

EOL 573
The Community College
Course Syllabus
Spring 2008

CRN: 43700

Course Meetings: Monday, 7:00 – 9:50 pm

Classroom: Education Building 176

Instructor: Daniel P. Cullen

Address: 129 Office of Admissions and Records, 901 W. Illinois St., Urbana, IL 61801

Phone/E-mail 244-9390 (EOL central office)
333-4074 (my office)
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dcullen@uiuc.edu (e-mail)

Office Hours: By appointment; available before and after class meetings

Required Text:

Bailey, T., & Morest, V. (Eds). (2006). *Defending the community college equity agenda*. Baltimore: St. Johns University Press.

Townsend, B., & Bragg, D. (2006). *ASHE reader on community colleges*. Boston, MA: Pearson Custom Publishing.

Additional readings may be made available on e-reserve at the UIUC Undergraduate Library (look for EOL 573 and my name). URL: <http://www.library.uiuc.edu/ereserves/querycourse.asp>

Recommended Text/Resource:

Cohen, A. M., & Brawer, F. B. (2006). *The American community college*. 4th ed. San Francisco: Jossey-Bass, Inc.

American Psychological Association. (2001). *Publication manual*. 5th ed. Washington, DC: author. (also available on various websites by searching *APA publication manual*.)

Other Resources (Optional):

National profile of community colleges: Trends and statistics, 4th Edition. Order #1491. \$63 nonmembers/\$50 AACC members. Order online at <http://www.aacc.nche.edu/Bookstore> or call 800/250-6557.

Course Description and Goals

This course provides an overview of how various types of two-year postsecondary institutions, primarily comprehensive community colleges, have evolved and how they function. Themes running through the course address policies, trends, issues and innovations influencing the evolution and current operation of

community colleges from the 20th century to the present. Beginning with a brief history of community colleges, the course offers content dealing with foundations, governance and administration, curriculum, faculty, students, and student outcomes. The course also offers a critical examination of community colleges, considering their strengths and weaknesses within the broader context of P-16 education.

Ultimately, the course prepares students who aspire to be professors, researchers, policy analysts, and/or administrators of community college and higher education to understand, assess, and contribute to the betterment of community college education, both today and in the future. Focus is on the study of community colleges using the literature.

By the end of the course, students will be able to:

1. trace the evolution of U.S. community colleges and describe their goals, policies, and programs as well as the stakeholders associated with them.
2. identify and describe the status of community college education in terms of varieties; theoretical foundations; finance, governance, and administration; curriculum, faculty, students, and student outcomes.
3. identify and describe features of the Illinois community college system relative to the themes identified in #2; compare and contrast the Illinois system with other major state systems.
4. identify and explain policies, innovations, trends and issues that influence community college education and assess their impact on future policies and practices.

Description of Assignments & Exams

In this course, students connect theory, policy, research and practice through a series of related assignments, beginning with a proposal (in the form of a letter) that specifies a culminating research project. Students are required to conduct a comprehensive review of the literature, and they are also encouraged to enhance their review of literature with field research, providing the opportunity to execute a small-scale research effort. The focus of this culminating research project is on illuminating a problem, trend, issue or innovation that has intellectual appeal, engaging in scholarly activity that enhances fundamental research competencies, and identifying research problems that may evolve into an early research project, research specialization, master's thesis or doctoral dissertation.

Proposal for Culminating Project – 10% of final grade – due via email Feb 18, 2008

In the form of a letter written to a community college president (real or fictitious) or to your instructor, write a two- to three-page proposal that specifies the focus of a project that you intend to carry out in this course. The proposal should identify a problem, trend, issue, or innovation of particular significance to you and provide a brief explanation of how you anticipate carrying out the project (see below). The letter should specify goals, methods, resource material, and timeline for completing the project in accordance with due dates in this syllabus.

