

APPROVED

RECEIVED

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	<input type="text" value="Judy SL"/>	Date	<input type="text" value="3/20/2013"/>
Department Chairperson	<input type="text" value="Mary Pichro"/>	Date	<input type="text" value="3-28-2013"/>
College Curriculum Authority or Chair	<input type="text" value="John Sany"/>	Date	<input type="text" value="3/28/13"/>
College Dean	<input type="text" value="Barbara J. Bay"/>	Date	<input type="text" value="3-28-13"/>
Graduate Council	<input type="text" value="PLH"/>	Date	<input type="text" value="4-16-2013"/>
Dean of Graduate Studies	<input type="text"/>	Date	<input type="text"/>
Office of the Provost	<input type="text"/>	Date	<input type="text"/>

For Administrative Use Only

Effective Date	<input type="text"/>
CIP Code	<input type="text"/>
Subsidy Taxonomy	<input type="text"/>
Program Code	<input type="text"/>
Instruction Level	<input type="text"/>

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>
TOTAL	50 points

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>
Points possible	50 points

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 (5th 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