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A Comparison of Art Course Offerings in Representative Community Colleges in the Midwest

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A COMPARISON OF ART COURSE OFFERINGS
IN REPRESENTATIVE COMMUNITY COLLEGES
IN THE MIDWEST

by
Wayne L. Shaw

A Project Report
Submitted to the
Faculty of the School of Graduate
Studies in partial fulfillment
of the
Specialist in Education Degree

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Wayne Lynn Shaw

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TABLE OF CONTENTS

CHAPTER		PAGE
I	THE STRUCTURE OF THE STUDY	1
II	A PHILOSOPHICAL BASIS FOR THE COMPARISON OF COMMUNITY COLLEGE ART PROGRAMS	10
III	PROCEDURE FOR COMPARING TRANSFER, GENERAL EDUCATION AND TECHNICAL- VOCATIONAL EDUCATION TO THE COMMUNITY COLLEGE ART PROGRAMS	21
	Comparison Sheets for Representative Community Colleges from the State of Illinois	27
	Comparison Sheets for Representative Community Colleges from the State of Iowa	38
	Comparison Sheets for Representative Community Colleges from the State of Michigan	48
	Comparison Sheets for Representative Community Colleges from the State of Ohio	59
IV	CONCLUSIONS AND RECOMMENDATIONS	69
APPENDIX	78
BIBLIOGRAPHY	88

TABLE OF TABLES

TABLE		PAGE
I	AN EXAMPLE OF THE LEDGER USED FOR RECORDING COMMUNITY COLLEGE ART COURSE INFORMATION	4
II	AN EXAMPLE OF THE LEDGER USED FOR RECORDING COMMUNITY COLLEGE STATED AIMS AND OBJECTIVES	7
III	UNIVERSITY REQUIREMENTS FOR ART MAJORS THE FIRST TWO YEARS OF UNDERGRADUATE STUDY	23
IV	COMPARISON OF COMMUNITY COLLEGE PHILOSOPHICAL STATEMENTS REGARDING TRANSFER TO SUGGESTED REQUIREMENT . .	70
V	COMPARISON OF COMMUNITY COLLEGE PHILOSOPHICAL STATEMENTS REGARDING GENERAL EDUCATION TO SUGGESTED REQUIREMENT	71
VI	COMPARISON OF COMMUNITY COLLEGE PHILOSOPHICAL STATEMENTS REGARDING TECHNICAL-VOCATIONAL EDUCATION TO SUGGESTED REQUIREMENT	72

CHAPTER I

THE STRUCTURE OF THE STUDY

A survey of community college art curriculum literature revealed that only a small amount of research had been completed in this area. Possibly this is due to the fact that many community college art instructors teach studio courses and are not concerned with research in art. Consequently, this research study should benefit others seeking information in art curriculums. Community colleges from the states of Illinois, Iowa, Michigan, and Ohio are involved in this study. These states were chosen because of their proximity to one another. Throughout this study the term community college will be used to represent any institution considered a junior college or community college by the American Council on Education.

Originally two methods were considered for gathering data. The possibilities were the direct-mail questionnaire method and the college catalog evaluation. The latter was selected because it affords direct access to a wider range of data from more institutions.

"The last twenty years have shown a transition in survey techniques from the use of questionnaires sent through the mail to quite elaborate interview techniques. It is unfortunate that the same trend has not been apparent in educational research, where direct-mail techniques are still commonly used.

The central difficulty in all direct-mail techniques is that the percentage of returns is small. A questionnaire of some interest to the recipient may be expected to show only a 20 per cent return, even when conditions are favorable. If nonrespondents are contacted a second and a third time, the return may be increased to 30 per cent. Only rarely does it reach the 40 per cent level. Attempts may then be made to contact personally the final group of nonrespondents, but if this is done, it might be as well to perform the entire operation by interview."¹

The use of college catalogs to provide research information is a technique that was used quite early in community college research. Koos completed a study as early as 1924 using as one of his sources the catalogs issued by the colleges. Other authors employing this same method were Calvert and Medsker, two prominent men in the field of community college research. After surveying these three sources and several others, it was decided that this method of curriculum research would be used.

An analysis will be made of community college art curriculums in terms of the objectives and purposes stated in their catalogs. In order to acquire the catalogs needed, it was necessary to send form letters to all of the institutions involved. An example of this letter has been provided in the Appendix. The names and addresses of all the colleges involved were taken from the American Junior Colleges directory. These are also listed in the Appendix.

¹Travers, Robert M. W., An Introduction to Educational Research. (New York, N.Y.: Macmillan Company, 1966), p. 297.

After sending a request to all the colleges for their current catalogs, a columnar ledger sheet was used to record data for each state. The names of the institutions were recorded, and six basic categories were used to divide the colleges by enrollment. Those with an enrollment up to 99 students were classified A; 100 to 299, B; 300 to 999, C; 1,000 to 5,999, D; 6,000 to 10,999, E; and 11,000 and over, F.

Upon receiving the catalogs, each college's description of art courses was read and evaluated. It was necessary to determine whether a course was basic or advanced and into which of the categories it best fit. The art courses offered by each college were then recorded on the ledger under thirteen different divisions. The categories used were Art Education, Art History, Drawing, Design, Oil Painting, Sculpture, Ceramics, Jewelry, Water Color, Commercial Art, Architecture, Printmaking and Photography. (See Table I)

When all of the art courses for a particular college had been recorded, the total semester hours offered in art by that institution was determined. Throughout this study only semester hours have been used. All other types of credit hours were converted to semester hours. In addition, the number of full-time and part-time art instructors was recorded for each college. As soon as all the necessary information for a state was compiled, a recapitulation sheet was formulated to make comparison easier.

TABLE I
AN EXAMPLE OF THE LEDGER USED FOR RECORDING
COMMUNITY COLLEGE ART COURSE INFORMATION
MICHIGAN

Total Art Courses	Name of Institution	Art Education	Art History	Drawing	Design	Size of Inst.
87 S.H.	Flint Community Junior College	3B (2) $\frac{6}{6}$	2B(3) 6 1A(3) $\frac{3}{9}$	3B(3) 9 3A(3) $\frac{9}{18}$	2B(3) 6 $\frac{6}{6}$	6378 E
8 S.H.	Gogebic Community College	-----	-----	-----	2B(2) 4 2A(2) $\frac{4}{8}$	367 C
52 S.H.	Grand Rapids Junior College	1B (2) 2 $\frac{2}{2}$	2B(3) 6 $\frac{6}{6}$	-----	4B(2) 8 2A(3) $\frac{6}{14}$	4497 D

KEY:

Size Categories by Enrollment

A = 0 - 99 Students
B = 100 - 299 Students
C = 300 - 999 Students
D = 1,000 - 5,999 Students
E = 6,000 - 10,999 Students
F = 11,000 and over

S.H. = Semester Hours
---- = No Courses Offered

Courses Offered Classification

B = Basic Courses
1B (3) = 1 Basic Three Semester
Hour Course

A = Advanced Courses
1A (3) = 1 Advanced Three Semester
Hour Course

TABLE I--Continued

MICHIGAN

Oil Painting	Sculpture	Ceramics	Jewelry	Water Color	Commercial Art	Architec- ture	Print- making
2B(3) 6 2A(3) 6 12	2B (3) 6 2A (3) 6 12	2B (3) 6 2A (3) 6 12	2B(3) 6 2A(3) 6 12	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	-----
2B(3) 6 2A(3) 6 12	-----	1B (3) 3 1A (3) 3 6	-----	2B(2) 4 2A(2) 4 8	-----	2B (2) 4 4	-----

Using the same type of columnar ledger, a breakdown of stated objectives and purposes for each institution was completed including categories on provision for Transfer, Technical-Vocational Education, Continuing Education, Guidance and Counseling, Community Service, General Education, Low Financial Outlay, Adjustment Period, Christian Faith, How to Study and Making Up Deficiencies. The first five categories are the most commonly used by community colleges. (See Table II)

Any research study has limitations and the biggest one facing this project is the use of community college catalogs as a prime source of course information. There is always a difference between what an institution claims is offered according to its catalog and what actually is. Course descriptions are usually a composite of what the course should pertain to, but the instructor always makes the final decision as to what he will teach in the classroom. When sending for college catalogs, there is always the possibility that the institution will not respond or that their catalog might be in a state of revision. Stated institutional objectives and purposes act only as a guideline to represent the institution. Throughout this study it was assumed that the institutions offered the courses stated in their catalogs and that course content was accurate. However, objectives and purposes have been evaluated from their stated intent.

