

CALIFORNIA STATE UNIVERSITY, STANISLAUS
College of Education - Doctor of Education, Educational Leadership
REVISED – AUGUST 20, 2011

EDEL 9071—*Leadership, Policy and Organizational Governance in the Community College* (3 Units)

Fall Semester 2011
August 23 through October 4
TUESDAY EVENINGS 5:00-9:00PM in DBH 114
Weekly Online Discussion Sessions from September 1 through October 9

Syllabus and Course Outline

INSTITUTIONAL COURSE DESCRIPTION

Attention will be given to concepts and practices related to decision-making, governance, administrative structure and operations, policy development, and legal issues which affect leadership and operations of the community college. The course will cover issues related to current legal and political factors that affect the community college at the local, state and national levels, and examine basic assumptions and social forces that influence current educational policymaking efforts with an emphasis on their legal, economic, and political underpinnings.

EdD PROGRAM 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.
2. Create a philosophy for implementing collaborative management practices that involve the active participation of stakeholders for educational improvement.
3. Demonstrate effective cross-cultural written and oral communication skills appropriate for internal and external communities.
4. Demonstrate ability to establish and maintain ethical educational environments committed to high academic achievement for diverse students.
5. Demonstrate application of research-based models for student learning interventions, especially in science and technology.
6. 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.
7. Demonstrate advanced knowledge of the research literature related to professional practices in education.

EdD PROGRAM CORE ELEMENTS

In order to achieve the above outlined program goals and 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)
- Collaborative Management (A)
- Educational Policy Environments (A)
- Community and Governmental Relations (A)
- Research (R)
- Data Driven Decision-making (R)

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

PEDAGOGY

Different conceptual frameworks for effective organizational decision-making and governance practices as well as policy and legal issues within the context of the modern 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, student led discussions and presentations, discussions, case study analysis and online discussions.

This course will focus on the following interrelated areas with a concentration on educational leadership and administration within the community college setting:

Leadership, Authority and Power Distribution in the Community College
Organizational Structures, Functions and Environment in the Community College
Governance and Decision Making in the Community College
Policies, Regulations and Laws Affecting the Community College
Human and Material Capital Resources and Systems
Leadership, Policy and Organizational Governance in a Time of Change

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.

APPROPRIATE BEHAVIOR AND PROFESSIONALISM IN THE CLASSROOM

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

The assignments students submit must honestly be their work. 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 that may include failing the assignment, failing the course, being dropped from the course, and other action as deemed appropriate by the instructor or the university. Plagiarism is defined as: presenting someone else's work as your own whether it be their ideas, expression of those ideas, or rewriting of your own ideas by someone else.

COURSE ASSIGNMENTS AND ACTIVITIES

The learning activities and assignments are designed to give students flexibility in exploring areas of interest within the scope of the course. 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.

To that end, students will connect research, theory, policy, and practice through a series of related assignments including writing a concept paper on topics focusing on leadership, organizational governance, policy analysis, and strategic change. The purpose of the concept paper is to directly apply the best practices and principles in governance, organizational decision-making, policy and legal analysis, and effective strategic change within the community college and other higher education institutions. The specific topic and scope for the paper will be developed in consultation with the instructor. Students will also be assigned to lead classroom discussions and online discussions.

All work in this course must demonstrate appropriate rigor for a doctoral level course and should reflect appropriate library usage, in-depth understanding of relevant literature and best practices, and a comprehensive understanding of the complexity of the issues that surround the topics covered in this 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 typed, double-spaced and in hard copy and electronic format using Microsoft Word. When applicable, written assignments should conform to APA writing style.

REQUIRED TEXTBOOKS

(Students will read sections of the following books and monographs. Other books and monographs may be read depending on student and faculty interest.)

