

COMMUNITY COLLEGE LEADERSHIP PROGRAM

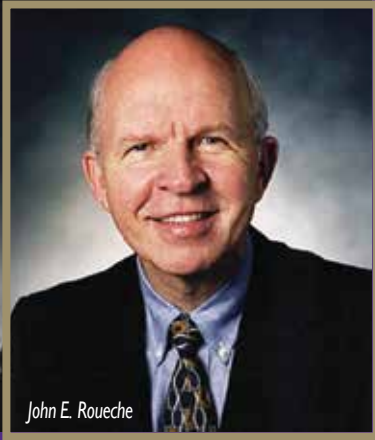


Developing Leaders, Vision, and Values

coe.k-state.edu/academics/program-areas/community-college-leadership/

5407 Parkcrest Drive, 3rd Floor, Austin, TX 78731 | 512-599-4322

K-State unveils nation's premier community college leadership program



“K-State is a world-class and respected institution, and the program is going to be enhanced greatly by being associated with the Wildcats.”

– John E. Roueche

The College of Education is home to the John E. Roueche Center for Community College Leadership and the nation's premiere doctoral program for aspiring community college leaders.

John E. Roueche, the visionary behind the doctoral program at the University of Texas at Austin for four decades, recently joined the College of Education faculty. His hiring provided an opportunity for Roueche and the college to collaboratively chart the future path for community college leadership development with a 21st Century-purposed curriculum.

“K-State is a world-class and respected institution, and the program is going to be enhanced greatly by being associated with the Wildcats,” Roueche said. “Philosophically and structurally, we are a good fit, and we are already operational.”

Debbie Mercer, dean of the K-State College of Education, explained this Ed.D. program will place K-State at the forefront of community college leaders, noting the American Association of Community College has about 1,200 members.

“Dr. Roueche is adding an entirely new dimension to our college's already impressive educational leadership offerings, and we are delighted to welcome him to the faculty,” Mercer said. “We are excited about the exposure this program brings to the college and even more so about the potential to raise

K-State's national profile and attract transfer students from all across the country - be it online or on campus. Every college across our campus will likely benefit from this association.”

About 60 students from two cohorts are already enrolled in the leadership program. The concept behind the program was to design a curriculum so each course would be directly applicable to a community college or technical college faculty member or administrator. “Universities are funded dramatically different than community colleges,” Roueche said.

“The governance of universities is dramatically different than the governance of community colleges. The curriculum, dramatically different. The students, dramatically different. So, what we've done is to make sure every course students are required to take as they pursue the doctorate is pertinent.”

Roueche explained this is an ideal time to enhance partnerships with community colleges.

“Community colleges are growing,” he said. “Most community colleges are about 40 to 50 years old and an awful lot of the people who were around in those early days are retired or are retiring very soon. For example, 700 community college presidents have retired in the last six years. Future leadership is essential.”

For more information about this program, please visit: coe.ksu.edu/community-college-leadership/.



KANSAS STATE
UNIVERSITY

College of Education

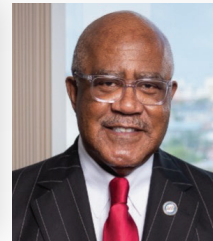
COMMUNITY COLLEGE LEADERSHIP PROGRAM



Terry A. Calaway, Ed.D.
Chair
CCLP Advisory Board;
President Emeritus
Johnson County
Community College



George R. Boggs, Ph.D.
Superintendent/President
Emeritus Palomar College;
American Association of
Community Colleges;
Chair, Phi Theta Kappa
Board of Directors



Walter G. Bumphus, Ph.D.
President and CEO
American Association
of Community Colleges

Steven R. Gonzales, Ed.D.
Chancellor
Maricopa County Community
College District



Curtis L. Ivery, Ed.D.
Chancellor
Wayne County Community
College District



Alex Johnson, Ed.D.
President Emeritus
Cuyahoga Community College;
Interim President
Central State University (OH)



Christine Johnson McPhail, Ed.D.
President
Saint Augustine's
University



Richard M. Rhodes, Ph.D.
Chancellor Emeritus
Austin Community College;
Interim President,
Texas A&M University
Central Texas



Terry U. O'Banion, Ph.D.
Senior Professor of Practice
Kansas State University;
President and CEO Emeritus
League for Innovation
in the Community College



