN FRANCISCO, CA: JOSSEY-BASS. ALSO AVAILABLE AS AN E-BOOK.

IV. COURSE GOALS/OBJECTIVES

Objectives	UA Conceptua I Framework Proficienci es	Assignments/Assessments
1. SYNTHESIZES THE HISTORICAL FACTORS LEADING TO CURRENT TWO-YEAR COLLEGE SYSTEMS.	K1,4	HOMEWORK; SYNTHESIS PAPER; VISIT PAPER; CLASS DISCUSSION
2. DESCRIBE AND ANALYZE THE STATUS OF THE TWO-YEAR COLLEGE IN THE UNITED STATES, INTERNATIONALLY, AND OHIO.	K1,4	HOMEWORK; SYNTHESIS PAPER; VISIT PAPER; CLASS DISCUSSION
3. DESCRIBE AND ANALYZE THE MISSION OF THE TWO-YEAR COLLEGE RELATIVE TO OTHER LEVELS OF EDUCATION	K1,4	HOMEWORK; SYNTHESIS PAPER; VISIT PAPER; CLASS DISCUSSION
4. EXAMINE THE GOALS, PROGRAMS, STRUCTURE, AND MODE OF OPERATION OF TWO-YEAR COLLEGES.	K1,4	HOMEWORK; SYNTHESIS PAPER; VISIT PAPER; CLASS DISCUSSION
5. IDENTIFY AND ANALYZE TWO-YEAR COLLEGE	K1,4	HOMEWORK; SYNTHESIS PAPER; VISIT PAPER; CLASS DISCUSSION.

FINANCING PATTERNS.		
6. DESCRIBE AND ANALYZE THE CONTROVERSIES ASSOCIATED WITH TWO-YEAR COLLEGES.	K1,4; D1,2	HOMEWORK; SYNTHESIS PAPER; VISIT PAPER; RESEARCH PAPER; CLASS DISCUSSION
7. EVALUATE A TWO-YEAR COLLEGE AS TO ITS' MISSION, HISTORY, CURRICULUM, STUDENTS, FACULTY, STUDENT SERVICES, ORGANIZATION, ADMINISTRATION, FINANCES AND FIT WITH EMERGING ISSUES AND TRENDS.	E1, K1	HOMEWORK; SYNTHESIS PAPER; VISIT PAPER; RESEARCH PAPER; CLASS DISCUSSION
8. EVALUATE AND SYNTHESIS INFORMATION REGARDING NUMEROUS TWO-YEAR COLLEGES AS HOW THEY COMPARE TO THE LITERATURE AND TO EACH OTHER.	K1,4	SYNTHESIS PAPER.

V. COURSE OUTLINE

- I. CONTEMPORARY ISSUES, SCHOLARSHIP AND TRENDS
 - A. SOCIAL ISSUES
 - B. POLITICAL ISSUES
 - C. ECONOMIC ISSUES
 - D. LEGAL ISSUES
 - E. SPECIAL PROBLEMS AND TRENDS
 - F. SCHOLARSHIP
 1. GROUPS, TYPES OF RESEARCH
 2. EXTERNAL MANDATES

- 3. RESULTS
- G. FUTURE TRENDS
 - 1. INFLUENTIAL FACTORS
 - 2. ISSUES AND TRENDS IMPACT
- II. DEFINITION AND EMERGENCE OF "COMMUNITY COLLEGE EDUCATION"
 - A. PHILOSOPHY OF THE MOVEMENT
 - B. GOALS, OBJECTIVES, AND FUNCTIONS
 - C. HISTORICAL VIEWS
 - D. CURRENT CONCEPTIONS
 - E. SPECIAL PROBLEMS, ISSUES, TRENDS
- III. STUDENTS AND STUDENT CHARACTERISTICS
 - A. INTERINSTITUTIONNEL COMPARAISONS
 - B. INTRA-INSTITUTIONAL CHARACTERISTICS
 - C. SPECIAL DEVELOPMENTS AROUND THE "NEW STUDENTS"
 - D. SPECIAL PROBLEMS, ISSUES, TRENDS
- IV. . STUDENT SERVICES
 - A. SCOPE AND TYPE
 - B. INTER-INSTITUTIONNAL COMPARAISONS
 - C. STRENGTHS AND WEAKNESSES
 - D. SPECIAL PROBLEMS, ISSUES, TRENDS
- V. CURRICULUM AND PROGRESS OF SERVICES
 - A. GENERAL EDUCATION
 - B. UNIVERSITY PARALLEL (TRANSFER)
 - C. OCCUPATIONAL (CAREER/TECHNICAL)
 - D. DEVELOPMENTAL EDUCATION
 - E. COMMUNITY SERVICES
 - F. SPECIAL PROBLEMS, ISSUES, TRENDS
- VI. ORGANIZATION AND ADMINISTRATION
 - A. TYPES OF STRUCTURE AND CONTROL
 - B. LOCAL/INSTITUTIONAL ORGANIZATION AND ADMINISTRATION
 - 1. INTERNAL
 - 2. EXTERNAL
 - C. STATE-LEVEL ADMINISTRATION
 - 1. EDUCATIONAL AGENCIES
 - 2. NON-EDUCATIONAL AGENCIES
 - D. FEDERAL/NATIONAL INTERESTS
 - 1. EDUCATIONAL AGENCIES
 - 2. NON-EDUCATION AGENCIES
 - E. SPECIAL PROBLEMS, ISSUES, TRENDS

- VII. FINANCING
 - A. PATTERNS OF APPROACHES TO FINANCING
 - 1. ENROLLMENT-DRIVEN FORMULAS
 - 2. PROGRAM-BASED FORMULAS
 - 3. OTHERS
 - B. CURRENT OPERATIONS
 - 1. SOURCES OF REVENUE
 - 2. OBJECTS OF EXPENDITURE
 - C. CAPITAL COSTS
 - 1. SOURCES OF REVENUE
 - 2. BUILDING AND GROUNDS
 - 3. CAPITAL EQUIPMENT
 - D. INTER-INSTITUTIONAL COMPARISONS
 - E. SPECIAL PROBLEMS, ISSUES, TRENDS

- VIII. INSTRUCTIONAL AND OTHER PROFESSIONAL STAFF
 - A. FACULTY
 - 1. CHARACTERISTICS
 - 2. STATUS
 - 3. ATTITUDES
 - 4. PROFESSIONAL FUNCTIONS
 - B. ADMINISTRATORS
 - 1. CHARACTERISTICS
 - 2. STATUS
 - 3. ATTITUDES
 - 4. PROFESSIONAL FUNCTIONS
 - C. NON-TEACHING PROFESSIONALS
 - 1. CHARACTERISTICS
 - 2. STATUS
 - 3. ATTITUDES
 - D. STAFF AND INSTRUCTIONAL DEVELOPMENT
 - 1. THE EMPHASIS
 - 2. STATUS OF PRACTICES AND RESEARCH
 - 3. FOCUS ON STUDENT OR COMMUNITY
 - E. SPECIAL PROBLEMS, ISSUES TRENDS

VI. EVALUATION/STUDENT ASSESSMENT

General. YOU ARE EXPECTED TO HAVE READ ASSIGNED READING, TO COMPLETE AND TURN IN ASSIGNMENTS ON THEIR DUE DATES, AND TO PARTICIPATE IN ALL ON-LINE ACTIVITIES AND DISCUSSIONS. YOU ARE EXPECTED TO ASK QUESTIONS OF THE INSTRUCTOR FOR POINTS OF CLARIFICATION AND ASSISTANCE, AS WELL AS YOUR PEERS. IF YOU HAVE ANY QUESTIONS POST THEM ON THE DISCUSSION BOARD FOR YOUR PEERS AND/OR THE INSTRUCTOR TO ANSWER. THE INSTRUCTOR IS HERE TO

HELP YOU, BUT AS YET, IS NOT A MIND READER. IF A PROBLEM RELATED TO THE COURSE OCCURS FOR A NUMBER OF STUDENTS, THE ISSUE WILL BE BROUGHT TO THE CLASS AS A WHOLE FOR A VIABLE SOLUTION. IF AN EMERGENCY OR JOB RELATED SITUATION CAUSES YOU TO BE LATE WITH AN ASSIGNMENT, PLEASE INFORM THE INSTRUCTOR AS SOON AS YOU ARE ABLE. A TOTAL OF 45 POINTS WILL BE AWARDED FOR CLASS PARTICIPATION, ATTITUDE, AND PROFESSIONALISM (3 POINTS PER WEEK, WHICH CAN NOT BE MADE-UP; SEE RUBRIC ATTACHED TO THIS SYLLABUS). ONE WEEK, A GROUP MEMBER WILL BE ASSIGNED TO BE THE GROUP LEADER TO FACILITATE THE DISCUSS FOR THE MODULE AND TO WRITE A SUMMARY OF THE GROUPS DISCUSSION FOR THAT MODULE. THIS GROUP LEADER WILL EARN UP TO THREE POINTS FOR PROFESSIONALLY FULFILLING THIS REQUIREMENTS.

ALL WRITTEN ASSIGNMENTS ARE TO BE SUBMITTED IN APA FORMAT AND ALL SOURCES ARE TO BE CITED CORRECTLY. ALL PARAPHRASED AND QUOTED MATERIAL ARE TO INCLUDE THE FULL CITATION WITH PAGE NUMBER(S). PAPERS THAT ARE A SERIES OF DIRECT QUOTES ARE NOT APPROPRIATE, AS THIS DOES NOT DEMONSTRATE HIGHER ORDER THINKING SKILLS EXPECTED BY GRADUATE STUDENTS. IF YOU HAVE QUESTIONS REGARDING YOUR WRITING AND NEED HELP, PLEASE USE THE WRITING CENTER

[HTTP://WWW.UAKRON.EDU/COLLEGES/UNIVCOLL/WRITINGLAB.PHP](http://www.uakron.edu/colleges/univcoll/writinglab.php)

ON CAMPUS, FOLLOW THE RESOURCES AVAILABLE UNDER LEARNING RESOURCES IN THE UPPER RIGHT HAND SIDE OF EACH MODULE COMPONENT

[HTTP://WWW.UAKRON.EDU/LIBRARIES/DEPTS/TT/PLAGIARISM/](http://www.uakron.edu/libraries/depts/tt/plagiarism/)

, OR ASK YOUR PROFESSOR BY POSTING YOUR WRITING OR APA QUESTION ON THE DISCUSSION BOARD UNDER ASK THE PROFESSOR.

Specific. BEYOND THE ABOVE-MENTIONED BROAD PROCEDURAL REQUIREMENTS, STUDENTS WILL BE EXPECTED TO ACCOMPLISH THESE SPECIFIC ACTIVITIES. GRADUATE STUDENTS ARE EXPECTED TO PRODUCE GRADUATE LEVEL WORK ON ALL ASSIGNMENTS AND IN CLASS DISCUSSION.

1. **VISIT A TWO-YEAR COLLEGE:** ARRANGE TO VISIT AN OPERATING (PUBLIC OR PRIVATE OR PROPRIETARY) COMMUNITY COLLEGE, TECHNICAL INSTITUTE, OR RELATED TYPE OF INSTITUTION WHILE IT IS IN SESSION, CONFER WITH PERSONNEL IN POSITIONS OF RESPONSIBILITY IN JOBS OF INTEREST TO THE STUDENT, AND MAKE A REPORT (BOTH WRITTEN AND A POWERPOINT PRESENTATION) ON THE VISIT (SEE ATTACHED GUIDELINES). SUBMIT IN WRITING TO THE INSTRUCTOR, BY **Sunday, January 25th at 5:00 pm** BY POSTING YOUR REQUESTED INSTITUTION UNDER SITE VISIT PROJECT, THE NAME OF THE INSTITUTION YOU PLAN TO VISIT, WITH YOUR NAME. EACH STUDENT WILL VISIT AND REPORT ON DIFFERENT TWO-YEAR COLLEGES. YOU MAY NOT VISIT YOUR CURRENT INSTITUTION OR PAST INSTITUTION WHERE YOU EITHER WORKED OR WERE A STUDENT. THE WRITTEN PAPER WILL BE WORTH 100 POINTS AND WILL BE DUE **Sunday, April 19th at 5:00 pm**. THE

REPORT WILL ALSO BE IN THE FORM OF A POWER POINT WILL BE WORTH 20 POINTS. BOTH (POWERPOINT'S AND PAPER) ARE TO BE POSTED ON THE CLASS BULLETIN BOARD UNDER TWO YEAR COLLEGE VISITS. THIS WAY STUDENTS CAN ACCESS THESE TO READ AND REVIEW FOR THEIR SYNETHSIS WRITE UP DUE **April 26th at 5:00 pm.** NOTE: THIS WRITTEN AND ORAL REPORT WILL COVER THE ENTIRE INSTITUTION AND NOT A SINGLE PROGRAM IN THE INSTITUTION EXCLUSIVELY.

