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ROWAN COLLEGE  
CURRICULUM COMMITTEE

I 0528-710  
II 0528-711  
III 0828-712

PROPOSAL TITLE: LEADERSHIP SEMINAR I, II, III

     UNDERGRADUATE      X GRADUATE      3,5,3 CREDIT HOURS

SPONSOR(S): Christine A. Johnston and Edward White, Jr.

DEPARTMENT & TELEPHONE# Educational Administration Department  
Doctoral Program Development Team X-4702

CHECK ONE: X COURSE           MINOR PROGRAM           CONCENTRATION           SPECIALIZATION  
     ACHIEVEMENT CERTIFICATE           CERTIFICATION PROGRAM           MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<u>    </u> APPROVED/DATE:  <u>    </u> NOT APPROVED/DATE:  <u>    </u> DEPT. CURRICULUM CHR.  <u>    </u> REVIEWED/DATE:  <u>    </u> DEPT. CHR.	SCC# <u>95-96-26</u>  DATE RECEIVED:    <u>    </u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/21/95</u>  <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE  FORWARD FOR OPEN HEARING  <input type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS:    <u>    </u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN)	COMMENTS:
<input checked="" type="checkbox"/> RECOMMEND <input type="checkbox"/> NOT RECOMMEND <input type="checkbox"/> CONDITIONALLY RECOMMEND (SEE COMMENTS) DATE & SIGNATURE, DEAN OF SCHOOL	  <u>    </u> 11/21/95

STEP #5 (SENATE CURRICULUM COMMITTEE)
DATE OF OPEN HEARING <u>11/21/95</u> APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) <u>11/21/95</u> <u>    </u> RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:   

STEP #6 (SENATE)
DATE PRESENTED TO SENATE <u>11/21/95</u> <u>    </u> APPROVED <u>    </u> NOT APPROVED NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____ SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE <u>    </u> <u>11/21/95</u>

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED:  YES  NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 11 3 Credits  
11 3 ↓  
FACULTY LOAD HOURS 11 3  
EQUALIZED CREDIT HOURS \_\_\_\_\_

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/3/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 June 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0328: 710, 711, 712

DATE/SIGNATURE OF REGISTRAR B. J. Kelly 10 June 96

NOTIFICATION FORWARD:

\_\_\_ SENATE CURRICULUM COMMITTEE CHAIRPERSON

\_\_\_ DEPARTMENT CHAIRPERSON(S)

\_\_\_ ACADEMIC DEAN(S)

\_\_\_ REGISTRAR

\_\_\_ SPONSOR(S)

## Course Proposal

### 1. Details

- a. Course Title: **Leadership Seminar I, II, III**
- b. Sponsors: Christine Johnston, Edward White, Jr., the Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: Leadership Seminar I is 3 credits     0828: 710  
Leadership Seminar II is 5 credits     0828: 711  
Leadership Seminar III is 3 credits     0828: 712
- d. Course Level: Doctoral
- e. Curricular Effect: Major Requirement
- f. Prerequisites: For Leadership Seminar I, matriculation into the Doctoral Program  
For Leadership Seminar II, prerequisite is Leadership Seminar I  
For Leadership Seminar III, prerequisite is Leadership Seminar II
- g. Suggested time and scale of implementation: For Leadership Seminar I, Summer 1  
For Leadership Seminar II, Spring 1  
For Leadership Seminar III, Spring 2
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short-term Evaluations: N/A -- new course

### 2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

This course is both the touchstone and the conscience of the program. As the touchstone, it encompasses the content and pedagogical practices which clearly mark the doctoral

program as a model of reflective practice. Its content and its pedagogy are based on the following premises: that the learner is the agent of the learning; that the instructor is the facilitator; that the learning environment is collaborative, holistic, and personal, and; that the change sought is based upon self-awareness, which is viewed as a recursive process. As the conscience of the program, the course offers candidates the opportunity to revisit their leadership platforms, while engaging in both the development of a theoretical and experiential base of knowledge. Experience will stand front and center. Theories, research, and concepts will be invoked as one way to enter into an analysis of the learning experience.

While Schon's seminal work on the importance of reflection for the well-being of the organization and its practitioners has been well recognized for more than ten years, knowledge and the discipline for doing the reflective process has received only lip-service. As early as 1989, the Educational Administration Department's study of 100 school leaders in seven South Jersey counties revealed that these individuals were seeking a means to discuss and reflect upon their responsibilities, burdens, and opportunities for leadership, not only to develop their thoughts, but also to cultivate the vista vision of leadership within the context of the educational setting. Thus, the seminar will also serve the purpose of helping the students to develop a continuing network of reflective practitioners who can be of assistance to each other throughout their professional careers. Further, it will provide students with the opportunity to expand the curriculum to include topics of current interest to the cohort; Rowan faculty, faculty from other institutions, and educational leaders will be invited to make presentations.