Position paper – 15% of final grade – due Friday, March 10, 2008

Students are required to write a 5 to 7-page, double-spaced position paper that argues for strengthening a particular aspect of the community college. This paper requires that students consider the “required readings” for the course, along with additional readings of their own, to prepare a logical argument that defines, describes, and advocates for a specific aspect of the community college

such as open access, the comprehensive mission, student development, enhanced high school-to-college transition, or workforce development.

Culminating Project – written report constitutes 25% of final grade; oral presentation constitutes 15% of final grade – written report due Monday, May 5, 2008; presentations will be given April 7 and April 21, 2008

A review of literature is to be conducted on a topic specified in the proposal (see assignment #1 above). This aspect of the course provides the opportunity for students to gain greater understanding of the breadth and depth of extant literature on a particular community college innovation, problem, trend or issue. This literature review should be a synthesis of the pertinent literature, developing a coherent thesis addressing the chosen innovation, problem, trend, or issue. Students are encouraged to submit an outline of the review of literature by Monday, March 31 and a draft by Monday, April 14, with the final paper due May 5, 2008.

Students are required to give a brief, but formal, oral presentation on their project on April 7 or 21.

A research report is encouraged to build on the review of literature with the product being a written report. This project is intended to give students the opportunity to investigate first-hand a particular topic of interest, enabling them to connect theory to practice. To carry out the field research, students are encouraged to collect data in one or two community colleges (more colleges can be involved, if approved by the instructor). Students who are employed by a community college should select a different community college for this project, using their own institutions as a comparison college. During the site visit, students should plan to conduct several interviews to collect original data and examine the connections between theory, research and practice. Research projects must meet appropriate UIUC Bureau of Educational Research, Human Subjects standards, including obtaining an approved protocol.

Regarding the final product, the final paper containing the review of literature and field research project, if chosen, should total 20-30 double-spaced pages (12 pt. font), excluding the title page and references. The report should include an abstract and adhere to the American Psychological Association (APA) publication manual, 5th edition.

NOTE: The field research may be conducted with other class members who share an interest in a similar policy, innovation, trend or issue. If this option is chosen, class members must meet with the instructor to determine a process for assigning responsibilities, coordinating workload, preparing the final report, and determining a valid assessment protocol. Each student is responsible for preparing an individual proposal delineating his or her responsibilities with respect to the review of literature and field research, along with a master plan showing how individual objectives fit with the team's overall goals and products.

Final Exam – 25% of final grade – given on Monday, April 28, 2008

A closed book final exam will be given during class on Monday, April 28, 2008. The exam will assess students' cumulative knowledge of content associated with this course. The exam will be given via computer using a short-answer and essay format.

Class Participation including readings, quick writing assignments, small- and large-group discussions during class, e-mails and postings to the class website, etc. – 10% of final grade

Students are expected to arrive on time, read the required readings, be prepared to participate fully in the intellectual pursuits of the class, and submit electronic assignments. Absences and tardiness

without prior notification of the instructor are detrimental to class participation, and they deter from this portion of the final grade.

Grading/Evaluation Policy

The grading/evaluation policy for this course is consistent with UIUC policy. The final grade will be determined by each student's performance on all assignments, the exam, and class participation. All assignments must represent a student's own *original* research and writing for this course. Papers submitted to fulfill requirements for other courses are not considered original and will be given a failing grade. At the beginning of the semester, students are encouraged to discuss potential ideas and possible conflicts that the work for this course might have with prior course work so that strategies can be devised to meet student needs and course expectations.

All assignments and examinations are due at the beginning of the class session for which they are assigned. Late papers will not be accepted without prior approval. It is essential that students notify the instructor as soon as any special circumstances arise that interfere with the timely completion of assignments. Even with prior approval, the instructor reserves the right to lower grades in accordance with the tardiness of the late assignments (i.e., assignments 1 week late are lowered 1 letter grade; 2 weeks, two letter grades, etc.)