Debbie Mercer, Ph.D.
Dean and Interim Provost
College of Education
Kansas State University

Ex Officio



Margaretta B. Mathis, Ph.D.
Senior Director
John E. Roueche Center for
Community College Leadership
Kansas State University



John E. Roueche, Ph.D.
Executive Director
John E. Roueche Center for
Community College Leadership
Kansas State University

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<https://coe.ksu.edu/academics/program-areas/community-college-leadership/index.html>

Institutional Benefits of Creating A Community College Leadership Program Cohort

1. Participants learn special leadership skills that can be applied immediately in the college.
2. A cohort of aspiring college leaders works collaboratively within the college and models for other staff the value of collaboration.
3. The interaction in the classes among full and part-time faculty, administrators, and classified staff leads to a better understanding of the various roles each employee plays in the college.
4. The cohort can become a force for change and transformation by taking on special projects identified by college leaders.
5. Participants expand and improve the goals of the college by creating programs, projects, internships, surveys, practicums, papers, dissertations, etc. as part of class assignments.
6. College leaders can identify special issues and problems in the college they would like to see addressed by participants.
7. The program allows college leaders an opportunity to identify and ensure that the participants will meet the diversity goals of the college.
8. There are opportunities between cohort participants and other faculty and staff in the college to interact with each other on projects and activities; cohort professors can also be involved in these efforts.
9. The program allows for trustees and the president to map out steps in succession planning.
10. The program serves as a visible reminder that college leaders care about the people of the college.
11. The program reflects and contributes to a college-wide culture of collaboration, learning, service, and planning for the future.

DOCTOR OF EDUCATION – CCLP VIRTUAL III
EXAMPLE PROGRAM OVERVIEW GUIDE

Summer 2024 Start		
<p>Summer 2024 EDACE 853/854 Making Good on the Promise of the Open Door: Access, Equity, and Success (2 credits) and Field Study (1 credit)</p>	<p>Summer 2025 EDACE 857/858/859 Effective Leadership and Theory (4 credits), Field Study and Institute (1 credit each) EDACE 920/921 Educational Value Choices and Integrity (2 credits) and Field Study (1 credit)</p>	<p>Summer 2026 EDACE 928/929 Designing a Comprehensive Plan for Success (2 credits) and Field Study (1 credit) EDACE 991 Internship: Academic Writing and Research (3 credits)*</p>
<p>Fall 2024 EDACE 861/862 Fostering Desired Culture: Fundamentals and Strategies for Organizational Development (2 credits) and Field Study (1 credit) EDACE 851/852 The Historical and Contemporary Community College (1 credit) and two Field Studies (1 credit each)</p>	<p>Fall 2025 EDACE 855/856 Aligning Vision, Planning, and Resources (2 credits) and Field Study (1 credit) EDACE 863/864 Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes (2 credits) and Field Study (1 credit)</p>	<p>Fall 2026 EDACE 970/971/972 Dissertation Development: Starting the Journey (4 credits) and two Field Studies (1 credit each)</p>
<p>Spring 2025 EDACE 922/923 Policy Formation and Public Process (2 credits) and Field Study (1 credit) EDACE 924/925 Effective Governance and Leadership (2 credits) and Field Study (1 credit) EDACE 991 Supervised Internship (3 credits)*</p>	<p>Spring 2026 EDACE 882/883 Introduction to Educational Research (2 credits) and Field Study (1 credit) EDACE 926/927 Leadership for Transformation (2 credits) and Field Study (1 credit)</p>	<p>Spring 2027 EDACE 999 Dissertation Research (3 credits)</p>
<p>18 credits</p>	<p>21 credits</p>	<p>21 credits</p>
<p>*EDACE 991 Internships must be completed prior to defending the dissertation.</p>		

Ed.D. Community College Leadership

Course Descriptions

EDACE 851 The Historical and Contemporary Community College – 1 CREDIT HOUR

The focus of this course is on the analysis of community college issues in the context of their historical development. Students will study the evolution of community colleges and how they were and are shaped by issues of the day. Students will become familiar with important historical events and seminal reports that shaped American higher education, in particular, community colleges. Students will develop analytical, communication, and leadership skills necessary for effective issue identification, communication, response, and management. Class topics will include the most significant national, state, and institutional issues of the past and those that are emerging as challenges for today's higher education leaders. Students will have opportunities to interact with some of today's most influential community college leaders and scholars.