TABLE II
AN EXAMPLE OF THE LEDGER USED FOR RECORDING
COMMUNITY COLLEGE STATED AIMS AND OBJECTIVES

MICHIGAN

Name of Institution	Provide for Transfer	Technical- Vocational Education	Continuing Education	Guidance and Counseling	Size of Inst.
Flint Community Junior College	X	X	X	X	6378 E
Gogebic Community College	X	X	X	X	367 C
Grand Rapids Junior College	X	X	X	---	4497 D

KEY:

Size Categories by Enrollment

A = 0 - 99 Students
 B = 100 - 299 Students
 C = 300 - 999 Students
 D = 1,000 - 5,999 Students
 E = 6,000 - 10,999 Students
 F = 11,000 and over

X = The community college makes a statement in their catalog supporting this objective.

--- = The community college makes no reference to this objective in their catalog.

TABLE II--Continued

MICHIGAN

<u>Community Services</u>	<u>General Education</u>	<u>Low Financial Outlay</u>	<u>Adjust- ment Period</u>	<u>Christian Faith</u>	<u>How to Study</u>	<u>Making Up Deficiencies</u>
X	X	---	---	---	---	---
X	X	X	X	---	X	---
---	X	---	---	---	---	---

The character of an educational institution is closely reflected in the catalogue which it publishes. To those not in immediate contact with it, the catalogue often is the most important means of judging the institution. It is thus exceedingly important that the catalogue should be complete, accurate, clear and honest.¹

By a detailed analysis of art courses offered in the representative institutions, this study attempts to determine if there is a clear and honest relationship between institutional statements of intent and the educational opportunities actually offered to students.

It was discovered that there is very little information available pertaining to community college art curriculums and consequently, it was impossible to do a survey of literature in the field. Therefore, the second chapter is modified to include works by other authors regarding the most commonly supported college philosophical statements.

¹Bells, Walter C., The Junior College. (New York, N. Y.: Houghton Mifflin Co., 1931), pp. 584-585.

CHAPTER II

A PHILOSOPHICAL BASIS FOR THE COMPARISON OF COMMUNITY COLLEGE ART PROGRAMS

The community college is a complex institution designed to further the education of citizens of the community and surrounding area. "The junior college offers a great variety of educational programs which broaden the total scope of offerings available at the college level."¹ The purposes of comprehensive community colleges are somewhat determined by the nature of the community and industry in the immediate area. When analyzing community college art curriculums, it is necessary to evaluate some of the basic factors which influence all curriculums and help to provide the structural framework for the institution.

Purposes and goals of community colleges are an inter-related concept with the philosophy of the institution. These two factors vary with the type of college and the structure of the community in which it is situated. Some criteria have been established for determining goals of the community colleges; for example, in 1924 the first set of community college educational goals were established by

¹Medsker, Leland L., The Junior College Progress and Prospect. (New York, N.Y.: McGraw-Hill Book Co., Inc., 1960), p. 22.

Koos and many of these are still considered valid today.

These educational goals as stated by Reynolds¹ are:

- I. Educational goals
 1. To offer two years of work acceptable to colleges and universities.
 2. To complete the education of terminal students.
 3. To provide occupational training of junior college grade.
 4. To popularize higher education.
 5. To allow for the continuance of home influence during this period of immaturity.
 6. To allow attention to the individual student.
 7. To offer better opportunities for leadership training.
 8. To offer better instruction in those school years.
 9. To allow for exploration.
- II. Organizational goals
 10. To foster the evolution of the system of education.
- III. Goals related to the university
 11. To relieve the university.
 12. To making possible the real functioning of the university.
 13. To assure better preparation for university work.
- IV. Goals related to the community
 14. To offer courses designed to meet local needs.
 15. To alter the cultural tone of the community.

Some of the concepts that Koos stressed are an important part of the framework of almost all community college goals. He included a provision for transfer, technical

¹Reynolds, James W., The Junior College. (New York, N.Y.: The Center for Applied Research in Education, Inc., 1965), p. 13.

and occupational training, the educational needs of the community, and cultural needs which are currently being used by existing community colleges.

A committee¹ on community college education has formulated a statement of purposes and objectives which acts as a guideline for many of the community colleges that are presently in existence.

"The Committee on the Public Junior College of the National Society for the Study of Education concludes that the public junior college has four major purposes: (a) preparation for advanced study, (b) vocational education, (c) general education, and (d) community service. In addition, the Committee recognized the necessity for guidance and counseling as a specialized service of the public junior college.

In the light of these and other analyses of the role of the community junior college, as well as of the historical development of the institution, its generally accepted purposes may be discerned to include

1. Occupational education of post-high school level,
2. General education for all categories of its students,
3. Transfer or preprofessional education,
4. Part-time education,
5. Community service,
6. The counseling and guidance of students."

The above categories have been used to establish a list of core objectives for this research study, with the exception of part-time education which has been referred to as continuing education. Many of the public community

¹Thornton, James W., The Community Junior College. (New York, N.Y.: John Wiley and Son, Inc., 1966), p. 59.

colleges in the midwest portion of the United States adhere to these six basic objectives.

Many community colleges maintain a philosophical basis as a part of the underlying structure of the institution. The purposes and objectives are usually reflective of the philosophy and sometimes it is difficult to separate one from the other. What one author considers purposes and objectives, another author will classify as an institutional philosophy. According to Hillway:¹

"The philosophy of the modern two-year college, while there are wide variations among the specific programs, mainly centers around: (1) the democratization of higher education through the extension of greater opportunity to all youth; (2) community service; (3) vocational training for the semiprofessions; (4) more effective adult education; and (5) guidance and rehabilitation."

Philosophies vary from institution to institution and state to state. Any type of community college art program will be somewhat reflective of the institution's philosophy because philosophical statements reflect not only the needs of the institution but also the needs of the community and students.

It becomes important to evaluate each major division of community college philosophical statements. The technical and transfer aspects of community college education affect the students most directly.

¹Hillway, Tyrus, The American Two-Year College. (New York, N.Y.: Harper Brothers, 1958), pp. 82-83.

"If a community expects its junior college to provide a transfer program, the implementation of a transfer curriculum becomes one of the college's functions."¹

The provision for transfer is a common philosophical statement which most public community colleges recognize as one of their chief functions.

Many of the art students who enroll as freshmen or sophomores in community colleges eventually transfer to four-year liberal arts colleges or universities. Whether or not the student fulfills the equivalent of the first two years of a university art program depends upon what required and elective courses his community college offers. According to Thornton:²

"In some junior colleges only one semester of work is offered in one or two fields; yet there are junior colleges in which a student may pursue a four-semester course, meeting from six to twelve hours weekly, in painting or ceramics or advertising art. Such courses ordinarily are presented as part of the transfer offering of the junior college, even though few transfer students would be able to spare time, because of other requirements, for more than one or two of the specialized courses."

Another important aspect of many community colleges' philosophical statements is a reference to technical-vocational programs. Most of these are oriented towards a non-transferable type of curriculum in which the student completes two years of study and then proceeds to seek immediate employment.

¹Medsker, op. cit., p. 84.

²Thornton, op. cit., p. 230.

"If the college is expected to serve students not intending to transfer, the offering of various terminal programs becomes one of its functions. But regardless of whether students are in transfer or terminal programs, the college may be expected to help them achieve certain understandings, attitudes, and skills which affect their personal, civic, and vocational well-being."¹

In the past, technical-vocational programs have not included any reference to the fine arts. Some of the larger community colleges should be able to provide programs in commercial art that could be considered a two-year terminal course.

