

## Comprehensive Exam Study Guides for Community College/Higher Education

### Leadership Theory Exam in CC/HE Spring 2010

#### 1. Description of Format of Exam

The CC/HE portion of the comprehensive exam will be a case study. You will consider issues and problems relevant to community college/university settings. You will respond appropriately and completely based on your preparation and growth in leadership within your program of study.

#### 2. Content Study Areas: Objectives and Suggested Resources

The Community College/Higher Education portion of the General Leadership Comprehensive Examinations will require evidence of leadership theory knowledge as applied to problems and concepts in higher education settings and environments. You will need to know content knowledge and theory in focus areas of CC/HE and apply logical interpretation of that knowledge to the case study presented. The focus areas of CC/HE are identified as (1) History and Foundations of CC/HE, (2) Adult Learners, College Teaching and Andragogy, (3) Student Affairs, (4) Technology in CC/HE, and (5) any specially designed foci of CC/HE cohorts (e.g., Governance, Strategic Planning, and Partnerships).

##### **History and Foundations of Community Colleges and Universities**

1. To become familiar with economic, cultural, societal, political, technological, and educational impacts on the community colleges/universities and assess the future role of higher education in American society.
2. To understand the legislative, educational, and administrative environments of the community college/universities.
3. To understand the evolution of the American higher education/community college system and the vision and missions of the community college/universities.
4. To explain the rationale, structure, and organization of the community college/university system.
5. To identify and discuss the purpose of programs and services offered by community colleges/universities.
6. To describe current and potential students who could benefit from the community college/university.

##### **Resources:**

Cohen, A. M., Brawer, F. B., & Lombardi, J. R. (2008). *The American community college*. San Francisco: John Wiley. [E-Book @ <http://www.wiley.com>]

Altbach, P. G., Berdahl, R. O., & Gumport, P. J. (2005). *American higher education in the*

*twenty first century*. Baltimore: Johns Hopkins University Press.  
<http://www.press.jhu.edu/index.html>

Rhodes, F. T. (2001). *The creation of the future: The role of the American university*. Ithaca: Cornell University Press.

Boswell, K., & Wilson, C.D. (2004). *Keeping America's promise: A report on the future of the community college. A Joint Report of Education Commission of the States and League for Innovation in the Community College*.  
(<http://www.communitycollegepolicy.org/>).

McDonough, P. M. (2004). *The School-to-College Transition: Challenges and Prospects*. Report of the American Council on Education Center for Policy Analysis retrieved January 12, 2005, from (<http://www.acenet.edu/>).

New Directions for Community Colleges (paperbacks @  
<http://www.josseybass.com/WileyCDA/> for issues and topics related to community colleges)

Books from the American Association for Community Colleges:  
<http://www.aacc.nche.edu>

### **Adult Learners, College Teaching, and Andragogy**

1. To gain an understanding of the stages of adult development.
2. To become familiar with various theories of adult learning styles.
3. To provide an understanding of the facilitation of adult learning and andragogy.
4. To understand the needs, interests, and demographics of adult learners.
5. To understand the relationships among adult learners and political, social, cultural, and economic factors and environments.

#### **Resources:**

Clark, M. C., & Caffarella, R. S. (Eds.). *An update on adult development theory: New ways of thinking about the life course: New Directions for Adult and Continuing Education* (No. 84). San Francisco: Jossey-Bass.

Tennant, M., & Pogson, P. (2002). *Learning and change in the adult years: A developmental perspective*. San Francisco: Jossey-Bass.

Cross, K. P. (1992). *Adults as Learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.

Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (3rd. ed). San Francisco: Jossey-Bass.

Brookfield, S. D. (1991). *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices*. San Francisco: Jossey-Bass.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.

Any relevant chapters from (1) *New Directions for Teaching and Learning* and (2) *New Directions for Adult and Continuing Education* (paperbacks @ <http://www.josseybass.com/WileyCDA/> -- for topics and issues related to adult learners and andragogy)

### **Student Affairs**

1. To articulate historical developments, philosophies, and theories that have impacted and influenced diverse populations in higher education.
2. To identify the characteristics of adult learners.
3. To identify demographics that support and affect adult learning populations.
4. To illustrate the impacts of society, culture, politics, and economics on the development of programs for at-risk students in higher education.
5. To explore the diversity of higher education and communities.
6. To elaborate on programmatic approaches and constraints for varying at-risk populations in higher education.
7. To discuss non-traditional student considerations and programs.
8. To review recruitment and retention programs.
9. To demonstrate an understanding of the history and current trends in student development related to definitions of at-risk.
10. To discuss future trends and societal implications.
11. To describe the impact of technology in student development.
12. To understand the concepts of diversity and multiculturalism in student development.

