INSTITUTIONAL COURSE DESCRIPTION
The course will examine community college administrative practices and responsibilities within instructional and student services divisions and operational services units, including a study of models and best leadership practices; management of interrelated human, fiscal and material resources within units and college.

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 in educational improvement.
3. Demonstrate effective cross-cultural written and oral communication skills appropriate for internal and external communities.
4. Demonstrate a comprehensive understanding of educational policy within the context of state and federal school accountability mandates.
5. Demonstrate skills required to balance the human, material and fiscal requirements within complex educational organizations.
6. Demonstrate ability to foster professional growth opportunities for professional staff that are research-based and dedicated to the improvement of teaching and learning.
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.
8. Demonstrate advanced knowledge of the research literature related to professional practices in education.

EdD PROGRAM 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
This course will focus on the following areas related to educational leadership and administration within a community college setting:

- Concepts, Definitions, and Theories Related to Administration and Leadership in Higher Education
- Leadership Skills, Knowledge, Abilities and Attributes – What They Are and Why They Matter
- Organizational Context of Administration
- Conflict Resolution, Ethics and Doing the Right Thing for the Right Reasons
- Administrative Issues Associated with Student Services, Instructional Services, Institutional Operations Divisions and other Major Areas Within the Community College
- Human and Material Resource Administration
- Leadership Strategies, Career Planning and Development, and Accessing and Effectively Using Critical Resources

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. A limited number of visitations to community colleges may be made throughout the term 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. Absences may result in a lower course grade.

**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.

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 the 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/or field work to address the major issues within the scope of this course.

There will be regularly assigned reading assignments and 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 using Microsoft Word. When applicable, written assignments should conform to APA writing style. Late papers may not be accepted or result in a lower course grade.

**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.

**REQUIRED TEXTBOOKS**

**SUPPORT TEXTS (Not Required)**


**SCHOLARLY ARTICLES**
NOTE: Depending on interest and time, selected articles from this list (as well as other articles) will be assigned throughout the course.


McGuire, T. Note to bosses. (Source and date unknown)


COURSE REQUIREMENTS

Class Attendance and Participation – 10% of final grade
Students are expected to contribute to class discussions in ways that 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 – 20% of final grade
There will be two on-line threaded discussion assignments focused around the required readings and projects for this course. All students are expected to participate in all activities for both on-line assignments. On-line discussions are for the purpose of scholarly discourse and exploration. The instructor will provide reading assignments and specific related topics for the on-line discussions.

There are three aspects/parts to each of the on-line assignments.
1. Students should plan to spend about an hour in a meeting discussing the assigned case studies and readings, and how to best approach the on-line Blackboard discussion assignment. This synchronous discussion will be done at the end of the first and second Saturday class meetings (Feb. 11 and 25).
2. Students should spend 3 or 4 hours responding to the discussion questions and reacting to other students’ answers and comments on Blackboard. Since this is a dialog, it will be important that all students post multiple responses.
3. As a group, the class will review their conclusions and recommendations for resolving the case studies and issues presented in the on-line assignment. These will occur during the class meeting following the on-line discussion assignment.

On-line Assignment One: Conflict Resolution, Ethical High Roads and the Many Cultures of the Community College (February 16-21)

On-line Assignment Two: Toward a Leadership/Followership Model: Changing Institutional Beliefs and Practices to Assist All Administrators to Become Successful (March 1-6)

Major Course Project - Developing New Conceptual Frameworks to Improve Administrative Practices at Community College- 35% of final grade
Each student will be assigned to one of the following projects. The major focus of these three projects will be to develop new/improved conceptual frameworks to help administrators strengthen and support student learning and development at the community college. Each team will present their theoretical framework to the class and lead a discussion on the most salient aspects and applications of their project. Oral reports will be approximately 45 minutes long and will be given on Saturday March 10.

Project Written Report’s are due no later than March 19. The written reports should be no longer than 10 to 12 pages plus references, title page, appendices and large tables and figures. Each project group, with the assistance of the instructor, will determine the best way to organize and write the theoretical position paper in order to explain their conceptual framework, and how it can apply to improving community college administration. Utility of the conceptual framework is the primary goal of this project and paper.

The instructor will provide additional information on the oral report format and project written report. In addition, the instructor will provide a list of references for each of the projects.

Project A: Institutional Support and Accountability for Entry and Mid-Level Administrators (MLAs)
Students will assist the instructor in designing and drafting a theoretical position paper and conceptual framework on the following topic: *Institutional Support and Accountability for Entry and Mid-Level Administrators (MLAs) at the Community Colleges.* Students will consider the multiple issues associated with this broad and multifaceted topic and specifically examine how improving institutional support and raising accountability standards for MLAs can advance student learning and development at the community college.

**Project B: Engaging (and Enraging) the Nine Cultures of the Community College**
Students will assist the instructor in designing and drafting a theoretical position paper and conceptual framework on the following topic: *Engaging and Enraging the Nine Cultures of the Community College.* Students will consider the multiple issues associated with this broad and multifaceted topic, specifically examining how to better understand and facilitate interaction between the various cultures within their institutions to improve learning and student development.