Grading Scale - The grading scale for assignments and the final exam stipulated follows:

- 94-100% - A
- 90-93% - A-
- 87-89% - B+
- 84-86% - B
- 80-83% - B-
- 77-79% - C+
- 74-76% - C
- 73-70% - C-
- Below 70% - D/F

Peer and Advisor Input/Review

During the semester, students are encouraged to discuss any and all ideas, outlines, or drafts of assignments with the instructor, fellow students, and, of course, their advisor. Assignments submitted to Prof. Cullen at least one week in advanced of the due date will be reviewed and feedback will be shared with the student. When the final paper is submitted for grading, a copy of previously-reviewed draft(s) must be returned to the instructor.

Academic Integrity Policy

Every graduate student is expected to comply with the student code of conduct of the University of Illinois at Urbana-Champaign (UIUC). Every graduate student should obtain a copy of the booklet entitled *Code on Campus Affairs and Handbook of Policies and Regulations Applying to All Students*, which sets forth the official regulations governing all student conduct on the Urbana-Champaign campus. The *Code* also stipulates a graduate student's rights in the event he or she is charged with misconduct or some violation of University regulations. The student code of conduct is available at:

http://www.admin.uiuc.edu/policy/code/StudentCode_07.pdf

Selected publications and scholarly journals (*) featuring community college research, policy, & practice:

Community College Journal (monthly periodical of the American Association of Community Colleges)

Chronicle of Higher Education (newspaper)

**Community College Review (scholarly journal sponsored by the Community College Leadership program at North Carolina State University)*

Community College Times (newspaper)

Community College Week (AACC newspaper)

**Journal of Applied Research in the Community College (scholarly journal affiliated with the National Council on Research and Planning; currently housed at Portland State University)*

**Journal of Higher Education (sponsored by The Ohio State University)*

**Journal of Career and Technical Education Research (currently edited at UIUC by Dr. Steven Aragon)*

**Journal of Career and Technical Education (currently edited at University of Illinois at Urbana-Champaign)*

New Directions for Community Colleges (currently edited at UCLA)

**Research in Higher Education*

**Review of Higher Education*

This syllabus and course outline are adapted from Dr. Debra Bragg's previous work for EOL 573.

EOL 573
The Community College
Course Roadmap
Spring 2008

January 14, 2008

Course introduction and overview of the semester's agenda

This session includes an overview of the goals and expectations for the course. The instructor reviews the required texts and readings, assignments, and assessments. He also explains how this course fits into the overall graduate curriculum of the Department of Educational Organization and Leadership (EOL)'s Higher Education Program. Students introduce themselves and discuss their interest in the study of the community college. They may include their own experience with and impressions of community colleges and begin to identify problems, trends, issues and innovations that they think influence community college education in the U.S.

January 21, 2008

Campus holiday—no class

January 28, 2008

The initiation and evolution of the community college (Pre WWII)

Participants explore the period that initiated the junior college, focusing on the early history that precipitated modern-day community colleges. This discussion focuses on political, economic, and social developments that had a dramatic impact on community college education in the U.S.

Required reading:

- Introduction chapter (Bragg & Townsend, xix – xxviii), *ASHE Reader*
- See “Significant Events” in this syllabus
- Go to the following website and spend a little time scanning information there: <http://junior-college-history.org/index.html>. In particular, look at:
 - George Zook - <http://junior-college-history.org/Leaders/Zook.html>
 - Bibliography by Walter Crosby Eells - <http://junior-college-history.org/Sources/Ells1.html>
 - U of I document: http://junior-college-history.org/Sources/Burlington_Survey.html
- Reserve items:
 - Thelin, J. R. (2004). *A History of American Higher Education*. pp. 249-51,299-301,332-335.
 - Cohen, A., & Brawer, F. (2006). *The American community college*. Chapter 1, pp. 1-36.

February 4, 2008

The continued evolution of the community colleges (Post WWII)

This discussion focuses on the forces that shaped the community college in the latter half of the last century, including World War II, the GI Bills, and the Truman Commission.

