

# DOWNLOAD PDF THE ROLE OF THE PUBLIC JUNIOR COLLEGE IN ILLINOIS, KEY FACTS AND BASIC CONSIDERATIONS.

## Chapter 1 : A Community College Teaching Career | Modern Language Association

*Research publications from the University of Illinois at Urbana-Champaign View Item The role of the public junior college in Illinois, key facts and basic considerations.*

To learn more about the progress and results of the AiA program, please see the following: A searchable online collection of individual AiA team project reports, poster abstracts and images. A report synthesizing the first year projects, the executive summary to share broadly with campus stakeholders January The recording from an online open forum to provide background on AiA, report on the assessment work of the first 75 institutions, and give details on how institutions could apply for the second year of the program December The presentation slides from an online open forum for prospective applicants with background on AiA and details on how to apply for the third year. It featured two AiA librarian team leaders who talked about their experiences participating in the first year of the program. Application Cycle for The third year of the month long program is running from April â€” June and the applications were due by Wednesday, March 25, ACRL used this third year of the AiA grant to inform how it can best support the community in developing and carrying out assessment projects going forward. A grant from the Institute of Museum and Library Services covered the majority of the costs for developing the AiA program and for delivering it the first two years. The third year of the grant marks a transition year to determine if this program is sustainable or if other models better address the needs of the community. ACRL remains committed to supporting academic librarians as they work to document and communicate the value of their academic libraries. However, at this time there is not a commitment to offer the specific AiA cohort-based month long program in the future. While we will continue to support the community, the format for doing so has changed, based on community needs. In , a new day-long traveling ACRL workshop builds on the AiA curriculum with a focus on strategic and sustainable assessment. Learn more about how to bring this and other ACRL licensed workshops to your institution, chapter, or consortia. The summits assembled representatives from twenty-two postsecondary institutions, including senior librarians, chief academic administrators, and institutional researchers, for discussions about library impact. Fifteen representatives from higher education organizations and associations also participated in the summits. During the presentations, discussions, and collaborative work, the following four broad themes emerged about the dynamic nature of assessment in higher education: Accountability drives higher education discussions. A unified approach to institutional assessment is essential. Student learning and success are the primary focus of higher education assessment. Academic administrators and accreditors seek evidence-based reports of measurable impact. Given this intensified attention to assessment and accountability issues in the higher education sector, five overarching recommendations for the academic library profession emerged, each followed by proposed action steps. The AiA project design is based on those recommendations. Each participating institution will identify a team consisting of a librarian and at least two additional team members as determined by the campus e. The librarian team leaders will participate in a month professional development program that includes a cohort-based learning community and team-based activities carried out on their campuses. Partner, partner, partner; be visible and demonstrate value of libraries as campus partners in the student and faculty learning process. The projects will result in a variety of approaches to assessing library impact on student learning which will be documented and disseminated for use by the wider academic library and higher education communities. Reports of assessment efforts are often a stumbling block. It usually works better to get people together in conversation with basic data not a report. Build and strengthen collaborative relationships with higher education stakeholders around the issue of library value. Contribute to higher education assessment work by creating approaches, strategies, and practices that document the contribution of academic libraries to the overall goals and missions of their institutions. We need to reinforce that one size does not fit all. Students succeed for many different reasons. The design of this professional development program and the results of the collaborative campus projects have the potential for significant impact in the

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profession. The institutional teams will participate in peer review and provide feedback about the library value projects developed by other participating teams. An online collection of library value approaches, practices, and tools replicable to a variety of higher education settings will be documented and articulated for use by the wider academic library and higher education community. Learners work collaboratively in face-to-face sessions, webcasts, and asynchronous online environments to create, share, and build content and products. In addition to cognitive learning outcomes which focus on building skills and enhancing knowledge, the program will include affective learning outcomes achieved by creating a peer-to-peer collegial network among the librarians in each cohort. This network will support collective learning, shared competence, sustained interaction, and a climate of mutuality and trust. The learning activities will also encourage action learning, a critical aspect of the professional development program. As the librarians work with their team members on the design and implementation of an assessment project, the knowledge and skills they acquire will be tested in authentic learning environments. The webinars in particular have helped me revise and refine my project so that we are asking more specific questions, setting better outcomes, and specifying the types of data we need in order for the project to make sense. The AiA professional development program offers an opportunity to create and evaluate emerging instructional models as they relate to professional practice. The focus on action learning will also lead to a deeper understanding of what happens when knowledge and skills are applied in practice. There are a number of smaller skills that I developed over the course of the 14 months, but this shift in the way I look at the work I do and the knowledge that I can do it will stay with me into future projects. Project analyst Karen Brown, Professor at the Graduate School of Library and Information Science at Dominican University, IL, is working with the team to document replicable action learning projects undertaken by the institutional teams. Expert speakers, selected to augment the program, will present briefly at key junctures. While the bulk of the support for the AiA learning community will take place virtually through an online asynchronous classroom and webcasts, the librarian team leaders in each cohort will attend three in person events, which are held in conjunction with the ALA Midwinter Meeting and Annual Conferences on the following cycle: June July 2, Cohort 1, first full-day meeting. Cohort 1, second full-day meeting. June July 1, Cohort 1, poster session. Cohort 2, first full-day meeting. January Feb 3, Cohort 2, second full-day meeting. Cohort 2, poster session. Cohort 3, first full-day meeting. Cohort 3, second full-day meeting. Cohort 3, poster session. ACRL will use the third year of the AiA grant to inform how it can best support the community in developing and carrying out assessment projects going forward. In April, ACRL selected 55 additional institutional teams to participate in the third year of the program. The selected teams, representing all types of institutions from 24 states, the District of Columbia and Australia, were:

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## Chapter 2 : Best Computer Programming Colleges in Illinois

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Computer and Information Security Ph. Applied Computer Science Ph. Applied Computer Science Lead technology projects throughout the global marketplace! With this specialization, you will be able to discuss the latest programming and wireless trends, for example, while managing and presenting large scale projects anywhere in the world! Technology trends change rapidly, resulting in the need for companies to look for skilled professionals who possess advanced knowledge of contemporary applied computer science methods. Many advanced managerial roles exist in this dynamic field that require specialized management training, including technical project managers, lead programmers, lead systems administrators, and lead network administrators. Computer and Information Security Lead information security projects throughout the global marketplace! With this degree, you will be able to discuss the latest information security threats, defenses, and trends, while managing and presenting large scale projects anywhere in the world! The requirement for computer security knowledge increases as new techniques and technologies are developed. Existing protections in systems and network perimeters must be constantly upgraded to meet evolving threats. This specialization enables students to examine realistic examples of the crucial links between security theory and the day-to-day security challenges to IT environments. The focus is to provide students the ability to ascertain the essentials of security threats, information assurance and security management in corporations. This specialization also examines the field of cyber-forensics including the dangers of cyber-terrorism and the evolving U. At the end of the Computer and Information Security specialization, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action. Applied Computer Science Work as the Chief Information Officer for a Fortune firm, non-profit, small-to-medium sized firm, and government agency! Acquire the skills and knowledge needed to serve at the Board of Director level for highly competitive firms. Additionally, use your degree and experience in academia as a professor, manager, or director within schools and colleges of business. The Corporation Information Officer CIO is an example of a new executive role that has emerged as a result of information growth, requiring specialized advanced education in the information technology field. This specialization is designed to provide preparation for professional careers with an emphasis in both leadership and technology. Computer and Information Security Work as the Chief Information Security Officer for a Fortune firm, non-profit, small-to-medium sized firm, and government agency! The specialization focuses on best practices involved in forensic investigations and evidence handling, federal and state privacy, intellectual property, search and seizure process, and cyber-crime laws. Students study current techniques in data preservation, identification, and extraction and perform forensic analysis of systems using popular examination toolkits. Increase your technical knowledge in key computer science topics.

