Appendix 1: Mission and Purpose

Contents:
Mission Statements
Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research and creative activities, and cultural activities to improve individual lives and enhance economic and community development in the region, state and nation.
Mission Statement

The College of Education and Allied Professions is one of four colleges at Western Carolina University. Five academic departments and thirteen service centers, programs and offices comprise the college. The college offers programs of study at the baccalaureate, master's, intermediate, and doctoral levels.

The primary role of the College of Education and Allied Professions is to prepare educators, counselors, psychologists, speech-language pathologists, recreation personnel and other human service specialists at both entry and advanced levels. These professionals will staff public elementary, secondary, postsecondary schools, sport and recreation agencies, and other human service organizations in North Carolina and the region beyond. The College fulfills its mission by developing and maintaining a community of scholars that promotes and recognizes good teaching, service, and research. Of these three scholarly activities, providing optimal learning environments for students is most important, followed by service and research.

The College strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The College is strongly committed to partnering with the public schools in order to educate pre-service teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators.

Additional fundamental roles of the College are to serve the liberal studies program of the University and to offer programs and special clinical services that relate closely to the mission of the College and that are needed by its constituencies.

The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.

Vision Statement

By the year 2010, the College of Education and Allied Professions will be recognized nationally as a community of scholars who promote excellence in teaching, service, and research. The College will have created a niche as the university-of-choice for all programs offered.
These programs will have a culturally diverse faculty, staff and student body, and the curricula in these programs will be state-of-the-art, fully staffed, and sufficient in kind and number to meet the needs of its clientele. The College's fully accredited programs will receive exemplary status on all pertinent performance reports.

Assessment systems will ensure quality program development which, in turn, will have resulted in high levels of authentic student learning. The programs will have integrated technology including distance learning and web-based courses. Appropriate programs will be recognized for their expertise in rural matters.

The faculty members of the College will be noted for their teaching excellence, concern for individual students, and modeling of the qualities that they attempt to instill in their students.

The College will continue to be a leader in providing comprehensive opportunities for traditional and non-traditional students. The College's graduates will be noted for their effectiveness in moving their profession forward, for their ethical behavior, their ability to think critically, and for the positive impact they have on the quality of life for those with whom they come into contact.

The College, through its faculty and staff, will be responsive to the needs and the concerns of the people and agencies located in its service area. To this end, the College will engage effectively in a variety of university and community partnerships that include, among others, the public schools, the College of Arts and Sciences, the North Carolina Center for the Advancement of Teaching and the Western Region Education Service Alliance and the Education and Research Consortium of North Carolina.

The College will be noted for its research and its collaborative inquiry as well as its alignment of research and teaching. Evidenced-based validation of knowledge and methods will be highly valued. In order to support the goals in teaching, service and research, the College will have acquired external and internal resources to enhance its programs and meet its mission.
Quality graduate education and active scholarship constitute the central mission of the Graduate School. We provide services and resources to promote an engaged and diverse community of scholarship. The Graduate School will advocate for graduate students, faculty, and programs to benefit the scholarly activities within the university and the region.

read our Strategic Plan (2006-2009) (Word)

Activities coordinated by our office include:

- Recruitment of prospective students
- Collection and processing of applications
- Coordination of the admission process with academic programs
- Assisting students with academic policy, course registration, and course withdrawal
- Coordination and allocation of graduate scholarships and tuition waivers
- Processing and assignment of graduate assistantships to graduate programs and campus units
- Monitoring residency status
- Monitoring academic eligibility
- Coordination of Graduate Student Association
- Processing of graduate faculty applications
- Reviewing theses/dissertations for formatting
- Processing applications for graduation
- Working with the Graduate Council to approve new/revised graduate programs, curricula, and policy
Appendix 2: Planning

Contents:
Strategic Plan
Strategic Plan  
MAEd in Community College Administration  
Program Priorities for 2009-2011

Goal 1. Increase Program Effectiveness

A. Form a Community College Administration program advisory committee, whose purpose is to annually provide systematic input into program and course content, internship placement, and graduate placement.

Completion Date - Spring Semester 2010, and every spring afterward.

B. With the help of a Graduate Assistant, create a Community College Administration Graduate Survey to systematically survey graduates of the program in order to input on program content and satisfaction.

Survey Completion Date - End of Fall 2009
Administer survey – Spring 2010

C. Review the Comprehensive Examination process to determine if it needs to be replaced with some other summative evaluation of student learning.

Completion Date - End of Spring Semester 2010

D. In conjunction with the doctoral Advanced Research Design class, create a Community College Administration Employer Survey to systematically survey employers of graduate of the program in order to provide input on program content and employer satisfaction.

Completion Date - End of Fall 2009

Goal 2. Expand the program to state-wide target audience by converting program to online, web-based delivery by Fall 2011.

Develop the expansion plan, which is phased-in and gain commitment/approval from ELF Department Chair, Dean of CEAP, Dean of the Graduate School, and Dean of Outreach. Plan must include impact statement, controlled growth, support structures, staffing scenarios, scope of work.

Plan Completion Date –February 2010
Approval Completion - April 2010
Plan Implementation - 2010-2011 Academic Year
Goal 3. Manage enrollment in the program in order to smooth out faculty loads, predict course enrollment, schedule classes.

Create enrollment management plan to include marketing and recruiting strategy, admission criteria, staffing needs. Gain approval for the plan from the Department Head, Dean of CEAP and Dean of the Graduate School. Secure funds for program recruitment by applying for Graduate School Recruitment Grant

Initial Plan Completion Date – February 2010
Plan Revision Date – April 2011
Appendix 3: Curriculum and Assessment of Student Learning

Contents:
WCU Catalog of Program
Advising Check Sheets
Course syllabi
Program Enrollment
Time to degree data
Course sequence
Program Admission and Graduation data
Assessment Plans and Reports
Curriculum Matrices
M.A.Ed. Degree Program in Community College Administration

WCU's Master of Arts in Education (M.A.Ed.) Program with a concentration in Community College Administration will prepare you for mid-to-upper-level administrative positions at the community college.

If you're interested in moving into a leadership position at a community college, this is the program for you—convenient, student-centered, and focused on developing future leaders for the community college.

Program Delivery

WCU is committed to delivering graduate courses in an adult-friendly manner; the needs of working adult learners are considered for all programming decisions. Courses are currently offered in a variety of formats, including: face-to-face classes in Cullowhee and Asheville, Interactive Television sites located at community colleges, asynchronous Internet-based courses, and hybrid courses using a combination of formats.

The entire program can be completed without traveling to our campuses in Cullowhee or Asheville. Through the use of an Interactive Television system (ITV), WCU has delivered the program to a number of community colleges throughout western and central North Carolina. Many ITV courses follow a convenient weekend-intensive format, which benefits working adults. These courses meet over the ITV system approximately one weekend per month (five weekends each semester). This includes Friday night and Saturday morning classes.

Curriculum

The program leading to the M.A.Ed. in Community College Administration requires a minimum of 33 semester hours of graduate study. Read the requirements (catalog listing) and download a typical program of study (Word).

All students must pass a comprehensive examination prior to graduation.
Advisement

Once admitted to the program, students will be assigned an adviser who will assist in planning a program of study. Students should not register for any courses without consultation with their adviser.

Contact Information

The faculty contact for the program is Dr. Ann Alexander. She can be reached at 828-227-2579 or aalexander@wcu.edu
The Master of Arts in Education (MAEd) Degree Program in Community College Administration

The program leading to the MAEd in Community College Administration requires a minimum of 33 semester hours of graduate study. A typical program of study would include:

Professional Component - 12 hours from among the following five courses:
- EDCI 602  Methods of Research  3 credits
- EDHE 636  Community College Curriculum Development  3 credits
- EDHE 650  Program Development and Evaluation  3 credits
- PSY 621  Advanced Educational Psychology  3 credits
- EDHE 531  Foundations of Adult Education  3 credits

Administration, Organization, and Supervision - 12 hours
- EDL 611  Managing Educational Organizations  3 credits
- EDHE 710  Administration of Community Colleges  3 credits
- EDHE 683  Internship: Community College Administration  3 credits
- EDSU 605  Principles of Supervision  3 credits

Higher Education - 9 hours
- EDHE 605  The Community College  3 credits
- EDHE 695  Seminar on the Community College  2 credits
- EDHE 610  Community College Instruction or Other Elective  3 credits
- EDHE 693  Topics in Higher Education  1 credit
Graduate School Admission Requirements

When reviewing applications, we look at the whole student, including past academic record, test scores, and other achievements. Before applying, be sure to review WCU's admission requirements and feel free to contact us with any questions.

Academic Requirements

WCU looks for students who demonstrate a strong academic record and significant experience in their proposed fields of study. Requirements include:

- A bachelor's degree from a regionally accredited college or university with a satisfactory overall GPA (3.0 or higher). Your undergraduate academic background should relate to your proposed graduate study. Some departments may accept students who do not have appropriate undergraduate credentials. You may be required to take undergraduate courses to build your competency in your field.
- Acceptable scores on standardized graduate test for the program selected (e.g., GRE, GMAT).
- Required recommendation information.

International Student Requirements

At WCU, we welcome students with diverse educational backgrounds. We’ve designed our application process with the goal of evaluating your academic achievements in context.

Required application materials include:

- A bachelor's degree evaluated by an approved agency for foreign transcripts displaying a satisfactory academic record. Your undergraduate academic background should relate to your proposed graduate study. Some departments may accept students who do not have appropriate undergraduate credentials. You may be required to take undergraduate courses to build competency in your field.
• GRE, GMAT, or other standardized test results (check your academic program for specific requirements).
• Competence in English demonstrated by taking the Test of English as a Foreign Language (TOEFL).
• Summary of Educational Experiences (available as a Word document or as a PDF).
• Certification of Finances.

Additional Departmental Requirements

Some graduate programs require applicants to submit supplemental material as part of the online application process. Please familiarize yourself with any additional requirements of your program prior to completing the online application.

The current Graduate Catalog also lists admissions requirements for individual graduate programs.
Community College Administration – Graduate Degree

Degree Offered: Master of Arts in Education (M.A.Ed.)

Program Description: Through a combination of required courses and self-directed learning opportunities, the program prepares students who are interested in working in community college leadership positions. Particular attention is given to the unique challenges and opportunities of community college administration in rural settings.

Admission Requirements:

- Graduate School Admission Requirements
- Program Admission Requirements
  - GRE General Exam
  - Three letters of recommendation

Application Deadline: None

Prerequisites: None

Apply Now!

Number of Graduate Faculty: 12

Number of Students: 49

Location of Course Offerings: Cullowhee and multiple outreach centers throughout North Carolina

Graduate Program Coordinator:
Dr. Ann Alexander
Department of Educational Leadership and Foundations
828-227-2579
aalexander@email.wcu.edu

Departmental Website: Community College Administration - M.A.Ed.
## Western Carolina University
### Master's Degree Program in Community College Administration
### Degree Audit / Program of Study

Most courses taught once a year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Component (12 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRS 602 Methods of Research</td>
<td>3</td>
<td>F, Sp, Su</td>
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<tr>
<td>EDHE 636 Curriculum Dev</td>
<td>3</td>
<td>Sp</td>
</tr>
<tr>
<td>EDHE 650 Program Evaluation</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDHE 531 Adult Educ or</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>PSY 621 Adv Educ Psychology</td>
<td></td>
<td>Sp, Su</td>
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<tr>
<td><strong>Administration, Organization, &amp; Supervision (12 hours)</strong></td>
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<td></td>
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<tr>
<td>EDHE 670 Community College Administration</td>
<td>3</td>
<td>SP</td>
</tr>
<tr>
<td>EDHE 620 Politics</td>
<td>3</td>
<td>SU</td>
</tr>
<tr>
<td>EDHE 683 Internship</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDHE 615 Leading Aca Dept or</td>
<td>3</td>
<td>SU</td>
</tr>
<tr>
<td>EDSU 605 Principles of Supervision</td>
<td></td>
<td>SP ’10 only</td>
</tr>
<tr>
<td><strong>Higher Education and Cognate (9 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHE 605 The Community College</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDHE 695 Seminar on CC</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td><strong>Guided Elective (4 credit hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHE 693 Topics</td>
<td>1</td>
<td>F</td>
</tr>
<tr>
<td><strong>General Elective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHE610 CC Instruction</td>
<td>3</td>
<td>Sp, Sp, F</td>
</tr>
<tr>
<td>EDL 611 Managing Ed. Org</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHE693 Topics in Student Services</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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</tr>
</tbody>
</table>
EDRS 602-01: Methods of Research  
Meets Wednesday, 4:00-7:00pm  
Western Carolina University, McKee Room 220

*Catalogue description:* Concepts, methodologies, and procedures in educational research; problem identification, research design, basic data analysis, and applications to educational problems.

**Instructor’s Name:** Freya Kinner  
**Instructor’s Department:** Educational Leadership and Foundations  
**Instructor’s Office:** N/A  
**Instructor’s Contact Information:**  
Phone: 586-6451 (Please call before 9:00pm!)  
E-mail: fkinner@email.wcu.edu

**Textbook and other required materials:**  
- Background/supplementary readings will be assigned in class. All readings will be available either on reserve or online.

**Course Topics or Outline:**

This course will cover the following topics:
- Quantitative research (including basic statistical methods and designs)  
- Qualitative research (including basic qualitative methods and designs)  
- Mixed-methods research

**Course Objectives:**

- Use a range of sources to design a research problem  
- Explain appropriate methodologies to address a research problem  
- Recognize and construct good research questions  
- Understand and critically evaluate basic qualitative research  
- Understand and critically evaluate basic quantitative research  
- Understand the appropriate uses of basic descriptive and inferential statistics

**Course Requirements:**

Students will be required to complete weekly readings and assignments. Students will also complete a literature review and two take-home exams. Participation in class discussions is expected.
Conceptual Framework Statement: The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; (3) and the fostering of the responsible use of technology.

This course introduces students to the methods of educational research. Educators make important instructional, content, and management decisions every day. Whether in K-12 education or in two or four year universities, today’s school culture requires that such decisions have justification beyond “that’s how it’s always been done” or “it makes sense to do it this way.” In this class, students will learn how to understand and interpret educational studies, as well as how to evaluate the content of research studies. We will also discuss the implications of research for practice.

Diversity Statement: This class is designed to respect our diverse student body and society. The professional education unit at Western Carolina University defines diversity broadly to include exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Technology Requirements: I will use WebCat to post all information for this class. Specifically, I will use WebCat for e-mail communication and to post announcements and assignments. Homework assignments can be turned in via WebCat or in person. To log on, go to https://online2.wcu.edu/. Please let me know if you have any questions about using WebCat.

Clinical or Field Experience Component: None.

Evaluation Procedures: Precise descriptions of assignments as well as grading rubrics will be provided in class.

<table>
<thead>
<tr>
<th>Participation</th>
<th>50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>150 (or 100)* points</td>
</tr>
<tr>
<td>Literature review</td>
<td>100 (or 150)* points</td>
</tr>
<tr>
<td>Test 1 (Take-home)</td>
<td>100 points</td>
</tr>
<tr>
<td>Test 2 (Take-home)</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

* See Options 1 and 2 below
You have two options for completing the Literature review assignment. One of them is a review of research and the other is a research proposal. More information about each is given below:

- **Option 1: Review of Research (For those not planning to write a capstone project)**
  This assignment involves writing an exhaustive and evaluative review of the research literature on some topic that is of special interest to you. This option will be worth 100 points.

- **Option 2: Research Proposal (For students who will complete a capstone project)**
  This research course is a good time for you to complete a draft of a research proposal. The proposal describes the topic for your study, the research question, how you plan to answer the question (research design), and includes a review of previous research on the topic. If you elect this option, you can submit the proposal instead of the review of research. Students choosing Option 2 are required to complete only 4 of the 6 homework assignments (HW 2 and HW 4 are mandatory for all students, but you may choose the other 2 assignments). Thus, the finished research proposal is worth 150 points and the homework is worth 100 points.

During our next class meeting, we will discuss both options in greater detail and I will give you a handout with specific information about each option. Also, during the course of the semester, we will spend some class time working on your paper.

Final letter grades will be assigned according to the following:

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
</tbody>
</table>

Final grades will be determined by weighting each assignment as described above. A grade of F is reserved for students who do not complete assignments and do not participate or who are found guilty of academic dishonesty according to WCU policy (please see below).

**Please note:**
- Assignments should be turned in during class or through WebCat on the appropriate due date. If you should miss class, the assignment is due by the start of class (that is, 5pm on the due date). Late assignments will be penalized at least 5% of your grade. However, this may be negotiable under special circumstances. Please see me if an assignment will be late.
- Assignments should use APA style. The WCU Writing Center has a good description; for help, please go to [http://www.wcu.edu/writingcenter/isource.asp?page=apa_format.html](http://www.wcu.edu/writingcenter/isource.asp?page=apa_format.html). Another useful resource is [http://www.dianahacker.com/resdoc/p04_c09_o.html](http://www.dianahacker.com/resdoc/p04_c09_o.html). I will post these links and other resource links on the class WebCat site.
Other information/expectations

- This is a graduate level class, and I expect you to be responsible for your own learning. If you miss class, please talk to your classmates regarding any missed materials, announcements, etc.

- Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:
  
  **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
  
  **Fabrication**—Intentional falsification of information or citation in an academic exercise.
  
  **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
  
  **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

- Academic dishonesty will not be tolerated in this class. Although I do not think this will be of issue, any student found guilty of academic dishonesty will receive a final grade of “F” in the course. Further action within the department and graduate school may also be taken.

- CoursEval dates are scheduled from November 10th through November 21st. Your participation is greatly appreciated!
# Tentative Course Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/20</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/27</td>
<td>Research – the basics</td>
<td>Chapter 1 and 2</td>
<td></td>
</tr>
<tr>
<td>9/3</td>
<td>Resources for research</td>
<td>Chapter 3 and 4</td>
<td>Meet in Hunter 186</td>
</tr>
<tr>
<td></td>
<td>Literature reviews</td>
<td></td>
<td>HW 1 – Quantitative and qualitative studies</td>
</tr>
<tr>
<td>9/10</td>
<td>Quantitative methods – Descriptive statistics</td>
<td>Chapter 5 pgs. 110-117, pgs. 122-126, Chapter 6</td>
<td>HW 2 – Research topic</td>
</tr>
<tr>
<td>9/17</td>
<td>Quantitative methods – Descriptive statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>Quantitative methods – Descriptive statistics</td>
<td></td>
<td>HW 3 – Article summaries</td>
</tr>
<tr>
<td>10/1</td>
<td>Quantitative methods – Inferential statistics</td>
<td>Chapter 10</td>
<td>TEST 1 (Take-home exam)</td>
</tr>
<tr>
<td>10/8</td>
<td>Quantitative designs</td>
<td>Chapter 8 and 9</td>
<td>HW 4 – Literature review outline</td>
</tr>
<tr>
<td>10/15</td>
<td>Qualitative methods 1</td>
<td>Chapter 5 pgs.118-126 (pgs. 122-126 are review), Chapter 7 pgs. 172-180, Chapter 11</td>
<td>HW 5 – Quantitative designs</td>
</tr>
<tr>
<td>10/22</td>
<td>ADVISING DAY – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td>Qualitative methods 2</td>
<td></td>
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</tr>
<tr>
<td>11/5</td>
<td>Qualitative methods/ Intro to surveys</td>
<td>Chapter 7, pgs. 166-170, 180-184</td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>Survey development</td>
<td></td>
<td>Literature review (Option 1)</td>
</tr>
<tr>
<td>11/19</td>
<td>TBA</td>
<td></td>
<td>HW 6 – Qualitative designs</td>
</tr>
<tr>
<td>11/26</td>
<td>THANKSGIVING HOLIDAY – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/3</td>
<td>Wrapping up Review</td>
<td></td>
<td>Final proposal (Option 2)</td>
</tr>
<tr>
<td>12/10</td>
<td>Turn in TEST 2</td>
<td></td>
<td>TEST 2 (Take-home exam)</td>
</tr>
</tbody>
</table>

*Please note that not all assignments are shown at this time.
STATEMENT OF PURPOSE:
The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty members, administrators, and staff members learn and apply the products of learning. The College of Education and Allied Professions fulfills this mission by providing students the opportunity to grow within their personal roles as educational decision makers. The guiding principle for all instruction in the College is the belief that the best educational decisions are made after adequate reflection and with the interests and welfare of the persons affected by the decisions in mind.

To help in accomplishing this mission, EDHE 636 is primarily designed to assist the student in developing understandings and attitudes necessary for effective instructional and administrative leadership in the two-year college. However, any student of education will find the course a thorough study of the development of one significant part of higher education, and will be able to amplify and build upon concepts in understanding the two-year college.

Conceptual Framework Syllabi Statement:
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

This course focuses on the two-year college as a unique, significant, dynamic, and challenging segment of higher education and that effective instructional and administrative leadership is more likely to occur when the philosophy, objectives, functions, and problems of the two-year college are better understood by all involved participants.
DEVELOPMENT OF AN INVITING, REFLECTIVE DECISION-MAKER:

The Two-Year College EDHE 636 is part of the professional education core knowledge base for higher education. This course will use all components of your general education to help build a knowledge base for specialization in higher education.

This course will help students reflect upon issues related to the two-year college by emphasizing the relationship between the following realms of human interaction within and about the two-year college: societal needs; needs of the individual; economics; politics; and attitudes and beliefs.

TEXT:
Building Communities: A vision for a new century
A report of the Commission on the Future Of Community Colleges
American Association of Junior and Community Colleges.
Instructor will request students to supplement lectures with articles from the literature.

MULTICULTURAL FOCUS:

The Two-Year College EDHE 636 course will help prepare students to deal effectively with multicultural realities by emphasizing the democratic nature of the two-year college system. The educational leader of the two-year college must understand the mutual benefits to both the institution and learner of a college that offers low tuition, open admissions, and social accessibility. The comprehensive nature of the two-year college means that all learners can find educational programs that are of individual value. The two-year college must be adaptable to student differences, community needs and social change. This course will declare and scrutinize the need for instructional and administrative leaders at the two-year college to recognize the value of, and be responsive to the needs of all under-represented and other non-traditional learners.

DESCRIPTION:

This course is planned for those who wish to obtain an understanding of the nature of American higher education, specifically the two-year college system and to gain an introductory insight into some of the problems and opportunities associated with the establishment and continued evolution of the two-year college. Emphasis is given to the study of the unique curricular functions of the two-year college.

SPECIFIC COMPETENCIES:
At the end of this class the student will be able to:

1. Evaluate different ways in which a community might influence the curriculum of a two-year college.

2. Cite illustrations of the various external influences on the curriculum of the two-year college. Evaluate the internal influences within the two-year college that attempt to assure that curriculum objectives are met.

3. Outline the major characteristics of at least five educational programs typically offered by two-year colleges.

4. Describe and evaluate relative to curriculum the type of two-year college envisioned for the future by the following individuals: (a) Arthur M. Cohen, (b) George Baker, (c) John E. Roueche, and/or (d) other identified two-year college leaders.

5. Weigh the impact of several current issues in two-year college curriculum.

6. Evaluate the challenges and opportunities facing two-year colleges in American higher education during the next decade relative to curriculum issues.

7. Predict at least one new challenge or opportunity to be faced by the two-year college during the next decade based on curriculum issues.

ASSIGNMENTS:
The analysis and synthesis of lectures, readings of prominent literature, class discussion, and information shared by two-year college practitioners into an individual insight regarding personal values and problematic uncertainties are some of the benchmarks of graduate education. The ability of the student to evaluate and share their insights through the written and spoken word becomes the standard by which graduate education is measured. To this end, the course assignments for EDHE 636 will incorporate the following Activities:

1. Class interaction – discussion of course topics and sharing your thoughts regarding readings during the semester
2. Annotated bibliography – Twenty articles annotated for class discussion
Select twenty articles from trade or research journals of interest to you or specific to community college curriculum. Please use a wide variety of sources for this assignment.

- Read the articles
- Write a complete APA citation for the article
- In your words, write a paragraph that describes the content of the article
- Please don’t copy the abstract from the article, this is a form of plagiarism

3. Research paper on the goals of the American community college curriculum

- From the research perspective answer the following question. What does the unique comprehensive curriculum approach allow the community college to do that other forms of higher education can’t accomplish?
- For this assignment some (or all) of the articles from assignment 2 can be used as references, but must be listed separately at the end of the essay.

4. Class discussion of all case studies

- Read all cases to understand the situations described
- Carefully read the case assigned to your group
- Prepare a discussion to share your recommended actions regarding your assigned case
- Prepare to ask questions of other case presenters

EVALUATION:
1. Class Interaction – 20% of grade
2. Annotated bibliography – 25%
3. Research Paper – 35%
4. Case studies – 20%

GRADE ASSIGNMENT

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100% - 92%</td>
<td>A</td>
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<tr>
<td>91% - 80%</td>
<td>B</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
</tr>
<tr>
<td>69% - 0</td>
<td>F</td>
</tr>
</tbody>
</table>

Two-Year College Curriculum 4
All work will be graded on the following criteria.

clarity
accuracy and precession
appropriate depth and breadth
logical development of thought
relevance

ACADEMIC HONESTY

Class participants must comply with all aspects of the Western Carolina University Academic Honesty Policy as described in the WCU Graduate Catalogue and the Student Handbook. It is the student's responsibility to be familiar with the Academic Honesty Policy. It is emphasized, however, that plagiarism is a very serious violation of the Academic Honesty Policy.

In this regard, all written assignments must be submitted electronically (i.e., as e-mail attachments). Further, all written assignments are subject to review by "Turnitin", a software package purchased by Western Carolina University to detect plagiarism.

If a student has any concerns regarding plagiarism on a specific assignment (as all academics do from time-to-time), she/he may submit a draft paper (please clearly mark this as a DRAFT COPY) to the instructor no less than five business days prior to the due date for the assignment. The instructor will submit the draft paper to "Turnitin" and let the student know if there is a concern or problem regarding plagiarism. The student will have the opportunity to take corrective action prior to the submission of the final copy of the paper. There will be no penalty to the student for plagiarism concerns on a draft paper.

However, if plagiarism is detected within the final submission of an assignment, the student will automatically receive a grade of "F" for the course. The matter will be automatically referred to the Department Head of the Department of Educational Leadership and Foundations, pursuant to procedures outlined in the WCU Academic Honesty Policy.
BIBLIOGRAPHY:


WEB SITES:
American Association of Community Colleges
www.aacc.nche.edu/

North Carolina Community College System
www.ncccs.cc.nc.us/

League for Innovation in the Community College
www.league.org/welcome.htm
Western Carolina University  
Educational Leadership & Foundations Department  
EDHE 650 Program Development and Evaluation Fall 2008  
Syllabus

Catalog Description: Principles of evaluation and improvement of programming for all college functions.

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Ann Alexander</th>
</tr>
</thead>
</table>
| Instructor's Contact Information: | Telephone: 828-227-2579  
|  | 276-613-1552 (Cell)  
|  | FAX: 828-227-7607 (Office)  
|  | E-Mail: Use only WebCat; in emergencies use aalexander@email.wcu.edu |
| Office Hours | Monday 10:00 AM – 3:00 PM, Killian 250, Main Campus  
|  | Tuesday 6:00 PM – 7:00 PM, WCU Offices, Asheville Graduate Center  
|  | Wednesday 10:00 AM – 3:00 PM, Killian 250, Main Campus  
|  | Virtual Office Hours/General Chat Sunday 5:00 – 6:00 PM (unless canceled in advance)  
|  | Other office hours by arrangement. |
|  | Also available: http://ilte.ius.edu/pdf/barrtagg.pdf  
Course Objectives

Upon completion of this course, the student will understand this major idea:

Evaluation is a normal and necessary process for course, program, and institutional improvement.

Essential questions the student will answer that support this understanding:

1. *How can Classroom Research improve student learning using evaluation techniques?*

2. *What are the steps in designing and implementing an evaluation?*

3. *What are the important ethical implementations of program evaluation?*

4. *What are the important aspects of program evaluation reporting?*

In order to be leaders, students must have competency in the following skills:

- Self-motivation
- Facilitation
- Group Recording & Reporting
- Influencing Others
- Use of research databases
- Deep listening
- Action research

Conceptual Framework Statement

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; (3) and the fostering of the responsible use of technology. This course supports these goals by facilitating the learner to examine administrational leadership in two-year colleges that results in leadership development and advocacy for quality education for all students.
Diversity Statement: This course prepares students for complex issues that are directly related to diversity. These issues include: differences based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic regions in which the students they may teach live.

Technology Statement: All students will participate in online activities as a significant part of learning in this course. Students will complete modules delivered through WebCat. Unless you are using a computer equipped with a microphone and loudspeakers, you will need a headset (earphones and microphone—about $20) to access the audio part of the course through the online audio tool, WIMBA. We will use WIMBA for our live chat sessions and possible some of our asynchronous, in-depth threaded discussions. I suggest that you test out your equipment in Wimba prior to the first chat during the second week of classes.

On the course content page there is a help button where you can find numbers and e-mail addresses you can contact for technical assistance.

<table>
<thead>
<tr>
<th>Assignments</th>
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</table>
| **1. Participation**  
The course is heavily dependent on interaction of the participants within each module. If you do not participate in a timely manner you are putting the other members of your group at a disadvantage. Although the discussion assignments are asynchronous, it is your responsibility to post and respond in a timely manner so that everyone can benefit from your participation. There will be 7 required WIMBA Chats, which will be offered twice a week. The class will decide on two days of the week and times that the chats will be offered. |
| **2. CAT Report:**  
Choose 3 Classroom Assessment Techniques from Cross and Angelo. Utilize them in a teaching situation. Write a short report that includes the skill being learned, name the CAT used and how you used it, give the results of using the technique. |
| **3. Program Evaluation Project**  
Identify a program or process, and evaluate that process by developing all of the components of the evaluation. You will follow all of the steps that you learn, develop the evaluation plan, collect and analyze the data, and report on your findings. More information on this project will be in one of the early learning modules. |
4. Modules
There is a module for nearly each week of the course. These modules substitute for class preparation, attendance, and participation in a face to face class. The modules will contain a reading assignment, a personal journal assignment, a group discussion assignment and/or individual assignment.

You should allocate time that is expected for a graduate course of 3 semester hours. So, for a graduate class of 3 semester hours you would spend 9 contact hours in and out of class over 16 weeks for a total of 144 hours.

Evaluation Procedures

The grades in this course will be determined by a distribution of points shown in the table below. You can check your grades at anytime on WebCat. LATENESS: It is understandable that life situations may affect the submission of assignments, but to be fair to all students every late assignment will receive a 10-point reduction for every day the assignment is late. All assignments can be submitted through WebCat, so there should be few reasons for the assignments not to be submitted on time.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>WEBCat 50 points x 13 Modules</td>
<td>650</td>
</tr>
<tr>
<td>WIMBA chat participation 40 points x 7 chats</td>
<td>280</td>
</tr>
<tr>
<td>CAT Report</td>
<td>200</td>
</tr>
<tr>
<td>Evaluation Project Report and Presentation</td>
<td>500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1630</strong></td>
</tr>
</tbody>
</table>

Assessment Rubrics

During the course assignments may vary from this syllabus. You can check your grades at any time on the WebCat roster. To calculate, add your total numbers of points and divide that number by the total possible points. The percentage you calculate represents one of the grades below.

The A Grade (90-100%)
In addition to accurately and carefully completing all course assignments on time and fully participating in all discussions and activities, the A grade indicates that you demonstrated outstanding leadership skills.
The B Grade (80-89%)
In addition to accurately completing all course requirements and participating in all discussions and activities, the B grade indicates that you acceptably demonstrated leadership skills.

The C Grade (70-79%)
In addition to completing all course assignments and participating in most discussions and activities, the C grade indicates that you marginally demonstrated leadership skills. This grade does not reflect the level of competence we would expect from a teacher leader.

Course Policies

Academic Honesty  In this course the strictest university policy shall be followed in cases of any form of academic dishonesty. It is every student's responsibility to read the policy below.

Academic Honesty Policy (excerpted from http://www.wcu.edu/studenthomepage/handbook)
Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b. Fabrication—Intentional falsification of information or citation in an academic exercise.
c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

The procedures for cases involving allegations of academic dishonesty are:

a. Instructors have the right to determine the appropriate penalty(ies) for academic dishonesty within their courses up to and including a final grade of “F” in the course. A student is to be informed in writing of any penalty resulting from academic dishonesty and informed of his/her right to appeal to the department head.
b. Instructors should report to the department head the incident of academic dishonesty, the penalty(ies) to be imposed, and any recommendation for further action. If a final grade of “F” is assigned by a faculty member resulting from academic dishonesty, it must be reported to the department head.
c. The department head will review the incident to determine if further action is necessary and check with the university judicial coordinator in the Office of Student Judicial Affairs to verify if the student has any record of prior offense. If no further action is to be taken, the department head will report the incident and the penalty(ies) imposed by the faculty member to the university judicial
If there is a prior offense and/or if there is a recommendation for further action, the department head will refer the incident to the college dean.

d. In the event of referral, the dean of the college will review the incident and, with concurrence of the vice chancellor for academic affairs, may assign penalties including probation, suspension, or expulsion from the university.

e. The dean of the college will advise the student of the penalty(ies) to be imposed and of his/her right to file an appeal with the university Academic Problems Committee. If the student does not appeal within five calendar days, the penalty(ies) will be imposed. The dean will report the disciplinary action taken to the university judicial coordinator.

f. An act of academic dishonesty, including a first offense, may place the student in jeopardy of suspension from the university. A repeated violation or more serious first offense may result in expulsion. Disciplinary records for any act of academic dishonesty are retained by the Office of Student Judicial Affairs for at least five years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Resources

If you want to pursue your interest in evaluation, you may want to examine the following materials. These will lead you to other resources as you continue to explore evaluation.


**ORGANIZATIONS**

American Association Community Colleges
League for Innovation in Community Colleges
Chair Academy at Mesa Community College
National Institute for Organizational and Staff Development
<table>
<thead>
<tr>
<th>Date</th>
<th>Module 1</th>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18-24</td>
<td>Introduction and Overview</td>
<td>• Know and understand the requirements of the online course</td>
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<td></td>
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<td>• Become familiar with webcat</td>
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<td>• Build an online community of learners</td>
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<tr>
<td>August 25-31</td>
<td>WIMBA CHAT</td>
<td>Introduction to EDHE650</td>
<td>Read syllabus, Standards for Success, Introductory Activities</td>
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<td></td>
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<td>Overview of Program Evaluation</td>
<td>Read Cross/Angelo, become familiar with format of the book</td>
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<td></td>
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<td>Discuss Program Evaluation Project</td>
<td>Read Chapter 1; Posavac/Carey</td>
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<td></td>
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<td>Answer Syllabus questions</td>
<td>Complete all Introductory Activities by 11:00 PM on 8/24</td>
</tr>
<tr>
<td>September 1 – 7</td>
<td>WIMBA CHAT</td>
<td>Classroom Evaluation – Cross and Angelo</td>
<td>Read Chapter 2; Posavac/Carey</td>
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<td>Journal entry #1 – How are program evaluation activities applied in an organization</td>
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<td>Date</td>
<td>Objectives</td>
<td>Activities</td>
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<td>Complete all module requirements by 11:00 PM on 9/7</td>
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<tr>
<td>Module 3</td>
<td>September 8 - 14</td>
<td>Research vs. Evaluation Program Evaluation Overview</td>
<td>Discuss the difference between research and evaluation</td>
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<td>Journal entry # 2 – Preliminary ideas of what program/process you are going to evaluate</td>
<td>Group Discussion</td>
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<td>Complete all module requirements by 11:00 PM on 9/14</td>
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<tr>
<td>Module 4</td>
<td>September 15 - 21</td>
<td>Planning an Evaluation</td>
<td>Online tutorial - Survey the course in 'read only' mode - all lessons</td>
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<td></td>
<td>WIMBA CHAT</td>
<td>Group Discussion</td>
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<td></td>
<td>Complete all module requirements by 11:00 PM on 9/21</td>
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<tr>
<td>Module 5</td>
<td>September 22-28</td>
<td>Selecting Criteria/Standards</td>
<td>Read Chapter 4 Posavac/Carey</td>
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<tr>
<td>Date</td>
<td>Objectives</td>
<td>Activities</td>
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<tr>
<td>Module 6</td>
<td>Ethics in Program Evaluation Need Assessment</td>
<td>Journal entry #4 – Individual Work - Cookie Evaluation Project</td>
<td></td>
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<tr>
<td>September 29 – October 19</td>
<td>To understand the implications of the ethics involved in program evaluation.</td>
<td>Complete all module requirements by 11:00 PM on 9/28</td>
<td></td>
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<tr>
<td>WIMBA CHAT</td>
<td>Read Chapter 5-6; Posavac/Carey</td>
<td>Read -  <em>Data Don’t Drive</em></td>
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<td></td>
<td>Online tutorial - The Full Short Course in 'Create an Evaluation Planning Document’ Mode</td>
<td>Individual Assignment – Evaluation Planning Document draft from tutorial</td>
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<td></td>
<td>Individual Assignment - Important points</td>
<td>Individual Assignment - Important points</td>
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<td></td>
<td>Complete all module requirements by 11:00 PM on 10/19</td>
<td>Complete all module requirements by 11:00 PM on 10/19</td>
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<tr>
<td>Module 7</td>
<td>Monitoring the Operation of Programs</td>
<td>Read Chapter 7 Posavac/Carey</td>
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<tr>
<td>October 20 – 26</td>
<td>Project Work</td>
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<td>Read Chapter 7 Posavac/Carey</td>
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<td>Date</td>
<td>Objectives</td>
<td>Activities</td>
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<td>Journal Entry #5 –</td>
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<td>Individual Assignment –</td>
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<td>Discussion questions due</td>
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<td>10/26</td>
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<td>Complete all module</td>
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<td>requirements by 11:00 PM on</td>
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<td>10-26</td>
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<tr>
<td>Module 8</td>
<td>October 27 – November 2</td>
<td>Journal Entry #6 – Progress</td>
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<td></td>
<td>WIMBA CHAT</td>
<td>on your evaluation project</td>
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<td>Complete all module</td>
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<td>requirements by 11:00 PM on</td>
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<td>11/2</td>
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<td>Module 9</td>
<td>November 3 – 9</td>
<td>Read Chapter 9</td>
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<td>Single Group Non-experimental Outcome</td>
<td>Posavac/Carey</td>
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<tr>
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<td>Journal Entry #8 – Progress</td>
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<td>on your evaluation project</td>
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<td>Complete all module</td>
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<td>requirements by 11:00 PM on</td>
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<td>11/9</td>
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<tr>
<td>Module 10</td>
<td>November 10 – 16</td>
<td>Read Chapter 13-14;</td>
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<td>Project Work</td>
<td>Posavac/Carey</td>
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<td>Journal Entry #9 – Progress</td>
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<td>on your evaluation project</td>
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<td>Complete all module</td>
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<td>Date</td>
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<tr>
<td>Module 11</td>
<td><strong>November 17 – 23</strong>&lt;br&gt;WIMBA CHAT</td>
<td><strong>Evaluation Reports Using Evaluation Outcomes</strong>&lt;br&gt;Be able to produce an evaluation report utilizing evaluation outcomes&lt;br&gt;Journal Entry #10 – Progress on your evaluation project&lt;br&gt;Individual Assignment&lt;br&gt;Complete all module requirements by 11:00 PM on 11/23</td>
<td></td>
</tr>
<tr>
<td>Module 12</td>
<td><strong>November 24 – 30</strong></td>
<td><strong>Project Work</strong></td>
<td><strong>CAT Project due 12/6</strong>&lt;br&gt;<strong>Program Evaluation Project due 12/6</strong></td>
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<tr>
<td>Module 13</td>
<td><strong>December 1 – 7</strong>&lt;br&gt;WIMBA CHAT</td>
<td><strong>Project Work</strong></td>
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</tr>
</tbody>
</table>
WESTERN CAROLINA UNIVERSITY
EDHE 531, FOUNDATIONS OF ADULT EDUCATION
Course Syllabus, Fall Semester 2005
A Hybrid Course Combining On-line and Interactive Learning

INSTRUCTOR:
Susan Fouts Ed.D.
Western Carolina University
140E Camp Building
(828) 227-3688
sfouts@wcu.edu

OFFICE HOURS
Recognizing that most graduate students have work and family obligations during the times set aside for traditional office hours, the instructor will make every effort to be available to students at “non-traditional” times. Most contact will be through telephone calls or e-mail correspondence. At the request of a student, the instructor will be available for office appointments on weekends and evenings. Regular office hours will be:
Mondays 5:00-6:00 pm. 140E Camp Building, Cullowhee
Other times by appointment

STATEMENT OF PURPOSE:
The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty members, administrators, and staff members learn and apply the products of learning. The College of Education and Allied Professions fulfills this mission by providing students the opportunity to grow within their personal roles as educational decision-makers. The guiding principle for all instruction in the College of Education is the belief that the best educational decisions are made after adequate reflection and with the interests and welfare of the persons affected by the decisions in mind.

CONCEPTUAL FRAMEWORK:
The professional education program at Western Carolina University fulfills its mission by creating a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions, an appreciation of and respect for diversity, and the fostering of the responsible use of technology.

This course focuses on providing students with the opportunity to examine issues and ideas related to adults as learners. It emphasizes that adult learners provide a vital audience for educators and that adult learners exhibit many
unique traits for educators to encompass into instructional designs and methodologies.

DEVELOPMENT OF A REFLECTIVE DECISION MAKER:
Foundations of Adult Education, EDHE 531, is part of the knowledge base for higher education. This course will help students reflect upon issues related to adult education by emphasizing the relationship between the following realms of human interaction: the needs of the individual, the needs of society, political concerns, economic concerns, attitudes, and beliefs.

MULTICULTURAL FOCUS:
This course emphasizes that instructional and administrative leaders of today must take the initiative to seek out adults who may benefit from building educational skills, and prepare the educational route for these individuals to succeed to the best of their ability. The course will suggest that an individual's need for adult educational skills spans many traditional boundaries. The educational leader who is prepared to meet the needs of adult learners by providing access and opportunity for all, will best serve the growing diversity of the adult population.