EDACE 852 FIELD STUDY The Historical and Contemporary Community College – 2, 1 CREDIT HOUR COURSES

These paired on-line and face-to-face course will focus on developing an understanding of historical and contemporary issues that have shaped and continue to impact community colleges. Students will develop and improve skills that are outlined in the leadership competencies published by the American Association of Community Colleges.

EDACE 853 Making Good on the Promise of the Open Door: Access, Equity, Success – 2 CREDIT HOURS

This course will explore the assets, experiences, and institutional challenges of community college students based upon personal characteristics such as race/ethnicity, socioeconomic status, age, gender, sexuality, disability, military status, and religion; and the national “best-practice” strategies currently being used to increase enrollment, persistence, and program completion for these diverse student groups. Students will assess the extent to which community colleges are “student-ready” based upon the assets and experiences of different student groups and the extent to which student success strategies effectively serve these same students.

EDACE 854 FIELD STUDY Making Good on the Promise of the Open Door: Access, Equity, Success – 1 CREDIT HOUR

This on-line and face-to-face course will provide an opportunity for students to reflect about challenges in changing community college cultures and structures from a traditional student-deficit model to a

student-asset model accounting for the increasing diversity among community college students. Students will review and analyze information for team projects to best meet the challenges described.

EDACE 855 Aligning Vision, Planning, and Resources – 2 CREDIT HOURS

This course will study ways to understand, work with, and improve upon the financial model of community colleges, and will help develop skills needed to do so. Students will explore the financial implications of multiyear strategic plans, and development of multi-year financial plans. The course will study the relationships between strategic plans, financial plans, annual operating plans, resource development, and resource management of board-approved operating and capital budgets. We will examine choices available to leadership to increase traditional and nontraditional sources of revenue, while considering ways to contain costs without adversely influencing educational quality. Tuition pricing will be examined from a student's perspective of affordability and access.

EDACE 856 FIELD STUDY Aligning Vision, Planning, and Resources – 1 CREDIT HOUR

This on-line and face-to-face course will expand the range of leadership competencies required of community college leaders through focusing attention on evidence-based strategic and financial planning, and budget management processes that have been proven to work. Students will acquire a basic understanding of revenue generation, cost containment, and practical applications of financial planning and budget management processes.

EDACE 920 Educational Value Choices and Integrity – 2 CREDIT HOURS

This course explores the prevalence of value choices confronting educational leaders in a community college setting, the influence personal values have on educational value choices, and the how educational leaders can maintain integrity in navigating the choices. This course integrates theoretical and practical aspects of ethical leadership and emphasizes individual student self- reflection and personal awareness development as a community college leader with integrity.

EDACE 921 FIELD STUDY Educational Value Choices and Integrity – 1 CREDIT HOUR

This online and face-to-face course focuses on the practical application of leadership integrity in approaching educational value choices within a community college setting.

EDACE 857 Effective Leadership Theory – 4 CREDIT HOURS

This on-line course will provide an essential introduction into leadership issues in higher education through individual, interpersonal, group, and organizational leadership theory and practical applications. Because the field of leadership behavior is emerging and continues to grow, you will review relevant concept models and theories from a variety of research and case studies.

EDACE 858 FIELD STUDY Effective Leadership Theory – 1 CREDIT HOUR

This face-to-face and on-line course will enable you to meet with many of the outstanding leaders in community college education throughout the country. These individuals will share with you national, state, and local challenges, accomplishments, and concerns they are facing daily. In addition, you will review and analyze information from the research and case studies to make recommendations individually and as a group as to how best meet the challenges described.

EDACE 859 Effective Leadership Institute – 1 CREDIT HOUR

Students will travel to three community colleges in their home (or nearby) state to meet daily with the Chancellor or President and leadership team for each college. In addition, students will also interact with a board of trustees member, state educational association leader, and other national community college leaders. Finally, students will also have the opportunity to hear from two recent doctoral program graduates who will share their dissertation journey.

EDACE 882 Introduction to Educational Research – 2 CREDIT HOURS

The purpose of this introductory research methods course is to introduce graduate participants to educational research methods, paying particular attention to the ways in which research can be used to understand and improve daily education practice, particularly in higher education. Throughout the course, key differences between qualitative, quantitative, mixed methods, and action research designs are highlighted, as are the nuances of data analysis for various methodologies. Finally, consideration of research ethics is given throughout the course, as is the potentially useful role that research technologies might have in supporting your research work.

