



Oregon State University

Ecampus

Course Name: Higher Education Administration

Course Number: AHE 640

Credits: 3 Credits

Syllabus

DESCRIPTION

In April 2005 the American Association of Community Colleges, www.aacc.nche.edu issued a document outlining competencies for community college leaders stating, in part, “Leadership can be learned. While it can be enhanced immeasurably by natural aptitude and experience, supporting leaders with exposure to theory, concepts, cases, guided experiences, and other practical information and learning methodologies is essential.”

This course addresses current leadership/management theories, systems, organization, patterns of internal and external governance and other issues of institutional leadership and management. Applications to community colleges are emphasized.

PURPOSE

Leadership is generally defined as the ability to influence, shape, and develop the vision, values, attitudes and behaviors of members within an organization. This course will investigate the work of organizational behavior theorists, how leaders have implemented organizational theory in particular organizations and lessons to be learned from that. The course will also examine real issues and examples from the community college in leadership and administration. The following questions will frame the background for reflection:

1. What are the differences and variations between the concepts of management and leadership?
2. Are there “eternal truths” or unchanging principles that can be implemented in every time, place or situation or is there utility based on content of the organization and/or situation?
3. How does the background and perspective of the community college leader affect the implementation of management and leadership principles?
4. Are dimensions of leadership and management specific to the uniqueness and development of society or an organization at different phases of its history?
5. What management and leadership challenges lie ahead in the 21st Century?

OBJECTIVES

1. Characterize and contrast the viewpoints of recognized leadership theorists/writers.
2. Critically examine actual community college leadership/management issues and develop solutions.
3. Develop a personal statement of leadership and begin to acquire a personal file of leadership and management resources.

LEARNING ACTIVITIES TO ACCOMPLISH OBJECTIVES

Objective 1: Review of Leadership/Management Theory

In order to have a good background for subsequent activities, it is important to have a review of what has and is being written in the area. Therefore, each student will present orally a review of two authorities that have written on leadership/management topics. The reviews should contain an overview of the author's theories/opinion, a review of what other authorities have said about this work, if applicable, and an evaluation of your view (advantages and disadvantages) of the theory and its application to the community college setting. In addition to the oral presentation, provide a written or electronic copy for each class member, of about 8-12 pages in length.

Please note: For maximum usefulness in subsequent activities, **these presentations will be made at the October meeting.** A list of leadership/management theorists will be included in the References section of the syllabus and will be provided upon course registration. **Each student will select two writers/theorists to report on (first-come, first-served basis to avoid duplicate reports). Selections must be sent to the instructor NLT August 1st.**

Objective 2: Application of Leadership Theory

A Group Project

During the second and third class sessions teams will investigate and present findings on current community college leadership/management issues. Each class member will participate in a team's preparation and presentation. (Note: We will discuss how to organize these presentations at our first class meeting.) Scenarios of possible topics follow:

- 1) External/Internal Relationships
- 2) Leadership in Diversity
- 3) Failure and Other Unpleasantries of Leadership and Management
- 4) The Middle Manager- an Endangered Species?
- 5) Team Building
- 6) Community College Structures
- 7) Other topic/issues may be proposed and discussed with the instructor.

Objective 3: Development of Leadership Resources

Select a leadership/administrative issue applicable to the community setting which expands each student's informational and experiential base. Prepare a short paper (5-10 pages) on the topic. Please use OSU Graduate School and APA

style and include a list of references consulted. The paper will be due at the December class meeting. Please make copies for each class member. In this way, each person will have a portfolio of papers on community college administrative topics. The topics need not be exclusive; i.e. more than one student could address the same issue working independently.

Suggested topics for consideration include:

- Instructional leadership (curriculum development, assessment, etc.)
- Contract negotiations
- Diversity of student body (implications for administrators)
- Physical plant
- Differences in leading a small versus a large college.
- Role of creativity in leadership.
- Leaders as risk takers.
- Effective communications strategies.
- Conflict management (oxymoron?)
- Campus design (master planning for buildings, land acquisition, etc.)
- Community and economic development
- Political/legislative activities
- College Foundations
- Revenue development
- Board relationships
- Faculty/staff or student grievance process
- Others (discuss with Instructor)

(As you can see the topics range from “concrete” to “blue sky.”)

Summary:

At the end of the class, each student will have a portfolio consisting of:

- 1) Leadership materials which characterize and contrast the viewpoints of recognized leadership theorists/writers.
- 2) Information and background of leadership management issues and solutions applicable to the community college.
- 3) A one page personal statement of his or her leadership style. (This should be one that you might use in future job applications and in your CCLP portfolio.) The paper is due at the December class meeting. The paper will NOT be shared with other class members. Instructor will give individual feedback for use as appropriate.
- 4) Copies of articles and other materials relevant to the course which may be shared by the instructor or other cohort members.

Required Text: *Insiders Guide to Community College Administration*. Jensen, Giles and Kirklin. A succinct and insightful view of the challenges facing community college leaders. A straight forward, practical and funny guide straight from the trenches. Excellent for aspiring, as well as seasoned administrators. Can be obtained online from AACC or the OSU bookstore.

For textbook accuracy, please check the textbook list at the OSU Bookstore website (<http://www.osubookstore.com/>). Syllabi may not have the most up to date textbook information!

EVALUATION

Individual report on leadership theory.....50%

Group report.....20%

Mini research paper.....25%

Leadership style statement..... 5%

Absence for any portion of the class may result in a lower grade. Students should practice good oral presentation skills and acceptable formal academic writing appropriate to a doctoral level program.

Plagiarism

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.” Link to Statement of Expectations for Student Conduct:

<http://oregonstate.edu/admin/stucon/achon.htm>.

Students with Disabilities

Accommodations are collaborative efforts between students, faculty and [Disability and Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Course evaluation

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.