TEXT:

DESCRIPTION:
The primary goal of this course is to introduce the foundations and purpose of adult education. The course provides an overview of adult education theory and practice as well as an opportunity to examine various issues related to adult learners. Emphasis will be placed on developing an understanding of adult learners, participation patterns, educational strategies, and program planning techniques which are appropriate for use in adult learning situations.

COURSE TOPICS:
Part One – Adult Education Theory
1. History of Adult Education
2. Social, Political, and Cultural Influences on Adult Education
3. The Theory of Andragogy
4. Adult Learning as a Self-directed Activity

Part Two – Participation in Adult Education
1. Characteristics of Adult Learners
2. Motivations for Adult Participation in Learning Activities
3. Access and Opportunity
Part Three – Adult Programming
1. Characteristics of Effective Adult Education Programs
2. Planning and Delivery of Adult Programming
3. Social and Political Issues
4. Aging and Intelligence
5. Adult Learners with Special Needs

SPECIFIC COMPETENCIES:
At the end of this course the student will be able to:
1. Demonstrate a critical understanding of the historical foundations of adult education.
2. Compare and contrast pedagogy and andragogy as theories of learning; relate theories of adult education to practice.
3. Assess the social, political, and cultural influences on adult education.
4. Define and explain the major terms associated with adult education.
5. Assess the impact of distinctive adult characteristics on instructional methodologies and educational situations.
6. Examine the importance of motivation in adults in learning situations.
7. Evaluate the impact of situational, institutional, and personal barriers to education on the participation of adults in learning situations.
8. Explain the major goals and objectives of formal and informal adult education.
9. Evaluate the usefulness of active and experiential learning strategies on adult education.
10. Discuss several characteristics of effective adult learning programs.
11. Evaluate the impact of political, social, and ethical issues on program planning for adult education.
12. Demonstrate an understanding of issues related to adult learners with special needs.

ASSIGNMENTS:
The analysis and synthesis of prominent literature into a personal insight is one of the benchmarks of graduate education. The ability of the student to evaluate and share their insights through the written and spoken word is the standard by which graduate education is often measured. To this end, the course assignments in EDHE 531 will incorporate the following activities:

1. Class participation – Each student is expected to contribute to every class meeting. In addition to the text, additional reading assignments will be posted on electronic reserve at the WCU Hunter Library website. Students are to check the website regularly for additional reading assignments.

2. Each student will read, critically evaluate, and write a two-page report/critique on two (2) journal articles that are pertinent to adult education. The article for the
report/critique should be from a professional journal as discussed by the instructor during the first class session. Each report should be e-mailed to the instructor no later than the last Sunday night at midnight in September, October, and November. Each report should be double-spaced and typed; it should include an APA-style reference for the journal article and the student's opinion of the value of the article.

Each student should also be prepared to give a brief (2-3 minutes) verbal synopsis of his/her journal article to the class.

3. Each student will be asked to report on a chapter from the textbook and to prepare (a) a one-page written synopsis of the chapter to be shared with all other class members and (b) a 5-6 minute verbal review/discussion of the key points in the chapter. Chapters will be assigned during the first class session and due dates will be established at that time.

4. A brief in-class presentation on the student's philosophy of adult education. This presentation should be in the form of a poster session done at a conference. This will be due on November 18 or 19.

5. An 8 to 10 page written report on a visit to an adult education institution/facility/program (not an institution, facility or program at which the student is employed). The report should include comments connecting observations from the visit with in-class discussions, assigned readings, and outside sources. Outside sources should be referenced using APA-style. This report is to be e-mailed to the instructor by December 1, 2005.

6. A brief in-class presentation on the site visit referenced in # 5. The presentations may include (but are not limited to) powerpoint presentations, videos, video interviews, or guest speakers. Presentations will be on December 9 and 10, 2005.

Minor adjustments in these assignments may be necessary due to the format and structure of the course. Any necessary changes will be discussed with the class.
EVALUATION:

Class participation & Discussion of Reading 15 points
Two journal article critiques 10 points
Threaded Discussions 20 points
Philosophy of Adult Education Presentation 10 points
Written Report on Site Visit 25 points
In-class presentation on Site Visit 20 points

90 to 100 points A
80 to 89 points B
70 to 79 points C
Below 69 points F

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

SUGGESTED PERIODICALS FOR ARTICLE REVIEWS/CRITIQUES

Adult Education Quarterly
Adult Learning
Community College Review
Community College Journal of Research and Practice
Community Education Journal
Educational Technology
International Journal of Lifelong Learning
Journal of Applied Research in the Community College
Journal of Continuing Higher Education
Journal of Research and Development in Education
ADDITIONAL REFERENCES


WESTERN CAROLINA UNIVERSITY
EDHE 531: Foundations of Adult Education
Fall 2009
Course Syllabus

INSTRUCTOR
Kevin Pennington
122F Reid Hall
(828)227-3232
Kpenning@email.wcu.edu

OFFICE HOURS

Recognizing that most graduate students have work and family obligations during the
times set aside for traditional office hours, the instructor will make every effort to be
available to students at “non-traditional” times. Most contact will be through telephone
calls or e-mail. At the request of a student, the instructor will be available for
appointments on weekends and evenings. Regular office hours will be:

- Tuesdays 2 p.m. to 4:00 p.m. 250 Killian Building, Cullowhee
- Wednesdays 10:00 a.m. to 11:30 a.m. 250 Killian Building, Cullowhee

STATEMENT OF PURPOSE

The fundamental role of Western Carolina University is to develop a community
of scholarship in which students, faculty members, administrators, and staff members
learn and apply the products of learning. The College of Education and Allied
Professions fulfills this mission by providing students the opportunity to grow within
their personal roles as educational decision-makers. The guiding principle for all
instruction in the College of Education is the belief that the best educational decisions are
made after adequate reflection and with the interests and welfare of the persons affected
by the decisions in mind.

DEVELOPMENT OF A REFLECTIVE DECISION-MAKER
This course, EDHE 531 Foundations of Adult Education, is part of the knowledge base for community college and higher education. This course will help students reflect upon issues related to politics and policy-development in higher education, with emphasis on community college education and adult education programs. The course will emphasize the relationship between the higher education community, the community college, and the following realms of human interaction: the needs of the individual, the needs of society, political concerns, economic issues, and the attitudes and beliefs of leaders of institutions of higher education.

MULTICULTURAL FOCUS

This course emphasizes that instructional and administrative leaders of today must seek out adult learners who may benefit from building their educational skills and prepare the educational route for these individuals to succeed to the best of their ability. The course will suggest that an individual's need for adult educational programming spans many traditional boundaries. The educational leader prepared to meet the needs of the adult learner by providing access and opportunity for all will best serve the growing diversity of the adult population of western North Carolina, the state, and the nation.

COURSE DESCRIPTION****

EDHE 531 will examine the political factors that influence educational policy development and policy-decisions affecting adult education in the American community colleges and other institutions of higher education. The difference between andragogy and pedagogy will be explored in depth.

PURPOSE OF THE COURSE

Leaders in higher education need to develop conceptual knowledge and skills in analyzing and exploring societal, organizational, and individual forces that influence and shape educational policy and decision-making. They should be able to synthesize and apply research to problems associated with positions they either currently occupy or aspire to hold. Participants in EDHE 531 should increase their capability to deal with
uncertainty, change, and value conflicts which are inherent in decision-making and problem-solving situations in higher education.

TEXTBOOKS and READINGS

There will also be “article packs” distributed as e-mail.

COURSE OBJECTIVES
1. To help students to analyze perspectives on politics and governance and evaluate their impact on adult programming.
2. To know who the key actors and agencies are and what they do to translate demands and resources into policies and decisions affecting adult education in America.
3. To understand and evaluate the process by which policies, decisions, and actions affecting community colleges are made relative to adult education.
4. To be fully aware of the impact of andragogy upon all community college programming.
5. To give students the opportunity to develop and demonstrate individual graduate-level skills in written and verbal communication as well as the opportunity to develop team skills in working on one of five assigned topics.

COURSE REQUIREMENTS
EDHE 531 is a seminar-style course, which relies heavily on participation by all learners. The course is problem-based and inquiry-focused. The primary teaching/learning strategy calls for small group discussions, individual and group presentations, class discussion, and individual, self-directed learning.

There is no attendance requirement for this course. The instructor understands adult learners have other priorities: work, family, community involvement, etc. Please
note, however, that 10 percent of your final grade is based upon class participation, and if a class member does not attend class consistently, it will be reflected in the class participation grade.

The specific assignments for this course are:

1. Class Participation  
   25 points
2. Twelve Journal Article Reviews  
   20 points
3. Visit an Adult Learning facility and Team Presentations  
   25 points
4. Individual Research Paper  
   30 points

**EVALUATION**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 to 100 points</td>
<td>A</td>
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<tr>
<td>80 to 89 points</td>
<td>B</td>
</tr>
<tr>
<td>70 to 79 points</td>
<td>C</td>
</tr>
<tr>
<td>0 to 69 points</td>
<td>F</td>
</tr>
</tbody>
</table>

**ADDITIONAL SOURCES**


WEB SITES:
American Association of Community Colleges
www.aacc.nche.edu/

North Carolina Community College System
www.ncccs.cc.nc.us/

The WCU Coulter Faculty Center for Excellence in Teaching and Learning
http://facctr.wcu.edu/

Hunter Library Electronic Reserves
http://www.wcu.edu/library/finding/RESERVES/index.htm

ACADEMIC HONESTY POLICY

The purpose of the Academic Honesty Policy for EDHE 620 (EDHE 693-52) is to enhance student learning and to help students avoid problems with plagiarism and other aspects of academic dishonesty. While everyone working in higher education may occasionally and unintentionally violate standards regarding plagiarism and academic honesty, violations of academic honesty policies must be taken seriously. Therefore, any person who violates Western Carolina University’s Academic Honesty Policy is subject to disciplinary penalties, including failure in the course and dismissal from the graduate program. Academic dishonesty includes, but is not limited to: cheating, plagiarism, the submission for credit of any work or materials that are attributable in whole or in part to
another person, or the submission of work or materials which have previously been submitted for academic credit in another course.

Class participants should be familiar with, and comply with, all aspects of the Western Carolina University Academic Honesty Policy as described in the WCU Graduate Catalogue and the WCU Student Handbook. It is the student's responsibility to be familiar with the Academic Honesty Policy.

In graduate-level work, plagiarism is a very serious violation of the Academic Honesty Policy. In an attempt to assist students in avoiding problems with plagiarism, all written assignments for this course must be submitted electronically (i.e., as e-mail attachments), and all written assignments are subject to review by "Turnitin", a software package purchased by Western Carolina University to detect plagiarism. The goal of this policy is to enhance student awareness of plagiarism problems; the objective is educational, not punitive.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact (828) 227-7234 for more information.

COURSE MEETINGS

Our course will meet on Interactive Television (ITV) on 8:50 p.m. There will also be a significant amount of work is outside of class required for this course.
Western Carolina University  
Educational Leadership & Foundations Department  
EDHE 670 Two-year College Administration Spring 2009  
Syllabus

Catalog Description: Administrative leadership in a community college.

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Ann Alexander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>828-227-2579 (Office)</td>
</tr>
<tr>
<td>FAX:</td>
<td>828-293-5816 (Home)</td>
</tr>
<tr>
<td>E-Mail:</td>
<td>Use only WebCat, in emergencies use <a href="mailto:aalexander@email.wcu.edu">aalexander@email.wcu.edu</a></td>
</tr>
</tbody>
</table>

| Office Hours | Sunday afternoon 4:00-5:00 p.m. through Virtual Office Hours/General Chat  
Monday 10:00 AM – 2:00 PM – Office WCU  
Wednesday 10:00 AM – 2:00 PM – Office WCU  
Available for meeting by appointment in Asheville, Cullowhee or in online chatroom. |

<table>
<thead>
<tr>
<th>Required Texts:</th>
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</table>
Course Objectives

Upon completion of this course, the student will understand this major idea:

Community college administration is leadership, an influence process.

Essential questions the student will answer that support this understanding:

1. How do community college administrators demonstrate leadership?
2. Who has the potential for community college administration?
3. Why is leadership so complicated?
4. What is the relationship between community college culture and leadership?
5. What do new community college administrators need to learn about leadership?

In order to be leaders, students must have competency in the following skills:

- Facilitation
- Group Recording & Reporting
- Influencing Others
- Use of research databases
- Deep listening
- Action research

Conceptual Framework Statement

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; (3) and the fostering of the responsible use of technology. This course supports these goals by facilitating the learner to examine administrational leadership in two-year colleges that results in leadership development and advocacy for quality education for all students.

Diversity Statement: This course prepares students for complex issues that are directly related to diversity. These issues include: differences based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic regions in which the students they may teach live.

Technology Statement: All students will participate in online activities as an enhancement to the course. Students will complete modules delivered through WebCat.
WebCat Support

Information Technology Services (ITS) is pleased to announce that WCU is updating our WebCat support process to include services provided by Presidium Learning, whose consultants are now providing 24x7 support for WebCat. WCU faculty and students now have direct access to WebCat support via these means: (please consider including this information in your syllabus)

Telephone Support
24 hours a day; weekdays, weekends and holidays
IT Services Helpdesk 828- 227-7487, option 1
toll free 866-WCU-7ITS, option 1

Self Service Knowledge Base
Includes FAQ tip sheets, animated tutorials, and access to chat, web, and phone based support channels Accessible from any computer connected to the Internet

Live Chat
Great for dial-up users
Users interact live with a support technician
**Course Topics**

*Note: on the weeks they are held, all WIMBA discussions will be conducted twice on Tuesdays- at 7:00 AM – 8:00 AM or 7:30 PM -8:30 PM. You may sign up to join either one.*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Webcat Module</th>
<th>Topic</th>
<th>Text</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12-18</td>
<td>Module 1</td>
<td>Getting acquainted Purpose of course Course requirements/ syllabus</td>
<td>Individual assignment - Personal Profile</td>
<td>Journals Entry – #1 What do you want to learn from this course? Discussion group – Syllabus questions Due 1/18 11:30 PM</td>
</tr>
<tr>
<td>1/19-1/25</td>
<td>Module 2</td>
<td>Administrative Leadership</td>
<td>Preface ix-xi, Chapters 1-2, Pg 87-88 Insider's Guide, Jensen/Giles; Chapter 13, pg 135 – 142 The Entrepreneurial Community College, Roueche and Jones</td>
<td>Individual assignment – Leader Nomination Theme Paper assigned Prepare pre-discussion questions Journal Entry - #2 React to 10 Truths Home Group Discussion – Name of group Due 1/25 11:30 PM</td>
</tr>
<tr>
<td>1/26-2/1</td>
<td>Module 3</td>
<td>Cultural Leadership</td>
<td>Preface and Chapters 1-2 of Cultural Leadership, Baker; Chapter 3 of Insider's</td>
<td>Individual assignment - Journal Entry - #3 TEST Wimba Chat 1/27</td>
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</tbody>
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<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Reading Source</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2-2/8</td>
<td>Module 4</td>
<td>Community College Climate Survey</td>
<td>Guide, Jensen/Giles</td>
<td>Home Group Discussion – Refine discussion questions and individually submit Due 2/1 11:30 PM</td>
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<td></td>
<td></td>
<td>College Climate and Cultural leadership discussion</td>
<td></td>
<td>Individual assignment - Climate Survey and Analysis assigned – due 3/1 Leader Nomination Theme Paper Due 2/8 Wimba Discussion – 2/3 College Climate and Cultural leadership Due 2/8 11:30 PM</td>
</tr>
<tr>
<td>2/9-2/15</td>
<td>Module 5</td>
<td>Community College Administrative Organizations</td>
<td></td>
<td>Individual Assignment – React to 2 classmates Leader Nomination Theme papers Organizational Chart with short description Journal Entry #4 Wimba Discussion – 2/10 Q&amp;As on Climate Survey and Analysis project Due 2/15 @ 11:00PM</td>
</tr>
<tr>
<td>2/16-</td>
<td>Module 6</td>
<td>Instructional</td>
<td>All of Preparing Individual</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Administration</td>
<td>Department Chairs for Their Leadership Roles, Gillett-Karam</td>
<td>Assignment – Prepare discussion questions for class discussion</td>
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<tr>
<td>2/22</td>
<td>Administration</td>
<td>Department Chairs for Their Leadership Roles, Gillett-Karam</td>
<td>Chapter 6 of Leadership Strategies, Myran et.al</td>
<td>Journal Entry #5 Project work Due 2/22 11:30 PM</td>
</tr>
<tr>
<td>2/23-3/1</td>
<td>Module 7</td>
<td>Instructional Leadership Discussion</td>
<td>Individual/group Assignment - Assign the Community College Administrator Interview Research Project</td>
<td>Climate Survey and Analysis due 3/1 11:30 PM</td>
</tr>
<tr>
<td>3/2-3/8</td>
<td>Spring Holiday</td>
<td></td>
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<tr>
<td>3/16-3/22</td>
<td>Module 8</td>
<td>Community, Economic, Workforce Development</td>
<td>Chapter 7 of Leadership Strategies, Myran et.al</td>
<td>Wimba Discussion – 3/17 Q &amp; A on Administrator Interview Project</td>
</tr>
<tr>
<td>3/30-</td>
<td>Module 10</td>
<td>Development</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Group/Team</td>
<td>Reading/Assignment</td>
<td>Description</td>
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| 4/6-4/12   | Module 11 | Leadership Team                      | Chapters 4-5 of *Cultural Leadership*, Baker; Chapter 10 of *Leadership Strategies*, Myran et al | Wimba Discussion - 3/31
Due April 5 at 11:00 p.m. |
| 4/12-4/26  | **Important Dates** | SAI Online Course Evaluation Open | | |
| 4/13-4/19  | Module 12 | President and Board                  | Chapter 11 of *Leadership Strategies*, Myran et al; Chapter 4-5 of *Insider's Guide*, Jensen/Giles Introduction, Chapter 1 pg ix - 11 *The Entrepreneurial Community College* | Individual Assignment – Prepare discussion questions Journal Entry #9 Project Work Due 4/19 @ 11:00 PM |
| 4/20-4/26  | Module 13 | Leadership Team, President and Board discussion | | Wimba Discussion – |
Assignments

1. Participation
The course is heavily dependent on interaction of the participants within each module. If you do not participate in a timely manner you are putting the other members of your group at a disadvantage. Although the discussion assignments are asynchronous, it is your responsibility to post and respond in a timely manner so that everyone can benefit from your participation. Attendance at WIMBA chats is required.

2. Outstanding Leader Nomination Theme Paper – Due 2/8
Using information about leaders and leadership from some of the books for the course, you will write a five-paragraph theme nominating an outstanding community college administrator for an award. Careful attention should be paid to paragraph construction, readability, topic sentences, supporting sentences, opening and concluding paragraphs. You will have one of your peers edit the theme paper. Their name should be put on the bottom of your paper. They will receive the same grade that you do. After your paper is graded, you will publish the paper so your classmates can read it and respond to it. A grading rubric will be provided.

3. Community College Climate Survey and Analysis – Due 3/1
Using the survey questions on page 24-25 of the book *Cultural Leadership* by Baker, design a survey with a five point Likert scale for recording the answers. Administer the survey to at least ten people from the same community college (at least three faculty, three administrators, and three staff). Analyze the data you collect and draw some conclusions about the college climate. Submit the survey and your analysis in a report. A grading rubric will be provided.

4. Community College Administrator Research Project - Interview and Analysis – Due May 3
Overview of Project:
The interview is a powerful way to gather data in order to describe and analyze a community college administrator. The interview will give you an opportunity to see and experience the world as an administrator does. Your study of community college administration will be enriched by a clearer understanding of the beliefs and experience of practicing community college administrators. For example, it is difficult to imagine a study of 'college leadership' that does not inquire into how leaders define leadership, how they experience leadership, and the assumptions that operate in their institutions that dictate how leaders (and non-leaders) act.

During this semester you will be exposed to a great deal of literature having to do with community college administration and leadership (either by reading a book/article or by secondary references you may want to read). Your Home Group will design an interview (questions) that will be focused on concepts (or themes) found in the literature and other readings that you and other members of your Home Group have brought to your discussions. All students in your Home Group will use the same interview questions on their administrator interview. I will be giving you resources to use to develop the interview questionnaire.

Next you (as an individual) will interview a community college leader-administrator, using your Home Group interview protocol. You will audio tape this interview and transcribe the text to share with your Home Group. In your Home Group, you will analyze the data you have all collected based on the literature and draw descriptions and conclusions about your community college administrators.

Lastly, your Home Group will produce the report of your research. The document will be comprised of the following sections:

**Introduction**
Introduction to the project. Why you did it, what you hoped to find out.

**Literature Review**
Descriptions and synthesis of the literature your Home Group used to formulate the items of the questionnaire. The review should focus on those specific areas that the questionnaire was drawn from—not all the leadership literature known to man.

**Research Procedure**
Copy of the questionnaire and description of the interview process.

**Results of the Interviews – a chapter for each interview and a summary (cross-case)**
A brief description of the interviewees. (biographical information). Rationale for selecting the interviewees (consider using a specific example to illustrate your point).
Narrative description of the colleges’ culture and climate.
Focusing on the specific areas of leadership that your questionnaire was drawn from, your understanding of the beliefs and experience of practicing community college administrators.

**Bibliography**
References used in paper (Must use APA style)

More information will be furnished on this project, in the next few weeks.

5. **Modules** There is a module for nearly each week of the course. These modules substitute for class preparation, attendance, and participation. You should allocate time that is expected for a graduate course of 3 semester hours, which typically is a minimum of 9 hours per week for this course.

Additionally there will be 5 -6 live discussions using Wimba Chat. The Wimba Chats will be held twice on Tuesdays at 7:00 AM – 8:00 AM and 7:30 PM – 8:30 PM. You may choose to participate at either of the two times. Attendance is mandatory.

**Evaluation Procedures**

The grades in this course will be determined by a distribution of points shown in the table below. You can check your grades at anytime on WebCat. LATENESS: It is understandable that life situations may affect the submission of assignments, but to be fair to all students every late assignment will receive a 10-point reduction for every day the assignment is late. All assignments can be submitted through WebCat, so there should be few reasons for the assignments not to be submitted on time.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEBCat modules 50 points x 13 Modules</td>
<td>650</td>
</tr>
<tr>
<td><strong>Outstanding Leader Nomination Theme Paper</strong></td>
<td>200</td>
</tr>
<tr>
<td><strong>Community College Climate Survey and Analysis</strong></td>
<td>200</td>
</tr>
<tr>
<td><strong>Community College Administrator Interview, Description and Analysis</strong></td>
<td>500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1550</td>
</tr>
</tbody>
</table>

_During the course assignments may vary from this syllabus._

Assessment Rubrics
You can check your grades at any time on the WebCat roster. To calculate, add your total numbers of points and divide that number by the total possible points. The percentage you calculate represents one of the grades below.

The A Grade (90-100%)
In addition to accurately and carefully completing all course assignments on time and fully participating in all discussions and activities, the A grade indicates that you demonstrated outstanding leadership skills.

The B Grade (80-89%)
In addition to accurately completing all course requirements and participating in all discussions and activities, the B grade indicates that you acceptably demonstrated leadership skills.

The C Grade (70-79%)
In addition to completing all course assignments and participating in most discussions and activities, the C grade indicates that you marginally demonstrated leadership skills. This grade does not reflect the level of competence we would expect from a teacher leader.

Course Policies

Academic Integrity

It is my personal and professional belief that if we fail to maintain rigorous expectations for academic honesty for ourselves, then we will never have respect for the work of others. I expect each of you to hold yourselves to the highest standards of academic honesty and to comply with the university policy found at:

http://catalog.wcu.edu/content.php?catoid=5&navoid=38#stand_of_cond

Any act of academic dishonesty identified in this course will result in an ‘F’ for the course, which will result in dismissal from the university.

For further information about academic integrity Dr. Meagan Karvonen has created a web page on academic integrity. You may review Dr. Karvonen's notes at:

http://paws.wcu.edu/karvonen/academic_integrity.htm

The WCU Writing Center's resource page to prevent plagiarism is located at:

http://www.wcu.edu/writingcenter/plagiarism.asp

Accommodations for Students with Disabilities
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please see this website for further information:  http://www.wcu.edu/disabilities/index.asp

**Technology Statement:** All students will participate in online activities as a significant part of learning in this course. Students will complete modules delivered through WebCat. Please be sure that your browser and other software (Java, for instance) have been ‘tuned’ to WebCat requirements. Unless you are using a computer equipped with a microphone and loudspeakers, you will need a headset (earphones and microphone—about $20) to access the audio part of the course though the online audio tool, WIMBA. We shall use WIMBA for our live chat sessions.

On the course content page there is a help button where you can find numbers and e-mail addresses you can contact for technical assistance.

**Resources**

If you want to pursue your interest in community college leadership, you may want to examine the following materials. These will lead you to other resources as you continue to explore leadership.


ORGANIZATIONS

American Association Community Colleges  
League for Innovation in Community Colleges  
Chair Academy at Mesa Community College  
National Institute for Organizational and Staff Development
INSTRUCTOR
Kevin Pennington
122 F Reid Hall
828/227 - 3322
Kpenning@email.wcu.edu

COURSE MEETINGS

Our course will meet on Interactive Television (ITV) on Thursday evenings - June 4, 11, 18, 25 and July 2 from 6 to 8:50 p.m. We have ITV sites at WCU, AB Tech, Western Piedmont Community College, and Stanly Community College. There will also be a significant amount of work to be done independently. Please keep aware of assignment due dates and the course calendar.

OFFICE HOURS

Recognizing that most graduate students have work and family obligations during the times set aside for traditional office hours, the instructor will make every effort to be available to students at “non-traditional” times. Most contact will be through telephone calls or e-mail. At the request of a student, the instructor will be available for appointments during non-regular hours. Regular office hours will be:

Tuesdays 9 a.m. to 12:00 p.m. 122 F Reid Building, Cullowhee
Wednesdays 9 a.m. to 12:00 p.m. 122 F Reid Building, Cullowhee

STATEMENT OF PURPOSE

The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty members, administrators, and staff members
learn and apply the products of learning. The College of Education and Allied Professions fulfills this mission by providing students the opportunity to grow within their personal roles as educational decision-makers. The guiding principle for all instruction in the College of Education is the belief that the best educational decisions are made after adequate reflection and with the interests and welfare of the persons affected by the decisions in mind.

DEVELOPMENT OF A REFLECTIVE DECISION-MAKER

This course, Politics and Policy Development (EDHE 620), is part of the knowledge base for community college and higher education. This course will help students reflect upon issues related to politics and policy-development in higher education, with emphasis on community college education and adult education programs. The course will emphasize the relationship between the higher education community, the community college, and the following realms of human interaction: the needs of the individual, the needs of society, political concerns, economic issues, and the attitudes and beliefs of leaders of institutions of higher education.

MULTICULTURAL FOCUS

This course emphasizes that instructional and administrative leaders of today must seek out adult learners who may benefit from building their educational skills and prepare the educational route for these individuals to succeed to the best of their ability. The course will suggest that an individual’s need for adult educational programming spans many traditional boundaries. The educational leader prepared to meet the needs of the adult learner by providing access and opportunity for all will best serve the growing diversity of the adult population of western North Carolina, the state, and the nation.

COURSE DESCRIPTION

EDHE 620 will examine the political factors that influence educational policy development and policy-decisions affecting community colleges and other institutions of higher education. The course will allow students to pursue study of relationships with community college boards of trustees, county commissioners, and state legislators (with emphasis on the State of North Carolina). The course also will require students to research and participate in debates on issues affecting adult and community college
education (e.g., access, affordability, and accountability) with particular emphasis on issues concerning rural community colleges.

**PURPOSE OF THE COURSE**

Leaders in higher education need to develop conceptual knowledge and skills in analyzing and exploring societal, organizational, and individual forces that influence and shape educational policy and decision-making. They should be able to synthesize and apply research to problems associated with positions they either currently occupy or aspire to hold. Participants in EDHE 620 should increase their capability to deal with uncertainty, change, and value conflicts, which are inherent in decision-making and problem-solving situations in higher education.

**TEXTBOOK and READINGS**

There will be “article readings” distributed as e-mail attachments.

**COURSE OBJECTIVES**

1. To help students to analyze perspectives on politics and governance, to become more knowledgeable about the evolution of the politics of community colleges and four-year institutions of higher education, and to integrate the conflicting social values that form the basis of the politics and policies of American higher education into previous knowledge of the community college.

2. To know who the key actors and agencies are and what they do to translate demands and resources into policies and decisions affecting education in America.

3. To understand and evaluate the process by which policies, decisions, and actions affecting community colleges are made.

4. To be fully aware of political issues currently affecting the community college, to formulate clear, concise, and informed perspectives on these issues, and to react to the perspectives of others regarding these issues.

5. To give students the opportunity to develop and demonstrate individual graduate-level skills in written and verbal communication as well as the opportunity to develop team skills in working on two of five assigned topics.

**COURSE REQUIREMENTS**
EDHE 620 is a seminar-style course which relies heavily on participation by all learners. The course is problem-based and inquiry-focused. The primary teaching/learning strategy calls for small group discussions, individual and group presentations when appropriate, class discussion, and individual, self-directed learning.

The instructor understands adult learners have other priorities: work, family, community involvement, etc. Please note, however, that 10 percent of your final grade is based upon class participation, and if a class member does not attend class consistently, it will be reflected in the class participation grade.

The specific assignments for this course are:

1. Class Participation 20 points
2. Policy Development at a Community College 20 points
3. Three (3) Enhanced Journal Article Reviews 15 points
4. Team Presentations & Issue Brief 20 points
5. Individual Research Paper 25 points

**Policy Development at a Nearby Community College**

Each class member is expected to work in a group of three to prepare a visit to a nearby community college. During this visit with a person in a policy making position, determine how policy is made at the institution. Determine how the role of politics (in all its' forms) impacts the policy process. The group will turn in a maximum three page brief to all other groups and the instructor. **These will be submitted as an email attachment no later than June18.**

**Enhanced Journal Article Reviews/Critiques**

Class participants are to review three (3) articles from peer-reviewed journals (i.e., **NOT** the Chronicle of Higher Education, NY Times, Newsweek, or Community College Times). Articles should be (a) no more than five years old, (b) empirical (data-based), and (c) policy-oriented. Each review should be three to four pages, double-spaced, and written in APA-style. Each review should contain a brief summary of the article, an indication of why the article contributed to the understanding of the issue
discussed in the article, and the article’s value or lack of value to you. The article under review and any outside sources should be cited using APA style. Journal article reviews must be submitted as e-mail attachments no later than June 12.

Team Presentations & Issue Brief

Working in teams, class participants are to research one of the topics listed below related to community college politics. Each team will complete appropriate readings, compile a bibliography to share with other class members, prepare an in-class presentation, and write a one or two-page issue brief on the selected topic. The in-class presentation (June 25) should be approximately 10 minutes, including time for questions and short discussion. The written issue brief (due June 23) as an email attachment should contain APA-style citations. Your bibliography may contain items not found in your issue brief. Some suggested topics: Access to higher education; Affordability; Accountability; Immigration; State economic impact on community colleges. Other topics are to be approved by the instructor.

Individual Research Paper

Each class member should select a topic of interest related to policy development and the community college or higher education and write a brief research paper on that topic. The paper should include a sufficient number of additional sources from the literature. The comments of an identified leader at a community college or other institution of higher education (i.e., from an interview or e-mail) strengthens the argument of the paper. The research paper should be a minimum of six pages, including APA-style references for all cited sources. The research paper (due July 1) as an email attachment.

EVALUATION

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<tr>
<th>Points</th>
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<tr>
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<td>80 to 89</td>
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ACADEMIC HONESTY POLICY

The purpose of the Academic Honesty Policy for EDHE 620 (EDHE 693-52) is to enhance student learning and to help students avoid problems with plagiarism and other aspects of academic dishonesty. While everyone working in higher education may occasionally and unintentionally violate standards regarding plagiarism and academic honesty, violations of academic honesty policies must be taken seriously. Therefore, any person who violates Western Carolina University’s Academic Honesty Policy is subject to disciplinary penalties, including failure in the course and dismissal from the graduate program. Academic dishonesty includes, but is not limited to: cheating, plagiarism, the submission for credit of any work or materials that are attributable in whole or in part to another person, or the submission of work or materials which have previously been submitted for academic credit in another course.

Class participants should be familiar with, and comply with, all aspects of the Western Carolina University Academic Honesty Policy as described in the WCU Graduate Catalogue and the WCU Student Handbook. It is the student's responsibility to be familiar with the Academic Honesty Policy.

In graduate-level work, plagiarism is a very serious violation of the Academic Honesty Policy. In an attempt to assist students in avoiding problems with plagiarism, all written assignments for this course must be submitted electronically (i.e., as e-mail attachments), and all written assignments are subject to review by "Turnitin", a software package purchased by Western Carolina University to detect plagiarism. The goal of this policy is to enhance student awareness of plagiarism problems; the objective is educational, not punitive.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact (828) 227-7234 for more information.

ADDITIONAL SOURCES


WEB SITES:

American Association of Community Colleges
www.aacc.nche.edu/

North Carolina Community College System
www.ncccs.cc.nc.us/

The WCU Coulter Faculty Center for Excellence in Teaching and Learning
http://facctr.wcu.edu/

Hunter Library Electronic Reserves
http://www.wcu.edu/library/finding/RESERVES/index.htm
Instructor:

Mitchell R. Williams, Ed.D.
Assistant Professor and Program Director
Department of Educational Leadership and Foundations
250 Killian Building
Cullowhee, NC 28723
227-2295
mwilliams@wcu.edu

Office Hours:

Recognizing that most graduate students have work and family obligations during the times set aside for traditional office hours, the instructor will make every effort to be available to students at “non-traditional” times. Most contact will be through telephone calls or e-mail correspondence. At the request of a student, the instructor will be available for appointments on weekends and evenings, as well as before and after class sessions. Regular office hours will be:

- Tuesdays 2 p.m. to 4:00 p.m. 250 Killian Building, Cullowhee
- Wednesdays 10:00 a.m. to 11:30 a.m. 250 Killian Building, Cullowhee

Statement of Purpose:

The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty members, administrators, and staff members learn and apply the product of learning. The College of Education and Allied Professions fulfills this mission by providing students the opportunity to grow within their personal roles as educational decision makers. The guiding principle for all instruction in the college is the belief that the best
educational decisions are made after reflection and with the interests of the persons affected by the decisions in mind.

To help accomplish this mission, EDHE 683, Internship: Community College Administration, is designed to assist students in obtaining skills, experience, and knowledge necessary for effective administrative leadership in the two-year college by allowing them to become part of the two-year college work force. The two-year college is a dynamic, unique, sizeable, and significant segment of the higher education community, and effective leadership is more likely to occur when the philosophy, objectives, and functions of the community college are better understood by all participants.

**Conceptual Framework:**

EDHE 683 is part of the professional education core knowledge base for higher education. The course builds upon the student’s knowledge base of the two-year college to produce an in-depth study of the practices and policies of the American community college. This course and the specific assignments in this document complement the College of Education and Allied Profession’s Conceptual Framework by building on student knowledge and experiences related to administrative aspects of the two-year college. This is accomplished by emphasizing the following realms of interaction within and about the two-year college: needs of the individual; needs of society; political and economic concerns; and attitudes and beliefs.

**Textbook and Readings:**


There will also be supplemental readings during the semester.
Multicultural Focus:

The Seminar on the Community College, EDHE 695, will help prepare students to deal effectively with multicultural realities by emphasizing the democratic nature of the community college system. The educational leader of the community college must understand the mutual benefits to both the institution and learner of a college that offers low tuition, open admissions, and social accessibility. The comprehensive nature of the community college curriculum means that all learners can find educational programs that are of individual worth. The community college curriculum must be adaptable to student differences, community needs and social change. This course will scrutinize the need for instructional and administrative leaders at the community college to recognize the value of, and be responsive to the needs of, all under-represented and non-traditional learners.

Course Description:

EDHE 683 will be approached with the assumption that the student is familiar with the basic philosophy and administration of the two-year college. Students will find, with the advice and consent of the instructor, an internship position at a regional two-year college or other acceptable institution to accomplish a well defined administrative task. This assignment will be proposed by the student and approved by the instructor.

Three distinct entities must be brought together to make the internship experience and course meaningful. First, the student must have a specific plan of action that can be accomplished at a community college or other acceptable institution. Second, the participating community college/other institution must be open to placing the student for an administrative assignment. Details regarding the assignment will be finalized between the student and the two-year college. Third, Western Carolina University and the course instructor will coordinate the course and assign a final grade for the course.
Assignments:

EDHE 683 is designed to allow graduate students in higher education the opportunity to experience the day-by-day workings of a setting which will be beneficial to their chosen professional career. The course is self-directed, and it is designed to be professionally valuable to the student.

To this end, the assignments for EDHE 683 will include the following:

1. A comprehensive list of learning objectives to be accomplished during the internship. These objectives should be proposed with the input of the student’s immediate supervisor at the participating community college or other acceptable institution. This list should be submitted to, and approved by, the course instructor no later than January 25, 2008.

2. A plan of action for accomplishing the objectives listed in assignment one. This plan of action should be a separate document and be submitted no later than January 25, 2008.

3. A reflective journal should be kept by the student for the entire semester. The journal should address the student’s ability to meet the suggested goals. The journal should contain any information the student feels is relevant to the course and the internship experience, and it must include the following:
   a. An interview with a community college (or other appropriate) leader in an area related to the content of the internship (approximately two pages).
   b. A review of two articles from professional journals which are related to the internship area (approximately 3-4 pages).
   c. A discussion on how the internship was of benefit to the student’s career plans and how the internship was of benefit to the community college (or other institution).
   d. A synopsis of a meeting involving the student, the internship supervisor, and the course instructor.
e. A copy of the student's current **professional resume** or curriculum vitae.

The reflective journal must be submitted no later than **April 28, 2008**.

5. All members of EDHE 683 will meet as a group on **Wednesday, April 23, 2008** at 6 p.m. This session will be on interactive television, and ITV sites will be available at Mayland CC, AB Tech CC, Stanly CC, Western Piedmont CC, and the WCU main campus in Cullowhee. At this class meeting, students in EDHE 683 will be asked to briefly discuss their internship experiences. Presentations should be about 5 minutes. Other graduate students will serve as an audience for this session.

6. **Between April 28 and May 1, 2008**, all class members must make an appointment with the instructor of the course to discuss his/her reflective journal and report on accomplishments resulting from the internship. This meeting may be done in person or on the telephone.

Students are responsible for determining where they would like to conduct their internship and for making necessary arrangements to conduct the internship.

**The instructor must be provided with the contact name and information of the host internship organization by January 25, 2008.**

**Evaluation:**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Learning Objectives</td>
<td>10%</td>
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<tr>
<td>Plan of Action</td>
<td>10%</td>
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<tr>
<td>Reflective Journal</td>
<td>50%</td>
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<tr>
<td>In-class Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Discussion with Instructor</td>
<td>10%</td>
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</tbody>
</table>
BIBLIOGRAPHY:


Sterling, VA: Stylus.

Levin, J.S. (Ed.). (1998). Organizational change in the community college: A 
ripple or a sea change? San Francisco: Jossey-Bass.

McGrath, D. (1998). Creating and benefiting from institutional collaboration: 
Models for success. New Directions for Community Colleges, no. 103. 


Association of Community and Junior Colleges.


land: Part-time faculty in American community colleges. Annapolis, MD: 
Community College Press.

education: Changing contexts and new rationales. Baltimore: Johns 
Hopkins University.

Directions for Community Colleges, no. 108. San Francisco: Jossey­ 
Bass.

Van Patten, J.J. (2000). Higher education culture, case studies for a new 
century. 
Lanham: University Press.


the millennium. Washington, DC: Community College Press.
WEB SITES:
American Association of Community Colleges
www.aacc.nche.edu/
North Carolina Community College System
www.ncccs.cc.nc.us/

WCU Hunter Library
http://www.wcu.edu/library
WCU Writing Center
http://www.wcu.edu/WritingCenter/

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Leading the Academic Department
EDHE 615
Contact Hours: 3; Credit Hours: 3

I. Course Description

The goal of this course is to prepare mid-level managers in the academic division, a unique administrative job and leadership role in the community college.

II. Prerequisites/Corequisites

None

III. Instructor/Contact Information

Joseph L. Fox, Ed.D.
828.254.1921, Ext. 7664
jfox@abtech.edu

Office Hours: This is an online course. Appointments may be made by contacting the instructor.

IV. ADA Notification

Services to Students with Disabilities (Please see the University Catalog for the full policy)

The Disability Services Office at the University ensures that the programs and facilities of the University are accessible to all students. The University focuses on the student as an individual and works toward equal opportunity, full integration into the campus environment, physical accessibility and the provision of reasonable accommodations, and auxiliary aids and services to students.

V. Instructional Material

VI. Method of Instruction (Collaboration/Technology/Teams)

Students are expected to complete assignments of varying length and difficulty during the semester.

VII. Learning Principles

A. Learning is an active, continuous process. Purposeful action is better than mere repeated motion.
B. Learning takes place in terms of stimulus and response; conditioning is a common term to describe this process. Catching and maintaining a learner’s attention provides condition for a desired stimulus to evoke a response.
C. Learning is affected by the learner’s set—that is, a predisposition to react to some stimuli in a particular way.
D. Learners can be motivated in many ways to learn specific things. Conflicting motivations may get in the way of learning.
E. Time and conditions affect learning greatly. Individuals vary greatly in the time they take to learn something.
F. Association is an important aspect of learning. Identifying, grouping, and sequencing assist learning.
G. Reinforcement is the general term for stimuli introduced to reinforce behavior that stimulates further learning.
H. Rewards seem to affect a wider range of learning more favorably than does punishment.
I. Relearning is much easier than original learning. Recall is different from retention; given the right stimulus, learners can recall more than they commonly suspect.
J. Progress in learning is not uniform, but frequently reaches plateaus where the rate of learning slows appreciably.
K. Interference is a common cause of forgetting. New and similar learning can interfere with the old. Learning a thing well helps to counteract interference.
L. Interfering responses may inhibit learning; therefore, they may have to be removed to foster learning.
M. Transfer of learning has been too uncritically accepted in the past. Success in learning some things may make it easier to learn others. It is possible to learn how to learn.

