

California State University, Stanislaus
Doctor of Education (Ed.D.), Educational Leadership
**EDEL 9073 – Roles and Responsibilities of Community College Administrators Syllabus
(3 Semester Units)**

PROGRAM FOCUS

Candidates who successfully complete the requirements of the DEEL program will possess the skills and knowledge to serve as exemplary instructional leaders such as administrators, teachers, counselors, and in other roles that are associated with the improvement of instruction and learning in a P-12 or community college setting. They will have the interpersonal skills, oral and written proficiency, planning and organizational capability, and problem solving capacity to provide direction, guidance and support to other educators in the pursuit of improving the quality of education for children, adolescents, and adult learners.

COURSE DESCRIPTION

Community college administrative practices and responsibilities within instructional and student services divisions and operational services units. Models and best leadership practices; management of interrelated human, fiscal and material resources within units and college. **Prerequisite:** Successful completion of Written Qualifying Examination.

STUDENT LEARNING OUTCOMES

The student will be able to:

1. Provide visionary leadership focused on systemic educational reform for the improvement of curriculum, teaching, and learning at the community college. (1.1)
2. Create a philosophy for implementing collaborative management practices that involve the active participation of stakeholders in educational improvement. (1.2)
3. Demonstrate effective cross-cultural written and oral communication skills appropriate for internal and external communities. (1.3)
4. Demonstrate a comprehensive understanding of educational policy affecting community colleges within the context of state and federal school accountability mandates. (1.4)
5. Demonstrate skills required to balance the human, material and fiscal requirements within the community college organization. (1.5)
6. Demonstrate ability to foster professional growth opportunities for professional staff that are research-based and dedicated to the improvement of teaching and learning. (2.2)
7. Demonstrate skill for establishing educational accountability measures through the use of a variety of print and technology-based sources related to instructional leadership and reform. (3.1)
8. Demonstrate advanced knowledge of the research literature related to best professional practices in community college education. (4.1.)

CORE ELEMENTS

In order to achieve the above outlined student learning outcomes, this course includes the following core elements, which are threaded throughout the coursework offered in the program:

- Visionary Educational Leadership (A)
- Complexity in Organizations (A)
- Educational Policy Environments (R)
- Human Resource Development (A)
- Resources and Fiscal Planning (A)
- Research (R)
- Professional Practice (A)

Key: I = Element is Introduced R = Element is Reinforced A = Element is Addressed at an Advanced Level

PEDAGOGY

This course is divided into four components: 1. *Concepts, Definitions, and Theories Related to Community College Administration*; 2. *Human, Fiscal and Material Resource Management*; 3. *Specific Administrative Issues Associated with Student Services, Instructional Services and Institutional Operations Divisions*; and 4. *Leadership Strategies and Career Planning*.

Different conceptual frameworks for organizing and managing community colleges will be reviewed, and models of effective leadership will be examined for each component of the course. This course will involve a variety of written and oral assignments, classroom activities including group and individual work, presentations, discussions and lectures, and on-line discussions. Web exploration, student presentations, visiting practitioner presentations, and campus visits will also be part of this course.

Professionals from regional community colleges (presidents, vice presidents, deans, etc.) will join the class throughout the course to provide practice-based insights into important issues. A limited number of visitations to community colleges will be made throughout the semester to provide students with firsthand knowledge of how community colleges work through observation and dialogue with faculty, staff, and administrators.

ATTENDANCE AND PARTICIPATION POLICY

Students should be prepared for and attend all class sessions and required on-line discussions. Everyone in the class benefits from each person's contributions. It is not acceptable to miss class except for the most unavoidable reason.

COURSE ASSIGNMENTS AND ACTIVITIES

The learning activities and assignments are designed to give students flexibility in exploring areas of interest within community college administration. Where appropriate, students are encouraged to focus assignments on future career plans, and the development of knowledge and skills that will assist in the writing of a dissertation. Students are expected to demonstrate a high level of scholarship in all activities and assignments, in keeping with the norms of doctoral level coursework.