2. **PARTICIPATION:** FORTY-FIVE (45) POINTS WILL BE AWARDED FOR PARTICIPATION IN CLASS DISCUSSION. A RUBRIC FOR PARTICIPATION POINTS FOR EACH MODULE IS PROVIDED AT THE END OF THIS SYLLABUS. THESE POINTS CAN NOT BE MADE UP. POINTS WILL BE AWARDED EACH SUNDAY EVENING AT 5:00 PM AT THE END OF EACH MODULE BASED ON THE QUALITY AND QUANTITY OF YOUR PARTICIPATION IN THE DISCUSSION BOARD. AT THE BEGINNING OF THE COURSE, STUDENTS WILL BE RANDOMLY PLACED IN FOUR DISCUSSION GROUPS LABELED A, B,C,D. FOR EACH MODULE, ONE STUDENT WILL BE RESPONSIBLE FOR FACILITATING THEIR GROUP'S DISCUSSION FOR THAT MODULE AND POSTING A SUMMARY OF THE DISCUSSION FOR THAT MODULE FOR AN ADDITIONAL THREE POINTS FOR COMPLETENESS AND PROFESSIONALISM IN COMPLETING THIS LEADERSHIP RESPONSIBILITY.
3. **HOMEWORK:** STUDENTS WILL BE EXPECTED TO COMPLETE WEEKLY HOMEWORK THAT DEMONSTRATES UNDERSTANDING OF CONCEPTS AND IDEAS. EACH HOMEWORK ASSIGNMENT IS WORTH 10 POINTS. SEE HOMEWORK SCORING GUIDE AT THE END OF THIS SYLLABUS.
4. **SYNETHSIS PAPER.** DUE FRIDAY, **April 26th at 5:00 PM** SUBMIT YOUR ANALYSIS OF THE VARIOUS TWO-YEAR COLLEGES VISITED BY YOUR PEERS AFTER REVIEWING THEIR POWERPOINT PRESENTATIONS AND READING THEIR PAPERS. SUBMIT YOUR ANALYSIS ON OR BEFORE SUNDAY, **May 23** AT 5:00 PM IN THE COURSE DROP-BOX. THIS PAPER WILL NEED TO DEMONSTRATE OF YOUR UNDERSTANDING OF THE DIFFERENT TYPES OF TWO YEAR COLLEGES AND HOW THEY ARE THE SAME OR DIFFERENT IN EACH OF THE AREAS ADDRESSED IN THIS COURSE. YOU WILL BE EXPECTED TO GROUP THE TWO YEAR COLLEGES INTO THE FOLLOWING GENERAL CATEGORIES FIRST: PUBLIC COMMUNITY AND TECHNICAL COLLEGES; PRIVATE JUNIOR COLLEGES; PROPRIETARY COLLEGES. WITHIN THESE BROAD CATEGORIES, YOU NEED TO DISCUSS THE VARIOUS INSTITUTIONS PRESENTED BY YOUR PEERS, LOOKING FOR PATTERNS AND TRENDS AND HOW THESE RELATED TO COURSE LEARNING'S.
6. **GRADUATE RESEARCH PROPOSAL (5 POINTS) AND PAPER (42 POINTS).** ON OR BEFORE FEB. 8TH YOU NEED TO SUBMIT IN THE COURSE

DROP BOX A PROPOSAL FOR YOUR RESEARCH PAPER. THIS PROPOSAL NEED TO INCLUDE A TITLE, EXAMPLES OF TWO SOURCES THAT MAY BE USED TO WRITE THE PAPER (NOTE THESE CAN NOT BE OLDER THAN 2004), A ROUGH TOPIC OUTLINE OF WHAT WILL BE ADDRESSED IN THE PAPER. THIS WILL BE SUBMITTED UNTIL APPROVED. ONCE APPROVED, YOU WILL EARN THE 5 POINTS. YOU MUST HAVE AN APPROVED PROPOSAL. SEE THE PAPER SCORING GUIDE FOR INFORMATION ABOUT THE PARTICULARS OF THE PAPER. YOU NEED TO PICK A TOPIC THAT CAN EXPAND ON SOMETHING WE ARE DISCUSSING IN THIS COURSE. YOUR FINAL PAPER WILL BE POSTED ON THE DISCUSSION BOARD FOR PEERS TO REVIEW AND DISCUSS THE LAST WEEK OF CLASS FOR OUR CLASS DISCUSSION.

SUMMARY OF ASSIGNMENT SCHEDULE

GO TO EACH MODULE FOR DETAILS OF LEARNING OUTCOMES, ACTIVITIES, RESOURCES, AND ASSESSMENTS.

Dates	Topic
WKS. 1,2 JAN. 11- JAN 25	MODULE ONE(1): Trends and Issues * CONTEMPORARY ISSUES A. SOCIAL ISSUES B. POLITICAL ISSUES C. ECONOMIC ISSUES D. LEGAL ISSUES E. SPECIAL PROBLEMS AND TREND
Assignments	
<p><u>LAST Day to ADD a class is January 26th</u></p> <p><u>REQUIRED READINGS</u> COHEN AND BRAWER (2008): READ CHAPTER 13 – <i>Social Roles: A Response to the Critics</i>; CHAPTER 12- <i>Scholarship and assessment: Research in and about Colleges.</i> ; CHAPTER 14 – <i>Toward the Future: Trends, Challenges and Obligations.</i></p> <p>VIEW VIDEO ON-LINE “DECLINING BY DEGREES” <u>ASSESSMENTS DUE SUNDAY, January 25th at 5:00 PM</u></p> <p>A. <u>HOMEWORK ONE</u> SUBMIT COMPLETED STUDY GUIDE ON FILM <i>Declining by Degrees</i> AND STUDY GUIDE ON READINGS. SEE ON-LINE MODULE 1 HOMEWORK. WORTH 20 POINTS.</p>	

B . POST MODULE ONE (1) DISCUSSION RESPONSES. EVALUATION OF YOUR PARTICIPATION WILL OCCUR WEEKLY EVERY SUNDAY EVENING AT 5:00 PM. (JAN. 18TH; JAN. 25TH) (WORTH 6 POINTS)

D. POST THE COLLEGE YOU HAVE SELECTED TO VISIT FOR YOUR TWO-YEAR COLLEGE VISIT PROJECT ON THE DISCUSSION BOARD BY **Sunday, January 25th at 5:00 PM.** (ONLY ONE PERSON PER TWO YEAR COLLEGE, SO IF YOU WANT A PARTICULAR COLLEGE, GET YOUR REQUEST IN EARLY).

E. SUBMIT YOUR RESEARCH PROJECT PROPOSAL IN THE COURSE DROP BOX BY **Sunday, January 25th at 5:00 PM.**

Date	Topic
WEEKS 3,4 JAN 25-FEB. 8	MODULE TWO (2): Overview of the mission, purpose, types and history of two-year colleges <ul style="list-style-type: none"> • HISTORY • MISSION/PURPOSE • THEORETICAL BASES • TYPE OF COLLEGES

Assignments

REQUIRED READINGS

COHEN AND BRAWER (2008):

CHAPTER 1 – *Background: Evolving Priorities and Expectations of the Community College*

ADDITIONAL LEARNING RESOURCES ARE IDENTIFIED IN MODULE TWO (2) (E.G. PROPRIETARY SCHOOLS AND WEBSITE EXPLORATION).

VIEW POWERPOINT “OHIO TWO-YEAR COLLEGES”.

ASSESSMENTS DUE ON OR BEFORE **Sunday, Feb. 8 at 5:00 PM**

A. HOMEWORK TWO - DUE **Sunday, Feb. 8 at 5:00 PM.** YOU WILL USE A CONCEPT MAP OR SUMMARY TABLES FOR THIS ASSIGNMENT. COMPARE TWO LEADERS/PHILOSOPHIES OF THE EARLY TWO YEAR COLLEGE. SUBMIT THIS IN WRITING. COMPLETE DIRECTIONS ARE IN THE ON-LINE MODULE.

B. RESPOND TO THE POSTED DISCUSSION QUESTIONS UNDER MODULE TWO (2) BY THE END OF EACH WEEK, **Sunday, Feb 1st and 8th at 5:00 PM**

Date	Topic
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WKS 5 & 6 FEB. 8- FEB. 22	Module Three (3): Students and Student Services <ul style="list-style-type: none"> • CHARACTERISTICS OF STUDENTS BY TWO YEAR COLLEGE TYPE • STUDENTS WITH DISABILITIES • DIVERSITY • INTER-INSTITUTIONAL COMPARAISONS • INTRA-INSTITUTIONAL CHARACTERISTICS • SPECIAL DEVELOPMENTS AROUND THE "NEW STUDENTS" • STUDENT SERVICES • SCOPE AND TYPE
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Assignments	
<p><u>REQUIRED READINGS</u> COHEN AND BRAWER (2008): CHAPTER 2- <i>Students: Diverse backgrounds, purposes, and outcomes</i>; AND CHAPTER 7- <i>Student Services: Supporting Educational Objectives</i>.</p> <p>TAYLOR, M. (2006 MARCH 8) GENERATION NEXT COMES TO COLLEGE: TODAY'S POSTMODERN STUDENT.</p> <p>UNIVERISTY OF TEXAS AT AUTIN (2004) ENGAGEMENT BY DESIGN</p> <p>VIEW VIDEO UNIVERISTY OF WASHINGTON. (2007 JANAURY 26) <i>Building the Team: Faculty, Staff, and Students working together</i>. [ON-LINE VIDEO]</p> <p><u>ASSESSMENTS: DUE BY Sunday, Feb. 22 at 5:00 PM</u></p> <p>A. <u>HOMWORK THREE</u> . SUBMIT COMPLETED STUDY GUIDE FOR <i>Building a Team: Faculty, Staff and Students Working Together</i>; DIVERSITY STUDY GUIDE; READINGS QUESTIONS. SEE ON-LINE HOMEWORK FOR FURTHER INFORMATION.</p> <p>B. POST MODULE THREE (3) DISCUSSION RESPONSES, EVALUATION OF YOUR PARTICIPATION WILL OCCUR WEEKLY EVERY SUNDAY EVENING AT 5:00 PM.</p>	

Date	Topic
WK 7 & 8 FEB. 22- MARCH 8	Module Four (4): Curriculum <ul style="list-style-type: none"> • GENERAL EDUCATION/LIBERAL ARTS • WORKFORCE EDUCATION AND TRAINING • TRANSFER EDUCATION • COMMUNITY EDUCATION • ADULT EDUCATION

Assignments	
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REQUIRED READINGS

COHEN AND BRAWER (2008)

CHAPTERS 8 – *Vocational Education: Occupational Entry, Change & Development;*

CHAPTER 9 – *Developmental Education: Enhancing Literacy and Basic Skills;*

CHAPTER 10- *Community Education: Extending College Services and Training;*

CHAPTER 11- *Collegiate Function: Transfer and the Liberal Arts.*

READ BEEBE AND WALLERI ON-LINE

VIEW WEBCAST ON-LINE.

READ RUPPERT, S.S. (2003 OCT.) CLOSING THE COLLEGE PARTICIPATION GAP: A NATIONAL SUMMARY. DENVER, CO: EDUCATION COMMISSION OF STATES.

READ SANDER, L. (2008 JUNE 6) FOR WORK FORCE TRAINING: A PLAN TO FIVE COLLEGE CREDIT WHERE IT IS DUE. A. 22, 23. CHRONICLE OF HIGHER EDUCATION.

ASSESSMENTS DUE SUNDAY, **March 8 at 5:00 PM**

A. HOMEWORK FOUR SUBMIT COMPLETED STUDY GUIDE ON *Building Community College/Baccalaureate Connections*. SUBMIT YOUR VISUAL THAT EXPLAINS HOW THE VARIOUS CURRICULUMS COMPARE AND INTERACT WITHIN THE COLLEGE BY TYPE OF TWO-YEAR COLLEGE. VIEW DETAILS ON-LINE.