Art has a unique function since it becomes a portion of the general and adult education concept of community college philosophies. There is also a connection between the art curriculum and the community service aspect that is considered important by many colleges. For example, the Art Department might provide adult education classes in oil painting because of the demand placed upon them by the community. It seems safe to assume that since so many portions of the community college art program fall under different categories of the stated aims and objectives, there must be some type of connection between the two.

Most community colleges make a provision in their philosophical statements for support of a general educational concept. General education has a basis in the

¹Medsker, op. cit., p. 84.

liberal arts tradition of the colleges and universities as well as most community colleges. As stated by Johnson:¹

"General education is that part of education which is concerned with the common knowledge, skills, and attitudes needed by each member of a family, a worker, and a citizen.

1. General education must be based on the characteristics of students and of society.
2. All areas of experience, at home and in the community, as well as in the college, interact to affect the student's growth.
3. The junior college will not complete the student's general education; rather it will aim to equip and encourage him to pursue the goals of general education throughout his life.
4. Students in California junior colleges differ greatly in experiences, needs, capacities, interests, and aspirations.
5. The general education program must promote the growth and development of each individual student on the basis of his particular abilities, interests, and other characteristics.
6. The final test of a program of general education is changed student behavior, motivated by the student's desire to improve himself and society."

The arts and sciences have traditionally made up the two major divisions of the concept of general education. This has become an important part of almost all existing community colleges' purposes and objectives. A parallel function exists for those students who intend to transfer to a four-year liberal arts college or university, because the first two years of education at the community college

¹Johnson, Lamar, General Education in Action. (Washington, D.C.: American Council on Education, 1952), pp. 20-21.

level become equivalent to that of the university. General education has always recognized the importance of fine arts as a significant portion of the body of knowledge that is included within this discipline. As stated by Wynne:¹

"The subject matter of the fine arts corresponds to feeling, which is generally recognized as a psychological aspect of human experience. The fine arts differ with respect to their media of expression, but they all embody a form and structure which supply a basis for certain experiences that are different in some respects from scientific experiences. The subject matter of the fine arts as directly and immediately experienced is not symbolically represented as is the subject matter of the sciences."

When considering continuing education, the community college claims to provide this form of community service. University extension work cannot be classified under the same category as continuing education when evaluated in regard to the overall college program. Continuing education evolved out of the idea that some education is offered because of individual interests or personal improvement.

"Although programs for adults in junior colleges vary from meager to extensive, the following are functions most frequently undertaken:

To help citizens inform themselves regarding
current issues and problems
To assist adults in securing needed occupational skills and knowledge, either for
entrance or for advancement

¹Wynne, John P., General Education in Theory and Practice. (New York, N.Y.: Bookman Associates, 1952), p. 58.

- To offer instruction needed by adults for more effective family living
- To promote health and physical fitness
- To provide means for adults to extend their cultural interests
- To offer adults the opportunity to prepare for advanced college work
- To provide opportunities for the development of individual vocational interests and skills

As will be noted, the local junior college fulfills many of the same functions of adult education as does the university. There are significant differences, however. The two-year college does not undertake the preparation of adult education leaders, for that job would be beyond its resources. Nor does it aspire to the performance of research as does the university."¹

Many aspects of art education could be considered to fall under some of the above categories. Classes in art could help to extend cultural interests for some members of the community while other students might complete a class and apply it towards a degree. Some students may take classes in fine arts solely out of interest or to improve their skill in a specific area.

The final statement of philosophy has its basis in counseling and guidance of students. Regardless of whether the institution is considered a four-year liberal arts college or a comprehensive community college, guidance has a very important function because students, particularly at the freshman level, have difficulty formulating their

¹Fields, Ralph R. The Community College Movement. (New York, N.Y.: McGraw-Hill Book Company, Inc., 1962), p. 12.

own program in regard to their need. "While college faculty members sometimes feel that they could very successfully assign students to the proper courses, experience shows that this procedure is not usually effective."¹ It becomes the function of the college guidance staff not only to help students formulate programs, but also to coordinate testing of incoming students to ease their transition into the collegiate setting.

An attempt has been made to present each major aspect of community college philosophical statements. In the individual institutions involved in this research project, the most commonly stated objective is a provision for transfer education to a four-year institution or some other type of specialized school.

Community colleges have apparently recognized the contributions that have been made by authors in the field of general education. The continued reference to a provision for general education appears in most of the community college philosophical statements and it is also recognized as an acceptable goal of many of these institutions. General education also has an application in the field of art from the basis that art history and the appreciation of art are incorporated into the humanities which are a significant part of this type of program.

¹Thornton, op. cit., p. 39.

A truly comprehensive community college provides for the interests and needs of the area in which it is located. For example, the institution might provide its facilities for continuing education classes, concerts, art shows, dramatic presentations and so forth. This type of activity helps to elevate the institution as a cultural leader and also provides an opportunity for members of the community and the institution to observe and participate in worthwhile activities.

CHAPTER III

PROCEDURE FOR COMPARING TRANSFER, GENERAL EDUCATION AND TECHNICAL- VOCATIONAL EDUCATION TO THE COMMUNITY COLLEGE ART PROGRAMS

The stated objectives of the community colleges were categorized into workable divisions to make comparison easier. The six most commonly stated objectives are transfer, technical-vocational education, general education, guidance and counseling, continuing education and community service. Transfer, technical-vocational education and general education can be evaluated in terms of the art program offered. These three can be correlated with the existing community college art curriculum. Guidance and counseling, continuing education and community service are much more difficult to evaluate. Most community college catalogs refer to the existence of these objectives, although it is difficult to determine the extent of these categories without visiting the specific institution or writing for additional information.

A comparison sheet has been formulated that relates the transfer, general education and technical-vocational concepts of the community college objectives to the art program offered. To provide an overall evaluation, five community colleges were chosen from each state involved in this study. An attempt was made to select each school from a different size category as stated in Chapter I, p. 3.

One of the most important concepts the community college maintains that affects the students directly is a philosophical statement regarding transfer to other institutions. The transfer concept was first evaluated by determining whether the institution had a philosophical statement supporting transfer. This determination becomes a simple yes or no response. A list was compiled of the art requirements the first two years of undergraduate study in art at major universities within each state represented in this study. Only the most recent catalogs were used to acquire this information. It was then decided which of the selected state universities was closest to the community college being evaluated. The semester hours required for art majors is taken from the university chart (Table III) of art courses and compared to what the community college offers the freshman and sophomore year in the same areas. The difference between what the community college offers and the university requirements determines whether the transfer function applies to art majors.

The next major division is the evaluation of general education courses. It was determined whether the community college made a statement supporting general education. To fulfill the humanities portion of the general education program, six semester hours is generally accepted as a standard requirement. It is assumed here that the community college must offer six semester hours in art history or art

TABLE III
UNIVERSITY REQUIREMENTS FOR ART MAJORS
THE FIRST TWO YEARS OF UNDERGRADUATE STUDY

STATE	NAME AND ADDRESS OF UNIVERSITY	SEMESTER HOURS REQUIRED				
		ART HISTORY*	DRAWING	DESIGN	STUDIO**	TOTAL
Illinois	Illinois State University Normal, Illinois	6	8	6	10	30
Illinois	Northern Illinois Univ. DeKalb, Illinois	6	7	6	3	22
Illinois	Southern Illinois Univ. Carbondale, Illinois	6	6	8	12	32
Iowa	Iowa State University Ames, Iowa	6	6	6	20	38
Iowa	University of Iowa# Iowa City, Iowa	9	2	6	6	23
Iowa	Univ. of Northern Iowa Cedar Falls, Iowa	8	6	3	0	17
Michigan	Central Michigan Univ. Mount Pleasant, Michigan	4	6	4	4	18
Michigan	Michigan State University East Lansing, Michigan	9	3	6	12	30

(Table III, continued next page)

TABLE III--Continued

Michigan	Wayne State University Detroit, Michigan	6	15	6	3	30
Michigan	Western Michigan University Kalamazoo, Michigan	8	4	8	14	34
Ohio	Bowling Green State Univ. Bowling Green, Ohio	7	10	14	8	39
Ohio	Kent State University Kent, Ohio	9	10	9	6	34
Ohio	Ohio State University Columbus, Ohio	9	6	3	9	27
Ohio	University of Cincinnati Cincinnati, Ohio	12	12	6	10	40
Ohio	Wright State University Dayton, Ohio	4	16	6	6	32

* Includes courses in art history and art appreciation.