VIII. Method of Evaluation

This course was developed to be delivered in an online format. The learning experiences will include discussion postings to “chat” about the reading assignments; an interview, and case studies; short and mid-length writing projects including journaling, reflections, reactions to peer papers, and a collaborative team project. The grade will be based on the following activities:

1. Reading assignments and discussion postings, 20%
2. Department Chair interview, 10%
3. Budget Preparation Project 10%
4. Course Scheduling Project 10%
5. Professional Development Team Project 20%
6. Peer Evaluation of Collaboration 10%
7. Research Paper 20%

* Specific assignments are listed in the assignments folder.

Grading Scale

The A Grade (90-100%)
In addition to accurately and carefully completing all course assignments on time and fully participating in all discussions and activities, the A grade indicates that you demonstrated outstanding leadership skills.

The B Grade (80-89%)
In addition to accurately completing all course requirements and participating in all discussions and activities, the B grade indicates that you acceptably demonstrated leadership skills.

The C Grade (70-79%)
In addition to completing all course assignments and participating in most discussions and activities, the C grade indicates that you marginally demonstrated leadership skills

IX. Learning Objectives

Upon completion of the course, students should be able to:
1. Schedule and control work assignments, including determining course offerings and preparing individual teaching schedules.
2. Maintain adequate staffing
3. Hire new employees
4. Provide necessary materials, orientation, and training to full-time and adjunct faculty and staff
5. Plan and conduct meetings
7. Recommend individuals; and plan, conduct, and maintain minutes of program advisory committees
8. Market the college, department, and programs
9. Recruit and retain students
10. Prepare program reviews
11. Handle student, faculty, and staff grievances
12. Evaluate faculty
13. Project and manage budgets to include human and financial resources

Content and topics to be covered are:

1. Roles and needs of the mid-level manager in community colleges today
2. The challenge of change: vision and shared values
3. Curricula and program review
4. Faculty hiring, development, evaluation and scheduling
5. Student satisfaction with curriculum and faculty
6. Student complaints, grievances, and success
7. Budget and planning analysis
8. Communication, teamwork and collaboration

X. Academic Dishonesty

You may not deceive any official of the University by cheating on any assignment, exam, or paper. This includes plagiarism, which is the intentional theft or unacknowledged use of another’s words or ideas. Plagiarism includes (but is not limited to) paraphrasing or summarizing another’s words or works without proper acknowledgement, using direct quotes of material without proper acknowledgement, or purchasing or using a paper or presentation written or produced by another. The faculty also considers presenting as original work a paper written for one class to satisfy a requirement in another class to be academic dishonesty.
Western Carolina University  
Department of Educational Leadership and Foundations  

THE LONG AND WINDING ROAD  
Syllabus  

EDSU 605—Principles of Supervision  
Spring, 2009  

On-Line Delivery ViaWeb-Cat  

Catalogue Description: Purposes and philosophies of supervision; basic laws of human relationships, concepts of leadership and change; the change-agent role in instructional improvement.  

Instructor:  
Kathleen Topolka Jorissen, Ph.D.  
Department of Educational Leadership and Foundations  
Killian 110  
Office: 828-227-2456  
Home: 828-452-7842  
Cell: 419-509-2864  
E-Mail: ktjorissen@email.wcu.edu  

Virtual Office Hours (in the chat room)  
*Tues., Wed.—8:30-9:30 pm  
Any day or time by appointment  
*These may be revised, depending on the needs of the class.  

Note: ALL university correspondence with students must be done through Catamount email and students are expected to activate and use that account.  

TEXTBOOKS AND OTHER REQUIRED MATERIALS  


Ordering Your Book  
The book may be ordered in one of the following ways:  

1. WCU Bookstore  
2. Pearson Publishing  
http://www.pearsonhighered.com/educator学术/product/0.3110.0205578594.00.htm  
$74.80  
3. Amazon.com  
http://www.amazon.com  
New: $62.58  
Used: From $62.57
NOTE: Students should review the materials at [http://www.wcu.edu/writingcenter/plagiarism.asp](http://www.wcu.edu/writingcenter/plagiarism.asp) and complete & post the Understanding Plagiarism Certificate in the assignment box labeled UPC. All students are expected to submit this no later than the end of the first week of class.

Other reading will be assigned in selected modules.

In addition, you are responsible for using APA style in all papers prepared for this and other MSA classes. Information about purchasing Concise Rules of APA Style are found at: [http://books.apa.org/books.cfm?id=4210000](http://books.apa.org/books.cfm?id=4210000)

You may also access APA style on a variety of web sites.

Other Materials Needed
You will need a microphone in order to engage in live discussions.


General Objectives
- To become a learning leader
- To develop knowledge, dispositions and performances essential for effective supervisory practice
- To develop knowledge and skills for leading organizational learning in education
- To increase knowledge of adult learning and professional development and to develop competence in applying this knowledge to build school capacity, promote a positive school culture, and increase student success

Performance Objectives:
At the conclusion of the course, students will be able to:

1. Use research on best practices in supervision to build school capacity and to improve classroom instruction. (NC2; ISLLC2)
2. Facilitate collaborative and individual professional learning. (NC2, ISLLC 2)
3. Create processes to distribute leadership throughout the school. (NC1; ISLLC3)
4. Promote continuous and sustainable school improvement (ISLLC1)
5. Provide structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning; (NC 4)
6. Conduct formative evaluations of teachers by collecting classroom observation data, analyzing the data, and conducting an effective post-observation conference. (NC 4, ISLLC 2)

Projects, Assignments, and Assessment of Progress

Participation
Because this class is designed to model a “community of learners” similar to the culture you will be expected to develop in a school as an instructional leader, it is essential that you participate actively with your colleagues. Tools such as discussion boards, presentation tools, synchronous and asynchronous discussions and live chats will be used to facilitate student interaction and a
constructivist approach to learning. Your active engagement will be evaluated by your classmates, as well as by the instructor.

In order to fully participate in class, you are expected to do all assigned readings, projects, and assignments. Readings offer us a common language with which to explore our thinking. Although we may not discuss the text assignments directly, you will be expected to demonstrate your knowledge of the text material by incorporating references and examples from the text as you complete the group and individual assignments for each module.

**COURSE TOPICS AND OUTLINE**

Content and due dates are located within Modules. Due dates for assignments will be listed in the module overview and are located in the drop box for individual assignments.

Modules will be introduced sequentially, to ensure that students focus and participate actively in small group and whole class learning activities. Readings for future modules may be posted in advance of the modules, so that students may complete reading assignments at their own pace.

**Course Schedule**

*(Note: This schedule may be revised as necessary to accommodate student learning needs.)*

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<th>Module</th>
<th>Dates</th>
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<td>A</td>
<td>Jan. 12-19</td>
<td>Getting acquainted</td>
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<td></td>
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<td>Practice with online tools</td>
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<tr>
<td>B</td>
<td>Jan. 20-Feb. 2</td>
<td>Overview of Course</td>
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<td>What is Supervision?</td>
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<td>Establishing norms for a learning community</td>
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<td>Feb. 3-16</td>
<td>Supervision for Successful Schools</td>
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<td>Adult and Teacher Development: Clues for Supervisory Practice</td>
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<td>Feb. 17-March 23</td>
<td><strong>Technical and Interpersonal Skills</strong></td>
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<td>Nondirective Behaviors</td>
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<td><strong>Tasks of Supervision</strong></td>
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<td>March 24-April 21</td>
<td>Direct Assistance to Teachers</td>
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<td>Group Development</td>
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How Will I Learn?

This course is an online course. Although this format allows for flexibility and less travel, you will be expected to manage your time in order to meet the requirements of the course. Also, because knowledge is socially constructed, you will engage in professional dialogue with your class colleagues, share your experiences and observations, and work collaboratively on group projects. You will analyze, synthesize, and apply information from the text, selected readings, and group discussion. You will also apply concepts and strategies in your own work setting as a means of practicing supervisory skills. The assignments will include both individual work and Discussion Group participation. My goal as an instructor is to engage you in learning in a way that enables you to translate theory into practice, so that you conclude this course with the essential skills that will ensure your success as an instructional leader.

Many students who are taking their first online course may feel frustrated with learning the technical aspects of completing this course. I, too, am learning a new set of technologies, so I understand. Support is now available 24/7. Just consult the Tech Support Guide under course resources. I am also willing to help, if I can, so don’t hesitate to contact me via the Ask Dr. J. discussion board.

Organization of Each Module

Each module will be organized similarly, with individual reading and other preparation, group discussion, and application. Some of the module projects will be submitted individually, and some will be submitted by each group. Live chats will be scheduled between each module, to process the previous module and introduce the next module. Formats will look like this:

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Individual Assignment</th>
<th>Group Assignment</th>
</tr>
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<tbody>
<tr>
<td>Preliminary reading, writing, viewing, listening</td>
<td>Discuss the concepts, their application to a specific context, hypothesize their use in your work as a leader, relate to other concepts or ideas. Your group discussion may result in a product to be posted for or presented to the whole class.</td>
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<td>Individual projects will be submitted as “assignments.” Group projects will be posted on a group project discussion board. Rubrics will be provided for each project.</td>
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<td>DUE DATE: (These will be the deadlines for the Module assignment.)</td>
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CRITERIA FOR EVALUATION
Please be assured that I want students to learn and to receive the good grades they deserve. So please contact me if you have any difficulties with your work in this course.

Final grades are based on the following:

**Participation 40%**
Participation includes active participation in small and large group discussions and completing all assigned preparatory tasks. You will complete a self-assessment of your participation as well as an assessment of your colleagues. I will also assess your participation.

**Projects 40%**
The competency “written expression” is essential in promoting strong home/school relations, building a sense of trust, promoting a positive image of the professional and the school and putting into operation the competencies of organizational oversight and implementation skills, among others. Therefore, all projects will be read for grammar, spelling, proofing and format. The content of projects must reflect management and leadership skills gained through a combination of two or more categories of sources such as reading, research, class and small group discussion and collaborations. Citations must be included in the final products. Please use APA style, accessible on line.

**Individual Reflections 20%**
Inquiry, reflection, observation and analysis are all integral components of the University’s conceptual framework for initial licensure programs. Further, it is the reflective process that assists the students in synthesizing knowledge and practice. Most importantly, instructional leaders must possess the skills to guide reflective dialogue among the members of the professional school community. Therefore, you will not only engage in individual reflection, but also you will participate in and lead reflective discussions. Guides for reflection will be provided.

**Extra Credit**
Extra credit points will be allocated for a variety of optional assignments and for exceeding expectations. Total accumulated extra credit points will be added to your participation points, using a formula of 10 extra credit points=1 participation point.

Total points possible will be included with each assignment and will be indicated in the online Gradebook.

Grading scale is:
- 91%-100%=A
- 81%-90%=B
- 71%-80%=C
- Below 71%=F

**CONCEPTUAL FRAMEWORK STATEMENT**
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

This course promotes the development of leadership for professional learning communities. Specific decision making models and skills are a major focus and students reflect verbally and in
writing on those decisions. The needs of diverse learners as related to student achievement are an important part of the curriculum. Students are invited and encouraged to think about who they are as leaders, what experiences have shaped them and what they value about education and leadership.

For the complete Conceptual Framework, see:
http://ceap.wcu.edu/conceptualframework.htm

DIVERSITY STATEMENT
Students explore the role of the educational leader in providing leadership in school to create climates and instructional strategies to meet the needs of diverse learners.

FIELD EXPERIENCE COMPONENT:
Projects completed in the class may be included in the Licensure Portfolio.

TECHNOLOGY EXPECTATIONS
Students complete the class on-line. In addition, students must use the web for research and submit all assignments electronically. Synchronous live discussions will require a microphone. Students must have a plan for a back-up computer in the event of technical issues. The university or public library is such a resource.

WEBCAT SUPPORT
Support is available 24/7 as follows:

Monday-Friday
8:00 am-5:00 pm
IT Services Helpdesk
828-227-7487
Toll Free: 866-WCU-7ITS

After Hours (5:00 pm-8:00 am) weekdays, holidays, and weekends
IT Services Helpdesk
828-227-7487, Option 1
Toll Free: 866-WCU-7ITS, Option 1

Self Service Knowledge Base
Includes FAQ tip sheets, animated tutorials, and access to chat, web, and phone based support channels

POLICY ON ACADEMIC HONESTY
Honesty is expected. The STRICTEST university policy shall be followed in cases of any form of academic honesty. (See The Record and the Student Handbook for specific details at http://www.wcu.edu/studenthomepage/handbook)

Academic dishonesty includes:
A. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication—Intentional falsification of information or citation in an academic exercise.
C. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

D. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Using a paper or project from another class or student is unacceptable.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**SELECTED BIBLIOGRAPHY**

**Capacity Building**


**Curriculum**


**Distributed Leadership**


**Instructional Leadership**


**Instruction**


Leadership


Professional Development

Professional Learning Communities


School Improvement


Supervision and Evaluation


**Teacher Retention**


INSTRUCTOR:
Kevin Pennington
250A Killian Building
(828) 227 - 7415
penningtn@wcu.edu

STATEMENT OF PURPOSE:
The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty members, administrators, and staff members learn and apply the products of learning. The College of Education and Allied Professions fulfills this mission by providing students the opportunity to grow within their personal roles as educational decision makers. The guiding principle for all instruction in the College is the belief that the best educational decisions are made after adequate reflection and with the interests and welfare of the persons affected by the decisions in mind.

To help in accomplishing this mission, EDHE 605 is primarily designed to assist the student in developing understandings and attitudes necessary for effective instructional and administrative leadership in the Community College. However, any student of education will find the course a thorough study of the development of one significant part of higher education, and will be able to amplify and build upon concepts in understanding the Community College.

"We do not select winners, our job is creating winners."

K. Patricia Cross

Conceptual Framework Syllabi Statement:
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

This course focuses on the Community College has a unique, significant, dynamic, and challenging segment of higher education and that effective instructional and administrative leadership is
more likely to occur when the philosophy, objectives, functions, and problems of the Community College are better understood by all involved participants.

DEVELOPMENT OF AN INVITING, REFLECTIVE DECISION-MAKER:

The Community College EDHE 605 is part of the professional education core knowledge base for higher education. The course will establish the foundations for all further study of the Community College. This course will use all components of your general education to help build a knowledge base for specialization in higher education.

This course will help students reflect upon issues related to the Community College by emphasizing the relationship between the following realms of human interaction within and about the Community College: societal needs; needs of the individual; economics; politics; and attitudes and beliefs.

TEXT:

Instructor will supplement with articles from the literature.

MULTICULTURAL FOCUS:

The Community College EDHE 605 course will help prepare students to deal effectively with multicultural realities by emphasizing the democratic nature of the Community College system. The educational leader of the Community College must understand the mutual benefits to both the institution and learner of a college that offers low tuition, open admissions, and social accessibility. The comprehensive nature of the Community College means that all learners can find educational programs that is of individual value. The Community College must be adaptable to student differences, community needs and social change. This course will declare and scrutinize the need for instructional and administrative leaders at the Community College to recognize the value of, and be responsive to the needs of all under-represented and other non-traditional learners.

DESCRIPTION:

This course is planned for those who wish to obtain an understanding of the nature of American higher education, specifically the Community College system and to gain an introductory insight into some of the problems and opportunities associated with the establishment and continued evolution of the Community College. Emphasis is given to the study of the unique functions of the Community College, to the Community College organization, to the Community College programs, and to an examination of the place of the Community College in the total educational system.
COURSE TOPICS:
PART I -- BACKGROUND OF THE TWO YEAR COLLEGE

2. The mission of the Community College.
4. Development of the Community College philosophy.
5. Philosophy, objectives and functions of the Community College

Part II -- FACULTY AND STUDENTS AT THE TWO YEAR COLLEGE

1. Curriculum at the Community College.
2. Instructional patterns at the Community College.
3. Student of the Community College.

Part III -- GOVERNANCE OF THE Community College

1. Establishing, controlling, and financing the Community College.
2. Community College people: students, staff, and instructors.
3. Community College people: administration and boards of control.

Part IV -- THE FUTURE OF THE Community College

1. The federal role in higher education.
2. Contemporary issues in the Community College.
3. Challenges and opportunities in the Community College.

SPECIFIC COMPETENCIES:

BACKGROUND OF THE Community College -- At the end of this unit the student will be able to:

1. Describe the history of the American Community College. The description should include the major factors in each stage of development and identification of major educational leaders who were associated with that stage of development.

2. Describe the historical development of the Community College in a chosen state.
3. Estimate the impact of five basic educational "forces" which have contributed to the development of the Community College.

4. Analyze the effect of at least five major barriers to higher educational opportunity. Cite illustrations of how the development of the Community College has been an attempt to overcome these barriers.

5. Describe four types of Community College's according to sponsorship. The description should include name by type of college, selected purposes, and basic characteristics of each type of Community College.

6. Evaluate the fundamental characteristics, which clearly establish the uniqueness of the Community College and indicate several supporting functions that must be undertaken if the objectives are to be accomplished.

7. Describe the general procedures followed in development of institutional statements of philosophy. Cite ways in which institutional philosophy derives meaning. Cite ways in which institutional philosophy influences the activities of college personnel. Describe three issues that need analyzing as each Community College employee formulates their own working philosophy.

FACULTY AND STUDENTS AT THE Community College -- At the end of this unit the student will be able to:

1. Evaluate different ways in which a community might influence the curriculum of a Community College.

2. Cite illustrations of the various external influences on the curriculum of the Community College. Evaluate the internal influences within the Community College that attempt to assure that curriculum objectives are met.

3. Outline the major characteristics of at least five educational programs typically offered by a Community College.

4. Weigh several reasons given for, and the uses made of, regional accreditation.
5. Evaluate the purpose of at least five broad student service personnel functions typically found in a Community College.

6. Evaluate the counseling services of selected Community Colleges.

7. Evaluate the descriptive characteristics of "typical" Community College students.

8. Evaluate the meaning of non-traditional learner and emerging learner to the Community College.

9. Weigh the working conditions of the "typical" Community College. This should take into consideration physical facilities, teaching load, academic rank, ability to participate in professional associations, salaries and fringe benefits, and academic freedom.

10. Identify the national attrition rate. Evaluate some of the methods employed by Community Colleges to improve the attrition rate.

11. Evaluate the importance of personnel selection in providing effective instruction at the Community College.

12. Weigh four important considerations when making plans for instructional evaluation. List the rationale given for instructional evaluation at the Community College.

13. Evaluate four different methods used to study instructional effectiveness at the Community College.

14. Evaluate the importance of classroom behavior, teaching style, self-perception, and perception of others to make a "job profile" for Community College instructors.

15. Evaluate the need for staff development at the Community College.

16. Survey several instructional approaches to educational programs at the Community College.

17. Identify and evaluate the impact of a number of obstacles to introducing innovative instructional programs in Community Colleges.

GOVERNANCE OF THE Community College -- At the end of this unit the student will be able to:
1. Classify the basic patterns of governance and coordination of Community Colleges. Indicate how these patterns of governance function.

2. Identify at least four functions of the board of control, and establish at least five suitable areas for policy making by the board of control.

3. Rank given significant characteristics of Community College Board members to produce a "job profile" for Community College Board of control members.

4. Evaluate the methods most frequently used in putting into office boards of control for the following types of Community College systems: local district, state system, and private.

5. Estimate the impact of various sources of financial support for the Community College in the areas of (a) current operational expenditures, (b) capitol outlay cost.

6. Classify several different areas, which might be considered appropriate for faculty involvement in Community College governance.

7. Rank given significant characteristics of Community College administrators to produce a "job profile" for division chairs, program directors, various deans, and presidents at a Community College.

THE FUTURE OF THE Community College -- At the end of this unit the student will be able to:

1. Estimate the impact of the role of the Federal Government in American higher education during the next decade.

2. Describe and evaluate relative to specific goals the type of Community College envisioned for the future by the following individuals: (a) Arthur M. Cohen, (b) George Baker, (c) John E. Roueche, and/or (d) other identified Community College leaders.

3. Weigh the impact of several current issues in the American Community College.

4. Evaluate the challenges and opportunities facing Community Colleges in American higher education during the next decade.
5. Predict at least one new challenge or opportunity to be faced by the Community College during the next decade.

ASSIGNMENTS:

The analysis and synthesis of lectures, readings of prominent literature, class discussion, and information shared by Community College practitioners into an individual insight regarding personal values and problematic uncertainties are some of the benchmarks of graduate education. The ability of the student to evaluate and share their insights through the written and spoken word becomes the standard by which graduate education is measured. To this end, the course assignments for EDHE 605 will incorporate the following:

1. Class participation sharing new readings verbally every class
2. Two essays that are two to three page essay describing visits to two different Community College – due by 12:00 Noon on _______. Share verbally at first of next class.
3. Five to eight page essay on the Community Colleges in a state other that NC or KS – Due by 12:00 Noon on _______.
4. Annotated bibliography of fifteen journal articles about the Community College –. Share in discussion at first of next class. Due by 12:00 Noon _______.
5. Research Paper on student selected area (with guidance from instructor) of Community College education. –Due by 12:00 Noon, _______.

Please use standard APA style for any references and citations.

All work will be graded on the following criteria:

Clarity
Accuracy and precession
Appropriate depth and breadth
Logical development of thought
Relevance

ACADEMIC HONESTY
Class participants must comply with all aspects of the Western Carolina University Academic Honesty Policy as described in the WCU Graduate Catalogue and the Student Handbook. It is the student's responsibility to be familiar with the Academic Honesty Policy. It is emphasized, however, that plagiarism
is a very serious violation of the Academic Honesty Policy.

In this regard, all written assignments must be submitted electronically (i.e., as e-mail attachments). Further, all written assignments are subject to review by "Turnitin", a software package purchased by Western Carolina University to detect plagiarism.

If a student has any concerns regarding plagiarism on a specific assignment (as all academics do from time-to-time), she/he may submit a draft paper (please clearly mark this as a DRAFT COPY) to the instructor no less than five business days prior to the due date for the assignment. The instructor will submit the draft paper to "Turnitin" and let the student know if there is a concern or problem regarding plagiarism. The student will have the opportunity to take corrective action prior to the submission of the final copy of the paper. There will be no penalty to the student for plagiarism concerns on a draft paper.

However, if plagiarism is detected within the final submission of an assignment, the student will automatically receive a grade of "F" for the course. The matter will be automatically referred to the Department Head of the Department of Educational Leadership and Foundations, pursuant to procedures outlined in the WCU Academic Honesty Policy.

EVALUATION:

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<th>Evaluation Item</th>
<th>Weight (%)</th>
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<tr>
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<tr>
<td>Essay on Community College visit</td>
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<tr>
<td>Essay on Community Colleges</td>
<td>30</td>
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<td>A</td>
</tr>
<tr>
<td>91% - 80%</td>
<td>B</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
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<tr>
<td>69% - 0</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE BIBLIOGRAPHY:


WEB SITES:
American Association of Community Colleges
www.aacc.nche.edu/

North Carolina Community College System
www.ncccs.cc.nc.us/

League for Innovation in the Community College
www.league.org/welcome.htm

ERIC Clearinghouse for the Community College
www.gseis.ucla.edu/ERIC/eric.html

Chronicle of Higher Education: Community College
chronicle.com/cc/

U.S. Department of Education
www.ed.gov
Western Carolina University  
Course Syllabus—Fall 2008  

The Community College  
EDHE 605, 50, 52, 53, & 54  
Contact Hours: 3; Credit Hours: 3

I. Course Description

The goal of this course is to examine elements of the community college system including the history of the community college system, student population, faculty, governance, finances, and administration.

II. Prerequisites/Corequisites

None

III. Instructor/Contact Information

Joseph L. Fox, Ed.D.  
828.254.1921, Ext. 7664  
jlfox@email.wcu.edu

Office Hours: This is a hybrid course. Appointments may be made by contacting the instructor.

IV. ADA Notification

Services to Students with Disabilities (Please see the University Catalog for the full policy)

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

V. Instructional Material

VI. Method of Instruction (Collaboration/Technology/Teams)

Students are expected to complete assignments of varying length and difficulty on schedule during the semester.

VII. Learning Principles

A. Learning is an active, continuous process. Purposeful action is better than mere repeated motion.
B. Learning takes place in terms of stimulus and response; conditioning is a common term to describe this process. Catching and maintaining a learner’s attention provides condition for a desired stimulus to evoke a response.
C. Learning is affected by the learner’s set—that is, a predisposition to react to some stimuli in a particular way.
D. Learners can be motivated in many ways to learn specific things. Conflicting motivations may get in the way of learning.
E. Time and conditions affect learning greatly. Individuals vary greatly in the time they take to learn something.
F. Association is an important aspect of learning. Identifying, grouping, and sequencing assist learning.
G. Reinforcement is the general term for stimuli introduced to reinforce behavior that stimulates further learning.
H. Rewards seem to affect a wider range of learning more favorably than does punishment.
I. Relearning is much easier than original learning. Recall is different from retention; given the right stimulus, learners can recall more than they commonly suspect.
J. Progress in learning is not uniform, but frequently reaches plateaus where the rate of learning slows appreciably.
K. Interference is a common cause of forgetting. New and similar learning can interfere with the old. Learning a thing well helps to counteract interference.
L. Interfering responses may inhibit learning; therefore, they may have to be removed to foster learning.
M. Transfer of learning has been too uncritically accepted in the past. Success in learning some things may make it easier to learn others. It is possible to learn how to learn.

VIII. Method of Evaluation

This course was developed to be delivered in a hybrid format. The learning experiences will include discussion postings to “chat” about the reading assignments, an interview, short and mid-length writing projects, a collaborative team project, and a short research paper. The grade will be based on the following activities:

1. Reading assignments and discussion postings (20%)
2. Administrative Interview (10%)
3. Written/Reflection Projects (20%)
4. Team Project (20%)
5. Peer Evaluation of Collaboration (10%)
6. Research Paper (20%)

* Specific assignments are listed in the assignments folder. All papers should be written in APA format.

Grading Scale

The A Grade (90-100%)
In addition to accurately and carefully completing all course assignments on time and fully participating in all discussions and activities, the A grade indicates that you demonstrated outstanding leadership skills.

The B Grade (80-89%)
In addition to accurately completing all course requirements and participating in all discussions and activities, the B grade indicates that you acceptably demonstrated leadership skills.

The C Grade (70-79%)
In addition to completing all course assignments and participating in most discussions and activities, the C grade indicates that you marginally demonstrated leadership skills.

IX. Learning Objectives

Upon completion of the course, students should be able to:
1. Discuss the history of the community college system
2. Discuss the diverse background of the community college’s student population
3. Discuss the governance and administrative structure of community colleges
4. Demonstrate an understanding of the financial allocating process of the community college system
5. Describe the comprehensive nature of the community college system
Content and topics to be covered are:
1. Background: Evolving Priorities and Expectations of the Community College
2. Students: Diverse Backgrounds, Purposes, and Outcomes
3. Faculty: Building a Professional Identity
4. Governance and Administration: Managing the Contemporary College
5. Finances: Sustaining and Allocating Resources
6. Instruction: Methods, Media, and Effects
7. Student Services: Supporting Educational Objectives
8. Vocational Education: Occupational Entry, Change, and Development
9. Developmental Education: Enhancing Literacy and Basic Skills
10. Community Education: Extending College Services and Training
11. Collegiate Function: Transfer and the Liberal Arts
12. Scholarship: Research in and About the Colleges
13. The Social Role: A Response to the Critics
14. Toward the Future: Trends, Challenges, and Obligations

X. Tentative Course Schedule
Note: Specific directions are listed in the assignment section of the WebCat course section.

1. Module 1
   Due Date: Wednesday, August 27—First ITV Date
   Read Chapters 1 & 2 (Be prepared to discuss both chapters.)
   Article Discussion:

2. Module 2
   Due Date: Monday, September 8 (Online)
   Read Chapter 3
   Discussion Postings

3. Module 3
   Due Date: Wednesday, September 17—Second ITV Date
   Read Chapter 4
   Administrative Interview

4. Module 4
   Due Date: Monday, September 29 (Online)
   Read Chapters 5 & 6
   Discussion Postings
   Reflection Paper on the Administrative Code, Chapter 115D
XI. Academic Dishonesty

You may not deceive any official of the University by cheating on any assignment, exam, or paper. This includes plagiarism, which is the intentional theft or unacknowledged use of another’s words or ideas. Plagiarism includes...
(but is not limited to) paraphrasing or summarizing another’s words or works without proper acknowledgement, using direct quotes of material without proper acknowledgement, or purchasing or using a paper or presentation written or produced by another. The faculty also considers presenting as original work a paper written for one class to satisfy a requirement in another class to be academic dishonesty.

The Community College, EDHE 605
Assignments (As posted in WebCAT)

Module 1: Due Date, Wednesday, August 27—First ITV Date, by 11 p.m.
Read Chapters 1 & 2 (Be prepared to discuss both chapters.)
Article Discussion—Submit a one-page article summary, through WebCAT, on the following article:


Module 2: Due Date, Monday, September 8, by 11 p.m.
Read Chapter 3 and post your answers to the following discussion questions (Please note that ALL discussion postings should, at a minimum, include an original posting and a response to two other students. The posting should be of university standards and not merely, “I agree or I disagree”):

In general, there seems to be a push for more community college faculty members to obtain advanced degrees. What incentives do you see community college administrators providing to motivate faculty members to obtain advanced degrees?

Most full-time faculty members teach on average a range of 18 – 21 credit hours per semester. What are your thoughts on community college faculty members’ workload compared to their salaries?

What are your thoughts on the key issues facing community college faculty?

Module 3: Due Date, Wednesday, September 17—Second ITV Date, by 11 p.m.
Read Chapter 4

Within your group, develop an interview survey tool which you will use to interview an administrator, of your selection, with questions related to the history, students, faculty, and future of the community college system. Submit the interview questions and a summary of the interview by 11 p.m. Wednesday, September 17. Be prepared to discuss the interview during the ITV class meeting.
Module 4: Due Date, Monday, September 29, by 11 p.m.
Read Chapters 5 and 6

Perform an Internet search using the term, “NC General Assembly, Chapter 115D.” Submit a one-page reflection paper, using APA formatting; on the ways Chapters 115D addresses the creation of community colleges, as well as the financing of community colleges.

Respond to the following discussion postings:

What dangers, if any, do you see with the trend presented in the textbook related to the percentage of income community colleges receive?

What pros and cons do you see associated with the increased use of technology to deliver instruction to students?

Module 5: Due Date, Monday, October 6, by 11 p.m.
Read Chapters 7 and 8

Submit a one-page article review summary on an article, of your selection, related to the student service function of community colleges.

Respond to the following discussion postings:

How would you summarize the different functions and roles played by the student services component of the community college system?

How do student services and vocational education relate to the comprehensive nature of the community college system?

Module 6: Due Date, Wednesday, October 15—Third ITV Date, by 11 p.m.
Read Chapter 9

Group Project:
Group 1—Immigration and the Effect on Community Colleges Powerpoint Presentation
Group 2—Financing the Community College System Powerpoint Presentation
Group 3—Community Colleges and Innovation Powerpoint Presentation
Group 4—Comprehensive Nature of the Community College System Powerpoint Presentation

Group 1:
Kameron Barlow
Leslie Blankenship
Dalanda Bond
Kirsten Bunch
Group 2:
Jennifer Conway
Donnie Lowe
Tracy Lynn
Glenda McCarson

Group 3:
Stephen Perryman
Amanda Randolph
Dena Shonts
Malcolm Stocks

Group 4:
Jennifer Tuttle
Carol Ware
Lorie Williams

Each individual group member should submit the file through WebCAT.

Module 7: Due Date, Monday, October 27, by 11 p.m.
Read Chapter 10

Submit a one-page reflection/summary on *The Socioeconomic Benefits Generated by 58 Community Colleges in North Carolina* (www.nccommunitycollege.edu).

Respond to the following discussion posting:

When examining the categories of Community Education (Adult Education, Continuing Education, Lifelong Learning, Community Services, Community-Based Education, and Contract Training), how do you explain their functions as related to the community college open-door philosophy and the comprehensive nature of community colleges?

Module 8: Due Date, Wednesday, November 12—Fourth ITV Date, by 11 p.m.
Read Chapter 11

Conduct an Internet search of the “NC General Assembly, Chapter 115D,” and submit a one-page summary of your findings related to college transfer. Be prepared to discuss all parts of the Administrative Code during the ITV portion of class.

Module 9: Due Date, November 24, by 11 p.m.
Read Chapters 12 and 13

Respond to the following discussion postings:

What are the issues that your college is faced with related to scholarship and the issues presented in the text?
How does the community college continue its social role and to be “all things to all people?”

**Module 10: Due Date, Monday, December 1, by 11 p.m.**
Read the attached file, “The Comprehensive Community College,” and select one issue in which to complete a 5 – 7 page research paper. The paper should follow APA format.

**Module 11: Due Date, Monday, December 8, by 11 p.m.**
Read Chapter 14

Respond to the following discussion postings:

What trends on your campus cause you alarm when looking at the future of the community college system?

What predictions do you make about the future of the community college system?
WESTERN CAROLINA UNIVERSITY

EDHE 695: Seminar

Fall 2009

Course Syllabus

INSTRUCTOR

Kevin Pennington
122F Reid Hall
(828)227-3322
Kpenning@email.wcu.edu

OFFICE HOURS

Recognizing that most graduate students have work and family obligations during the
times set aside for traditional office hours, the instructor will make every effort to be
available to students at “non-traditional” times. Most contact will be through telephone
calls or e-mail. At the request of a student, the instructor will be available for
appointments on weekends and evenings. Regular office hours will be:

- Tuesdays 2 p.m. to 4:00 p.m. 122F Reid Building, Cullowhee
- Wednesdays 10:00 a.m. to 11:30 a.m. 122F Reid Building, Cullowhee

STATEMENT OF PURPOSE

The fundamental role of Western Carolina University is to develop a community
of scholarship in which students, faculty members, administrators, and staff members
learn and apply the products of learning. The College of Education and Allied
Professions fulfills this mission by providing students the opportunity to grow within
their personal roles as educational decision-makers. The guiding principle for all
instruction in the College of Education is the belief that the best educational decisions are
made after adequate reflection and with the interests and welfare of the persons affected
by the decisions in mind.

DEVELOPMENT OF A REFLECTIVE DECISION-MAKER
This course, EDHE 695 Seminar, is part of the knowledge base for community college and higher education. This course will help students reflect upon issues related to politics and policy-development in higher education, with emphasis on community college education and adult education programs. The course will emphasize the relationship between the higher education community, the community college, and the following realms of human interaction: the needs of the individual, the needs of society, political concerns, economic issues, and the attitudes and beliefs of leaders of institutions of higher education.

**MULTICULTURAL FOCUS**

This course emphasizes that instructional and administrative leaders of today must seek out adult learners who may benefit from building their educational skills and prepare the educational route for these individuals to succeed to the best of their ability. The course will suggest that an individual's need for adult educational programming spans many traditional boundaries. The educational leader prepared to meet the needs of the adult learner by providing access and opportunity for all will best serve the growing diversity of the adult population of western North Carolina, the state, and the nation.

**PURPOSE OF THE COURSE**

Leaders in higher education need to develop conceptual knowledge and skills in analyzing and exploring societal, organizational, and individual forces that influence and shape educational policy and decision-making. They should be able to synthesize and apply research to problems associated with positions they either currently occupy or aspire to hold. Participants in EDHE 695 should increase their capability to deal with uncertainty, change, and value conflicts, which are inherent in decision-making and problem-solving situations in higher education.

**COURSE MEETINGS**
Our course will meet on Interactive Television (ITV) on prescribed dates at 6:00 PM. There will also be a significant amount of work is outside of class required for this course.

TEXTBOOKS and READINGS
No specifically required textbook
There will also be “article packs” distributed as e-mail.

COURSE REQUIREMENTS
EDHE 695 is a seminar-style course, which relies heavily on participation by all learners. The course is problem-based and inquiry-focused. The primary teaching/learning strategy calls for small group discussions, individual and group presentations, class discussion, and individual, self-directed learning.

There is no attendance requirement for this course. The instructor understands adult learners have other priorities: work, family, community involvement, etc. Please note, however, that 50 percent of your final grade is based upon class participation, and if a class member does not attend class consistently, it will be reflected in the class participation grade.

The specific assignments for this course are:
1. Class Participation 50 points
4. Individual Research Paper 50 points

EVALUATION
90 to 100 points A
80 to 89 points B
70 to 79 points C
0 to 69 points F

ADDITIONAL SOURCES


WEB SITES:
American Association of Community Colleges
www.aacc.nche.edu/

North Carolina Community College System
www.ncccs.cc.nc.us/

The WCU Coulter Faculty Center for Excellence in Teaching and Learning
http://facctr.wcu.edu/

Hunter Library Electronic Reserves
http://www.wcu.edu/library/finding/RESERVES/index.htm
ACADEMIC HONESTY POLICY

The purpose of the Academic Honesty Policy for EDHE 620 (EDHE 693-52) is to enhance student learning and to help students avoid problems with plagiarism and other aspects of academic dishonesty. While everyone working in higher education may occasionally and unintentionally violate standards regarding plagiarism and academic honesty, violations of academic honesty policies must be taken seriously. Therefore, any person who violates Western Carolina University’s Academic Honesty Policy is subject to disciplinary penalties, including failure in the course and dismissal from the graduate program. Academic dishonesty includes, but is not limited to: cheating, plagiarism, the submission for credit of any work or materials that are attributable in whole or in part to another person, or the submission of work or materials which have previously been submitted for academic credit in another course.

Class participants should be familiar with, and comply with, all aspects of the Western Carolina University Academic Honesty Policy as described in the WCU Graduate Catalogue and the WCU Student Handbook. It is the student's responsibility to be familiar with the Academic Honesty Policy.

In graduate-level work, plagiarism is a very serious violation of the Academic Honesty Policy. In an attempt to assist students in avoiding problems with plagiarism, all written assignments for this course must be submitted electronically (i.e., as e-mail attachments), and all written assignments are subject to review by "Turnitin", a software package purchased by Western Carolina University to detect plagiarism. The goal of this policy is to enhance student awareness of plagiarism problems; the objective is educational, not punitive.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability
and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact (828) 227-7234 for more information.
INSTRUCTOR:
Kevin Pennington
250 C Killian Building
(704) 227-7415
penningtn@wcu.edu

STATEMENT OF PURPOSE:
The fundamental role of Western Carolina University is to develop a community
of scholarship in which students, faculty members, administrators, and staff members
learn and apply the products of learning. The school of Education and Allied Professions
fulfills this mission by providing students the opportunity to grow within their personal
roles as educational decision makers. The guiding principle for all instruction in the
School is the belief that the best educational decisions are made after adequate
reflection and with the interests and welfare of the persons affected by the decisions in
mind.

To assist in accomplishing this mission, EDHE 693 is primarily designed to assist
the student in developing understandings and attitudes necessary for effective
instructional and administrative leadership in the two-year college.

The basic point of view of the course is that the two-year college is a unique,
significant, dynamic, and challenging segment of higher education and effective
instructional and administrative leadership is more likely to occur when the philosophy,
objectives, functions, and problems of the two-year college curriculum are better
understood by all involved participants.

DEVELOPMENT OF AN INVITING, REFLECTIVE DECISION-MAKER:
TOPICS: Two-Year College, EDHE 693 is part of the professional education
core knowledge base for the Higher Education Program. The course will draw upon the
students understanding of the philosophy and objectives of the two-year college. This
course will help students reflect upon issues related to the two-year college by
emphasizing the relationship between the following realms of human interaction within
and about the two-year college curriculum: societal needs; needs of the individual; economics; politics; and attitudes and beliefs.

TEXT:
No text required for this class. Students will be expected to provide supplemental readings during the semester.

MULTICULTURAL FOCUS:
EDHE 693 will help prepare students to deal effectively with multicultural realities by emphasizing the democratic nature of the two-year college system. The educational leader of the two-year college must understand the mutual benefits to both the institution and learner of a college that offers low tuition, open admissions, and social accessibility. The comprehensive nature of the two-year college curriculum means that all learners can find educational programs that are of individual worth. The two-year college curriculum must be adaptable to student differences, community needs and social change. This course will declare and scrutinize the need for instructional and administrative leaders at the two-year college to recognize the value of, and be responsive to the needs of all under-represented and other non-traditional learners.

DESCRIPTION:
This course is planned for those who wish to obtain a greater understanding of the nature of American higher education, specifically the two-year college system and to gain an introductory insight into some of the problems and opportunities associated with the establishment and continued evolution of the two-year college. Emphasis is given to the study of the unique curricular functions of the two-year college.

SOME SUGGESTED TOPICS:
The semester topic should be determined after considerable thought and discussion with the course instructor.

Two-year College Curriculum

• The role of the two-year college in economic and work force development.
• The competition between two-year colleges and proprietary schools and programmed learning services.

• Service learning at the two-year college.

• The impact of curriculum philosophy on instructional and administrative leadership in the two-year college.

• Are the traditional containers of education (credit hours and semesters) the best for two-year college students?

Two-year College Faculty and Instruction

• The importance of hiring the suitable full-time faculty member for the two-year college.

• The two-year college and the adjunct instructor.

• The modern faculty member versus the post-modern student.

Two-year College Leadership

• Immigration and the two-year college.

• The impact of Federal Education Policy on the two-year college.

• Total Quality Management and the Two-year College.

• The ability of the Two-year College to bridge societal gaps.

• Promoting a multicultural agenda at the Two-year College.
SPECIFIC COMPETENCIES:
The student will be required to determine and develop the important competencies to be developed on an individual basis for their topic. The student will share these competencies with the course instructor during arranged meetings.