EDACE 883 FIELD STUDY Introduction to Educational Research – 1 CREDIT HOUR

This on-line and face-to-face course is designed to provide participants with an overview of the various quantitative, qualitative, and mixed research designs, their characteristics and their associated methodologies.

EDACE 991 INTERNSHIP I (Supervised) – 3 CREDIT HOURS

Students are required to complete six credit hours of internship (Internship I and Internship II; 3 credit hours each) to apply and expand skills and knowledge designed to improve leadership abilities and opportunities. Internship I is for students to identify and develop strategic initiatives in a supervised internship at a home or host institution. Upon enrolling in the Internship, students will submit a proposal for review and approval by the Internship Advisor, a KSU faculty member.

EDACE 991 INTERNSHIP II (Academic Writing and Research) – 3 CREDIT HOURS

Students are required to complete six credit hours of internship (Internship I and Internship II; 3 credit hours each) to apply and expand skills and knowledge designed to improve leadership abilities and opportunities. Internship II is designed for students to develop and hone doctoral-level writing and

research knowledge and skills. Upon enrolling in the Internship, students will submit a proposal for review and approval by the Internship Advisor, a KSU faculty member.

EDACE 863 Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes—

2 CREDIT HOURS

This course is designed to prepare senior administrators and aspiring leaders to develop and foster cultures of evidence and inquiry from enrollment to outcomes. Participants will consider how to develop and use robust common measures to benchmark and improve institutional performance. Because community colleges are increasingly pressured to demonstrate their performance to external audiences, the tool kit of the successful administrator must include the ability to critically analyze and evaluate research at the institutional (micro) and macro (state and national policy) levels.

EDACE 864 FIELD STUDY Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes —

1 CREDIT HOUR

This on-line and face-to-face course will enable participants to engage with one another in furthering discussions about the readings. Through the field study, more attention will be placed on the quantitative and qualitative data elements needed to create a culture of evidence and inquiry and how to communicate them.

EDACE 861 Fostering Desired Culture: Fundamentals and Strategies for Organizational Development —

2 CREDIT HOURS

This course will focus on helping students to create organizational structures designed to thrive by fostering entrepreneurialism and innovation throughout the organization. This course will also focus on consideration of inclusion and equity in organizational design and development. Examining the importance of partnership development while applying elements such as design thinking, well-being and lean strategy into organizational design and development will be included in this course.

EDACE 862 FIELD STUDY Fostering Desired Culture: Fundamentals and Strategies for Organizational Development — 1 CREDIT HOUR

This on-line and face-to-face course will enable students to engage with one another and with outstanding community college leaders throughout the country. Students will review and analyze information from the research, discussions and guest speakers to make recommendations individually and as small teams as to how best address contemporary organizational challenges.

EDACE 922 Policy Formation and Public Process — 2 CREDIT HOURS

The purpose of this course is to provide students with a thorough background to the principal public policy issues that are impacting American community college education. The structure of the course will provide an opportunity to fully explore the genesis, nature, impacts and potential results from a series

of the most significant public policies that college leaders will need to address in this part of their careers. A significant part of that exploration will entail having participants examine and strengthen their own perspectives on the several policy areas and to have an opportunity to present their positions in simulated public policy environments.

EDACE 923 FIELD STUDY Policy Formation and Public Process – 1 CREDIT HOUR

This on-line and face-to-face course will enable students to apply the knowledge and skills gained from previous doctoral core courses to identify major issues and problems impacting the college/district and city/state/region it serves. Students will work in teams to envision and design a viable solution to address the identified problem, drawing upon previous core doctoral courses.

EDACE 924 Effective Governance and Leadership – 2 CREDIT HOURS

The Effective Governance and Leadership course is designed to provide the student with the knowledge required for contributing strategically and influencing others through thought leadership and practice (Hawkins, 2013, pp. 60-61) to address identified problems, develop, and implement a shared vision. The course is designed to build upon leadership competencies (American Association of Community Colleges, 2018) and the knowledge, concepts, theories, and skills gleaned from previous doctoral core courses to develop viable solutions and plans for transformation to achieve identified goals.