Structured such that the reflective experience is simultaneous with the candidate's personal and professional growth of knowledge and experiences, the Leadership Seminar will engage each learner in honing the skills of personal and professional reflection. Because the seminar is central to the curriculum as that piece which reinforces reflection as the primary form of professional growth and change, it occurs throughout the program -- two semester hours during each of the fall and spring semesters, and one semester hour during each summer. As the student proceeds from one stage of the program to the next, the seminar nomenclature changes, but the concept and process continues.

### 3. Essence of the Course:

#### a. Objectives of the course in relation to student outcomes:

(1) The student will understand the reflective process as a powerful means of bringing about personal, professional, and organizational change.

(2) The student will develop and use the reflective process as a primary means of bringing about personal, professional, and organizational change. Included will be a focus on integrating and synthesizing knowledge gained from both the

classroom and professional settings, as well as the ability to bring to the seminar professional resources to help to refine skills or to develop further understandings important to educational leadership.

(3) The student will refine those modes of inquiry which are needed to pursue experimental, *ex post facto*, or action research.

(4) The student will hone both oral and written skills of personal and professional communication.

(5) The student will learn the power of including others in the reflective process and will establish lasting networks for personal and professional reflection.

b. Topical Outline/Content:

- (1) Reflective practice: a powerful force for educational change
  - (a) A different view of change and reform: individual and organizational change; understanding action theories; developing awareness
  - (b) Reflective practice: defining reflective practice; reflective practice as experiential learning; experiential learning cycle
  - (c) Rethinking professional development: traditional professional development; reflective professional development
- (2) Nurturing reflection
  - (a) The context for reflection: assumptions about the professional learner; understanding the interactions (advocacy, descriptive feedback, self, disclosure, behavior/event)
  - (b) Inquiry into reflection: attentive listening; reflecting; questioning; group process skills
- (3) Developing a reflective perspective
  - (a) Gathering information about theories of reflection (platforms, portfolios, journals)
  - (b) An historic review of reflective modes of inquiry (direct observation including shadowing, videotaping, and audio taping; role plays; case studies)
- (4) The reflective platform process in practice
  - (a) Creating behavioral change -- personal and organizational (observation and analysis; reconceptualization and experimentation; metaphors as non-threatening encounters; resolution and redirection)
  - (b) Assessing behavioral change -- personal and organizational (personal change as a stimulus to systemic change; understanding reflection in a work group context; empowerment through reflection and change)
- (5) Becoming a reflective practitioner

- (a) Individual and group reflection on the problems of leadership practice
- (b) Calling on external sources to promote professional growth

Among the goals of this course is the development of the student's ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

c. Grading and evaluation procedure of students: Rigor and relevancy are the primary issues involved in evaluating a candidate's growth in personal and professional reflection. The contexts in which the growth will be observed and documented include the following:

- (1) The presentation of a set of brief papers which document the student's personal inquiry into the solving of one organizational/leadership problem; articulation of the inquiry/resolution process; a review of the outcomes; the student's reflection on the experience; group reflection on the outcomes and any unfinished agendas.
- (2) The maintenance of a personal reflective journal in which the student weighs the issues and outcomes; clarifies ethics, values, and beliefs *vis a vis* specific leadership experiences, and; determines the personal, professional, and organizational "costs" and justification of decisions.
- (3) The development of "broadcast sheets," single page reports of the collective learning of group members on problems of a similar nature. These composite reports will highlight shared learning and offer important insights for leaders, based on the joint reflections of the group.

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

#### 4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is

chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

**Catalogue Description**

The Leadership Seminar series spans each stage of the doctoral program, serving throughout the seven semesters as a focusing technique to forge the cohort into a defined community of learners and scholars. While its primary function is to serve as a vehicle for self-reflection, group reflection, and the integration of course work with professional concerns, the Leadership Seminar also provides the opportunity for the cohort to tailor the program to meet some of their specific professional concerns and developmental needs as they emerge.

**Prerequisites:** For Leadership Seminar I, matriculation into the Doctoral Program  
For Leadership Seminar II, prerequisite is Leadership Seminar I  
For Leadership Seminar III, prerequisite is Leadership Seminar II