** Includes courses in fine arts. (For example: oil painting, sculpture, ceramics, water color and so forth)

Evaluates students by their existing community college program.

appreciation for a student to accumulate enough humanities credits to transfer to a four-year institution without being penalized. A community college might offer courses in the history of music, drama, language, or literature that would also fulfill general education requirements, but for this study only the art humanities are considered. The semester hours offered by the community college in art history were compared to the six semester hour suggested requirement to determine whether the institution fulfilled this portion of the general education program in regard to art.

The final objective dealt with was the technical-vocational education provision. It was determined from the community college catalog whether the institution supported technical-vocational education. Most community college art majors are in a transfer program which allows them to continue study at a university or liberal arts college. Technical-vocational two-year programs have been formulated in commercial art, but they are few in number. For this reason, most commercial artists receive some of their training from on-the-job experience. Six semester hours or more in commercial art with electives in design and drawing to total fifteen semester hours is suggested as a prerequisite for students interested in becoming a commercial art apprentice. The semester hours offered in these three areas by the community college should provide

adequate course work for a commercial art student interested in a technical-vocational program.

The final portion of the evaluation sheet is reserved for comments about each section as it pertains to the specific institution being evaluated.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Bloom Township Community College

Location Chicago Heights, Illinois

Size (D) 1377 Students Number of Art Instructors 3FT

I. TRANSFER

A. Nearest State University:

Northern Illinois University, DeKalb, Illinois

B. Semester hours required for art majors the first two years at the university equals 22 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>9</u>
Drawing	<u>7</u>	Drawing	<u>12</u>
Design	<u>6</u>	Design	<u>12</u>
Studio	<u>3</u>	Studio	<u>21</u>
Total	<u>22</u>	Total	<u>54</u>

E. The community college offers 32 more hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes X No

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 9 hours.

- C. Community college offers 3 more hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>12</u>	Commercial Art	<u>6</u>
Design	<u>12</u>	Design	<u> </u>
Drawing	<u>12</u>	Drawing	<u> </u>
Total	<u>36</u>	Total	<u>15</u>

- C. Total of line B equals 21 more hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes X No

COMMENTS:

Bloom Township Community College offers a program that is very similar to Chicago City College. This is quite unusual considering they have only three full-time art instructors and approximately 1400 students.

Nine hours is offered in art history thus fulfilling the suggested general education requirement.

The college offers enough hours for a complete technical-vocational education program in commercial art.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Chicago City College

Location Chicago, Illinois

Size (F) 37,000 Students Number of Art Instructors 29FT-5PT

I. TRANSFER

A. Nearest State University:

Northern Illinois University, DeKalb, Illinois

B. Semester hours required for art majors the first two years at the university equals 22 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>9</u>
Drawing	<u>7</u>	Drawing	<u>6</u>
Design	<u>6</u>	Design	<u>8</u>
Studio	<u>3</u>	Studio	<u>31</u>
Total	<u>22</u>	Total	<u>54</u>

E. The community college offers 32 more hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes X No

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 9 hours.

- C. Community college offers 3 more hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>8</u>	Commercial Art	<u>6</u>
Design	<u>8</u>	Design	<u> </u>
Drawing	<u>6</u>	Drawing	<u> </u>
Total	<u>22</u>	Total	<u>15</u>

- C. Total of line B equals 7 more hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes X No

COMMENTS:

Chicago City College has the most expanded art program of any of the schools studied and it also has the largest number of art instructors as well as students. A student wishing to transfer to Northern Illinois University would have very little difficulty. The transfer requirement, general education suggested requirement and technical-vocational education suggested requirement have all been met.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College The Felician College

Location Chicago, Illinois

Size (A) 66 Students Number of Art Instructors 1PT

I. TRANSFER

A. Nearest State University:

Northern Illinois University, DeKalb, Illinois

B. Semester hours required for art majors the first two years at the university equals 22 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>3</u>
Drawing	<u>7</u>	Drawing	<u>0</u>
Design	<u>6</u>	Design	<u>0</u>
Studio	<u>3</u>	Studio	<u>3</u>
Total	<u>22</u>	Total	<u>6</u>

E. The community college offers 16 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 3 hours.

- C. Community college offers 3 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes No X

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>0</u>	Design	<u> </u>
Drawing	<u>0</u>	Drawing	<u> </u>
Total	<u>0</u>	Total	<u>15</u>

- C. Total of line B equals 15 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

This college does not fulfill any of the three suggested requirements, even though they make statements supporting transfer, general education and technical-vocational education.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Kaskaskia College

Location Centralia, Illinois

Size (C) 759 Students Number of Art Instructors 1 FT

I. TRANSFER

A. Nearest State University:

Southern Illinois University, Carbondale, Illinois

B. Semester hours required for art majors the first two years at the university equals 32 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>3</u>
Drawing	<u>6</u>	Drawing	<u>3</u>
Design	<u>8</u>	Design	<u>6</u>
Studio	<u>12</u>	Studio	<u>5</u>
Total	<u>32</u>	Total	<u>17</u>

E. The community college offers 15 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 3 hours.

- C. Community college offers 3 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes No X

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>6</u>	Design	<u> </u>
Drawing	<u>3</u>	Drawing	<u> </u>
Total	<u>9</u>	Total	<u>15</u>

- C. Total of line B equals 6 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

Students transferring to Southern Illinois University from Kaskaskia College would be short credits in art history, drawing, design and studio. Consequently the transfer requirement would not be fulfilled.

Only three semester hours are offered in art history and even though the college makes a statement supporting general education, the suggested requirement would not be fulfilled.

Due to insufficient credit in commercial art, no technical-vocational program exists within the structure set forth in this paper.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Winston Churchill College

Location Pontiac, Illinois

Size (B) 175 Students Number of Art Instructors 1 FT

I. TRANSFER

A. Nearest State University:

Illinois State University, Normal, Illinois

B. Semester hours required for art majors the first two years at the university equals 30 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>4</u>
Drawing	<u>8</u>	Drawing	<u>4</u>
Design	<u>6</u>	Design	<u>2</u>
Studio	<u>10</u>	Studio	<u>2</u>
Total	<u>30</u>	Total	<u>12</u>

E. The community college offers 18 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 4 hours.

- C. Community college offers 2 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes No X

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes No X
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>2</u>	Design	<u> </u>
Drawing	<u>4</u>	Drawing	<u> </u>
Total	<u>6</u>	Total	<u>15</u>

- C. Total of line B equals 9 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

Winston Churchill College has one full-time instructor in art but does not offer enough art courses to fulfill any of the three criteria.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Eagle Grove Junior College

Location Eagle Grove, Iowa

Size (B) 231 Students Number of Art Instructors 1 FT

I. TRANSFER

A. Nearest State University:

Iowa State University, Ames, Iowa

B. Semester hours required for art majors the first two years at the university equals 38 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>6</u>
Drawing	<u>6</u>	Drawing	<u>0</u>
Design	<u>6</u>	Design	<u>6</u>
Studio	<u>20</u>	Studio	<u>6</u>
Total	<u>38</u>	Total	<u>18</u>

E. The community college offers 20 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes No X

B. Semester hours offered to fulfill the art portion of the general education requirement equals 6 hours.

- C. Community college offers 0 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>6</u>	Design	<u> </u>
Drawing	<u>0</u>	Drawing	<u> </u>
Total	<u>6</u>	Total	<u>15</u>

- C. Total of line B equals 9 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

Any student attending this community college and transferring to Iowa State University would have a serious shortage of art credits upon completion of his transfer.

This college does not make a statement supporting general education but offers six semester hours of art history thus fulfilling the general education requirement set forth in this study.