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### Chapter 3 : Browse subject: Public universities and colleges | The Online Books Page

*Additional Physical Format: Online version: Illinois Secondary School Principals' Association. Curriculum Committee. Junior-College Committee. Role of the public junior college in Illinois, key facts and basic considerations.*

However, the term "junior college" is now usually used to characterize private two-year institutions. The term "community college" has evolved to describe publicly funded two-year institutions. The main national advocacy organization for community colleges, which was founded in as the "American Association of Junior Colleges," changed its name in to the " American Association of Community Colleges ". Cohen and Brawer report on the variety of other names, such as city college, county college in New Jersey , and branch campus. Other common components of the school name include vocational, technical, adult education and technical institute. Another example is Westchester Community College. In the late s, the county operated a popular vocational institute. The New York state government required that the county transform its technical institute into a community college. Furthermore, because the vital role played by rural community colleges in preparing excess rural youth for productive careers in urban centers is not well understood by policy makers, these relatively small institutions do not receive sufficient state funding to offset their weak tax bases and, because of their relatively small size, much higher per-student costs when compared to urban community colleges. Helland cites a section from the Vincennes University catalog: It is half-way between the commissioned high school and the full-fledged college: Primary emphasis was placed on traditional middle class values and developing responsible citizens. As an example, Normal Schools began in the State of Massachusetts in the s as extensions of local high schools. They were originated to meet the need for teacher preparation. For example, in Saint Joseph, Missouri, a Normal School was added to the local high school to provide a career track for women who wanted to teach. Hill acknowledged the request and provided for the articulation. Hill was actively involved in the American Association of Universities and calling for the establishment of junior colleges for this purpose. Wheaton was the Director of Practice. Wheaton had been employed at the Oshkosh Normal School in Wisconsin. In Minneapolis, a Normal Training School was instituted in the fall of Miss Adele Evers of Manchester Normal School in New Hampshire was appointed the first teacher; she was one of six candidates for the position. The result of the two- year schools founded in Oklahoma Public School Secondary System in , both institutions later merged in and became the Oklahoma Institute of Technology. Dean Schneider of the University of Cincinnati developed an alternative high school with a cooperative plan where students spent one week in an occupation and the other in school. Industry provided the shop experiences and the classroom facilitated the academic. This national vocational movement gave junior colleges a target population, but numerous students wanted more than a semiprofessional education; many maintained a desire to transfer. Throughout this time period, there was a move for more public two-year institutions along with a trend to separate from high schools and affiliate with higher education. With the change in affiliation came a new status which encouraged junior colleges to develop additional credibility through the creation of professional criteria and use of scientific methods. At that time of severe financial hardship J. Carroll, president of Baylor University, made a pragmatic suggestion to solve the problem of too many Baptist colleges with insufficient funds and not enough students to support them: After this preliminary period, Baylor University would accept the two-year students and provide the junior and senior years of their academic plan. Carroll hoped this split would require fewer faculty and resources for the first two years of higher education. In the larger cities early public community colleges were often an extension of high schools , like the first established, Joliet Junior College , in Illinois in These initial community colleges generally were small usually fewer than students and focused on a liberal arts education with the goal of transferring students to four-year colleges. They reflected high school needs and lacked a definite identity. These examples of two-year structure innovations with transfer missions in the private and public sector provided a pragmatic approach for the preservation of existing institutions. Junior colleges grew

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from 20 in number In , to in By , 37 states had set up 70 junior colleges, enrolling about students each. Meanwhile, another were privately operated, with about 60 students each. Rapid expansion continued in the s, with junior colleges in enrolling about 70, students. The peak year for private institutions came in , when there were junior colleges in all; were affiliated with churches, were independent non-profit, and 34 were private Schools run for-profit. Students parents and businessmen wanted nearby, low-cost schools to provide training for the growing white collar labor force, as well as for more advanced technical jobs in the blue collar sphere. Four years colleges were also growing, albeit not as fast; however many of them were located in rural or small-town areas away from the fast-growing metropolis. Several different movements supported the creation of community colleges, including local community support of public and private two-year institutions, the expansion of the public education system, increased professional standards for teachers, the vocational education movement, and an expanding demand for adult and community education. Numerous colleges and universities advocated for the development of junior colleges. Leadership felt small, private liberal arts colleges and high schools could provide the first two years of college while larger universities could focus resources on research and junior and senior level students. Depression era[ edit ] During the s and s there was a shift in the purpose of community colleges to developing a workforce, which was influenced by wide unemployment during the Great Depression. Developing "semiprofessionals" became dominant national language to describe junior college students. The notion that engineers and supervisors make primary decisions about what and how activities were to be done in the workplace provided the origins for employees needed to carry out their decisions. This need for a class of workers to implement the decisions of the theoreticians demanded an educational delivery system other than the traditional four-year college or university. The closed shop of the artisan which had initially provided workers was no longer the educational program of choice. Nationally, a new two-year vehicle for educating the industrial worker found its launching within the secondary public school system under the leadership of local school districts. Bill afforded more educational opportunity to veterans which resulted in increased enrollments. Another factor that led to growth was the rise of adult and community education. After World War II, community colleges were seen as a good place to house continuing education programs. It established a network of public community colleges that would provide education to a diverse group of students at little or no cost along with serving community needs through a comprehensive mission. This national network exploded in the s with community colleges and the enrollment of baby boomers. A series of grants through the Kellogg Junior College Leadership Programs helped train many community college leaders during this decade. Merritt College , a junior college and now a community college in Oakland, California, was the site for organizing and educating members of the Black Panthers in the mid- to lates. The s also marked a shift to faculty development, including more instructional training for the unique student body and mission of community colleges. During the s, community colleges began to work more closely with high schools to prepare students for vocational and technical two-year programs. By the end of the 20th century, two-year community colleges were playing important roles in higher education as access mechanisms. They became an integral feature for those persons who were attending higher education for the first time or as non-traditional students. Brint and Karabel [32] have recognized the change that transpired from when fewer than 2 percent of all college freshmen were enrolled in a two-year college to the late s when over 50 percent were matriculated. Junior colleges once located in high schools had left their origins to develop their own campuses and were called community colleges and still retained the transfer access mission. High school normal schools matured into teacher colleges or colleges of education within universities offering bachelor and graduate degrees. Along with this growth and legitimization of two-year mechanisms for the delivery of higher education, the emergence of two-year institutions provided an epistemological debate that divided the river of education flowing into the early 20th century into three streams of educational natures. The general result will be the growth of a system in the higher educational work of the United States, where now no system exists. Advocates argued that community colleges served the needs of society by providing college opportunity to students who otherwise cannot go to college , training