ASSIGNMENTS:
The analysis and synthesis of prominent literature into a personal insight is the benchmark of graduate education. The ability of the student to evaluate and share their insights through the written and spoken word becomes the standard by which graduate education is measured. To this end, the course assignments for EDHE 693 incorporate the following:

1. Class Participation - Each student is expected to initiate discussion and activities by providing information gathered from readings and by questioning and evaluating information provided by others. Individual objectives to be met and competencies to be gained are to be prepared for each arranged topics meeting.

2. Each student is expected to write one research paper on their chosen seminar topic. The topic should reflect the student's interest in the two-year college and is subject to approval. The research paper must be type-written and double-spaced following the style prescribed by the Publication Manual of the American Psychological Association, 4TH edition. The research paper will be turned in on the final examination class meeting.

EVALUATION:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation/Individual Objectives</td>
<td>50%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>50%</td>
</tr>
</tbody>
</table>

The course grade will be calculated using the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
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<tr>
<td>B</td>
<td>89% - 80%</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
</tr>
<tr>
<td>F</td>
<td>69% - 0%</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY:

## Western Carolina University
### Educational Leadership & Foundations Department
### EDHE 693: Topics in the Two-Year College – 1 credit hour
### Syllabus Spring 2008

| Catalog Description | Study of high interest topics related to administration and curriculum in higher education |

| Instructor: | Dr. Ann Alexander |
| Instructor's Contact Information: | Telephone: 828-277-2579 (Office)  
FAX: 828-227-7607 (Office)  
| E-Mail: Use only WebCat, in emergencies use aalexander@email.wcu.edu |
| Office Hours | Tuesday 10:00 AM – 2:00 PM, Killian 256, Main Campus  
Wednesday 10:00 AM – 2:00 PM, Killian 256, Main Campus  
| Other appointments by arrangement. Check for virtual office hours in the Webcat course. |
| Required Texts: | No text is required for this class. Students will be expected to read broadly and deeply on one of the 12 issues discussed below in preparation for a significant research paper. |
| Required Readings | The American Association of Community College has identified 12 areas of importance to community colleges. The topics can be found at the AACC web site:  
http://www.aacc.nche.edu/Template.cfm?section=HotIssues  
| Standards for Success (found under Resources off of the Webcat Home Page) |

## Course Objectives

This course is planned for those who wish to obtain a greater understanding of the nature of American higher education, specifically the community college, and to gain an insight into one of the ten most pressing topics for community colleges nation-wide, through reading and writing.
Conceptual Framework Statement

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; (3) and the fostering of the responsible use of technology. This course supports these goals by facilitating the learner to examine administrative leadership in two-year colleges that results in leadership development and advocacy for quality education for all students.

Diversity Statement:

This course prepares students for complex issues that are directly related to diversity. These issues include: differences based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic regions in which the students they may teach live.

Technology Statement:

All students will participate in online activities as a significant part of learning in this course. Students will complete activities delivered through WebCat. Please be sure that your browser and other software (Java, for instance) have been 'tuned' to WebCat requirements.

On the course content page there is a help button where you can find numbers and e-mail addresses you can contact for technical assistance.

Main Assignment

AACC Hot Topic Research Paper

This assignment will be a significant research paper of at least 25 pages to adequately cover the topic. You will need to use journals, periodicals, books, the web and other sources for your paper. Include a bibliography and use APA style. You will have one of your class-mates peer edit it and put their name at the bottom of the paper. Everyone in the class must peer edit a work. You will then publish the paper in Webcat. You both will receive a score for the paper.

Further information will be provided on AACC Hot Topic Research Paper Assignment Details (at the end of the syllabus). The assessment rubric will be found in the Rubric Folder on the Course Content Home page.
Evaluation Procedures

The grades in this course will be determined by a distribution of points shown in the table below. You can check your grades at anytime on WebCat. LATENESS: It is understandable that life situations may affect the submission of assignments, but to be fair to all students every late assignment will receive a 10-point reduction for every day the assignment is late. All assignments can be submitted through WebCat, so there should be few reasons for the assignments not to be submitted on time.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Assignment #1, #2, #4, #6 (25 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Assignment #3 Introduction and Thesis statement</td>
<td>100</td>
</tr>
<tr>
<td>Assignment #6 AACC Hot Topic Research Paper</td>
<td>500</td>
</tr>
<tr>
<td>20% of Peer’s Research Paper Grade</td>
<td>100</td>
</tr>
<tr>
<td>Assignment #5 Peer Edit and Evaluation of Classmate’s Research Paper</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #7 Reaction to Classmate’s Research Paper</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>900</td>
</tr>
</tbody>
</table>

_During the course assignments may vary from this syllabus._

You can check your grades at any time on the WebCat roster. To calculate your grade, add your total numbers of points and divide that number by the total possible points. The percentage you calculate represents one of the grades below.

The A Grade (90-100%)
In addition to accurately and carefully completing all course assignments on time and fully participating in all discussions and activities, the A grade indicates that you demonstrated outstanding skills.

The B Grade (80-89%)
In addition to accurately completing all course requirements and participating in all discussions and activities, the B grade indicates that you acceptably demonstrated skills.

The C Grade (70-79%)
In addition to completing all course assignments and participating in most discussions and activities, the C grade indicates that you marginally demonstrated your skills. This grade does not reflect the level of competence we would expect from a graduate student.
Course Policies

Statement on Academic Integrity

It is my personal and professional belief that if we fail to maintain rigorous expectations for academic honesty for ourselves, then we will never have respect for the work of others. I expect each of you to hold yourselves to the highest standards of academic honesty and to comply with the university policy found at

http://catalog.wcu.edu/content.php?catoid=5&navoid=38#stand_of_cond

Any act of academic dishonesty identified in this course will result in an ‘F’ for the course, which will result in dismissal from the university.

For further information about academic integrity Dr. Meagan Karvonen has created a web page on academic integrity. You may review Dr. Karvonen’s notes at:

- http://paws.wcu.edu/karvonen/academic_integrity.htm

The WCU Writing Center’s resource page to prevent plagiarism is located at:

- http://www.wcu.edu/writingcenter/plagiarism.asp

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Carol Mellen phone 227-7127 email: mellen@email.wcu.edu for further information.
Course Schedule

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>Assignment</th>
<th>Turn in</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Select ‘hot issue’ that you are going to research and describe why you chose that topic.</td>
<td>Post this assignment into the discussion group so you can share it with your classmates</td>
<td>1/25/08</td>
</tr>
<tr>
<td>#2</td>
<td>Introductory section including thesis statement to your research paper</td>
<td>Attach to the Assignment #2</td>
<td>3/7/08</td>
</tr>
<tr>
<td>#3</td>
<td>Research paper progress statement – several sentences describing your progress with the research project and identifying any areas where you need help.</td>
<td>Enter this into your personal journal (a discussion group just set up for you and I to communicate about the project).</td>
<td>3/14/08</td>
</tr>
<tr>
<td>#4</td>
<td>Research paper progress statement.</td>
<td>Enter this into your personal journal.</td>
<td>4/11/08</td>
</tr>
<tr>
<td>#5</td>
<td>Peer review reflection on your classmate's paper.</td>
<td>Attach to Assignment #5</td>
<td>5/1/08</td>
</tr>
<tr>
<td>#6</td>
<td>Research Paper</td>
<td>Attach to Assignment #6 and publish so your classmates can see it.</td>
<td>5/1/08</td>
</tr>
<tr>
<td>#7</td>
<td>Reaction to Classmate’s Research Paper – Read one of the published papers and write a reaction to it</td>
<td>Post this assignment into the appropriate discussion group</td>
<td>5/9/08</td>
</tr>
</tbody>
</table>

Below is a listing of the issues directly from the AACC web site:

**Hot Issues**

The issues listed in this section are a reflection of AACC’s strategic action areas. Their intent is to provide users with a cross-section of important issues surrounding community colleges. These issues will change as the scope and intensity of these issues change. Browse through the list of "hot issues" affecting community colleges today.

**Economic Development and Workforce** - Providing qualified employees to meet the demands of the workplace is of a central role to community colleges. Community colleges are committed to helping local communities
keep pace with economic changes and address the benefits for both workers and businesses.

**Homeland Security** - Community colleges represent the largest, fastest growing sector of higher education, currently educating the majority of the nation's "first-responders." Community colleges are rapidly establishing or expanding programs to prepare professionals in related homeland security fields.

**Technology** - Technology is an integral part of our lives and the economy. This is also true in the realm of education. Through distance learning, the Internet and other means, colleges can compete on a greater scale overcoming limitations in size, location, and costs.

**Student Development** - Helping students to become more informed and healthier individuals is of great importance to the field of education and specifically community colleges. Community colleges also recognize the importance of civic responsibility and service learning in helping students to become their best.

**Teaching and Learning** - What shall students learn and how should they learn? These are questions that continue to surface in education and have inspired educators to examine modes of communication to best fit a student's needs in an evolving society.

**Institutional Development** - Explore your college's institutional effectiveness. Improve planning, teaching, long-range planning and decision making.

**Community Building** - Building Communities has been a source of inspiration for faculty, staff, and trustees at community colleges. Community colleges seek to serve as catalysts, connectors, and collaborators for the community.

**Inclusiveness** - Community colleges provide access to a broad spectrum of quality educational opportunities and life experiences. The colleges value diversity as an enhancement of those experiences, in their classrooms, administrative offices, and board rooms.

**Global Awareness** - Living in a global system, community colleges have a responsibility to prepare students to live and work in a global setting. They also have the ability play an important role in developing their communities and participating in the creation of this global society.

**Credentialing** - In today's "knowledge economy," community colleges provide sought after new skills and academic credentials. Community colleges must continually update and expand the types of certificates, training and credentials they provide in order to produce effective workers.
Leadership - Community colleges are facing an impending leadership crisis. College presidents, senior administrators, and faculty leaders have been retiring at an alarming rate. The average age of people in these positions continues to increase, and upcoming retirements in the positions are projected to be higher than normal.

Nursing - Associate degree (AD) nurses educated at community colleges play an essential role in meeting nurse staffing needs. Associate degree nurse graduates are the largest component of the pipeline of nursing professionals in the U.S. They account for 60 percent of all new registered nurses (RN). In 2000, 42,665 people received ADN degrees.

AACC Hot Topics Research Paper

The analysis and synthesis of prominent literature into a personal insight is the benchmark of graduate education. The ability of the student to evaluate and share their insights through the written and spoken word becomes the standard by which graduate education is measured. To this end, the primary course assignment for EDHE 693 is the following:

Each student is expected to write one research paper (at least 25 pages in length) on one of the 12 topics listed above. The topic should reflect the your interest in the community college and is subject to approval. That is why you are doing Assignment #1. I will give you approval by webcat email after you turn #1 in.

The research paper must be double-spaced, with a bibliography, following the style prescribed by the American Psychological Association.

An assessment plan (a rubric) will be provided by January 25, 2008 in Webcat.

If you are not familiar with the writing form ‘research paper’, there are many web resources that will help you. Here is one:

http://owl.english.purdue.edu/workshops/hypertext/ResearchW/

Good writing takes place in a systematic way. You should use web resources to organize your work on this project. Your grammar, style, format, and word usage will be graded. If you already know that your writing is weak, I would suggest using the WCU Writing Center for help. The Writing Center also has a web site:

and a special distance-learning writing tutor. I would suggest availing yourself of all of these resources if you are in need of help. I will be able to get an idea of whether you need help or not by the time you turn in Assignment #2.

**Peer Editing and Publishing Your Paper**

I am not the only audience for your paper. You will be writing the paper to share with your classmates and colleagues. Also, in academic writing, it is important to have peer feedback, so you will be asked to peer-edit a classmate’s paper. As a result of this action, you will turn in a reflection on your peer’s work and you will be given 20% of their score in your grade. So, it is in your best interest to make sure that your peer’s paper is as good as it can be! You will have one of your classmates peer edit your work and you will put their name at the bottom of the paper. Everyone in the class must peer edit a work.

I will have you turn in your research paper one week before the end of the semester and publish the paper in Webcat. During the last week of class, as your final assignment, you will write a reaction to one of your classmate’s paper and post that in a discussion group for sharing with your peers, as well.

I also have several other assignments related to your research paper including looking at your introductory paragraphs and thesis statement (in early March, after you have done much of your reading), and having you write progress notes in your journal. This is a way of helping me understand your progress with this project and intercede if you need help.

**Evaluation Procedures**

**EDHE693 – 1 credit hour**

The grades in this course will be determined by a distribution of points shown in the table below. You can check your grades at anytime on WebCat. LATENESS: It is understandable that life situations may affect the submission of assignments, but to be fair to all students every late assignment will receive a 10-point reduction for every day the assignment is late. All assignments can be submitted through WebCat, so there should be few reasons for the assignments not to be submitted on time.

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<td>Reaction to Classmate's Research Paper</td>
</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>
I. Course Description

The goal of this course is to prepare students to reflect upon issues related to instruction at the community college, with emphasis on theories of instruction, instructional methodologies, and strategies for working with adult learners, as well as practical applications of appropriate teaching practices.

II. Prerequisites/Corequisites

None

III. Instructor/Contact Information

Joseph L. Fox, Ed.D.
828.254.1921, Ext. 7664
jlfox@email.wcu.edu

Office Hours: This is a hybrid course. Appointments may be made by contacting the instructor.

IV. ADA Notification

Services to Students with Disabilities (Please see the University Catalog for the full policy)

The Disability Services Office at the University ensures that the programs and facilities of the University are accessible to all students. The University focuses on the student as an individual and works toward equal opportunity, full integration into the campus environment, physical accessibility and the provision of reasonable accommodations, and auxiliary aids and services to students.

V. Instructional Material


VI. Method of Instruction (Collaboration/Technology/Teams)

Students are expected to complete assignments of varying length and difficulty during the semester.

VII. Learning Principles

A. Learning is an active, continuous process. Purposeful action is better than mere repeated motion.
B. Learning takes place in terms of stimulus and response; conditioning is a common term to describe this process. Catching and maintaining a learner's attention provides condition for a desired stimulus to evoke a response.
C. Learning is affected by the learner's set—that is, a predisposition to react to some stimuli in a particular way.
D. Learners can be motivated in many ways to learn specific things. Conflicting motivations may get in the way of learning.
E. Time and conditions affect learning greatly. Individuals vary greatly in the time they take to learn something.
F. Association is an important aspect of learning. Identifying, grouping, and sequencing assist learning.
G. Reinforcement is the general term for stimuli introduced to reinforce behavior that stimulates further learning.
H. Rewards seem to affect a wider range of learning more favorably than does punishment.
I. Relearning is much easier than original learning. Recall is different from retention; given the right stimulus, learners can recall more than they commonly suspect.
J. Progress in learning is not uniform, but frequently reaches plateaus where the rate of learning slows appreciably.
K. Interference is a common cause of forgetting. New and similar learning can interfere with the old. Learning a thing well helps to counteract interference.
L. Interfering responses may inhibit learning; therefore, they may have to be removed to foster learning.
M. Transfer of learning has been too uncritically accepted in the past. Success in learning some things may make it easier to learn others. It is possible to learn how to learn.

VIII. Method of Evaluation

This course was developed to be delivered in a hybrid format. The learning experiences will include discussion postings to "chat" about the reading assignments, an interview, reflection papers, and a research paper. The grade will be based on the following activities:

1. Reading Assignments and Discussion postings, 15%
2. Faculty Member Interview, 10%
3. Reflection Papers, 20%
4. Course Design Project, 20%
5. Instructional Demonstration, 15%
6. Research Paper, 20%

* Specific assignments are listed in the assignments/content area of WebCat.

Grading Scale

The A Grade (90-100%)
In addition to accurately and carefully completing all course assignments on time and fully participating in all discussions and activities, the A grade indicates that you demonstrated outstanding leadership skills.

The B Grade (80-89%)
In addition to accurately completing all course requirements and participating in all discussions and activities, the B grade indicates that you acceptably demonstrated leadership skills.

The C Grade (70-79%)
In addition to completing all course assignments and participating in most discussions and activities, the C grade indicates that you marginally demonstrated leadership skills.

IX. Learning Objectives

Upon completion of the course, students should be able to:
1. Discuss the working conditions of an instructor at the "typical" two-year college.
2. Evaluate the importance of personnel selection in providing effective instruction at the two-year college.
3. Discuss issues related to course preparation and meeting a class for the first time.
4. Discuss and evaluate instructional methodologies such as group discussions, lectures, active learning, case studies, and experiential learning.
5. Evaluate the importance of classroom behavior, teaching style, self-perception, and perception.
6. Discuss several instructional approaches to educational programs at the two-year college.
7. Demonstrate an appropriate teaching strategy based on specific topical information.

Content and topics to be covered are:

1. Experiencing Teaching
2. The Core Assumptions of Skillful Teaching
3. The Mythology of Teaching
4. Understanding the Classroom
5. What Students Value in Teachers
6. Making Classes Work
7. Teaching the Adult Learner
8. Exploring Philosophical Orientation
9. Identifying Teaching Styles
10. Designing Instruction
11. Understanding and Using Learning Styles
12. Creating Motivating Learning Environments
13. Motivating Students and Faculty
14. Ethical Reasoning in Teaching Adults
15. Understanding and Responding to the Emotions of Learning
16. Giving Helpful Evaluations
17. Dealing with the Politics of Teaching

X. Academic Dishonesty

You may not deceive any official of the University by cheating on any assignment, exam, or paper. This includes plagiarism, which is the intentional theft or unacknowledged use of another's words or ideas. Plagiarism includes (but is not limited to) paraphrasing or summarizing another's words or works without proper acknowledgement, using direct quotes of material without proper acknowledgement, or purchasing or using a paper or presentation written or produced by another. The faculty also considers presenting as original work a paper written for one class to satisfy a requirement in another class to be academic dishonesty.

XI. Tentative Schedule

January 12 – 16, 2009
Read Chapters 1 & 2, The Skillful Teacher
Wednesday, January 21, 2009, ITV Class
January 26 – 30, 2009
Read Chapters 1 & 2, The Craft of Teaching
Online Discussion Posting & Reflection Paper, by Wednesday, February 4, 2009

February 9 -13, 2009
Read Chapters 3 & 4, The Skillful Teacher
Online Discussion Posting, by Wednesday, February 18, 2009

February 23 – 27, 2009
Read Chapters 4 & 5, The Craft of Teaching
Wednesday, February 25, 2009, ITV Class
Instructor’s Interview Presentations

March 2 – 6, 2009, Spring Break

March 9 – 13, 2009
Read Chapters 1 & 2, Adult Learning Methods
Wednesday, March 11, 2009, ITV (Teaching Demonstrations)

March 16 – 20, 2009
Read Chapters 3 & 4, Adult Learning Methods
Online Discussion Posting & Reflection Paper
Wednesday, March 25, 2009

March 30 – April 3, 2009
Read Chapters 5 & 6, Adult Learning Methods
Wednesday, April 1, 2009, ITV Class, (Teaching Demonstrations)
Course Design Project Due

April 6 – 10, 2009
Read Chapter 7, Adult Learning Methods
Read Chapter 15, The Craft of Teaching
Wednesday, April 15, Online Discussion Posting & Reflection Paper

April 20 – 24, 2009
Read Chapter 8, Adult Learning Methods
Read Chapter 5, The Skillful Teacher
Wednesday, April 29, ITV Class, (Teaching Demonstrations)
Research Paper Due

April 27 – May 1, 2009
Read Chapters 10, 12, & 13, The Skillful Teacher
Wednesday, May 6, 2009, Discussion Posting
EDL 625-50  Introduction to School Administration

Instructor:
Dr. David C. Coley
dcoley@email.wcu.edu
311 Whitehall Way
Home: 919-467-5389
Cary, N.C. 27511
Cell: 919-624-9558

Textbook:
*The Principalship; A Reflective Practice Perspective*, by Thomas J. Sergiovanni
Available from Western Carolina University Bookstore

Course Overview:
This is a Graduate level course intended to prepare students seeking principal certification and leadership positions in the K-12 school setting. During this semester, students will gain a better understanding of the various roles and responsibilities expected of the school principal. The course will examine different models of school leadership and how the position has changed and continues to evolve. Drawing on their teaching or work experience in a school, students will analyze school culture and discuss methods of creating a community of learners focused on improvement for students and staff. Students will begin to develop their own core beliefs and identify why they want to become a school leader.

Conceptual Framework Statement
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; (3) and the fostering of the responsible use of technology. This course supports these goals by facilitating the learner to examine leadership in educational organizations that results in advocacy for quality education for all students.

Diversity Statement: This course prepares students for complex issues that are directly related to diversity. These issues include: differences based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic regions in which the students they may teach live.
This course is aligned with the *NC Standards for School Administrators*:

<table>
<thead>
<tr>
<th>Standard 1: Strategic Leadership</th>
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</thead>
<tbody>
<tr>
<td>School executives will create conditions that result in strategically re-imaging the school’s vision, mission, and goals. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.</td>
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<table>
<thead>
<tr>
<th>Standard 2: Instructional Leadership</th>
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</thead>
<tbody>
<tr>
<td>School executives will set high standards for the professional practice of instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledge of best instructional and school practices and must use this knowledge to cause the creations of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.</td>
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</tbody>
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<thead>
<tr>
<th>Standard 3: Cultural Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary: School executives will understand and act on the understanding of the important role a school’s culture contributes to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school as the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.</td>
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<thead>
<tr>
<th>Standard 4: Human Resource Leadership</th>
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<td>School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning. The executive must also be a learner who engages in personal development. The leader must be adept at finding resources needed to accomplish these tasks.</td>
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<tr>
<th>Standard 5: Managerial Leadership</th>
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<tr>
<td>School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.</td>
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<tr>
<th>Standard 7: Micropolitical Leadership</th>
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<tr>
<td>The school executive will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school’s vision for success. The executive will also creatively employ an awareness of staff’s personal and professional needs, issues, interests, and life-cycle events to build social cohesion and to facilitate distributed governance and shared decision-making.</td>
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</table>
**Course Outline:**

**Introduction**
- Getting started: complete student information form
- Introduce yourself to members of the class
- Acquire textbook

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<thead>
<tr>
<th>Module 1</th>
<th>The Moral Dimension</th>
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<td></td>
<td>Setting the Stage: Administering as a Moral Craft</td>
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<table>
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<tr>
<th>Module 2</th>
<th>Toward a New Theory</th>
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<td>The Limits of Traditional Management Theory</td>
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<td>A New Theory for the Principalship</td>
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<td>The School as a Moral Community</td>
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<td>The Forces of Leadership and the Culture of Schools</td>
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<td>The Strategies of Leadership: A Developmental View</td>
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<td>Becoming a Community of Leaders</td>
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<td>Characteristics of Successful Schools</td>
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<td>Becoming a Community of Mind</td>
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<td>Making Standards Work</td>
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<td>Teaching, Learning, and Community</td>
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<td></td>
<td>Instructional Leadership, Supervision and Teacher Development</td>
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<td></td>
<td>Clinical Supervision, Peer Inquiry, and other Supervisory Practices</td>
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<table>
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<tr>
<th>Module 5</th>
<th>Motivation, Commitment, and Change</th>
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<tr>
<td></td>
<td>Motivation, Commitment and the Teacher's Workplace</td>
</tr>
<tr>
<td></td>
<td>The Change Process</td>
</tr>
</tbody>
</table>
**Evaluation Procedures:**

To maintain momentum in the course, it is important that you turn in your assignments on time. Your grades will be posted under "My Grades." To calculate your grade, simply divide the total possible points into your total points:

A=90-100%  B=80-89%  C=70-79%  F=70 and below

Modules will be posted on the course homepage and will contain three parts.

<table>
<thead>
<tr>
<th>Parts</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Work</td>
<td>These assignments will be related to the text or other readings. You are to complete the assignments prior to participating in the Discussion Group.</td>
</tr>
<tr>
<td>Discussion Group</td>
<td>Share thoughts with your assigned Discussion Group. You must post a response to the assignment and respond to two other students' responses. DUE DATE: (These are deadlines for posting your response in the Discussion Group.)</td>
</tr>
<tr>
<td>Respond</td>
<td>After your participation with the Discussion Group, review your written assignments. Make revisions if appropriate. Submit to the Assignments by the due date. DUE DATE: (These will be the deadlines for the module assignment.)</td>
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Schedule of Assignments
Fall Session 2008
August 18-December 8

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Assignments</th>
<th>Discussion Board</th>
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<tr>
<td>August 25</td>
<td>View Power Point</td>
<td>Intro on Discussion Board</td>
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<tr>
<td>September 1</td>
<td>Assignment #1</td>
<td>Begin Discussion #1</td>
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<tr>
<td>September 8</td>
<td>Environmental Scan #1</td>
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<td>September 15</td>
<td>Assignment #2</td>
<td>Begin Discussion #2</td>
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<td>September 22</td>
<td>Environmental Scan #2</td>
<td>Begin Discussion #3</td>
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<tr>
<td>September 29</td>
<td>Environmental Scan #3</td>
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<tr>
<td>October 6</td>
<td>Fall Break</td>
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<tr>
<td>October 13</td>
<td>Assignment #3</td>
<td>Begin Discussion #4</td>
</tr>
<tr>
<td>October 20</td>
<td>Environmental Scan #4</td>
<td>Begin Discussion #5</td>
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<td>October 27</td>
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<td>Begin Discussions #6</td>
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<td>November 17</td>
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<td>Environmental Scan #7</td>
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<td>December 8</td>
<td>ES Power Point Due</td>
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<td>Environmental Scan Project Due</td>
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Grading Scale:

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<th>Category</th>
<th>Points</th>
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<td>Total</td>
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Academic Honesty

In this course the strictest university policy shall be followed in cases of any form of academic dishonesty. It is every student’s responsibility to read the policy below.

Academic Honesty Policy (excerpted from http://www.wcu.edu/studenthomepage/handbook)

Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.

c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

The procedures for cases involving allegations of academic dishonesty are:

a. Instructors have the right to determine the appropriate penalty (ies) for academic dishonesty within their courses up to and including a final grade of “F” in the course. A student is to be informed in writing of any penalty resulting from academic dishonesty and informed of his/her right to appeal to the department head.

b. Instructors should report to the department head the incident of academic dishonesty, the penalty (ies) to be imposed, and any recommendation for further action. If a final grade of “F” is assigned by a faculty member resulting from academic dishonesty, it must be reported to the department head.

c. The department head will review the incident to determine if further action is necessary and check with the university judicial coordinator in the Office of Student Judicial Affairs to verify if the student has any record of prior offense. If no further action is to be taken, the department head will report the incident and the penalty (ies) imposed by the faculty member to the university judicial coordinator. If there is a prior offense and/or if there is a recommendation for further action, the department head will refer the incident to the college dean.
d. In the event of referral, the dean of the college will review the incident and, with concurrence of the vice chancellor for academic affairs, may assign penalties including probation, suspension, or expulsion from the university.

e. The dean of the college will advise the student of the penalty (ies) to be imposed and of his/her right to file an appeal with the university Academic Problems Committee. If the student does not appeal within five calendar days, the penalty (ies) will be imposed. The dean will report the disciplinary action taken to the university judicial coordinator.

An act of academic dishonesty, including a first offense, may place the student in jeopardy of suspension from the university. A repeated violation or more serious first offense may result in expulsion. Disciplinary records for any act of academic dishonesty are retained by the Office of Student Judicial Affairs for at least five years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations.

*If you have special learning needs, inform me so that accommodations may be made*

**Technology Requirements**

Technology Statement: All students will participate in online activities in the course and complete modules delivered through WebCat.

This course is an online course. Although this format allows for flexibility and less travel, you will be expected to manage your time in order to meet the requirements of the course. Also, because knowledge is socially constructed, you will engage in professional dialogue with your class colleagues, share your experiences and observations, and work collaboratively on group projects. You will analyze, synthesize, and apply information from the text, selected readings, and group discussion. You will also apply concepts and strategies in your own work setting as a means of practicing management principles and techniques. The assignments will include both individual work and Discussion Group participation. My goal as an instructor is to engage you in learning in a way that enables you to translate theory into practice, so that you conclude this course with the essential skills that will ensure your success as a manager of an educational organization.

Many students who are taking their first online course may feel frustrated with learning the technical aspects of completing this course. I, too, am learning a new set of technologies, so I understand. You should contact ITS (Dial 227-7487 or see the WCU Homepage) for personal service. I am also willing to help, if I can, so don’t hesitate to contact me.
## MAEd in Community College Administration Program Enrollment

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Ethnicity</th>
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### Length of Degree By Major and Graduation Term

#### Degree Master's, Program Community College Education

<table>
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<th>Year</th>
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<th>% of Graduates</th>
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*Note: The table represents the percentage of graduates completed within each term and year.*
### Length of Degree By Major and Graduation Term

#### Degree Master's, Program Community College Education

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<th>Term Graduated</th>
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</table>
Proposal for a Typical Program of Study for a student in the MAED Program in Community College Administration

Fall
EDHE 605, The Community College
EDRS 602, Methods of Research

Spring
EDHE 636, CC Curriculum Development
EDHE 670, CC Administration

Summer
EDHE 615, Leading the Academic Department
EDHE 695, Seminar on the CC (2cr)
EDHE 693, Topics (1cr)

Fall
EDHE 531, Adult Education
EDHE 650, Program Evaluation

Spring
EDHE 683, Internship
EDHE 610, EDL 611, PSY 621, or Other Elective

Summer
EDHE 620, Politics and Policy Development

6/25/2009
MAEd in Community College Administration
Program Admissions and Graduations

Program Admissions

<table>
<thead>
<tr>
<th>Semester</th>
<th># of Admits</th>
<th>Average GRE Verbal</th>
<th>Average GRE Quantitative</th>
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Program Graduation

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<th>Average GRE Quantitative</th>
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</table>
**Western Carolina University**

*MAEd in Community College Administration*

*Educational Leadership and Foundations*

*College of Education and Allied Professions*

*Annual Assessment Report for 2008-2009*

**Primary Contact Name/Info:**

Ann Alexander  
250 Killian Building  
227-2579, aalexander@wcu.edu

<table>
<thead>
<tr>
<th>Student Learning Outcome(s) Assessed in 2007-08</th>
<th>Method(s) of Assessment</th>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate knowledge of the community college, community college teaching, research, adult learning</td>
<td>Comprehensive written examination prior to graduation</td>
<td>All Community College Administration students successfully passed the written comprehensive examinations administered in November 2008 and April 2009. There was a lack of clear writing on the comprehensive exams. More 'practice' in answering essay questions requiring synthesis of information needs to be implemented.</td>
<td>In the EDHE and EDL classes, give students more practice in case study analysis and essay writing in order for the students to demonstrate sufficient mastery of language and writing skills to communicate intelligently and effectively with other professionals.</td>
</tr>
<tr>
<td>Students will participate in an intensive one-on-one internship with a community college professional</td>
<td>'Analysis of Western Carolina University's ELF Internship Programs: Understanding Internship Quality and Perceptions of</td>
<td>Strengths: The data revealed that graduates were satisfied with the quality of their internship experiences. Graduates reported receiving relevant site and internship expectation information.</td>
<td>Continue to refine EDHE 683, making sure that students understand that the course needs to be taken in their final semesters. Introduce the idea of their internship in EDHE 605 The Community College, which is usually one of the</td>
</tr>
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</table>
**Internship Programs' research study conducted by doctoral students in EDRS 800 Advanced Research Methods. A survey was administered to program graduates.**

**Results of Assessment**

- Communication from the internship site supervisor and the faculty supervisor was identified as effective.
- The sharing of case studies with other interns and journaling activities was particularly meaningful.
- Overall, the internship had a positive impact on their learning experiences in their program.
- Weaknesses include: An inconsistency in the amount of time that the faculty supervisor spent with the student and the site supervisor.
- More information needs to be given to students early in their program about the internships, so that the student can plan and select an appropriate site and supervisor.
- Some students did not receive an internship syllabus.

**Implementation Plan**

- First courses taken in the curriculum, so students can be thinking about where they will want to serve their internship.
- Standardize the number of site visits and communication with site supervisors in EDHE 683.
- Include the development of an internship plan as part of the EDHE 683 syllabus.
- Make sure that all internship students are provided a syllabus explaining expectations, assignments, and site visits.
Western Carolina University
M.A.Ed. in Community College Administration
Department of Educational Leadership and Foundations
College of Education and allied Professions
Annual Assessment Report for 2007-2008

Primary Contact Name/Info:
Mitchell R. Williams
Western Carolina University 250 Killian Building
Cullowhee, NC 28723 (828) 227-2295
mwilliams@wcu.edu

Submitted by: J. Jacobs, Department Head
| Students will comprehend, analyze, and apply knowledge related to the mission and comprehensive curriculum of the community college | Students write research papers on the topic | The 2006-2007 assessment identified that students have a strong understanding of the mission and comprehensive curriculum. However, students needed improvement in analyzing the mission and applying their knowledge in relevant work activities. | The concepts related to the mission and comprehensive curriculum are now discussed in almost every ITV and online course in the program. Students are now actively engaged in discussions of the mission and comprehensive curriculum. |
| Students will comprehend, apply, and synthesize principles of adult learning, their own philosophy of adult education, and a variety of instructional methodologies for adult learners. | Students are required to visit regional community colleges and to interview current community college leaders. Current community college leaders serve as in-class guest speakers. Students take a comprehensive examination which addresses the mission and comprehensive curriculum. | Program graduates have indicated that knowing and applying the mission and comprehensive curriculum has helped them with job advancement. Students increase their understanding and ability to apply their own philosophy of adult learning. | The concepts and principles developed in EDHE 531 and EDHE 610 were developed to be tied more closely to field experience courses (e.g., EDHE 638 and EDHE 686). |
| Students will have the opportunity to demonstrate application and | Students read and analyze articles from professional, peer-reviewed journals which discuss principles of adult learning and the application of those principles. Students complete and analyzed their scores on (a) a Philosophy of Adult Education Inventory and (b) a Principles of Adult Learning Scale. Students visit adult learning facilities and make in-class presentations regarding these visits. Students take a comprehensive examination which addresses adult earning and its role at the community college. | The 2006-2007 assessment identified the need for students to have more work in synthesizing their philosophies and methodologies (e.g., assisting adult learners to be more self-directed). | Syllabus changes were made during 2006-2007 in EDHE 538 and EDHE 686. |
Western Carolina University
M.A.Ed. in Community College Administration
Department of Educational Leadership and Foundations
College of Education and allied Professions
Annual Assessment Report for 2006-2007

Primary Contact Name/Info:
Mitchell R. Williams
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250 Killian Building
Cullowhee, NC 28723
(828) 227-2295
mwilliams@wcu.edu
<table>
<thead>
<tr>
<th>Students will comprehend, apply, and apply knowledge related to the mission and comprehensive curriculum of the community college</th>
<th>Students write research papers on the topic. Students are required to visit regional community colleges and to interview current community college leaders. Current community college leaders serve as in-class guest speakers. Students take a comprehensive examination which addresses the mission and comprehensive curriculum.</th>
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</thead>
<tbody>
<tr>
<td>Students will comprehend, apply, and synthesize principles of adult learning, their own philosophy of adult education, and a variety of instructional methodologies for adult learners.</td>
<td>Students read and analyze articles from professional, peer-reviewed journals which discuss principles of adult learning and the application of those principles. Students complete and analyzed their scores on (a) a Philosophy of Adult Education Inventory and (b) a Principles of Adult Learning Scale. Students visit adult learning facilities and make in-class presentations regarding these visits. Students take a comprehensive examination which addresses adult learning and its role at the community college.</td>
</tr>
<tr>
<td>Students will have the opportunity to demonstrate application and synthesis of knowledge as well as their ability to communicate, verbally and in writing, their analysis of adult learning and community college concepts.</td>
<td>Students are required to complete an internship and or teaching practicum as part of the program of study. Students are required to complete both a writing intensive seminar course and a self-directed research course. Both of these courses give the student the opportunity to demonstrate research, writing, and presentation skills.</td>
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<tr>
<td>Students have a strong understanding of the mission and comprehensive curriculum. Students need improvement in analyzing the mission and applying their knowledge in relevant work activities. Program graduates have indicated that knowing and applying the mission and comprehensive curriculum has helped them with job advancement.</td>
<td>Students increase their understanding and ability to apply their own philosophy of adult learning. Students need work in synthesizing their philosophies and methodologies (e.g., assisting adult learners to be more self-directed).</td>
</tr>
<tr>
<td>The concepts related to the mission and comprehensive curriculum will be discussed in almost every ITV and online course in the program. Since we have &quot;rolling admission&quot;, in the past some students could be in the program for two semesters before participating in a discussion of the mission and comprehensive curriculum.</td>
<td>The concepts and principles developed in EDHE 531 and EDHE 610 will be tied more closely to field experience courses (e.g., EDHE 683 and EDHE 686).</td>
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<tr>
<td>Syllabus changes are being made in EDHE 695, EDHE 693, and EDHE 683 which emphasize the &quot;academic requirements&quot; of these independently-scheduled and/or field-based experiential courses.</td>
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Western Carolina University
Program Assessment Plan
Two-Year College MAEd Program
Educational Leadership & Foundations Department
College of Education and Allied Professions
Assessment Plan for 2006-2007

Primary Contact Name/Information
Mitchell Williams, Ed.D. 250 Killian x-2295 mwilliams@wcu.edu

College Mission Statement
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: 1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; 2) appreciation of and respect for diversity; and 3) the fostering of the responsible use of technology.

Program Mission
The mission of the M.A.Ed. Program in Community College Administration and the M.A.Ed. Program in Community College Teaching is to prepare individuals for administrative and instructional mid-level leadership positions at community colleges. Further, the mission is to develop individuals who provide exemplary leadership at their college and in their community, resulting in direct benefits for students, staff, faculty, administration, and the college’s general community.

Program Goals
Provide accessible graduate education to community college professionals that overcomes barriers related to distance and time.
Provide the entire M.A.Ed. Program to students throughout North Carolina, utilizing various distance learning formats, in two calendar years.
Provide all student services in an adult-friendly manner.
Ensure that students understand the history, mission, and philosophy of the community college as well as adult learning theory and instructional methodologies.

Ensure that students understand the political, economic, and social roles of the community college.
<table>
<thead>
<tr>
<th>Intended Learning Outcome</th>
<th>Curricular and/or Co-Curricular Experiences</th>
<th>Methods of Assessment</th>
</tr>
</thead>
</table>
| Students who complete the program will understand the mission of the community college   | EDHE 605 The Two-year College EDHE 710 Administration of Two-year Colleges                                  | • Course requirements including but not limited to research papers  
• Visits to regional community colleges  
• Guest speakers who are community college leaders  
• Cumulative comprehensive examination |
| Students who complete the program will understand the nature and needs of the adult learner | EDHE 531 Foundations of Adult Education EDHE 610 Two-Year College Instruction                               | • Course requirements including but not limited to in-class presentations, development of instructional philosophy, case studies on adult learning scenarios, and research papers  
• Visits to adult education facilities  
• Cumulative comprehensive examination |
| Students who complete the program will understand the unique comprehensive curriculum associated with the community college | EDHE 636 The Two-year College Curriculum                                                                    | • Course requirements including but not limited to review of professional journals on the curriculum and in-depth research of portions of the curriculum  
• Review of regional community college curricula  
• Cumulative comprehensive examination |
| Students who complete the program will understand the basic principle of instructional design and leadership | EDHE 610 Two-year College Instruction EDHE 650 Program Development and Evaluation                           | • Course requirements including but not limited to in-class presentations, reflective journals, and self-directed research projects related to students' career goals.  
• Interviewing community college instructors or instructional supervisors  
• Guest speakers who are |
| Students who complete the program will understand the supervision role of the community college leader | EDSU 605 Principles of Supervision | • Course requirements including but not limited to reviews of professional journals related to community college supervision, application of supervision principles, and case studies related to community college supervision.  
• Guest speakers who are community college vice-presidents |
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<tr>
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<tbody>
<tr>
<td>Students who complete the program will understand the organizational structure of the community college</td>
<td>EDL 610 Educational Organizations</td>
<td>• Course requirements including but not limited to research papers, line discussions and projects, and application of principles.</td>
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</table>
| Students who complete the program will have a basic understanding of educational research and its role in making educational decisions. | EDCI 602 Methods of Educational Research | • Course requirements including but not limited to examinations and online projects.  
• Cumulative comprehensive examination |
| Students who complete the program will complete an intensive one-on-one internship with a community college professional, the chance to research areas of interest, and be required share areas of interest with other program students | EDHE 683 Internship  
EDHE 686 Practicum  
EDHE 695 Seminar  
EDHE 693 Topics | • Course requirements including but not limited to research papers, interviews with community college professionals, teaching a community college class session, reflective journals, and self-directed learning experiences to meet individual career goals.  
• Visits to regional community colleges  
• Meeting and working with community college professionals |
Western Carolina University  
M.A.Ed. in Community College Administration  
Department of Educational Leadership and Foundations  
College of Education and allied Professions  
Annual Assessment Report for 2006-2007

Primary Contact Name/Info:  
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Western Carolina University  
250 Killian Building  
Cullowhee, NC 28723  
(828) 227-2295  
mwilliams@wcu.edu

<table>
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<tr>
<th>Student-Learning Outcome(s) Assessed in 2006-07</th>
<th>Method(s) of Assessment</th>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
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<tbody>
<tr>
<td>Students will comprehend, analyze, and apply knowledge related to the mission and comprehensive curriculum of the community college.</td>
<td>Students write research papers on the topic.</td>
<td>Students have a strong understanding of the mission and comprehensive curriculum.</td>
<td>The concepts related to the mission and comprehensive curriculum will be discussed in almost every ITV and online course in the program. Since we have &quot;rolling admission&quot;, in the past some students could be in the program for two semesters before participating in a discussion of the mission and comprehensive curriculum.</td>
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<tr>
<td>Students will comprehend, apply, and synthesize principles of adult learning, their own philosophy of adult education, and a variety of instructional methodologies for adult learners.</td>
<td>Students are required to visit regional community colleges and to interview current community college leaders.</td>
<td>Students need improvement in analyzing the mission and applying their knowledge in relevant work activities.</td>
<td>The concepts and principles developed in EDHE 531 and EDHE 610 will be tied more closely to field experience courses (e.g., EDHE 683 and EDHE 686).</td>
</tr>
<tr>
<td>Students will have the opportunity to demonstrate application and synthesis of knowledge as well as their ability to communicate, verbally and in writing, their analysis of adult learning and community college concepts.</td>
<td>Current community college leaders serve as in-class guest speakers.</td>
<td>Program graduates have indicated that knowing and applying the mission and comprehensive curriculum has helped them with job advancement.</td>
<td>Syllabus changes are being made in EDHE 695, EDHE 693, and EDHE 683 which emphasize the &quot;academic requirements&quot; of these independently-scheduled and/or field-based experiential courses.</td>
</tr>
<tr>
<td>Students read and analyze articles from professional, peer-reviewed journals which discuss principles of adult learning and the application of those principles.</td>
<td>Students take a comprehensive examination which addresses the mission and comprehensive curriculum.</td>
<td>Students increase their understanding and ability to apply their own philosophy of adult learning.</td>
<td>Students need work in synthesizing their philosophies and methodologies (e.g., assisting adult learners to be more self-directed).</td>
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<tr>
<td>Students complete and analyzed their scores on (a) a Philosophy of Adult Education Inventory and (b) a Principles of Adult Learning Scale.</td>
<td>Students visit adult learning facilities and make in-class presentations regarding these visits.</td>
<td>More emphasis needs to be placed on the required writing and presentation requirements in field-based and independently-scheduled courses.</td>
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TITLE OF DEGREE PROGRAM: Higher Education/ Community College
DEPARTMENT: Educational Leadership and Foundations
PERSON COMPLETING THE REPORT: Kevin Pennington

I. Elements of Mission

1. Provide accessible graduate education to community college professionals that overcomes distance and time barriers
2. Provide a complete MAEd for Two-Year College Administration in two-year time frame
3. Working closely with ELF Department, provide course work for EdD in community college leadership in a three and one-half year time frame
4. Provide all services for students in an adult friendly manner

II. Learning Objectives

1. Upon completing the MAEd/EdD Program all students will understand the mission and philosophy of the American community college
2. Upon completing the MAEd/EdD Program all students will understand the political, economic and social roles of the community college
3. Upon completing the MAEd/EdD Program students will understand the organization and governing structures of the community college
4. Upon completing the MAEd/EdD Program students will understand the future role and responsibilities of the community college in the education of the nation

III. Assessment Activities

1. Course evaluations
2. Departmental area (MAEd and EdD) evaluations
3. Informal exchanges with students
4. Formal Graduate program evaluation

IV. Program Improvement Plans Based on Data Gathered

1. Establish more distance education sites for degree completion
2. Hiring third faculty member in Higher Education/Community College Program
3. Establish a three-year course schedule for classes in conjunction with the ELF Department
4. Revise Doctoral Handbook with specific details for Community College Concentration
5. Complete and submit proposal for stand alone community college doctoral leadership degree

V. Faculty Involvement

1. Dr. Kevin Pennington, Director Community College Education Program and EdD Community College Concentration
   This person is responsible for development and initiation of assessment activities.
2. Dr. Mitchell Williams, Coordinator  
MAEd Programs  
This person is responsible for development and initiation of assessment activities.