A student interested in commercial art would have difficulty because the college offers nothing in this area.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Grand View College

Location Des Moines, Iowa

Size (D) 1277 Students Number of Art Instructors 1 FT

I. TRANSFER

A. Nearest State University:

Iowa State University, Ames, Iowa

B. Semester hours required for art majors the first two years at the university equals 38 hours.

C. Does the community college make a statement supporting transfer? Yes No X

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>6</u>
Drawing	<u>6</u>	Drawing	<u>6</u>
Design	<u>6</u>	Design	<u>6</u>
Studio	<u>20</u>	Studio	<u>12</u>
Total	<u>38</u>	Total	<u>30</u>

E. The community college offers 3 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 6 hours.

- C. Community college offers 0 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes No X
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>6</u>	Design	<u> </u>
Drawing	<u>6</u>	Drawing	<u> </u>
Total	<u>12</u>	Total	<u>15</u>

- C. Total of line B equals 3 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

A student transferring to Iowa State University from Grand View College would have insufficient semester hours in art thus the suggested transfer requirement would not be met.

A statement is made supporting general education. Six semester hours are offered in art history. Consequently, the suggested general education requirement is fulfilled.

Grand View College does not make a statement supporting technical-vocational education and they do not offer any courses in commercial art.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Marshalltown Community College

Location Marshalltown, Iowa

Size (C) 847 Students Number of Art Instructors 1 FT

I. TRANSFER

A. Nearest State University:

Iowa State University, Ames, Iowa

B. Semester hours required for art majors the first two years at the university equals 38 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>3</u>
Drawing	<u>6</u>	Drawing	<u>4</u>
Design	<u>6</u>	Design	<u>8</u>
Studio	<u>20</u>	Studio	<u>8</u>
Total	<u>38</u>	Total	<u>23</u>

E. The community college offers 15 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 3 hours.

C. Community college offers 3 less hours than the suggested requirement.

D. Has the general education requirement been fulfilled in regard to the art program? Yes No X

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

A. Does the community college make a statement supporting technical-vocational education? Yes X No

B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>8</u>	Design	<u> </u>
Drawing	<u>4</u>	Drawing	<u> </u>
Total	<u>12</u>	Total	<u>15</u>

C. Total of line B equals 3 less hours than the suggested 15 hours.

D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

This college makes a statement supporting transfer but any student majoring in art and transferring to Iowa State University would be 15 semester hours short of the university requirement.

The institution also makes a statement supporting general education but does not offer enough hours in art history to fulfill the requirement.

Nothing is offered in commercial art thus the technical-vocational requirement is not met.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Mount Saint Clare College

Location Clinton, Iowa

Size (C) 337 Students Number of Art Instructors 2 FT

I. TRANSFER

A. Nearest State University:

University of Iowa, Iowa City, Iowa

B. Semester hours required for art majors the first two years at the university equals 23 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>9</u>	Art History	<u>2</u>
Drawing	<u>2</u>	Drawing	<u>2</u>
Design	<u>6</u>	Design	<u>4</u>
Studio	<u>6</u>	Studio	<u>13</u>
Total	<u>23</u>	Total	<u>21</u>

E. The community college offers 2 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 2 hours.

- C. Community college offers 4 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes No X

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>4</u>	Design	<u> </u>
Drawing	<u>2</u>	Drawing	<u> </u>
Total	<u>6</u>	Total	<u>15</u>

- C. Total of line B equals 9 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

This college offers a fairly extensive program for art majors but does not comply with the 23 semester hour requirement of the University of Iowa.

The college supports general education but offers only two semester hours in art history thus not fulfilling the general education requirement in regard to art.

No classes are offered in commercial art thus not fulfilling the technical-vocational requirement.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College North Iowa Area Community College

Location Mason City, Iowa

Size (D) 1704 Students Number of Art Instructors 1 FT

I. TRANSFER

A. Nearest State University:

University of Northern Iowa, Cedar Falls, Iowa

B. Semester hours required for art majors the first two years at the university equals 17 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>8</u>	Art History	<u>8</u>
Drawing	<u>6</u>	Drawing	<u>0</u>
Design	<u>3</u>	Design	<u>6</u>
Studio	<u>0</u>	Studio	<u>6</u>
Total	<u>17</u>	Total	<u>20</u>

E. The community college offers 3 more hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes X No

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 8 hours.

- C. Community college offers 2 more hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>6</u>	Design	<u> </u>
Drawing	<u>0</u>	Drawing	<u> </u>
Total	<u>6</u>	Total	<u>15</u>

- C. Total of line B equals 9 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

The University of Northern Iowa requires 17 hours in art the first two years and Northern Iowa Area Community College offers 20 semester hours so any student transferring should not have difficulty fulfilling the transfer requirement.

General education is supported by this college in the area of art history.

Technical-vocational education is not supported because of the lack of semester hours in commercial art.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Flint Community Junior College

Location Flint, Michigan

Size (E) 6378 Students Number of Art Instructors Cannot
be determined

I. TRANSFER

A. Nearest State University:

Michigan State University, East Lansing, Michigan

B. Semester hours required for art majors the first two years at the university equals 30 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>9</u>	Art History	<u>9</u>
Drawing	<u>3</u>	Drawing	<u>18</u>
Design	<u>6</u>	Design	<u>6</u>
Studio	<u>12</u>	Studio	<u>54</u>
Total	<u>30</u>	Total	<u>87</u>

E. The community college offers 57 more hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes X No

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 9 hours.

- C. Community college offers 3 more hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>6</u>	Design	<u> </u>
Drawing	<u>18</u>	Drawing	<u> </u>
Total	<u>24</u>	Total	<u>15</u>

- C. Total of line B equals 9 more hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes X No

COMMENTS:

Flint Community College offers 57 semester hours more than Michigan State University requires the first two years for art majors thus making transfer possible without penalty.

The community college also supports general education and offers enough courses in art history to fulfill the general education suggested requirement.

Flint offers nine semester hours more than the suggested 15 hours for commercial art students but since they do not offer any hours specifically in commercial art, the technical-vocational program is not complete.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Henry Ford Community College

Location Dearborn, Michigan

Size (D) 5076 Students Number of Art Instructors 4 FT

I. TRANSFER

A. Nearest State University:

Wayne State University, Detroit, Michigan

B. Semester hours required for art majors the first two years at the university equals 30 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>4</u>
Drawing	<u>15</u>	Drawing	<u>12</u>
Design	<u>6</u>	Design	<u>6</u>
Studio	<u>3</u>	Studio	<u>30</u>
Total	<u>30</u>	Total	<u>52</u>

E. The community college offers 22 more hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes X No

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 4 hours.

- C. Community college offers 2 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes No X

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>9</u>	Commercial Art	<u>6</u>
Design	<u>6</u>	Design	<u> </u>
Drawing	<u>12</u>	Drawing	<u> </u>
Total	<u>27</u>	Total	<u>15</u>

- C. Total of line B equals 12 more hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes X No

COMMENTS:

Henry Ford Community College is a large institution which offers 22 semester hours more than Wayne State University requires the first two years for art majors. Consequently, it would be a good college to complete the first two years of study in art.

Due to lack of credit, the institution does not fulfill the general education portion of this study even though they make a statement supporting it.

The college offers more than enough semester hours in commercial art to fulfill the requirement.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Kellogg Community College

Location Battle Creek, Michigan

Size (D) 2521 Students Number of Art Instructors 2FT-1PT

I. TRANSFER

A. Nearest State University:

Western Michigan University, Kalamazoo, Michigan

B. Semester hours required for art majors the first two years at the university equals 34 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>8</u>	Art History	<u>13</u>
Drawing	<u>4</u>	Drawing	<u>6</u>
Design	<u>8</u>	Design	<u>4</u>
Studio	<u>14</u>	Studio	<u>24</u>
Total	<u>34</u>	Total	<u>47</u>

E. The community college offers 13 more hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes X No

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 13 hours.