**Project C: Ecological Model and Framework for Analyzing Reforms, Recommendations and Reports**
Students will assist the instructor in designing and drafting a theoretical position paper and conceptual framework on the following topic: The *Internal Ecology of Organizational and Leadership Support for Student Learning and Success – A Framework for Understanding and Evaluating Reforms in the Community College.* This conceptual framework will be used to examine and analyze recent reports, plans and recommendations for the future of community colleges.

**Critical Operations Fieldwork Assignment – 35% of the Final Grade**
(This activity may be done individually or in small groups, however, summary papers must be done individually)

**Job Shadowing Assignment**
Students will participate in a job shadowing experience with a college administrator(s) for approximately 3 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 a senior administrator(s) at a community college such as a president, a vice president or dean. As part of the job shadowing experience students should:
1. Complete a structured interview with one experienced administrator on selected 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 2 to 3 page paper summarizing their experiences related to observing collaborative administrative practices.

**Curriculum Development and Delivery System**
Students will develop an annotated flow chart (or table) showing the curriculum development, approval and delivery cycle. In addition, a 2 to 3 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 interviewing key community college administrative staff, document analysis, and policy and procedure reviews.

**Student Support Services System**
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 2 to 3 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 interviewing key community college administrative staff, document analysis, and policy and procedure reviews.
Note: As time permits, students will give a brief report to the class on their findings from these activities. These brief reports will be given during class on February 24 or 25.

All Summary Papers and Flow Charts are due March 12

**GRADING POLICY**
Letter grades with plus or minus will be used for graded assignments and in the calculations for the final course grade.

- Course Attendance and Participation: 10%
- Online Assignments (2): 20%
- Major Course Project: 35%
- Critical Operations of the Community College (Fieldwork): 35%

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.

**Contact Information for the Instructor:**
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E-mail: jriggs1@csustan.edu

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

**Office Hours (Spring Semester 2012)**
Tuesday 2:30-4:30PM and by Arrangement
The Instructor will also be available from 3:00-4:30 prior to each of the Friday class meetings in Stockton

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

**Important Dates for EDEL 9073, Spring 2012**

**Class Meetings**
Friday Evenings, 5:00-8:00PM; Saturdays 9:00-3:30PM
February 10/11; February 24/25; March 9/10

**On-Line Assignments**
- Assignment One - February 16-21
- Assignment Two - March 1-6

**Major Course Project**
- Oral Report – March 10
- Final Written Report – March 19

**Fieldwork Assignment**
- Brief Oral Report - February 24 or 25
- Summary Papers - March 12
EDEL 9073 - Roles and Responsibilities of Community College Administrators

OUTLINE AND ASSIGNMENTS

An Introduction to Community College Leadership and Administration – Prerequisites, Skills, Knowledge, Attributes and Conditions

FRIDAY, FEBRUARY 10, 2012 - 5:00-8:00PM

I. Course Introduction and Overview
II. Leadership and Administration in the Community College – Conditions and Realities
III. Conceptual Models and Theories of Administration
IV. Overview of the Many and Varied Administrative Functions in the Community College
V. Attributes and Characteristics of Community College Leaders
VI. Toward a Holistic Model of Community College Administration
VII. Major Course Project Assignment Options

Leadership Brief
Leadership Myths and Reality – What Did You Do All Day

Case Study
Textbook Chapter 3 pp. 66-68 (Massey, Leadership in Transition)

Assigned Reading
Nevarez & Wood, Chapter 1-3
(Chapter 1 and 2 will serve as general background information; we will focus mostly on chapter 3)

Focused Articles

SATURDAY, FEBRUARY 11, 2012, 9:00AM – 3:30PM

PART ONE: Leading and Engaging the Nine Cultures of the Community College

PART TWO: Ethical Dilemmas and Conflict Management in the Academy

I. Engaging the Nine Cultures of the Community College - An Administrator’s Obligation
II. Professional and Institutional Ethical Identity, Behavior and Action
III. Understanding, Managing, and Resolving Conflict in the Community College
IV. Major Course Project Groups Planning Sessions
V. Online Assignment Organizational Meeting

Leadership Briefs
A. Engaging and Enraging (and Mediating) the Many Cultures of the Community College
   (Academic Cultures Inventory)
B. Decision making and Conflict – A Normal and Needed Part of CC Administration

Case Study
Textbook Ch. 1, pp. 17-19. (Baehre & Early, Accommodating Displaced Workers)
Assigned Reading
Nevarez & Wood, Chapter 5

Focused Articles


Support Articles


ONLINE ASSIGNMENT ONE - February 16 to February 21
Conflict Resolution, Ethical High Roads and the Many Cultures of the Community College

On-line Assignment One will focus on two case studies that deal with the types of significant and complex dilemmas that can confront community college administrators. The case study involves various clashes between subcultures at a community college, the political ambitions of an interim president, and numerous ethical challenges for an instructional vice president. (See Online Assignment One Guidelines for more details.)