VI. Parties Responsible for Annual Assessment  
Kevin Pennington, Director  
Higher Education/Community College Program
## Relation of Program Objectives to Curricular and Programmatic Activities

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Courses</th>
<th>Curricular and Programmatic Activities</th>
</tr>
</thead>
</table>
| 1. Students who complete the program will understand the mission of the community college. | EDHE605 The Community College  
EDHE 670 Community College Administration | -Course requirements including but not limited to research papers, climate studies, organizational studies, group leadership projects.  
-Guest speakers who are community college leaders  
-Cumulative comprehensive examination |
| 2. Students who complete the program will understand the nature and needs of the adult learner. | EDHE 531 Foundations of Adult Education  
PSY 621 Advanced Educational Psychology  
EDHE693 Topics in Student Services | -Course requirements including but limited to in-class presentations, development of instructional philosophy, case studies on adult learning, and research papers  
-Visits to adult education facilities  
-Cumulative comprehensive examination |
| 3. Students who complete the program will understand the unique comprehensive curriculum associated with the community college. | EDHE636 Community College Curriculum  
EDHE615 Leading the Academic Department | -Course requirements including but limited to review of professional journals on curriculum, in-dept research of portions of the curriculum  
-Review of regional community college curricula  
-Cumulative comprehensive examination |
<p>| 4. Students who complete the program will understand the basic College Instruction | EDHE610 Community College Instruction | -Course requirements including but limited to in-class presentations, |</p>
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Courses</th>
<th>Curricular and Programmatic Activities</th>
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<tbody>
<tr>
<td>principles of instructional design and leadership.</td>
<td>EDHE650 Program Evaluation</td>
<td>reflective journals, and self-directed research projects, program evaluation, classroom research.</td>
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<td></td>
<td>EDHE615 Leading the Academic Department</td>
<td>-Examination of the role of the academic department head, faculty evaluation.</td>
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<td>-Interviewing community college instructors and academic administrators.</td>
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<td>-Guest speakers - community college instructors and academic administrators</td>
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<td>-Cumulative comprehensive examination</td>
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<td>5. Students who complete the program will understand the organizational structure of the community college</td>
<td>EDSU 605 Principles of Supervision</td>
<td>-Course requirements including but limited to reviews of professional journals related to community college supervision, application of supervision principles related to community college supervision, climate studies, organizational studies, group leadership projects, political case studies.</td>
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<td>EDHE 670 Community College Administration</td>
<td>-Guest speakers who are community college presidents or vice-presidents</td>
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<td>EDHE620 Community College Politics and Policy Development</td>
<td>-Cumulative comprehensive examination</td>
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<td>6. Students who complete the program will understand educational</td>
<td>EDRS 602 Methods of Educational Research</td>
<td>-Course requirements including but limited to research papers,</td>
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<td>Program Objective</td>
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<td>Curricular and Programmatic Activities</td>
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<td>research and the role of research in making educational decisions</td>
<td>EDHE 650 Program Evaluation</td>
<td>research methods, academic reading and writing, program evaluation, classroom research. -Cumulative comprehensive examination</td>
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<td>7. Students who complete the program will complete an intensive one-on-one internship with a community college professional, research areas of interest, and share areas of interest with other program students.</td>
<td>EDHE683 Internship</td>
<td>-Course requirements including but limited to research papers, interviews with community college professionals, reflective journals, and self-directed leaning experiences to meet individual career goals. -Visits to regional community colleges -Meeting and working with community college professionals.</td>
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<tr>
<td></td>
<td>EDHE693 Seminar on the Community College</td>
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<td>EDHE693 Topics in the Community College</td>
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AACC Competencies for Community College Leaders Cross-referenced with MAEd in Community College Administration Courses

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<tr>
<th>A. Organizational Strategy</th>
<th>EDRS 602</th>
<th>EDHE 636</th>
<th>EDHE 650</th>
<th>EDHE 531 or PSY 631</th>
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Illustrations:

1. Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.

2. Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.

3. Use a systems perspective to assess and respond to the culture of the organization, to changing demographics, and to the economic, political, and public health needs of students and the community.
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<td>4.</td>
<td>Develop a positive environment that supports innovation, teamwork, and successful outcomes.</td>
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<td>5.</td>
<td>Maintain and grow college personnel and fiscal resources and assets.</td>
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<td>6.</td>
<td>Align organizational mission, structures, and resources with the college master plan</td>
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### B. Resource Management

An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.

**Illustrations:**

1. Ensure accountability in reporting.

2. Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.

3. Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state, and national policies.

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C. Communication

An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.

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<td>4. Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.</td>
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**D. Collaboration**

An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.

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| Category                                                                 | EDRS 602 | EDH 636 | EDHE 531 or PSY 631 | EDHE 670 | EDL 611 or EDHE 620 | EDHE 683 | EDH 615 or EDS U 605 | EDH 605 | EDHE 695 | EDHE 693 | EDHE 610 |
| 1. Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles. | SY       | A       | AN               | A       | SY                   | A, AN   | A, AN             | A, AN   | A, AN   | A, AN   | A, AN   |
| 2. Demonstrate cultural competence relative to a global society. | AN       | A       | AN               | A       | AN                   | A, SY   | A, SY             | A, SY   | A, SY   | A, SY   | A, SY   |
| 3. Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good. | AN       | A       | AN               | A       | SY                   | C, SY, E| C, SY, E         | C, SY, E| C, SY, E| C, SY, E| C, SY, E|
| 8. Facilitate shared problem solving and decision making. | SY       | E       |                 | E       |                      | A, AN   | A, AN           | A, AN   | A, AN   | A, AN   | A, AN   |
### E. Community College Advocacy

An effective community college leader understands, commits to, and advocates or the mission, vision, and goals of the community college.

**Illustrations:**

1. Value and promote diversity, inclusion, equity, and academic excellence.

2. Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.

3. Promote equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.

4. Advocate the community college mission to all constituents and empower them to do the same.

5. Advance lifelong learning and support a learner-centered and learning-centered environment.

6. Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.

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### F. Professionalism

An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.

**Illustrations:**

1. Demonstrate transformational leadership through authenticity, creativity, and vision.
   - A AN A SY E

2. Understand and endorse the history, philosophy, and culture of the community college.
   - E A AN SY A K, A K, A K, A K, A

   - E AN AN AN E A, SY, E A, SY, E A, SY, E A, SY, E

4. Support lifelong learning for self and others
   - E E SY AN

5. Manage stress through self-care, balance, adaptability, flexibility, and humor.
   - A A SY AN A A A A

6. Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.
   - AN A AN SY AN A A A A

7. Understand the impact of perceptions, world views, and emotions on self and others
   - AN AN AN SY AN K, A K, A K, A K, A

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8. Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.

9. Use influence and power wisely in facilitating the teaching–learning process and the exchange of knowledge.

10. Weigh short-term and long-term goals in decision making.

11. Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.

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Western Carolina University  
MAEd in Community College Administration  
Written Comprehensive Examination

Your comprehensive examination is comprised of five questions, of which you will respond to three.

You will be given four hours to complete the examination. You may take short breaks at any time during the four hours.

1. Respond completely to the questions, indicating the question numbers clearly.

2. Responses should be thorough, documented, and reflect evidence of research on best practice. Note that any references that are used in your response must show how the source is pertinent to the point you are making within the paper.

3. You are not allowed to use notes, books, the internet nor any other documents or resources during the test.

4. You may use than an electronic dictionary, thesaurus, or Spell-Check on the computer.

5. Your document should have a footer that contains your name and page number on each page.

6. You should save your document frequently to the hard drive of the computer, in order to avoid loss of data.

7. You must produce two hard-copies of the document and store your document on a university-provided flash drive. There is printer access in the assigned lab.

8. Once you have finished the examination, you are responsible for returning the questions and your answers (two copies) in the brown clasp envelopes. Complete and place this sheet in the envelope as well.

9. You are bound by the terms of the student honor policy outlined in the student handbook. Failure to comply with those guidelines will result in the failure of this examination.

10. Exams will be reviewed by members of the ELF Department.

Complete the information below.

Student Signature: ____________________________________________

Examination Date: April 18, 2009

Beginning Time: ___________________________ Ending Time: ___________________________

Monitor:
Master's Degree Program (MAEd) in Community College Administration
Comprehensive Exam
July 2009

Respond to any three of these five questions. If a question has multiple parts, you must answer all parts to receive credit.

Identify the question to which you are responding.

1. a. Write and analyze a mission statement for a comprehensive community college.
   
   b. Since everything the institution does must relate to the mission, select three (3) of the components you included in your mission statement and (1) describe the institutional services that relate to these components of the mission and (2) analyze the importance of these services to the community college student.

2. a. Describe five (5) curricular functions of the comprehensive community college in the following terms: description of each curricular function, desired outcomes, credit or non-credit, and target population.
   
   b. As a future community college leader, you will be responsible for funding the curricular programs of the college. In an age of declining funding, how will you (1) raise funds to support college programs and (2) make decisions about allocation of financial resources to maintain a comprehensive curriculum?

3. a. Analyze and evaluate the major successes and failures the comprehensive community college has had in providing "access with excellence".
   
   b. What are the various ways the community college can demonstrate "excellence".
   
   c. Give specific examples of how the community college can demonstrate "student success" to legislators, taxpayers, and other constituency groups.
4. As an administrator at Mountain Home Community College (MHCC) you are eating lunch in a local restaurant. “Jane”, a 45-year-old woman sits down in the adjacent booth and you overhear a discussion about her challenges. Jane has just been given two-week notice of termination from the factory job she has held for 18 years. Not being able to retire, Jane decided to go to the State University and seek a degree. She cannot, however, meet the University's enrollment prerequisites. While this is disappointing, she wonders what she would have done with a "college degree" anyway. She is also not sure her less than outstanding academic record would allow her to compete with the “kids” at the State University.

1. What immediate advice and counsel would you give to Jane in the restaurant?

2. Compare the environment at Mountain Home Community College and the State University. Explain how and why MHCC can help Jane and other adult learners.

3. You are the admissions advisor at MHCC. What would you say to Jane if she walked into your office later that afternoon? What are some of the “processes” Jane would go through from the time she walked into your office until she sat down in the classroom for the first time?

5. a. Define the role of evaluation in a Learning College.

b. Describe the steps in designing and implementing a curriculum program evaluation in a Learning College.
Review of the Graduate Community College Education Program at Western Carolina University

Barbara K. Townsend
University of Missouri-Columbia

Kenneth Boham
Caldwell Community College and Technical Institute

Located within the Department of Educational Leadership and Foundations in the College of Education and Allied Professions, the Community College Education Program currently consists of an M.A in Education in Community College Administration, an M.A. in Education for Two-Year College Teaching, and a concentration within the Ed.D. in Educational Leadership. A proposal has also been submitted within the University for an Ed.D. in Community College Leadership.

We concentrate in this review on the three existing components of the program (the two M.A. degrees and the concentration within the Ed.D) collectively rather than examining each component individually. Additionally, we examine the potential for the proposed Ed.D. in Community College Leadership. To do so, we provide an assessment of the strengths of the entire program and raise some issues to be considered.

Strengths

The existing program has several strengths, as follows:

1) Strong support from its Dean, Dr. Michael Dougherty. He is very committed to increasing partnerships with community colleges and sees this program as an important means for the college to increase partnerships with and reach out to community colleges.

2) Support from faculty colleagues who teach within the program. Dr. Dixie McGinty and Dr. Gayle Moller, whom we interviewed, praised the program and its students during our interviews with them.

3) High praise by its students. Each of the six students we interviewed, regardless of which component of the program they were in or had graduated from, was extremely enthusiastic about the program and very grateful for its existence.

4) Dr. Kevin Pennington, the program coordinator and sole faculty member assigned to teaching the community college courses. Regardless of the constituency -- students, WCU faculty and administrators, community college administrators -- Dr. Pennington was uniformly praised for his enthusiasm, hard work, and excellent teaching. Dr. Pennington has been instrumental in developing the existing program, recruiting students for it, and eliciting support for it from area community college presidents. Additionally, he is the author of the proposal for the Ed.D. in Community College Leadership. It is
clear that his drive and energy and dedication are the primary reasons the program is doing well.

Concerns

With all these strengths, there are some concerns that we have about the program, as follows:

1) Inadequate faculty resources: We were not able to obtain current figures about the enrollment in each component of the program (a point to be addressed later). However, according to the WCU 2002 Fact Book, in fall 2002 the M. A. program in Two-Year College Teaching had 25 students, and the M.A. in Two-Year College Administration had 17. Figures for the concentration within the Ed.D. could not be determined from the Fact Book. However, Dr. Pennington's list of current advisees indicates he has 4 working on the Ed.D. in Educational Leadership. In other words, in fall 2002 the two masters' program had a combined total of 42 students enrolled in fall 2002; presumably some doctoral students concentrating on the community college were also enrolled. It was our impression that Dr. Pennington is the advisor for all the students in the Community College Education program. If so, this is far too high an advising load for a graduate faculty member. We note that this concern was also stated in the 1998 program review.

Additionally, Dr. Pennington has consistently taught four courses a semester for several years in addition to conducting independent studies with students. This is far too heavy a teaching responsibility for a graduate faculty member, especially when the individual also serves as the program director and student recruiter.

We note that the 1998 program review also expressed a concern that Dr. Pennington's teaching responsibilities were too high and recommended that an additional faculty share the teaching responsibilities. Thus we were pleased to learn from Dean Dougherty that a search is being conducted for a second person to teach in the Community College Education program. A second person is essential. Dr. Pennington is extraordinarily overloaded, and this situation cannot continue, both for his sake and for the quality of the program.

Hiring an additional person this year may be sufficient if the proposal for the Ed.D. in Community College Leadership is not successful. Should it be successful, it is essential that a third person be hired for the Community College Education program. Doctoral programs of any quality require faculty who have an active research agenda and are current in their field. While Dr. Pennington has been able to publish somewhat and make some presentations, he simply lacks the time to conduct research to the extent that doctoral faculty should be doing. Additionally, his heavy load has rendered it difficult for him to keep current in his field, as evidenced by his course syllabi, which do not include works published after the mid 1990s. We attribute this situation as well as his limited publishing record to his massive workload and do not see it in any way as a reflection on his scholarly ability.
2) **Program scope:** University administrators, in consultation with Dr. Pennington, need to determine if the proposed doctoral program will primarily serve people living west of Asheville, North Carolina, or will also serve the entire state and possibly contiguous states. If the latter, any faculty teaching in the program must have only a three-course teaching responsibility in every semester, including Dr. Pennington. In fact, we recommend that he be given a one-course reduction each year for program coordination, including recruitment of students. One reason for the recommended three-course teaching load is that if the proposed program is to have at least a statewide thrust, its faculty must be publishing in national journals and presenting nationally and regionally. If students are to be taught how to conduct research sufficient to merit a Doctorate of Education degree, then their faculty must be conducting publishable research every year.

3) **Curriculum:** The intended scope of the proposed doctoral program will influence determination of its curriculum. We recommend that if the focus of the program is to be at least statewide, then its curriculum must reflect topics and issues that are national and international in orientation. Without a conscious effort to make the program content oriented beyond North Carolina two-year colleges and Western Carolina two-year colleges in particular, there is a risk of the program being too provincial in content.

4) **Bookstore efforts for students:** The only student complaint we heard was that the University bookstore was inconsistent in its willingness to mail on-campus students their textbooks. We recommend that the bookstore be contacted and asked to mail all graduate students their books, if so desired and if the students are willing to pay for the books. Service to students in this way costs the University nothing but a little time but reaps rewards in students’ positive thinking about the University’s efforts to serve them.

5) **Record keeping about students:** As indicated in our first concern about faculty resources, we were not able to obtain up-to-date records of the enrollments in this program. Additionally, we did not receive any statistics on student retention or attrition. Such information is important for tracking the development of the program over time as well as aiding in program evaluation. We realize that Dr. Pennington is so overloaded that he lacks the time to keep such records. The addition of another faculty member in 2004-2005 must ensure that records are established and kept up to date.

In sum, the program has several strengths and the University is to be commended for providing a program that address important needs within its service region. We hope that our recommendations concerning the issues we noted will be acted upon so that the program can stand as one of the brightest lights in the University’s constellation of programs.
Find Your Community College

North Carolina has 58 comprehensive community colleges. The system serves all 100 counties. Individual colleges have service areas that may include one or several counties. Students may, however, apply to institutions of their choice, regardless of their counties of residence. Click on a county on the map to go directly to the website of the college or colleges serving that county. The map includes several of North Carolina’s more familiar cities as reference points.

1 Alamance Community College
Post Office Box 8000
Graham, NC 27253-8000
(336) 579-2000, Voice
(336) 579-2040, Fax
16-44-01, Courier
Dr. Kenneth L. Hutt, President
Driving Directions

1 Bladen Community College
Post Office Box 266
Dublin, NC 28332
(910) 979-3000, Voice
(910) 979-3013, Fax
04-28-01, Courier
Dr. William J. Fintz, President
Driving Directions

7 Caldwell Community College and Technical Institute
2855 Hickory Blvd
Hudson, NC 28638
(828) 728-2200, Voice
(828) 728-2216, Fax
15-28-22, Courier
Dr. Kenneth A. Boham, President
Driving Directions

10 Catawba Valley Community College
2560 Highway 70 SE
Hickory, NC 28602
(828) 327-7000, Voice
(828) 327-7276, Fax
09-72-01, Courier
Dr. Garnie Hinshaw, President
Driving Directions

13 Cleveland Community College
137 South Post Road
Shelby, NC 28152-0296
(704) 484-4000, Voice
(704) 484-4006, Fax
06-02-04, Courier
Dr. L. Steve Thompkins, President

14 Coastal Carolina Community College
444 Western Boulevard
Jacksonville, NC 28546-8869
(910) 455-1221, Voice
(910) 455-2227, Fax

16 North Carolina Community Colleges
430 Victoria Road
Asheville, NC 28801
(828) 254-1921, Voice
(828) 254-2300, Fax
12-64-01, Courier
Mr. Richard Mauney, Interim President
Driving Directions

16 Cape Fear Community College
411 North Front Street
Wilmington, NC 28401
(910) 362-7000, Voice
(910) 362-7045, Fax
04-12-06, Courier
Dr. Eric McKeithan, President
Driving Directions

16 Carteret Community College
3025 Anadel Street
Morehead City, NC 28557
(252) 222-6000, Voice
(252) 222-6274, Fax
11-12-00, Courier
Dr. Kenny Youngblood, President
Driving Directions

16 Central Piedmont Community College
9118 North Boulevard
Winston-Salem, NC 27105
(336) 722-8000, Voice
(336) 722-8000, Fax

10 College of The Albemarle
600 College Drive
New Bern, NC 28560
(252) 335-0821, Voice
(252) 335-1201, Fax
06-16-00, Courier
Dr. Paul Anthony Zeiss, President
Driving Directions

3 Beaufort County Community College
Post Office Box 1059
Washington, NC 27889
(252) 946-6194, Voice
(252) 946-6271, Fax
16-03-01, Courier
Dr. David McLawhorn, President
Driving Directions

6 Brunswick Community College
Post Office Box 30
Supply, NC 28462
(910) 574-7000, Voice
(910) 574-7805, Fax
04-24-01, Courier
Dr. Stephen Greiner, President
Driving Directions

9 Cape Fear Community College
411 North Front Street
Wilmington, NC 28401
(910) 362-7000, Voice
(910) 362-7045, Fax
04-12-06, Courier
Dr. Eric McKeithan, President
Driving Directions

12 Central Piedmont Community College
9118 North Boulevard
Winston-Salem, NC 27105
(336) 722-8000, Voice
(336) 722-8000, Fax

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Program: Accounting

http://www.nccommunitycolleges.edu/colleges_map.aspx

6/26/2009
Driving Directions

16 Craven Community College
800 College Ct.
New Bern, NC 28562
(252) 638-7200, Voice
(252) 638-4222, Fax
9:00-4:00, Courier
Dr. Catherine Chew
Driving Directions

17 Davidson County Community College
P.O. Box 1287
Lexington, NC 27293-1287
(336) 249-1988, Voice
(336) 249-0988, Fax
13-53-20, Courier
Dr. Mary Ritting, President
Driving Directions

18 Durham Technical Community College
4577 Lawson St.
Durham, NC 27703
(919) 592-1000, Voice
(919) 604-3150, Fax
17-21-01, Courier
Dr. William "Bill" Ingram, President
Driving Directions

19 Edgecombe Community College
2009 W Wilson St.
Tarboro, NC 27886
(252) 623-5166, Voice
(252) 623-6917, Fax
8:00-5:00, Courier
Dr. Deborah L. Lamm, President
Driving Directions

20 Fayetteville Technical Community College
P.O. Box 39296
Fayetteville, NC 28303-0396
(910) 684-8010, Voice
(910) 684-8650, Fax
14-51-41, Courier
Dr. J. Larry Keen, President
Driving Directions

21 Forsyth Technical Community College
2100 Glass Creek Parkway
Winston-Salem, NC 27103-5107
(336) 723-2877, Voice
(336) 791-2399, Fax
13-01-01, Courier
Dr. Gary Green, President
Driving Directions

22 Gaston College
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200, Voice
(704) 922-2323, Fax
8:00-4:30, Courier
Dr. Patricia A. Skinner, President
Driving Directions

23 Guiford Technical Community College
P.O. Box 309
Jamestown, NC 27282
(336) 344-8222, Voice
Call for individual fax numbers, Fax
13-29-01, Courier
Dr. Donald W. Cameron, President
Driving Directions

24 Halifax Community College
P.O. Drawer 809
Winston, NC 27590
(910) 592-4221, Voice
(910) 592-4414, Fax
9:00-7:00, Courier
Dr. Dean Griffls, Sr., President
Driving Directions

25 Haywood Community College
185 Friedlander Drive
Clyde, NC 28721
(828) 297-2861, Voice
(828) 297-4513, Fax
8:00-5:00, Courier
Dr. Rose Harrel Johnson, President
Driving Directions

26 Isothermal Community College
P.O. Box 804
Spindale, NC 28160
(828) 296-9366, Voice
(828) 296-1156, Fax
8:00-5:00, Courier
Dr. Myra Johnson, President
Driving Directions

27 James Sprunt Community College
P.O. Box 388
Kernersville, NC 27249-0389
(336) 296-2400, Voice
(336) 296-1636, Fax
11-20-10, Courier
Dr. Lawrence Rouse, President
Driving Directions

28 Johnston Community College
P.O. Box 2350
Smithfield, NC 27577
(919) 834-3061, Voice
(919) 208-2142, Fax
11-05-35, Courier
Dr. Donald Sachor, President
Driving Directions

29 Lenoir Community College
P.O. Box 188
Kinston, NC 28502-0188
(252) 297-5223, Voice
(252) 233-2975, Fax
11-23-27, Courier
Dr. Bradley Bledsoe, President
Driving Directions

30 Martin Community College
1161 Kinlaw Park Road
Williamston, NC 27892
(252) 792-1521, Voice
(252) 792-9265, Fax
10-01-01, Courier
Dr. Arr N. Britt, President
Driving Directions

31 Mayland Community College
200 Mayland Drive, P.O Box 547
Sparta, NC 28677
(336) 785-7351, Voice
(910) 785-0726, Fax
12-00-01, Courier
Dr. Suzanne Y. Owens, President
Driving Directions

32 McDowell Technical Community College
54 College Drive
Marion, NC 28752
(828) 653-2021, Voice
(828) 653-1014, Fax
12-03-01, Courier
Dr. Bryan Wilson, President
Driving Directions

33 Mitchell Community College
500 West Broad St.
Spartanburg, NC 28059
(704) 878-3200, Voice
(704) 878-0272, Fax
5:00-5:00, Courier
Dr. Robert L. Osteen, President
Driving Directions

34 Montgomery Community College
1011 Page Street
Troy, NC 27371
(910) 397-6522, Voice
(910) 397-2176, Fax
9:00-3:30, Courier
Dr. Mary Kirk, President
Driving Directions

35 Nash Community College
522 N. Old Carrigh Road
Rocky Mount, NC 27804-7466
(252) 443-4011, Voice
(252) 451-6261, Fax
7:00-5:00, Courier
Dr. William S. Cafer, II, President
Driving Directions

36 Pamlico Community College
Post Office Box 185
 Grantsboro, NC 28529
(252) 249-1851, Voice
(252) 249-2177, Fax
9:00-5:00, Courier
Dr. Francis Marion Altman, Jr., President
Driving Directions

37 Piedmont Community College
P.O Box 1197
Roozeste, NC 27573
(336) 997-3817, Fax
(336) 997-3817, Fax
0:00-6:00, Courier
Dr. H. James Owen, President
Driving Directions

38 Pitt Community College
P.O Drawer 7007
Greensville, NC 27835-7007
(252) 493-7200, Voice
(252) 321-4401, Fax
11-05-28, Courier
Dr. G. Dennis Massey, President
Driving Directions

39 Roanoke-Chowan Community College
109 Community College Road
 Ahoskie, NC 27910-9522
(252) 662-9230, Voice
(252) 662-1398, Fax
11-11-10, Courier
Dr. Ralph Soney, President
Driving Directions

40 Richmond Community College
P.O. Box 1198
Haney, NC 28345
(910) 410-1700, Voice
(910) 582-7028, Fax
9:00-5:00, Courier
Dr. Sharon Morrissey, President
Driving Directions

41 Sampson Community College
Post Office Box 338
Whiteville, NC 28472
(910) 592-7414, Voice
(910) 592-8553, Fax
4:00-4:25, Courier
Dr. John R. Dempsey, President
Driving Directions
49 Southwestern Community College
447 College Drive
Sylva, NC 28779
(828) 586-4091 or (800) 447-4091, Voice
(828) 586-3128, Fax
08-23-14, Courier
Dr. Caol L. Groves, President
Driving Directions
52 Tri-County Community College
21 Campus Circle
Murphy, NC 28906
(828) 837-6810, Voice
(828) 837-3266, Fax
08-53-06, Courier
Dr. Donna Tipton-Rogers, President
Driving Directions
55 Wayne Community College
Post Office Box 8002
Goldsboro, NC 27533-8002
(919) 736-9425, Fax
01-13-20, Courier
Dr. Kay Albertson, President
Driving Directions
58 Wilson Community College
P O Box 4300
Wilson, NC 27893-0305
(252) 291-1198, Voice
(252) 243-7148, Fax
01-51-04, Courier
Dr. C. H. "Rusty" Stephens, President
Driving Directions
Dr. John R. McKay, President
Driving Directions
141 College Drive
Albemarle, NC 28001
(704) 982-0121, Voice
(704) 982-0819, Fax
03-20-03, Courier
Dr. Michael R. Taylor, President
Driving Directions
53 Vance-Granville Community College
Box 917
Henderson, NC 27536
(252) 492-2051, Voice
(252) 430-0490, Fax
09-91-01, Courier
Mr. George R. "Randy" Parker, President
Driving Directions
54 Wake Technical Community College
9101 Fayetteville Road
Raleigh, NC 27603
(919) 866-5000, Voice
(919) 862-3213, Fax
14-79-01, Courier
Dr. Stephen C. Scott, President
Driving Directions
57 Wilkes Community College
P O Box 120
Wilkesboro, NC 28697
(336) 838-6100, Voice
(336) 838-6277, Fax
15-06-01, Courier
Dr. Gordon G. Burns, Jr., President
Driving Directions
North Carolina Community College System
200 W Jones St
Raleigh, NC 27603-1379
(919) 807-7100, Voice
(919) 807-7164, Fax
56-50-00, Courier
Dr. Scott Ralls, President
http://www.nccommunitycolleges.edu

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Appendix 4: Faculty Resources

Contents:
Faculty Demographic Data
Faculty Roster
Faculty Curriculum Vitae
Faculty Evaluation Methods
Faculty Enrollment Data
ELF Faculty Who Have Taught Courses In The Program During the '07 And '08 Academic Years

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Race</th>
<th>Gender</th>
<th>Tenure</th>
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<td>Ann Alexander</td>
<td>Associate</td>
<td>W</td>
<td>F</td>
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<td></td>
<td>Professor</td>
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<td>Kevin Pennington</td>
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<td>Mitch Williams</td>
<td>Assistant</td>
<td>W</td>
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<td>WCU)</td>
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<tr>
<td>Kathleen Jorrisen</td>
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<tr>
<td>Tom Owen</td>
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<td>Joseph Fox</td>
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<td>Susan Fouts</td>
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<td>Freya Kinner</td>
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<tr>
<td>David Coley</td>
<td>Part-time</td>
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## Faculty Backgrounds and Major Concentrations in the Program

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<th>Major Concentration</th>
<th>Name</th>
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<th>Background</th>
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<tr>
<td>Community College</td>
<td>Ann Alexander</td>
<td>F</td>
<td>3 yrs Associate Professor, tenure track - WCU 6 yrs president of a community college 6 yrs vice president of instruction and student development, community colleges 10 yrs community college faculty and administrative positions</td>
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<td>Fundamentals</td>
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<tr>
<td>Supervision</td>
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<tr>
<td>Community College</td>
<td>Kevin Pennington</td>
<td>F</td>
<td>13 yrs Associate Professor, tenured - WCU 2 yrs Division Chair, community college 12 yrs community college faculty</td>
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<tr>
<td>Community College</td>
<td>Joseph Fox</td>
<td>P</td>
<td>2 yrs Department Chair community college 16 yrs community college faculty 2 yrs Asst. Dir NC Rural Entrepreneurship through Action Learning</td>
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</tr>
<tr>
<td>Community College</td>
<td>Susan Fouts</td>
<td>P</td>
<td>12 yrs Director of Continuing Education - community college/higher education 8 yrs Instructor, program coordinator community colleges</td>
</tr>
<tr>
<td>Fundamentals</td>
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<tr>
<td>Professionalism</td>
<td>Freya Kinner</td>
<td>P</td>
<td>2 yrs Visiting Instructor 6 yrs Program Evaluator 3 yrs Research Assistant</td>
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<tr>
<td>Organization</td>
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<tr>
<td>Supervision</td>
<td>David Coley</td>
<td>P</td>
<td>2 yrs Director Leadership Institute for High School Redesign 2 yrs Asst. Dir. Principal's Executive Program 12 yrs Principal</td>
</tr>
<tr>
<td>Courses Taught</td>
<td>Name</td>
<td>Full or Part-time</td>
<td>Background</td>
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</tr>
<tr>
<td>EDHE 650 Program Evaluation</td>
<td>Ann Alexander</td>
<td>F</td>
<td>3 yrs Associate Professor, tenure track - WCU</td>
</tr>
<tr>
<td>EDHE 670 Community College Administration</td>
<td></td>
<td></td>
<td>6 yrs president of a community college</td>
</tr>
<tr>
<td>EDHE 683 Internship</td>
<td></td>
<td></td>
<td>6 yrs vice president of instruction and student development, community colleges</td>
</tr>
<tr>
<td>EDHE 693 Topics in the Com College</td>
<td></td>
<td></td>
<td>10 yrs community college faculty and administrative positions</td>
</tr>
<tr>
<td>EDHE 636 Curriculum Development</td>
<td>Kevin Pennington</td>
<td>F</td>
<td>13 yrs Associate Professor, tenured - WCU</td>
</tr>
<tr>
<td>EDHE 531 Foundations of Adult Education</td>
<td></td>
<td></td>
<td>2 yrs Division Chair, community college</td>
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<tr>
<td>EDHE 683 Internship</td>
<td></td>
<td></td>
<td>12 yrs community college faculty</td>
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<tr>
<td>Courses Taught</td>
<td>Name</td>
<td>Full or Part-time</td>
<td>Background</td>
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</tr>
</tbody>
</table>
| EDHE 605 The Community College EDHE 695 | Joseph Fox | P                  | 2 yrs Department Chair  
16 yrs community college faculty  
1988, MBA, WCU  
1984, BS, Business Administration, Pfeiffer College |
| EDHE 531 Foundations of Adult Education | Susan Fouts | P                  | 12 yrs Director of Continuing Education - community college/higher education  
8 yrs Instructor, program coordinator community colleges | 2004. EdD. Higher Education, Adult and Community College Education, NC State University  
1990, MBA, Western Carolina University  
1978, BS, Medical Technology |
| EDRS 602 Methods of Research | Freya Kinner | P                  | 2 yrs Visiting Instructor  
6 yrs Program Evaluator | Phd (ABD) Research and Evaluation Methodology, Univ. of Colorado |
<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Name</th>
<th>Full or Part-time</th>
<th>Background</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL611 Managing Educational Org. EDSU 605 Principles of Supervision</td>
<td>David Coley</td>
<td>P</td>
<td>2 yrs Director Leadership Institute for High School Redesign</td>
<td>1987, EdD University of North Carolina</td>
</tr>
<tr>
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<td></td>
<td>2 yrs Asst. Dir. Principal's Executive Program</td>
<td>1979, MA, University of Iowa</td>
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<td>12 yrs Principal</td>
<td>1974, BM, Appalachian State University</td>
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<tr>
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<td></td>
<td>3 yrs Research Assistant</td>
<td>MA, Educational Psychology, University of Colorado</td>
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<td></td>
<td>BA, Fine Arts, Amherst College</td>
</tr>
</tbody>
</table>
Vita
Ann Elizabeth Alexander, Ph.D.

PO Box 2852
Cullowhee, NC  28723
Phone: 828-743-6982
Email: aalexander@wcu.edu

Education
1997, Doctor of Philosophy, Educational Administration, Community College Leadership Program, The University of Texas at Austin, Austin, Texas

1993, Master of Science, Occupational and Adult Education, Oklahoma State University, Stillwater, Oklahoma

1987, Bachelor of Science, Trade and Industrial Education, Oklahoma State University, Stillwater, Oklahoma

1968, Certificate, Business Data Processing, Oklahoma State University-Okmulgee, Oklahoma

Publications


**Presentations**


educational leadership. Paper presented at the annual conference of Women in Educational Leadership, Lincoln, NE.

Alexander, A. (2007, May). From president to professor: Reflections in alice's looking glass. Presentation at the National Institute for Staff and Organizational Development International Conference on Teaching and Leadership Excellence, Austin, TX.


**Grant Writing Accomplishments**

State of Virginia Community Development Block Grant, with the Town of Wytheville, for construction and equipping a child development center/lab school, funded 2004 - $700,000

US Department of Commerce, Economic Development Administration grant for the Crossroads Rural Entrepreneurial Institute, funded 2003- $2,000,000

US Department of Agriculture, Rural Development Authority loan for the Crossroads Rural Entrepreneurial Institute, funded 2003 - $2,200,000

US Department of Agriculture, Rural Utilities Service grant for implementation of distance learning and telemedicine, funded 2003 - $470,000
State of Virginia Community Development Block Grant, with the City of Galax Virginia, for the Crossroads Rural Entrepreneurial Institute, funded 2003 - $700,000

Virginia Tobacco Indemnification and Community Revitalization Commission for the Crossroads Rural Entrepreneurial Institute, funded 2003 - $800,000

US Department of Education Title III planning grant, funded 2003 - $32,000

Science Initiative - Piedmont Community College Foundation for renovation of science laboratory space, funded 2000 - $250,000

Carl D. Perkins grants – 1997 - $65,000; 1998 - $68,000; 1999 - $95,000, 2000 - $112,000

North Carolina Criminal Offenders Grant for program start-up, funded 1998 - $50,000

North Carolina State Board Reserve Grant for contextual curriculum development in developmental studies Math and English, funded 1997 - $50,000; for program implementation of the Digital Effects and Animation Technology program, funded 2000 - $350,000

US Department of Education Title III Strengthening Institutions grant for Computerized Alternate Instructional Delivery, funded October 1986 - $900,000

Professional Experience

2006 – Present  Associate Professor, Educational Leadership and Foundations, Western Carolina University, Cullowhee, NC

2001- 2006  President, Wytheville Community College, Wytheville, Virginia

Wytheville Community College: a comprehensive community college at the intersection of I-81 and I-77 serving 105,000 residents of Bland, Carroll, Grayson, Smyth and Wythe counties, and the City of Galax with a main campus and two education centers; 5000 credit 1500 non-credit headcount; total budget of $14,750,000; 40 full time faculty, and 100 adjunct faculty, 125 additional employees.

President: Responsible for organizing and operating the college in accordance with the policies, procedures, and regulations of the State Board for Community Colleges, the Chancellor of the Virginia Community College System and the local College Board.

Accomplishments:

• Conceptualized the creation and guided the implementation of the Crossroads Rural Entrepreneurial Institute (CREI), an education/economic development partnership, and guided the $5.8 million fund-raising effort. The CREI is a
collaboration between three school districts; an incubator group; and the College to implement an educational/economic development engine for this region of Southwest Virginia. Funding sources were the federal government, state government, Tobacco Commission, and localities. The Institute opened in June 2005.

- Led the College Foundation in raising over $350,000 per year for scholarships and college support.
- Shaped a marketing effort that culminated in all-time record enrollments for 2001-2002 and 2002-2003 academic years. College was recognized by Community College Week in December 2004 as being one of the top 50 fastest growing two-year colleges.
- Implemented college-wide strategic planning process.
- Led the implementation of video teleconferencing distance learning to several in-state and out-of-state sites, as well as a significant implementation of web-based or web-enhanced instruction. Increased enrollment in distance learning instruction by 26% over last year.
- Quadrupled the number of high school students enrolled in dual enrollment classes.
- Led a successful $2.8 million dollar capital campaign, Forging Futures. This is the first capital campaign in the history of the College.
- Partnering with the Town of Wytheville and Wythe County Hospital to construct and equip a day care center/lab school on the College campus.
- Commissioner from Virginia to the Southern Association of Colleges and Schools.
- Serving on the state-wide Dateline 2009 Steering Committee.

1997 - 2000 Vice President of Instruction and Student Development; Piedmont Community College; Roxboro, North Carolina

Piedmont Community College: a two-campus comprehensive community college serving 55,000 residents of Person and Caswell Counties; 1200 full time equivalency students with 3600 credit headcount and 3000 non-credit; total budget of $11,200,000; 70 full time faculty and 100 adjunct faculty, 150 additional employees.

Vice President of Instruction and Student Development: Responsible for 70% of college budget, $7,800,000; supervised 5 deans, Director of Institutional Planning and Research, 40 staff, 70 full-time faculty and 100 adjunct faculty.

Responsibilities:
- Chief academic and student services officer of the college.
- Guided all credit instructional programs, student services, library and academic computing programs.
- Appointed, supervised, developed, and evaluated faculty and staff.
- Participated with the other Vice Presidents and the President on the executive team in the allocation of college resources, visioning and determining future direction, quality assurance and evaluation.
• Authored proposals and developed alternative funding strategies.
• Developed teams, managed college projects, and chaired various institutional committees.
• Represented the college with various external constituencies.