- C. Community college offers 7 more hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>6</u>	Commercial Art	<u>6</u>
Design	<u>4</u>	Design	<u> </u>
Drawing	<u>6</u>	Drawing	<u> </u>
Total	<u>16</u>	Total	<u>15</u>

- C. Total of line B equals 1 more hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes X No

COMMENTS:

Kellogg Community College offers an excellent program for transfer, general education and technical-vocational education. They offer enough course work so that an art major could transfer without difficulty to any of the state universities.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Macomb County Community College

Location Warren, Michigan

Size (E) 7183 Students Number of Art Instructors 5FT-6PT

I. TRANSFER

A. Nearest State University:

Wayne State University, Detroit, Michigan

B. Semester hours required for art majors the first two years at the university equals 30 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>6</u>	Art History	<u>9</u>
Drawing	<u>15</u>	Drawing	<u>9</u>
Design	<u>6</u>	Design	<u>6</u>
Studio	<u>3</u>	Studio	<u>18</u>
Total	<u>30</u>	Total	<u>42</u>

E. The community college offers 12 more hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes X No

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 9 hours.

- C. Community college offers 3 more hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>6</u>	Design	<u> </u>
Drawing	<u>9</u>	Drawing	<u> </u>
Total	<u>15</u>	Total	<u>15</u>

- C. Total of line B equals 0 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

A student transferring to Wayne State University would have no difficulty because Macomb offers 12 semester hours more in art than the university requires for the first two years.

The institution also supports general education and provides nine semester hours in art history thus fulfilling the suggested requirement.

This college offers a total of 15 semester hours in drawing and design but provides no courses in commercial art

so they do not have adequate course work for students
interested in commercial art.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College North Central Michigan College

Location Petoskey, Michigan

Size (C) 460 Students Number of Art Instructors 1 PT

I. TRANSFER

A. Nearest State University:

Central Michigan University, Mt. Pleasant, Michigan

B. Semester hours required for art majors the first two years at the university equals 18 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>4</u>	Art History	<u>3</u>
Drawing	<u>6</u>	Drawing	<u>0</u>
Design	<u>4</u>	Design	<u>3</u>
Studio	<u>4</u>	Studio	<u>0</u>
Total	<u>18</u>	Total	<u>6</u>

E. The community college offers 12 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 3 hours.

- C. Community college offers 3 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes No X

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>3</u>	Design	<u> </u>
Drawing	<u>0</u>	Drawing	<u> </u>
Total	<u>3</u>	Total	<u>15</u>

- C. Total of line B equals 12 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

North Central Michigan College has an extremely small art department hiring only one part-time art instructor and offering a total of six semester hours in art. A student interested in majoring in art would have a great deal of difficulty transferring to any of the Michigan universities because he would be short semester hours.

The institution makes a statement supporting general education and technical-vocational education but does not offer enough semester hours to fulfill the suggested requirement.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Cuyahoga Community College

Location Cleveland, Ohio

Size (E) 9775 Students Number of Art Instructors 5 FT

I. TRANSFER

A. Nearest State University:

Kent State University, Kent, Ohio

B. Semester hours required for art majors the first two years at the university equals 34 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>9</u>	Art History	<u>8</u>
Drawing	<u>10</u>	Drawing	<u>12</u>
Design	<u>9</u>	Design	<u>6</u>
Studio	<u>6</u>	Studio	<u>14</u>
Total	<u>34</u>	Total	<u>40</u>

E. The community college offers 6 more hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes X No

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 8 hours.

- C. Community college offers 2 more hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>2</u>	Commercial Art	<u>6</u>
Design	<u>6</u>	Design	<u> </u>
Drawing	<u>12</u>	Drawing	<u> </u>
Total	<u>20</u>	Total	<u>15</u>

- C. Total of line B equals 5 more hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

This is the only community college evaluated in the state of Ohio which offers more than enough semester hours in all three categories. However, the technical-vocational requirement is not fulfilled because of insufficient hours in commercial art courses.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Lorain County Community College

Location Elyria, Ohio

Size (D) 1917 Students Number of Art Instructors 2 FT

I. TRANSFER

A. Nearest State University:

Kent State University, Kent, Ohio

B. Semester hours required for art majors the first two years at the university equals 34 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>9</u>	Art History	<u>3</u>
Drawing	<u>10</u>	Drawing	<u>6</u>
Design	<u>9</u>	Design	<u>6</u>
Studio	<u>6</u>	Studio	<u>6</u>
Total	<u>34</u>	Total	<u>21</u>

E. The community college offers 13 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 3 hours.

- C. Community college offers 3 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes No X

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>6</u>	Design	<u> </u>
Drawing	<u>6</u>	Drawing	<u> </u>
Total	<u>12</u>	Total	<u>15</u>

- C. Total of line B equals 3 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

Lorain County Community College makes a statement supporting transfer, general education and technical-vocational education but does not offer enough semester hours to fulfill any of these requirements as set forth in this study.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Lourdes Junior College

Location Sylvania, Ohio

Size (B) 111 Students Number of Art Instructors 1 FT

I. TRANSFER

A. Nearest State University:

Bowling Green State University, Bowling Green, Ohio

B. Semester hours required for art majors the first two years at the university equals 39 hours.

C. Does the community college make a statement supporting transfer? Yes No X

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>7</u>	Art History	<u>6</u>
Drawing	<u>10</u>	Drawing	<u>0</u>
Design	<u>14</u>	Design	<u>5</u>
Studio	<u>8</u>	Studio	<u>2</u>
Total	<u>39</u>	Total	<u>13</u>

E. The community college offers 26 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes No X

B. Semester hours offered to fulfill the art portion of the general education requirement equals 6 hours.

- C. Community college offers 0 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes No X
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>2</u>	Commercial Art	<u>6</u>
Design	<u>5</u>	Design	<u> </u>
Drawing	<u>0</u>	Drawing	<u> </u>
Total	<u>7</u>	Total	<u>15</u>

- C. Total of line B equals 8 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

Bowling Green State University requires 39 semester hours in art the first two years. This community college offers only 13 semester hours thus forcing the student who is transferring to make up 26 semester hours.

Lourdes does not make a statement supporting general education but they offer enough hours in art history to fulfill the general education requirement for this study.

This college does not provide sufficient course work for a commercial art student.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College Sinclair Community College

Location Dayton, Ohio

Size (D) 2087 Students Number of Art Instructors 1 PT

I. TRANSFER

A. Nearest State University:

Wright State University, Dayton, Ohio

B. Semester hours required for art majors the first two years at the university equals 32 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>4</u>	Art History	<u>1</u>
Drawing	<u>16</u>	Drawing	<u>0</u>
Design	<u>6</u>	Design	<u>0</u>
Studio	<u>6</u>	Studio	<u>0</u>
Total	<u>32</u>	Total	<u>1</u>

E. The community college offers 31 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 1 hours.

- C. Community college offers 5 less hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes No X

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>0</u>	Design	<u> </u>
Drawing	<u>0</u>	Drawing	<u> </u>
Total	<u>0</u>	Total	<u>15</u>

- C. Total of line B equals 15 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

Any community college that has 2,087 students and one part-time art instructor is apt to have a restricted program in art. This proved true in all three categories.

**COMPARISON BETWEEN PHILOSOPHICAL STATEMENTS
AND THE ART PROGRAM OFFERED BY THE COMMUNITY COLLEGE**

Name of Community College University of Cincinnati
University College

Location Cincinnati, Ohio

Size (D) 1723 Students Number of Art Instructors 1FT-1PT

I. TRANSFER

A. Nearest State University:

University of Cincinnati*, Cincinnati, Ohio

B. Semester hours required for art majors the first two years at the university equals 40 hours.

C. Does the community college make a statement supporting transfer? Yes X No

D. Course requirements for art majors the first two years:

<u>University</u>		<u>Community College</u>	
Art History	<u>12</u>	Art History	<u>16</u>
Drawing	<u>12</u>	Drawing	<u>0</u>
Design	<u>6</u>	Design	<u>2</u>
Studio	<u>10</u>	Studio	<u>2</u>
Total	<u>40</u>	Total	<u>20</u>

E. The community college offers 20 less hours than the university requires.

F. Has the transfer requirement been fulfilled in regard to the art program? Yes No X

II. GENERAL EDUCATION

Semester hours suggested to fulfill the art portion of the general education requirement equals 6 hours.

