EDH 6053 Community College in America
2016 Higher Ed Admin LEAD Cohort
School of Human Development and Organizational Studies
College of Education
University of Florida
Spring 2017

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Course Description
This course provides an overview of the philosophy, history, and development of community college leadership in America. By using a case-based approach, it supports students in reviewing leadership programs, current issues, and solutions with respect to leadership on community college campuses. It also explores the rationale and techniques for keeping instructional and organizational functions responsive to the changing educational and workforce needs of the community.

Course Rationale
This course is designed specifically for current or future faculty and administrators in the community college. Students will have the opportunity to become part of the higher education network that serves as a nexus and support group for students in the higher education program.

Course Objectives
1. Students will understand the AACC Competencies for Emerging Community College Leaders
   - Organizational Strategy: Understand the mission, vision, and goals of community colleges, and how your role supports them.
   - Communication: Always have a succinct pocket speech that is consistent with the mission, vision, and priorities of the institution. Be willing to offer a realistic solution to any institutional problem. Be willing to participate in an environment that allows shared responsibility in problem solving
   - Collaboration: Understand that there are no lone rangers. All employees must collaborate to ensure that there is a focus on student access and success.
   - Community College Advocacy: Recognize there are multiple government programs at the state and federal levels that contribute to the funding of a college’s students and programs.
2. Students will understand the fundamental leadership theories and frameworks and be able to apply them to practices.
3. Students will identify critical leadership issues facing community colleges, research and propose solutions to address them.
4. Students will assess their current strengths and weaknesses as a leader in serving individuals and in meeting local, state, and national needs.

**Challenge**

“Community colleges are indeed untraditional but they are truly American because at their best, they represent the United States at its best. Never satisfied with resting on what has been done before, they try new approaches to old problems. They maintain open channels for individuals, enhancing social mobility that has characterized America, and they accept the idea that society can be better, just as individuals can better their lot with it.” (Cohen, A.M. and Brawer, F.B. *The American Community College.* Fifth Edition. San Francisco: Jossey-Bass, 2008, p. 41).

“Community colleges are unique among institutions of higher education because of their open-access mission, their responsiveness to community needs, their clear focus on student learning, and their entrepreneurial spirit. These colleges have developed a reputation for being flexible, innovative, and creative, and for responding to the educational and training needs of a changing society. The values that characterize the American community college movement were developed and implemented by visionary leaders. The continued success of these unique institutions will depend upon the quality and characteristics of their future leadership.” (George Boggs in Campbell, Dale F. and Associates. *The Leadership Gap: Model Strategies for Leadership Development.* Washington, D.C.: Community College Press, 2002, p. VII).

**Required Texts**


**Optional Texts**


Resources for Use in this Course

- **Referred Journals**: Community College Journal of Research & Practice, the Community College Review
- **National Association**: Community College Journal, Community College Times

Selected Web Resources

- American Association of Community Colleges (www.aacc.nche.edu)
- National Council of Instructional Administrators (http://ncia.unl.edu/)
- National Council on Student Development (www.nationalcouncilstudentdevelopment.org)
- National Council for Continuing Education & Training (www.nccet.org)
- National Council for Workforce Development (www.ncwe.org)
- Community College Business Officers (www.ccbo.org)
- National Council of State Directors of Community Colleges (www.statedirectors.org)
- Council for the Study of Community Colleges (www.cscconline.org)
- Association of Community College Trustees (www.acct.org)
- League for Innovation in the Community College (www.league.org)
- Association of Florida Colleges (www.myafc.org)

Course Requirement

1. Class Attendance, Participation, and Online Responses (20%): Your attendance and participation are essential to your success. Students are expected to actively participate in Audio Roundtables and Online Response Sessions.

   For the seven **Online Response Sessions**, students are required to choose FIVE sessions and to post a 150-word reaction to the materials, as well as to respond to at least two postings by your peers. Before each Online Response Session, questions will be posted on Canvas. Students are expected to: a) assume a leadership role in the response [e.g. Assuming I am a campus president, my response to this idea/issue/problem is…]; b) select topics and leadership roles you are least familiar with; and c) use external materials to critically analyze the materials and postings by peers.