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and retraining mid-level skilled workers , and preserving the academic excellence of four-year universities. A total of 1, loosely linked community colleges face challenges of new technological innovations, distance learning, funding constraints, community pressure, and international influence. The neutrality of this section is disputed. Relevant discussion may be found on the talk page. Please do not remove this message until conditions to do so are met. February Learn how and when to remove this template message s The Great Recession and austerity [ edit ] In the s, funding for community colleges faced scrutiny[ from whom? Because higher education budgets are considered discretionary expenses, they have been more likely targets for cuts than K education or Medicaid. However, key Republican lawmakers, including John Boehner a key proponent of for-profit colleges [ unbalanced opinion? Thanks to a large increase in funding for higher education, Oregon is able to financially afford the costs of providing free community college to students. While only two states have made strides in providing a free community college education, White House representatives want to see more states support the initiative. Following in the footsteps of Tennessee and Oregon is Illinois. The Community College of Philadelphia and Harper College in Illinois recently announced its plans to provide free two-year community college experiences to students Fain, Joliet, Illinois added fifth and sixth year courses to the high school curriculum leading to the development of the first public junior college, Joliet Junior College. American Association of Junior Colleges established. First publication of the Community College Journal. Passage of the Federal G. Bill of Rights Higher Education Act of established grant programs to make higher education more accessible. Adjunct faculty and contingent labor[ edit ] Adjunct faculty, a form of contingent labor, make up most of the instructional staff at community colleges. While the community college instructional staff is diverse, some community college teachers are "freeway flyers" who work at multiple campuses to make a living. Poor pay for adjuncts and a lack of job stability leads to faculty turnover. The Education Commission of the States website Governing board states GBS State-level governing boards are distinguished according to whether they are responsible for consolidated systems or multi-campus systems. Consolidated systems are composed of several previously independently governed institutions that were later consolidated into one system. Multi-campus systems developed primarily through extensions of various branches or campuses. Coordinating board states Coordinating boards vary significantly in formal authority and informal power and influence from state to state. Generally, there is a state level board governing universities, colleges, and community colleges. Each university and community college district will have its own board that is accountable to a state-coordinating agency. For a comprehensive list of American community colleges and their state level governing boards: Community Colleges by State, University of Texas at Austin A more thorough description of state level college and university governance models can be found at: Models of Postsecondary Education Coordination and Governance in the States Local governance Most community colleges are operated within special districts that draw property tax revenue from the local community, as a division of a state university, or as a sister institution within a statewide higher education system. In all cases, community colleges are governed by a board of trustees, appointed by the state governor, or the board is elected by citizens residing within the community college district. In some instances, as with the City Colleges of Chicago, the board of trustees is appointed by the presiding local government.

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## Chapter 4 : Academic Freedom and Tenure: Stillman College | AAUP

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PREFATORY NOTE

*The committee report which constitutes the content of this circular was prepared by the Junior College Committee of the Cur.*

A Hypertext Timeline Last updated September 18, See the lesson plan designed for use with this timeline. This page was scanned for broken links and updated on August 21, However, it is virtually impossible to keep them all current. If you find a broken link, please let me know. You can reach me at [esass@csbsju.edu](mailto:esass@csbsju.edu). Many of the Pilgrims are Puritans who had fled religious persecution in England. Their religious views come to dominate education in the New England colonies. Latin Grammar Schools are designed for sons of certain social classes who are destined for leadership positions in church, state, or the courts. However, education in the Southern colonies is more typically provided at home by parents or tutors. It is "the second oldest secondary school in the United States. He teaches all the courses himself! It requires that parents ensure their children know the principles of religion and the capital laws of the commonwealth. It becomes the most widely-used schoolbook in New England. About 50 miles to the north, in Salem, the infamous Salem Witch Trials take place. Two years later, the General Assembly of South Carolina passes the first public library law. Typical of those in the middle colonies, schools in Pennsylvania are established not only by the Mennonites, but by the Quakers and other religious groups as well. A Catholic school for girls sponsored by Sisters of the Order of Saint Ursula, it is "the oldest continuously operating school for girls and the oldest Catholic school in the United States. This viewpoint greatly influences American education throughout the 19th Century and beyond. Emphasizing secularism, science, and human reason, these ideas clash with the religious dogma of the day, but greatly influence the thinking of prominent colonists, including Franklin and Thomas Jefferson. The academy ultimately becomes the University of Pennsylvania. It gives most French territory in North America to England. Six years later, they found a school for girls, which later becomes Salem College, a liberal arts college for women with a current enrollment of approximately 1,000. They become very widely used throughout the United States. In fact, the spelling volume, later renamed the American Spelling Book and often called the Blue-Backed Speller, has never been out of print! Later that year, the constitution is endorsed by the Confederation Congress the body that governed from until the ratification of the U. Constitution and sent to state legislatures for ratification. The document does not include the words education or school. It provides a plan for western expansion and bans slavery in new states. Specifically recognizing the importance of education, Act 3 of the document begins, "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. Constitution is ratified by the required number of states. No mention is made of education in any of the amendments. However, the Tenth Amendment to the Constitution states that powers not delegated to the federal government "are reserved to the States, respectively, or to the people. Though the Treaty of Ghent, signed on December 24, 1796, supposedly ends the war, the final battle actually takes place January 8, 1797, with U. It is the first permanent school for the deaf in the U. She goes on to found more schools and become a prolific writer. Their secular tone sets them apart from the Puritan texts of the day. The McGuffey Readers, as they came to be known, are among the most influential textbooks of the 19th Century. A visionary educator and proponent of public or "free" schools, Mann works tirelessly for increased funding of public schools and better training for teachers. As Editor of the Common School Journal, his belief in the importance of free, universal public education gains a national audience. He resigns his position as Secretary in 1837 to take the Congressional seat vacated by the death of John Quincy Adams and later becomes the first president of Antioch College. Now called Cheyney University, it is the oldest institution of higher learning for African Americans. City of Boston, the Massachusetts Supreme Court rules that the Boston Public Schools can deny enrolment of African American children to segregated, "whites-only" schools. The case is later cited as a precedent for the Plessy v. She later becomes a pioneer in the education of women in medicine. By 1862, 16 states have

