1. This request is submitted by the Department of Educational Administration & Human Resource Development.

2. Course prefix, number and complete title of course: EDAD 602, The Community College

3. Course description (not to exceed 50 words): Theoretical and practical knowledge of the American community college with emphasis on the history, purposes, programs, and personnel within these institutional contexts.

4. Prerequisite(s): Graduate classification

5. Is this a variable credit course? ☒ No
   If yes, from ______ to ______

6. Is this a repeatable course? ☒ No
   Will this course be repeated within the same semester? ☒ Yes
   ☐ No
   If yes, this course may be taken ______ times.

7. Has this course been taught as a 489/689? ☒ Yes
   ☐ No
   If yes, how many times? ______
   Indicate the number of students enrolled for each academic period it was taught. Summer ‘07: 12; Summer ‘08: 17

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. M.S.; MEd; PhD in educational administration

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>EDAD</td>
<td>602</td>
<td>THE COMMUNITY COLLEGE</td>
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<tr>
<td></td>
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<td>Lect. Lab SCH CIP and Fund Code</td>
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<td>0 3 0 0 0 3 1 3 0 4 0 6 0 0 4 0 8 0 6 0 9 - 1 0</td>
</tr>
</tbody>
</table>

Approval recommended by: [Signature] 9/21/08

Head of Department

Date

Head of Department (if cross-listed course)

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
EDAD 602: The Community College

Dr. Fred A. Bonner, II
Associate Professor
Texas A&M University
College Station, Texas

Office: Rm. 563, Harrington Tower
Phone: 979.845.7273
E-mail: fbonner@tamu.edu
GENERAL INFORMATION

Course Description: The course is designed to provide theoretical and practical knowledge of the American community college. A special emphasis will be placed on the history, purposes, programs, and personnel within these institutional contexts.

The course is especially recommended for students who wish to major or minor in higher education, and who do not have previous community college experience or who have not completed a similar introductory course in this area. For persons with experience in a community college but who have not formally studied these institutions, the course provides an opportunity to become familiar with salient literature in the field.

Prerequisites: Graduate Classification


Course Goals: The goal of this course is to provide an active teaching and learning forum to facilitate the exchange of concepts and ideas as they relate to the American community college. In general terms, the course is intended to familiarize you with:

I. A. The unique role of the community college in the American pattern of education.
   B. The characteristics of community colleges.
   C. The various purposes of the community college.

II. A. Major developments in the history of the community college.
    B. The present status of the community college in this country.

III. A. Descriptive characteristics of the students enrolled in community colleges.
      B. Reasons why students do and do not attend community colleges.
      C. Problems faced by students in community colleges.

IV. A. Problems included in the five basic types of educational curricula offered by community colleges, i.e. career education, general education, continuing and adult education, developmental education, and community services.
      B. Issues related to the basic types of educational curricula.
V. A. The need for counseling and other student personnel services in the community colleges.
   1. The various services included in community college counseling and student personnel services programs.
   2. Issues related to counseling and other student personnel services.

VI. A. Characteristics, attitudes, preparation, working conditions, and problems of the professional staff.

VII. A. Prevailing instructional approaches.
       B. Problems related to prevailing instructional patterns.

VIII. A. Patterns of finance, control, and coordination at the state level.
        B. The accreditation process.
        C. Leadership at the national level.

IX. A. Significant problems and issues facing the community college.
      B. Future prospects for community colleges.

Course Format

Given the broad scope of the topics to be covered, this course will rely heavily on extensive reading as well as instructor facilitated and student-led discussions.

Course Topics

The content of this course tentatively includes the following topics.

I. PHILOSOPHICAL PERSPECTIVES
II. STUDENTS
III. FACULTY
IV. GOVERNANCE AND LEADERSHIP
V. INSTRUCTIONAL METHODOLOGY
VI. ENTREPRENEURIAL ACTIVITY AND FINANCIAL MANAGEMENT
VII. CAREER, COMMUNITY, DEVELOPMENTAL, AND GENERAL EDUCATION
VIII. ROLES AND RESPONSIBILITIES
GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone, or no one can receive an “A.” There are five different course requirements (with assigned point values) specified below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>05</td>
</tr>
<tr>
<td>2. Reading Cards (10 @ 2 pts.)</td>
<td>20</td>
</tr>
<tr>
<td>3. Issue Papers (3 @ 10 pts.)</td>
<td>30</td>
</tr>
<tr>
<td>4. Group Presentations</td>
<td>30</td>
</tr>
<tr>
<td>5. Final Examination</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

1. **CLASS PARTICIPATION**  
   05 points

An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate in classroom discussion. Points will be awarded for participation in class discussion as follows:

- Unusually good contributions: 05 points
- Good contributions: 03-04 points
- Minimal, but acceptable contributions: 01-02 points
- Essentially no contribution: 00-00 points

In arriving at this total, points will be awarded in several class discussions as follows:

- Obviously well-prepared, significant contributions: 5
- Well-prepared, good contributions: 4
- Some preparation, minimal contributions: 3
- Simply there, little or no contribution, no participation: 2

Your point total is determined by averaging ratings of your contributions over several class sessions.