The scope and focus of each project for this course will be developed in consultation with the instructor. Each project must demonstrate appropriate rigor for a doctoral level course and should reflect extensive use of research findings, in-depth understanding of relevant research literature and best practices, a comprehensive understanding of the complexity of the issues that surround the roles and responsibilities

of administrators within the community college, and the ability to conduct high quality research and field work to address the major issues within the scope of this course. Students must clearly articulate the relationship of each of the major learning activities to the relevant *Core Elements* as well as one or more of the *Student Learning Outcomes* for the course.

There will be weekly reading assignments and weekly in-class and out-of-class learning activities. Reading assignments are to be completed prior to the beginning of class. Out-of-class assignments are to be completed no later than the due date that is listed. All written assignments are to be double-spaced and in hard copy and electronic format using Microsoft Word. When applicable, written assignments should conform to APA writing style.

APPROPRIATE BEHAVIOR AND PROFESSIONALISM IN THE CLASSROOM

All students attending this course have a right to a classroom environment which permits the highest quality learning experience. Students have a right to disagree and to debate points of view on the subjects covered in a rigorous, professional, and respectful manner.

Plagiarism is unacceptable and will be dealt with as a student code of academic conduct violation. A student committing plagiarism will be subject to disciplinary action which could include failing the assignment, failing the course, being dropped from the course, or other action as deemed appropriate by the instructor or the university.

REQUIRED TEXTBOOKS

Boggs, George. (2007). *Ethical Leadership in the Community College*. San Francisco: Jossey-Bass.

Cohen, A., Brawer, F. (2002). *The American Community College*, 4th Ed.

[Note: While this text is 5 years old, it is still considered one of the finest handbooks on community college administration. The vast majority of core issues and insights important to community college administration today are covered in the text.]

Jensen, R., Giles, R. & Kirklin, P. (2000). *Insider's guide to community college administration*. Washington D.C.: The American Association of Community Colleges.

Myran, G., Baker, G., Simone, B. & Zeiss, T. (2003). *Leadership strategies for community college executives*. Washington DC: Community College Press.

Outcalt, Charles. (2002). *Community College Faculty: Characteristics, Practices, and Challenges*. San Francisco: Jossey-Bass.

REQUIRED SCHOLARLY ARTICLES

Amey, M. (2004, February/March). Learning leadership in the community college. *Community College Journal*, 6-9.

Amey, M. & VanDerLinden, (2002). The institutional context of community college administration. *American Association of Community Colleges Research Brief No. 4, Leadership Series*. Washington D.C: Community College Press.

- Davis, G. (2003-04, December/January). Ethics: An educational imperative. *Community College Journal*, 6-9.
- Davenport, T. (2006). Knowledge work and the future of management. In W. Bennis (Ed.), *The Future of Leadership*, 41- 58. San Francisco: Jossey-Bass.
- Davidson, C. & Goldberg, D. (2005, May 6). Managing from the middle. *Chronicle of Higher Education*, C1-C4.
- Dowdall, G. & Dowdall, J. (2005, September 23). Crossing over to the dark side. *Chronicle of Higher Education*, C1 & C4.
- Spreitzer, G. & Cummings, T. (2006). The leadership challenges of the next generation. In W. Bennis (Ed.), *The Future of Leadership*, 241-253. San Francisco: Jossey-Bass.
- Yoder, D. (2005). Organizational climate and emotional intelligence: An appreciative inquiry into a "leaderful" community college. *Community College Journal of Research and Practice*, 29, 45-62.