EDACE 925 FIELD STUDY Effective Governance and Leadership – 1 CREDIT HOUR

This on-line and face-to-face course will provide participants an opportunity to gain a full understanding of the role and duties of the college board, the president, senior officers and other staff in the effective governance of the college. Particular emphasis will be given to the interactions between the entities, the compilation and sharing of relevant data to develop, support, or evaluate policies, the time needed to implement new policies, and the determinant of the cost of the policies.

EDACE 926 Leadership for Transformation – 2 CREDIT HOURS

This course will provide an essential introduction into the concepts and practices of introducing and implementing desired transformation in community colleges. Because the field of leadership behavior is emerging and continues to grow, you will review a relevant change theory (Kotter, 1996) to use as a lens for examining transformational leadership for initiatives among our nation's community colleges.

EDACE 927 FIELD STUDY Leadership for Transformation – 1 CREDIT HOUR

This on-line and face-to-face course will enable you to meet with many of the outstanding leaders in community college education throughout the country. You will review and analyze information from the research and case studies to make recommendations individually and as a group as to how best meet the challenges described.

EDACE 928 Designing a Comprehensive Plan for Success – 2 CREDIT HOURS

This course will review the tenets of a leadership framework for entering a region and institution and implementing desired transformation in community colleges. Students will draw upon transformational and management strategies addressed in previous courses to develop a viable transformation solution that include plans to achieve and evaluate an initiative relevant to the college/district and the communities, state, or region it serves.

EDACE 929 FIELD STUDY Designing a Comprehensive Plan for Success – 1 CREDIT HOUR

This on-line and face-to-face course will provide an opportunity for students to reflect about challenges in introducing and institutionalizing desired culture change and effective best practices to develop the envisioned future. Students will review and analyze information for team projects to best meet the challenges described. They will develop a presentation on a developed initiative that addresses the identified problem.

EDACE 970 Dissertation Development: Starting the Journey – 4 CREDIT HOURS

The purpose of the course is to assist students through the proposal and dissertation writing processes. All components of the dissertation will be addressed through classroom activities and field study assignments. At the conclusion of the course students will be able to identify and articulate the key steps in developing the dissertation proposal and dissertation. EDACE 986 Dissertation Development: Starting the Journey is 4 credits which includes Zoom sessions, Canvas discussion boards and papers.

Prerequisite: Completion of core courses.

EDACE 971/972 FIELD STUDY Dissertation Development: Starting the Journey – 2 CREDIT HOURS

This on-line and face-to-face course offers the opportunity for students to deal with the theoretical and practical design of the dissertation and apply them to appropriate related research to writing the dissertation. This course will help the candidate with the selection of the research topic under investigation and development of the argument that demonstrates the need for the study.

Prerequisite: Completion of core courses.

EDACE 930 Implementing Leadership Competencies – 2 CREDIT HOURS

This course is designed to identify the major competencies necessary to become a more effective and efficient leader and how these competencies align with those identified by the American Association of Community College Leaders (AACC). The course includes practical application of leadership, completing a self-assessment of core leadership competencies, and developing a personal leadership growth plan. Students will work in teams to develop a leadership institute that can be used in a community college setting.

EDACE 931 FIELD STUDY Implementing Leadership Competencies – 1 CREDIT HOUR

This on-line and face-to-face course is designed to identify the major competencies necessary to become a more effective and efficient leader and how these competencies align with those identified by

the American Association of Community College Leaders (AACCC). The course includes practical application of leadership, completing a self-assessment of core leadership competencies, and developing a personal leadership growth plan. Students will work in teams to develop a leadership institute that can be used in a community college setting.

EDACE 999 Doctoral Research – 1 – 18 CREDIT HOURS

Prerequisite: Sufficient training and progress to carry on the line of research undertaken, and consent of instructor

COMMUNITY COLLEGE LEADERSHIP PROGRAM**2023 CCLP Faculty and Staff Roster
Department of Educational Leadership
College of Education
Kansas State University**

Following is the faculty and staff roster of K-State Community College Leadership Program. Professors of Practice serve as faculty for the program and as chairs and members of CCLP dissertation committees.