### **Resources:**

Kornives, S. R., & Wagner, W. (2009). *Leadership for a better world: Understanding the social change model of leadership development*. San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2008). *The Student Leadership Challenge: Five practices for exemplary leaders*. San Francisco: Jossey-Bass.

Sandeen, A., & Barr, M. J. (2006). *Critical issues for student affairs: Challenges and opportunities*. San Francisco: Jossey-Bass.

Kornives, S. R., Woodard, Jr., D B., and Associates. (2003). *Student services: A handbook for the profession* (4th ed.). San Francisco, CA: Jossey-Bass.

*New Directions for Student Services* (paperbacks @ <http://www.josseybass.com/WileyCDA/> -- for issues related to student affairs/development/services)

### **Technology in Community College/Higher Education**

1. To define educational technology.
2. To research higher education educational technology issues using the Internet and

other current sources.

3. To describe the advantages and disadvantages of using distance delivery in a college/university setting.
4. To describe the advantages and disadvantages of using the Internet for instruction in a college/university setting.
5. To develop an educational technology portfolio containing information, examples, and resource materials characterizing educational technology and their application to higher education.

**Resources:**

Bitter, G. G., & Legacy, J. M. (2007). Using technology in the classroom. Boston: Allyn & Bacon.

Moe, T. M., & Chubb, J. E. (2009). Liberating learning: Technology, politics, and the future of American education. San Francisco: Jossey Bass.

Papa, R. (2010). *Technology for school improvement*. Thousand Oaks, CA: Sage Publications.

Sharp, V. (2009). Computer education for teachers: Integrating technology into classroom teaching. San Francisco: John Wiley.

**Governance/Legal, Strategic Planning, and Partnerships/Collaboration**

*Governance/Legal*

1. Analyze governance structures, practices, issues, and players in community college/university governance today.
2. Examine legal issues in community colleges/universities.

*Strategic Planning*

1. Summarize the steps in strategic planning.
2. Critique models of strategic planning.

*Partnerships/Collaboration*

1. Evaluate the value of partnerships between community colleges/universities with private businesses, governmental agencies, other educational institutions, and community organizations.
2. Design a partnership or collaboration between a community college/university and another entity that addresses a specific need.

**Resources:**

Brown, R., Noble, P. & Papa, R. (2009). *So you want to be a higher education academic*

*administrator: Avoid crossing to the dark side or what they don't teach you in leadership institutes.* Lancaster, PA: ProActive Publishing.

Gayle, D. J., Tewarie, B., & White Jr., A. Q. (2003). *Governance in the twenty-first-century university: Approaches to effective leadership and strategic management.* ASHE-ERIC Higher Education Report, 30(1). San Francisco: Jossey Bass.

McGrath, D. (Ed.). (1998, Fall). *Creating and benefiting from institutional collaboration: Models for success.* *New Directions for Community Colleges.* San Francisco: Jossey Bass.

Rowley, D. J., Lujan, H. D., & Dolence, M. G. (1997). *Strategic change in colleges and universities: Planning to survive and prosper.* San Francisco: Jossey Bass.

Spangler, M. S. (Ed.). (2002, Fall). *Developing successful partnerships with business and the community.* *New Directions for Community Colleges.* San Francisco: Jossey Bass.

Jossey-Bass books available from John Wiley: <http://www.josseybass.com/WileyCDA/>

*New Directions* books available from John Wiley:  
<http://www.josseybass.com/WileyCDA/>

Community college resources available from Books from the American Association for Community Colleges: <http://www.aacc.nche.edu>

### **3. Other Important Study Suggestions:**

Before beginning the Community College/Higher Education leadership portion of the comprehensive exam, please note that in your answers you are expected to:

- Demonstrate evidence of knowledge of the concepts involved and show a logical response to each question based upon that knowledge.
- Demonstrate a comprehensive knowledge of the applicable literature and your ability to interpret and apply that knowledge in a clear and logical form.
- Name and cite leadership theories throughout your written responses, as appropriate.
- Cite correctly any references (e.g., author, date). You are not expected to supply complete bibliographic references.
- Use proper syntax and basic grammatical rules of spelling, punctuation, capitalization, abbreviations, quotations, and numbers.
- Proofread carefully your final work prior to submission.