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compulsory-attendance laws, but most of those laws are sporadically enforced at best. All states have them by 1875. It is the first "free municipal library" in the U. A History of Lincoln University, it becomes the "first institution anywhere in the world to provide higher education in the arts and sciences for male youth of African descent. Civil War begins when South Carolina secedes from the union and along with 10 other states forms the Confederate States of American. The shooting begins when Fort Sumter is attacked on April 4, 1861. It donates public lands to states, the sale of which will be used for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life. Much of the south, including its educational institutions, is left in disarray. Many schools are closed. Even before the war, public education in the south was far behind that in the north. The physical devastation left by the war as well as the social upheaval and poverty that follow exacerbate this situation. If ratified by three-fourths of the states, it would give all persons born or naturalized in the United States citizenship and equal protection under the law. Known as the Sholes Glidden , it is first manufactured by E. They divide the south into military districts and require elections to be held with freed male slaves being allowed to vote. Constitution is ratified and becomes law. It guarantees privileges of citizenship including due process and equal protection under the law including the right to vote for freed male slaves. It becomes the basis for the rulings in *Brown v. Board of Education* and *Pyle v. Doe* as well as many other important court cases. It prohibits states from denying male citizens over 21 including freed slaves the right to vote. The economic depression that follows results in reduced revenues for education. Southern schools are hit particularly hard, making a bad situation even worse. Iowa Superintendent of Schools - The Civil Rights Act is passed, banning segregation in all public accommodations. The Supreme Court rules it unconstitutional in *Brown v. Board of Education*. It is the first medical school in the south for African Americans. The DDC is still the worlds most widely-used library classification system. Hayes removes the last federal troops from the south. Many African Americans flee the south. It becomes the model for a total of 26 similar schools, all with the goal of assimilating Indian children into the mainstream culture. The schools leave a controversial legacy. Though some see them as a noble, albeit largely unsuccessful experiment, many view their legacy to be one of alienation and "cultural dislocation. It is the first settlement house in the U. Included among its many services are a kindergarten and a night school for adults. Hull House continues to this day to offer educational services to children and families. In 1901, Addams becomes the second woman to win the Nobel Peace Prize. It provides for the "more complete endowment and support of the colleges" through the sale of public lands, Part of this funding leads to the creation of 16 historically black land-grant colleges. Supreme Court upholds the Louisiana law stating in the majority opinion that the intent of the 14th Amendment "had not been intended to abolish distinctions based on color. Ferguson makes "separate but equal" policies legal. It becomes a legal precedent used to justify many other segregation laws, including "separate but equal" education. It is the first public community college in the U. A youth program begun in Ohio "is considered the birth of 4-H. It merges with the Cookman Institute in and becomes a coeducational high school, which eventually evolves into Bethune-Cookman College , now Bethune-Cookman University. It describes his work with Theodore Simon in the development of a measurement instrument that would identify students with mental retardation. The Binet-Simon Scale, as it is called, is an effective means of measuring intelligence. It is charted by an act of Congress in 1906, the same year the Foundation encouraged the adoption of a standard system for equating "seat time" the amount of time spent in a class to high school credits. Still in use today, this system came to be called the " Carnegie Unit. She is the first female superintendent of a large city school system. One year later she is elected president of the National Education Association. Indianola Junior High School opens that fall and becomes the first junior high school in the U. Two years later , Maria Montessori visits the U. *The Psychology of Learning*, is published. It describes his theory that human learning involves habit formation, or connections between stimuli or situations as Thorndike preferred to call them and responses Connectionism. He believes that such

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connections are strengthened by repetition "Law of Exercise" and achieving satisfying consequences "Law of Effect". These ideas, which contradict traditional faculty psychology and mental discipline, come to dominate American educational psychology for much of the Twentieth Century and greatly influence American educational practice.

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## Chapter 5 : Black Panther Party | History, Ideology, & Facts | [www.nxgvision.com](http://www.nxgvision.com)

*The role of the public junior college in Illinois, key facts and basic considerations. Educational research circular no. Illinois Secondary School Principals' Association.*

Since many junior college students need psychotherapeutic help, colleges may wish to have one or more psychologists on their counseling staffs, the inadequacy of most faculty academic advisement programs has been demonstrated; it is suggested that the counselor can get to know the student better if he also acts as academic advisor. However, there is no data proving that the counselor provides the student with more accurate academic information than the faculty advisor. It is also doubtful that the counselor has time to perform both duties well. At Meramec Community College, St. Louis, an academic advisement program prepares personnel with intensive in-service training. They then act as academic advisors, with close supervision by the counselors. An alternative, using programmed materials, allows students to prepare their own programs. The author feels that professional counselors should spend most of their time helping students with developmental problems. Guidance experts generally agree that the counseling service provides the basic elements necessary for any guidance program to be effective. Counselors should be available to help all students "not just the few. However, in the minds of many people this negative reaction to counselors performing psychotherapy extends beyond psychotherapy to include all kinds of so-called personal adjustment counseling. This latter attitude implies a definite misunderstanding of what counseling is all about. Counseling is primarily concerned with the decision making process and it is often imperative that personal adjustment concerns, such as conflict with parents or other authority figures, be discussed and dealt with in helping students resolve problems of vocational decision or choice of college major. The personal concerns of students can hardly be excluded from the decision making process if we expect the resultant choices to be both objectively realistic and personally satisfying. It can be further argued that. In view of the fact that substantial numbers of junior college students are in need of psychotherapeutic help, some colleges may wish to consider the possibility of including one or more doctoral level clinical or counseling psychologists as members of their counseling staffs. These highly trained psychologists could serve both as consultants in the mental health area for the total college community and as resource persons accepting referrals from counselors who are either less well trained or who do not wish to work with difficult personal adjustment cases. This type of arrangement would seem to offer promise in facilitating the implementation of referrals. Some students in need of help absolutely refuse to accept referrals to resource people who are external to the college. This question concerning the place of psychotherapy in our junior colleges must be answered by counseling staff members and administrators of individual colleges. It cannot and should not be answered for the junior college movement as a whole. Individual colleges must arrive at their own decisions while taking into account such considerations as the demonstrated needs of the student body, the number of students per counselor, the qualifications of individual counselors in terms of training and experience, etc. Consideration of this question seems especially critical at this time due to a current trend toward assigning more and more responsibility for this function to counselors. In many colleges the responsibility for academic advisement resides exclusively with counselors. This general tendency to delegate additional advising responsibilities to counselors is usually encouraged by administrators and teaching faculty while counselors have been markedly ineffective in their attempts to resist such arrangements. I suspect that one very prevalent reason for advocating this approach, though rarely stated publicly, is to serve the purposes of administrative expediency. It is readily apparent that organization problems will be substantially diminished by having ten full-time counselors perform a task, such as academic advisement, which might otherwise be spread over a hundred or more faculty members. This kind of motivation probably accounts for a number of such decisions which are publicly justified through the use of more educationally acceptable reasons. One major concern can be traced to the fact that responsible educators recognize the needs which junior college students have for reliable sources of assistance in the