Accomplishments:
• Increased college enrollment by 38% in two years by leading an integrated enrollment effort including flexible scheduling, marketing, new programs of study, and student retention.
• Led the college implementation of a comprehensive distance learning program including faculty training, planning and installing two distance learning video-teleconferencing classrooms, increasing the number of telecourse offerings by four times, resulting in a two year increase from 40 distant learners to 943--an increase of over 2200%.
• Quadrupled the number of computer laboratories, and provided technology to the desktop for faculty by developing an academic computing plan, including training and support.
• Implemented academic planning and budgeting process.
• Led new program development, program review and revision processes.
• Authored and directed a NC State Board Reserve Grant which funded curriculum development in contextual learning for developmental studies.
• Facilitated the development of the Rural Manufacturing Resource Center, successfully obtained $50,000 in funding from the NC Rural Center.

1994 – 1996  
Vice President/Academic Dean; Washington County Technical College; Calais, Maine

Washington County Technical College: One of five technical-community colleges in Maine; serving 30,000 residents of Washington County; 350 full time equivalency students with 400 credit headcount and 200 non-credit; total budget of $4,000,000; 25 full time faculty and 15 adjunct faculty; 70 additional employees; three collective bargaining unions.

Vice President/Academic Dean: Responsible for 40% of college budget, $1,600,000; supervised 5 division chairs, 2 assistant deans, 10 support staff, 25 full time faculty and 15 adjunct faculty.

Responsibilities:
• Chief academic officer of the college.
• Planned, developed and managed all instructional programs, curricula, continuing education, and academic support services, including the library and academic computing.
• Assigned, supervised, developed and evaluated faculty and pertinent staff.
• Assisted President in allocation of capital resources, instructional equipment and facilities management.
Interfaced with program and institutional advisory committees, business and industry, public school districts, vocational centers and institutions of higher education for the purpose of collaboration and economic development.

Accomplishments:
- Conceptualized and began the Curriculum Advancement effort, which included strengthening the general education core requirements for all programs of study, coordinating the redesign of general education offerings.
- Added five new associate degree offerings, three diploma and two certificate programs of study.
- Designed and implemented a faculty advising system, which, for the first time at the institution, involved all faculty in student advising.
- Coordinated the redesign of the student intake process and participated in a successful marketing and recruiting effort which resulted in doubling student enrollment over one year.
- Initiated an academic planning and budgeting process.
- Chaired the revision of the academic program review procedure for the Maine Technical College System.

1987 – 1994  
Advisory Systems Engineer-Education Industry Specialist; International Business Machines; Tulsa, Oklahoma

Advisory Education Industry Specialist: Provided technical and educational consulting for the IBM Education Marketing Team in Oklahoma.

Responsibilities:
- Served as primary liaison with schools and colleges.
- Solved problems in both administrative and academic computing.
- Assisted educational institutions in strategic and tactical planning for technology.
- Managed large technology projects.
- Trained users and teachers.
- Prepared and presented technical briefings and sales proposals.

Accomplishments:
- The Education Marketing Team quadrupled sales from 1987 - 1993.
- Managed a project which integrated $1.5 million in instructional technology into the curriculum of a public school district. Planned and managed implementation, solved problems, trained all levels of users, and directed administrators, staff, and teachers through the initial stages of the change brought about by a massive infusion of technology.
- Managed two $1 million administrative computing projects in public school districts.
- Conceived and instituted an academic writing studio at a community college. Planned and implemented the computer network installation, trained instructors, and consulted with instructors on curriculum integration of the electronic classroom.
Evidence indicated improved student writing. The program has been institutionalized.

- Planned and implemented an adult literacy and basic skills research laboratory at The Center for the Study of Literacy at Northeastern State University, Tahlequah, OK.

**1977 – 1987 Oklahoma State University; Okmulgee, Oklahoma**

Oklahoma State University, Okmulgee: a two-year technical branch of Oklahoma State University, Stillwater Oklahoma, 1800 full time equivalency students with 2,300 headcount and 3000 non-credit, total budget of $12,000,000; 135 full time faculty and 20 adjunct faculty, 125 additional employees, and a state-wide service area.

**1985 - 1987 Coordinator, Planning and Evaluation; Oklahoma State University, Okmulgee, Oklahoma**

Responsibilities:
- Directed the long range planning process.
- Conducted institutional studies.
- Assisted with all phases of institutional budgeting.
- Assisted the President with programs to increase efficiency and effectiveness.
- Apprised the President and others of technical trends which affected instructional programming.
- Planned and coordinated activities with appropriate external agencies impacting institutional programming.
- Served on Administrative and Academic Councils of the institution.

Accomplishments:
- Directed a $1 million project for computerized alternate instructional delivery, partially funded by a U. S. Department of Education Title III grant.
- Directed a state-wide 2 + 2 articulation project with the Oklahoma State Department of Vocational and Technical Education, the Area Vocational - Technical Schools, and OSU-Okmulgee. Interfaced with the Oklahoma Regents for Higher Education office regarding project goals and project updates.
- Determined physical requirements of instructional areas; data, voice, and video communication needs; observed and interacted with contractors during construction; and coordinated the move of academic programs into the Noble Center for Advancing Technology. Developed building needs assessment for a new Student Center.
- Designed and implemented the Learning Assistance Center, located in the Learning Resource Center, for students needing basic skills development. Designed and implemented eight new instructional computing labs. Coordinated or participated in the curriculum development which the labs supported.
Conducted needs assessments, designed curriculum culminating in several institution-wide professional development sessions, of three to five days in duration, for faculty and staff on a wide range of topics.

Enhanced institutional efficiency and effectiveness by implementing office automation, institutional networking, automated student evaluation of instruction.

1984-1985 Instructional Supervisor; Business Data Processing; Oklahoma State University, Okmulgee, Oklahoma; supervised six faculty

Responsibilities:
- Delivered instruction and developed curriculum.
- Coordinated all advisory committee meetings.
- Purchased instructional computing hardware and software.
- Recruited students; advised students, and placed graduates.
- Supervised faculty, prepared teaching schedules, recruited and interviewed new faculty.

Accomplishments:
- Revised Business Data Processing curriculum was awarded the Data Processing Management Association Education (DPMA) Foundation education program award for two year institutions at the 1986 DPMA International Computer Conference.
- Increased the number of active members of the Business Data Processing advisory committee. Significantly increased the frequency and quality of advisory committee input into program decisions.
- Developed four new computing labs, including layout, and installation of hardware and software.

1978-1984 Instructor, Business Data Processing; Oklahoma State University, Okmulgee, Oklahoma

Responsibilities:
- Designed and delivered instruction.
- Recruited, advised, and placed students.
- Participated on institutional committees such as the computer committee, and faculty employment policy task force.

1977-1978 Programmer/Analyst; Oklahoma State University Okmulgee, Oklahoma

Responsibilities:
- Analyze systems, write and maintain programs.
- Managed mainframe conversion project.
Faculty/Teaching Experience
Seven years, Oklahoma State University, Okmulgee, Oklahoma; Business Data Processing
One year, Western Carolina University

Service to the Community
Rotary International 1997 - 2006
Wytheville-Wythe Chamber of Commerce Board of Directors
Presidential Liaison to The Virginia Women's' Network of the American Council of Education
Gubernatorial Appointment to the Board of Directors Virginia A.L. Philpot Manufacturing Board
Board Member - Manufacturing Technology Center, Wytheville, VA
Board Member - Virginia Economic Bridge
Founding Board Member- Crossroads Rural Entrepreneurial Institute, Galax, VA
Person County Board of Public Health
Okmulgee Service League, Okmulgee, Ok, 6 years

Service to the Profession
Commissioner from Virginia for the Southern Association of Schools and Colleges
Member of 7 SACS Re-Accreditation Teams 2000 - 2005
Elected to the Presidents' Academy Executive Board of the American Association of Community Colleges 2005
Member of the Rural Policy Roundtable of AACC, 2003-2004

Honors
Distinguished Graduate, College of Education, The University of Texas at Austin
League for Innovation in Community College Executive Leadership Institute
North Carolina Community College System Institute for Future Presidents Leadership Caswell County
Leadership Person County
W. K. Kellogg Fellow at The University of Texas at Austin
Graduate Research Assistant to Dr. John Roueche; The University of Texas at Austin

Professional Activities
American Association of Community Colleges (AACC)
American Association of Women in Community Colleges (AAWCC)
National Institute for Organizational and Staff Development (NISOD)
The Virginia Network of the American Council of Education
AERA
David C. Coley
311 Whitehall Way
Cary, North Carolina 27511
(919) 467-5389
dcoley@email.wcu.edu

Education

Harvard University Graduate School of Education Summer 2004
Redesigning American High Schools Institute

M.A. University of Iowa - Iowa City, Iowa 1977-1979
B.M. University of North Carolina - Greensboro 1971-1974
Appalachian State University - Boone, N.C. 1970-1971

Professional Experience

Western Carolina University, Cullowhee, NC 2007-present
Classes: Introduction to School Administration, Internships

Director – Leadership Institute for High School Redesign 2006-2008
North Carolina New Schools Project, Raleigh, N.C.

Assistant Director – Principals’ Executive Program 2005-2006
Center for School Leadership Development, Chapel Hill, N.C.

Principal - Wake County Public Schools 1999-2005
Cary High School, Cary, N.C.
- United States Department of Education Award: “Blue Ribbon School, A National School of Excellence, 2001-2002”
- Provided leadership for a comprehensive high school with enrollment of 2400 students in grades nine through twelve - sixth largest high school in North Carolina
- Recognized as a “School of Distinction” for exemplary growth each year from 1999-2004, five years of growth in students at proficiency - ranked in the top ten of comprehensive high schools in North Carolina for student performance
- Implemented technology plan to network school and improve instruction and communication
- Initiated new technology classes to align school curriculum and course offerings with current interests and careers
- Implemented new strategies to ensure safe and positive school environment

Principal - Wake County Public Schools 1996-1999
Davis Drive Middle School, Apex, N.C.
- Opened a new middle school with enrollment of 1200 in grades six through nine
- Identified by the State Department of Public Instruction as a School of Distinction for exemplary growth on End of Grade Tests
- Selected by Governor Hunt to host visit by Vice President Al Gore, May 1997
Principal - Wake County Public Schools, LeRoy Martin Middle School, Raleigh, N.C. 1987-1996

Special Assistant for Student Services, Wake County Public Schools, Raleigh, NC July-October 1987


Educational Coordinator - Globe Watch UNC Center for Public Television, Chapel Hill, N.C. 1986-1989

Assistant Principal - Wake County Public Schools, Athens Drive High School, Raleigh, N.C. 1982-1986

Teaching Experience

Campbell University, Adjunct Professor – Buies Creek, NC 2001-2007
  Classes: Educational Assessment, Special Topics in Leadership, Technology for School Administrators, Resource Management

Wake County Public Schools - Athens Drive High School 1979-1982
Iowa City Catholic Grade School - Iowa City, Iowa 1977-1979
Wake County Public Schools - Carroll Junior High School 1975-1976
Chesterfield County Schools - Meadowbrook High School 1974-1975
Richmond, Virginia

Relevant Experience

- Presenter – Principals’ Executive Program, 2007, How to Build Effective Teams and Implement High Impact Strategies, High Priority High Schools, Chapel Hill, NC
- Presenter – Harnett County Schools, 2007, High Impact Strategies that Improve Student Achievement, Buies Creek, NC
- Presenter – Stanly County Schools, 2007, High Impact Strategies that Improve Student Achievement, Albemarle, NC
- Presenter – Nash County Schools, 2007, Blueprint for Improving Schools Culture, Rocky Mount, NC
- Presenter – Principals’ Executive Program, 2007, Implementing the Graduation Project, Chapel Hill, NC
- Presenter – Columbus County Schools, 2006, Blueprint for Improving School Culture, Whiteville, NC
- Consultant – Orange County Schools, How to develop and implement the 4 x 4 Block schedule, Chapel Hill, NC
- Consultant – Williams High School, 2006, Assisted with development of effective master schedule, Burlington, NC
- Presenter and Coordinator – Principals’ Summer Institute, 2006, Topic: Improving School Culture through Developing Teacher Leadership, Western Carolina University, Cullowhee, NC.
- Presenter – State Leadership Conference, 2006, Topic: What Principals need to know about the Graduation Project, Asheville, NC
• Presenter – State Leadership Conference, 2006. Topic: Blueprint for Improving School Culture, Asheville, NC
• Presenter - Riverside High School, 2004, Transition and Implementation Issues moving to Block Schedule, Durham, NC
• Presenter - National Educational Services Annual Institute, 2004, Topic: Riding the Rapids of School Reform through Teacher Collaboration and Continuous School Improvement, Sarasota, Florida
• Presenter - NASSP National Conference, 2003, Topic: Creating a Culture of Change through the National Board Certification Process, San Diego, CA
• Council on International Educational Exchange, July 1995; toured schools in Germany and the Netherlands, seminars at the University of Amsterdam
• N.C. Teacher Academy, Appalachian State University, June 1997; attended seminar, Teaching Children through their Individual Learning Styles.
• Foreign Exchange with Raleigh's Sister City - Compiègne, France, April 1994; participated in exchange with a French school, toured France for two weeks
• Leading Quality Improvement Project, State of Louisiana Department of Education, Baton Rouge, Louisiana, 1992; consultant using Deming Management Principles
• Let's Talk - State Department of Public Instruction, 1992; delivered staff development to administrators on how to do effective presentations in small and large groups, certified by N.A.S.S.P. as a trainer
• Principals' Executive Program, 1991; Institute of Government, Chapel Hill, N.C.
• Presenter- National Middle School Conference, Toronto, Canada, October 1989, Magnet Schools as an Effective Alternative for Middle School Students.
• Presenter - North Carolina League of Middle Level Schools, April 1989; Effective Teaming in the Middle School.

Publications:

“The Effects of a Professional Development Program on Teacher Efficacy in a Public School Setting.”

“It's about Time...We talk about Time.” North Carolina Association of School Administrators Journal, Winter/Spring 2007, Raleigh, NC.

Honors

National Board for Professional Teaching Standards, Principal Advisory Board
Phi Delta Kappa Professional Educational Fraternity
Iota Kappa Lambda Honorary Society
Honors Graduate - University of North Carolina at Greensboro
Capital Area Soccer League, Youth Coach of the Year for 1994
Freya Billow Kinner  
Department of Educational Leadership and Foundations  
Western Carolina University  
250 Killian Building  
Cullowhee, NC 28723  
e-mail: fkinner@email.wcu.edu

Academic Degree and Licenses

**PhD (ABD)**  
Research and Evaluation Methodology, School of Education. University of Colorado, Boulder, CO. Balanced program in qualitative and quantitative methodologies; specialization in evaluation and quantitative research methods.

**MA**  

**Post-BA**  

**BA**  
Fine Arts, specialization in Art History; concentration in Psychology, 1992-1996. Amherst College, Amherst, MA.

Professional Experiences

2007-present  
**Program Evaluator, Elwha Science Education Project (ESEP), Cullowhee, NC and Port Angeles, WA**
Evaluator for the ESEP, a science and culture program for Elwha Klallam middle and high school students, funded by the National Science Foundation, and intended to increase diversity in the geosciences.

2006-present  
**Visiting Instructor, Western Carolina University, Cullowhee, NC**
Teaching Methods of Research course for education graduate students.

2005-2006  
**Research/Evaluation Associate, McREL (Mid-Continent Research for Education and Learning), Aurora, CO**
Conducted research on efficacy of the Scaffolding Early Literacy professional development program for preschool and kindergarten teachers. Created a cultural awareness self-reflection journaling tool for teachers whose racial and cultural backgrounds are different from those of their American Indian students. Journaling tool intended to assist teachers in connecting with students, their families, and their community.

2004-2005  
**Director of Quantitative Evaluation, University of Colorado, Boulder, CO**
External evaluator for Science, Technology, Engineering, and Mathematics Teacher Preparation (STEMTP) National Science Foundation grant intended to improve undergraduate education in Astronomy, Applied Mathematics, Physics, and Biology. Grant also intended to increase quality K-12 teachers in science and mathematics.

2003-2004  
**Consultant, Puffin MMProductions**
Assessment consultant for development and testing of middle school science concept inventory. Conducted and advised on appropriate validity and reliability studies and analysis tools.
Conducted inservice teacher workshops on the role of state model content standards and the Colorado State Assessment Program test in alignment with classroom instruction.

2001-2003  **Research Assistant, University of Colorado, Boulder, CO**
Student representative for Technical Advisory Group for New York State Education Department (NYSED), chaired by Prof. Robert Linn.

2002  **Research Assistant, School of Education, Dean’s Office, University of Colorado, Boulder, CO**
Provided institutional analyses for the University of Colorado, School of Education, Dean’s Office.

2001-2002  **Research Assistant, Safe Community ~ Safe Schools, Institute of Behavioral Science, University of Colorado, Boulder, CO**
Designed, conducted, analyzed, and reported on student (grades 3-12), teacher, parent, and community member surveys regarding issues including school climate, safety, violence, and bullying in Colorado schools.

**Selected Publications, Paper Presentations, & Research**


Susan F. Fouts

674 Ben Cook Road
Sylva, NC 28779
828-586-8074
sfouts@wcu.edu

ACADEMIC PREPARATION

Ed. D.  Higher Education, Adult and Community College Education
        2004
        North Carolina State University
        Raleigh, North Carolina

        Dissertation: Differences in Work Ethic Among Job Seekers Based
        on Employment Status, Age and Gender

M.B.A.  Business Administration
        1990
        Western Carolina University
        Cullowhee, North Carolina

B.S.    Medical Technology
        1978
        Western Carolina University
        Cullowhee, North Carolina

Academic Career Summary

Director of Continuing Education (Western Carolina University) 2005

Director of Continuing Education, (Southwestern Community College) 1997-
2000

Business and Industry Training Coordinator; Instructor for Entrepreneurship;
Instructor for Quality Programs, (Southwestern Community College) 1995- 1997

Adjunct Instructor, (Southwestern Community College) 1995 Accounting; Small
Business Management

Medical Technology Program Coordinator, (Southwestern Community College)
Instructor, Student Success Course, (Southwestern Community College) 1989

Adjunct Online Instructor, (DeVry University) Critical Thinking and Problem
Solving) 2006-2008
Additional Professional Preparation:

Graduate Certificate in Project Management 2007
Certification as Trainer for Gung Ho 2004
Workforce Development Directors Association 2004
North Carolina Workforce Commission, Raleigh, NC

Workforce Development Institute 2004
North Carolina Workforce Commission, Raleigh

Proposal Reviewer 2003
Golden Leaf Foundation Annual Grant Program

National Institute for Leadership and Institutional Effectiveness 2000
North Carolina State University, Raleigh, NC

Academy for Community College Leadership, Innovation, and Marketing 1998
North Carolina State University, Raleigh, NC

Certified DiSC, Total Quality Transformation, and Zinger-Miller Facilitators 1995

Certified Rural Entrepreneurship thru Action Learning Facilitator 1995
PROFESSIONAL EXPERIENCE

Western Carolina University, Cullowhee, NC

Director of Continuing Education- (2005- Present) Responsible for Continuing Education Unit programs including professional development in nursing, business and other disciplines including securing approval from accrediting agencies. Coordinate non-credit learning activities for adults in the region. Coordinate non-credit on-line training opportunities for professionals. Familiar with Web-CT

Southwestern North Carolina Planning and Economic Development Commission, Region A, Bryson City, NC

Director of Workforce Development (2000- 2005) Develops and implements programs to address the training and educational needs of economically disadvantaged youth and adults in a seven county region. Write annual plan and proposals for implementation of projects in the region. Manage budget from multiple funding streams. Monitor all components of the plan including eligibility, needs assessment, individual educational plans, and job placement upon completion. Developed leadership program for disadvantaged youth.

Southwestern Community College, Sylva, NC

Director of Continuing Education and Business and Industry Training Coordinator (1995 to 2000). Responsible for the development of continuing education programming, including curriculum development, course scheduling, student recruitment, and utilization of distance learning technologies. Performed community and business assessments to develop programming. Served on several academic and administrative committees. Supervised literacy program that provide high school completion for dropouts.


Southwestern Community College, Sylva, NC, Medical Technology Program Director (1989), Direct all aspects of Medical Technology Program and serve as lead faculty. Advise students and work with Student Support Services to assist students. Teach chemistry and biology to transfer students. Teach student orientation and success courses.


CEO Evaluation Experts-(2006- Present) Specializing in educational evaluations
Instructional Packages and Programs

- **Start Here—Go Anywhere** – Career Ladder Project for Youth
- **Certified Employee Curriculum** - Entry Level Employee Certification for Youth and Adults in conjunction with business partners
- **The Supportive Services Game** - Board Game activity for youth to show leadership and decision making in budgeting and supporting youth in high school attainment
- **Leadership Program for Youth** - Activity-based Leadership certification Program

SERVICE

**Western Carolina University**

- Technology Integration Task Force
- Academic Policy and Review Committee
- Nursing Continuing Education Planning Team

**North Carolina Workforce Commission**

- Dislocated Worker Task Force
- Technology/Teleconference Implementation Committee
- Performance Standards Best Practices Committee
- JobLink Customer Service Committee

**Mountain Youth Resources**

- Strategic Plan Facilitator
- Consultant for Accreditation

**Southwestern Community College**

- Quality Conference Program Committee Chair
- Chair Search Committee for Literacy Coordinator
- JobLink Leadership Committee for Southwestern Region

**Community Involvement**

- Leadership Jackson 1999
- Smart Growth Facilitator for County Planning 2002-2003
- American Red Cross Executive Committee 1989
- Workforce Development Conference Planning Committee 2003
- I7 Futures Forum –Planning Committee and Panel Participant 2005
SCHOLARLY ACTIVITY

Scholarly Agenda

Research concerning the development of work ethic and the implications for employers and jobseekers. Interest in research on developing educational programs to meet the needs of the students. Special interest in educational and career success of students. Professional publications pending in referred scholarly journals. Several presentations at regional and national conferences.

Publications and Research Reports


Selected Professional Presentations

“Customer Service and Quality Planning”. Presentation to the Western North Carolina Chapter of the American Society of Quality. 2007, March

“Teaching Faculty to Dance”. Presentation at the Tennessee Association of Higher Education. Gatlinburg, Tn. 2006, November


“Pickle Dip: A Leadership program for Youth” Presentation to the National Association of Rural Education, Jackson, Mississippi 1992, September

Professional Memberships

Association of Continuing Higher Education

Learning Resources Network

National Association for Workforce Professionals

American Evaluation Association

American Society for Training and Development

American Evaluation Association

Project Management Institute

American Society for Quality

Tennessee Association of Higher Education

National Association of Summer Sessions

Awards

Western Carolina University, Office of Rural Education Award for Support of the New Beginnings Program and Private Industry Council Leadership Program
Joseph L. Fox, Ed.D.
922 Holly Road
Black Mountain, NC 28711
828.699.7318
JLFox1@charter.net

CURRICULUM VITAE

OBJECTIVE
To obtain a Vice President position at a community college in western North Carolina.

EDUCATION
Western Carolina University, Cullowhee, NC 28723

MBA, May, 1988
Western Carolina University, Cullowhee, NC 28723

B.S., Business Administration, May, 1984
Pfeiffer College, Misenheimer, NC 28109

Certifications
Professional in Human Resources Certification (PHR)
Zenger-Miller Instructor Certification
Rural Entrepreneurship through Action Learning (REAL)
eREAL (Online Entrepreneurship Certification)

PHILOSOPHY
Education has been chosen as a career because it is very rewarding and fulfilling. Educational practitioners gain knowledge through the shared experience of helping others. Education and training, no matter what level, should be treated as the foundation for all learning and growth. It is through education that goals are met and dreams fulfilled. Community colleges have accepted the responsibility of developing the total student. Community colleges have grown and flourished as they have strived to facilitate the most that students can be through the belief in open access. Higher education has been challenged and has been very successful in meeting students’ needs.
Research and student involvement should also be very prominent in the learning experience. Students retain much knowledge through hands-on activities. It is the instructor's duty to facilitate a vehicle of learning that can be used to demonstrate practical applications. Research and student involvement are that vehicle. Community colleges must embrace entrepreneurial initiatives not only in the classroom, but also in their operational procedures. Community colleges must become entrepreneurial in their thinking as individual units of operation focus on serving both their internal and external customers. Processes and procedures should be entrepreneurial in nature with students as their central theme. Educational leaders must identify their clients, adjust to changing market demographics, identify resources, and bridge the gaps between other academic units and the Small Business Center. Community colleges can make a difference in local communities through the training opportunities that are provided.

**PROFESSIONAL PRESENTATIONS**

Effects of Entrepreneurship in Rural Counties, Western Carolina University, Graduate Student Symposium, 2005

Developing an Entrepreneurship Spirit, University of North Carolina, Asheville, 2004

**QUALIFICATION SUMMARY**

Leadership Positions
- Haywood Community College Entrepreneurial Learning Initiative Team
- Haywood Community College Entrepreneurial Liaison
- Haywood Community College Faculty Senate President

Various Educational Instruction Positions
- Lead Accounting Instructor
- Management Education Program Coordinator
- Business Administration Instructor
- Entrepreneurship Instructor

Computer Applications
- Word 2007
- Excel 2007
- Access 2007
- Powerpoint 2007
- Medical Manager
ARTICLES

Implementing Change In the Organization, Spartanburg Business Report, November, 1995

The Art of Crisis Management: Steering the Organization Clear, Spartanburg Business Report, October 1995

Restructuring the American Workforce—Team Development, Spartanburg Business Report, September 1995

GRANT MANAGEMENT

North America Development Bank $750,000 Grant

The overall purpose of this grant was to build the capacity of NC REAL Enterprises, Mountain Microenterprise Fund and Tri-County Community College’s Small Business Center to assist those individuals who wanted to make the transition from factory and other related work that is in decline in the area to entrepreneurial careers in the small business economy. NC REAL and MMF collaborated with TCCC and other community leaders to offer aspiring entrepreneurs appropriate entrepreneurship education courses, one-on-one technical assistance and access to loan capital.

Mary Reynolds Babcock Foundation $123,100 Grant

This project sought to foster successful entrepreneurship in the Hispanic population in North Carolina by offering the REAL program in Spanish to adults and young adults through North Carolina’s Community College System. The project will build on the success of a pilot Spanish language REAL program currently being implemented at Randolph Community College. Funding from the Z. Smith Reynolds Foundation was used to translate parts of the REAL curriculum into Spanish, train a Hispanic/Latino instructor in REAL Entrepreneurship and pilot a Spanish language REAL program to the Hispanic/Latino community in Randolph County.

NC Center for Entrepreneurship & Technology $50,000 Grant

The grant expanded the REAL program into additional colleges and school, created a summer entrepreneurship youth camp for high school students in conjunction with Western Carolina University, and Offered REAL Entrepreneurship training to participants of the Stecoah Weavers and Yancey/Mitchell County Landfill projects.

CAREER EXPERIENCE

August 2007 —

CHAIRPERSON, BUSINESS ADMINISTRATION
Present

**Asheville-Buncombe Technical Community College, Asheville, NC, 28801**

Responsible for supervising Lead Instructors in the areas of Accounting, Business Administration, Entrepreneurship, Marketing, and Real Estate; program development, budgeting, and strategic planning. Duties also consist of networking with community leaders, civic organizations, and possible funders.

January 2007 –
August 2007

**BUSINESS & ENTREPRENEURSHIP INSTRUCTOR**

**Asheville-Buncombe Technical Community College, Asheville, NC, 28801**

Primarily responsible for teaching business management and entrepreneurship courses, advising students, and program coordination.

August 2002 -
December 2006

**BUSINESS & ENTREPRENEURSHIP INSTRUCTOR**

**Haywood Community College, Clyde, NC 28721**

Primarily responsible for teaching business management and entrepreneurship courses, advising students, and program coordination.

January 2000 -
August 2002

**ASSOCIATE DIRECTOR - WESTERN NORTH CAROLINA**

**NC Rural Entrepreneurship through Action Learning (REAL) (Interim Executive Director – five months)**

Primarily responsible for the entrepreneurship program oversight (development and implementation) in western North Carolina. Duties included managing program staff, providing direct site support to schools and colleges, assisting with professional development activities, collaborating on community development projects, grant writing, grant management, and overseeing marketing, communication, and publication activities.

September 1996 -
December 1999

**BUSINESS ADMINISTRATION INSTRUCTOR**

**Haywood Community College Interim Personnel Officer, 1998**

**General Human Resource Management Activities**

* Strategic planning
* Job analysis
* Recruiting
* Selecting human resources
* Orientation and training
* Compensation

December 1995 –
Present

**HUMAN RESOURCES MANAGEMENT CONSULTANT**

**Fox Management Consulting Enterprises, Tryon, NC 28782**
Small business owner conducting human resources and organizational development training for clients.

**June 1992 - June 1996**

MANAGEMENT INSTRUCTOR

Spartanburg Technical College, Spartanburg, SC 29305

**Back To Industry Project: Spartanburg Technical College**

MEMC Electronic Material, Incorporated
Moore, South Carolina 29369

Objective of the project was to keep instructors abreast of current managerial activities. The project included working in the area of Corrective Action Review (CAR) and Failure Mode Effects Analyses (FMEA).

**July 1988 - June 1992**

ACCOUNTING INSTRUCTOR

Mitchell Community College, Statesville, NC 28677

Faculty Responsibilities

Created course objectives, projects, syllabi, guidelines, and outcomes assessment evaluation; maintained advisory committee, and performed career and academic advising.

**Aug 1986 - May 1988**

AUDIO-VISUAL LABORATORY COORDINATOR

Western Carolina University, Cullowhee, NC 28723

Instructed undergraduate Education Majors in an Audio-Visual class. Supervised Audio-Visual Laboratory staff. Maintained the budget and scheduled staff members.

**WORKSHOPS CONDUCTED**

Professional Business Attire, Time Management Skills, Team Development, Leadership Skills, Motivational Skills, AIDS in the Workplace, Entrepreneurship, and Communication Skills

**COMMITTEE ACTIVITIES**

Chairperson, Various Search Committees;
SACS Steering Committee; Program Review Committee;
Institutional Effectiveness; Community Leadership Banquet Committee; Multimedia Committee; Faculty Senate President;
Entrepreneurship Team

**ACTIVITIES AND**

National Institute for Staff and Organizational Development Teaching Excellence Award, Austin, Texas, 1999
AWARDS
Excellence in Education Award, Haywood Community College, 1998

North Carolina Community College Association of Business Chairs and Department Heads Business Instructor of the Year Nominee, 1998

Advisor for Phi Theta Kappa (the National Honor Society), Phi Beta Lambda (Business Organization), Students in Free Enterprise, and Minority Students Organization.

MEMBERSHIPS
Society for Human Resources Management
Board of Directors, Roseland Community Center
Board of Directors, Warren Carson Scholarship Foundation
Former Board of Directors, HandMade In America
Eastside Citizen Advisory Committee
Pi Gamma Mu International Honor Society
Pi Lambda Theta International Honor Society

REFERENCES
Mr. Jeff Cawley, President
C & O Warehousing Corporation
2405 Fay Street
Durham, NC 27704
800.832.9853, Ext. 205

Mr. Mark Sorrells, Sr. Vice President
Golden Leaf Foundation
107 SE Main Street, Suite 500
Rocky Mount NC 27801
252.442.7474

Mrs. Phyllis Childers
NC REAL Associate Director - Western North Carolina
56 Friar Tuck Lane
Maggie Valley, NC 28751
828.926.0946
Academic Degrees
Ph.D. Kansas State University 1996 Curriculum and Instruction
Ed.S. Pittsburg State University 1987 Community College Instruction
M.S. Pittsburg State University 1981 Physics
B.S. Pittsburg State University 1979 Physics
A.A. Coffeyville Comm. College 1977

Professional Experience
Western Carolina University, Associate Professor 2002 - Present
WCU, Director, Higher Education Program 1996 - 2006
Western Carolina University, Assistant Professor 1996- 2002
Cowley County Community College, Division Chair 1994-1996
Cowley County Community College, Instructor 1986-1994
Northeastern Oklahoma A&M, Instructor 1982-1986

RESEARCH AND PUBLICATIONS

Research Interests
Ability of small, rural community colleges to fulfill historic role, evaluating the impact of rural community colleges upon measurements of rural poverty, unique problems associated with small rural community colleges, study of general education science courses at the two-year college.

Peer Reviewed Publications


**Editor Reviewed Publications**


Williams, M.R. & Pennington, K. February 9th, 2009. *It is time for community colleges to be serious about poverty*. Community College Week.


Pennington, K. & Williams, M.R. (2002). Building institutional capacity at rural community colleges through consortia. (ERIC

**Research Papers Presented**

Pennington, K. (2008, October), *Teaching at a Learning College* Annual Teaching and Learning Conference, Ashland KY.


Williams, M.R & Pennington, K. (2004, October). *Rural community college leaders perspectives on collaboration and the impact collaboration has upon economic development*. Paper presentation at the Rural Community College Alliance Conference, Myrtle Beach, SC.


TEACHING

University Courses Taught
600 and 700 level courses - Master's Program
800 and 900 level courses – Doctoral Program

EDHE 605 – The Two-year College
EDHE 636 – TYC Curriculum Devel.
EDHE 710 – TYC Administration
EDHE 686 – TYC Internship
HRD 670 – Program Eval.
EDCI 602 – Research Methods
EDHE 805 – Higher Ed. In Society
EDHE 840 - Co Col Finance
EDCI 895- Doctoral Research Sem.
EDL 883 – Doctoral Intern I
EDCI 811 – Com Col Curriculum Theory
EAC 716 - History of Higher Education – Adjunct at North Carolina State Uni.

EDHE 531 – Adult Education
EDHE 610- TYC Instruction
EDHE 695 – TYC Seminar
EDHE 690 – TYC Topics
EDCI 802 – Program Eval.
EDL 899 – Dissertation
EDHE 810 – Com Col. Lead.
EDL 999 - Dissertation
EDCI 800- Rural Issues
EDL 884 – Doc. Intern II
EDHE 650 – Pro Eval

Department of Adult and Community College Education

Doctoral Dissertations Chaired


Monica J. Shuford, “Factors Affecting the Success of North Carolina Community College Alumni Programs” May. 2007. – This dissertation was selected for consideration of the Council for Advancement and Support of Education (CASE) Warwick Award for outstanding dissertations and research for 2007-08.


SERVICE

Doctoral Committee Membership


Pennington Page

Linda Sprague, "A Program Evaluation of the Safe Schools Pyramid at Charles D. Owen Middle School."

Masters Thesis Committees


Invited Service Presentations
"Helping all faculty define their role in a learning college" Faculty/Staff Orientation - Keynote Presentation, Cleveland County Community College, July 21st, 2006

"Celebrating Differences through Classroom Student Diversity" Haywood County Community College, January 18, 2006. (With Williams)

"Teaching for Learning at the Community College," Faculty/Staff Orientation - Keynote Presentation, Cleveland County Community College, October 7, 2005

"Using the Psychology of Adult Learners to Assist Your Student's Learning" Teaching-Learning Connection, Southwestern Community College, September 20, 2005


"A new doctoral concentration in community college and higher education at Western Carolina University"
- Stanly Community College 3-6-03
- McDowell County Community College 4-28-03
- Southwestern Community College 5-20-03
- Haywood Community College 6-3-03
- Catawba Valley Community College 8-11-03

"Learning to use ITV technology" Faculty in-service, Stanly Community College, Albemarle, NC February 28, March 6 and May 8, 2003.

Helping Faculty Refine Their Role in a Learning College, Keynote, Faculty In-Service, Raritan Valley Community College, North Branch, New Jersey, August 29, 2002.


"Establishing a Learning College: One Classroom at A Time" Fall In-service Keynote Presentation, Western Piedmont Community College, Morganton, NC, August 20, 2001.


"Being the Best Instructor you Can: Understanding the Possibilities and Making Them a Reality" Faculty/Staff Orientation, Asheville Buncombe Technical Community College, September 14, 2000.


"Establishing a Learning College: One Classroom at A Time" Fall In-service Keynote Presentation, Coffeyville Community College, Coffeyville, Kansas, August 15, 2000.

"Establishing a Learning College: One Classroom at A Time" Fall In-service Keynote Presentation, Fort Scott Community College, Fort Scott, Kansas, August 14, 2000.

"Teaching for Learning at the Community College," Faculty/Staff Orientation - Keynote Presentation, Everett Community College, Everett, Washington, September 15, 1999.


"Teaching for Learning at the Community College," Faculty/Staff Orientation - Keynote Presentation, Tri-County Community College, Murphy, North Carolina, August 16, 1999.


Pre-conference workshop on teaching effectiveness at the community college for the 1998 National Institute for Staff and Organizational Development (NISOD) Conference, Austin, Texas, May 23, 1999.

"Teaching for Learning at the Community College," Faculty/Staff Orientation - Keynote Presentation Faculty Development Day, McDowell Technical Community College, Marion, North Carolina, May 21, 1999.


"Teaching for Learning at the Community College" Deans and Division Chairs Orientation - Keynote Presentation, University of Texas - Brownsville and Texas Southmost College, Brownsville, Texas, July 23, 1998.


"Teaching for Learning at the Community College," Faculty/Staff Orientation - Keynote Presentation, Northeast Mississippi Community College, Booneville, Mississippi, August 11-12, 1998.


"The Learning College," Faculty/ Staff Orientation - Keynote Presentation, Tri-County Community College, Murphy, North Carolina, August 21, 1998.
Community College Counselor Retreat, Western Carolina University, Cullowhee, NC on "Marketing the VISION of a Community College Education," September 1997.

**Workshops Led**


"Teaching for Learning at the Community College: Practical Hints Workshop" - Everett Community College, Everett Washington, September 13, 1999
Tri-County Community College, Murphy, North Carolina, August 16, 1999
University of Tex.-Brownsville and Texas Southmost College, Brownsville, Texas, July 24, 1998
Northeast Mississippi Community College, Booneville, Mississippi, August 11-12, 1998
Davidson County Community College, Lexington, North Carolina, August 17, 1998

Workshops developing teaching effectiveness for adjunct instructors at the community college -
Asheville-Buncombe Technical Community College, August 23, 2000
Asheville-Buncombe Technical Community College, August 19, 2000
Western Piedmont Community College, February 26, 1998
Asheville-Buncombe Technical Community College, February 23, 1998
Asheville-Buncombe Technical Community College, February 19, 1998
Isothermal Community College, January 15, 1998
McDowell Technical Community College, January 8, 1998
Mayland Community College, January 6, 1998
Southwestern Community College, November 14, 1997.
Blue Ridge Community College, November 6, 1997

"Preparing an Instructional Vision Statement: Practical Hints Workshop" Faculty/Staff Orientation, Southwestern Community College, Sylva, North Carolina, August 10, 1998

"The Learning College: Developmental Workshop" Tri-County Community College, Murphy, North Carolina, August 21, 1998


Western Carolina University, Chancellors' Economic Development Workshop, November 24, 1997

**Consultations**

Working with A-B Technical Community College to participate in the development of a new facilities master plan. May 4, 2005

NC-NET. A teaching and learning partnership with Southwestern Community College and the North Carolina Community College System. Developing on line teaching strategies as well as units on community college mission, learning concepts, and working with adult learners for presentation. 2004-06.

Establishing an expanded campus in Macon County NC. Southwestern Community College, Sylva, NC, 2000-01.


Preparing Future Faculty Initiative - School of Medicine, East Carolina University, Greenville, North Carolina, August 27-30, 1998 and August 30, 1999.

Grants
Higher Education Alliance Scholarship Grant. $9500 from GTE to provide scholarships to persons seeking enrollment in the higher education program at Western Carolina University

Faculty Research Grant, “Regional Differences in the Context and Meaning of the Rural Community College,” Western Carolina University, March 1999. Funded for $2,500.

Course Development Grant, “Preparing Adjunct Faculty for the Community College,” Western Carolina University, September 1996. Funded for $750.

Microgrant for travel to Austin, Texas. Western Carolina University, May 1996, Funded for $133.

Professional and Academic Association Memberships
National Association for Research in Science Teaching
American Association of Physics Teachers
Phi Delta Kappa
Sigma Pi Sigma
Council for the Study of Community Colleges
Council on the Advancement of Higher Education Programs
Association for the Study of Higher Education

Professional Assignments and Activities (non-teaching)

Administrative work
Authored with Williams statewide distance delivery program in community college leadership. Accepted by Western Carolina University and UNC System 2004.

Authored stand-alone community College Doctoral Program. Accepted by WCU in May of 2004, Not accepted by UNC System.

Authored Community College/Higher Ed. Concentration for current Ed.D. In Educational Leadership. Accepted by Western Carolina University May, 2003

Authored documents for planning and permission to establish College Student Personnel MA.Ed. Granted by UNC system October 11, 2002.

Authored documents for planning and permission to establish Two-year College Multi-Disciplinary MA.Ed. Granted by UNC system August 13, 2002.

Authored document and served as director to establish a Community College Instructors Certificate. Accepted by Western Carolina University May 1999.