A. Does the community college make a statement supporting general education? Yes X No

B. Semester hours offered to fulfill the art portion of the general education requirement equals 16 hours.

- C. Community college offers 10 more hours than the suggested requirement.
- D. Has the general education requirement been fulfilled in regard to the art program? Yes X No

III. TECHNICAL-VOCATIONAL EDUCATION

Suggested semester hours in Commercial Art equals 6 plus electives in Design and Drawing to total 15 semester hours.

- A. Does the community college make a statement supporting technical-vocational education? Yes X No
- B. Comparison of semester hours offered by the community college:

<u>Community College</u>		<u>Suggested Requirement</u>	
Commercial Art	<u>0</u>	Commercial Art	<u>6</u>
Design	<u>2</u>	Design	<u> </u>
Drawing	<u>0</u>	Drawing	<u> </u>
Total	<u>2</u>	Total	<u>15</u>

- C. Total of line B equals 13 less hours than the suggested 15 hours.
- D. Has the community college provided adequate course work for commercial art students? Yes No X

COMMENTS:

*The University of Cincinnati is not considered a State university but a municipal one. For the purposes of this study it will be considered the nearest State university because most students graduating from University College would probably complete the rest of their education at the University of Cincinnati.

The University College does not offer sufficient hours in art to make transfer successful for an art major.

The college does fulfill the suggested general education requirement.

University College does not provide enough course work to complete a suggested technical-vocational education program in commercial art.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The eventual outcome of a study of this size should be some educational conclusions and recommendations that attempt to alter or improve the conditions studied. A list of conclusions has been formulated that apply to community college art curriculum in regard to some of the existing problems that were revealed by this study.

1. The data included in this study can only be as accurate as the information received. Eighty-five percent of the community colleges from the four states involved responded by sending their catalogs. Seven percent had no catalog available at the time of request and six percent did not respond. One community college became a four-year institution and one was discontinued.
2. In most cases the art courses offered by the community colleges somewhat parallel what is offered by universities in the area. For example, most community colleges offer some course work in art history, drawing, design, and a few studio classes. No experimental programs or courses were noted in any of the community colleges studied.

3. Following are Tables that summarize the information taken from the comparison sheets in regard to transfer, general education, and technical-vocational education.

TABLE IV

COMPARISON OF COMMUNITY COLLEGE
PHILOSOPHICAL STATEMENTS REGARDING
TRANSFER TO SUGGESTED REQUIREMENT

STATE	TRANSFER			
	SUPPORTS*	DOES NOT SUPPORT*	REQUIREMENT** FULFILLED	REQUIREMENT** NOT FULFILLED
Illinois	4	1	2	3
Iowa	4	1	1	4
Michigan	5	0	4	1
Ohio	4	1	1	4
TOTALS	17	3	8	12

* Community college makes a philosophical statement in their catalog supporting transfer or makes no reference to it.

** Suggested requirement set forth in this study.

Of the twenty representative community colleges compared, seventeen made a statement in their catalog supporting transfer, but only eight of the twenty actually fulfilled the suggested transfer requirement. This indicates that a philosophical statement supporting transfer is common but not always fulfilled in regard to the art program.

TABLE V

COMPARISON OF COMMUNITY COLLEGE
PHILOSOPHICAL STATEMENTS REGARDING GENERAL
EDUCATION TO SUGGESTED REQUIREMENT

STATE	GENERAL EDUCATION			
	SUPPORTS*	DOES NOT SUPPORT*	REQUIREMENT** FULFILLED	REQUIREMENT** NOT FULFILLED
Illinois	5	0	2	3
Iowa	4	1	3	2
Michigan	5	0	3	2
Ohio	4	1	3	2
TOTALS	18	2	11	9

* Community college makes a philosophical statement in their catalog supporting general education or makes no reference to it.

** Suggested requirement set forth in this study.

Eighteen representative community colleges made statements supporting general education and eleven actually fulfilled the suggested requirement. General education is a common philosophical statement that is generally fulfilled but not always in regard to the art program. According to this Table, a larger number of representative community colleges fulfilled the suggested general education requirement as compared to the fulfillment of the suggested transfer requirement.

TABLE VI

COMPARISON OF COMMUNITY COLLEGE
PHILOSOPHICAL STATEMENTS REGARDING TECHNICAL-
VOCATIONAL EDUCATION TO SUGGESTED REQUIREMENT

STATE	TECHNICAL-VOCATIONAL EDUCATION			
	SUPPORTS*	DOES NOT SUPPORT*	REQUIREMENT** FULFILLED	REQUIREMENT** NOT FULFILLED
Illinois	4	1	2	3
Iowa	4	1	0	5
Michigan	5	0	2	3
Ohio	5	0	0	5
TOTALS	18	2	4	16

* Community college makes a philosophical statement in their catalog supporting technical-vocational education or makes no reference to it.

** Suggested requirement set forth in this study.

The above information indicates that technical-vocational education programs in commercial art are extremely limited. The majority of the representative community colleges make a philosophical statement supporting technical-vocational education but this does not apply to any specific type of art program.

4. The community colleges evaluated in the states of Michigan and Illinois had the most complete art programs in regard to transferring to state universities, the suggested general education requirement and the suggested technical-

vocational program. Community colleges compared from the states of Ohio and Iowa generally did not offer enough semester hours for students interested in majoring in art to transfer to a state university without having to make up additional semester hours in art. Of all of the community colleges evaluated, transfer and general education were the two most common philosophical statements that were fulfilled.

5. Through the use of comparison sheets it would be possible to compare the community colleges of one state to those of another. This study does not provide for a state to state comparison because only five colleges are used to represent each state and in order to formulate a workable comparison, all of the community colleges from each state would have to be included.
6. This method of organizing and formulating information could be useful for establishing community college art curriculums. For example, a newly structured college could complete a college catalog survey of art curriculums and formulate a program that would provide for transfer to the

nearest state university and adequate course work in the area of general education as well as technical-vocational programs.

7. Through the use of comparison techniques, it would be possible to evaluate other programs. For example, a community college's science or English program could be compared to transfer and general education, but probably not to technical-vocational education.

Following is a list of recommendations that pertain to community college art curriculum.

1. A newly founded or existing community college should make an attempt to coordinate their art program with what the local universities require of their art majors the freshman and sophomore years. One possible way of doing this would be for the community college art instructor and the dean of instruction to meet with the head of the university art department to better coordinate transferring of art majors from the community college to the university. Perhaps a statement could be placed in the community college catalog encouraging prospective art majors to meet with the university department head or art

advisor of the university they plan to transfer to. This would better coordinate their program and lessen the possibility of having deficiencies in their major.

2. Community colleges, regardless of their size, should provide at least six semester hours in art history or art appreciation to attempt to fulfill the general education portion of undergraduate college work. The most common sequence of art history classes is a course covering art from prehistoric time to the Renaissance in one semester and then an additional course that includes the time span from the Renaissance to contemporary artists. By providing six semester hours in art history, any community college student could receive a basic introduction to art of the past and present and would have some exposure to the history of art.
3. If a community college has a large number of art majors, then the college should attempt to explore the possibility of providing a technical-vocational program in commercial art. This program should be coordinated with local business and industry.

For example, commercial artists, photographers and printers can contribute a great deal to a commercial art program. A technical-vocational program could provide opportunities for prospective commercial artists to receive on-the-job training in local business and industry as well as receive the benefit of classroom instruction.

4. When a community college is attempting to enact a new program in art, valuable information could be obtained if the college completed a survey of the art offerings by other community colleges in the state.
5. When philosophical statements are made by community colleges that state the college supports transfer, general education, and technical-vocational education, then the college should attempt to live up to that statement in all curriculum areas.
6. It seems possible that a community college could offer some type of experimental programs in art. For example, the community college could coordinate art history and anthropology or enact an experimental program in creative photography, visual

education or commercial art. Experimental programs, if coordinated properly with local universities, could fulfill the suggested transfer requirement as well as additional suggested requirements in general education and technical-vocational education.

