1. Catalog Description
Course number:  CSD 5770
Title:  The Community College
Meeting times and credit:  3-0-3
Terms to be offered:  Spring
Short title: Community Coll
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.
Prerequisite:  None

2. Objectives of the Course
More than half of all postsecondary students attend a community college. This course is meant to introduce community college organization and education to pre-service preparation students in college student affairs. Upon completion of this course, students should have a basic understanding of the history and philosophy of American community colleges. Students should understand the basic features of key aspects of community colleges, including:

   a. mission
   b. organization and administration (local and state)
   c. finance (local, state, federal, private)
   d. academic programs (transfer, occupational, remedial, continuing education)
   e. students (characteristics, achievements, services)
   f. staffing (professional and other)
   g. leadership
   h. social and community roles

Students should distinguish the major differences between community colleges and four-year colleges, universities, and proprietary schools. They should appreciate the key differences among rural, suburban, and urban community colleges, and be conversant with current and emerging topics and issues related to community colleges.

Instructional Model:
This course will use a problem-solving approach to teaching. Instructional activities will include dialogue with class members, individual and group projects, problem finding and problem-solving. Discussion, case study, inquiry and cooperative learning are instructional methods that will be used. Students will be responsible for careful reading of the assigned materials so that informed discussion can take place.

Learning Model:
This graduate level course will use the constructivist information-processing model of learning. Students will be expected to reflect on the readings, classroom discussion,
and out-of-class work to develop their understanding of the American community college within the context of student affairs practice.

3. **Outline of the Course**

   **Assessment:**

   The purpose of this course is to introduce students to community college education. A series of hands-on site visits will result in the preparation of a case study of one particular aspect of community college functioning. The case study report will require that students do on-site interviewing, library research, and reflective analysis.

   **Assignment #1: Interview.** Visit a community college and interview an administrator, faculty member, or professional staff member to learn his/her perspective on the following: 1) his/her particular job, 2) his/her view(s) of the community college as an educational institution, and 3) his/her role within the college. 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 case and the analysis that follows (limit 10 pages). This assignment represents 20% of the total grade.

   **Assignment #2: Case Study.** Visit a community college (it may be the one you based your first assignment upon, or another one) in order to learn about one particular aspect of the institution, e.g., use of part-time faculty, developmental studies programs, off-campus sites, special programs for target populations, vocational studies, technology and distance learning, or specific offices such as development, institutional research, and the like. State the objectives of your case study and develop and analyze your case based on the research literature and what you have learned during the course. This second paper should include a statement of the problem, a review of the literature, a discussion of the problem with application to the particular community college, and a conclusion. You will need to interview college personnel, do some observation(s), and gather pertinent college materials. Attach relevant materials, including your interview protocol, and references to the paper (limit 15 pages). You will present the paper to the class near the completion of the course. This assignment represents 40% of the total grade.

   **Assignment #3: Book Review.** You will choose a book on any aspect of two-year colleges (e.g., history, students, curriculum) and write a review of the book. The book review should include a brief summary of the content, why you chose the book, a discussion of its main themes or points, criticisms of the book, and your assessment of the value of the book to researchers and practitioners. This assignment represents 10% of the total grade.

   **Final Examination:** The last class session will be devoted to a written final examination addressing a major theme of the course: students, faculty/staff, or curriculum. The topic will be announced at the end of the last class session. This assignment represents 30% of the total grade.
Course Outline

UNIT ONE: The Historical Foundations of the Community College

a. Overview of the Course: Community College History and Philosophy (1 week)
b. Historical Foundations (The Early Years) (1 week)
c. Historical Foundations (The Later Years) (1 week)

UNIT TWO: Components of the Community College

d. Mission of the Community College (1 week)
e. Leadership and Governance (1 week)
f. Organization and Finance (1 week)
g. Student Issues (1 week)
h. Faculty Issues (1 week)
i. Curriculum (1 week)

UNIT THREE: Critical Issues in the Community College

j. Technology (1 week)
k. Focusing on Outcomes—Assessment and Evaluation (1 week)
l. Raising Issues of Inequality (1 week)
m. Policy Implications (1 week)

UNIT FOUR: Student Presentations

n. Graduate Student Symposium on Community Colleges I (1 week)
o. Graduate Student Symposium on Community Colleges II (1 week)
p. Final Examination (1 week)

4. Implementation

a. Faculty member to whom the course may be assigned:
The course will be assigned to Dr. Charles G. Eberly, Department of Counseling and Development.

b. Specification of any additional costs to students:
No additional costs to the students

c. Text and supplementary materials to be used, including publication dates:

d. Term to be first offered:
The course will first be offered in Spring, 2002.
5. **Rationale**
   a. Purpose and need:
      The proposed revisions in the curriculum of the Eastern Illinois University college student affairs master’s program follow the recommendations of an External Review carried out in 1999 using the Council for the Advancement of Standards in Higher Education criteria for pre-service preparation programs in college student affairs.

   b. Justification of the level of the course and a list of prerequisites:
      This course will be offered to students at the graduate level. This course will meet the Council for the Advancement of Students in Higher Education (CASHE) Standards based on external review recommendations.

   c. Similarity to existing courses and/or effect upon programs in other departments:
      This new course is unlike any other course taught in the University in this or any other department. Overall, the course will introduce pre-service preparation students in college student affairs to the possibilities of professional careers in community college settings.

   d. Requirement or elective:
      This course will be offered as a requirement for the Master of Science in College Student Affairs.

6. **Community College Transfer**
   A community college course will not be judged equivalent to this course.

7. **Date Approved by the Department:** September 27, 2000

8. **Date approved by the College of Education and Professional Studies Curriculum Committee:** October 9, 2000

9. **Date approved by the CAA:** NA

10. **Date approved by CGS:** November 28, 2000