RECOMMENDED RECENT SCHOLARLY RESOURCES

- Barr, J. (2007). Freshmen Dropouts. *Applied Research in the Community College*, 14 (2).
- Bers, T. H. (2006). A Review of: "Student Success in College: Creating Conditions that Matter." *Community College Journal of Research & Practice*, 30 (7), 579-582.
- Bordes, V., & Arredondo, P. (2005). Mentoring and 1st-Year Latina/o College Students. *Journal of Hispanic Higher Education*, 4, 114-133.
- Campbell, D. F. & Basham, M. J. (2007). Critical Issues Facing America's Community Colleges: A Summary of the Community Colleges Futures Assembly 2006. *Community College Journal of Research & Practice*, 31 (6), 541-545.
- Carducci, R. (2007). Community College Fiscal Policy: Recent Literature. *Applied Research in the Community College*, 14 (2).
- Delgado-Romero, E. A., Nichols Manlove, A., Manlove, J. D., & Hernandez, C. A. (2007). Controversial Issues in the Recruitment and Retention of Latino/a Faculty. *Journal of Hispanic Higher Education*, 6, 34-51.
- Doherty, C. & Rice, J. (2007). The Power of Visioning Change. *Community College Journal of Research & Practice*, 31 (6), 489-490.
- Drapeau, S. (2004). Taxonomy of Organizational Change. *Applied Research in the Community College*, 11 (2).
- Eddy, P. L. (2005). Framing the Role of Leader: How Community College Presidents Construct Their Leadership. *Community College Journal of Research & Practice*, 29 (9/10), 705-727.
- Eddy, P. L. (2004). Links Between Leader Cognition, Power, and Change on Community College Campuses. *Applied Research in the Community College*, 11 (2).

- Eddy, P. L. & VanDerLinden, K. E. (2006). Emerging Definitions of Leadership in Higher Education. *Community College Review*, 34 (1), 5-26.
- Garvey, D. M. (2007). Talk about New Rules! Exploring the Community College Role in Meeting the Educational needs of an Aging Community. *Community College Journal of Research & Practice*, 31 (6), 493-494.
- Helfgot, S. R. & Culp, M. M. (Eds.). (2005). *Community College Student Affairs: What Really Matters: New Directions for Community Colleges*, No. 131. San Francisco, CA: Jossey-Bass Co.
- Ignash, J. M. (2007). Teaching and Mentoring Future Leaders in the Field. *Community College Review*, 34 (3), 215-228.
- Kisker, C. B. (2007). Creating and Sustaining Community College—University Transfer Partnerships. *Community College Review*, 34 (4), 282-301.
- Laff, N. S. (Ed.). (2005). *Identity, Learning, and the Liberal Arts: New Directions for Teaching and Learning* 103. San Francisco, CA: Jossey-Bass Co.
- Locke, M. G. & Guglielmino, L. (2006). The Influence of Subcultures on Planned Change in a Community College. *Community College Review*, 34 (2), 108-127.
- López-Mulnix, E. E., & Mulnix, M. W. (2005). On Hispanic Students in Higher Education. *Journal of Hispanic Higher Education*, 4, 83.
- Maestas, R., Vaquera, G. S., & Muñoz Zehr, L. (2007). Factors Impacting Sense of Belonging at a Hispanic-Serving Institution. *Journal of Hispanic Higher Education*, 6, 237-256.
- Maxwell, W. & Shammas, D. (2007). Research on Race and Ethnic Relations Among Community College Students. *Community College Review*, 34 (4), 344-361.
- McArthur, R. C. (2005). Faculty -- Based Advising: An Important Factor in Community College Retention. *Community College Review*, 32 (4), 1-19.
- Miller, M. T. & Tuttle, C. C. (2007). Building Communities: How Rural Community Colleges Develop their Communities and the People who Live in them. *Community College Journal of Research & Practice*, 31 (2), 117-127.
- Otero, R., Rivas, O., & Rivera, R. (2007). Predicting Persistence of Hispanic Students in Their 1st Year of College. *Journal of Hispanic Higher Education*, 6, 163-173.
- Reason, R. D., Broido, E. M., Davis, T. L., & Evans, N. J. (Eds.). 2005). *Developing Social Justice Allies: New Directions for Student Services*, No. 110. San Francisco, CA: Jossey-Bass Co.
- Schuetz, P. (2005). UCLA Community College Review: Campus Environment: A Missing Link in Studies of Community College Attrition. *Community College Review*, 32 (4), 60-80.

Sophos, P. (2004). Organizational Change and Transformation in Community Colleges: Recent Literature. *Applied Research in the Community College*, 11 (2).

Thomas, D. (2007). Distance Education Testing: Meeting the Demands of Today's Adult Education Consumer. *Community College Journal of Research & Practice*, 31 (6), 499-500.

Valeau, E. J. & Luan, J. (2007). Use of Web Technology to Access and Update College Plans. *Applied Research in the Community College*, 14 (2).

