

**Eastern Illinois University  
New Course Proposal**

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CSD 5885
3. **Short title:** The Community College
4. **Long title:** The Community College
5. **Hours per week:** 3 Class ☐ Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☒ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2020
  
8. **Catalog course description:** This course examines the historical, social, and political contexts of the two-year college in American Higher Education. Other topics include governance, leadership, curriculum, co-curriculum, students, staff, and faculty.
  
9. **Course attributes:**  
 General education component: None.  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive  
☐ Writing active
  
10. **Instructional delivery**  
**Type of Course:**  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_
  
- Mode(s) of Delivery:**  
☒ Face to Face ☒ Online ☐ Study Abroad  
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40
  
11. **Course(s) to be deleted from the catalog once this course is approved.** None.
  
12. **Equivalent course(s):** None.  
 a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☐ No
  
13. **Prerequisite(s):** None.  
 a. **Can prerequisite be taken concurrently?** ☐ Yes ☐ No  
 b. **Minimum grade required for the prerequisite course(s)?** \_\_\_\_\_  
 c. **Use Banner coding to enforce prerequisite course(s)?** ☐ Yes ☐ No  
 d. **Who may waive prerequisite(s)?**  
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)
  
14. **Co-requisite(s):** None

**15. Enrollment restrictions**

- a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student
- b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

**16. Repeat status:** x May not be repeated    \_\_\_ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** \_\_\_

**18. Grading methods:** x Standard    \_\_\_ CR/NC    \_\_\_ Audit    \_\_\_ ABC/NC

**19. Special grading provisions:** None

- \_\_\_ Grade for course will not count in a student's grade point average.
- \_\_\_ Grade for course will not count in hours toward graduation.
- \_\_\_ Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_
- \_\_\_ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:** None

Supplemental Materials or Software \_\_\_\_\_

Course Fee \_\_\_ No \_\_\_ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:** None

- \_\_\_ A community college course may be judged equivalent.
- \_\_\_ A community college may not be judged equivalent.
- Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

1. x Course is required for the major(s) of College Students Affairs
- \_\_\_ Course is required for the minor(s) of \_\_\_\_\_
- \_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_
- \_\_\_ Course is used as an elective

2. **Rationale for proposal:** To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above level graduate course

Writing active, intensive, centered: n/a

**4. General education assurances (answer N/A if not applicable)**

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

**5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

**Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title**

CSD 5885 – The Community College

**2. Catalog description:** This course examines the historical, social, and political contexts of the two-year college in American Higher Education. Other topics include governance, leadership, curriculum, co-curriculum, students, staff, and faculty.

**3. Learning objectives.**

<b>Graduate Learning Goals</b>
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a) Describe the systems used to govern public, private, and for-profit institutions of all types (two-year, four-year, graduate, professional, vocational, etc.) in one's state/province and nation.	1, 2
b) Describe how national and state/provincial constitutions and laws influence the rights of students, faculty, and staff on all types of college campuses.	1, 2
c) Identify major internal and external stakeholders, policymakers, and special interest groups who influence policy at the national, state/provincial, local, and institutional levels.	1, 2, 3
d) Describe the governance systems at one's institution including the governance structures for faculty, student affairs professionals, staff, and students.	1, 2
e) Articulate the vision and mission of the primary work unit, the division, and the institution.	1, 2
f) Understand campus cultures (e.g. academic, student, professorial, administrative) and apply that understanding to one's work.	1, 2, 3
g) Describe campus protocols for responding to significant incidents and campus crises.	1, 2
h) Explain how job descriptions are designed and support overall staffing patterns in one's work setting.	1, 2, 3
i) Describe the roles of faculty, academic affairs, and student affairs educators in the institution.	1, 2

#### **4. Course materials.**

Cohen, A.M. & Brawer, F. B. (2014). *The American Community College*. (6<sup>th</sup> ed.). San Francisco: Jossey-Bass.

## 5. Weekly outline of content.

<b>Week</b>	<b>Theory/Activity</b>	<b>Length of Class</b>	<b>Reading</b>
1	Introduction to Course and History of Community College	150 Minutes	Cohen & Brawer, Ch 1
2	Role, Governance, and Challenges of the Community College	150 Minutes	Cohen & Brawer, Ch 3-4
3	Students and Culture at the Community College;	150 Minutes	Cohen & Brawer, Ch 2 & 7
4	The Learning Environment at the Community College	150 Minutes	Cohen & Brawer, Ch 6 & 10
5	Strategic Planning; Finances of the Community College.	150 Minutes	Cohen & Brawer, Ch 5
6	Lakeland Campus Visit	150 Minutes	
7	Vocational, Developmental, and Community Education	150 Minutes	Cohen & Brawer, Ch 8 & 11
8	Community College and University Relationship	150 Minutes	Cohen & Brawer, Ch 9
9	Community Education	150 Minutes	Cohen & Brawer, Ch 12
10	Scholarships	150 Minutes	Cohen & Brawer, Ch 13
11	The impact of technology on the Community College	150 Minutes	
12	Student Progress and Outcomes	150 Minutes	Cohen & Brawer, Ch 14
13	Presentations – Unit Comparison	150 Minutes	
14	Working in Community Colleges – GUEST	150 Minutes	

15	The Future of the Community College	150 Minutes	Cohen & Brawer, Ch 15
16	Finals		

## 6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight (%)
Class Participation	10%
Professional Interview	10%
Chronicle Articles	20%
Board Reaction	10%
Mission Statement	25%
Unit Analysis	25%

**CHRONICLE ARTICLES:** Read and report on three articles from the Chronicle of Higher Education. This will be a one-two page summary of the article. Articles should be on issues related to community colleges.

**PROFESSIONAL INTERVIEW:** From our visit to Lake Land Community College interview an administrator, faculty member, or professional staff member to learn their perspective about their work, their view(s) of the community college as an educational institution, and how they perceive their role in it. Briefly describe the college and any pertinent facts related to the person's role. Use the research literature, any pertinent literature from the college, class discussions, and guest lectures in framing your write-up from the interview.

**BOARD MEETING REACTION:** Attend board meeting of Lakeland College and write a 2-3 page reaction paper on your impressions of the operations, business, and leadership you observed.

**MISSION STATEMENT ANALYSIS:** You will identify three community colleges anywhere in the United States. Once you have selected your three community colleges you will review their mission statement and any demographic and historical information about the institution. The objective of this activity is to critically analyze the three missions, comparing and contrasting them with one another and relating them to what you have been learning throughout the course of this class.

**UNIT COMPARISON PAPER:** You will identify a functional area of Student Affairs and compare how that unit operates, functions, and programs for community colleges in contrast to a four year institution. Paper should be 5-7 pages, double spaced, in APA style. You may use Eastern Illinois and Lakeland as your comparison or if you wish to compare using other institutions, obtain faculty permission.

**7. Grading scale.**

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

**8. Correlation of learning objectives to assignments and evaluation.**

<b>Assignments and Evaluation</b>	<b>Course Objectives</b>
Class Participation	a, b, c, d, e, f, g, h, i
Professional Interview	c, d, f, g, h, i
Chronicle Articles	b, c, d, i
Board Reaction	a, c, d, f, i
Mission Statement	a, b, d, e, f, i
Unit Analysis	a, b, d, e, f, h, i

**Date approved by the department or school: 4/11/18**

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**