Navarez, C. & Wood, L. (2010). *Community College Leadership and Administration: Theory, Practice and Change*. New York, NY: Peter Lang Publishing. (This book was used for the EDEL 9073 course. We will read selected chapters)

NASPA/ACPA (2004, January). *Learning reconsidered: A campus-wide focus on the student experience*. Available at: <http://www.myacpa.org/pub/documents/LearningReconsidered.pdf>

Selected Readings in California Title 5 Administrative Regulations and California Education Code
Selected Readings in California Assembly Bill 1725 (1988)
Selected Readings in Federal Laws and Regulations
Selected Policy and Organizational Documents

REQUIRED SCHOLARLY ARTICLES

Required scholarly articles and other reading assignments will be listed on Blackboard and within each week's assignments. Some of the reading assignments will be developed in consultation with members of the class.

COURSE REQUIREMENTS

Class Attendance and Participation including Group Discussions and Student Reports – 10% 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 – 30% of final grade

There will be six short online threaded discussion groups focused around the assigned readings, general topics and student learning outcomes for this course. The online discussions will occur each week beginning with the second week. The discussion board will be open for posting each week beginning on Thursdays. All postings need to be completed by Sunday evening. Students should plan to spend approximately one to two hours total for each of the online assignments responding to the discussion questions and reacting to other students' answers and comments. Each student in the course will lead one of the online discussion sessions. All students in the class are expected to participate in each discussion session. The general purpose of the online discussion sessions is to explore selected issues associated with the major topics that were covered in the weekly class meeting. Online discussions are for the purpose of scholarly discourse and exploration.

The specific assignments are:

Week 2 (Sept 1-4) Higher Education's Bermuda Triangle

Week 3 (Sept 8-11) Learning Reconsidered: A Campus-wide Focus on the Student Experience

Week 4 (Sept 15-18) Dealing with Resistance to Change

Week 5 (Sept 22-25) The Life Cycle and Destructive Force of Academic Management Fads

Week 6 (Sept 29-Oct 2) The Untapped Power of Knowledge Networks and Organizational Learning

Week 7 (Oct 6- 9) Repositioning Leadership, Organizational Functions and Structures, Governance, Policy and Human and Material Resources to Better Support Student Learning and Success

Student Led In-Class Activity – 20% of final grade

Each student will be assigned a specific in-class activity to lead. Student led in-class activities will occur starting in week two of the course. The length will be 30 minutes for student led activities. The activity will focus on

one of the major issues that is confronting the community college from the list below. The primary focus of this activity will be to find ways in which faculty and educational leaders can address significant portions of the issue by improving the linkage between the aspects of the *technical core* (where teaching and learning, and student development occur), and the *internal sphere of organizational and leadership activities* that function around (but outside) the technical core of student learning and development.

Students will be assigned one of the major issues facing community colleges from the list below:

- *Fixing Developmental Education*
- *Developing and Supporting Meaningful Student Engagement and Learning Support*
- *Creating and Maintaining a Comprehensive and Holistic General and Transfer Education Program*
- *Creating and Supporting High Quality Workforce Development Programs*
- *Closing the Achievement Gap*
- *Faculty and Administrators Joint Responsibility and Accountability for Student Learning and Success*

Concept Paper – 40% of final grade

The *concept paper* is intended to give students the opportunity to explore and reflect on particular topics of interest within the scope of leadership, organization, governance, policy and strategic change to address real problems, issues and opportunities within their organization. The topics of the concept paper should be very focused and specific to the student’s interest but within the broad scope of the paper concept. Students may work in small groups to look at a specific issue or problem, however, individual papers are required. Students should use pertinent information from class discussions, theoretical models presented, and readings for the course as well as information from other doctoral courses and their own personal experience.

The body of the paper should total approximately 6 pages, excluding the title page and references, and adhere to the APA publication manual, 6th edition.

Below is the broad working conceptual focus for the paper. Students are expected to develop their own descriptive titles which reflect the specific content of their papers. The instructor will provide additional information and directions for this assignment.

FOCUS FOR THE CONCEPT PAPER

Addressing Selected Leadership, Organization, Governance, Human Resource and Policy Issues to Make Good Things Happen at the Community College: Implementing Selected Promising Ideas and Solutions

Important Dates and Timelines for the Concept Paper (E-mail the assignments to the Instructor)

September 12 – Working title, one page synopsis and proposed working outline for the Concept Paper

October 10 – Concept Paper Two is due.