Committee Work

College of Education and Allied Professions Technology Committee
College of Education and Allied Professions Curriculum Committee
College of Education and Allied Professions - Allied Professions Advisory Group
College of Education and Allied Professions - Program Directors Advisory Group
College of Education and Allied Professions - Botner Superior Teacher Award Committee
College of Education and Allied Professions – Nominations Committee
College of Education and Allied Professions – TPR Committee
University Scholarly Development Assignment Program Committee
University Microgrant Selection Committee
University Community College Relations Committee
University Visiting Scholars Committee
University Graduate Council
    GC Curriculum Committee – Chair
    GC Student Appeals Committee
University Admissions/Readmissions/Retention Committee
University Faculty Senator
    FS Faculty Affairs Council - Chair
    FS Steering Committee
University Visiting Scholars Committee
University Readmissions Committee - Chair

**Special Recognition**
Named Honorary Coach for Western Carolina University spring football game, 2000.
Nominated for WCU University Service Award, 2001.
Appointed to Sylva, NC Alcohol Beverage Control Board, August 2002.
Higher Education Administration Distance Learning Program received highest percentage of EXCELLENT marks for any distance program in the University of North Carolina system, 2002.
Nominated for the Dean’s Outstanding Graduate program Director, 2004
# Summary of Faculty Evaluation Methods

<table>
<thead>
<tr>
<th></th>
<th>Annual Faculty Evaluation</th>
<th>Tenure, Promotion, Reappointment</th>
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*CRC = Collegial Review Committee*
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND FOUNDATIONS
DEPARTMENTAL GUIDANCE
for COLLEGIAL REVIEW DOCUMENT

*Department tenure, promotion, and reappointment criteria
and annual faculty evaluation guidelines and procedures*

Year(s) Effective: 2008-09 through 2010-2011

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I. Overview
   a. General statement of purpose
   b. Departmental statement
   c. Overview of personnel evaluation methods

II. Domains of Evaluation
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      i. Domains of teaching effectiveness
      ii. Methods of evaluation and sources of evidence
      iii. General comments
   b. Scholarship
      i. Definition of scholarship
      ii. Methods of evaluation and sources of evidence
      iii. General comments
   c. Service/Engagement
      i. Definition of service/engagement
      ii. Methods of evaluation and sources of evidence
      iii. General comments

III. Expectations and Criteria
   a. Annual Faculty Evaluation
      i. Teaching
      ii. Scholarship
      iii. Service/Engagement
   b. Reappointment
      i. Teaching
      ii. Scholarship
      iii. Service/Engagement
   c. Tenure
      i. Teaching
      ii. Scholarship
      iii. Service/Engagement
   d. Promotion to Associate Professor
   e. Promotion to Full Professor
      i. Teaching
      ii. Scholarship
      iii. Service/Engagement
   f. Post-Tenure Review

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Appendices
A. Composition of Collegial Review Committees
B. Specific procedures and dossier guidelines for AFE for part-time teaching faculty:
C. Specific procedures and dossier guidelines for AFE for full-time faculty
D. Specific procedures for reappointment
E. Specific procedures for external review
F. Specific procedures and dossier guidelines for post-tenure review
G. Forms
H. List of acronyms

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
I. Overview

A. General statement of purpose
The purpose of this document is to describe the policies, procedures, and criteria for faculty performance evaluation specific to the Department of Educational Leadership and Foundations. While the ELF Collegial Review Document (CRD) contains the precise language about evidence and expectations approved by the Dean and Provost, the Departmental Guidance provides expanded descriptions in order to help faculty operationalize the CRD. The document is guided at the highest level by The Code of the UNC system and by the Faculty Handbook of Western Carolina University. Included also are policies issued by General Administration, by the Office of the Provost, and in some cases by the college. While this document is intended to be comprehensive and precise with regard to department-level criteria and procedures, the faculty member should have familiarity with The Code and with the WCU Faculty Handbook (section 4.0). Further, in preparing a dossier for reappointment, tenure, or promotion, the faculty member should also have available the ELF CRD and the Guidelines for the Preparation of the Dossier, a separate document disseminated annually by the Office of the Provost.

B. Departmental statement of purpose
Programs in Educational Leadership and Foundations (ELF) prepare students for careers in p-12 and higher education settings. Programs reflect the vision articulated in the College of Education and Allied Professions (CEAP) conceptual framework:

Our vision is for candidates who are passionate, lifelong learners, who genuinely care about all students, who understand human development, who have a deep knowledge of their disciplines, who have an effective range of instructional skills including a facility with technology, and who expect and support high achievement in their students. This vision is shared, articulated, and supported throughout the curriculum, in clinical experiences, and in the formative and summative assessments.

In order to prepare candidates in accordance with the framework, ELF faculty must themselves develop and exhibit these competencies. This document expresses the methods by which ELF faculty monitor their growth and document their performance in accordance with WCU's policies.

C. Overview of faculty evaluation methods and annual timeline
The table on the following page provides an overview of the Annual Faculty Evaluation (AFE); Tenure, Promotion, and Reappointment (TPR); and Post-Tenure Review (PTR) purposes and processes. For more information about each of these forms of faculty evaluation, consult the WCU Faculty Handbook.

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
### Summary of Faculty Evaluation Methods

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*CRC = Collegial Review Committee

The timeline for faculty evaluation activities is provided annually by the Provost’s Office.
II. Domains of Evaluation
   a. Teaching

1. Teaching effectiveness is evaluated according to the following 7 dimensions:
   a. **Content expertise** – Effective teachers display knowledge of their subject matters. Content expertise includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
   b. **Instructional delivery skills** – Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
   c. **Instructional design skills** – Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
   d. **Course management skills** – Effective teachers give timely feedback to students, make efficient use of class time, and handle classroom dynamics, interactions, and problematic situations (e.g., academic dishonesty, tardiness, etc.) appropriately.
   e. **Evaluation of students** – Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
   f. **Faculty/student relationships** – Effective teachers display a positive attitude toward students, show concern for students by being approachable and available, present an appropriate level of intellectual challenge, sufficient support for student learning, and respect diversity.
   g. **Facilitation of student learning** – Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work.

2. **Methods of evaluation and sources of evidence** – sources of evidence related to teaching effectiveness are summarized in the table below.

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Optional or Required</th>
<th>AFE</th>
<th>TPR</th>
<th>PTR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer review of teaching (based on direct observation and/or review of teaching materials; see CRD Appendices C &amp; H) – required for tenure-track faculty only</td>
<td>R</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Instructor's self-report and evaluation based on seven dimensions. Includes statement of teaching philosophy; description of goals, methods, and strategies used; with references to selected teaching materials. Also includes professional development related to teaching.</td>
<td>R</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Samples of teaching materials (including syllabi, assignments, exams, learning modules, etc.) Provide samples rather than an exhaustive set of materials (e.g., one syllabus for each course taught during review period plus representative samples of other types of materials).

Student Assessments of Instruction (SAIs)
Includes summary of data from the period of review.
- Faculty in ELF will conduct SAIs in all sections of all courses with enrollment of 5 or more.
- All quantitative SAI data will be included in AFE dossiers.
- For TPR purposes, all SAI data will be summarized and provided in accordance with WCU requirements as specified in annual, written guidance from Office of the Provost.

Teaching load reports (list of courses and their enrollments)

Teaching versatility (range of preparations and levels of courses)

The three forms of evidence that contribute most to evaluation of teaching effectiveness are self-, peer, and student evaluations of teaching. Other sources of evidence are considered supplemental. Among the three primary sources of evidence, peer and self-evaluation bear equal weight. Given the limitations on validity of inferences that may be made from student course evaluations, SAIs are accorded less weight than self- and peer evaluations of teaching.

In the first year of employment, faculty members will have limited evidence available for documentation in their reappointment dossiers. Evidence in the first year may focus more on self- and peer evaluation, teaching materials, formative evaluation data, and other evidence of progress toward achievement of first year teaching goals.

3. General comments -- In ELF, teaching is comprised of both instruction (in a classroom or through alternate delivery formats) and non-
instructional aspects of teaching, including chairing dissertations, supervising student interns, and advising. The three forms of evidence that contribute most to evaluation of teaching effectiveness are self-, peer, and student evaluations of teaching. Other sources of evidence are considered supplemental. Among the three primary sources of evidence, peer and self-evaluation bear equal weight. Given the limitations on validity of inferences that may be made from student course evaluations, SAIs are accorded less weight than self- and peer evaluations of teaching. Professional development activities designed to strengthen teaching expertise are also positively valued and should be included in the self-evaluation of teaching.

Expectations
Competence in instruction is defined as a consistent pattern of effective or improving self-, peer, and student evaluations, constructive use of feedback, and making efforts to resolve teaching problems. Faculty are expected to perform competently in the non-instructional aspects of teaching. This category includes being available and approachable for advisement; being effective in supervising student teachers, interns, and independent studies; reviewing student portfolios and comprehensive exams; and successfully chairing dissertation committees. This area also includes the work done for program governance (e.g., serving as program director).

Faculty are encouraged to go beyond minimal competence and engage in such activities as collaborating with colleagues, teaching new courses periodically, using experimental or innovative methods, and revamping courses taught regularly.

b. Scholarship
[WCU recognizes as legitimate forms of scholarly activity the 4 types described by Boyer. Specific departmental perspectives on these categories, relative valuations of various forms of scholarly activity, and department-specific examples of each, are described below.

a) Scholarship of discovery – Original research that advances knowledge. Also includes creative activities such as artistic products, performances, musical, or literary works.

b) Scholarship of integration – Synthesis of information across disciplines, across topics, or across time.

c) Scholarship of application – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.


i. Definition of scholarship – Scholarship may be categorized according to the following four domains, as defined by Boyer.

1. Scholarship of discovery:
Traditional research; disciplined, investigative efforts within the academy; contributes to the stock of human knowledge

Examples:
- Development and presentation of a new theory of educational leadership
- A refereed journal article reporting findings of research designed to gain new knowledge

2. Scholarship of integration:
Making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists; serious disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research; interpretation, fitting one’s own research—or the research of others—into larger intellectual patterns; asks “What do these findings mean?”

Examples:
- A published book review
- An article on the application of a theory borrowed from an academic discipline outside one’s own

3. Scholarship of application:
Asks, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?” service activities that are “tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity” (Boyer, 1990, p. 22).1

Examples:
- Article on research conducted in an educational setting
- Development of a new process for dealing with a problem of practice
- Study conducted for a local organization or governmental agency
- Funded grant for implementation of educational initiative in a K-12 or higher education setting

4. Scholarship of teaching and learning:
Faculty, as scholars, are also learners; knowledge acquired through teaching

Examples:
- Development of a set of cases, simulations, problem-based learning activities for a new class
- Analysis of the impact of a new teaching strategy on student learning
- Development of online teaching strategies
- Redesign of a single course
- Significant curriculum or program redesign

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ii. Methods of evaluation and sources of evidence

Scholarship evidence includes examples of scholarly work during the year, based on the faculty member's approved goals, which may include but are not limited to:

- Publications
- Articles published, accepted, submitted or in progress that demonstrates disciplinary knowledge and skill in their performance in a publicly observable form
- Presentations presented, accepted or submitted that demonstrate disciplinary knowledge and skill in their performance in a publicly observable form
- Presentation of topical scholarship through consultation or presentation to another educational institution
- Other scholarly work as defined in the faculty member's approved goals that has or can be presented through consultation or presentation through publicly observable forms

Given Boyer's model, it is possible that some examples of activities currently listed under service may be characterized as scholarship, especially if they are related to the faculty member's scholarly agenda. For example, a faculty member may engage in a service activity with an educational agency, but develop a scholarly product based on that work. Each faculty member should identify the most appropriate category (scholarship or service) for the activity and explain in the appropriate AFE, TPR, or PTR narrative the rationale for characterizing activities as scholarly when they are listed as examples of service in the Departmental Collegial Review Document (CRD).

Terminology: Artifacts in a faculty member's body of scholarly work are generally described as "work" or "product." Scholarly peer review may come from traditional review processes (e.g., editorial board, blind review) or using the department's external review procedures for unpublished scholarly work (as defined in the departmental CRD guidance document). The term "published" is not limited to works in print; however, it does require a venue with a peer review or editorial review process, or invitation. "Unpublished" scholarly work must be public, subject to critical review, and in a form that allows use and exchange by other members of the scholarly community. To be publicly observable, unpublished scholarly outcomes need to be in the form of a paper, a recorded (audio or video) presentation, written report, web site, or other format approved in the faculty member's goals.

The following are examples of documentation faculty may include as evidence of their scholarly activity:

- Submitted works (refereed/juried/peer reviewed articles, chapters, etc.)
- Published scholarly works
[Note: All items listed below must be part of defined goals in scholarship and reviewed as defined in the External Review process in Appendix E below from the complete DCRD.]

- Submitted works in non-refereed journals
- Presentations: local, state, regional, national, international (peer reviewed or non-peer reviewed)
- Submission of a grant application (funded or unfunded)
- Editorship of scholarly publication
- Published conference proceedings
- Unpublished product of consultation with educational organization, made available via website
- Works in progress (e.g., manuscript drafts)

The department does not typically recognize pay-to-publish works as allowable evidence of scholarly activity.

When provided in the Candidate's Application for the TPR dossier, the list of scholarly products should be organized according to the following categories:

- Journals and other periodicals
- Books and book chapters
- Conference presentations and proceedings
- Grants and creative works
- Unpublished scholarly work
- Other scholarly products

Faculty may choose to subdivide contents within these categories. Each entry should be identified as “peer-reviewed” (juried, refereed), “non-peer reviewed” (non-juried, non-refereed), or “invited.” In dossiers submitted for 3rd year reappointment, tenure, or promotion, faculty should label evidence submitted for external review (see Appendix E) as “non-traditional peer reviewed.”

**Expectations**

The scholarship expectation is that each faculty member be consistently engaged in scholarship and that the candidate will present evidence annually of significant scholarly work. Based on the current ELF goal system, a minimum of two scholarly products are expected each year, unless the approved goals written by the individual specifically indicate that the scholarly work is of such a nature that it will have a product in a given year (e.g., a three year grant). In this case it is expected that there will be evidence of progress toward the end product.

Faculty in the Department of Educational Leadership and Foundations believe that every member should maintain an active, focused research agenda and that published scholarship is an important component of each faculty member's responsibilities to the profession. All faculty are expected
to establish goals that will result in at least three traditional publications (i.e., peer-reviewed journal articles, books, book chapters, conference proceedings; subject to peer or editorial review or by invitation) by the time of application for tenure.

iii. General comments -- Faculty in the Department of Educational Leadership and Foundations pursue diverse research agendas related to the varied disciplines in the department. All four domains in Boyer’s model are considered legitimate forms of scholarship for our faculty.

a. Grant proposals and awards -- Grant proposals and awards are recognized as scholarly products that count toward expectations related to each personnel action described in Section IV. Pursuit of grants is the prerogative of the faculty member and should be reflected in his or her annual goals.

b. Professional development - Professional development activities designed to strengthen methodological expertise are positively valued and may be described in self-evaluative statements for AFE, TPR, and PTR purposes. However, participation in professional development in this area does not count as evidence of a scholarly product according to departmental expectations.

At the time of third-year reappointment, promotion and/or tenure, faculty who have chosen to focus their scholarship in certain domains may not have a lengthy record of traditionally published scholarly works. If the bulk of the candidate's scholarly evidence is unpublished, or published in non-peer-reviewed venues, s/he will prepare a packet of materials for external review. Details about this process are provided in Appendix E.

Professional development activities designed to strengthen scholarly expertise are positively valued and may be described in self-evaluative statements for AFE, TPR, and PTR purposes. However, participation in professional development in this area does not count as evidence of a scholarly product according to departmental expectations.

c. Service/Engagement

i. Definition of service/engagement -- The definition of service is the acceptance and fulfillment of professional responsibilities outside of teaching and scholarship in the following three areas: (1) acceptance of professional responsibilities at the department, college, university and system levels; (2) sharing professional expertise with the community outside the university (outreach), ranging from local to global levels; and (3) participation in organizations related to the discipline. The following are examples of service in each of the three categories. These examples are meant to help faculty establish annual goals and meet their AFE and TPR requirements. They are in no way meant to be seen as mandates or restrictions on service work.

1) Professional responsibilities:

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• Program Coordination
• Service on department, college, university, or system committees and task forces
• Other governance or program administration responsibilities, including ad-hoc work at the department, college, university, or system level
• Delivering staff/faculty in-service
• Liaison to other departments, colleges, universities, school systems
• Student organization advisement
• Membership (non-chair) on dissertation and thesis committees
• Assistance to faculty/students based on disciplinary expertise
• Other service as defined in the approved annual goals

2) Outreach:
• Speeches, workshops, and invited presentations for schools/communities
• Newspaper editorials, interviews
• School/community/government boards, committees, or offices
• Sponsored services
• Consulting or teaching in the broader global community
• Other service as defined in the approved annual goals

3) Participation in organizations related to the discipline:
• Professional society memberships and offices
• Reviewer for professional conferences
• Conference or society committees
• Journal editorships and reviews
• Textbook review
• Speeches, workshops, and invited presentations at professional meetings (non-refereed talks, non-refereed papers)
• Guest lecture
• Other service as defined in the approved annual goals

ii. Methods of evaluation and sources of evidence

Documentation of service for TPR and PTR purposes should include a cumulative list of service activities in the Candidate’s Application (Section 6); and a brief statement about accomplishments and the impact and quality of service in the appropriate dossier appendix. Documents that substantiate the service record (e.g., written products that are outcomes of service activities) should also be included in the dossier appendix.

The candidate may also wish to provide an elaborated version of the statement in Appendix I of the TPR dossier. In the elaborated version, the candidate may want to address the following criteria as a self-evaluation of their service contributions:

1. Organization’s need for the service
2. Quality of the service work
3. Impact of the service work
4. Dissemination of the service contribution
5. Interaction with a community of scholars
6. Integration of service with teaching and scholarship; evidence that service draws on the faculty member’s disciplinary or professional expertise.

The DCRC will take into consideration the six criteria (above), as well as goal attainment in the years since the last personnel action, in assessing a faculty member's record of service for reappointment, tenure, promotion, and post-tenure review purposes.

Documentation of service for AFE purposes is based on the candidate’s vita and self-evaluation of goal attainment. Attainment is also evaluated based on DCRC and Department Head review, in accordance with the departmental CRD Guidance.

iii. General comments -- Faculty in ELF engage in service to the institution in order to share governance responsibilities and provide stewardship related to the institution’s mission, strategic priorities and overall health. Other forms of service, including outreach and service to the profession, are extensions of this stewardship role inherent in the professoriate.

1. Professional development - Professional development activities designed to strengthen a faculty member's capacity to provide service to the institution, community, or discipline are positively valued and may be described in self-evaluative statements for AFE, TPR, and PTR purposes. However, participation in professional development in this area does not count as evidence of service according to departmental expectations.

2. Other - All faculty will accept professional responsibilities within the department, college, or university. Faculty members are encouraged to perform outreach to the community and to participate in organizations related to the discipline. Outreach should have a beneficial impact attributable to the application of relevant and up-to-date knowledge to real-world problems, issues or concerns addressed by the outreach contribution. Participation in organizations related to the discipline includes involvement in and service to regional, state, national, or international professional associations and organizations. Service activities must fulfill the mission of the university through utilization of faculty members’ academic and professional expertise. Service is expected to increase with years of employment.

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III. **Expectations and Criteria** – The DCRC will take into consideration the methods of evaluation and sources of evidence listed in Section II above, as well as goal attainment in the years since the last personnel action, in assessing a faculty member's record of teaching, scholarship, and service for reappointment, tenure, promotion, and post-tenure review purposes. Minimum criteria that must be met for each personnel action are described below.

A. **Annual Faculty Evaluation**: Evaluation of teaching, scholarship, and service for AFE purposes is based on achievement of approved annual goals. Goal attainment is rated on the following scale: Did Not Accomplish, In Progress, Accomplished, Accomplished with Merit. This scale is applied in each of the three domains (teaching, scholarship, service).

B. **Reappointment**:
   1. **Teaching** - Consistently accomplished approved annual goals since time of hire. (May not have achieved 100% of goals all years, but has demonstrated substantial accomplishment of goals most years.) The candidate has a pattern of successful AFEs. Evidence of accomplishment and sustained promise in teaching is present in the attainment of goals, evidence presented in dossier, and candidate’s statement. **Note**: In first year reappointment, evidence may focus on course development, formative evaluation, and progress toward achievement of annual goals.
   2. **Scholarship** – Consistently accomplished approved annual goals since time of hire. (May not have achieved 100% of goals all years, but has accomplished goals most years.) The candidate has a pattern of successful AFEs. Evidence of accomplishment and sustained promise in scholarship is present in the attainment of goals, evidence presented in dossier, and candidate’s statement. **Note**: In first year reappointment, evidence may focus on preliminary evidence of emerging scholarship, steps to establish a research agenda, and progress toward achievement of annual goals.
   3. **Service/Engagement** – Consistently accomplished approved annual goals since time of hire. (May not have achieved 100% of goals all years, but has accomplished goals most years.) The candidate has a pattern of successful AFEs. Evidence of accomplishment and sustained promise in service is present in the attainment of goals, evidence presented in dossier, and candidate’s statement. **Note**: In first year reappointment, evidence may focus on intradepartmental and emerging forms of service, and progress toward achievement of annual goals.

C. **Tenure**
   1. **Teaching** - Consistently accomplished approved annual goals since time of hire. (May not have achieved 100% of goals all years, but has demonstrated substantial accomplishment of goals most years.) The candidate has a pattern of successful AFEs. Evidence of accomplishment in teaching is present in the attainment of goals, evidence presented in dossier, and candidate’s statement.
   2. **Scholarship** – Consistently accomplished approved annual goals since time of hire. (May not have achieved 100% of goals all years, but has demonstrated substantial accomplishment of goals most years.) While the overall composition of scholarly works may vary across faculty members, the candidate has produced at least three traditional publications (i.e., peer- or editorial reviewed journal articles, book chapters, books, conference proceedings). The candidate has a
pattern of successful AFEs. Evidence of accomplishment in scholarship is present in the attainment of goals, evidence presented in dossier, and candidate’s statement.

3. **Service/Engagement** – Consistently accomplished approved annual goals since time of hire. (May not have achieved 100% of goals all years, but has demonstrated substantial accomplishment of goals most years.) The candidate has a pattern of successful AFEs. Evidence of accomplishment in service is present in the attainment of goals, evidence presented in dossier, and candidate’s statement.

**D. Promotion to Associate Professor**

Criteria for promote to Associate Professor are similar to those required for tenure. Both (1) consistent accomplishment of approved annual goals since time of hire and/or tenure and (2) pattern of successful AFEs are expected.

**However, the candidate should also have achieved some annual goals with merit in the years since hire or tenure, particularly in an area that the faculty member has chosen to emphasize (i.e., teaching, scholarship, or service).** While the overall composition of scholarly works may vary across faculty members, the candidate has produced at least three traditional publications (i.e., peer- or editorial reviewed journal articles, book chapters, books, conference proceedings), **if other forms of Boyer scholarship are presented and evaluated through external review. Additional publications in peer reviewed venues are expected, based on goals, if there is no other work subjected to external review.** Evidence of accomplishment in teaching is present in the attainment of goals, evidence presented in dossier, and candidate’s statement.

**E. Promotion to Full Professor**

1. **Teaching** - Consistently accomplished approved annual goals since last promotion. (May not have achieved 100% of goals all years, but has demonstrated substantial accomplishment of goals most years.) The candidate has a pattern of successful AFEs, and consistently achieved goals with merit. Evidence of accomplishment in teaching is present in the attainment of goals, evidence presented in dossier, and candidate’s statement. Superior record of teaching is evidenced by formal, institutional and/or national recognition (e.g., teaching awards).

2. **Scholarship** – Consistently accomplished approved annual goals since last promotion. (May not have achieved 100% of goals all years, but has demonstrated substantial accomplishment of goals most years.) The candidate has a pattern of successful AFEs, and consistently achieved goals with merit. Evidence of accomplishment in scholarship is present in the attainment of goals, evidence presented in dossier, and candidate’s statement. Superior record of scholarship is evidenced by a sustained record of publication with emphasis on peer-reviewed or invited work; or scholarly productivity with regional or national recognition. The superior quality of unpublished scholarly evidence must be verified through external peer review (see Appendix E). While the overall composition of scholarly works may vary across faculty members, the candidate has produced at least eight traditional publications (i.e., peer- or editorial reviewed journal articles, book chapters, books, conference proceedings).

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3. **Service/Engagement** – Consistently accomplished approved annual goals since last promotion. (May not have achieved 100% of goals all years, but has demonstrated substantial accomplishment of goals most years.) The candidate has a pattern of successful AFEs, and consistently achieved goals with merit. Evidence of accomplishment in service is present in the attainment of goals, evidence presented in dossier, and candidate’s statement. Superior record of service is evidenced by significant contribution to the institution, and/or a sustained record of service at the regional or national levels.

F. **Post-Tenure Review**

Both (1) consistent accomplishment of approved annual goals since time of tenure or most recent PTR and (2) pattern of successful AFEs are expected. However, the candidate should also have achieved some annual goals with merit in the years since promotion or most recent PTR, particularly in an area that the faculty member has chosen to emphasize (i.e., teaching, scholarship, or service). Evidence of accomplishment in teaching is present in the attainment of goals, evidence presented in dossier, and candidate’s statement.

Sections I, II and III approved by:

3/8/08 final 9/3/08

Department Head Date

[Aligned with Department Collegial Review Document signed by Dean and Provost 9/3/08].

Dean Date

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Appendices

A. Composition of Collegial Review Committees
B. Specific procedures and dossier guidelines for AFE for part-time teaching faculty
C. Specific procedures and dossier guidelines for AFE for full-time faculty
D. Specific procedures for Reappointment, Tenure, and Promotion
E. Specific procedures for External Review
F. Specific procedures and dossier guidelines for Post-tenure review
G. Forms
H. List of acronyms

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Appendix A. Composition of collegial review committees

I. **Departmental** – The Departmental Collegial Review Committee (CCRC) will generally serve as both TPR Advisory Committee and PTR Advisory Committee, with minor exceptions:
   
a. **TPR** - The departmental TPR Advisory Committee shall be chaired by the department head (non-voting) and shall be composed of up to six tenured faculty members elected annually by the department’s full-time faculty. In the event that we have six or fewer tenured faculty, the committee shall be composed of the department head and tenured faculty, providing that the resultant committee shall consist of at least three members, exclusive of the department head. In the event that there are fewer than three tenured faculty, the Provost, in consultation with the department and dean, selects tenured faculty from similar departments to constitute a committee of at least three tenured faculty.

b. **PTR** - The departmental PTR Advisory Committee shall consist of the same members as the TPR Advisory Committee, excluding the department head and any faculty members scheduled for Post-Tenure Review during the current academic year. The committee shall be composed of no fewer than three and up to six tenured faculty members. In the event that there are less than three tenured faculty eligible to serve on the PTR Advisory Committee, the Provost, in consultation with the department and dean, selects tenured faculty from similar departments to constitute a committee of at least three.

II. **College** – The College of Education and Allied Professions Collegial Review Committee (CCRC) shall be chaired by the dean (non-voting) and shall be composed of 10 tenured, full-time faculty members of the college, half elected (one per department) and half appointed by the dean. Each shall serve a 3-year staggered term, with no limit on succession.

III. **University** - The University Collegial Review Committee (UCRC) shall consist of the Provost as chair (non-voting); the Dean of the Graduate School, one tenured faculty member elected from each college by the faculty of that college, one tenured member elected by the faculty of the university library, and tenured faculty members appointed by the Provost equal to the number of elected faculty members on the committee. Each shall serve a 3-year staggered term with no limit on succession.

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Appendix B. Specific procedures and dossier guidelines for AFE for adjunct faculty

Evaluation of adjunct teaching faculty

The department head will evaluate part-time faculty annually in accordance with guidelines in the WCU faculty handbook. Adjunct faculty will be told in writing at the time of their appointment how their work will be evaluated. All adjunct faculty will conduct student assessments of instruction (SAIs) in all courses each semester.

Adjunct teaching faculty will be evaluated once per year based on the following sources of data:
- Student assessments of instruction
- Syllabi and course materials

Once within the first two years of initial hire, the adjunct instructor will also be assigned a tenured or tenure-track faculty member who will be responsible for providing a written review of the instructor's teaching based on a review of teaching materials and direct observation. The department head may require additional peer reviews of teaching beyond the minimum, especially if the instructor teaches new courses or if past evaluations yielded areas of significant concern.

Evaluation of model clinical faculty

Model clinical faculty will be treated as adjunct faculty in accordance with guidelines in the WCU faculty handbook.

Model clinical faculty will be evaluated once per year based on the following sources of data:
- Items from student assessments of instruction specific to model clinical faculty member
- Written evaluation from course instructor

Evaluation of student teacher/intern supervisors

Supervisors of student teachers and interns will be treated as adjunct faculty in accordance with guidelines in the WCU faculty handbook.

Supervisors will be evaluated once per year based on the following sources of data:
- Written evaluation from content area supervisors
- Written evaluation from cooperating teacher(s)
Appendix C. Specific procedures and dossier guidelines for AFE for full-time faculty

Purpose and Scope of Annual Goals

Purpose of goals: Goals are set annually by all faculty in the areas of teaching, scholarship, and service to support ongoing professional development, progress toward tenure, promotion, and post-tenure and annual review. Goals serve as concrete benchmarks for activities achievable within an academic year as well as over the accumulated period of several years between actions. Untenured faculty are evaluated for AFE and TPR according to the Peer Review Process below. Tenured faculty submit their goals and accomplishments to the department head during the AFE process.

Scope of goals: Faculty should set a minimum of two specific goals in each area of teaching, scholarship, and service. Goals are not expected to be exhaustive or to describe everything the faculty member does over the course of a year. Rather, they should reflect the faculty member’s priorities for the year and continuation of long-range plans. (Additional information about setting annual goals is provided in the department’s Guidance for Faculty in Setting Annual Goals.) Evidence must be submitted during the AFE period to document the ways in which the goals have or have not been accomplished.

For new faculty members, goals for a given academic year should be submitted for DCRC review no later than the first week of the fall semester. Goals should be finalized (signed by Department Head, DCRC Secretary, and UFM) by the second Monday in September. For continuing untenured faculty members (2nd-5th years), goals for the current year are generally approved as part of the April AFE process at the end of the previous year.

If due to unforeseen circumstances or external demands the emphasis of a faculty member’s work that academic year must change significantly after goals are approved for the year, the individual may submit revised goals to the DCRC by the first working day in December for review and approval no later than two weeks from that date. (Continuing untenured faculty whose goals were approved the previous April may also submit revised goals on the same schedule as new faculty members: August submission for September approval.)

Peer Review Process for Untenured Faculty Members

According to a published schedule described above, the peer review process begins with a CRC review of annual goals developed by each untenured faculty member (UFM). The DCRC reviews each UFM’s goals and gives feedback and suggestions for any changes. The goals may be presented to the DCRC in person, either at the request of the UFM or the DCRC.

The DCRC serves in an advisory capacity, helping UFM’s to develop goals that reflect appropriate steps toward a strong tenure/promotion dossier. The DCRC may make written recommendations for revisions to the goals via the Department Head who conveys the recommendations to the individual at an annual goals review meeting. If changes are made, the individual must submit revised goals to the Department Head and DCRC for final approval. The approved goals must be signed by the Department Head, the DCRC committee secretary, and the individual.

At AFE time in the spring, the DCRC must review the untenured faculty goals and accomplishments, and give a written evaluation to the Department Head.

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Department Liaison for Untenured Faculty Members. Each UFM will be assigned a department liaison whose job it is to explain the procedures and be a source of feedback and suggestions. The Department Head will assign liaisons using alphabetical order with rotational adjustments when needed.

Observation of Teaching. Each UFM will be observed teaching by two tenured faculty members. The observers will write a review of the observation for the UFM’s file, using the form in Appendix G. The review should be based both on the observation of teaching and review of materials related to that course.

The DCRC assigns the tenured faculty to observe untenured faculty teaching one class during the academic year. The untenured faculty may request that the observation be done within a specified period of time, but all observations must be completed no later than two weeks before the deadline to submit AFE files. (For first year faculty: peer observers should make an effort to complete that year’s observations prior to the deadline for submission of the reappointment dossier.) The observer will discuss his/her observation with the UFM and provide a written report of the observation within two weeks after the completion of the observation. The department head will also observe one class for each UFM each year.

Peer Review Process for All Full-Time Faculty Members

At a department meeting held in April of each year, each faculty member will spend 3-5 minutes describing his or her annual goals, progress toward meeting those goals, other accomplishments, and anticipated goals for the following year.

Contents of the AFE file (all full-time faculty)

AFE files should contain evidence related to the faculty member’s activities in teaching, scholarship, and service since the previous year’s AFE.

Section 1: AFE Documents
1. Approved Goals
2. AFE summary self-evaluation in teaching, scholarship, and service (using form in Appendix G)
3. Copy of Annual Report of Faculty Activities
4. Self-Evaluation of teaching (see guidance in Appendix G)
5. Peer Evaluations (including peer review of materials for tenured faculty)
6. Quantitative data from Student Assessment of Instruction
7. Current Curriculum vita
8. Preliminary goals for upcoming academic year
9. P-12 involvement survey

Section 2: Supporting documentation for teaching
Section 3: Supporting documentation for scholarship
Section 4: Supporting documentation for service

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Additional explanation of the contents of Section 1, including current forms from outside the department (e.g., Annual Report of Faculty Activities, P-12 Involvement Survey), will be provided by the Department Head by the first working day in February.

**Note:** The AFE documents (Section 1) for first year faculty will consist of (1) the candidate’s statement from the reappointment file, with updates as appropriate; (2) a current vita; (3) preliminary goals for the upcoming academic year; (4) a copy of the Annual Report of Faculty Activities; and (5) P-12 involvement survey.

Examples of supporting documentation include all sources described in Section II of this document. While evidence should definitely be provided related to the faculty member’s annual goals in each area, decisions about the nature of the evidence to be included in Sections 2-4 are left to individual faculty members.

The Department Head’s AFE statement and the faculty member’s AFE summary self-evaluation must be provided in paper form. The remaining contents of AFE files may be submitted electronically or in paper form in a single three-ring binder.

**Evaluation criteria**

Evaluation in each of the three areas is based on achievement of the faculty member’s goals that year. The following scale is used to document achievement:

- Did not accomplish goals
- In progress
- Accomplished goals
- Accomplished goals with merit

This scale is applied by the Department Collegial Review Committee, the Department Head, and the faculty member.

**Procedures, roles, and responsibilities for AFE of all full-time faculty**

**Faculty Member:** It is the responsibility of the faculty member to collect artifacts and maintain such records as will sufficiently allow him/her to present evidence of his/her progress towards his/her approved goals. It is the responsibility of the faculty member to submit goals, AFE documentation, and any other requested information on (or before) the date provided by the Department Head.

**Department Head:** The Department Head is responsible for conducting a summative evaluation of each faculty member during the AFE process. In addition, the Department Head does the following tasks:

1. By last working day in August, distributes the following items: (1) list of peer observers for untenured faculty; and (2) AFE Timeline.

2. By first working day in October, convenes DCRC for review of UTM annual goals. Delivers DCRC’s written feedback on annual goals during a goal setting conference with the UTM.

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
3. Observes a class taught by each untenured faculty member, discusses the observation with that person, and writes a report (using form in Appendix G) to be included in the AFE File.

4. By last working day in January, distributes a schedule for Annual Faculty Evaluation meetings which will be scheduled for April. AFE files must be completed by the first working day in April.

5. Prepares a preliminary written report, entitled Preliminary Annual Faculty Evaluation, for each faculty member prior to the AFE meeting. The faculty member must review it and may make suggestions for changes prior to the final AFE report.

6. Prepares the final AFE report. Each faculty member has the right to submit an addendum or retraction to be attached to the department head’s final AFE report.

7. Sends each faculty member’s AFE file to the dean. The department head’s recommendations must be based on the department AFE standards and expectations in conjunction with the individual’s goals and achievements.

8. Reviews the faculty salaries annually and recommends adjustments to bring faculty in line in terms of equity. Adjunct faculty will be evaluated by the department head or designee using department course evaluations and a peer review of at least one class.

**DCRC:** It is the responsibility of the DCRC to provide support and constructive feedback to the faculty member to help the faculty member in his/her efforts to demonstrate competence in teaching, scholarship and service by adhering to procedures described in “Peer Review Process for Untenured Faculty Members” above, including timely review of annual goals, assignment and completion of peer evaluations of teaching, and review and written evaluation of AFE files.
Appendix D. Specific procedures for Reappointment, Tenure, and Promotion

Contents of the Dossier

Contents of the dossier should adhere to the guidance provided annually by the Office of the Provost. A brief summary of the contents are provided here, with some department-specific guidance added.

TPR Dossiers are organized as summarized in the following table. All evidence in appendices should be organized in reverse chronological order unless otherwise specified. Expanded guidance and organization of the dossier may change annually; faculty are encouraged to use the document from the Office of the Provost as the official source of guidance on assembling the dossier.

<table>
<thead>
<tr>
<th>Tab</th>
<th>Contents (as required by WCU)</th>
<th>Expanded guidance (ELF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative component</td>
<td>AA-12 transmittal form&lt;br&gt;Department Head’s summary statement&lt;br&gt;Memos of discrepancy (if applicable)</td>
<td>AA-12 transmittal form is prepared by ELF secretary</td>
</tr>
<tr>
<td>Candidate’s application</td>
<td>One continuous document, items 1-8</td>
<td></td>
</tr>
<tr>
<td>Appendix A</td>
<td>Departmental CRD</td>
<td>Copy provided by Department Head or ELF secretary</td>
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<td>Appendix B</td>
<td>Current vita (cumulative record as listed in dossier)</td>
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<tr>
<td>Appendix C</td>
<td>All AFE statements since hire or last T&amp;P action</td>
<td></td>
</tr>
<tr>
<td>Appendix D</td>
<td>Peer review of teaching effectiveness (cumulative since hire for tenure; last three years for other reviews)</td>
<td></td>
</tr>
<tr>
<td>Appendix E</td>
<td>Student Assessment of Instruction (most recent three years)</td>
<td>Quantitative data on factors provided in summary table&lt;br&gt;Detailed, item-level statistics</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Samples of teaching materials</td>
<td>See guidance in Section IIA2 of CRD&lt;br&gt;Provide most current versions</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Samples of scholarship and creative activities</td>
<td></td>
</tr>
<tr>
<td>Appendix H</td>
<td>Documentation of service and engagement</td>
<td>Brief statement about impact and quality of service (required)&lt;br&gt;Products that are outcomes of service activities or that otherwise substantiate service contributions</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Other information to demonstrate effectiveness in any evaluation area</td>
<td>Possible contents for teaching:&lt;br&gt;- Complete narrative comments from SAIs, for sample of courses&lt;br&gt;- Expanded statement of teaching philosophy and methods&lt;br&gt;- Other optional materials described in Section IIA2 of CRD&lt;br&gt;Products that are outcomes of service activities or that otherwise substantiate service contributions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible contents for scholarship:&lt;br&gt;- Written external reviews (for unpublished scholarship; see Appendices E &amp; F)&lt;br&gt;- Works in progress</td>
</tr>
</tbody>
</table>
Additional departmental guidance on contents

- Faculty should be judicious in their choice of evidence, especially in appendices containing work samples related to teaching, scholarship, and service. Choose representative samples of your best work.
- Where possible, references to specific supporting documents (that are included in the appendices) should be made in the Candidate’s Application, to assist the CRCs in locating the evidence.
- Make appendices easy to navigate and the contents easy to read. For example, if a candidate chooses to include narrative course evaluation comments in Appendix I, s/he should organize the verbatim comments into a matrix or other easy-to-read format.

Roles and Responsibilities

Faculty Member: It is the responsibility of the faculty member to collect artifacts and maintain such records as will sufficiently allow him/her to present a case for tenure, promotion or reappointment. It is the responsibility of the faculty member to submit goals, TPR documentation, and any other requested information on (or before) the date provided by the Department Head.
1. Each candidate's files will be made available to the DCRC one week prior to the meeting of the committee.
2. An appeal of a negative decision may be initiated at the conclusion of the process as provided in the Faculty Handbook.

Department Head: It is the responsibility of the Department Head to ensure that all faculty are duly informed, in a timely manner, of due dates for all aspects of the TPR process. It is also the responsibility of the Department Head to discuss the AFE/TPR process with all candidates brought to campus to interview and provide them a copy of the current, approved documents related to AFE/TPR.
1. The Department Head will provide faculty members with a copy of departmental criteria and collegial review procedures, and assure that faculty members are sufficiently informed about the process, including format and required documentation.
2. The Department Head shall convene DCRC meetings, on the University timetable, to discuss and vote on each candidate who is up for tenure, promotion or reappointment.
3. The Department Head serves as an ex-officio, non-voting member of the committee.
4. The Department Head vote is separate from the committee vote and the Department Head must prepare a separate summary statement for the transmittal form.
5. Following each decision at the department, college, and university levels, the Department Head must meet with the candidate and, in accordance with the policies in the Faculty Handbook, will provide an unelaborated report of the TPR decisions.

DCRC: It is the responsibility of the DCRC to support UTMs in development of annual goals that will promote successful progress through reappointment, tenure, and promotion. It is also the responsibility of the DCRC to conduct a summative evaluation based on the documentation presented by the faculty member. The evaluation process, including review of materials, deliberation, and voting, is confidential in accordance with WCU Faculty Handbook Section 4.04.D.1.
1. By the first working day in October, the DCRC will meet to review annual goals submitted by UTMs and approve those goals or make recommendations for revision.

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
2. Committee members are expected to review all TPR files prior to the TPR meeting.
3. The DCRC secretary is an alphabetically ordered (by last name), rotating position which lasts for the entire academic year.
4. The DCRC secretary must convey the results of the vote to the department secretary who must prepare the transmittal form.
5. Members may vote to recommend, not recommend or abstain. Abstentions are strongly discouraged. Attendance by all members is expected and absences are strongly discouraged.
6. The secretary of the DCRC will prepare a summary statement to be included with the file as it is forwarded to the college and university committees.
Appendix E: Specific procedures for External Review
(Third Year Reappointment, Tenure and Promotion)

At the time of third-year reappointment, promotion and/or tenure, faculty who have chosen to focus their scholarship in certain domains may not have a lengthy record of traditionally published scholarly works. If the bulk of the candidate’s scholarly evidence is unpublished, or published in non-peer-reviewed venues (as defined in Section II.b.ii), s/he will prepare a packet of materials for external review. This packet will include:

1. A 2-3 page statement from the candidate that provides an overview of the contents, a description of how they relate to a broader scholarly agenda, and evidence of the materials’ worth (e.g., their use within a scholarly or practitioner community, contribution to knowledge or practice).
2. A representative sample of unpublished scholarly materials
3. A current vita

The external reviewers will prepare written reviews that will be included in the candidate’s dossier as supplemental evidence related to scholarship (Appendix I).