Required reading:

- Truman Commission Report (formal title: President's Commission on Higher Education. *Higher Education for American Democracy*. New York: Harper & Brothers, 1947.)
- Hutcheson, Philo A. (2007). Setting the Nation's Agenda for Higher Education: A Review of Selected National Commission Reports, 1947–2006. *History of Education Quarterly*, (47), 3, 359-367.

February 11, 2008

The varieties of community colleges and changing missions

This discussion focuses on the vast array of types of two-year colleges that exist in North America, in the U.S. and Canada. We will also consider the diversity of missions.

Required reading:

- Part I, Varieties of Community Colleges, *ASHE Reader* (Intro and chapters 1-4).
- *Differential Characteristics of 2-Year Postsecondary Institutions*, available: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007164> (you do not need to print the whole thing)

February 18, 2008

The varieties of community colleges and changing missions (cont.)

This discussion focuses on the vast array of types of two-year colleges that exist in North America, in the U.S. and Canada. We will also consider the diversity of missions.

Required reading:

- Cross article from reserve
- Bailey, T., & Morest, V. (2006), *Defending the Community College Equity Agenda* (Chapters 1-2, 4).

NOTE: Students should bring a copy of one or more college mission statements (past and present, if possible) to this session. If possible, students are asked to copy the mission statements onto overhead transparencies or to make sufficient copies for members of the class to facilitate discussion.

Research proposal is due. Email by Monday at 7 p.m. to dcullen@uiuc.edu.

February 25, 2008

Theoretical foundations

This section of the course explores theoretical perspectives on the community college, including forces and factors that have influenced progression toward the comprehensive community college mission.

Required reading:

- Part II, Theoretical Foundations, *ASHE Reader* (Intro and chapters 5-10)

Recommended reading:

- Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 13, pp. 375-400).

March 3, 2008

Finance, governance, and administration

The focus for this session will be finance, governance and accountability relative to U.S. community colleges, including examining the role of the federal government in supporting student financial aid, performance-based funding and state governance structures.

Required reading:

- Part III, Finance, governance, and administration, *ASHE Reader* (Intro and chapters 11-13).
- Bailey, T., & Morest, V. (2006), *Defending the Community College Equity Agenda* (Chapter 3).

Recommended reading:

- Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 4-5, pp. 103-164).

March 10, 2008

Finance, governance, and administration (cont.)

The focus for this session will be finance, governance and accountability relative to U.S. community colleges, including examining the role of the federal government in supporting student financial aid, performance-based funding and state governance structures.

Required reading:

- Part III, Finance, governance, and administration, *ASHE Reader* (Intro and chapters 14-17).
- Bailey, T., & Morest, V. (2006), *Defending the Community College Equity Agenda* (Chapter 3).

Position papers are due.

March 17, 2008

Spring Break

March 24, 2008

Curricular missions

This session begins consideration of predominant curriculum missions being employed by the majority of community colleges.

Required reading:

- Part IV, Curriculum Missions, *ASHE Reader* (Intro and Chapters 18-23).
- Bailey, T., & Morest, V. (2006), *Defending the Community College Equity Agenda* (Chapter 6-7).

Recommended reading:

- Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 8, pp. 219-252; Chapter 9, pp. 253-282; Chapter 10, pp. 283-314; Chapter 11, pp. 315-348).

March 31, 2008

Curricular missions (cont.)

This session continues consideration of curriculum missions and considers instructional delivery trends and innovations, such as dual enrollment, learning communities and distance learning.

Required reading:

- Part IV, Curriculum Missions, *ASHE Reader* (Intro and Chapters 24-27).
- Bailey, T., & Morest, V. (2006), *Defending the Community College Equity Agenda* (Chapter 5, 9).

Recommended reading:

- Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 6, pp. 165-196; Chapter 7, pp. 197-218).

April 7, 2008

Faculty

This session addresses various aspects of the community college faculty, academic life, and instructional strategies.

Required readings:

- Part V, Faculty, *ASHE Reader* (Intro and Chapters 28-33)

Recommended reading:

- Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 3, pp. 73-102).