Voorhees, R. A., Smith, G. P., & Luan, J. (2006). Researching Student Transitions. *Applied Research in the Community College*, 13 (2).

Woods, M. (2007). Transformation of Student Success. *Community College Journal of Research & Practice*, 31 (6), 485-486.

Zalaquett, C. P., Alvarez McHatton, P., & Cranston-Gingras, A. (2007). Characteristics of Latina/o Migrant Farmworker Students Attending a Large Metropolitan University. *Journal of Hispanic Higher Education*, 6, 135-156.

COURSE REQUIREMENTS

Class Attendance and Participation including Readings, Group Discussions and Student Reports – 5% of final grade

Students are expected to contribute to class discussions in ways which demonstrate their knowledge and understanding of the material and to encourage other students to engage in thoughtful and reflective dialogue. Students are expected to arrive on time, have read the required readings, and be prepared to fully participate in the intellectual pursuits of the class. Absences and tardiness without prior notification of the instructor are detrimental to class participation and could impede students from fulfilling required assignments.

Online Threaded Discussions – 5% of final grade

There will be a minimum of three on-line threaded discussion groups focused around the assigned readings, topics related to visionary leadership of community colleges, educational policy and accountability mandates, and student learning outcomes for this course. All students are expected to participate in a minimum of two of the discussion groups. Students should plan to spend a minimum of 4 to 6 hours total responding to the discussion questions and reacting to other students' answers and comments. On-line discussions are for the purpose of scholarly discourse and exploration. Students are expected to provide citations from the literature when appropriate and to use the on-line discussions to discuss assigned readings and topics related to classroom discussions. In addition, students are encouraged to pose related questions and points for discussion within the context of the course. The instructor will provide reading assignments and specific related topics for the on-line discussions. Students will also be expected to conduct appropriate web-based searches to access web based resources pertaining to community college administration practices.

Curriculum Development and Delivery System - 15% of final grade

Students will develop an annotated flow chart (or table) showing the curriculum development, approval and delivery cycle. In addition, a 5-7 page paper will be developed which summarizes the human, fiscal and material resources required to complete the curriculum development and delivery cycle. The assignment will require several activities including interviewing key community college administrative

staff, document analysis, and policy and procedure reviews. Additional guidelines for this assignment will be provided.

Student Support Services System - 15% of final grade

Students will develop an annotated flow chart (or table) showing the cycle or sequence of support services that a student must and may use during their progress toward a degree. In addition, a 5-7 page paper will be developed which summarizes the human, fiscal and material resources required to provide a complete sequence of support services for students. The assignment will require several activities including interviewing key community college administrative staff, document analysis, and policy and procedure reviews. Additional guidelines for this assignment will be provided.

Job Shadowing Assignment - 10% of final grade

Students will participate in a job shadowing experience with college administrators for 4 to 6 hours. Job shadowing plans will be developed with input and approval from the instructor and will be tailored to meet the needs and interests of the student. Job shadowing will include working directly with senior administrators at a community college such as a president, a vice president or dean. As part of the job shadowing experience students will:

1. Complete a structured interview with one experienced administrator on a minimum of three topics covered in this course.
2. Accompany the administrator to one of her/his meetings with other administrators where division-wide or college-wide planning and coordination takes place, e.g., deans' council, president's cabinet or division meeting.
3. Other activities as agreed upon.

After completing this assignment, students are to submit a 10-page paper summarizing and critically analyzing their experiences related to observing collaborative management practices and cross-cultural and oral communication skills.

Research Paper - 20% of final grade

Students will complete a 25-page research paper, excluding the title page and references. The report should include an abstract and adhere to the American Psychological Association (APA) publication manual, 5th edition or most current edition.

The research will focus on strengthening an aspect within the administration of student services, instructional services or institutional operations at the community college. Topics for the research will be developed in consultation with the instructor and be of the appropriate rigor and depth acceptable for doctoral course work. Students will give a 30-minute oral report on their research. Specific guidelines for this assignment will be provided by the instructor.

Final Examination – 30% of final grade

A comprehensive final examination focusing on core community college leadership principles and practices.