Procedures for External Review

1. By the first working day in May of the spring prior to application for 3rd year reappointment, tenure, or promotion, the candidate will inform the Department Head that s/he plans to include external reviews in the dossier.
2. By the first working day in June, the candidate will submit to the Department Head up to five names and contact information for potential external reviewers. All of the potential reviewers should have expertise in the candidate’s discipline, hold the terminal degree in the field, and be employed (or have been employed) as a faculty member in an institution of higher education. Familiarity with Boyer’s model of scholarship is expected.
3. The Department Head will identify two external reviewers who agree to review the candidate’s materials. At least one of those reviewers should be from the list submitted by the candidate. If the other reviewer is not on the candidate’s list, s/he should have the same qualifications as described in #2.
4. By the first working day in August, the candidate will submit the packet of information for external review to the Department Head for immediate distribution.
5. By the first Tuesday in September, each external reviewer will review the full contents of the candidate’s external review packet and provide a 1-3 page analysis of the materials, with overall conclusions about the quality of the work and the extent to which it supports the candidate’s application for third year reappointment, tenure or promotion (based on the definitions of rank provided in the WCU Faculty Handbook). The completed written analysis will be submitted to the Department Head, who will give copies of the reviews to the candidate for inclusion in the dossier.

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Appendix F. Specific procedures and dossier guidelines for Post-Tenure Review

Contents of PTR File

The PTR file consists of an introductory statement and the faculty member’s five most recent AFE files, including the four most recent years and the current year. The PTR file replaces the AFE file in the year of review. The introductory statement by the faculty member, not to exceed two, double-spaced pages, should include an explanation of the file contents, an overview of productivity over the last five years (or since the most recent review), and an explanation of quality and impact of service. The remaining contents of the PTR file should include the contents of Section 1 of AFE files (see Appendix C).

PTR Procedures

Tenured faculty will undergo PTR according to the timetable established in 4.08C of the WCU Faculty Handbook, typically spring of the fifth year after the last personnel action (tenure, promotion, or last PTR). The DCRC (exclusive of the person under review, if s/he is a member of the DCRC) conducts peer review of the PTR file in April.

Roles and Responsibilities

Faculty Member: It is the responsibility of the faculty member to submit such evidence as will support his/her work in teaching, scholarship, and service since the last personnel action (tenure, promotion, post-tenure review). The faculty member under PTR will submit copies of his/her five most current AFE documents (including current year), including contents consistent with the guidelines for all faculty.

After receiving the written, summative evaluation from the Department Head, the faculty member may also attach a written response to the Department Head’s evaluation, and may appeal a negative evaluation in accordance with the guidelines in the Faculty Handbook.

DCRC: It is the responsibility of the DCRC to review the documentation submitted by the faculty member and complete a written evaluation based on those materials. That evaluation is submitted to the Department Head.

Department Head: It is the responsibility of the Department Head to review the documentation submitted by the tenured faculty member, and to:

1. Give a copy of the written DCRC evaluation to the faculty member under review.
2. Write a summative evaluation of that evidence and the faculty member’s performance and meet with the faculty member to review the file.
3. Submit the written evaluation to the Dean of the College.

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.

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Appendix G: Forms

1. Form for peer observation of teaching
2. Form for AFE summary self-evaluation in teaching, scholarship, and service
3. Guidance on writing AFE self-evaluation of teaching
Peer Review of Classroom Teaching

Department of Educational Leadership & Foundations

This form may be used for peer observation of untenured faculty (observation & materials), review of materials for tenured faculty, and evaluation of part-time teaching faculty (materials, and observation as needed).

Faculty Member being observed:
Class Name: Course number/section:
Date of observation:
Name of observer:

Brief description of what was observed (including lesson content, delivery method, etc):

Evaluate the faculty member with reference to the following eight categories. The descriptions are provided as a guide and need not be responded to in their entirety.

<table>
<thead>
<tr>
<th><strong>Content Expertise:</strong> Instructor displays adequate knowledge, skills, and competencies of the subject.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Observed in teaching ☐ Reviewed materials ☐ Cannot evaluate – did not observe or review materials</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instructional Delivery Skills:</strong> Instructor communicates information clearly; creates environments conducive to learning; uses an appropriate variety of teaching methods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Observed in teaching ☐ Reviewed materials ☐ Cannot evaluate – did not observe or review materials</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
### Instructional Design Skills:
Instructor designs course objectives, syllabi, materials, activities, and learning experiences that are conducive to student learning.

- [ ] Observed in teaching
- [ ] Reviewed materials
- [ ] Cannot evaluate – did not observe or review materials

**Comments:**

---

### Course Management Skills:
Instructor gives timely feedback to students; makes effective use of class time; handles classroom dynamics, interactions, and problematic situations effectively (e.g. academic dishonesty, tardiness, etc.)

- [ ] Observed in teaching
- [ ] Reviewed materials
- [ ] Cannot evaluate – did not observe or review materials

**Comments:**

---

### Evaluation of Students:
Instructor designs assessment procedures appropriate to course objectives; ensures fairness in student evaluation and grading; provides adequate constructive feedback on student work.

- [ ] Observed in teaching
- [ ] Reviewed materials
- [ ] Cannot evaluate – did not observe or review materials

**Comments:**

---

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
**Faculty/Student Relationships:** Instructor displays a positive attitude toward students; shows concern for students by being approachable and available; presents an appropriate level of intellectual challenge along with sufficient support for student learning; has respect for diversity.

<table>
<thead>
<tr>
<th>Observed in teaching</th>
<th>Reviewed materials</th>
<th>Cannot evaluate – did not observe or review materials</th>
</tr>
</thead>
</table>

Comments:

**Facilitation of Student Learning:** Instructor maintains high academic standards; prepares students for professional work and development; facilitates student achievement; provides audiences for student work.

<table>
<thead>
<tr>
<th>Observed in teaching</th>
<th>Reviewed materials</th>
<th>Cannot evaluate – did not observe or review materials</th>
</tr>
</thead>
</table>

Comments:

**General observations:**

Peer observer’s signature: ___________________________ Date: __________

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Department of Educational Leadership and Foundations  
AFE Summary Self-Evaluation Form  

20__-20__

Faculty Member:

<table>
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<tr>
<th>Teaching</th>
<th>Goal 1:</th>
<th>Goal 2:</th>
<th>Explanation/justification (including overall self-assessment of goal accomplishment):</th>
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<th>Explanation/justification (including overall self-assessment of goal accomplishment):</th>
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</tr>
<tr>
<td></td>
<td>Did not accomplish</td>
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</table>

Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
Guidance for writing AFE Self-Evaluation of Teaching

Each full-time faculty member shall write 1-2 pages describing his or her effectiveness in the instructional and non-instructional aspects of teaching during that year.

**Instructional aspects**

Narrative should focus on how the seven principles of good teaching are integrated into coursework.

Here are the WCU categories (Faculty Handbook 4.05 Sec. B: Evaluation of Teaching) and a general interpretation of how they can be met.

1. Content Expertise
2. Instructional Delivery Skills
3. Instructional Design Skills
4. Course Management Skills
5. Evaluation of Students
6. Faculty/Student Relationships
7. Facilitation of Student Learning

**Concise definitions:**

1. Content expertise: Are you current with the research and publications in your classes? Are you authoritative in your teaching?
2. Instructional Delivery Skills: Do you use teaching styles other than straight lecture? Do you use technology in your teaching? Are you organized? Are you easy to understand? Do you involve students in class by asking them questions?
3. Instructional design skills: Is your syllabus complete? Have you demonstrated how you will meet the objectives of your course through your course activities? (This is primarily demonstrated in your syllabus)
4. Course Management: Is your class under control? Are students attentive?
5. Evaluation of Students: Are your grading criteria clearly explained in the syllabus? Do you use a variety of grading procedures (tests, papers, projects, etc.)? (Looking at examples of tests helps me evaluate this one)
6. Faculty/Student Relationships: Do you know your students? Do you call them by name in class? Do they feel comfortable asking you questions? Do you talk to them before and/or after class?
7. Facilitation of Student Learning: Is it evident that students are mastering the material in your class? Do they have opportunities to demonstrate what they know in ways additional to answering questions on a test?

**Non-instructional aspects**

Narrative should focus on quality and effectiveness of non-instructional aspects of teaching as defined in Section II.a.3 of this document (including advising, program governance, chairing dissertations, supervising interns, etc.).
Appendix H: List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AFE</td>
<td>Annual Faculty Evaluation</td>
</tr>
<tr>
<td>CCRC</td>
<td>College Collegial Review Committee</td>
</tr>
<tr>
<td>CRD</td>
<td>Collegial Review Document</td>
</tr>
<tr>
<td>DCRC</td>
<td>Department Collegial Review Committee</td>
</tr>
<tr>
<td>SAI</td>
<td>Student Assessment of Instruction</td>
</tr>
<tr>
<td>TPR</td>
<td>Tenure, Promotion, and Reappointment</td>
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<td>UCRC</td>
<td>University Collegial Review Committee</td>
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<td>UTM</td>
<td>Untenured Faculty Member</td>
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Guidance for CRD approved by ELF 02.25.08 Aligned with the Provost approved DCRD 9/3/2008.
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**TOTAL SCH 60**

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Appendix 5: Students

Contents:
Five year program profile
Admission requirements
Employer Perceptions of MAEd CCA Graduates
### MAEd in Community College Administration
#### Program Enrollment

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MAEd in Community College Administration
Program Admissions and Graduations

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Community College Administration – Graduate Degree

Degree Offered: Master of Arts in Education (M.A.Ed.)

Program Description: Through a combination of required courses and self-directed learning opportunities, the program prepares students who are interested in working in community college leadership positions. Particular attention is given to the unique challenges and opportunities of community college administration in rural settings.

Admission Requirements:

- Graduate School Admission Requirements
- Program Admission Requirements
  - GRE General Exam
  - Three letters of recommendation

Application Deadline: None

Prerequisites: None

Apply Now!

Number of Graduate Faculty: 12

Number of Students: 49

Location of Course Offerings: Cullowhee and multiple outreach centers throughout North Carolina

Graduate Program Coordinator:

Dr. Ann Alexander
Department of Educational Leadership and Foundations
828-227-2579
aalexander@email.wcu.edu

Departmental Website: Community College Administration - M.A.Ed.
Graduate School Admission Requirements

When reviewing applications, we look at the whole student, including past academic record, test scores, and other achievements. Before applying, be sure to review WCU's admission requirements and feel free to contact us with any questions.

Academic Requirements

WCU looks for students who demonstrate a strong academic record and significant experience in their proposed fields of study. Requirements include:

- A bachelor's degree from a regionally accredited college or university with a satisfactory overall GPA (3.0 or higher). Your undergraduate academic background should relate to your proposed graduate study. Some departments may accept students who do not have appropriate undergraduate credentials. You may be required to take undergraduate courses to build your competency in your field.
- Acceptable scores on standardized graduate test for the program selected (e.g., GRE, GMAT).
- Required recommendation information.

International Student Requirements

At WCU, we welcome students with diverse educational backgrounds. We've designed our application process with the goal of evaluating your academic achievements in context.

Required application materials include:

- A bachelor's degree evaluated by an approved agency for foreign transcripts displaying a satisfactory academic record. Your undergraduate academic background should relate to your proposed graduate study. Some departments may accept students who do not have appropriate undergraduate credentials. You may be required to take undergraduate courses to build competency in your field.
Some graduate programs require applicants to submit supplemental material as part of the online application process. Please familiarize yourself with any additional requirements of your program prior to completing the online application.

The current Graduate Catalog also lists admissions requirements for individual graduate programs.
Employer Perceptions of M.A.Ed. Graduates from Western Carolina University

Janice Holt
Marlowe Mager
Mark Mattheis

Western Carolina University
Executive Summary

At the request of the program coordinator, employer opinions regarding the knowledge and skills of graduates of Western Carolina University's Educational Leadership and Foundation’s (ELF) M.A.Ed. Program with a Concentration in Community College Administration were investigated. The purpose of the study was to determine how employers viewed the program and its impact on its graduates. A survey instrument was developed with 37 questions addressing the six competencies for community college leaders as identified by the American Association of Community Colleges. The survey was sent electronically to employers of graduates from 2000 to 2008. Data revealed that employers are satisfied with the quality of the graduates from the program. Employers reported that graduates:

- Understood and promoted the mission, vision, and goals of the institution;
- Collaborated with others within the institution and with agencies outside the institution effectively;
- Advocated for the community college mission;
- Demonstrated professionalism, accepted responsibility, and embraced the ideal of lifelong learning.

The small number of respondents was a limiting factor to this study. Of the 85 program graduates contacted, only 20 provided contact information for their employers. Twelve employers (60%) actually completed the survey. Recommendations to the program coordinator are included in the report.
Employer Perceptions of M.A.Ed. Graduates from Western Carolina University

Western Carolina University (WCU) offers a Master of Arts in Education (M.A.Ed.) Program with a concentration in Community College Administration. The program is designed to prepare its graduates for mid-to-upper-level administrative positions at community colleges (WCU, 2009). Emphases of the program are community college fundamentals (including history and mission of the community college), organization and supervision (including administration and leadership), and professionalism (including research and program evaluation; A. Alexander, personal communication, September 9, 2009). As part of a program review process, employer feedback concerning the graduates of the program was required. This feedback will enable program faculty to more closely align the program’s objectives with workplace requirements experienced by program graduates.

Program Objectives for Community College Leadership Programs

One reason to assess employer perceptions of the skills learned by M.A.Ed. graduates is to ensure that the program is teaching the skills required by future community college leaders. Several studies have shown that programs such as this one do not inevitably accomplish this task. For example, Brown, Martinez, and Daniel (2002) surveyed a random sample of 300 instructional leaders who had obtained doctorates and who worked in public, two-year, U.S. institutions. The survey instrument was designed to identify the skills learned in doctoral programs of study and the skills required of community college leaders. Forty-eight specific skills were identified, and respondents reported that 31 of these were underrepresented in doctoral studies.

Recognizing that program objectives need to be aligned with the actual requirements faced by community college leaders, WCU’s M.A.Ed. faculty have taken steps to ensure this alignment. Program objectives, for instance, are specifically aligned with course and curricula (Appendix A). Further, in order to ensure that these objectives accurately reflect the skills needed by community
college administrators, the M.A.Ed. program courses have been aligned with competencies required by community college leaders, as identified by the American Association of Community Colleges (Appendix B). In 2001, AACC revised its mission statement to include leadership development as a focus of the organization (AACC, 2001). This event was shaped by a project initiated in 2000. Recognizing a probable leadership gap in the near future, AACC obtained a $1.9 million grant from the W. K. Kellogg Foundation to conduct the Leading Forward Project. The Project identified skills needed by community college presidents. Focus groups were held to determine leadership characteristics and the data obtained were eventually qualitatively analyzed, resulting in six competencies, each with illustrative behaviors (Vincent, 2004). These were endorsed by the AACC Board of Directors (AACC, 2004) and are summarized below:

1. Organizational strategy: This competency includes attention to the quality and long-term health of the institution, student success, the community college mission, and knowledge of the organization, its environment, and future trends.

2. Resource management: This competency includes effective management of fiscal and human resources, facilities, technology, information management, planning, and fund-raising.

3. Communication: This competency includes listening, speaking, and writing skills for honest, open dialogue with internal and external communities.

4. Collaboration: This competency involves internal and external relationships that nurture diversity, promote student success, and advance the college mission.

5. Community college advocacy: This competency includes the ability to promulgate the mission, vision, and goals of the community college to all stakeholders.

6. Professionalism: This competency includes vision, authenticity, ethics, learning, reflection, understanding the community college mission, stress management, and contribution to the profession.
These six "competencies for community college leaders" (AACC, 2004) are the ones aligned with the M.A.Ed. program, as seen in Appendix B.

Though the M.A.Ed. program has historically been aligned with these AACC-endorsed competencies, it is by no means certain that this is the best approach for the program to take or that it is achieving its goal of graduating leaders who are competent in these skills. One concern may be that the AACC competencies are based on college presidents, and the aim of the M.A.Ed. program is to prepare its graduates for mid-to-upper-level administrative positions at community colleges (WCU, 2009). Some researchers have espoused other leadership skills for those in mid-level administrative positions (see for instance Tucker, 1992). An additional concern is that education is rapidly changing and that the nature of community college leadership training must change as well (Wiessner, 2007).

For these reasons and others, the M.A.Ed. program underwent a program review process, one that was integrated with its 2009-2011 strategic plan (Appendix C). As part of this process, it was decided that one measure of the alignment between program objectives and the actual skills required by program graduates could be obtained through the employers of those graduates. Since program objectives are already aligned with programmatic and curricular activities, which are in turn aligned with AACC-endorsed competencies, employer feedback may serve to validate-- or invalidate-- these objectives.

**Employer Evaluations of Graduate Program Graduates**

Several graduate programs have found that feedback from employers (or potential employers) of graduates can serve an important purpose in both minor revisions and complete overhauls of programs. Benson et al (2006) were concerned with completely "recreating" the Master's Degree in Human Development and Family Science at Virginia Polytechnic Institute and State University. They ultimately accomplished this process by relying on the input of potential employers of graduates. Based on an analysis of interview results, Benson et al identified nine
specific skills that served as the basis of complete curriculum redevelopment.

At the other extreme, Cartlidge, Gerity, and Eastmond (1999) were not concerned with a complete restructuring of their program, but instead sought to identify any gaps in instructional content. To do this, they used focus groups to assess employer perceptions of program graduates. Focus group questions revolved around the skills required by employees, and these results were compared with the published competencies of the Instructional Technologist program at the University of Utah. McCarthy-Tucker, Swanson, and Lund (1998) used a similar approach to identify employer perceptions of graduates of Northern Arizona University's Master's Program in Counseling and Human Relations, albeit utilizing surveys rather than focus groups. In both studies (Cartlidge, Gerity, & Eastmond, 1999; McCarthy-Tucker, Swanson, & Lund, 1998), results were consistent with the researchers' expectations, at least as far as alignment between published program objectives and employer-identified skills. (Unexpected findings revolved around other topics, such as the under-representation of Mexican American and Native American students in the program studied by McCarthy-Tucker, Swanson, and Lund).

Some researchers suggest that employer feedback should be a regular part of programmatic activities, rather than a tool used only during periods of re-development or self-evaluation (Hughes, 2003). To whatever extent employer feedback results in change to a program, it has proven a valuable tool in curriculum review processes. This study determined the perceptions that employers of M.A.Ed. graduates had concerning the effects of the program on graduates.

**Research Question**

The purpose of the study is to determine what employers of graduates of the M.A.Ed. Program with a Concentration in Community College Administration think about the program, particularly its impact on graduates. The research question is, "What are employer opinions about knowledge/skills of M.A.Ed. graduates?"
Methodology

In order to answer the research question, during October and November, 2009, subjects (immediate supervisors of graduates) were asked to rate the graduates' skills and knowledge using a Likert-type scale and to provide open-ended feedback about the program as a whole. Some demographic data was collected (see Survey Instrument, below). This survey was conducted using an online survey tool (Qualtrics).

Participants

A partial list of program graduates, dating from 2000 forward, was available through the M.A.Ed. department. An additional, though still non-comprehensive, list was later obtained through WCU's Alumni Office. In total, 165 graduates were identified, and therefore the target population was the immediate supervisors of these 165 people. In most cases, contact information and employer was unavailable, though in roughly 4% of cases one of the college's faculty members could recall a student's employer and/or contact information.

Working on the assumption that students who obtained a M.A.Ed. with a Concentration in Community College Administration would be employed within the community college system, graduate names were fed into the common email program used by all North Carolina Community College System (NCCCS) employees. Whenever an email address was located, that graduate was considered a potential lead to an employer who might participate in our study. Eighty-one graduates were identified in this way and another four who do not work within NCCCS were identified through college faculty or other means. A total of 85 graduates were identified whom the researchers expected to be able to contact.

Each graduate was contacted via email and was given a brief explanation of the study's purpose. They were then asked to provide the following information: Employer institution and immediate supervisor's name, position, and contact information. Of these 85 attempts at contact,
four emails "bounced back" as invalid and seven graduates responded that they were no longer working for an educational institution and did not wish to give their supervisor contact information. In total, 20 graduates ultimately responded with the requested information. This resulted in a convenience sample of 20 employers. Of those supervisors, eight were identified as Vice Presidents, four as Directors, three as Interim Presidents or Presidents, three as Deans, one as Department Chair, and one as Sheriff.

Of the 20 employers contacted, 60% (12 subjects) responded to the questionnaire. Though a 60% response rate is quite high, since the initial sample contained only 20 subjects, the total number of respondents was actually quite small. Unfortunately, this is not an uncommon problem for research that relies on the participation of alumni (Ingram, Haynes, Davidson-Shivers, & Irvin, 2005).

Survey Instrument

Since the study was designed to determine employer opinions about the M.A.Ed. Program with a Concentration in Community College Administration, and since the program itself is aligned with the core competencies for community college leaders established by the American Association of Community Colleges (Appendix B), it was decided that the research question could best be answered by asking employers to rate program graduates' abilities in each of the six AACC core competencies. Likert-type items were created for five or six elements of the six competencies, for a total of 31 items.

It was not practical to pilot the survey instrument, since so few employers of program graduates could be identified (as discussed above). However, the three authors systematically reviewed four iterations of survey, and enlisted the aid of Dr. Meagan Karvonen, Associate Professor of Educational Research at Western Carolina University, to review the second-to-last iteration. Once considered to be aligned with the AACC core competencies, the instrument was
Employer submitted to the WCU Institutional Review Board. Since the survey was administered using an online survey tool (Qualtrics), a standard scale of measure (4-point Likert-type scale) and a set cadence in question design was used. On average, five questions per AACC competency were established. Additional questions regarding the respondents' title and history with the program graduate were also asked in order to identify any potential patterns in responses.

Dr. Karvenon calculated internal consistency and calculated scale scores for the cluster of questions for each competency. Table 1 provides the Cronbach coefficient alpha for each cluster.

Table 1

<table>
<thead>
<tr>
<th>AACC Competency</th>
<th>Cronbach Coefficient Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Strategy</td>
<td>.82</td>
</tr>
<tr>
<td>Resource Management</td>
<td>.76</td>
</tr>
<tr>
<td>Communication</td>
<td>.67</td>
</tr>
<tr>
<td>Collaboration</td>
<td>.84</td>
</tr>
<tr>
<td>Community College Advocacy</td>
<td>.92</td>
</tr>
<tr>
<td>Professionalism</td>
<td>.89</td>
</tr>
</tbody>
</table>

As reported by Streiner (2003), Nunnally (1978) recommended .70 as an acceptable level for internal consistency for early research. Five of the six competencies had an internal consistency above .70. Communication was .67, slightly below the acceptable level identified by Nunnally.

Procedure

Subjects were contacted via email and asked to complete a survey concerning the effects of the M.A.Ed. program on a particular employee who graduated from that program. The introduction to the survey tool completely described the nature of the study and any risks associated with it, as
well as identifying the graduate whom had identified the subject as his/her immediate supervisor (Appendix D). Participation was completely voluntary and completion of the survey was treated as informed consent.

The survey was made available online (Appendix E) and took approximately 15 minutes to complete. Subjects were given ten days to complete the survey, though it was left open for an extra week due to the late identification of one additional subject.

Results

Twelve out of twenty identified employers of the M.A.Ed. with a Concentration in Community College Administration graduates responded to the survey for a 60% response rate. Employers held a variety of positions at their institutions: 33% reported their job title as Community College Presidents or Vice Presidents; 50% identified themselves as middle administration – Directors, Deans, Associate Deans or Department Chairs; and 8% did not provide a title.

Seven employers (58%) reported they had been associated with their current institution for more than 10 years; three had been at their institutions for 6–10 years (25%). The categories of 3–5 years (8%) and 1–2 years (8%) were each selected by one employer. None of the respondents had been at their current institution for less than one year.

Only 2 employers were involved with the hiring process for the WCU M.A.Ed. graduates (17%), but open-ended comments were extremely complimentary. With n=2, this data must be carefully considered and cannot be assumed to be representative of the group. However one employer stated,

My assistant was bright, energetic and professional when I hired her. However, your Master’s Program enabled her to blossom in areas of leadership, visioning, commitment to mission, understanding of current educational goals and responsibilities, and has empowered her to truly move our learning college culture forward.
Overall, employer responses were positive, with the majority selecting Agree/Strongly Agree for each question. Survey questions were developed to address the six competencies for community college leaders as identified by the American Association of Community Colleges (AACC, 2004). Each competency was measured with five or six items and a 4-point Likert-like scale was used. Descriptive statistics were calculated for each competency (Table 2).

Table 2

<table>
<thead>
<tr>
<th>AACC Competency</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Strategy</td>
<td>3.6400</td>
<td>.42999</td>
<td>.13597</td>
<td>.185</td>
</tr>
<tr>
<td>Resource Management</td>
<td>3.8000</td>
<td>.48074</td>
<td>.15202</td>
<td>.231</td>
</tr>
<tr>
<td>Communication</td>
<td>3.7400</td>
<td>.32728</td>
<td>.14360</td>
<td>.206</td>
</tr>
<tr>
<td>Collaboration</td>
<td>3.7200</td>
<td>.45412</td>
<td>.14360</td>
<td>.206</td>
</tr>
<tr>
<td>Community College Advocacy</td>
<td>3.6800</td>
<td>.47329</td>
<td>.14967</td>
<td>.224</td>
</tr>
<tr>
<td>Professionalism</td>
<td>3.7500</td>
<td>.37884</td>
<td>.11980</td>
<td>.144</td>
</tr>
</tbody>
</table>

Resource management was the competency with the highest mean (3.800), followed by Professionalism (3.7500). Organizational strategy had the lowest mean (3.6400).

Of the 31 questions addressing the AACC competencies, only three questions received responses of Disagree: Q5 – Develops a positive environment for teamwork; (Q10) – Takes an entrepreneurial stance in seeking funding; and (Q20) – Manages conflict effectively. However, the percentage selecting Disagree was low, 8%, 17%, and 8%, respectively, indicating overwhelming satisfaction with the graduates of the WCU M.A.Ed. with a Concentration in Community College Administration program. Question 26, Demonstrates professionalism in the work place, had the
highest percentage of employers selecting Strongly Agree (92%). Table 3 shows a frequency distribution for responses by AACC competency.

Table 3

Frequency of responses to Likert-type questions ranging from 1 – 4.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate your agreement with each statement, as it regards the behavior of the graduate. Ask yourself, &quot;to what extent does the graduate demonstrate each of these qualities?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Strategy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q1 Takes steps to improve the quality of the institution.</td>
<td>33%</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2 Protects the long-term health of the institution.</td>
<td>33%</td>
<td>58%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3 Promotes the success of all students.</td>
<td>17%</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q4 Aligns organizational mission with the college master plan.</td>
<td>42%</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q5 Develops a positive environment for teamwork.</td>
<td>8%</td>
<td>17%</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resource Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q6 Effectively manages human resources.</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q7 Effectively manages tangible resources.</td>
<td>25%</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q8 Effectively manages fiscal resources.</td>
<td>17%</td>
<td>66%</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q9 Ensures accountability in reporting.</td>
<td>17%</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q10 Takes an entrepreneurial stance in seeking funding.</td>
<td>17%</td>
<td>17%</td>
<td>42%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q11 Is an effective communicator.</td>
<td>33%</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q12 Is an active listener.</td>
<td>33%</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q13 Engages in honest and open dialog.</td>
<td>25%</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q14 Projects confidence in own abilities.</td>
<td>17%</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q15 Works well with others within the institution.</td>
<td>25%</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q16 Collaborates effectively with agencies outside of the institution.</td>
<td>33%</td>
<td>58%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q17 Works effectively with unique constituent groups such as legislatures and local business owners.</td>
<td>17%</td>
<td>58%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q18 Embraces the diversity of individuals.</td>
<td>17%</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q19 Appreciates the ideas and values of</td>
<td>17%</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
others.

<table>
<thead>
<tr>
<th>Q20</th>
<th>Manages conflict effectively.</th>
<th>8%</th>
<th>42%</th>
<th>50%</th>
</tr>
</thead>
</table>

**Community College Advocacy**

<table>
<thead>
<tr>
<th>Q21</th>
<th>Advocates for the community college mission.</th>
<th>42%</th>
<th>58%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q22</td>
<td>Is an effective ambassador for the institution.</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Q23</td>
<td>Supports a learning centered environment</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Q24</td>
<td>Is committed to the vision and goals of the institution.</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Q25</td>
<td>Promotes innovation in teaching and learning</td>
<td>25%</td>
<td>67%</td>
</tr>
</tbody>
</table>

**Professionalism**

<table>
<thead>
<tr>
<th>Q26</th>
<th>Demonstrates professionalism in the workplace.</th>
<th>8%</th>
<th>92%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q27</td>
<td>Ensures institutional accountability.</td>
<td>33%</td>
<td>58%</td>
</tr>
<tr>
<td>Q28</td>
<td>Readily accepts responsibility.</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Q29</td>
<td>Embraces the idea of lifelong learning.</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Q30</td>
<td>Demonstrates effective leadership.</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>Q31</td>
<td>Meets the professional standards set by your institution.</td>
<td>17%</td>
<td>75%</td>
</tr>
</tbody>
</table>

A summary of the open-ended questions confirms the overwhelming satisfaction with WCU’s Community College Administration program. The quality of the program was mentioned often and the leadership abilities of the graduates were listed as strengths. One employer went on to say that the program was not “as well known through the community college system as it should be.”

**Implications and Limitations**

This study was designed to identify employer satisfaction of graduates from WCU’s M.A.Ed. with a concentration in Community College Administration program. In general the results indicated that employers are satisfied with the quality of education and skills obtained by the program graduates. Program objectives and associated courses can be seen in appendix A.

Twelve surveys were completed. Overall, there were four disagree answers, two of which were on the subject of taking an entrepreneurial stance in seeking funding. Ten or more employers
responded Strongly Agree for eight questions, accounting for 26% of the total responses addressing core competencies. Responses were extremely positive about the capabilities of the graduates from the WCU program. There is a consistent level of employer satisfaction with the abilities of graduates from this program. Since there were no negatively-worded questions on the survey, the predominance of "agree" and "strongly agree" statements illustrate this high level of satisfaction.

When asked an open-ended question concerning improving the educational program, the majority of the comments indicated that employees were qualified for their positions. There were no negative comments.

Though the small number of respondents limits any conclusions that can be drawn, one recommendation suggested by these findings is that the program should increase its focus on the entrepreneurial aspects of community college leadership. Overall, though, there was little in these findings to suggest changes that should be made to the program.

This study's main limitation is the total number of surveys returned. Twelve responses is insufficient to generalize these findings to the target population as a whole. However, even though there were only twelve employers who completed the survey, the consistency in the results provides a positive assessment of the program.

This survey analyzed the core competencies of the graduate program, and several directions for future research are suggested by it. For instance, core competencies do not make up all aspects of supervisor-supervisee relationships. One possible direction for future research is to investigate other aspects of this relationship, such as daily interactions. However, such research is not directly related to the purpose of this study and would only be of peripheral interest to the program coordinator for whom this research was conducted.

One potential area of research that is more relevant to the program coordinator is to find ways to contact larger numbers of graduates, and thus of employers, in order to study a larger sample than
the one that was used in this study. It is suggested that prior to the next curricular review process, steps be taken to contact alumni in order to obtain up-to-date contact and employer information so that similar future studies can reach a greater number of participants.

In conclusion the research suggests that the M.A. Ed. program accomplishes its goals of teaching the AACC core competencies to its graduates. The small survey sample notwithstanding, there are few weaknesses in the program and employers responded positively when questioned about the abilities of the graduates.
References


http://www.ccleadership.org/resource_center/competencies.htm


Appendix A
Program Objectives Table

Appendix B
AACC Competencies Aligned with Program Curriculum

Appendix C
Strategic Plan

Appendix D
Survey Introduction

Appendix E
Survey Instrument
Appendix D

Invitation to Participate in the Study

Seeking Your Input on a WCU Graduate

[Supervisor's name]:

I am writing you to request your assistance in conducting an evaluation of the Masters of Education (M.A.Ed.) in Community College Administration program taught by Western Carolina University.

The survey should take less than 15 minutes to complete. Please complete the survey by Nov. 10.

This study is being conducted by three students in Western's EDRS 800 course (Advanced Research Methods) under Dr. Meagan Karvonen. Our group has been asked to gather employer feedback concerning graduates of the M.A.Ed. program and we are working with Dr. Ann Alexander, the Program Coordinator, in order to conduct this research.

You have been identified by [Graduate's full name] as [his/her] immediate supervisor. Since [Graduate's first name] is one of the M.A.Ed. program graduates, we ask that you complete a brief survey about the impact of the program on [Graduate's first name]. The data obtained from this survey will be kept confidential within the graduate program of WCU and will be used for the purpose of improving the program.

To complete the survey, please click on the link below or paste it into your browser's address bar: http://wcu.qualtrics.com/SE?SID=SV_8GlMwJrx0eGO5UM&SID=Prod

If you have any questions about the nature or the purpose of this study, please contact Janice Holt at holt@email.wcu.edu. If you experience any technical difficulties, please contact Marlowe Mager at mmager@haywood.edu.

Thank you for your time and assistance.

Sincerely,

Marlowe Mager
Appendix E

Survey Instrument

You have been selected to participate in a survey of employers of graduates from Western Carolina University/M.A.Ed.Ed in Community College Administration Program housed in the Department of Educational Leadership and Foundations (ELF) at WCUCU. This past spring, the community college faculty conducted a program review. In response to that review, the assessment plan was revised to include a component requesting employer feedback on program graduates. This feedback will enable faculty to more closely align the program's objectives with workplace requirements experienced by graduates. More information about the M.A.Ed.Ed in Community College Administration can be found at http://www.wcu.edu/6162.asp.

If you choose to participate, please take ten minutes to complete the survey. Employer Perceptions of M.A.Ed. graduates from Western Carolina University. Your participation is voluntary, and you may stop at any time or choose not to answer any question without affecting your relationship with WCU. Answers will be confidential; your name will not be associated with the research findings in any way, and only the researchers will know your identity. Survey results will be reported to the program director and may be presented at professional conferences or published in professional journals.

There are no foreseeable risks associated with completing this survey, and your participation will help to improve the M.A.Ed. in Community College Administration program at WCU.

If you have any questions about the nature or the purpose of this study, please contact Janice Holt at holtj@email.wcu.edu. If you experience any technical difficulties, please contact Mariowe Mager at mmager@haywood.edu. You may also contact Dr. Meagan Kononen, faculty director of the project, at 828-227-3321 (or kononenm@email.wcu.edu). If you have concerns about your treatment as a participant in this study, contact the chair of WCU's Institutional Review Board through the office of Research Administration at WCUCU (828-227-7212).

We appreciate the time that you are taking to respond. Please click the arrow at the bottom to begin.
This survey will assess your opinion of the behaviors of MA Ed. program graduates from WCU as they relate to the program's objectives. Our graduate has been identified to you in previous communication. You have been identified as our graduate's immediate supervisor. If you believe you have received this survey in error please contact Janice Holt at Holt@email.wcu.edu.

Please answer the following questions to the best of your ability. The data obtained from this instrument will be kept confidential within the graduate program of WCU. Thank you for your participation.

Please rate your agreement with each statement, as it regards the behavior of the graduate. Ask yourself, "To what extent does the graduate demonstrate each of these qualities?"

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Takes steps to improve the quality of the institution.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2. Protects the long-term health of the institution.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3. Promotes the success of all students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>4. Aligns organizational mission with the college master plan.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>5. Develops a positive environment for teamwork.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>6. Effectively manages human resources.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>7. Effectively manages tangible resources.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>8. Effectively manages fiscal resources.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>9. Ensures accountability in reporting.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>10. Takes an entrepreneurial stance in seeking funding.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>11. Is an effective communicator.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>12. Is an active listener.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Please rate your agreement with each statement, as it regards the behavior of the graduate. Ask yourself, "to what extent does the graduate demonstrate each of these qualities?"

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do not know</th>
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<td>15. Works well with others within the institution.</td>
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<td>16. Collaborates effectively with agencies outside of the institution.</td>
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<td>17. Works effectively with unique constituent groups such as legislatures and local business owners.</td>
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<td>18. Embraces the diversity of individuals.</td>
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<td>19. Appreciates the ideas and values of others.</td>
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<td>22. Is an effective ambassador for the institution.</td>
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<td>23. Supports a learning centered environment</td>
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<td>24. Is committed to the vision and goals of the institution.</td>
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Please rate your agreement with each statement, as it regards the behavior of the graduate. Ask yourself, "to what extent does the graduate demonstrate each of these qualities?"

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<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do not know</th>
</tr>
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<td>25. Promotes innovation in teaching and learning</td>
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<td>26. Demonstrates professionalism in the workplace.</td>
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<td>27. Ensures institutional accountability.</td>
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<td>28. Readily accepts responsibility.</td>
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<td>29. Embraces the idea of lifelong learning.</td>
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<td>30. Demonstrates effective leadership.</td>
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<td>31. Meets the professional standards set by your institution.</td>
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32. Please add any comments that you believe could improve the M.A.Ed. program as it relates to meeting the current and future demands of your institution.
The remaining questions concern the hiring process of the graduate. Please take a moment to answer these items.

33. Please provide your job title.

34. How long have you been associated with your current institution?

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- More than 10 years

35. Were you involved in our graduates hiring process?

- Yes
- No

36. How long had the vacancy that the graduate filled been open?

- Less than a month
- 1-3 Months
- 4-6 Months
- Over 6 Months
- Do not know

37. Did the position have the minimum requirement of an M.A. in Education?

- No M.A.Ed. required
- M.A.Ed. Preferred
- M.A.Ed. Required
- Do not know
Appendix 6: Administrative Structure
Minutes of departmental meetings - available to review team upon request
Appendix 7: Budget and Facilities

Contents:
Library Resources
Library Resources to Support Educational Leadership and Foundations

Print Monographs: 59,260
E-books: approx. 2,500
Videos: approx. 175
Print Journals: 55
Electronic Journals: approx. 1000

Education Databases:

- **ERIC (Educational Resources Information Center)** 1966 - present
  A U.S. Department of Education Initiative
  An essential resource for education research containing more than a million annotated references to articles published in more than 600 education journals and 1,000,000 full-text reports. The EBSCOhost interface also provides direct links to journal content for WCU students, faculty, and staff.

- **Sage Full-Text Collections: Education**
  Access to the full-text of more than 35 education journals published by Sage Publications, The American Educational Research Association, and other partnering organizations. This database provides up-to-date access to Review of Educational Research and Review of Research in Education.

- **PsycInfo** 1887 - present
  Contains more than 2 million citations and summaries of scholarly articles, book chapters, books, and dissertations in the field of psychology, dating as far back as the 1800s. Use to investigate the psychological aspects of related fields, such as sociology, education, linguistics, law and others.

- **NoveList** 1994 - present
  Readers' Advisory
  Offers a wealth of resources for teaching with literature, including book reviews, grab-and-go thematic and genre lists, author read-alikes, book talks, discussion guides, and teaching articles. Education resources include picture book extenders and young adult author biographies. The advanced search screen allows searches by interest and reading levels. Users can create their own book lists.
• **ETS TestLink**  
A searchable library of more than 25,000 standardized tests and other research instruments. Contains abstracts. This database is available for free on the Internet and has been selected by Beth McDonough/Education Liaison as appropriate for authority and content.

• **Mental Measurements Yearbook**  
A comprehensive guide to over 2,000 contemporary testing instruments within psychology, education, business, and leadership. MMY provides coverage from Volume 9 to the present.

• **Learning Express Library**  
Provides an interactive online learning platform of practice tests and tutorial course series designed to help students and adult learners succeed on the academic or licensing tests they must pass. Features include immediate scoring, complete answer explanations, and individualized analyses. Study and test-preparation guides are also provided in searchable ebook form.

• **Linguistics and Language Behavior Abstracts (LLBA)** 1973 - present  
Provides abstracts of articles from over 1500 scholarly serial publications. Also includes abstracts of book chapters and dissertations in all areas of linguistics and language including "all aspects of the study of language including phonetics, phonology, morphology, syntax and semantics" and "descriptive, historical, comparative, theoretical, and geographical linguistics." Also covers some topics in communication, special education, and speech and hearing. Links to available full text.

• **Academic Search Premier** 1980 - present  
An index to articles in over 8,000 journals (4,000 of them full-text and 3,600 of them peer-reviewed) in all subject areas including education and related topics.

• **JSTOR**  
Includes the full text of more than 500 scholarly journals, including more than 50 in the field of education. JSTOR includes the archival runs of journals, offering cover-to-cover full text back to each journal’s first issue.

• **Web of Science** 1955 - present  
One of the most comprehensive indexes available from Hunter Library. Provides access to Arts & Humanities Citation Index, Social Sciences Citation Index, and Science Citation Index Expanded.
- **ebrary**  
  **Access to ebooks**  
  Hunter Library’s ebrary collection contains approximately 35,000 full-text ebooks spanning most academic disciplines. The database is full-text searchable; allows the creation of personalized bookshelves, notes, and highlights; and includes an interactive suite of reference tools.

- **NetLibrary**  
  **Access to ebooks**  
  Provides access to the full text of over 25,000 reference, scholarly, professional, and fiction books in electronic or audio formats.

- **RefWorks**  
  RefWorks is an online tool for organizing, storing, and sharing citations. Citations can be selected and easily downloaded from most of the library’s databases. They can then be formatted in the needed style (MLA, APA, etc.), shared with other project members, or quickly turned into a bibliography or works cited list. Check the excellent tutorial.

- **Ulrich's Periodicals Directory (Ulrichsweb)**  
  A directory of information about individual publications, such as whether they are peer-reviewed.

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**Annual Expenditures:**

- Total education programs monograph/AV budget: $22,500
- ELF monograph/AV budget: $9,000
- 2007-2008 ELF serials expenditures: $29,420
- 2007-2008 ELF electronic resources expenditures: $10,386
- 2007-2008 ELF total expenditures: $50,133