- **Elisabeth Barnett, Ph.D.**, Senior Research Scholar, Community College Research Center, and, Associate Director, National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University (NY); Professor of Practice, Community College Leadership Program
- **Kim Beatty, Ed.D.**, Chancellor, Metropolitan Community College, Kansas City; Professor of Practice, Community College Leadership Program
- **Trudy Bers, Ph.D.**, Consultant, The Bers Groups (data coach for Achieving the Dream; mentor, Higher Learning Commission Persistence and Completion Academy and Student Success Academy); Professor of Practice, Community College Leadership Program
- **George Boggs, Ph.D.**, President and CEO Emeritus, American Association of Community Colleges; and, Superintendent/President, Palomar Community College District (CA); Professor of Practice, Community College Leadership Program
- **Michael Burke, Ph.D.**, Chancellor Emeritus, Riverside Community College District (CA); Professor of Practice, Community College Leadership Program
- **Sara Butler, Ph.D.**, Dean, Academic Affairs, Santa Ana College (CA); Cohort Coordinator, Community College Leadership Program
- **Terry Calaway, Ed.D.**, President/CEO Emeritus, Johnson County Community College (KS); and, President/CEO Emeritus, Central Arizona College; Professor of Practice, Community College Leadership Program
- **Matt Cardin, Ph.D.**, Vice President for Academic Affairs, North Arkansas College; Professor of Practice, Community College Leadership Program
- **Gerardo de los Santos, Ph.D.**, Senior Fellow, Civitas Learning; President/CEO Emeritus, League for Innovation in the Community College; Professor of Practice, Community College Leadership Program
- **Harvey Dorrah, Ph.D.**, Vice Chancellor for Workforce and Economic Development, Wayne County Community College District (MI); Professor of Practice, Community College Leadership Program
- **Martha Ellis, Ph.D.**, Senior Pathways Lead for the Texas Success Center, Texas Association of Community Colleges; Professor of Practice, Community College Leadership Program
- **Robert J. Exley, Ph.D.**, President, Alvin Community College (TX); Professor of Practice, Community College Leadership Program

- **Benjamin B. Ferrell, Jr., Ph.D.**, EVP Emeritus, Campus Planning and Operations, Austin Community College (TX); Professor of Practice, Community College Leadership Program
- **Larry A. Galizio, Ph.D.**, President & CEO, Community College League of California; Professor of Practice, Community College Leadership Program
- **Linda Garcia, Ph.D.**, Executive Director, Center for Community College Student Engagement (CCCSE), The University of Texas at Austin; Professor of Practice, Community College Leadership Program
- **Steven Gonzales, Ed.D.**, Chancellor, Maricopa County Community College District (MCCCD) (AZ); Professor of Practice, Community College Leadership Program
- **Kathleen (KC) Greaney, Ph.D.**, Consultant (California Community Colleges Chancellor's Office, RP Group, Integrated Academic Solutions); Director Emerita, Institutional Research, Sonoma County Junior College District; Professor of Practice, Community College Leadership Program
- **Rob Johnstone, Ph.D.**, Founder & President, National Center for Inquiry & Improvement (NCII); Professor of Practice, Community College Leadership Program
- **Jason Kovac, Ph.D.**, Dean, Effectiveness and Planning, Clackamas Community College (OR); Professor of Practice, Community College Leadership Program
- **William F. Lasher, Ph.D.**, Professor Emeritus, Department of Educational Leadership, The University of Texas at Austin; and, Office of the Executive Vice President & Provost, The University of Texas at Austin (TX); Professor of Practice, Community College Leadership Program
- **Tyjaun Lee, Ph.D.**, President, Metropolitan Community College – Penn Valley (MD); Professor of Practice, Community College Leadership Program
- **Terri Long, Ed.D.**, Vice President Emerita, California Community Colleges (CA); Professor of Practice, Community College Leadership Program
- **JaNice Marshall, Ed.D.**, College wide Vice President, Access and Community Connections, Cuyahoga Community College (OH); Professor of Practice and Cohort Coordinator, Community College Leadership Program
- **Margaretta B. Mathis, Ph.D.**, Senior Director, John E. Roueche Center for Community College Leadership, and Professor of Practice, Department of Educational Leadership, College of Education, Kansas State University
- **Beverlee McClure, Ed.D.**, Vice President Emerita for Cultural & Community Engagement, Indian Pueblo Cultural Center (NM); NM Cabinet Secretary of Higher Education Emerita; Professor of Practice, Community College Leadership Program
- **Christine Johnson McPhail, Ed.D.**, President, Saint Augustine's University (NC); CEO/President of The McPhail Group LLC; Founding Director Emerita, Morgan State University CCLP (MD); Professor of Practice, Community College Leadership Program
- **Cindy L. Miles, Ph.D.**, Chancellor Emerita, Grossmont-Cuyamaca Community College District (CA); Professor of Practice, Community College Leadership Program
- **Donna Jovanovich Monse, Ph.D.**, Data Coach, Achieving the Dream; Consultant, Dana Center, University of Texas; Director Emerita, Institutional Effectiveness, Virginia Community College System; Professor of Practice, Community College Leadership Program
- **Miles Nevin, Ed.**, Associate Vice President & Executive Director, Auxiliary Enterprises, California State University Long Beach (CA); Professor of Practice, Community College Leadership Program
- **Terry U. O'Banion, Ph.D.**, Senior Professor of Practice, John E. Roueche Center for Community College Leadership, Department of Educational Leadership, College of Education, Kansas State University; and, President Emeritus and Senior Fellow, The League for Innovation in the Community College