GRADING POLICY

Earned grades will reflect expectation for doctoral-level proficiency.

Letter grades with plus or minus will not be used to grade assignments and other expectations nor used in the process of calculating the final course grade.

Outline of Weekly Activities

Week 1

Main Topics

- A. Course Introduction and Overview
- B. Overview of Community College as a Unique Post Secondary Institution
- C. Introduction to Leadership and Administration at the Community College
- D. Students' Experiences with and Impressions of Community College Administration

Assigned Reading

Cohen, A., Brawer, F. Chapters 1 & 2.

Week 2

Main Topics

- A. Organization and Administration in the Community College
- B. Conceptual Models and Theories of Administration
- C. Overview of Administrative Functions
- D. Attributes and Characteristics of the Administrative Organization

Assigned Reading

Boggs, George. Chapters 1 & 2.

Cohen, A., Brawer, F. Chapter 3.

Myran, G., Baker, G., Simone, B. & Zeiss, T. Chapters 1 & 2.

Week 3

Main Topic

- A. Organizational Characteristics of the Community College and Administrative Systems
 - a. Profile of Students
 - b. Educational Programs, Curricula and Delivery Systems
 - c. Support Services
 - d. Connection to the Community
 - e. Human Resources
 - f. Finance and Facilities

Assigned Reading

Cohen, A., Brawer, F. Chapters 4, 5, & 9.

Myran, G., Baker, G., Simone, B. & Zeiss, T. Chapter 3.

Week 4

Main Topics

- A. Budgeting and Resource Allocation
 - a. Budgeting and its Dimensions
 - b. Revenues and Expenditures
 - c. Budget Cycle
 - d. Budget Development
 - e. Budget Control and Evaluation

- B. Resource Development
 - a. Resource Development Office
 - b. Grants Development and Management

Assigned Reading

Boggs, George. Chapters 3 & 4

Cohen, A., Brawer, F. Chapters 10 & 18.

Week 5

Main Topics

- A. Human Resource Management General Overview
- B. Administering Union Agreements
- C. Rights and Responsibilities of Employees and Employee Groups
- D. Supervising and Leading Faculty
- E. Best Practices in Human Resource Management
- F. Professional Development

Assigned Reading

Cohen, A., Brawer, F. Chapters 11 & 19-21.

Myran, G., Baker, G., Simone, B. & Zeiss, T. Chapter 8.

Outcalt, Charles. First half

Week 6

Main Topics

- A. Managing Educational Services Operations and Programs - Overview
- B. Functions of the Chief Instructional Officer
- C. Role of Instructional Dean
- D. Curriculum and Instructional Program Management Processes
- E. Contemporary Issues in Educational Services

Assigned Reading

Cohen, A., Brawer, F. Chapters 12, 14, 22, & 24.

Myran, G., Baker, G., Simone, B. & Zeiss, T. Chapters 6 & 7.

Outcalt, Charles. 2nd half

Week 7

Main Topics

- A. Managing Student Services Operations and Programs - Overview
- B. Functions of the Chief Student Services Officer
- C. Role of Student Services Directors and Deans
- D. Student Services Programs Organization, Workflow and Management
- E. Contemporary Issues in Student Services

Assigned Reading:

Cohen, A., Brawer, F. Chapters 5 & 13.

Myran, G., Baker, G., Simone, B. & Zeiss, T. Chapter 5.

Week 8

Main Topics

- A. Enrollment Management Systems
- B. Institutional Research
- C. Accreditation and Program Compliance Issues
- D. Institutional Effectiveness Efforts

Assigned Reading

Boggs, George. Chapters 5 & 6.

Cohen, A., Brawer, F. Chapter 16.

Week 9

Main Topics

- A. Managing Institutional Operations and Administrative Services Programs and Services - Overview
- B. Functions of the Chief Fiscal Officer and Administrative Services Officer
- C. Business Office and Student Financial Services
- D. Campus Security and Safety

Assigned Reading

Selected Readings in Institutional Operations Management

Boggs, George. Remaining Chapters

Week 10

Main Topics

- A. Campus Planning, Construction and Facilities Resource Management
- B. Maintenance and Operations Division Leadership and Functions

Assigned Reading

Cohen, A., Brawer, F. Chapter 17.