B. POST MODULE FOUR (4) DISCUSSION RESPONSES, EVALUATION OF YOUR PARTICIPATION WILL OCCUR WEEKLY EVERY SUNDAY EVENING **March 1 and March 8 at 5:00 PM.**

Date	Topic
Wk. 9 & 10 MARCH 8-29 (Spring Break week of March 22-28)	Module Five(5): Organization, Governance and Finance ORGANIZATION AND ADMINISTRATION * TYPES OF STRUCTURE AND CONTROL * LOCAL/INSTITUTIONAL ORGANIZATION AND ADMINISTRATION * STATE-LEVEL ADMINISTRATION * FEDERAL/NATIONAL INTERESTS * PATTERNS OF APPROACHES TO FINANCING * CURRENT OPERATIONS * CAPITAL COSTS * INTER-INSTITUTIONAL COMPARAISONS

Assignments

REQUIRED READINGS

COHEN AND BRAWER (2008)

READ CHAPTER 4 – *Governance and Administration: Managing the Contemporize College.* CHAPTERS 5 – *Finances: Sustaining and Allocating*

ASSESSMENTS **Due Sunday, March 29 at 5:00 PM**

A. HOMEWORK FIVE SUBMIT YOUR WRITTEN HOMEWORK ON-LINE. ADDITIONAL INFORMATION AVAILABLE ON-LINE.

B. POST MODULE FIVE (5) DISCUSSION RESPONSES, EVALUATION OF YOUR PARTICIPATION WILL OCCUR WEEKLY EVERY SUNDAY EVENING AT 5:00 PM MARCH 15TH AND MARCH 29TH.

Date	Topic
WK 11 & 12 MARCH 29- APRIL 12	MODULE SIX (6): Faculty and Instruction INSTRUCTIONAL AND OTHER PROFESSIONAL STAFF * FACULTY 1. CHARACTERISTICS 2. STATUS 3. ATTITUDES 4. PROFESSIONAL FUNCTIONS * ADMINISTRATORS 1. CHARACTERISTICS 2. STATUS 3. ATTITUDES 4. PROFESSIONAL FUNCTIONS * NON-TEACHING PROFESSIONALS 1. CHARACTERISTICS 2. STATUS 3. ATTITUDES * STAFF AND INSTRUCTIONAL DEVELOPMENT 1. THE EMPHASIS 2. STATUS OF PRACTICES AND RESEARCH 3. FOCUS ON STUDENT OR COMMUNITY

Assignments

LAST DAY to WITHDRAW from class is April 10

REQUIRED READINGS

COHEN AND BRAWER (2008):

READ CHAPTERS 3 – *Faculty: Building a Professional Identity* & CHAPTER 6- *Instruction: Methods, Media and Efforts*.

THE COMMUNITY COLLEGE INTERVIEW *Chronicle of Higher Education*. FEB 2006.
[HTTP://CHRONICLE .COM/JOBS/NEWS/2006/02/200602/701c/CAREERS.HTML](http://chronicle.com/jobs/news/2006/02/200602/701c/careers.html)

JENKINS, R. (2008 OCT. 17) WHAT COMMUNITY COLLEGES WANT. CHRONICLE OF HIGHER EDUCATION.

READ ADDITIONAL ON-LINE READINGS.

ASSESSMENTS DUE Sunday, April 12 at 5:00 PM

A. HOMEWORK 6 (A) WRITE UP FACULTY AND INSTRUCTIONAL ANALYSIS.

B. POST MODULE SIX (6) DISCUSSION RESPONSES, EVALUATION OF YOUR PARTICIPATION WILL OCCUR WEEKLY EVERY SUNDAY EVENING AT 5:00 PM.

WEEK 14 Sunday, April 19, Site Visit Paper and PowerPoint Presentation Due

POST IN DROPBOX AND ON DISCUSSION BOARD BY 5:00 PM.

WEEK 15 Sunday, April 26th Synthesis Paper due

POST IN DROPBOX BY 5:00 PM.

WEEK 16, Sunday May 3 Research Paper due

POST IN DROPBOX AND ON DISCUSSION BOARD BY 5:00 PM.

STUDENT ACTIVITIES/INSTRUCTIONAL TECHNIQUES:

1. LECTURE/DISCUSSION
2. SMALL GROUP DISCUSSION AND WORK
3. SITE VISIT TO A TWO-YEAR COLLEGE
4. WRITTEN RESEARCH PAPER AND POWERPOINT PRESENTATION ON VISIT TO A TWO-YEAR COLLEGE
6. READING ASSIGNMENTS WITH STUDY QUESTIONS AND VOCABULARY LIST
7. IN-CLASS DEBATES
8. WEEKLY HOMEWORK ASSIGNMENTS
9. VIEW MULTIMEDIA MATERIALS SUCH AS PUBLISHED POWERPOINT PRESENTATIONS, DIGITAL FILMS, ARCHIVED WEBCASTS AND USE OF INTERNET RESOURCES.

VII. CONCEPTUAL FRAMEWORK PROFICIENCIES

THE UNIVERSITY OF AKRON, COLLEGE OF EDUCATION HAS IDENTIFIED **Educator as Decision Maker** AS THE THEME OF OUR CONCEPTUAL FRAMEWORK, WHICH HAS BEEN DEVELOPED AROUND THE CORE COMPONENTS OF PROFESSIONAL PRACTICE AND SCHOLARSHIP IDENTIFIED IN THE MISSION STATEMENT OF THE COLLEGE: **Knowledge, Technology, Diversity, and Ethics**. THE THEME AND COMPONENTS PROVIDE DIRECTION FOR PROGRAMS, COURSES, TEACHING, CANDIDATE PERFORMANCE, SCHOLARSHIP, SERVICE, AND UNIT ACCOUNTABILITY. IT IS OUR GOAL TO PROVIDE OPPORTUNITIES TO CANDIDATES TO DEVELOP A SOLID FOUNDATION IN THE IDENTIFIED PROFICIENCIES FOR EACH OF THE CORE COMPONENTS THROUGH WELL-PLANNED COURSEWORK. THIS FOUNDATION THEN TRANSFERS INTO KNOWLEDGE-BASED DECISION MAKING AS IT APPLIES TO **Standards Setting Programs, Research and Inquiry, and Outreach**. DESCRIPTIONS OF THE PROFICIENCIES ARE PROVIDED AT

[HTTP://WWW.UAKRON.EDU/COLLEGES/EDUC/COE/CF-PROFICIENCIES.PHP](http://www.uakron.edu/colleges/educ/coe/cf-proficiencies.php)

AS YOU PROGRESS THROUGH YOUR PROGRAM, YOU WILL FIND THE **conceptual framework** ALIGNED WITH COURSE OBJECTIVES. YOU WILL ALSO FIND THE **conceptual framework** THEME AND CORE COMPONENTS REFLECTED THROUGHOUT THE COLLEGE OF EDUCATION. THIS REFLECTS OUR COMMITMENT TO THESE CENTRAL TENETS AND OUR VISION THAT ALL OF OUR GRADUATES WILL BE EFFECTIVE **decision makers** THROUGHOUT THEIR PROFESSIONAL CAREERS.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

FOR FURTHER INFORMATION ABOUT THE UNIVERSITY OF AKRON'S POLICIES REGARDING STUDENT ETHICS AND CONDUCT, PLEASE CONSULT THE FOLLOWING SOURCES:

[HTTP://WWW.UAKRON.EDU/GRADSCH/DOCS/GRADBULLETIN.PDF](http://www.uakron.edu/gradsch/docs/gradbulletin.pdf), THEN SELECT "GENERAL INFORMATION" (ACADEMIC HONESTY); OR

[HTTP://WWW.UAKRON.EDU/STUDENTLIFE/SJA/CODECON.PHP](http://www.uakron.edu/studentlife/sja/codecon.php) (STUDENT CODE OF CONDUCT). ANY STUDENT WHO FEELS SHE/HE MAY NEED AN

ACCOMMODATION BASED ON THE IMPACT OF A DISABILITY PLEASE CONSULT [HTTP://WWW.UAKRON.EDU/ACCESS](http://www.uakron.edu/access) AND THE OFFICE OF ACCESSIBILITY AT (330) 972-7928.

X. BIBLIOGRAPHY

TOWNSEND, B.K. & BRAGG, D (2006) *ASHE reader on community colleges* 3RD ED.
: PEARSON CUSTOM PUBLISHING

- AMERICAN ASSOCIATION OF COMMUNITY COLLEGES (2004) ABOUT COMMUNITY COLLEGES RETRIEVED SEPTEMBER 18, 2004 FROM [HTTP://WWW.AACC.NCHE.EDU/PRINTERTEMPLATE.CFM?SECTION+ABOUTCOMMUNITYCOLLEGES](http://www.aacc.nche.edu/printer-template.cfm?section+aboutcommunitycolleges)
- AMERICAN ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION (2003 NOVEMBER 3) PRINCIPLES OF ETHICAL CONDUCT. RETRIEVED SEPTEMBER 18, 2004 FROM [HTTP://35.8.168.242/ETHICS.HTM](http://35.8.168.242/ethics.htm)
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ATTACHMENT: Conceptual Framework Proficiencies

Candidate proficiencies related to expected knowledge, skills, and professional dispositions have been identified for each of the core components of professional practice.

Core Component: Knowledge

Candidates will . . .

- K1.** demonstrate knowledge of the content necessary for optimum practice and/or research in their respective employment settings (content knowledge).
- K2.** demonstrate an understanding of students' and individuals' cognitive, social, academic, linguistic, physical, and emotional development to explain and present content in multiple ways that facilitate cognitive, academic achievement, linguistic, physical and affective development (pedagogical knowledge).
- K3.** demonstrate knowledge of the interaction of subject matter and effective strategies to make cognitive, academic achievement, linguistic, physical and affective growth attainable for all students and individuals (pedagogical content knowledge).
- K4.** demonstrate an understanding of professional, state and institutional standards, the role of assessment, and the use of formative and summative assessments, and data to facilitate learning and provision of effective professional services.

Core Component: Technology

Candidates will . . .

- T1.** demonstrate an ability to integrate appropriate technology to facilitate learning and development for all students and individuals.
- T2.** demonstrate an ability to use technology for assessment, analysis of data, and research to support and enhance student learning and individual development.

Core Component: Diversity

Candidates will . . .

- D1.** demonstrate knowledge, skills and dispositions necessary to meet the individual needs of students and individuals based on gender, socio-economic status, racial, ethnic, sexual orientation, religion, language and exceptionalities (both disabilities and giftedness).
- D2.** demonstrate dispositions that value fairness and learning for all students and individuals.

Core Component: Ethics

Candidates will . . .

- E1.** demonstrate an ability to collaborate and communicate with other educators, administrators, community members, students and parents to support student learning.
- E2.** demonstrate knowledge of and adherence to the roles and responsibilities of the profession and to respective professional ethics and codes of conduct including the Licensure Code of Professional Conduct for Ohio Educators.
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=520&ContentID=41492&Content=46187>
- E3.** demonstrate ability to reflect on their effectiveness in helping all students or individuals learn and develop to their fullest potential.

GUIDELINES FOR TWO-YEAR COLLEGE VISIT PROJECT

I. Preparation

- A. WRITE OR CALL THE CHIEF EXECUTIVE OF THE INSTITUTION (PRESIDENT, DIRECTOR, PRINCIPAL, OR DEAN), INDICATING YOUR DESIRE TO VISIT. YOUR COMMUNICATION SHOULD COVER SUCH ITEMS AS: THE PURPOSE OF YOUR VISIT; SEVERAL POSSIBLE DATES; HOW LONG YOU PLAN TO BE ON CAMPUS; THOSE THINGS YOU HOPE TO SEE OR DO WHILE THERE; THE PEOPLE YOU WOULD LIKE TO SEE; AND WHETHER OR NOT YOU WILL SUPPLY A COPY OF YOUR REPORT TO THE COLLEGE.

- B. BEFORE ARRIVING, YOU SHOULD ATTEMPT TO OBTAIN AND REVIEW SUCH DOCUMENTS AS:
 - 1. THE CURRENT CATALOG
 - 2. STUDENT HANDBOOK
 - 3. ONE OR MORE ANNUAL REPORTS
 - 4. FACULTY HANDBOOK
 - 5. WEB PAGE(S)

- C. MAKE AN OUTLINE OF YOUR REPORT AND A LIST OF INFORMATION YOU WISH TO OBTAIN.
 - 1. WHILE ON CAMPUS, YOU MAY WISH TO EXAMINE DOCUMENTS TYPICALLY NOT PROVIDED OR DISTRIBUTED WIDELY, SUCH AS THE ANNUAL BUDGET AND THE MOST RECENT ACCREDITATION REPORT (NOTE PROPRIETARY SCHOOLS ARE NOT REQUIRED TO PROVIDE THIS KIND OF INFORMATION AS A PRIVATE BUSINESS).
 - 2. TAKE COPIOUS NOTES AND GATHER AS MUCH INFORMATION (PHYSICAL EVIDENCE) AS POSSIBLE.
 - 3. TAKE DIGITAL PHOTOS WHILE YOU ARE AT THE INSTITUTION AS YOU ARE PERMITTED AND USE THESE IN YOUR POWERPOINT.