Case One: Riggs, J. (2010). When the Troubles Just Keep Getting Worse: The Missteps of Two Senior Administrators in Handling Problems with the Basketball Coach

Through a series of discussion questions provided by the instructor, the discussion group will examine the case study using the Nevarez/Wood Case Study Framework (pp. xii-xiv in the textbook). The goal is to learn from the challenges, mistakes, solutions, and actions taken by the administrators in these cases. It is very likely that as community college leaders, you will be confronted with similar types of complex ethical dilemmas, conflict, and subculture clashes as presented in this case.

Focused Articles
Selected Reading Assignments and Handouts from Week One and the assigned case study

FRIDAY, FEBRUARY 24, 2012 - 5:00-8:00PM
Leadership in the Divisions and Departments
Instructional and Educational Services, Student Services, and Institutional Operations

I. Instructional and Learning Services
A. Functions of the Chief Instructional Officer and the Role of Instructional Deans
B. Curriculum and Instructional Program Management Processes
C. Contemporary Issues in Educational Services
D. Legal Issues for Academic Leaders

II. Student Services and Student Affairs
A. Functions of the Chief Student Services Officer and the Role of Student Services Directors and Deans
B. Organization of Student Services Programs, Workflow and Administration
C. Contemporary Issues in Student Services
D. Legal Issues for Student Services Officers

III. Managing Institutional Operations and Administrative Services
   A. Functions of the Chief Fiscal Officer and Administrative Services Officer
   B. Business Office and Student Financial Services
   C. Campus Security and Safety
   D. Auxiliary and Enterprise Functions
   E. Campus Planning, Construction and Facilities Resource Management
   F. Other Functions Assigned to Institutional Operations

IV. Other Operations in the Community College
   A. Community and Economic Development
   B. Resource, Foundation and Grant Development
   C. Institutional Research, Planning, Effectiveness and Accountability

Leadership Brief
The “Student Services Perspective” Dilemma - It’s All About Student Learning and Development - So Let’s Get Past This Outdated Way of Operating
(Required articles TBA)

Case Study
Default Behaviors of Wounded Administrators – A Case Study

Assigned Reading
Nevarez & Wood, Chapter 8 & 9

Focused Articles

Support Articles


SATURDAY, FEBRUARY 25, 2012, 9:00AM – 3:30PM
PART ONE: Maximizing the Material and Human Resources: Administrative Systems, Functions, Strategies and Challenges
PART TWO: Applying the SA-MLA-FA Leadership Model

I. Administration of Fiscal, Budget and Material Resources
   A. Budgeting and its Dimensions
   B. Revenues and Expenditures
   C. Budget Cycles
   D. Resource and Budget Control and Evaluation
   E. Material Resources Administration
II. Human Resource Management and Human Capital in the Community College
   A. Traditional and Best Practices in Human Resource Management
   B. Administering Union Agreements and Board Policies
   C. Rights and Responsibilities of Employees and Employee Groups – An Administrative Perspective
   D. Supervising and Leading Faculty
   E. Leading and Valuing Diversity and Equity

III. Professional and Career Development for Community College Administrators

IV. Applying the Senior Administrator (SA) – Mid-Level Administrator (MLA) – Faculty (FA) Leadership Model

Case Study
The Importance of Succession Planning – Avoiding the Leadership Vacuum
The Case of Owens Community College – They Got It Right!

Leadership Brief
Realities of Moving Into the Administration from the Faculty

Assigned Reading
Nevarez & Wood, Chapter 9 & 10

Focused Articles


Support Articles


ONLINE ASSIGNMENT TWO – March 1 to March 6
Toward a Leadership/Followership Model: Changing Institutional Beliefs and Practices to Assist All Administrators to Become Successful

(See Online Assignment Two Guidelines)

Assigned Reading
Nevarez & Wood, Ch. 11

Focused Articles

**FRIDAY, MARCH 9, 2012 - 5:00-8:00PM & SATURDAY, March 10, 2012, 9:00AM – 3:30PM**

**Preparing to Meet the Emerging Directions, Opportunities and Issues Facing Community College Administrators**

I. Community College Leadership and Administration for the Future - New Ideologies and Approaches

II. Administrative Career Paths and Leadership Opportunities in the Community College

III. Major Course Project Presentations (Saturday Morning)

IV. The First 100 days in a New Leadership Position

V. Last But Not Least – Getting Prepared Ahead of Time
   A. Working with the Community and Educational Partners
   B. Working with the Press
   C. Managing Crises on Campus
   D. Working with State Agencies and State Community College System Offices

**Case Study**
Textbook, Ch 12, pp. 286-288. (Addy, *Converging Issues as an Opportunity for Change*)

**Leadership Briefs**
So You Wanted to be a Leader – Now Do Your Job
McGuire, T.  *Note to bosses.* (Source and date unknown)

Life – Work Balance for Community College Administrators

**Assigned Reading:**
Nevarez & Wood, Chapter 12

**Focused Article**

**Support Article**
Amey, M., & VanDerLinden, K. (2002). *Career paths for community college leaders.*

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.