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crucial task of selecting academic which rit their individual needs and aspirations. Thejje same educators also recognize the ineffectiveness which has been demonstrated by the vast majority of faculty advising programs. There is a general concensus of opinion that as a total group, members of the teaching faculty perform miserably v;hen attempting to advise students relative to course selection, proper sequencing of courses, graduation require- ments, etc. The inadequacies of faculty advising systems are probably due to various problems ranging from a lack of good inservice training progreams to real disinterest on the part of some advisors in the task to be performed. Whatever the causes, the failure of faculty advising programs to perform adequately in carrying out this important task is undoubtedly a major consideration in many decisions to assign the bulk of the advising responsibility to counselors. Another major concern stems from the problems involved in getting students to talce optimal advantage of the counseling services which are available. It is often suggested that the individual student will feel more comfortable in approaching a counselor for help with personal problems if he has previously had contacts of a more routine nature with the counselor. The regularly scheduled interviews usually incorporated into the academic advisement process are seen as helping the student become better acquainted with his counselor and therefore less fearful in asking for counseling help. Another argument related to this same problem and often presented by advocates of this approach is that counselors are provided with useful opportunities for the identification of students who could benefit from additional counseling. There is ample reason to believe that faculty advising systems have failed to provide junior college students with adequate academic advisement services. Also, there can be little doubt that having counselors handle the academic advisement function will increase the. It appears that these arguments lend considerable support for the position that counselors should assume major if not complete responsibility for academic advisement. However, before we reach a firm decision that counselors axe the logical candidates to perform this function, there are some pertinent questions to which we should direct our attention. The reader should realize that it wilJ. Although there is no conclusd. It certainly would not he due to any specialized training which the counselor has had in IS axea. Because of its transitory and geographical nature, the kind of information used in academic advisement is, for the most part, not included in the course content of counselor education programs. A more plausible explanation for the likelihood that counselors do provide better information is the fact that individual counselors spend many, many h ours in ferreting out current and reliable education information, if time spent researching educational requirements should prove to be the deciding factor then we must decide whether this IS a desirable way for professional counselors to spend their time. Is the professionally trained counselor being used to best advantage when serving as an academic advisor? School counselors have been trained to help students malce decisions and work through developmental problems. Vocational counseling, at least when performed in a competent and professional mariner, is a time-consuming process, it is, however, a process which should often precede that of academic advisement. His time is often too heavily scheduled with advisement interviews to allow him to see any students for more than the required advisement interview. It IS not unusual for a student who asks for help with a vocational problem during the course of a routine advisement interview to wait a niOTber of weeks before receiving the help requested. There is also ample evidence that junior college students manifest a higher incidence of social and personal maladjustment than do students in other educational settings. If counselors are loaded dovm V7ith academic advisement responsibilities, they will be unable to adequately meet the vocational and personal counseling needs of students. Botli counselor training and the needs of students seem to indicate that counselors could be used to better advantage than as academic advisors. It is extremely doubtful that the benefits gained in additional numbers of counseling contacts will outweigh the long-range losses under a system which employs professional counselors to perform the bulk of academic advisement, 3 Do academic advisement interviews really facilitate actual counseling contacts? Again, as in the case of the first question, empirical observation may lend tentative support to an affirmative answer. However, there are also some characteristics of academic advisement interviews which undoubtedly tend to hinder this process. Academic advisement interviews are often so short, usually fifteen to thirty minutes, that it is very difficult even for the

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best of professionally trained counselors to identify those students who are in need of additional counseling. In addition to the brief nature of these contacts, the counselor- advisor usually sees twenty to forty students per day. This combination of factors makes the usual academic advisement interview a source of frustration for both advisor and student. He is further aware that under these conditions it is very difficult to do anything more than check the accuracy of the course selections made by the student. In many instances, the student is seen at least once in an academic advisement interview by a counselor prior to his enrollment in college and thereafter a minimum of one time during each succeeding semester. There is a strong tendency on the part of students who see their college counselors regularly in an advising capacity to categorize the counselor almost exclusively as one to whom you turn only when educational information is needed or desired. This image is not conducive to self-referral counseling contacts and greatly hampers the counselor in his attempt to offer a full range of counseling services to the students in his college. This writer believes there is currently available at least one workable alternative which may, in fact, be even more efficient and effective than those programs which use either counselors or faculty members as academic advisors. A campus of the Junior College District of St. Louis County, Meramec Community College, has recently implemented an academic advisement program making use of paraprofessional personnel. This program utilizes persons who often have not been trained for specific positions in the job market, but who do possess high levels of ability in terms of interpersonal relationships. Some college experience may facilitate the process of preparing these people to function as academic advisors. Once on the job these paraprofessionals are given intensive in-service training in basic counseling procedures, referral techniques, and academic advisement information. Having extremely time-consuming jobs handled by paraprofessionals enables the professional counselor to devote more time to counseling students. Another alternative possibility involves the use of programmed materials which would allow many students to prepare their own academic programs. The use of programmed materials would undoubtedly be most effective as a supplement to some other advising system rather than as an exclusive method of making advisory help available. First of all, junior college counselors should not try to behave like junior psychiatrists. They should, however, spend the major portion of their time helping students resolve various developmental problems which are not indicative of serious emotional maladjustment. This is necessary if each student is to have the opportunity to develop and benefit from his academic potential. Secondly, there are many reasons for resisting the current trend of increasing counselor involvement in the process. I would like to urge all junior college educators who are in a position to influence the future directions of guidance programs to seriously reevaluate their current beliefs. Counselors can, indeed, perform significant and worthwhile services to do so. Collins, "Junior College Counseling: A Review of the Literature," University of Oklahoma,

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## Chapter 6 : American Educational History Timeline

*This book, "The role of the public junior college in Illinois, key facts and basic considerations. Educational research circular no. 58", by Illinois Secondary School Principals' Association. Curriculum Committee.*

Academic Freedom and Tenure: This report was published in the March-April issue of *Academe*. The institution was authorized by the general assembly a year later for location in Tuscaloosa, held its first classes in , and was chartered by the state of Alabama in . The college gradually shifted toward Christian-inspired general education rather than training for the ministry, toward the acquisition of teaching certificates, and toward preparation for other occupations as employment opportunities for African Americans gradually increased. Expanded into a four-year college, Stillman conferred its first baccalaureate degrees in and was accredited by the Southern Association of Colleges and Schools in . The college, which over the decades has had a student body more than 95 percent African American, appointed its first African American president, Dr. Stinson, only in . He held the office until , during a time when the college experienced severe financial problems and nearly closed. Cordell Wynn, presided until his retirement in during more fortunate years. Student enrollment nearly doubled, growing to more than a thousand. During his early years at Stillman, student enrollment continued to rise, reaching a peak of more than 1, in and . Enrollment then plummeted, however, dropping to by . For 2008 the enrollment figure was reported by one source to be as high as and by another to be as low as . He began teaching in at Stillman College as an assistant professor of business and was granted tenure in . Lacking the doctorate, Professor Hayford remained an assistant professor for more than twenty-five years, but otherwise his teaching career at Stillman seems to have gone smoothly enough. Former colleagues have described him as popular and well respected by his students. Tension between Professor Hayford and President McNealey, however, began to become evident in the 2007 academic year, when Professor Hayford publicly questioned the president about the failure of the administration to issue contracts to faculty even after the academic year had begun. Professor Hayford states that he did not initiate contact with the reporter of the story but assumes that he was approached because of his reputation for outspokenness. He accused me of being a gullible person who has been used by the Tuscaloosa News to speak ill of him, and that I was a parasite who exceeded myself by seeking to destroy him the president who gave me the necessities of life. In that meeting, when I raised my hand to speak, he refused to allow me to speak. Hayford was not allowed to speak in this forum and was told to address any concerns to his chair or dean. As most of you know, this gentleman has engaged in malicious slander and as a result it is inappropriate to address him in this forum. Hayford has told wanton lies and has done so in a public forum. The president will not honor that kind of mindset; it is inappropriate in this forum and this institution. In January , Professor Hayford traveled to Spain to attend to a family matter, returning on January . He stated that he did tell his department chair and his dean that he would be away until January 14; that he missed only two days of registration January 8 and 9 and the first two class days January 10 and 11 ; that he questioned the fairness of any penalty in the matter; and that the penalty imposed, which he assumed was by instruction of President McNealey in retaliation for the November 4 Tuscaloosa News article, was grossly excessive. The petition had been signed by sixty-eight business majors by the time the story appeared. The March 10 story reported Professor Hayford as saying that he was being mistreated although his position was protected because he had tenure. She said that she would contact him to schedule his interview relating to the process. Malicious Gossip or Public Verbal Abuse Malicious gossip is rumor or innuendo based on incomplete facts or downright fiction intended to cause harm or discredit individuals or the institution. It may also be rumor based upon assumptions about what the future holds or what is going on currently. Gossip of this nature can have serious repercussion on the morale and productivity of the institution. Verbal abuse is the use of malicious or hostile language by a supervisor or colleague that is intended to harm or embarrass another individual. Individuals who repeatedly engage in these types of behaviors may be terminated for cause. Vice President Carter wrote to Professor Hayford again on

