OVERVIEW

“Community colleges are facing an impending crisis in leadership.” This statement echoes throughout the community college literature of the last decade and is the opening sentence of an executive summary of a recent report from the American Association of Community Colleges (AACC). The magnitude of the crisis was highlighted in the results of a national Leadership Survey conducted by AACC in 2001 that found over 50 percent of community college presidents and an even higher percentage of senior administrators would be retiring by 2007.

Concurrently, America’s community colleges are undergoing profound changes as the student population shifts predominantly to mature, working adults and as the methods of teaching and learning change to electronic modes and other distance approaches. Students in the Community College Leadership specialization (whether from the perspective of president, academic leader, student services, technology specialist, specific area program officer, or other leadership position within the community college) will develop proficiency in knowing how individuals, particularly adults, learn most effectively, what tools and strategies best promote learning, and how educational systems and policies can be changed to promote the academic mission of the community college in today’s society.

SPECIALIZATION OUTCOMES

All Walden University students are asked to meet University-wide and Ph.D. in Education program outcomes. In addition, students who graduate with the Ph.D. in
Education from Walden University and a specialization in Community College Leadership will be asked to address the following outcomes. These outcomes should guide your work in KAM development and completion, advanced research and/or practicum experiences, and the doctoral dissertation. You need not try to meet every outcome in each component of your curriculum; instead, you should find strategies to align these outcomes appropriately with individual pieces of the Program of Study.

1. In the practice of community college leadership in the professional role selected for concentration by the student, identifies through speaking and writing the historical development, philosophical base, organizational framework, and contemporary issues of the community college to provide perspectives for institutional stakeholders.

2. In the practice of community college leadership in the professional role selected for concentration by the student, identifies in written reports and presentations the characteristics of effective and ineffective organizational structures that impact the role of the community college as a catalyst for change in the local community, state or region, and in the nation.

3. In the practice of community college leadership in the professional role selected for concentration by the student, chooses to adopt and create best practices and strategies through experimentation and reflection for application in a particular community college.

As you can see, a significant focus for this specialization is the aspect of “leadership”. In a KAM-based program, you will not find specific courses or seminars on this topic. Instead, as a doctoral learner, you are asked to integrate, as appropriate, significant literature about leadership into each assignment. In this way, you can research leadership topics within each KAM and find ways to apply your learning in ways that will enhance your own professional development.