**NOTE:** The total number of points (5) allotted for class participation will be forfeited for students who miss more than one class session.

2. **READING CARDS**  
   20 points

In addition to the assigned readings, you will be expected to complete supplemental reading on issues impacting the community college. Please select ten journal articles and complete the stated requirements cited in Appendix A. You are to select one article from each of the following areas: Student diversity, governance and leadership, instructional methodology, entrepreneurial activity and financial management, distance learning and technology. The remaining five cards may be completed highlighting a topic of your choice. Each reading card is worth two points.
3. ISSUE PAPERS

You are to complete three issue papers on topics of interest as they relate to the community college. At least one of your papers must focus on an issue that addresses multicultural/diversity issues. Information cited in the articles used to complete the reading card assignment may be used to supplement your issue paper discussions. Issue paper guidelines are included in Appendix B. Each issue paper is worth ten points.

4. GROUP PRESENTATIONS

You will be placed in small groups to complete this course component. Each group should select one of the chapters in our classroom textbook Community Colleges: Policy in the Future Context and provide an overview of the chapter contents. Groups will be expected to provide handouts and direct classroom discussion. Grading will be based on clarity and organization of the discussion as well as the applicability and usefulness of handout materials. Group presenters should prepare a sixty-minute interactive session highlighting the selected chapter. Appendix C contains the rubric used to assess group performance.

5. FINAL EXAMINATION

The final examination will cover all materials treated in class and reading assignments. Pay particular attention to the information shared in the group presentations. Test questions will be of the identification and short-essay type.

GRADES

Final grades will be assigned as follows:

For a grade of:

“A” At least 90 total points
“B” An accumulated point total between 80 and 89
“C” An accumulated point total between 70 and 79
“D” Any point total below 70
OTHER

Academic Integrity (Aggie Honor Code)

An Aggie does not lie, cheat or steal, nor tolerate those who do.

Upon accepting admission to Texas A&M University, a student immediately assumes a Commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit our website (www.tamu.edu/aggiehonor).

On all course work, assignments, or examinations completed at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other this, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. Students with disabilities or who believe they have a disability should contact the Services for Students with Disabilities Office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This office is located in Room B118 of Cain Hall—they may be contacted directly at (979) 845-1637.

Class Attendance

If you must miss class, please let me know in advance by contacting me at (979) 845-7273 (office). You are responsible for all materials covered in class and for completing any work assigned.

Tentative Course Calendar

Appendix C contains a tentative course calendar. Please note that this calendar is subject to change. Any necessary amendments will be announced in class.

Conferences with the Instructor

I will be available to meet with students during regularly scheduled office hours or by appointment. I will also be available for conferences immediately before or after class. If you need to reach me by telephone or e-mail, my number and address is:

(979) 845-7273 (office number)
(979) 845-2716 (office pool)
fbonner@tamu.edu
APPENDIX A

GUIDELINES FOR READING CARDS

Please use 5 X 8 index cards-ONE CARD PER SOURCE-print or type. Use the following format:

Course:

Article Title: Your Name: ___________________

Source: For a journal article, give author, title, name of journal, volume number, date, and page number(s).

Purpose: Brief statement of what the author set out to accomplish.

Method: If a research study, a statement regarding purpose, sample, instrument, etc., for other articles, please state how the author arrived at his/her conclusions.

Summary: Brief listing of significant points, each in short sentence form.

Appraisal: Give your reactions to the value of the work.

Questions: What questions did the article generate for you, or questions that you think the class should discuss.
APPENDIX B

ISSUE PAPER GUIDELINES

Community College/Higher education professionals are often called upon to prepare: (1) written documents explaining complex issues facing administrative units; (2) proposals for new programs; or (3) documentation of the needs to continue existing programs. Since senior level administrators, faculty, or governing boards with little expertise in higher education often read these papers, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important.

Guidelines

(1) An issue paper is to identify and discuss an important and current issue related to the community college. At least one of your papers must focus on an issue that addresses multicultural/diversity issues.

