**The University of Toledo**

**New Graduate Course Proposal**

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Ron Opp</th>
</tr>
</thead>
<tbody>
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**College**

Department of School Psychology, Higher Education

**Dept/Academic Unit**

Department of School Psychology, Higher Education

**Alpha/Numeric Code (Subject area - number)**

HED 6650

**Proposed title**

Community College Leadership

**Proposed Effective Term**

2013 10 (Summer)

**Is the course cross-listed with another academic unit?**

No

**Approval of other Academic unit (Signature and title)**


**Is the course offered at more than one level?**

Yes

**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: 3  or Variable: ______ to ______

**Delivery mode:**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
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<tbody>
<tr>
<td>Field</td>
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<tr>
<td>Seminar</td>
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**Minimum Credit Hours**

3

**Maximum Credit Hours**

3

**Weekly Contact Hours**

2.5

**Terms Offered**

- [ ] Fall
- [ ] Spring
- [x] Summer

**Years offered**

Alternate Year

**May the courses be repeated for credit?**

No

**Maximum hours:**

3

**Are students permitted to register for more than one section during a term?**

No

**Grading system:**

Normal Grading (A-F, PS/NC, PR, I)

**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 I

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

Department Chairperson

College Curriculum Authority or Chair

College Dean

Graduate Council

Dean of Graduate Studies

Office of the Provost

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


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: 20 points

**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:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points possible</th>
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<tbody>
<tr>
<td>Introduction slide</td>
<td>10 points</td>
</tr>
<tr>
<td>Major points of the chapter</td>
<td>10 points</td>
</tr>
<tr>
<td>Strengths of the article</td>
<td>10 points</td>
</tr>
<tr>
<td>Weaknesses of the article</td>
<td>10 points</td>
</tr>
<tr>
<td>Conclusion slide</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Points possible</strong></td>
<td><strong>50 points</strong></td>
</tr>
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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 Epsilen 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:

<table>
<thead>
<tr>
<th>Dimension 1 Content and Completeness</th>
<th>10 pts</th>
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<tbody>
<tr>
<td>Did the student thoroughly and accurately address the area chosen to analyze?</td>
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<tr>
<td>Were multiple perspectives regarding the topic addressed? Was accurate information presented?</td>
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<thead>
<tr>
<th>Dimension 2 Quality of Analysis</th>
<th>10 pts</th>
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<tr>
<td>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?</td>
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</table>
Dimension 3  Use of Theory and Research  

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  

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  

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

Dimension 6  Further Research on the Topic  

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