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March 28, stating that she would conduct his interview on the afternoon of April 3 and that he should let her know if he was willing to come to campus for that purpose in which event she would notify campus security to allow him to enter through the main gate. Because the only stated reasons for his suspension and banishment were the general admonitions in section 3. He said that he, too, wanted a witness there, and Vice President Carter declined to permit it. He then said that he would have to tape the meeting, and she also refused to agree to the taping, whereupon he left. A student website in support of Professor Hayford, created in June and operating through July, suggested that student interest in his case did not cease with his dismissal and the end of the spring semester. He called for presentation of the charges against his client and opportunity for a full hearing. He asked that the president respond within fourteen days. As of September 15, no response was received and litigation was contemplated. He followed with a March 12 letter addressed to Committee A, enclosing relevant documents. Hayford, but as a matter of policy, we will not accord you official standing in this matter. Nevertheless, the committee believes that the available written documentation and the information gathered from the interviews that were conducted are a sufficient basis for the writing of this report. Issues Summarized here are what appear to the investigating committee to be the central issues raised by the actions taken by the administration of Stillman College against Professor Hayford. All employees of the College are entitled to certain leaves that may take the form of holidays, vacation, and other sanctioned absences. The specific nature of such time away is dependent on employment status, i. In each instance, there are established protocols for notice or approval for time away from work. Persons who fail to use the appropriate protocol for absences may be reported as absent without leave with an accompanying loss of pay. The investigating committee is not aware of published Stillman guidelines setting forth specific notification procedures or required paperwork in case of absences for personal reasons. Professor Hayford claims that he complied with what he understood to be the established practice in such cases when he orally notified both his department head and dean of his need to be away from campus. According to Professor Hayford, neither raised objections to his leaving town to attend to a family matter. Vice President Carter stated that Professor Hayford was absent without leave from January 2 to 14, and she reduced his salary for the month by 40 percent. Professor Hayford stated that he actually missed only two days of registration and two class days; that, given his good attendance record for more than twenty-seven years on the Stillman faculty, imposing any penalty on him for his absence was unfair; and that the penalty imposed by the vice president was grossly excessive. He said that he assumed the stiff penalty was by instruction of President McNealey, in retaliation for his comments in the Tuscaloosa News story. Although the chair of the Faculty Committee was invited to meet with the investigating committee to explain the basis for its findings, he declined the invitation. It also questions the degree to which the Faculty Committee operated as a truly independent body, given the conditions that are noted in the section below dealing with the state of shared governance at Stillman College. Procedural Concerns Relating to the Suspension On March 13, Vice President Carter informed Professor Hayford that, pending an investigation of reported multiple violations by him of section 3. Procedural Concerns Relating to the Dismissal Vice President Carter had stated on March 13 that Professor Hayford would be interviewed as part of the investigation of his alleged wrongdoing, and she later scheduled the interview for April 3. No specific instances of wrongdoing had been identified by the administration, which referred only to violation of the general admonitions in section 3. Accordingly, Professor Hayford left her office without having been interviewed. By letter of April 11, Vice President Carter informed him that she had completed her investigation and determined that he had repeatedly violated section 3. The Statement of Principles calls for the following safeguards of academic due process in cases involving dismissal for cause: Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of

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his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. Of special relevance are the requirements of an adjudicative hearing of record before a committee of faculty peers, in which the burden is on the administration to demonstrate adequacy of cause by clear and convincing evidence in the record considered as a whole and to relate the charges directly and substantially to the fitness of the faculty member to continue in his or her professional capacity, and b opportunity for the affected faculty member to have the assistance of counsel. The Stillman College faculty handbook, section 3. Grounds for dismissal of a tenured faculty member may include but are not limited to moral turpitude, incompetence, immorality, insubordination, or conviction of felonious acts. Dismissal will not be used to restrain faculty members in their exercise of academic freedom. Opportunities to reply to charges will be given through established channels and the grievance procedures to prepare arguments in rebuttal to charges brought against the faculty member [sic]. The investigating committee is not aware of any published guidelines that spell out what procedures have been adopted by the college for terminating the appointment of a tenured faculty member. In any case, the investigation conducted by Vice President Carter did not conform to Association-supported policies. Perhaps most important, prior to dismissing Professor Hayford the administration did not afford him the opportunity to have its case for his dismissal put before a committee of faculty peers. In all these respects, the investigating committee finds that the administration denied Professor Hayford the protections called for in the Statement of Principles and the Statement on Procedural Standards. Stillman faculty handbooks before did not include such a provision. This denial is explained by the president in the official minutes of the meeting as follows: Although invitations to meet with the investigating committee were extended to a number of current faculty members, none was willing to speak to the committee. Even though the committee conducted its interviews off campus, it was apparent that faculty members were concerned about the possibility of some form of retaliation by the administration if it became known that they had met with the committee. The former faculty members the committee did interview confirmed this impression. Considerations of Shared Governance During the course of its examination of the case of Professor Hayford, the investigating committee became aware of broader issues relating to the role of faculty in the governance of Stillman College. Immediately after he became president, Dr. McNealey, according to faculty members serving at that time, abolished the faculty organization and, with it, the right of the faculty to elect its own officers. He also began the practice of annually issuing a new faculty handbook, drafted by the administration largely without faculty input. In neither instance did the administration provide Professor Hayford with a specific list of charges, nor did he have an appropriate venue prior to dismissal in which to defend himself before a body of faculty peers. The current policies and practices of the administration at Stillman College have created a climate that is inimical to the exercise of academic freedom and to principles of shared academic governance. Bulletin of the AAUP. Thomas, liaison from Assembly of State Conferences. The text of this report was written in the first instance by members of the investigating committee. With the approval of Committee A, the report was subsequently sent to the faculty member at whose request the investigation was conducted, to the administration of Stillman College, and to other persons directly concerned in the report. In light of the responses received, and with the editorial assistance of the staff, this final report has been prepared for publication. Back to text 2. Back to text 3. The economic and enrollment challenges with which Stillman has dealt in attempting to continue its persistent and determined commitment to the education of its students are exacerbated by inflammatory, conclusory personal criticisms such as levied by Professor Hayford.