II. Writing of the Report

- A. FORMAT OF THE REPORT --
 - 1. 1000-2000 WORDS, TYPED, DOUBLE-SPACED, APPROXIMATELY

- B. ALTHOUGH EACH REPORT WILL BE UNIQUE, CERTAIN ELEMENTS SHOULD BE FOUND IN EACH. THE FOLLOWING IS A BRIEF OUTLINE OF THE ESSENTIALS OF ANY REPORT. IN MANY INSTANCES, YOU WILL FIND PARTS OF THIS ALREADY WRITTEN FOR YOU IN CATALOGS, FACULTY HANDBOOKS, ETC.

C. INCLUDE APPENDICES AS APPROPRIATE(REFERENCE YOUR APPENDICES IN YOUR PAPER). REMEMBER APPENDICES ARE ADDITIONAL INFORMATION, BUT NOT REQUIRED TO UNDERSTAND THE BODY OF THE PAPER.

REPORT OF VISITATION

INTRODUCTION

EXPLAIN THE BASIS FOR YOUR REPORT.

INCLUDE WHO YOUR CONTACT PERSON WAS, WHEN YOU VISITED, HOW LONG YOU STAYED, WHOM YOU TALKED WITH (TITLES OF ADMINISTRATORS, SUBJECT FIELDS OF FACULTY, NUMBERS OF STUDENTS, ETC.), AND THE MATERIALS THAT YOU REVIEWED.

1. HISTORY

THE HISTORY SHOULD BE QUITE BRIEF, PROBABLY NOT MORE THAN TWO DOUBLE-SPACED PAGES. YOU SHOULD BEGIN WITH THE BEGINNING, I.E., THE ESTABLISHMENT OF THE COLLEGE, AND TRACE ITS DEVELOPMENT TO THE PRESENT. INCLUDED SHOULD BE SUCH THINGS AS THE VARIOUS NAMES THE COLLEGE HAS HAD, THE REASONS FOR ITS INITIAL FOUNDING, THE GROWTH IN ENROLLMENTS, ANY MAJOR CHANGES IN FOCUS, ITS PHYSICAL PLANT DEVELOPMENT, ETC.

2. OBJECTIVES

HERE, INDICATE YOUR PERCEPTION OF THE OBJECTIVES FOR THE COLLEGE. IN SOME CASES, THESE MIGHT BE STATED AS PURPOSES RATHER THAN OBJECTIVES. THEN GIVE EXAMPLES OF WHAT THE COLLEGE IS DOING TO ACCOMPLISH THESE PARTICULAR OBJECTIVES OR PURPOSES. COMMENTS REGARDING THE EXTENT TO WHICH EACH OBJECTIVE/PURPOSE IS RELEVANT FOR THE COLLEGE AND THE EXTENT TO WHICH IT IS BEING ACHIEVED MAY BE ADDED.

3. CURRICULA

UNDER CURRICULA LIST THE VARIOUS TRANSFER AND CAREER CURRICULA OFFERED AT THE COLLEGE, HOPEFULLY, ACCOMPANIED BY ENROLLMENT STATISTICS BOTH PART-TIME AND FULL-TIME. THIS WOULD BE A GOOD OPPORTUNITY FOR YOU TO INCLUDE THE MEANS USED BY THE COLLEGE TO ADVISE STUDENTS INTO THE VARIOUS CURRICULA. IF THERE ARE ANY ONE-YEAR PROGRAMS, YOU SHOULD ALSO MENTION THEM. IF THE COLLEGE OFFERS A DEVELOPMENTAL PROGRAM, YOU SHOULD DESCRIBE THE SUCCESS OF THE PROGRAM, INCLUDING A LIST OF THE COURSES OFFERED, THE PROCEDURES FOR STUDENT SELECTION, THE GRADING

SYSTEM, AND THE WAY THE COURSES ARE FITTED WITHIN THE COLLEGE'S ORGANIZATIONAL STRUCTURE. ANY CURRICULUM OR INSTRUCTIONAL PROGRAM THAT YOU FOUND PARTICULARLY INTERESTING OR INNOVATIVE SHOULD BE MENTIONED HERE.

4. GOVERNANCE

UNDER GOVERNANCE, YOU SHOULD INCLUDE INFORMATION REGARDING THE ADMINISTRATIVE STRUCTURE OF THE COLLEGE, THE FUNCTIONS OF THE VARIOUS ADMINISTRATORS, THE BOARD OF TRUSTEES AND ITS COMPOSITION. THIS SECTION WOULD ALSO BE AN APPROPRIATE PLACE TO INCLUDE A DESCRIPTION OF THE PLAN USED FOR GOVERNANCE IN THE COLLEGE, TOGETHER WITH YOUR COMMENTS REGARDING THIS. THIS WOULD ALSO BE AN APPROPRIATE TIME TO SHOW THE DIVISIONAL/DEPARTMENTAL ARRANGEMENT OF THE COLLEGE, INCLUDING THE VARIOUS SUBJECT AREAS THAT ARE INCLUDED IN EACH ORGANIZATIONAL ENTITY.

5. FINANCE

THE FINANCE SECTION OF THE PAPER SHOULD INCLUDE DATA REGARDING THE METHOD BY WHICH THE COLLEGE IS FUNDED. IDEALLY, THIS SHOULD BE BROKEN DOWN INTO OPERATING FUNDS AND CAPITAL FUNDS. ANY STATISTICAL DATA REGARDING THE PERCENTAGE COMING FROM STATE, TUITION, LOCAL SOURCES, FEDERAL, ETC., SHOULD BE INCLUDED. A LISTING OF TUITION AND FEES WOULD BE APPROPRIATE FOR THIS SECTION. YOU SHOULD CONCLUDE THIS SECTION WITH YOUR COMMENTS REGARDING THE FINANCIAL STATUS OF THE COLLEGE.

6. FACULTY

IN THE FACULTY SECTION OF THE REPORT, YOU SHOULD MAKE COMMENTS REGARDING THE NUMBER OF FULL- AND PART-TIME FACULTY MEMBERS, THE EDUCATIONAL LEVEL OF THE FACULTY, AND ANY STATISTICAL DATA THAT MAY BE AVAILABLE REGARDING THE FACULTY, SUCH AS NUMBER OF YEARS OF TEACHING EXPERIENCE, DEGREES, ETC. THIS WOULD BE AN APPROPRIATE PLACE TO COMMENT ON THE INSTITUTION'S POLICY ABOUT THE TYPE OF FACULTY THEY ARE INTERESTED IN EMPLOYING, POLICIES AND PRACTICES ON RECRUITING, THE FACULTY EVALUATION SYSTEM, FACULTY LOAD, FACULTY SALARIES AND FRINGE BENEFITS, ETC. YOU SHOULD ALSO INCLUDE SUMMARIES OF INTERVIEWS WITH FACULTY IN THIS SECTION. AN ITEM OF PARTICULAR IMPORTANCE WOULD BE A DESCRIPTION OF FACULTY ORIENTATION AND IN-SERVICE PROGRAMS.

7. STUDENTS

A LOGICAL WAY OF ORGANIZING THIS SECTION OF THE PAPER WOULD BE TO DESCRIBE THE STUDENTS AT THE INSTITUTION AND TO MAKE SOME COMPARISONS

BETWEEN THE STUDENTS AT THAT SCHOOL AND THE STUDENTS AT OTHER COLLEGES. ANY RECENT TRENDS IN THE NATURE OF THE STUDENT BODY SHOULD BE COMMENTED UPON. THIS WOULD ALSO BE A LOGICAL PLACE FOR YOU TO MAKE COMMENTS REGARDING THE RESULTS OF ANY STUDENT INTERVIEWS YOU MIGHT HAVE CONDUCTED.

8. FACILITIES

UNDER THE FACILITIES SECTION, YOU SHOULD BRIEFLY DESCRIBE THE FACILITIES THAT THE COLLEGE OFFERS AND COMMENT ON THEIR ADEQUACY. INCLUDE, ESPECIALLY, DESCRIPTIONS OF ANY PHYSICAL FACILITY YOU FOUND ESPECIALLY INTERESTING.

9. STATUS IN COMMUNITY COLLEGE MOVEMENT

THIS SECTION SHOULD INCLUDE YOUR OPINIONS REGARDING THE PLACE YOU SEE THIS INSTITUTION HOLDING IN THE COMMUNITY COLLEGE MOVEMENT--PAST, PRESENT, AND, ESPECIALLY, FUTURE--TOUCHING ON BOTH OPPORTUNITIES AND PROBLEMS FACING THE INSTITUTION. THIS CAN BE DONE AS PART OF EACH TOPIC AND THEN PULLED TOGETHER AT THE END OF THE PAPER. THIS PART OF THE PAPER CARRIES THE MOST WEIGHT AND DEMONSTRATES YOUR ABILITY TO APPLY, ANALYZE AND SYNETHIZE WHAT YOU HAVE LEARNED ABOUT THE TWO-YEAR COLLEGE. **You must cite course readings to support your insights.** THIS NEEDS TO DEMONSTRATE YOUR ABILITY TO SYNTHESSES AND ANALYZE.

9. REFERENCES.

PROVIDE A COMPLETE LIST OF REFERENCES CITED IN THE BODY OF YOUR PAPER. PERSONAL COMMUNICATIONS (E.G. PERSONAL INTERVIEW WITH THE DIRECTOR OF ABC INSTITUTE) ARE ONLY CITED IN THE BODY OF THE PAPER AND NOT LISTED IN THE REFERENCES. CITATIONS AND REFERENCES ARE TO ALL BE IN APA FORMAT.

III. The Visit

- A. DO IT
- B. BE ON TIME
- C. BE ORGANIZED
- D. BE PREPARED

IV. After the Visit

- A. SEND "THANK YOU" LETTER(S)
- B. RETURN ANY BORROWED MATERIALS

EVALUATION/STUDENT ASSESSMENT

Requirement/Expectations	Values
RESEARCH PROPOSAL	5 POINTS
PAPER TWO-YEAR COLLEGE VISIT PROJECT	100 POINTS
PUBLISHED POWER POINT PRESENTATION	20 POINTS
COMPARATIVE INSTITUTIONAL WRITE-UP/SYNETHESIS PAPER	40 POINTS
WEEKLY HOMEWORK (20 POINTS PER MODULE)	120 POINTS
PARTICIPATION(3 POINTS PER WEEK)	45 POINTS
RESEARCH PAPER	POINTS
GROUP FACILITATOR ONE MODULE	42 POINTS
Total Possible Points	POINTS
	<u>3</u>
	<u>POINTS</u>
	375 POINTS

Letter Grade	Percentage
A	100-93%
A-(338 POINTS)	92-90%
B+	89-86%
B	85-83%
B- (300 POINTS)	82-80%
C+	79-76%
C	75-73%
C- (263 POINTS)	72-70%
D+	69-66%
D	65-63%
D-	62-60%
F	BELOW 60%

Graduate students are excepted to earn a “B” or better in all their graduate courses. Earning less than a “B” could cause academic probation or dismissal for falling below the required 3.0 GPA for graduate school. See the Graduate Bulletin for more information. Note the last day to drop if you feel you are failing this course (earning less than a “B”).