LATE PAPERS WILL NOT BE ACCEPTED

GRADING POLICY

Letter grades will be issued according to the following grading scale:

A = 95-100	A- = 93-94	B+ = 91-92	B = 86-90	B- = 84-85
C+ = 82-83	C = 76-81	C- = 74-75	D = 65-73	F = <65

Note: Students must earn a grade of C or better to have this course count toward their doctoral studies.

Course Requirements	Percent of Grade
Attendance/Participation	10%
On-line Assignments	30%
Student Led In-Class Activity	20%
Concept Paper	40%

Contact Information for the Instructor:

Dr. Jim Riggs, Professor of Community College Education

Phone: 209-664-6789

E-mail: jriggs1@csustan.edu

Contact Address:

CSU Stanislaus, College of Education
Department of Advanced Studies in Education
DBH 353
One University Way
Turlock, CA 95382

Office Hours For Fall 2011

Tuesday 2:30-4:30PM
Wednesday 9:30-10:30AM
And by Arrangement

NOTE: The course syllabus and outline may be modified by the instructor if the need arises. Students will be informed in writing of any change.

Outline of Weekly Activities

Week 1 – *Wolves, Buffers and Bridges Within the Organization – Creating A New Structure for Community College Leadership Necessary to Dramatically Improve the Technical Core*

August 23 Class Meeting 5:00-9:00PM**Main Topics**

1. Course Overview and Introduction
2. The Urgency for Leadership and Change in the Community College: The Wolf At the Door
3. Closing the Gap Between *What Is* and *What Should Be – A New Kind of Community College Leadership*
4. Confronting the Buffers and Building Bridges Between the Technical Core of the College and the Internal Ecology of Organizational Activity and Leadership
5. Moving Toward a Highly Functional Internal Ecology of Organizational Support for Student Learning and Success

Required Reading

Alfred, R. (2003, April/May). The wolf at the door: Where colleges could fail. *Community College Journal*.

Alfred, R. (2003, June/July). Outsmarting the wolf: Critical pathways to performance. *Community College Journal*.

Schmoker, M. (2006). *Results Now: How we can achieve unprecedented improvements in teaching and learning*. (pp. 1-31 only). Alexandria, VA: ASCD.

Optional Reading

Cohen, A. & Brawer, F. (2008). *The American Community College*, 5th Edition, (pp .113-134 only).

Week 2 - *Leadership, Authority and Power Distribution in the Community College*

August 30 Class Meeting 5:00-9:00PM**September 1-4 Online Discussion Session****Main Topics**

1. Making Things Happen, the Role of Leadership and Leaders in Governance and Operations of the CC
2. Distribution of Authority and Responsibility in the Community College Organization
3. Distributive and Integrative Power: Moving from Hierarchical to Matrix Oriented Leadership and Authority
4. Functional and Symbolic Administration in the Community College
5. Reconceptualizing Leadership, Power, Image and Action within Community College Governance

Student Led In-Class Activity

Fixing Developmental Education

Required Reading

Guskin, A. & Marcy, M. (2003). Dealing With the Future Now: Principles for Creating a Vital Campus Climate in a Climate of Restricted Resources. *Change*. July/August.

Ayers, D. (2009). Institutional contradictions in the community college. *Community College Review* 37(2), 165-184.

Elmore, R. (2004). Building a new structure for school leadership. In *School Reform from the Inside Out*. Cambridge, MA: Harvard Education Press. This article was originally published in 2000 and is available on the Internet at: <http://www.ashankerinst.org/education.html>

Spillane, J., Halverson, R., & Diamond, J. (2004). Toward a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36(1), 3-34.

Required Reading for On-Line Discussion

Esch, C. (2009), Sept/Oct). *Higher Education's Bermuda Triangle*. Washington Monthly.

Optional Reading

Cohen, A. & Brawer, F. (2008). The American Community College, 5th Edition, (pp. 134-155 only).

Allan, E., Gordon, S. & Iverson, S. (2006). Re/thinking practices of power: The discursive framing of leadership in The Chronicle of Higher Education. *The Review of Higher Education* 30(1), 41-68.