7. An attempt should be made on the part of community college art instructors to do more research and writing in the area of art curriculum. Through investigation it was determined that very little has been provided in the way of scholarly writing or research.

APPENDIX

AN EXAMPLE OF THE LETTER
SENT TO COMMUNITY COLLEGES
REQUESTING THEIR CATALOG

Maple Leaf Trailer Park
2615 U. S. 31, North
Niles, Michigan 49120

Dean of Admissions
Chicago City College
64 E. Lake Street
Chicago, Illinois 60601

Dear Sir:

I am presently engaged in a Specialist degree research project which is oriented around community college curriculums. To assist in my project would you please send a copy of your recent college catalog, a curriculum guide if available, and any additional information you might have regarding your institution.

Thank you sincerely for your time, and the information received will be greatly appreciated.

Sincerely,

Wayne L. Shaw

NAMES AND ADDRESSES OF COMMUNITY COLLEGES
INVOLVED IN THIS RESEARCH PROJECT

ILLINOIS

Belleville Junior College
2555 West Boulevard
Belleville, Illinois 62221

Black Hawk College
1001 Sixteenth Street
Moline, Illinois 61265

Bloom Township Community College
Tenth Street and Dixie Highway
Chicago Heights, Illinois 60411

Canton Community College
102 East Elm Street
Canton, Illinois 61520

Central YMCA Junior College
211 West Wacker Drive
Chicago, Illinois 60606

Chicago City College
64 East Lake Street
Chicago, Illinois 60601

Chicago Technical College
2000 South Michigan Avenue
Chicago, Illinois 60616

College of DuPage
29 West 235th Street
Naperville, Illinois 60540

Danville Junior College
2000 East Main Street
Danville, Illinois 61832

Elgin Community College
373 East Chicago Street
Elgin, Illinois 60120

The Felician College
3800 West Peterson Avenue
Chicago, Illinois 60645

Highland Community College
511 West Stephenson Street
Freeport, Illinois 61032

Illinois Valley Community College
541 Chartres Street
LaSalle, Illinois 61301

Immaculata College
801 West Bartlett Road
Bartlett, Illinois 60103

Joliet Junior College
201 East Jefferson Street
Joliet, Illinois 60432

Kaskaskia College
1000 East Third Street
Centralia, Illinois 62801

Kendall College
2408 Orrington Avenue
Evanston, Illinois 60204

Lincoln College
300 Keokuk Street
Lincoln, Illinois 62656

Lyons Township Junior College
LaGrange, Illinois 60525

MacCormac College
327 South Lasalle Street
Chicago, Illinois 60604

Mallinckrodt College
1041 Ridge Road
Wilmette, Illinois 60091

Maria Junior College
2601 West Marquette Road
Chicago, Illinois 60629

Monticello College
Godfrey, Illinois 62035

Morton Junior College
2423 South Austin Boulevard
Cicero, Illinois 60650

Mount Vernon Community College
Seventh and Casey Streets
Mount Vernon, Illinois 62864

Olney Community College
405 North West Street
Olney, Illinois 62450

Robert Morris Junior College of Carthage
Carthage, Illinois 62321

Rock Valley College
3301 North Mulford
Rockford, Illinois 61111

St. Bede Junior College
Peru, Illinois 61354

Sauk Valley College
Route 1
Dixon, Illinois 61021

Southeastern Illinois College
333 West College Street
Harrisburg, Illinois 62946

Springfield Junior College
1500 North Fifth Street
Springfield, Illinois 62702

Thornton Junior College
150th and Broadway Streets
Harvey, Illinois 60426

Trinity Christian College
6600 West 123rd Street
Palos Heights, Illinois 60463

Triton College
1000 Wolf Road
Northlake, Illinois 60164

Wabash Valley College
2222 College Drive
Mount Carmel, Illinois 62863

William Rainey Harper College
34 West Palatine Road
Palatine, Illinois 60067

Winston Churchill College
210 Indiana Avenue
Pontiac, Illinois 61764

IOWA

Area Ten Community College
4401 Sixth Street, Southwest
Cedar Rapids, Iowa 52406

Boone Junior College
605 Twelfth Street
Boone, Iowa 50036

Burlington Community College
1308 Valley Street
Burlington, Iowa 52601

Centerville Community College
519 Drake Avenue
Centerville, Iowa 52544

Clarinda Community College
923 East Washington Street
Clarinda, Iowa 51632

Clinton Community College
1000 Lincoln Boulevard
Clinton, Iowa 52732

Eagle Grove Junior College
315 North Iowa Avenue
Eagle Grove, Iowa 50533

Ellsworth College
1100 College Avenue
Iowa Falls, Iowa 50126

Emmetsburg Community College
West Eighth and Madison Streets
Emmetsburg, Iowa 50536

Estherville Junior College
Estherville, Iowa 51334

Fort Dodge Community College
2521 Tenth Avenue North
Fort Dodge, Iowa 50501

Grand View College
East Ninth Street and
Grandview Avenue
Des Moines, Iowa 50316

Keokuk Community College
727 Washington Street
Keokuk, Iowa 52632

Marshalltown Community College
113 North First Avenue
Marshalltown, Iowa 50158

Mount Saint Clare College
400 North Bluff Boulevard
Clinton, Iowa 52732

Muscatine Community College
152 Colorado Street
Muscatine, Iowa 52761

North Iowa Area Community College
220 East State Street
Mason City, Iowa 50501

Ottumwa Heights College
Grandview Avenue
Ottumwa, Iowa 52501

Southwestern Community College
210 West Montgomery Street
Creston, Iowa 50801

Waldorf College
Forest City, Iowa 50436

Webster City Junior College
Lincoln Building
Webster City, Iowa 50595

MICHIGAN

Alpena Community College
666 Johnson Street
Alpena, Michigan 59707

Delta College
University Center, Michigan 48710

Flint Community Junior College
1401 East Court Street
Flint, Michigan 48503

Gogebic Community College
Ironwood, Michigan 49938

Grand Rapids Junior College
143 Bostwick Street, Northeast
Grand Rapids, Michigan 49502

Henry Ford Community College
5101 Evergreen Road
Dearborn, Michigan 48121

Highland Park College
Third and Glendale Avenues
Highland Park, Michigan 48203

Jackson Community College
512 Wildwood Avenue
Jackson, Michigan 49201

Kellogg Community College
450 North Avenue
Battle Creek, Michigan 49017

Lake Michigan College
711 Britain Avenue
Benton Harbor, Michigan 49022

Lansing Community College
419 North Capitol Avenue
Lansing, Michigan 48914

Macomb County Community College
14500 Twelve Mile Road (South Campus)
Warren, Michigan 48093

Muskegon County Community College
349 West Webster Avenue
Muskegon, Michigan 49440

North Central Michigan College
Petoskey, Michigan 49770

Northwestern Michigan College
1701 East Front Street
Traverse City, Michigan 49684

Port Huron Junior College
323 Erie Street
Port Huron, Michigan 48060

Schoolcraft College
18600 Haggerty Road
Livonia, Michigan 48151

Suomi College
Hancock, Michigan 49930

OHIO

Clark County Technical Institute
570 East Leffel Lane
Springfield, Ohio 45505

Columbus Technical Institute
557 Mount Vernon Avenue
Columbus, Ohio 43215

Cuyahoga Community College
2123 East Ninth Street
(Metropolitan Campus)
Cleveland, Ohio 44115

Lorain County Community College
1005 North Abbe Road
Elyria, Ohio 44035

Lourdes Junior College
6832 Convent Boulevard
Sylvania, Ohio 43560

Ohio College of Applied Science
1004 Walnut Street
Cincinnati, Ohio 45210

Ohio Technical College
886 Sunbury Road
Columbus, Ohio 43219

Sinclair Community College
117 West Monument Avenue
Dayton, Ohio 45402

University of Cincinnati
Raymond Walters Branch
Blue Ash, Ohio 45236

University of Cincinnati
University College
Clifton Avenue
Cincinnati, Ohio 45221

Urbana College
College Way
Urbana, Ohio 43078

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