Discussion Board Weekly Participation Rubric

3 points	2 points	1 point	No points
<p>* PARTICIPANT MADE AT LEAST TWO POSTINGS ON THE DISCUSSION BOARD FOR THE MODULE OF THE WEEK; ONE POSTING OF WHICH WAS A RESPONSE TO THAT OF A CLASSMATE.</p> <p>* PARTICIPANT'S COMMENTS ARE RESPONSIVE TO THE DISCUSSION TREADS POSTED BY THE INSTRUCTOR.</p> <p>* PARTICIPANT MADE SUBSTANTIVE COMMENTS OR QUESTIONS THAT SIGNIFICANTLY ENHANCE THE DISCUSSION AND SERVES TO HELP MOVE THE CONVERSATION FORWARD. THESE INCLUDE FOLLOW-UP QUESTIONS, EXAMPLES, AND NEW PERSPECTIVES.</p> <p>* PARTICIPANT'S COMMENTS PROVIDED EVIDENCE THAT THE PARTICIPANT HAD READ A SUBSTANTIAL</p>	<p>* PARTICIPANT MADE AT LEAST TWO POSTINGS, BUT NONE WERE IN RESPONSE TO THAT OF A CLASSMATE.</p> <p>* PARTICIPANT IS RESPONSIVE TO THE GREATER PART OF THE DISCUSSION THREADS POSTED BY THE INSTRUCTOR.</p> <p>* PARTICIPANT MADE COMMENTS OR ASKED QUESTIONS THAT CONTRIBUTED TO THE DISCUSSION AND HELPED MOVE THE CONVERSATION FORWARD. THESE INCLUDED AT LEAST A FEW EXAMPLES OF FOLLOW-UP QUESTIONS, EXAMPLES, OR NEW PERSPECTIVES.</p> <p>* PARTICIPATION'S COMMENTS PROVIDED EVIDENCE THAT THE PARTICIPANT HAD READ AT LEAST A FEW CLASSMATES POSTINGS.</p> <p>* PARTICIPANT SHOWED SOME EVIDENCE OF HAVING READ, VIEWED, OR</p>	<p>* PARTICIPANT MADE AT LEAST ONE POSTING OF SUBSTANTIVE NATURE.</p> <p>* PARTICIPATION WAS RESPONSIVE TO AT LEAST ONE DISCUSSION THREAD POSTED BY THE INSTRUCTOR.</p> <p>* PARTICIPANT'S COMMENTS PROVIDED EVIDENCE THAT THE PARTICIPANT HAD READ AT LEAST A FEW OF CLASSMATES' POSTINGS OR HAD READ, VIEWED, OR COMPLETED ONE OF THE RELEVANT ASSIGNMENTS.</p> <p>* PARTICIPANT'S POSTINGS WERE CONSTRUCTIVE, AND DIFFERENCES OF OPINION WERE EXPRESSED IN A RESPECTFUL MANNER.</p> <p>* INCOMPLETE OR MISSING END OF MODULE EVALUATIONS</p> <p>* MISSES TWO OR MORE FTF CLASS MEETINGS.</p>	<p>* PARTICIPANT DID NOT MAKE AT LEAST ONE POSTING OF SUBSTANTIVE NATURE.</p> <p>* PARTICIPATION WAS NOT RESPONSIVE TO AT LEAST ONE DISCUSSION THREAD POSTED BY THE INSTRUCTOR.</p> <p>* PARTICIPANT'S COMMENTS PROVIDED NO EVIDENCE THAT THE PARTICIPANT HAD READ AT LEAST A FEW OF CLASSMATES' POSTINGS OR HAD READ, VIEWED, OR COMPLETED ONE OF THE RELEVANT ASSIGNMENTS.</p> <p>* PARTICIPANT'S POSTINGS WERE NOT CONSTRUCTIVE, AND DIFFERENCES OF OPINION WERE EXPRESSED IN A RESPECTFUL MANNER.</p> <p>* THERE WAS NO PARTICIPATION ON THE DISCUSSION BOARD DURING THE TIME INDICATED FOR</p>

<p>NUMBER OF CLASSMATES' POSTINGS. * PARTICIPANT REFERRED TO OR SHOWED EVIDENCE OF HAVING READ, VIEWED, OR COMPLETED THE RELEVANT ASSIGNMENTS. * PARTICIPANT'S POSTINGS ARE CONSTRUCTIVE, AND DIFFERENCES OF OPINION ARE EXPRESSED IN A RESPECTFUL MANNER. * SUBMITS COMPLETED END OF MODULE EVALUATIONS * FULLY PARTICIPATES IN FTF CLASS ACTIVITIES AND DISCUSSIONS</p>	<p>COMPLETED THE RELEVANT ASSIGNMENTS. * PARTICIPANT'S POSTINGS WERE CONSTRUCTIVE, AND DIFFERENCES OF OPINION WERE EXPRESSED IN A RESPECTFUL MANNER. * WEEKLY MODULE EVALUATIONS ARE NOT COMPLETE OR LATE * MISSES ONE OR MORE FTF CLASS MEETINGS.</p>		<p>DISCUSSION FOR THAT UNIT. * NO MODULE EVALUATION. * MISSES THREE OR MORE FTF CLASS MEETINGS</p>
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ADAPTIVE FROM: KO, S. & ROSSEN, S. (2005) *Teaching Online: A Practical Guide*. 2ND EDITION. BOSTON, MA: HOUGHTON MIFFLIN CO. PP. 130-131

PowerPoint Report on Two-Year College Visit Evaluation Form

NAME _____

	4	2	0
INTRODUCTION (TELL'EM WHERE YOU ARE GOING)	SHORT AND COMPLETE	INTRODUCTION (TELL'EM WHERE YOU ARE GOING) : EITHER NOT SHORT OR INCOMPLETE	INTRODUCTION (TELL'EM WHERE YOU ARE GOING) :TOO LONG AND INCOMPLETE
BODY(TELL'EM)	PRESENTATION ADDRESSED ALL OF THE FOLLOWING: PRESENTED A CLEAR STRUCTURE MADE IT EASY TO FOLLOW PROGRESSION OF IDEAS DEFINED TERMS GAVE RELEVANT EXAMPLES; SHOWED RELEVANT WEBSITES SELECTED PERTINENT DATA PROVIDED SMOOTH TRANSITIONS COVERED REQUIRED TOPICS	PRESENTATION LACKED ONE OF THE FOLLOWING: PRESENTED A CLEAR STRUCTURE MADE IT EASY TO FOLLOW PROGRESSION OF IDEAS DEFINED TERMS GAVE RELEVANT EXAMPLES; SHOWED RELEVANT WEBSITES SELECTED PERTINENT DATA PROVIDED SMOOTH TRANSITIONS COVERED REQUIRED TOPICS	PRESENTATION LACKS ONE OR MORE OF THE FOLLOWING: PRESENTED A CLEAR STRUCTURE MADE IT EASY TO FOLLOW PROGRESSION OF IDEAS DEFINED TERMS GAVE RELEVANT EXAMPLES; SHOWED RELEVANT WEBSITES SELECTED PERTINENT DATA PROVIDED SMOOTH TRANSITIONS COVERED REQUIRED TOPICS
CONCLUSIONS (SUMMARIZE WHAT YOU TOLD'EM)	SUMMARIZED MAIN POINTS; HAD A SUMMARY	MISSED A CRITICAL KEY POINT OR DID NOT HAVE A SUMMARY	DID NOT HAVE A SUMMARY
DELIVERY	INCLUDED ALL OF THE FOLLOWING IN THE DELIVERY OF A PRESENTATION: CLEAR VOICE, COULD BE HEARD; DEMONSTRATED VOCAL CLARITY; USED CLEAR DICTION; APPEARED ORGANIZED AND IN CONTROL; NOT RUSHED	EXCLUDED ONE OF THE FOLLOWING IN THE DELIVERY OF THE PRESENTATION: CLEAR VOICE, COULD BE HEARD; DEMONSTRATED VOCAL CLARITY; USED CLEAR DICTION; APPEARED ORGANIZED AND IN CONTROL; NOT RUSHED	EXCLUDES TWO OR MORE OF THE FOLLOWING IN THE DELIVERY OF THE PRESENTATION: Clear voice, could be heard; Demonstrated vocal clarity; Used clear diction; Appeared organized and in control; Not rushed
MANAGEMENT OF VISUAL	INCLUDED ALL OF THE FOLLOWING IN PRESENTATION:	EXCLUDED ONE OF THE FOLLOWING IN PRESENTATION:	EXCLUDED TWO OR MORE OF THE FOLLOWING OR DID

	USED A VISUAL EFFECTIVELY; HANDLED VISUAL ADEPTLY; REFLECTED SIMPLICITY AND WERE LEGIBLE;	USED A VISUAL EFFECTIVELY; HANDLED VISUAL ADEPTLY; REFLECTED SIMPLICITY AND WERE LEGIBLE	NOT INCLUDE VISUAL AIDS: USED A VISUAL EFFECTIVELY; HANDLED VISUAL ADEPTLY; REFLECTED SIMPLICITY AND WERE LEGIBLE;
	-2	-1	0
COURTESY FACTORS	DID NOT POST PAPER ON SPRINGBOARD DISCUSSION BOARD ON-TIME AND DID NOT KEEP WITHIN TIME FRAME ASSIGNED TO PRESENTATION	DID NOT POST PAPER ON SPRINGBOARD DISCUSSION BOARD ON-TIME OR DID NOT KEEP WITHIN TIME FRAME ASSIGNED TO PRESENTATION.	POSTED PAPER ON THE SPRINGBOARD DISCUSSION BOARD ON-TIME AND AS INSTRUCTED SO PEERS COULD DOWNLOAD AND REVIEW AHEAD OF TIME; KEPT WITHIN TIME FRAME ASSIGNED TO PRESENTATION.
NARRATED POWER POINT	DID NOT SUBMIT AS A PROFESSIONAL POWER POINT ON-LINE; ORAL PRESENTATION AND AT LEAST 15 SLIDES. MISSING SEPARATE SLIDE FOR LIST OF REFERENCES. MISSING PHOTOS OF SCHOOL AND RELATED POINTS OF INTEREST. MISSING APPROPRIATE DIAGRAMS FOR INFORMATION.	POSTED POWER POINT; MISSING SEPARATE SLIDE FOR LIST OF REFERENCES. MISSING PHOTOS OF SCHOOL AND RELATED POINTS OF INTEREST. MISSING APPROPRIATE DIAGRAMS FOR INFORMATION.	POSTED PUBLISHED POWER POINT ON SPRINGBOARD DISCUSSION BOARD UNDER TWO-YEAR COLLEGE VISIT PROJECT; ORAL PRESENTATION AND AT LEAST 15 SLIDES. SEPARATE SLIDE FOR LIST OF REFERENCES. INCLUDES PHOTOS OF SCHOOL AND RELATED POINTS OF INTEREST. INCLUDES APPROPRIATE DIAGRAMS FOR INFORMATION.

TOTAL POINTS = 20

NAME _____

**Synthesis and Evaluation (a comparative/evaluation)
of Two-Year College Visit Projects
Written Report Evaluation Form**

	POINTS
<hr/>	
Format	
NOT 3+ PAGES TYPED, SINGLE-SPACE	
-1	
DID NOT USE A TABLE FORMAT FOR THE MAIN COMPARISON	
-1	
<hr/>	
Content criteria	
COMPARATIVE HISTORY OF ORGANIZATIONS/PROGRAMS	
2	
COMPARATIVE OBJECTIVES OF ORGANIZATIONS/PROGRAMS	
2	
COMPARATIVE CURRICULUM(S) OF ORGANIZATIONS/PROGRAMS	
2	
COMPARATIVE GOVERNANCE OF ORGANIZATIONS/PROGRAMS	
2	
COMPARATIVE FINANCE OF ORGANIZATIONS/PROGRAMS	
2	
COMPARATIVE FACULTY OR ORGANIZATIONS/PROGRAMS	
2	
COMPARATIVE STUDENTS OF ORGANIZATIONS/PROGRAMS	
2	
COMPARATIVE FACILITIES/TECHNOLOGIES OF ORGANIZATIONS/PROGRAMS	
2	
Comparison with class readings/learning' via discussion	
4	
<hr/>	
Writing Criteria	
NOT POSTED IN DROP BOX CORRECTLY AND IN PROFESSIONALLY READABLE FORMAT	
-1	
DOES NOT USE CORRECT GRAMMAR, SPELLING & PUNCTUATION	
-1	

DOES NOT EXPRESSES IDEAS CLEARLY AND SUCCINCTLY

-1

DOES NOT USE TABLE/CHARTS EFFECTIVELY TO SUMMARIZE AND ORGANIZE
INFORMATION -1

DOES NOT CITE REFERENCE MATERIALS CORRECTLY USING APA

-1

TOTAL 20 x 2 = 40

EARNED _____ x 2 =

NAME _____

**Report of Two-Year College Visit Project
Written Report Evaluation Form**

TOTAL 100 POINTS (NOTE OVER ALL SCORE IS WEIGHTED X4)

GRADE: _____

COMMENTS:

Section of Report	2	1	0
INTRODUCTION	EXPLAIN THE BASIS OF YOUR REPORT, SUCH AS WHO YOUR CONTACT PERSON(S) WAS/WERE, WHEN YOU DID YOUR TWO-YEAR COLLEGE VISIT, HOW LONG YOU SPOKE WITH YOUR CONTACTS, WHOM YOU TALKED WITH (TITLES OF ADMINISTRATORS, SUBJECT AREAS OF FACULTY, NUMBER OF STUDENTS, ETC.), AND THE MATERIALS WHICH YOU REVIEWED.	ONE TO THE FOLLOWING IS MISSING OR INACCURATE; EXPLAIN THE BASIS OF YOUR REPORT, SUCH AS WHO YOUR CONTACT PERSON(S) WAS/WERE, WHEN YOU DID YOUR TWO-YEAR COLLEGE VISIT, HOW LONG YOU SPOKE WITH YOUR CONTACTS, WHOM YOU TALKED WITH (TITLES OF ADMINISTRATORS, SUBJECT AREAS OF FACULTY, NUMBER OF STUDENTS, ETC.), AND THE MATERIALS WHICH YOU REVIEWED.	TWO OR MORE OF THE FOLLOWING ARE MISSING OR INACCURATE; EXPLAIN THE BASIS OF YOUR REPORT, SUCH AS WHO YOUR CONTACT PERSON(S) WAS/WERE, WHEN YOU DID YOUR TWO-YEAR COLLEGE VISIT, HOW LONG YOU SPOKE WITH YOUR CONTACTS, WHOM YOU TALKED WITH (TITLES OF ADMINISTRATORS, SUBJECT AREAS OF

			FACULTY, NUMBER OF STUDENTS, ETC.), AND THE MATERIALS WHICH YOU REVIEWED.
SECTION OF REPORT	2	1	0
HISTORY	ALL OF THE FOLLOWING ARE PRESENT AND ACCURATE; BRIEF, PROBABLY NOT MORE THAN ONE DOUBLE-SPACED PAGE; BEGINNING, I.E., THE ESTABLISHMENT OF THE PROGRAM/SCHOOL, AND TRACE ITS DEVELOPMENT TO THE PRESENT. INCLUDED SHOULD BE SUCH THINGS AS THE VARIOUS NAMES THE PROGRAMS/ORGANIZATION HAS HAD, THE REASONS FOR ITS INITIAL FOUNDING, THE GROWTH IN ENROLLMENTS, ANY MAJOR CHANGES IN FOCUS, ITS PHYSICAL PLANT DEVELOPMENT, DEVELOPMENT IN THE USE OF INSTRUCTIONAL TECHNOLOGIES, ETC.	ONE OF THE FOLLOWING ARE NOT PRESENT OR IS INACCURATE; BRIEF, PROBABLY NOT MORE THAN ONE DOUBLE-SPACED PAGE; BEGINNING, I.E., THE ESTABLISHMENT OF THE PROGRAM/SCHOOL, AND TRACE ITS DEVELOPMENT TO THE PRESENT. INCLUDED SHOULD BE SUCH THINGS AS THE VARIOUS NAMES THE PROGRAMS/ORGANIZATION HAS HAD, THE REASONS FOR ITS INITIAL FOUNDING, THE GROWTH IN ENROLLMENTS, ANY MAJOR CHANGES IN FOCUS, ITS PHYSICAL PLANT DEVELOPMENT, DEVELOPMENT IN THE USE OF INSTRUCTIONAL TECHNOLOGIES, ETC.	TWO OR MORE OF THE FOLLOWING ARE NOT PRESENT OR ACCURATE; BRIEF, PROBABLY NOT MORE THAN ONE DOUBLE-SPACED PAGE; BEGINNING, I.E., THE ESTABLISHMENT OF THE PROGRAM/SCHOOL, AND TRACE ITS DEVELOPMENT TO THE PRESENT. INCLUDED SHOULD BE SUCH THINGS AS THE VARIOUS NAMES THE PROGRAMS/ORGANIZATION HAS HAD, THE REASONS FOR ITS INITIAL FOUNDING, THE GROWTH IN ENROLLMENTS, ANY MAJOR CHANGES IN FOCUS, ITS PHYSICAL PLANT DEVELOPMENT,

			DEVELOPMENT IN THE USE OF INSTRUCTIONAL TECHNOLOGIES, ETC.
OBJECTIVES/PURPOSE/MISSION	ALL OF THE FOLLOWING ARE PRESENT AND ACCURATE: INDICATE ONES PERCEPTION OF THE OBJECTIVES FOR THE PROGRAM/ORGANIZATION. IN SOME CASES, THERE MIGHT BE STATED AS PURPOSES RATHER THAN OBJECTIVES. THEN GIVE EXAMPLES OF WHAT THE PROGRAM/ORGANIZATION IS DOING TO ACCOMPLISH THESE PARTICULAR OBJECTIVES OR PURPOSES. COMMENTS, ALSO, REGARDING ONES SCHOLARLY OPINION ON THE EXTENT TO WHICH EACH OBJECTIVE/PURPOSE IS RELEVANT FOR THE PROGRAM/ORGANIZATION AND ONES SCHOLARLY OPTION OF THE EXTENT TO WHICH IT IS BEING ACHIEVED. SUPPORTS WHAT IS SAID WITH APPROPRIATE CITATIONS.	ALL OF THE FOLLOWING ARE PRESENT AND /OR ACCURATE EXCEPT ONE: INDICATE ONES PERCEPTION OF THE OBJECTIVES FOR THE PROGRAM/ORGANIZATION. IN SOME CASES, THERE MIGHT BE STATED AS PURPOSES RATHER THAN OBJECTIVES. THEN GIVE EXAMPLES OF WHAT THE PROGRAM/ORGANIZATION IS DOING TO ACCOMPLISH THESE PARTICULAR OBJECTIVES OR PURPOSES. COMMENTS, ALSO, REGARDING ONES SCHOLARLY OPINION ON THE EXTENT TO WHICH EACH OBJECTIVE/PURPOSE IS RELEVANT FOR THE PROGRAM/ORGANIZATION AND ONES SCHOLARLY OPTION OF THE EXTENT TO WHICH IT IS BEING ACHIEVED. SUPPORTS WHAT IS SAID WITH APPROPRIATE CITATIONS.	TWO OR MORE OF THE FOLLOWING ARE NOT PRESENT AND/OR ACCURATE: INDICATE ONES PERCEPTION OF THE OBJECTIVES FOR THE PROGRAM/ORGANIZATION. IN SOME CASES, THERE MIGHT BE STATED AS PURPOSES RATHER THAN OBJECTIVES. THEN GIVE EXAMPLES OF WHAT THE PROGRAM/ORGANIZATION IS DOING TO ACCOMPLISH THESE PARTICULAR OBJECTIVES OR PURPOSES. COMMENTS, ALSO, REGARDING ONES SCHOLARLY OPINION ON THE EXTENT TO WHICH EACH OBJECTIVE/PURPOSE IS RELEVANT FOR THE PROGRAM/ORGANIZATION AND ONES SCHOLARLY OPTION OF THE EXTENT TO

			WHICH IT IS BEING ACHIEVED. SUPPORTS WHAT IS SAID WITH APPROPRIATE CITATIONS.
CURRICULA— SERVICES	INCLUDES ALL OF THE FOLLOWING INFORMATION AND IT IS ALL ACCURATE: LIST THE VARIOUS CURRICULA OFFERED AT THE SCHOOL/INSTITUTION, HOPEFULLY, ACCOMPANIED BY ENROLLMENT STATISTICS BOTH PART-TIME AND FULL-TIME. INCLUDES THE MEANS USED BY PROGRAM/ORGANIZATION TO ADVISE STUDENTS INTO VARIOUS PROGRAMS. LIST PROGRAM OFFERINGS. ANY CURRICULUM OR INSTRUCTIONAL PROGRAM, WHICH YOU FOUND PARTICULARLY INTERESTING OR INNOVATIVE, SHOULD BE MENTIONED HERE.	INCLUDES ALL OF THE FOLLOWING INFORMATION AND IT IS ALL ACCURATE BUT ONE: LIST THE VARIOUS CURRICULA OFFERED AT THE SCHOOL/INSTITUTION, HOPEFULLY, ACCOMPANIED BY ENROLLMENT STATISTICS BOTH PART-TIME AND FULL-TIME. INCLUDES THE MEANS USED BY PROGRAM/ORGANIZATION TO ADVISE STUDENTS INTO VARIOUS PROGRAMS. LIST PROGRAM OFFERINGS. ANY CURRICULUM OR INSTRUCTIONAL PROGRAM, WHICH YOU FOUND PARTICULARLY INTERESTING OR INNOVATIVE, SHOULD BE MENTIONED HERE.	EXCLUDES TWO OR MORE OF THE FOLLOWING INFORMATION AND IT IS NOT ALL ACCURATE: LIST THE VARIOUS CURRICULA OFFERED AT THE SCHOOL/INSTITUTION, HOPEFULLY, ACCOMPANIED BY ENROLLMENT STATISTICS BOTH PART-TIME AND FULL-TIME. INCLUDES THE MEANS USED BY PROGRAM/ORGANIZATION TO ADVISE STUDENTS INTO VARIOUS PROGRAMS. LIST PROGRAM OFFERINGS. ANY CURRICULUM OR INSTRUCTIONAL PROGRAM, WHICH YOU FOUND PARTICULARLY INTERESTING OR INNOVATIVE, SHOULD BE MENTIONED HERE.

GOVERNANCE	<p>INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE: INCLUDE INFORMATION REGARDING THE ADMINISTRATION STRUCTURE OF THE PROGRAM/ORGANIZATION, THE FUNCTIONS OF THE VARIOUS ADMINISTRATORS, THE BOARD OF TRUSTEE AND ITS COMPOSITION. INCLUDE A DESCRIPTION OF THE PLAN USED FOR GOVERNANCE IN THE PROGRAM/ORGANIZATION, TOGETHER WITH YOUR COMMENTS REGARDING THIS. CITE SCHOLARLY SOURCES TO SUPPORT YOUR STATEMENTS.</p>	<p>INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE, BUT ONE: INCLUDE INFORMATION REGARDING THE ADMINISTRATION STRUCTURE OF THE PROGRAM/ORGANIZATION, THE FUNCTIONS OF THE VARIOUS ADMINISTRATORS, THE BOARD OF TRUSTEE AND ITS COMPOSITION. INCLUDE A DESCRIPTION OF THE PLAN USED FOR GOVERNANCE IN THE PROGRAM/ORGANIZATION, TOGETHER WITH YOUR COMMENTS REGARDING THIS. CITE SCHOLARLY SOURCES TO SUPPORT YOUR STATEMENTS.</p>	<p>EXCLUDES TWO OR MORE OF THE FOLLOWING AND NOT ALL OF THE FOLLOWING ARE ACCURATE: INCLUDE INFORMATION REGARDING THE ADMINISTRATION STRUCTURE OF THE PROGRAM/ORGANIZATION, THE FUNCTIONS OF THE VARIOUS ADMINISTRATORS, THE BOARD OF TRUSTEE AND ITS COMPOSITION. INCLUDE A DESCRIPTION OF THE PLAN USED FOR GOVERNANCE IN THE PROGRAM/ORGANIZATION, TOGETHER WITH YOUR COMMENTS REGARDING THIS. CITE SCHOLARLY SOURCES TO SUPPORT YOUR STATEMENTS.</p>
FINANCE	<p>INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE: INCLUDE DATA REGARDING THE METHOD BY WHICH THE PROGRAM/ORGANIZATION</p>	<p>INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE, BUT ONE: INCLUDE DATA REGARDING THE METHOD BY WHICH THE PROGRAM/</p>	<p>EXCLUDES TWO OR MORE OF THE FOLLOWING AND NOT ALL OF THE FOLLOWING ARE ACCURATE:</p>

