

APPROVED

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# The University of Toledo

MAR 25 2013

## New Graduate Course Proposal

COLLEGE OF GRADUATE STUDIES

Contact Person  Phone (XXX-XXXX)

Email

College  If Other

Dept/Academic Unit

Alpha/Numeric Code (Subject area - number)

Proposed title  Proposed Effective Term

Is the course cross-listed with another academic unit?

Approval of other Academic unit (Signature and title)

Is the course offered at more than one level?

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).

Credit hours: Fixed:  or Variable:  to

| Delivery mode:       | Primary                            | Secondary                            | Tertiary             |
|----------------------|------------------------------------|--------------------------------------|----------------------|
| Activity Type        | <input type="text" value="Field"/> | <input type="text" value="Seminar"/> | <input type="text"/> |
| Minimum Credit Hours | <input type="text" value="3"/>     | <input type="text"/>                 | <input type="text"/> |
| Maximum Credit Hours | <input type="text" value="3"/>     | <input type="text"/>                 | <input type="text"/> |
| Weekly Contact Hours | <input type="text" value="2.5"/>   | <input type="text"/>                 | <input type="text"/> |

Terms Offered  Fall  Spring  Summer Years offered

May the courses be repeated for credit?  Maximum hours:

Are students permitted to register for more than one section during a term?  Grading system:

Prerequisites (must be taken **before**): e.g., C or higher in BIOE 4500 or BIOE 5500 and C or higher in MATH 4200, etc.

Permission

Co-requisites (must be taken **together**):

Catalog Description (75 Words Maximum)

This course is offered as part of the US Summer Leadership Academy, and requires a two-week field study component in Washington, DC and Columbus, OH. The field study component includes visits to community colleges in the Columbus area and with community college policy makers in Washington, DC. The course content focuses on multidimensional leadership and issues in community college administration.

**Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for the template.**

**Course Approval**

Department Curriculum Authority

Date

Department Chairperson

Date

College Curriculum Authority or Chair

Date

College Dean

Date

Graduate Council

Date

Dean of Graduate Studies

Date

Office of the Provost

Date

**For Administrative Use Only**

Effective Date

CIP Code

Subsidy Taxonomy

Program Code

Instruction Level

## **HED 6/8650 COMMUNITY COLLEGE LEADERSHIP**

### **COURSE DESCRIPTION**

The summer course examines community college leadership and administration. It also discusses a multidimensional model for leading change in community colleges. It is a required course in the *US Summer Leadership Academy*.

### **COURSE OBJECTIVES**

1. All students will demonstrate their critical thinking skills and involvement through their questions and class discussions.
2. All students will demonstrate their analytical and presentation skills through a PowerPoint presentation on a chapter in the *ASHE Reader on Community Colleges*.
3. All students will demonstrate their research, presentation, and teamwork skills by designing a group leadership project and presenting it in class.
4. All students will demonstrate their critical thinking and writing skills by writing a research paper on a critical issue in community college leadership.

**TEXTBOOKS AND READINGS**

Eddy, P. L. (2010). *Community College Leadership: A Multidimensional Model for Leading Change*. Sterling, VA: Stylus.

Nevarez, C. & Wood, J. L. (2010). *Community College Leadership and Administration*. New York: Peter Lang Publishing.

Townsend, B. & Bragg, D. (Eds.) (2005). *ASHE Reader on Community Colleges*. Boston, MA: Pearson Learning Solutions.

**EVALUATION AND GRADING POLICY****COMMUNITY COLLEGE LEADERSHIP PROJECT PRESENTATIONS  
(Requirement for both Master's and Doctoral Students)**

Each group will have a total of **one hour** to present their Community College leadership project, allowing sufficient time for student questions and class discussion. Each group should prepare a slides-page handout for class members (with lines for note taking), and a notes-page handout for the instructor. Projects will be graded as follows:

|   |                  |
|---|------------------|
| Defining the problem                        | 10 points        |
| Proposing a solution                        | 10 points        |
| Evaluating the success of the solution      | 10 points        |
| Involvement of students in the presentation | <u>20 points</u> |
| <b>TOTAL</b>                                | <b>50 points</b> |

### **ASHE READER PRESENTATION (Requirement for both Master’s and Doctoral Students)**

Each student will present 1 chapter from the *ASHE Reader: Community Colleges*. The thirty-minute presentation(s) should include an introduction, the main points of the article, a critique of the strengths and of the weaknesses of the article, a conclusion, and a thought-provoking discussion question. There should be 12-15 slides in the presentation.

