

COLLEGE OF EDUCATION

DEPARTMENTAL COURSE SYLLABUS: **Organization and Administration of Higher Education**

Course Prefix and Number: EDH 7635

Course Title: Organization and Administration of Higher Education

Regular Instructor(s): Michael Mills

Course Prerequisites (if any):

Course Description:

Course Goals and Objectives:

- A. To examine leadership and management concepts and practices in community college education.
- B. To study, analyze and suggest the organization and structure of colleges required for the 21st century.
- C. To provide a framework which would allow an understanding of the organization, functional issues, implementation strategies, and how they might be carried out.
- D. To encourage the enhancement and development of a personal perspective/managerial philosophy relating to the facets of governance and decision making in the community college.
- E. To develop models for managing change and ensuring quality.
- F. To review current literature and to conduct applied research.

Content Outline:

- A. What is ahead for leaders in the community colleges?
- B. Vision, mission, values and strategic directions for colleges.
- C. Leadership and management.
- D. The role of the leader in internal relations and establishing mechanisms.
- E. The role of the leader in external relations.
- F. Strategies for ensuring quality.
- G. Establishing a culture for excellence.
- H. Creating a learning organization.
- I. Change and transformation.
- J. Accountability: a world trend.
- K. Institutional effectiveness.
- L. Human resource development.
- M. Leadership skills.
- N. Management skills.
- O. Organization and structure of colleges
- P. Other.

Evaluation of Student Outcomes:

- A. Lectures and discussions: Themes that are central to this course are selected for presentation and discussion with candidates.
- B. Small group presentations and discussions: Candidates will review current leadership abstracts suggested by the course facilitator, and will provide opportunities to share and critique these papers in small group format.
- C. Facilitate leadership lab, clinic: A small seminar-type presentation will be required by each student on a topic of choice. The student will also provide a written report to the

- instructor that could be published as a professional article.
- D. Mini case studies: Mini case situations will be provided to invite students to participate in relevant, real life problem solving.
 - E. Class presentations-team study reports: Teams will have opportunities to prepare and present their plans and ideas, summarizing the major themes of the program.
 - F. Research: Students will have the opportunity to review the literature and select concepts or ideas that are relevant to their own development, and provide applications by using their experiences, as well as other sources as additional documentation. Presentation in class is expected.

Grading Criteria:

Attendance and Participation (15%)

Students are expected to attend and participate in all aspects of this course. In extraordinary circumstances, students should discuss, and make arrangements with the instructor, if they are unable to attend. One assignment, "A Moment in Leadership" will form part of this component. Each student will present to the class a "Moment in Leadership" that s/he has experienced, identifying the significance of the event and the leadership skills exhibited. Each presentation will be for a maximum of 5 minutes, and each experience could be from a direct leadership role, a participating role, or through observation. It need not be submitted in writing.

Review Leadership Abstract and Analysis (10%)

Students will review, analyze and discuss 3-5 current educational leadership abstracts, with a view to assessing application to their current practices and personal perspectives. Students will prepare a written report (no more than 3 typed pages), and be prepared to present their findings in class.

Leadership Abstract and Presentation (25%)

Students will select a leadership or management topic which includes a personal perspective, and provides the potential for interaction amongst a community of learners. This abstract should combine the theoretical, with practical support from the field, and students should be prepared to make a presentation, to conduct a discussion about their observations in class, to be critiqued and accept suggestions for improvement.

Team Study (20%)

To participate in a team study project in the preparation of a group report and in the presentation to the class, and discussion.

Research Paper (30%)

A. Read and analyze Ford's text and select 10 values, ideas, perspectives, tips, etc., which have significant meaning for you and your professional career. Prepare a Research Paper of no more than 15 typed, double-spaced pages which discuss these 10 selections, drawing on appropriate theoretical and practical references as necessary. This paper should be written in format acceptable for graduate study as relates to footnotes, references, etc. As much as time allows, students will be expected to present their papers in class.

OR

B. Prepare an Action Research Paper on a topic to be mutually agreed upon by the candidate and the course instructor, for presentation in class.

Textbook(s) and Readings:

Ford, James M. (1998). *Some Common Sense about Leadership*. Vantage Press, Inc., New York 10001.