(2) To prepare an issue paper, you will want to read a variety of academic publications that speak to issues impacting the community college. Since a major purpose of this assignment is to introduce you to the profession's literature base, citations from popular press (e.g., \textit{Time}, \textit{Newsweek}, and \textit{Rolling Stone}) should be minimized. You may utilize electronic sources available on the World Wide Web.

(3) The paper can be as brief as four paragraphs; one paragraph to delineate the issue, one to give the "pro" side of the issue, one to give the "con" side, and one to state your conclusions. \textbf{The issue paper cannot be more than one page in length—including references.}

(4) Reference style must follow the professional style guidelines as given in the Publication Manual of the American Psychological Association (5th ed.), 2001. No other form is acceptable. References should be listed at the bottom of the page. At least one reference is required for each of the "pro" and "con" positions; references for each position must differ.

(5) Your writing style and analytic abilities are the most important in these papers. For tips on style consult Chapters 2 and 3 of the Publication Manual.
APPENDIX C
EVALUATION FORM

PRESENTER(S)

RATING DEFINITIONS
EXEMPLARY - ONLY SLIGHT ROOM FOR IMPROVEMENT
ACCEPTABLE - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>FINISH</th>
<th>EXCELLENT 03 POINTS</th>
<th>GOOD 2.5 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 1.5 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>START</td>
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</table>

PRESENTATION / DISCUSSION
1. PROVIDE A GOOD INTRODUCTION/VIEW?
2. ALLOW SUFFICIENT CLASS PARTICIPATION (QUESTIONS AND DISCUSSION)?
3. KEEP THE CLASS ON TOPIC (AVOID/DIGRESSIONS)?
4. PROVIDE ADEQUATE EXAMPLES / ILLUSTRATIONS WHERE NEEDED?
5. USE A VARIETY OF APPROACHES (HANDOUTS, OVERHEADS, QUESTIONS, ETC.)?
6. EXERCISE COMMON SENSE IN SELECTING CONTENT - GIVEN THE TIME ALLOTTED?
7. COMMUNICATE WITH THE CLASS AS OPPOSED TO JUST PRESENTING MATERIAL?
8. SHOW EVIDENCE OF CAREFUL THOUGHTFUL PREPARATION?
9. DISPLAY COMPETENCE IN KNOWLEDGE OF THE TOPIC?
10. PROVIDE A GOOD SUMMARY OR CONCLUSION?

TOTAL POINTS/GRADE:

COMMENTS/SUGGESTIONS:
APPENDIX D

TENTATIVE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Class #1 | Introduction and Overview  
Philosophical Perspectives  
*(Chapter One – The American Community College (ACC))* |                                            |
| Class #2 | Students  
*(Chapter Two—ACC)* |                                            |
| Class #3 | Faculty: Building a Professional Identity  
*(Chapter Three—ACC)* |                                            |
| Class #4 | Instruction: Methods, Media, and Effects  
*(Chapter Six—ACC)*—see order |                                            |
| Class #5 | Student Services: Supporting Educational Objectives  
*(Chapter Seven—ACC)*  
**ISSUE PAPER #1 DUE** |                                            |
| Class #6 | Governance and Administration: Managing the Contemporary Community College  
*(Chapter Four—ACC)* |                                            |
| Class #7 | Finances: Sustaining and Allocating Resources  
*(Chapter Five—ACC)* |                                            |
| Class #8 | Vocational Education: Occupational Entry, Change, and Development  
Developmental Education: Enhancing Literacy and Basic Skills |                                            |
| Class #9 | Community Education: Extending College Services and Training  
*(Chapter Eight, Nine, Ten—ACC)*  
**National Level (Chapters 1 & 2)—GROUP #1 PRESENTATION** |                                            |
| Class #10 | Collegiate Function: Transfer and the Liberal Arts  
*(Chapter Eleven—ACC)*  
**ISSUE PAPER #2 DUE**  
**National Level (Chapters 3 & 4)—GROUP #2 PRESENTATION** |                                            |
| Class #11 | Scholarship: Research in and About the Colleges  
*(Chapter Twelve—ACC)*  
**State Level (Chapters 6 & 7)—GROUP #3 PRESENTATION** |                                            |
| Class #12 | The Social Role: A Response to the Critics  
*(Chapter Thirteen—ACC)*  
**State Level (Chapters 8 & 9)—GROUP #4 PRESENTATION** |                                            |
Class #13  Toward the Future: Trends, Challenges, and Obligations
(Chapter Fourteen – ACC/ISSUE PAPER #3 DUE)

Class #14  READING CARDS DUE (Brief Discussion)
State Level (Chapters 10 & 11)—GROUP #5 PRESENTATION

Class #15  FINAL EXAMINATION