Half of the students will present course projects.

April 14, 2008

Students

This section of the course presents community college students and considers their diversity and their learning characteristics. Student services are also considered.

Required readings:

- Part VI, Students and the Impact of Community College Attendance, *ASHE Reader* (Intro and Chapters 34-36).
- Bailey, T., & Morest, V. (2006), *Defending the Community College Equity Agenda* (Chapter 8).

Recommended reading:

- Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 2, pp. 37-72).

April 21, 2008

Student Outcomes

This session discusses results of important studies examining the impact and benefits of community college education on students.

Required readings:

- Part VI, Students and the Impact of Community College Attendance, *ASHE Reader* (Chapters 37-42)
- Bailey, T., & Morest, V. (2006), *Defending the Community College Equity Agenda* (Chapter 10).

Recommended reading:

- Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 14, pp. 401-434).

Half of the students will present course projects.

April 28, 2008

Final exam

Students will take an in-class, closed-book exam.

May 5, 2008

Final papers due

Submit to EOL Office or e-mail to Prof. Cullen by 5 p.m.

Significant Historical Events in the Development of the Public Community College

From American Association of Community Colleges (AACC) website

Retrieved by D. Bragg on January 22, 2006

- 1862** Passage of the Morrill Act. With its emphasis on agriculture and the mechanical arts, the Morrill Act of 1862, often referred to as the Land Grant Act, expanded access to public higher education, teaching both courses and students previously excluded from higher education.
- 1890** Passage of the second Morrill Act. This act withheld funds from any state that refused admission to the land grant colleges based on race unless the states provided separate institutions for minorities. Expanded public higher education to include many blacks who previously were unable to attend college.
- 1901** The founding of Joliet Junior College in Illinois. Founded under the influence of William Rainey Harper, president of the University of Chicago, Joliet Junior College is the oldest public junior college in the nation.
- 1904** The "Wisconsin Idea." The University of Wisconsin emphasized that the university was to assist the general public through extension services and assistance to the state government. The university declared the boundaries of the state to be its campus. Today, most community college leaders view the college's service region as its campus.
- 1907** California legislation. California passed legislation that authorized high schools to offer postgraduate courses, provided state and county support for junior college students, and provided for independent junior college districts that had their own boards, budgets and procedures.
- 1917**
- 1920** Founding of the American Association of Junior Colleges. Meetings held in St. Louis (June 30-July 1, 1920) and Chicago (February 1921) resulted in the founding of the American Association of Junior Colleges. The association, currently named the American Association of Community Colleges, continues to provide a national focus and national leadership for the nation's community, junior, and technical colleges. In 1930, the association began publishing its own journal, known today as the Community College Journal.
- 1921**
- 1925** "The Junior College Movement." This work, written by Leonard Koos, described the development of the public junior college, with emphasis on the types of junior colleges, their geographic distribution, enrollments and programs of study.
- 1931** "The Junior College." This book by Walter Crosby Eells documented the growth and curriculum of the public junior college, as well as its role in increasing access to higher education. Eells' book is a very important text on the early development of the public junior college.
- 1944** Passage of the GI Bill of Rights. In 1944 Congress passed the Servicemen's Readjustment Act. Popularly known as the GI Bill, this act provided financial assistance for veterans of World War II who wished to

pursue higher education. The GI Bill was a milestone in the federal funding for education of individuals and did much to break down the economic and social barriers to allow millions of Americans to attend college. Indeed, more than 2.2 million veterans, including more than 60,000 women and approximately 70,000 blacks, attended college under the GI Bill.