Eddy, P., & VanDerLinden, K. (2006). Emerging definitions of leadership in higher education: New visions of leadership or same old "hero" leadership? *Community College Review* 34(5), 5-26.

Week 3 - Organizational Structures, Functions and Environment in the Community College

September 6 Class Meeting 5:00-9:00PM

September 8-11 Online Discussion Session

Main Topics

1. Organizational Environments – An Overview
2. Methods of Understanding and Assessing the Organization
3. Promising Practices for Strengthening the Organization
4. Assessing Organizational Environments for Capacity and Change Readiness
5. Reorganizing for the Future – Challenges and Opportunities

Student Led In-Class Activity

Developing and Supporting Meaningful Student Engagement and Learning Support

Required Reading

Kezar, A. (2005, Nov./Dec.). Moving from I to We: Reorganizing for collaboration in higher education. *Change*, 50-57.

NASPA/ACPA (2004, January). *Learning reconsidered: A campus-wide focus on the student experience*. Available at: <http://www.myacpa.org/pub/documents/LearningReconsidered.pdf>

Required Reading for On-Line Discussion

NASPA/ACPA (2004, January). *Learning reconsidered: A campus-wide focus on the student experience*. Available at: <http://www.myacpa.org/pub/documents/LearningReconsidered.pdf>

Week 4 - Governance and Decision Making in the Community College

September 13 Class Meeting 5:00-9:00PM

September 15-18 Online Discussion Session

1. Theoretical and Legal Underpinnings of Governance in the Community College
2. Governance and Decision Making Processes at the Community College
3. Governance and the Allocation of Resources at the Community College
4. State Governance Systems
5. Board of Trustees Governance, Authority and Responsibility
6. Faculty and Academic Governance and Control – Academic Senates and Faculty Unions
7. Staff and Student Roles in Governance

Student Led In-Class Activity

Creating and Maintaining a Comprehensive and Holistic General and Transfer Education Program

Required Reading

Nevarez & Wood, Community College Leadership and Administration, Chapter 10. Community College Governance, pp. 225-250.

Miller, M. & Miles, J. (2008). Internal governance in the community college: Models and quilts. *Governance in the Community College. New Directions for Community College*, 141, 35-44.

Minor, J. (2004). Understanding faculty senates: Moving from mystery to model. *The Review of Higher Education*, 27(3), 343-363.

Williams, M. (2006, March). Academic Senates and Shared Governance. (Unpublished document provided to the Northern California Community College Presidents at their annual retreat.)

Required Reading for the On-Line Discussion

Stanislao, J. (1983). Dealing with Resistance to Change. *Business Horizons*.

Week 5 - Policies, Regulations and Laws Affecting the Community College

September 20 Class Meeting 5:00-9:00PM

September 22 - 25 Online Discussion Session

1. An Overview of Policies and Procedures at the Community College
2. Policy Development, Implementation and Analysis in the Community College
3. A Review of Important Policy Issues Facing California Community Colleges Now and Into the Future
4. Introduction to Legal Structures and Issues Impacting the Community College
5. Overview of Selected State and Federal Agencies
6. Review of Selected Federal and State Laws and Administrative Regulations
7. Important Compliance Issues for California Community Colleges

Student Led In-Class Activity

Creating and Supporting High Quality Workforce Development Programs

Required Reading

Jenkins, C. (2003, Winter). Selected Legal Aspects of Academic Administration Leadership: An Orientation for New Academic Administrators. *New Directions for Higher Education*, 124, 65-77.

O'Donnell, M. (2005). How colleges can navigate the thicket of federal regulations. *Chronicle of Higher Education*, 51(38), B5-8.

California Education Code Table of Contents.

California Laws, Regulations and Related Documents for Community Colleges Web Site Links.

Hierarchy of Laws, Regulations and Policy for California Community Colleges.

Required Reading for On-line Discussion

Birnbaum, R. (2000). The life cycle of academic management fads. *Journal of Higher Education*, 71(1), 1-16.