- **Martha Parham, Ed.D.,** Sr. Vice President, Public Relations, American Association of Community Colleges; District Director Emerita, Public Affairs, Marketing and Government Relations, Coast Community College District (DC); Professor of Practice, Community College Leadership Program
- **Dora Pérez, Ph.D.,** Assistant Director, Programs and Projects, John E. Roueche Center for Community College Leadership, Department of Educational Leadership, College of Education, Kansas State University
- **Daniel J. Phelan, Ph.D.,** President and CEO, Jackson College (MI); Professor of Practice, Community College Leadership Program
- **Greg Peterson, Ed.D.,** President, Chandler-Gilbert Community College (AZ); Professor of Practice, Community College Leadership Program
- **Larry Rideaux, Jr., Ed.D.,** President, Metropolitan Community College – Maple Woods (MD); Professor of Practice, Community College Leadership Program
- **Sandy L. Robinson, Ph.D.,** Administrator Emerita, Mayo Clinic Alix School of Medicine, Mayo Clinic (FL); and, President Emerita, North Campus, Florida State College at Jacksonville (FL); Professor of Practice, Community College Leadership Program
- **John E. Roueche, Ph.D.,** Executive Director, John E. Roueche Center for Community College Leadership and Senior Professor of Practice, Department of Educational Leadership, College of Education, Kansas State University (TX); and Sid W. Richardson Chair Emeritus and Director Emeritus, Community College Leadership Program, The University of Texas at Austin
- **Kathie Sigler, Ed.D.,** President, Higher Education & Technology Consultants, Inc. (FL); President Emerita, Medical Center Campus, Miami-Dade College (MDC) (FL); Provost and COO Emerita, MDC (FL); Professor of Practice, Community College Leadership Program
- **Jennifer Spielvogel, Ph.D.,** Senior Strategist, Incisive Analytics (IA) Business Intelligence Consulting; Vice President Emerita, Evidence and Inquiry, Cuyahoga Community College (OH); Professor of Practice, Community College Leadership Program
- **Cynthia Tanner, Ed.D.,** Advising Supervisor, San Gabriel Campus, Austin Community College (TX); Professor of Practice, Community College Leadership Program
- **Ernest L. Thomas, Ph.D.,** President Emeritus, Tarrant County College South Campus (TX)
- **Jackie Vietti, Ph.D.,** Developer/Facilitator, Kansas Community College Leadership Institute, Kansas Association of Community College Trustees; President Emerita, Butler Community College (KS); Professor of Practice, Community College Leadership Program
- **Leonard Valverde, Ph.D.,** Professor and Dean Emeritus, College of Education, Arizona State University; and, Professor Emeritus, The University of Texas at Austin (TX); Professor of Practice, Community College Leadership Program
- **Natalie Villarreal, Ed.D.,** Director, External and Board Relations, Office of the President, Del Mar College (TX); Cohort Coordinator, Community College Leadership Program
- **Richard A. Voorhees, Ph.D.,** Principal, Voorhees Group; President Emeritus, Association for Institutional Research (NM); Director Emeritus, Education Policy Initiatives/Senior Advisor, State Higher Education Executive Officers (CO); Professor of Practice, Community College Leadership Program
- **Evelyn Waiwaiole, Ph.D.,** Vice President of Development, Temple College, and Executive Director, Temple College Foundation (TX); Executive Director Emerita, Center for Community College Student Engagement, The University of Texas at Austin; Professor of Practice and Cohort Coordinator, Community College Leadership Program
- **Meredith L. Warner, Ed.D.,** Interim Vice President of Student Affairs, South Mountain Community College, Maricopa Community Colleges (AZ); Cohort Coordinator, Community College Leadership Program