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## Chapter 7 : Best Information Technology Colleges in West Virginia

*The role of the public junior college in Illinois, key facts and basic considerations. Educational research circular no. 58 By Illinois Secondary School Principals' Association.*

Meet seven people connected to this influential black revolutionary group. Shortening its name to the Black Panther Party, the organization immediately sought to set itself apart from African American cultural nationalist organizations, such as the Universal Negro Improvement Association and the Nation of Islam, to which it was commonly compared. Although the groups shared certain philosophical positions and tactical features, the Black Panther Party and cultural nationalists differed on a number of basic points. For instance, whereas African American cultural nationalists generally regarded all white people as oppressors, the Black Panther Party distinguished between racist and nonracist whites and allied themselves with progressive members of the latter group. Also, whereas cultural nationalists generally viewed all African Americans as oppressed, the Black Panther Party believed that African American capitalists and elites could and typically did exploit and oppress others, particularly the African American working class. Perhaps most importantly, whereas cultural nationalists placed considerable emphasis on symbolic systems, such as language and imagery, as the means to liberate African Americans, the Black Panther Party believed that such systems, though important, are ineffective in bringing about liberation. It considered symbols as woefully inadequate to ameliorate the unjust material conditions, such as joblessness, created by capitalism. In the 1960s this socialist economic outlook, informed by a Marxist political philosophy, resonated with other social movements in the United States and in other parts of the world. In fact, in 1969 FBI director J. Edgar Hoover considered the Black Panther Party the greatest threat to national security. Impact and repression The Black Panther Party came into the national spotlight in May when a small group of its members, led by its chair, Seale, marched fully armed into the California state legislature in Sacramento. Emboldened by the view that African Americans had a constitutional right to bear arms based on the Second Amendment of the U. S. Constitution, the Black Panther Party marched on the body as a protest against the pending Mulford Act. With this newfound publicity, the Black Panther Party grew from an Oakland-based organization into an international one with chapters in 48 states in North America and support groups in Japan, China, France, England, Germany, Sweden, Mozambique, South Africa, Zimbabwe, Uruguay, and elsewhere. In addition to challenging police brutality, the Black Panther Party launched more than 35 Survival Programs and provided community help, such as education, tuberculosis testing, legal aid, transportation assistance, ambulance service, and the manufacture and distribution of free shoes to poor people. Notwithstanding the social services the Black Panther Party provided, the FBI declared the group a communist organization and an enemy of the U. S. Davis did, however, have strong connections with the party and taught political education classes for it. At about the same time, Davis became involved in the case of three African American inmates at Soledad Prison who had been accused of murdering a guard. Ultimately she was acquitted of all the charges against her by an all-white jury. Assata Shakur went into exile in Cuba. Kathleen Cleaver earned a law degree and took an appointment as a professor. After returning from exile in Cuba, Newton was killed in a drug dispute in August, perishing in an alley in West Oakland, not far from where he and Seale had founded the first Black Panther Party chapter. Activists in Australian urban centres, for example, incorporated the works of Black Panther Party members into their social movements. The oppressed Dalits in India emulated the rhetoric of the Black Panthers, and the representatives of the Vietnamese National Liberation Front, who called themselves Yellow Panthers, also used the organization as a model. Even decades after the founding of the organization, the Black Panther Party survived in the public imagination in the United States as a result of the publication of a number of memoirs by its members and the use of its rhetoric in rap music. In Milwaukee Alderman Michael McGee, a former Black Panther Party member, sought to resurrect the organization when he formed the Black Panther Militia in response to the neglect of his community by local politicians and business leaders. The militia inspired other

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chapters and eventually became the New Black Panther Party, under the leadership of community activist Aaron Michaels. By , Khallid Abdul Muhammad, the former national spokesperson for the Chicago-based Nation of Islam , had assumed the de facto leadership of the organization when he led a group of shotgun- and rifle-toting New Black Panther Party members to Jasper, Texas , in the wake of the murder of James Byrd, Jr. At the same time, however, the New Black Panther Party embraced a staunchly cultural nationalist orientation, leading some former Black Panther Party leaders to denounce it for using the Black Panther Party name and for appropriating its legacy. Members of the New Black Panther Party, however, were unapologetic and summarily rejected such condemnation, contending that they only took up the struggle for social justice and freedom that the original Black Panther Party had failed to sustain.

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## Chapter 8 : Army ROTC Programs and Requirements | [www.nxgvision.com](http://www.nxgvision.com)

*We have created a ranking of the best colleges in Illinois that offer Computer Programming degrees to help you find a school that fits your needs. Each school's ranking is based on the compilation of our data from reliable government sources, student surveys, college graduate interviews, and editorial review.*

Why Consider a Career in the Community College? When you open up your job search to the community college, a tremendous range of opportunities that satisfies practical as well as career goals becomes available. Our brief essay provides introductory material that will help you explore this option as we cover characteristics of two-year colleges and their students, professional opportunities and challenges for faculty members, the peculiarities of the two-year-college job search, adjunct teaching as a career path, and resources for the job search.

**General Characteristics** The first public community college, Joliet Junior College, opened in 1867, and since then community colleges have placed publicly funded higher education, open to all, close to home. According to the American Association of Community Colleges Web site, as of January there were public two-year colleges in the United States and 29 tribal colleges; including independent two-year colleges and branch campuses, there were 1,000 community colleges. These institutions may be called junior colleges, tribal colleges, technical colleges, two-year colleges, or community colleges. The terms "two-year college" and "community college" will be used interchangeably throughout this document to refer to all two-year colleges, unless otherwise noted. Although all two-year colleges are "centers of educational opportunity," they also vary: Open admissions and the tradition of charging low tuition are among the practices they have in common. They also provide education and training in selected occupational fields leading to job entry, advancement, retraining, and certification and to associate degrees the career-oriented function. Community colleges also provide transitional education programs and courses for students needing preparation to succeed in college-level work the basic skills and adult education function. Both English courses and foreign language courses fulfill requirements for students on each of these three paths. In terms of the sheer number of students they reach, two-year colleges have an enormous impact on American higher education. The California Community College System alone is composed of colleges, serves more than 2. A recent United States Department of Education analysis conducted by Clifford Adelman shows that roughly two-fifths of traditional-age students began their college education at the community college; three-fifths of students over the age of 24 entered college at the community college. As of 2000, the American Association of Community Colleges reported that about 10% of community college enrollment is expected to grow and the colleges to confer more associate degrees as the overall US population increases.