Week 6 - Human and Material Capital Resources and Systems

September 27 Class Meeting 5:00-9:00PM

September 29 – October 2 Online Discussion Session

1. Social Networks Approach to Leadership, Change and Organizational Learning within the Community College
2. Conducting Diversity and Equity Audits within the Organization
3. What Makes a Great Community College Workplace?

Other Topics TBA

Student Led In-Class Activity

Closing the Achievement Gap

Required Reading

Peterson, M. (1986). *The Organizational Context of Teaching and Learning*. NCRIPTL. pp. 69-89. (Instructor will provide this document.)

Nevarez & Wood, *Community College Leadership and Administration*, Chapter 4. The Achievement Gap and the Role of Community Colleges, pp. 73-98.

Required Reading for On-Line Discussion

Lipshitz, R., Popper, M., & Friedman, V. (2002). A multi-faceted model of organizational learning. *Journal of Applied Behavioral Science* 38(1), 78-98.

Optional Reading

Balkunki, P. & Kilduff, M. (2005). The ties that lead: A social network approach to leadership. *The Leadership Quarterly* 16, 941-961.

Hannah, S. & Lester, P. (2009). A multilevel approach to building and leading learning organizations. *The Leadership Quarterly* 20, 34-48.

Nevarez & Wood, *Community College Leadership and Administration*, Chapter 9. Community College Finance, pp. 205-224.

Week 7 - Leadership, Policy and Organizational Governance in a Time of Change

October 4 Class Meeting 5:00-9:00PM

October 6- 9 Online Discussion Session

1. Finding Your Institution's Strategic Horizon –Positioning your college to become a major democratizing force and economic engine for a changing population, changing community and a rapidly evolving future

Student Led In-Class Activity

Faculty and Administrators Joint Responsibility and Accountability for Student Learning and Success

Reading Assignment

Alfred, R. (2004). Finding your strategic horizon. *Community College Journal*, (February/March), 24-28.

On-Line Discussion Topic

Based on the information from the assigned articles, classroom discussions, and your own personal experiences – respond to and discuss the following statement:

The current way community colleges function, with their roots grounded in outdated management practices, unwieldy governance procedures, outmoded instructional delivery systems, and archaic approaches to student and institutional support services, simply will not work for institutions that are charged with serving as major democratizing forces and economic engines for a changing population, a changing world and a rapidly evolving future. As educational leaders, we need to think differently about our colleges, how they operate, and in general, the whole purpose for their existence. If community colleges don't start changing soon, they are likely to slide into insignificance. What can be done to reposition community college leadership, organization structures and functions, shared governance, policy and human and material resources management to better support student learning and success?

ONLINE DISCUSSION LEADER ASSIGNMENT

Caroline - Week 2 (Sept 1-4) *Higher Education's Bermuda Triangle*

Clarissa - Week 3 (Sept 8-11) *Learning Reconsidered: A Campus-wide Focus on the Student Experience*

Marie - Week 4 (Sept 15-18) *Dealing with Resistance to Change*

Bob - Week 5 (Sept 22-25) *The Life Cycle and Destructive Force of Academic Management Fads*

Nancy - Week 6 (Sept 29-Oct 2) *The Untapped Power of Knowledge Networks and Organizational Learning*

Christine- Week 7 (Oct 6- 9) *Repositioning Leadership, Organizational Functions and Structures, Governance, Policy and Human and Material Resources to Better Support Student Learning and Success*

IN-CLASS DISCUSSION LEADER ASSIGNMENT

Christine - Week 2 (August 30) *Fixing Developmental Education*

Marie - Week 3 (Sept 6) *Developing and Supporting Meaningful Student Engagement and Learning Support*

Clarissa - Week 4 (Sept 13) *Creating and Maintaining a Comprehensive and Holistic General and Transfer Education Program*

Nancy - Week 5 (Sept 20) *Creating and Supporting High Quality Workforce Development Programs*

Caroline - Week 6 (Sept 27) *Closing the Achievement Gap*

Bob - Week 7 (Oct 4) *Faculty and Administrators Joint Responsibility and Accountability for Student Learning and Success*

NOTE FROM THE COLLEGE OF EDUCATION: *The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student names and other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.*

The mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates for children and their communities.