Field Assignment Reports.

Week 11

Main Topics

- A. Working with the Community and Partnership Development
- B. Working with the Press
- C. Managing Crises on Campus
- D. Working with State Agencies and State Community College System Offices

Assigned Reading

Cohen, A., Brawer, F. Chapters 6-8 & 23.

Myran, G., Baker, G., Simone, B., & Zeiss, T. Chapter 10.

Week 12

Main Topics

- A. Community College Leadership for the Future - New Ideologies and Approaches to Leadership
- B. Administrative Career Paths and Leadership Opportunities in the Community College
- C. Student Presentations

Assigned Reading

Amey, M. & VanDerLinden. The institutional context of community college administration.

American Association of Community Colleges Research Brief No. 4, Leadership Series.

Davenport, T. Knowledge work and the future of management. In W. Bennis (Ed.), *The Future of Leadership*.

Sprietzer, G. & Cummings, T. The leadership challenges of the next generation. In W. Bennis (Ed), *The Future of Leadership*.

Yoder, D. Organizational climate and emotional intelligence: An appreciative inquiry into a "leaderful" community college.

Week 13

Main Topics

- A. Paradoxes of Leadership
- B. Developing Leadership Skills in Others
- C. Predictable Opportunities and Challenges in Leadership
- D. The First 100 days in a New Leadership Position
- E. Ethics
- F. Race, Gender, Age, Position Status and Other Topics in Leadership
- G. Student Presentations

Assigned Reading

Amey, M. Learning leadership in the community college.

Davis, G. Ethics: An educational imperative.

Myran, G., Baker, G., Simone, B. & Zeiss, T. Chapter 11.

Week 14

Main Topic

- A. Summarizing Activities
- B. Final Examination

California State University, Stanislaus
Doctor of Education (Ed.D.), Educational Leadership
Program Goals and Student Learning Outcomes Addressed in Doctoral Courses

Course Number and Title: EDEL 9073 Roles and Responsibilities of Community College Administrators

Program Goal 1: Visionary Leadership	Addressed
1.1 Provide visionary leadership focused on systemic educational reform for the improvement of curriculum, teaching, and learning.	X
1.2 Create a philosophy for implementing collaborative management practices that involve the active participation of stakeholders in educational improvement.	X
1.3 Demonstrate effective cross-cultural written and oral communication skills appropriate for internal and external communities.	X
1.4 Demonstrate a comprehensive understanding of educational policy within the context of state and federal school accountability mandates.	X
1.5 Demonstrate skills required to balance human, material, and fiscal elements of complex educational organizations.	X

Program Goal 2: Teaching and Learning	Addressed
2.1 Demonstrate ability to establish an ethical educational environment and a commitment to high academic achievement for diverse students.	
2.2 Demonstrate ability to foster professional growth opportunities for professional staff that are research-based and dedicated to the improvement of teaching and learning.	X
2.3 Demonstrate application of research-based models for student learning interventions.	
2.4 Demonstrate an understanding of the diversity and cultural contexts of schools and communities, and primary languages as they relate to academic development and educational equity.	

Program Goal 3: Program Evaluation	Addressed
3.1 Demonstrate skill for establishing educational accountability measures through the use of a variety of print and technology-based sources related to instructional leadership and reform.	X
3.2 Employ a variety of qualitative, descriptive, and inferential research methodologies in investigating the effectiveness of school policies and programs and their impact on student learning.	
3.3 Apply research on the social, emotional, and cognitive growth of students and the role of language and culture to students' academic development/achievement.	
3.4 Demonstrate assessment skills to promote and evaluate student learning.	
3.5 Demonstrate ability to lead internal and external education organization reviews through evidence-based decision-making.	

Program Goal 4: Applied Research	Addressed
4.1 Demonstrate advanced knowledge of the research literature related to professional practices in education.	X
4.2 Conduct an original and significant applied research study in areas of focus (P-12 Leadership or Community College Leadership).	
4.3 Publish and present research findings that contribute to the body of knowledge of educational leadership and the improvement of student learning and achievement.	