	<p>IS FUNDED. INCLUDE OPERATING FUNDS AND CAPITAL FUNDS. INCLUDE STATISTICAL DATA REGARDING THE PERCENTAGE COMING FROM THE STATE, TUITION, LOCAL SOURCES, FEDERAL, ETC. LIST OF TUITION AND FEES. INCLUDE THIS SECTION WITH YOUR COMMENTS REGARDING THE FINANCIAL STATUS OF THE PROGRAM/ORGANIZATION. EXPLAIN DATA IN YOU WRITE-UP, PLACE TABLES IN APPENDIX. NOTE PRIVATE AND FOR-PROFIT ORGANIZATIONS MAY NOT PROVIDE FULL-DETAILS FOR THIS SECTION. SUPPORT YOUR COMMENTS WITH SCHOLARLY CITATIONS.</p>	<p>ORGANIZATION IS FUNDED. INCLUDE OPERATING FUNDS AND CAPITAL FUNDS. INCLUDE STATISTICAL DATA REGARDING THE PERCENTAGE COMING FROM THE STATE, TUITION, LOCAL SOURCES, FEDERAL, ETC. LIST OF TUITION AND FEES. INCLUDE THIS SECTION WITH YOUR COMMENTS REGARDING THE FINANCIAL STATUS OF THE PROGRAM/ORGANIZATION. EXPLAIN DATA IN YOU WRITE-UP, PLACE TABLES IN APPENDIX. SUPPORT YOUR COMMENTS WITH SCHOLARLY CITATIONS.</p>	<p>INCLUDE DATA REGARDING THE METHOD BY WHICH THE PROGRAM/ORGANIZATION IS FUNDED. INCLUDE OPERATING FUNDS AND CAPITAL FUNDS. INCLUDE STATISTICAL DATA REGARDING THE PERCENTAGE COMING FROM THE STATE, TUITION, LOCAL SOURCES, FEDERAL, ETC. LIST OF TUITION AND FEES. INCLUDE THIS SECTION WITH YOUR COMMENTS REGARDING THE FINANCIAL STATUS OF THE PROGRAM/ ORGANIZATION. EXPLAIN DATA IN YOU WRITE-UP, PLACE TABLES IN APPENDIX. SUPPORT YOUR COMMENTS WITH SCHOLARLY CITATIONS.</p>
FACULTY/STAFF	<p>INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE: INCLUDE COMMENTS REGARDING THE NUMBER OF FULL-TIME AND PART-TIME FACULTY/STAFF</p>	<p>INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE, BUT ONE: INCLUDE COMMENTS REGARDING THE NUMBER OF FULL-TIME AND PART-</p>	<p>EXCLUDES TWO OR MORE OF THE FOLLOWING AND NOT ALL OF THE FOLLOWING ARE ACCURATE: INCLUDE</p>

	<p>MEMBERS, THE EDUCATIONAL LEVEL OF THE FACULTY/STAFF, AND ANY STATISTICAL DATA THAT MAY BE AVAILABLE REGARDING THE FACULTY, STAFF SUCH AS THE NUMBER OF YEARS OF EXPERIENCE, DEGREES, ETC. INCLUDE THE INSTITUTION'S POLICY ABOUT THE TYPE OF FACULTY/STAFF SALARIES AND FRINGE BENEFITS, ETC. INCLUDE SUMMARIES OF INTERVIEWS WITH FACULTY IN THIS SECTION, IF YOU CAN GET THEM.</p>	<p>TIME FACULTY/STAFF MEMBERS, THE EDUCATIONAL LEVEL OF THE FACULTY/STAFF, AND ANY STATISTICAL DATA THAT MAY BE AVAILABLE REGARDING THE FACULTY, STAFF SUCH AS THE NUMBER OF YEARS OF EXPERIENCE, DEGREES, ETC. INCLUDE THE INSTITUTION'S POLICY ABOUT THE TYPE OF FACULTY/STAFF SALARIES AND FRINGE BENEFITS, ETC. INCLUDE SUMMARIES OF INTERVIEWS WITH FACULTY IN THIS SECTION, IF YOU CAN GET THEM.</p>	<p>COMMENTS REGARDING THE NUMBER OF FULL-TIME AND PART-TIME FACULTY/STAFF MEMBERS, THE EDUCATIONAL LEVEL OF THE FACULTY/STAFF, AND ANY STATISTICAL DATA THAT MAY BE AVAILABLE REGARDING THE FACULTY, STAFF SUCH AS THE NUMBER OF YEARS OF EXPERIENCE, DEGREES, ETC. INCLUDE THE INSTITUTION'S POLICY ABOUT THE TYPE OF FACULTY/STAFF SALARIES AND FRINGE BENEFITS, ETC. INCLUDE SUMMARIES OF INTERVIEWS WITH FACULTY IN THIS SECTION, IF YOU CAN GET THEM.</p>
<p>LEARNERS</p>	<p>INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE: DESCRIBE THE LEARNERS AT THE PROGRAM/ORGANIZATION AND TO MAKE SOME COMPARISONS BETWEEN LEARNERS AT THE PROGRAM/ORGANIZATION AND LIKE PROGRAMS AND ORGANIZATIONS. ANY</p>	<p>INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE, BUT ONE: DESCRIBE THE LEARNERS AT THE PROGRAM/ORGANIZATION AND TO MAKE SOME COMPARISONS BETWEEN LEARNERS AT THE PROGRAM/ORGANIZATION AND LIKE</p>	<p>EXCLUDES TWO OR MORE OF THE FOLLOWING AND NOT ALL OF THE FOLLOWING ARE ACCURATE: DESCRIBE THE LEARNERS AT THE PROGRAM/ORGANIZATION AND TO MAKE SOME</p>

	RECENT TRENDS IN THE NATURE OF THE STUDENT BODY SHOULD BE COMMENTS REGARDING THE RESULTS OF ANY STUDENT INTERVIEWS YOU MIGHT HAVE CONDUCTED.	PROGRAMS AND ORGANIZATIONS. ANY RECENT TRENDS IN THE NATURE OF THE STUDENT BODY SHOULD BE COMMENTS REGARDING THE RESULTS OF ANY STUDENT INTERVIEWS YOU MIGHT HAVE CONDUCTED.	COMPARISONS BETWEEN LEARNERS AT THE PROGRAM/ORGANIZATION AND LIKE PROGRAMS AND ORGANIZATIONS. ANY RECENT TRENDS IN THE NATURE OF THE STUDENT BODY SHOULD BE COMMENTS REGARDING THE RESULTS OF ANY STUDENT INTERVIEWS YOU MIGHT HAVE CONDUCTED.
FACILITIES/TECHNOLOGIES	INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE: DESCRIBE THE FACULTIES/TECHNOLOGIES THAT THE PROGRAM/ORGANIZATION OFFERS AND YOUR OPINION REGARDING THEIR ADEQUACY. INCLUDE, ESPECIALLY, DESCRIPTIONS OF ANY PHYSICAL FACILITY/TECHNOLOGY USAGE YOU FOUND TO BE ESPECIALLY INTERESTING.	INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE, BUT ONE: DESCRIBE THE FACULTIES/TECHNOLOGIES THAT THE PROGRAM/ORGANIZATION OFFERS AND YOUR OPINION REGARDING THEIR ADEQUACY. INCLUDE, ESPECIALLY, DESCRIPTIONS OF ANY PHYSICAL FACILITY/TECHNOLOGY USAGE YOU FOUND TO BE ESPECIALLY INTERESTING.	EXCLUDES TWO OR MORE OF THE FOLLOWING AND NOT ALL OF THE FOLLOWING ARE ACCURATE: DESCRIBE THE FACULTIES/TECHNOLOGIES THAT THE PROGRAM/ORGANIZATION OFFERS AND YOUR OPINION REGARDING THEIR ADEQUACY. INCLUDE, ESPECIALLY, DESCRIPTIONS OF ANY PHYSICAL FACILITY/TECHNOLOGY USAGE YOU FOUND TO BE

			ESPECIALLY INTERESTING.
SCHOLARSHIP CONTENT WEIGHTED X2	<p>INCLUDE ALL OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE: SCHOLARLY CRITIQUE OF THIS DISTANCE LEARNING PROGRAM/ORGANIZATION</p> <p>THIS SECTION SHOULD INCLUDE YOUR SCHOLARLY INSIGHTS INTO EACH OF THE AREA DISCUSSED ABOVE (HISTORY, OBJECTIVE/PURPOSE, CURRICULAR/SERVICES, FACULTY/STAFF, LEARNERS, FACILITIES/TECHNOLOGIES). YOU MAY DO THIS IN A SEPARATE SECTION OR INCORPORATE YOUR SCHOLARLY CRITIQUE WITHIN EACH OF THE ABOVE SECTIONS. BE SURE TO CITE THE REQUIRED TEXT (COHEN AND BRAWER, 2004; TOWNSEND, B.K. & BRAGG, D ,2006; WITT, A.A.; WATTENBARGER, J.L.; GOLLATTSHECK, J.F. & SUPPIGER, J.E. ,1999). AND AT LEAST 5 SCHOLARLY JOURNAL ARTICLES ON THE TWO-YEAR COLLEGE (ONE ARTICLE MUST BE FROM THE <i>Community College Journal</i>). NOTE THAT THIS PART OF THE PAPER CARRIES THE MOST WORTH. YOUR PAPER SHOULD BE MUCH MORE THAN DESCRIBING WHAT YOU LEARNED</p>	<p>EXCLUDES ONE OF THE FOLLOWING AND ALL OF THE FOLLOWING ARE ACCURATE, BUT ONE:</p> <p>THIS SECTION SHOULD INCLUDE YOUR SCHOLARLY INSIGHTS INTO EACH OF THE AREA DISCUSSED ABOVE (HISTORY, OBJECTIVE/PURPOSE, CURRICULAR/SERVICES, FACULTY/STAFF, LEARNERS, FACILITIES/TECHNOLOGIES). YOU MAY DO THIS IN A SEPARATE SECTION OR INCORPORATE YOUR SCHOLARLY CRITIQUE WITHIN EACH OF THE ABOVE SECTIONS. BE SURE TO CITE THE REQUIRED TEXT (COHEN AND BRAWER, 2004; TOWNSEND, B.K. & BRAGG, D ,2006; WITT, A.A.; WATTENBARGER, J.L.; GOLLATTSCHECK, J.F. & SUPPIGER, J.E. ,1999). AND AT LEAST 5 SCHOLARLY JOURNAL ARTICLES ON THE TWO-YEAR COLLEGE (ONE ARTICLE MUST BE FROM THE <i>Community College Journal</i>). NOTE THAT THIS PART OF</p>	<p>EXCLUDES TWO OR MORE OF THE FOLLOWING AND NOT ALL OF THE FOLLOWING ARE ACCURATE:</p> <p>THIS SECTION SHOULD INCLUDE YOUR SCHOLARLY INSIGHTS INTO EACH OF THE AREA DISCUSSED ABOVE (HISTORY, OBJECTIVE/PURPOSE, CURRICULAR/SERVICES, FACULTY/STAFF, LEARNERS, FACILITIES/TECHNOLOGIES). YOU MAY DO THIS IN A SEPARATE SECTION OR INCORPORATE YOUR SCHOLARLY CRITIQUE WITHIN EACH OF THE ABOVE SECTIONS. BE SURE TO CITE THE REQUIRED TEXT (COHEN AND BRAWER, 2004; TOWNSEND, B.K. & BRAGG, D ,2006; WITT, A.A.; WATTENBARGER, J.L.; GOLLATTSCHECK,</p>