Presentations will be graded as follows:

|                             |                  |
|-----------------------------|------------------|
| Introduction slide          | 10 points        |
| Major points of the chapter | 10 points        |
| Strengths of the article    | 10 points        |
| Weaknesses of the article   | 10 points        |
| Conclusion slide            | <u>10 points</u> |
| <b>Points possible</b>      | <b>50 points</b> |

### **RESEARCH PAPER (Requirement for Doctoral Students Only)**

Each student will prepare a 2,500-word research paper on a critical issue in Community College leadership in higher education to be uploaded to the appropriate Epsilon drop box. All research papers should cite the relevant literature and research on the topic in proper APA format (5<sup>th</sup> edition). The instructor will evaluate the research paper using the following point scale:

Dimension 1 Content and Completeness **10 pts**

Did the student thoroughly and accurately address the area chosen to analyze?  
Were multiple perspectives regarding the topic addressed? Was accurate information presented?

Dimension 2 Quality of Analysis **10 pts**

Did the student critically analyze the topic? Did the analysis go beyond a simple presentation of other people’s ideas? Were new ideas or possibilities suggested? Did the student provide clear and appropriate examples that supported the analysis?

**Dimension 3 Use of Theory and Research****10 pts**

Did the student integrate theory and research into the paper? Did the student support her or his analysis, conclusions, and recommendations with recent and relevant references to the literature? Did the references to the literature demonstrate depth and breadth?

**Dimension 4 Clarity of Thought****10 pts**

Did the student demonstrate a logical progression of ideas that clearly supported the arguments and positions? Did the paper flow smoothly from introduction to conclusion?

**Dimension 5 Technical Quality of Writing****5 pts**

Was APA style used correctly? Was the paper free of basic grammar and spelling errors?

**Dimension 6 Further Research on the Topic****5 pts**

What would you suggest would be the next steps in researching your topic? What research approach would you suggest to address these next steps?

**Total Points Available for Research Paper****50 pts**

## WEEKLY TOPICS

### Week One

Field study visits with leaders and policy makers in Washington, DC, including those at the American Association of Community Colleges, the American Council on Education, the Association of Community College Trustees, and the US Department of Education.

### Week Two

Field study visits with leaders and policy makers in Columbus, OH, including those at the Ohio Association of Community Colleges, the Ohio Board of Regents, Columbus State Community College, Central Ohio Technical College, and Hocking Community College.

### Week Three

*Chapter 1 - The Need to Re-Envision Community College Leadership*  
*Chapter 2 - Multidimensional Leadership*

### Week Four

*Chapter 3 – Learning to Lead*  
*Chapter 4 – Communicating and Framing Information on Campus*

### Week Five

*Chapter 5 - Leadership Competencies*  
*Chapter 6 – Gender, Leadership, and the Community College*

### Week Six

*Chapter 7 - Planning for the Future*  
*Chapter 1 – The Community College Vision and Mission*

### Week Seven

*Chapter 2 – Historical Legacy of Community Colleges*  
*Chapter 3 – Leadership and Leadership Theory*

*Week Eight*

*Chapter 4 – Achievement Gap and the Role of Community Colleges*  
*Chapter 5 – Ethical Leadership and Decision Making*

*Week Nine*

*Chapter 6 – Faculty in the Community College*  
*Chapter 7 – Demographic Trends*

*Week Ten*

*Chapter 8 – Leadership in Student Affairs*  
*Chapter 9 – Community College Finance*

*Week Eleven*

*Chapter 10 – Community College Governance*  
*Chapter 11 – Leadership Development in the Community College*

*Week Twelve*

*Chapter 12 - Emerging Trends in the Community College*