2. Policy Summit/Futures Reflection (15%): Students are expected to seek out community college leadership examples during their participation in the 2017 National Policy Summit & Community College Futures Assembly. The 3- to 5-page reflection can be about presentation session takeaways, meaningful
conversations with community college leaders, identified critical issues and emerging trends, etc.

3. Team Facilitation (25%): Students will sign up to a 60-minute presentation in teams to lead and facilitate discussion during online class sessions. Each team will be assigned to a case study. During the presentation/discussion, each team is responsible to: a) articulate the case study background and critical issue(s); b) simulate stakeholders in the case study (e.g. president, faculty senate) and propose solutions from individual perspectives; and c) be creative and embed approximately 30 minutes of discussion and/or interaction with the class.

4. Case Study Report or Manuscript for Publication (25%):
   a) Case Study Report - This project is designed to connect community college leadership theory, models, current issues, solutions and beyond at an institution that you work at/with. In this project, each student will prepare a 15-page analysis of a critical leadership issue at your institution. The paper should include an executive summary. Students are expected to: a) discuss any current leadership issues and/or problems at the institution; b) apply literature and/or theory to the current issue; c) discuss findings in terms of how the institution respond to the issue (Students may incorporate interviews with community college authorities at the state/national level); and d) propose additional solutions and make recommendations for future improvement/policy.

   b) Manuscript for Publication - The LEAD cohort is encouraged to utilize the 2017 30 Bellwether Finalists or 10 Legacy Finalists and prepare a scholarly case study that have not previously been published. Students will complete a 15-page scholarly paper (not including references) documenting the initiative. The paper is to be in APA style and will include a reference list (minimum of 20 scholarly references within the last seven years.

5. Take-home Final (15%): The final examination for the course will be distributed to you two weeks prior to the end of the semester. You will complete the examination at home and discuss your findings with the class the final session of the course.

Course Deliverables

WEIGHT GIVEN TO PARTICIPATION AND ASSIGNMENTS
(A = 96-100, A- = 91-95, B+ = 86-90, B = 81-85, C+ = 76-80, C = 75 or Below)

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<thead>
<tr>
<th>PRODUCTS FROM COURSE</th>
<th>WEIGHT</th>
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<tr>
<td>Attendance and Participation</td>
<td>20%</td>
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Policy Summit & FUTURES Reflection | 15%
---|---
Team Facilitation | 25%
Case Study Report or Manuscript for Publication | 25%
Take-home Final | 15%
**TOTAL** | **100%**

**Note:** Students with disabilities who need reasonable modifications to successfully complete assignments and otherwise satisfy course criteria are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students must supply a letter from the UF Office of Students with Disabilities to assist in planning modifications and accommodations.

**University Honor Code:**

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

**Course Outline and Tentative Schedule**

*As the primary objective of this course is to provide contemporary understanding of leadership in the community college, relevant resources will be added/modified to weekly materials.*

**1/9/2017 – Introduction and Overview (Audio Roundtable Session 1)**

1. Introduction to community college leadership: Introduction to leadership lenses of: a) Instruction and Program Services (IPS), b) Planning, Governance, and Finance (PGF), and c) Workforce Development (WD) and the community college futures assembly
2. Students will be divided into groups of Discussion Leaders
3. Additional materials will be distributed to support students in understanding and framing assignments: A Case Study Framework
4. Readings: Chapter 2: Historical Legacy of Community Colleges in Navarez & Wood & Chapter 1 & 2: Overview & Public Benefit or Private Good in Mellow & Heelan

**1/16/2017 – Online Response 1**

2. What does the value of community college mean to you? ([https://www.youtube.com/watch?v=RDBe-nQHgmc](https://www.youtube.com/watch?v=RDBe-nQHgmc))
4. Example of Bellwether Award Winning Program: Alamo Academies
   (https://www.youtube.com/watch?v=kaQPXWkPRcc&feature=youtu.be)

1/28-31/17 – 2017 National Policy Summit & Community College Futures Assembly
   Hilton Orlando Resort Lake Buena Vista

*Additional class meeting schedule and team facilitations will be finalized at our class meeting Saturday, January 28th from 8:30-11:30am.