Ed.D. Community College Leadership Program

Admissions Requirements

Kansas State University's admission requirements for the Ed.D. Community College Leadership Program (CCLP) are as follows:

- Completed application
- A master's degree or higher from a regionally accredited institution of higher education in the United States or from an international institution of higher education recognized by the ministry of education or other appropriate government agency
- Minimum cumulative GPA of 3.00 (of a possible 4.00 GPA) achieved for all previous graduate coursework
- Official transcripts reflecting all academic work completed at baccalaureate and graduate levels from regionally accredited institutions of higher learning
- Current curriculum vita demonstrating three years of related professional experience
- Personal and professional goal statements
- Three signed letters of recommendation on letterhead from professionals who are familiar with the applicant's academic and leadership potential (KSU will contact these references)
- Willingness to matriculate through the program of study as a member of a cohort
- Commitment to successfully complete all courses, internships, and field experiences in prescribed calendar sequence to earn the Ed.D. degree

Apply for formal admittance by first creating an account at:

<https://www.applyweb.com/apply/kstateg/>

Tuition and Financial Aid

Tuition

The tuition per course is \$975/credit hour for a total of \$2,925 for a 3-credit hour course. Ed.D. CCLP students will be responsible for paying for the cost of the course(s).

Financial Aid

Possible sources of funding include Direct Unsubsidized Loan, College Tuition Assistance, alternative student loans, etc. Please check with your college or place of employment to identify if there is support available, such as professional development funds or tuition reimbursement.

Doctoral students will be contacted by a member of the Division of Financial Services (DFS) team to identify possible financial aid opportunities. If other options are needed, DFS can also suggest to the student outside resources, such as non-educational loans through private lenders and scholarship opportunities through educational websites.

Tuition Payment Plan

Students may sign up for a four-installment payment plan during fall and spring terms and a two-month installment plan during the summer term. There will be a \$45/fall term, \$45/spring term and \$24/summer term administrative fee for utilizing the installment plan. For more information, contact Cashiers and Student Accounts, 211 Anderson Hall, (785) 532-6317.

Alternative Financing Options Available Now

A private loan is a much better option than a credit card. We recommend that you exhaust your other financial aid options, such as Federal Financial Aid, Scholarships, State Aid or even your savings before deciding a private loan is necessary. Grants and Scholarships generally do not have to be repaid and Federal Student Loans generally offer low interest rates as well as flexible repayment and consolidation options.

Only if you have exhausted all your federal options, scholarships and other aid should you consider a private loan.

Once you have completed your private loan application and passed the required credit check, turn your Private Loan Self Certification Form into your Campus Financial Service Representative.

Below is a link to FASTChoice, the starting place to apply for a Private Loan. It contains a list of Private Loans and borrower benefits available from certain lenders. You have the right to choose any lender you wish to make your loan, even if you have used a different lender for one or more previous loans.

<https://myscholarnet.com/products/fastchoice-for-schools/>

**Ed.D. Community College Leadership Program
Estimated “Other” Program Costs**

Fees:

Application fee - \$65

Other Fees:

An additional charge may be made to correspond with the actual costs of providing goods and services which are an integral part of presenting a course bearing academic credit, such as equipment and laboratory fees, distance education fees, testing fees, equipment rental, video/audio tapes, supplies and directly related items.

Books: Estimated \$2,250 for program

\$150 to \$200 per core and research course; estimated \$375/semester with two courses

Summer Institutes (2): Estimated \$3,400 for program if held at an offsite location

1. Effective Leadership Institute – \$1,700 total estimate

Hotel: \$1,000 (\$200/night for 5 nights)

Airfare (RT): \$500

Ground transportation: \$200

2. Advanced Leadership Institute – \$1,700 total estimate

Hotel: \$1,000 (\$200/night for 5 nights)

Airfare (RT): \$500

Ground transportation: \$200

Technology Needs

Webcam: Average range between \$ 10 -\$60

Access to a computer