- 1946** Jesse R Bogue. In 1946 Bogue became the executive secretary of the American Association of Junior Colleges, a position he held until 1958. As post-war spokesman, Bogue did much to popularize the term "community college" in his 1950 book titled "The Community College."
- 1947** Publication of Higher Education for American Democracy by the President's Commission on Higher Education. The commission report, popularly know as The Truman Commission Report, called for, among other things, the establishment of a network of public community colleges that would charge little or no tuition, serve as cultural centers, be comprehensive in their program offerings with emphasis on civic responsibilities, and would serve the area in which they were located. The commission popularized the phrase community college, causing hundreds of existing and new public two-year colleges to include community in their names.
- 1958** Edmund J. Gleazer Jr. In 1958, Gleazer succeeded Bogue as the executive director (The title replaced that of executive secretary, and in 1972 the title was changed to president.) of the American Association of Junior Colleges. He remained in the position until 1981, working tirelessly to promote the nation's community and junior colleges.
- 1960** The W.K. Kellogg Foundation. In 1960 the Kellogg Foundation announced a series of grants to be used to establish university centers for training two-year college leaders. In all, 12 universities established junior college leadership programs. Hundreds of future deans and presidents were graduates of the Kellogg Junior College Leadership Programs.
- 1960** "The Junior College: Progress and Prospect." Written by Leland L. Medsker, this volume discusses the public community college in detail, outlining both its strengths and weaknesses. The author provides data on the academic performance of students and the success of transfer students in selected states.
- 1965** Student aid legislation. Beginning with the Higher Education Act of 1965, the 1972 amendments to the act, and subsequent amendments and reauthorizations (including the 1992 higher education amendments), the federal government made it possible for practically every American to attend college. Included in current legislation is the federal Pell Grant program.
- 1992**
- 1981** Dale Parnell. In 1981, Dale Parnell succeeded Gleazer as president of the American Association of Community and Junior Colleges. He served as president of the Association until June 30, 1991. Parnell was the first president of the association to have served as the president of a public community college. During his tenure, the association established a press and issued a newspaper, the Community College Times.

- 1988** Report of the Commission on the Future of Community Colleges. In 1988, the Commission issued the report *Building Communities: A Vision for a New Century*. The report defined community not only as a region to be served, but as a climate to be created. Community colleges should play an important role in creating the climate and serving the region.
- 1991** David Pierce. On July 1, 1991, David Pierce succeeded Dale Parnell as president of the American Association of Community and Junior Colleges. Pierce, the first president of the Association to have graduated from a public community college, places major emphasis on working with the federal government, especially the departments of education and labor, and on interpreting the mission of the community college to both national and international audiences.
- 1992** AACC. By majority vote of the membership, AACJC drops the junior and changes its name to the American Association of Community Colleges.
- 2001** Centennial. Community colleges celebrate a 100 years of service. Joliet Junior College was the first community college, established in 1901.

**This information is from "[The Community College Story: A Tale of American Innovation](#)," by George B. Vaughan. It's published by AACC and is available in English, Spanish, French and Russian.

Selected Texts on the Community College
Compiled by Debra Bragg, Updated August 2007