**Who attends a two-year college?** One reason is that community colleges are more affordable: A Rewarding and Challenging Profession Most two-year-college faculty members find their work deeply satisfying. Teaching is a mission, not just a job, because community college faculty members change lives every day. It is also for the teacher-citizen who is ready to become involved in creating a better institution within the culture of a local community he or she is willing to call home. Some are still in high school, some are ready to transfer to a university, and some hold advanced degrees. While this diversity is exciting, it also makes community college teaching more challenging. A one-size-fits-all pedagogy simply does not work at a community college. As an English instructor chairing a hiring committee commented in an interview, two-year colleges need experienced teachers "who [can] go into the classroom with a bunch of twenty-five people with twenty-five different interests all going in different directions and get them focused and keep them focused" qtd. In addition to being "diverse" in the broadest sense, community college students are three to four times more likely than their four-year counterparts to need remediation, to delay their entry to college after graduating from high school, to enroll part-time, to be single parents, to have children, to work more than thirty hours a week, to be financially independent, and to be the first in their families to attend college--all factors that make them "high risk" Engaging 5. In fact, almost half of all new community college students are "underprepared" as measured

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by institutional placement assessments Engaging 6. At the same time, however, two-year-college students tend to be goal oriented and highly motivated. Another reward--and challenge--is that faculty members at community colleges are expected to be proficient in the use of instructional technologies, including presentation software like PowerPoint, teaching in classrooms equipped with the latest technology "smart" classrooms, developing supplemental Web sites for their classes, teaching online or through other distance learning media like cable TV, developing independent learning sections of foreign language courses, and so on. Relations with K Systems and Four-Year Transfer Partners As part of their "community" role, community colleges typically develop close relationships not only with other colleges in their districts but also with local K systems and nearby universities. Usually, a community college has an identified set of "feeder districts" whose students attend that college because of its proximity. In turn, the community college sends the majority of its transfer students to a core group of four-year institutions. It is thus in the best interests of the community college student for the institution to have close professional ties to these transfer partners. Alternately, of course, some two-year colleges are regional campuses within a university. Transfer from the two-year college is articulated through program design and agreements with the partner college. Two-year-college faculty members are often asked to do outreach to the local K systems both to articulate coursework and to publicize programs to recruit new students. Many community colleges sponsor visitation days for high school students and even for elementary school students, especially those in less advantaged districts, to encourage student goal setting to include attendance at the community college. Faculty members open their classes for visitations, which can build enrollment while serving the community. Instructors may also be involved in meetings with the faculty of their disciplines at nearby four-year institutions to assist articulation and transfer efforts for community college students. Some colleges have assigned outreach administrators to facilitate such meetings. In other cases, they are faculty generated. Such meetings can facilitate networking and participation in area grant proposals, student exchanges, and curriculum development. Placed in "the middle," the community college program needs close alignment with its transfer partners at each end if students are to be well served. These considerations are unique to the community college and can foster very satisfying professional activities. Your Role as a Foreign Language or English Instructor Several aspects of community college teaching are clearly distinct from those of the four-year college. Because teaching is the central role of a community college instructor, the teaching load at a two-year college is generally heavier than at a four-year institution. Fifteen units a semester is common, which translates into about four foreign language courses or five English courses a semester. Class sizes may also be larger than average. According to the National Study of Postsecondary Faculty, faculty members at public community colleges spend an average of 15% of their time in the grading of papers and the offering of sections of introductory classes. Student assistants may be available for tutoring and small-group work, but practices vary. Requirements for reappointment, promotion, and tenure. Evidence of teaching excellence, not research, is the means by which most community colleges award tenure and promote faculty members, at institutions where tenure and promotion are available. Research is viewed as an add-on after success in teaching except for two-year colleges that are incorporated into four-year university systems, which usually do require research and publication. Faculty members at public community colleges report spending 15% of their time in the grading of papers and the offering of sections of introductory classes. In many areas of the country salaries at two-year colleges are competitive with and sometimes exceed those of neighboring four-year colleges. The faculties of many public community colleges are unionized, and salary advancement is structured, based on years of service and on rank at some colleges. This may mean more regular increases than at four-year institutions, where a number of factors influence these adjustments and advancements may not be automatic. Some institutions call all faculty members "Instructors. The number is often set by union contract. Five to ten hours a week are not unusual. Opportunities for administrative roles. Foreign languages and English are often set in a division rather than in, for example, a College of Arts and Sciences, which is more common at the four-year institution. Two-year colleges often fill positions of division chairs or deans internally, allowing faculty members who aspire to administrative roles the opportunity to serve in a

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leadership role while retaining the right to return to a tenured teaching position if they choose. Foreign language instructors can expect to spend the bulk of their time teaching the first four semesters of language study. In heavily enrolled languages, there will also likely be separate courses for conversation, culture, composition, introduction to literature, and language for business purposes. For English instructors, courses range from basic reading and writing and ESL courses to university-parallel composition and literature courses, honors courses, creative writing, technical and professional writing, and genre and survey courses in literature. As with the foreign languages, English faculty members may have the opportunity to teach film, cultural studies, humanities, journalism, and so on, depending on their background and training. Usually, however, new two-year English faculty members teach composition. The Hiring Process The hiring process for any individual community college position may be different from that of a four-year institution and may vary widely from that of a different community college. Candidates who apply for a position at a two-year college should be aware of these differences from the outset and adjust their expectations accordingly. The following paragraphs sketch out some of these differences and the reasons behind them. Please note, though, that hiring practices at two-year colleges are as diverse as the colleges themselves. Always ask the college for clarification if the process is not clear. The Position Itself Colleges usually have a campus-wide mechanism for deciding which positions will be opened in a given year. The proposal for a new position begins with the department, but the process of obtaining a new full-time line is competitive, based on the projected college budget for the next year and enrollment and program demands as measured by statistical data. New positions may not be announced until late in the fall semester or early in the spring semester. It is also common to advertise in the summer for temporary full-time positions replacing faculty members on leave or unexpected retirees. The Processes These are often controlled by the college governing board policy, union agreements, and strict state guidelines for public community colleges. The human resources department often directs the process and may require a standard format for the interviews and similar interaction of committee members with all candidates. Human resources will often be the first point of contact for community college applicants. Typically, candidates should expect less social interaction with those making hiring decisions at a public community college than at four-year colleges or universities, especially private ones. The hiring process may not include lunch or dinner with department faculty members, a campus tour, or even a coffee break. Job candidates should not be put off by these practices; while candidates may interpret community college hiring practices as impersonal or unfriendly, community colleges are simply striving to treat all candidates equally. The Budget for the Interview Process Historically, budgets for hiring are very limited at two-year colleges. In part, this may be due to the fact that community colleges, even when they advertise nationally, tend to attract enough qualified candidates regionally, thus avoiding the expenses of a true national search Twombly 41; Breznau. Advertising for a position may take place in the Chronicle of Higher Education, in local newspapers, and in any statewide registries of positions. Rarely do community colleges send a committee to the annual MLA convention. Many colleges pay no travel expenses for on-campus interviews, while some will award a stipend, if it is requested, especially to low-income or underrepresented group candidates. The candidate should learn what expenses, if any, will be paid before agreeing to the interview. Secrets of the Interview How to get an interview Although the exact sequence of steps in the hiring process differs from college to college, the patterns we describe are common practice. The initial interview committee usually is selected to represent the whole college, not just the discipline, with about 5-12 members including faculty members in the discipline and related fields, employees from other offices of the college, a student, an administrator, and so forth. This committee will screen the applications. If your field is English or Spanish there may be three hundred applications for the fifteen or fewer interviews that will occur. Some colleges use phone interviews as an initial screening device as well. For specific tips on how to handle phone interviews, see Breznau. If you are selected for an interview, you will be contacted by a department administrator or the human relations department to arrange an interview time. To enhance your chances of being selected, consider these suggestions:

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