	<p>ABOUT TWO-YEAR COLLEGE, IT SHOULD CRITICALLY ANALYZE THIS PROGRAM OR ORGANIZATION WITHIN WHAT WE HAVE LEARNED IN AND OUT OF CLASS THROUGH OUR DISCUSSIONS, READINGS, LITERATURE SEARCH, ETC. BASED ON YOUR EXPERIENCE AND LEARNING, PROVIDE A SCHOLARLY PERSPECTIVE ON THE FUTURE OF THIS PROGRAM AND ORGANIZATION.</p>	<p>THE PAPER CARRIES THE MOST WORTH. YOUR PAPER SHOULD BE MUCH MORE THAN DESCRIBING WHAT YOU LEARNED ABOUT THE TWO-YEAR COLLEGE, IT SHOULD CRITICALLY ANALYZE THIS PROGRAM OR ORGANIZATION WITHIN WHAT WE HAVE LEARNED IN AND OUT OF CLASS THROUGH OUR DISCUSSIONS, READINGS, LITERATURE SEARCH, ETC. BASED ON YOUR EXPERIENCE AND LEARNING, PROVIDE A SCHOLARLY PERSPECTIVE ON THE FUTURE OF THIS PROGRAM AND ORGANIZATION.</p>	<p>J.F. & SUPPGER, J.E. , 1999). AND AT LEAST 5 SCHOLARLY JOURNAL ARTICLES ON THE TWO-YEAR COLLEGE (ONE ARTICLE MUST BE FROM THE (<i>Community College Journal</i>). NOTE THAT THIS PART OF THE PAPER CARRIES THE MOST WORTH. YOUR PAPER SHOULD BE MUCH MORE THAN DESCRIBING WHAT YOU LEARNED ABOUT THE TWO-YEAR COLLEGE, IT SHOULD CRITICALLY ANALYZE THIS PROGRAM OR ORGANIZATION WITHIN WHAT WE HAVE LEARNED IN AND OUT OF CLASS THROUGH OUR DISCUSSIONS, READINGS, LITERATURE SEARCH, ETC. BASED ON YOUR EXPERIENCE AND LEARNING, PROVIDE A SCHOLARLY PERSPECTIVE ON THE FUTURE OF THIS PROGRAM AND</p>
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			ORGANIZATION.
SCHOLARSHIP THINKING WEIGHTED X2	PAPER SHOW STUDENT'S ABILITIES AS A GRADUATE SCHOLAR BY MEETING ALL OF THE FOLLOWING CRITERIA: SYNTHESIZES IDEAS FROM A VARIETY OF SOURCES; DEMONSTRATE INSIGHT; INCORPORATES REQUIRED COURSE READINGS, TEXTS AND MATERIALS; INTEGRATED THEORY; SUPPORTS POINTS WITH EXAMPLES; SHOWS A GRASP OF MAJOR CONCEPTS; DEFINES TERMS AND CONCEPTS; PRESENTS A STRONG UNIFYING THEME	PAPER SHOW STUDENT'S ABILITIES AS A GRADUATE SCHOLAR BY MEETING ALL BUT ONE OF THE FOLLOWING CRITERIA: SYNTHESIZES IDEAS FROM A VARIETY OF SOURCES; DEMONSTRATE INSIGHT; INCORPORATES REQUIRED COURSE READINGS, TEXTS AND MATERIALS; INTEGRATED THEORY; SUPPORTS POINTS WITH EXAMPLES; SHOWS A GRASP OF MAJOR CONCEPTS; DEFINES TERMS AND CONCEPTS; PRESENTS A STRONG UNIFYING THEME	PAPER SHOWS STUDENT'S LACK OF ABILITIES AS A GRADUATE SCHOLAR BY NOT MEETING ONE OR MORE OF THE FOLLOWING CRITERIA: SYNTHESIZES IDEAS FROM A VARIETY OF SOURCES; DEMONSTRATE INSIGHT; INCORPORATES REQUIRED COURSE READINGS, TEXTS AND MATERIALS; INTEGRATED THEORY; SUPPORTS POINTS WITH EXAMPLES; SHOWS A GRASP OF MAJOR CONCEPTS; DEFINES TERMS AND CONCEPTS; PRESENTS A STRONG UNIFYING THEME
	-2	-1	0
WRITING CRITERIA	MISSING ONE OR MORE OF THE FOLLOWING CRITERIA: PROJECTS A PROFESSIONAL APPEARANCE; USES CORRECT GRAMMAR, SPELLING & PUNCTUATION; PROVIDES A CLEAR STRUCTURE; CREATES TRANSITION BETWEEN	DOES NOT INCLUDE ONE OF THE FOLLOWING CRITERIA: PROJECTS A PROFESSIONAL APPEARANCE; USES CORRECT GRAMMAR, SPELLING & PUNCTUATION; PROVIDES A CLEAR STRUCTURE; CREATES TRANSITION BETWEEN	INCLUDES ALL OF THE FOLLOWING CRITERIA: PROJECTS A PROFESSIONAL APPEARANCE; USES CORRECT GRAMMAR, SPELLING & PUNCTUATION;

	SECTIONS; EXPRESSES IDEAS CLEARLY AND SUCCINCTLY	SECTIONS; EXPRESSES IDEAS CLEARLY AND SUCCINCTLY	PROVIDES A CLEAR STRUCTURE; CREATES TRANSITION BETWEEN SECTIONS; EXPRESSES IDEAS CLEARLY AND SUCCINCTLY
SPECIFIC SCHOLARLY WRITING CRITERIA	MISSING ONE OR MORE OF THE FOLLOWING OR INACCURATELY PRESENTS ONE OR MORE OF THE FOLLOWING CRITERIA: APPROXIMATELY 10-15 PAGES, TYPED, DOUBLE-SPACED; NOT INCLUDING APPENDICES AS APPROPRIATE; COMPLETE BIBLIOGRAPHY; APPROVED PAPER STYLE, APA	MISSING ONE OF THE FOLLOWING OR INACCURATELY PRESENTS ONE OF THE FOLLOWING CRITERIA: MEETS ALL OF THE FOLLOWING CRITERIA: APPROXIMATELY 10-15 PAGES, TYPED, DOUBLE-SPACED; NOT INCLUDING APPENDICES AS APPROPRIATE; COMPLETE BIBLIOGRAPHY; APPROVED PAPER STYLE, APA	MEETS ALL OF THE FOLLOWING CRITERIA: APPROXIMATELY 10-15 PAGES, TYPED, DOUBLE-SPACED; NOT INCLUDING APPENDICES AS APPROPRIATE; COMPLETE BIBLIOGRAPHY; APPROVED PAPER STYLE, APA
TOTAL=25 x4			

Homework Scoring Guide

PERFORMANCE ASSESSMENT TASK

Standard UTILIZING THE SCORING GUIDE BELOW READ REQUIRED READINGS AND ANSWER QUESTIONS POSED. THIS ASSIGNMENT IS WORTH A TOTAL OF 10 POINTS.

Criteria	Values		
FULLY ANSWERED EACH QUESTION/PROBLEM POSED. (0=MISSING OR INCORRECT, 1= MINIMAL LEVEL OF KNOWLEDGE, WITH MISSING INFORMATION; 2= CORRECT KNOWLEDGE)	0	1	2
CORRECTLY ANSWERS EACH QUESTION.	0	1	2
CITES READINGS AND SOURCES APPROPRIATELY.	0	1	2
COLLEGE LEVEL GRAMMAR, SPELLING ETC.	0	1	2
PROJECTS A HIGH LEVEL OR PROFESSIONALISM AND PREPARATION; (0= NONE; 2= EXCEPTIONAL)	0	1	2
TYPED	0	-1	-2
TOTAL POSSIBLE POINTS=10 x2 = 20 _____			
Overall Rating			

Written Research Paper Evaluation Form

NAME _____

COMMENTS:

Section	2	1	0
INTRODUCTION	PROVIDES AN OVERVIEW OF THE DEPTH AND BREATH OF DISCUSSION OF TOPIC FOR THE RESEARCH BRIEF	PROVIDES AN OVERVIEW OF THE DEPTH OR BREATH OF DISCUSSION OF TOPIC FOR THE RESEARCH BRIEF	NO INTRODUCTION PROVIDED
EXPANDS ON CLASS TOPIC	PROVIDES A CURRENT UPDATE ON A TOPIC DISCUSSED, OR READ ABOUT IN THIS COURSE	PROVIDES A LESS THAN CURRENT UPDATE ON A TOPIC DISCUSSED, OR READ ABOUT IN THIS COURSE	TOPIC IS NOT AN CURRENT TOPIC, OR IS NOT AN EXPANSION OF A TOPIC IN THE COURSE.
DEMONSTRATES SUBJECT UNDERSTANDING/KNOWLEDGE	MEETS ALL OF THE FOLLOWING CRITERIA: SELECTS PERTINENT AND RELEVANT INFORMATION FROM CURRENT SCHOLARLY SOURCES. SHOWS GRASP OF MAJOR CONCEPTS; DEFINES TERMS AND CONCEPTS INTEGRATES THEORY	EXCLUDES ONE OF THE FOLLOWING CRITERIA: SELECTS PERTINENT AND RELEVANT INFORMATION FROM CURRENT SCHOLARLY SOURCES. SHOWS GRASP OF MAJOR CONCEPTS; DEFINES TERMS AND CONCEPTS INTEGRATES THEORY	EXCLUDES MORE THAN ONE OF THE FOLLOWING CRITERIA: SELECTS PERTINENT AND RELEVANT INFORMATION FROM CURRENT SCHOLARLY SOURCES. SHOWS GRASP OF MAJOR CONCEPTS; DEFINES TERMS AND CONCEPTS INTEGRATES THEORY
FOCUSED	MEETS ALL OF THE FOLLOWING	EXCLUDES OR HAS INCOMPLETE	EXCLUDES ONE OR MORE

Section	2	1	0
	CRITERIA: PRESENTS A STRONG UNIFYING THEME; ONLY INCLUDES POPULAR, COMMON IDEAS REGARDING THE TOPIC, NOT ALL IDEAS ON THE TOPIC SUPPORTS POINTS WITH EXAMPLES	DEMONSTRATION OF MEETING ONE OF THE FOLLOWING CRITERIA: PRESENTS A STRONG UNIFYING THEME; ONLY INCLUDES POPULAR, COMMON IDEAS REGARDING THE TOPIC, NOT ALL IDEAS ON THE TOPIC SUPPORTS POINTS WITH EXAMPLES	OF THE FOLLOWING CRITERIA: PRESENTS A STRONG UNIFYING THEME; ONLY INCLUDES POPULAR, COMMON IDEAS REGARDING THE TOPIC, NOT ALL IDEAS ON THE TOPIC SUPPORTS POINTS WITH EXAMPLES
APPROPRIATE DEPTH	MEETS THE FOLLOWING CRITERIA: SUMMARIZE KEY STATE OF THINKING/RESEARCH ON THE TOPIC. WHAT DOES THE RECENT RESEARCH SAY?	EXCLUDES ONE OF THE FOLLOWING CRITERIA: SUMMARIZE KEY STATE OF THINKING/RESEARCH ON THE TOPIC. WHAT DOES THE RECENT RESEARCH SAY?	DOES NOT INCLUDE RECENT RESEARCH; DOES NOT SUMMARIZE KEY STATE OF THINKING/RESEARCH ON THE TOPIC.
SUMMARY/CONCLUSIONS	LIMITS SUMMARY TO ONE PARAGRAPH SHARING CONCLUSIONS BASED ON REVIEW OF THE LITERATURE AND ANOTHER PARAGRAPH FOR CONCLUSIONS.	EITHER IS TOO WORDING, MORE THAN ONE PARAGRAPH OR EXCLUDES A COMPLETE SUMMARY OR CONCLUSIONS	DOES NOT INCLUDE A SUMMARY OR CONCLUSIONS OR THEY ARE INCOMPLETE
SYNTHESIZES IDEAS FROM A VARIETY OF CURRENT SOURCES	INCLUDES CURRENT (WITHIN LAST 5 YEARS, BUT MOST ARE WITHIN THE LAST TWO YEARS 2004/2005); USES JOURNALS, WEBSITES, BOOKS, MONOGRAPHS, PRESENTATIONS. ETC.	HAS FEW CURRENT SCHOLARLY SOURCES	HAS EITHER NO SCHOLARLY SOURCES, OR NOT CURRENT
WRITING CRITERIA	MISSING ONE OR MORE OF THE FOLLOWING CRITERIA: PROJECTS A PROFESSIONAL	DOES NOT INCLUDE ONE OF THE FOLLOWING CRITERIA: PROJECTS A PROFESSIONAL APPEARANCE;	INCLUDES ALL OF THE FOLLOWING CRITERIA: PROJECTS A PROFESSIONAL

Section	2	1	0
	APPEARANCE; USES CORRECT GRAMMAR, SPELLING & PUNCTUATION; PROVIDES A CLEAR STRUCTURE; CREATES TRANSITION BETWEEN SECTIONS; EXPRESSES IDEAS CLEARLY AND SUCCINCTLY	USES CORRECT GRAMMAR, SPELLING & PUNCTUATION; PROVIDES A CLEAR STRUCTURE; CREATES TRANSITION BETWEEN SECTIONS; EXPRESSES IDEAS CLEARLY AND SUCCINCTLY	APPEARANCE; USES CORRECT GRAMMAR, SPELLING & PUNCTUATION; PROVIDES A CLEAR STRUCTURE; CREATES TRANSITION BETWEEN SECTIONS; EXPRESSES IDEAS CLEARLY AND SUCCINCTLY
SPECIFIC SCHOLARLY WRITING CRITERIA	MISSING ONE OR MORE OF THE FOLLOWING OR INACCURATELY PRESENTS ONE OR MORE OF THE FOLLOWING CRITERIA: MAXIMUM OF 10-15 PAGES, TYPED, SINGLE-SPACED; USES PROVIDED FORM; COMPLETE LIST OF REFERENCES; APPROVED PAPER STYLE, APA USES MICROSOFT WORD	MISSING ONE OF THE FOLLOWING OR INACCURATELY PRESENTS ONE OF THE FOLLOWING CRITERIA: MEETS ALL OF THE FOLLOWING CRITERIA: LESS THAN 10 PAGES, TYPED, SINGLE-SPACED; USES PROVIDED FORM; COMPLETE LIST OF REFERENCES; APPROVED PAPER STYLE, APA. USES MICROSOFT WORD.	MEETS ALL OF THE FOLLOWING CRITERIA: LESS THAN 10 PAGES, TYPED, SINGLE-SPACED; USES PROVIDED FORM; COMPLETE LIST OF REFERENCES; APPROVED PAPER STYLE, APA USES MICROSOFT WORD.
TOTAL=14			

WEIGHTED SCORE X3 _____/42

Developed by

Susan J Olson, Ph.D.

Date

December 23, 2008