- Adelman, C. (1994). *Lessons of a generation*. San Francisco: Jossey-Bass.
- American Association of Community and Junior Colleges. (1988). *Building communities: A vision for a new century*. Washington, D.C.: author. (ED 293 578)
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. 2nd ed. San Francisco: Jossey-Bass.
- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Bailey, T., & Mostert, V. (2006). *Defending the community college equity agenda*. Baltimore: St. Johns University Press.
- Baker, G., Roueche, J., & Gillett-Karam, R. (1990). *Teaching as leading: Profiles of excellence in open-door colleges*. Washington, D.C.: American Association of Community Colleges.
- Baker, G. (1994). *A handbook on the community college in America: Its history, mission, and management*. Westport, CO: Greenwood Press.
- Baker, G., & Associates. (1992). *Cultural leadership: Inside America's community colleges*. Washington, D.C.: American Association of Community Colleges.
- Blocker, C. E., Plummer, R. H., & Richardson, R. C. (1965). *The two-year college: A social synthesis*. Englewood Cliffs, NJ.
- Bogue, J. P. (1950). *The community college*. New York: McGraw-Hill.
- Bragg, D. (2001). The new vocationalism in community colleges. *New Directions in Community Colleges*, no. 115. San Francisco, CA: Jossey-Bass.
- Bragg, D., & Barnett, E. (2006). Academic pathways to, through, and from the community college. *New Directions in Community Colleges*, no. 126. San Francisco, CA: Jossey-Bass.
- Breneman, D. W., & Nelson, S. C. (1981). *Financing community colleges: An economic perspective*. Washington, D.C.: Brookings Institution.
- Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America 1990-1985*. New York: Oxford University Press, 1989.
- Cohen, A. M. (1969). *Dateline '79: Heretical concepts for the community college*. Beverly Hills, CA: Glencoe Press.
- Cross, K. P. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.
- Diener, T. (1986). *The growth of an American invention: A documentary history of the junior and community college movement*. New York: Greenwood Press.
- Dougherty, K. (1994). Dougherty, K. (1994). *The contradictory college*. Albany: SUNY Press.
- Eaton, J. (1994). *Strengthening collegiate education in community colleges*. San Francisco: Jossey-Bass.
- Eells, W. C. (1931). *The junior college*. Boston: Houghton Mifflin.
- Frye, J. H. (1992). *The vision of the public junior college, 1900-1940: Professional goals and popular aspirations*. New York: Greenwood Press.
- Gleazer, E. J. (1980). *The community college: Values, vision, and vitality*. Washington, D.C.: American Association of Community Colleges.

- Goodwin, G. (1971). *The historical development of the community--junior college ideology*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
- Grubb, W. N. (1996). *Working in the middle: Strengthening education and training for the mid-skilled labor force*. San Francisco: Jossey-Bass.
- Grubb, W. N. (1999). *Honored but invisible*. New York: Routledge.
- Hardin, T. L. (1975). *A history of the community junior college in Illinois: 1901-1972*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
- Harkin, J. (Ed.). (1996). *The community college: Opportunity and access for America's first-year students*. Columbia, SC: University of South Carolina.
- Hellmich, D. (2007). *Ethical leadership in the community college*. San Francisco: Jossey-Bass.
- Levin, J. (2007). *Nontraditional students and the community college: The conflict of justice and neoliberalism*. NY: Palgrave MacMillan.
- Koos, L. V. (1925). *The junior college movement*. Boston: Ginn.
- Knoell, D. M. (1966). *Toward educational opportunity for all*. Albany, NY: Office of Executive Dean for Two-Year Colleges, State University of New York. (ED 011 454).
- McDowell, F. M. (1919). *The junior college*. Washington, D.C.: U.S. Government Printing Office.
- McGrath, D., & Spear, M. (1991). *The academic crisis of the community college*. Albany, NY: SUNY press.
- Medsker, L. L. (1960). *The junior college: Progress and prospects*. New York: McGraw-Hill.
- O'Banion, T. (Ed.) (1994). *Teaching and learning in the community college*. Washington, D.C.: American Association of Community Colleges.
- O'Banion, T. (1997). *A learning college for the 21st Century*. Washington, D.C.: American Association of Community Colleges.
- O'Connell, T. E. (1968). *Community colleges: A president's view*. Urbana, IL: University of Illinois Press.
- Parnell, D. (1985). *The neglected majority*. Washington, D.C.: American Association of Community Colleges.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Rendon, L., Hope, R., & Associates. (1996). *Educating a new majority: Transforming America's educational system for diversity*. San Francisco: Jossey-Bass.
- Richardson, R. C., Jr., Fisk, E. C., & Okun, M. A. (1983). *Literacy in the open-access college*. San Francisco: Jossey-Bass.
- Rhoads, R. A., & Valadez, J. R. (1996). *Democracy, multiculturalism, and the community college*. New York: Garland.
- Roueche, J. E., & Roueche, S. D. (1993). *Between a rock and a hard place*. Washington, D.C.: American Association of Community Colleges.
- Roueche, J. E., Johnson, L. F., Roueche, S. D., & Associates. (1997). *The effectiveness debate and the community college*. Washington, D.C.: American Association of Community Colleges.
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