

ROWAN COLLEGE
CURRICULUM COMMITTEE

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PROPOSAL TITLE: LEADERSHIP THEORY 0828-715

 UNDERGRADUATE X GRADUATE 3 CREDIT HOURS

SPONSOR(S): Laurence R. Marcus

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: <hr/> DEPT. CURRICULUM CHR. <u> </u> REVIEWED/DATE: <hr/> DEPT. CHR.	SCC# <u>95-96-27</u> DATE RECEIVED: <i>Ronald J. Gochen</i> <hr/> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/18/95</u> <u> X </u> RECOMMEND TO APPROVE <u> </u> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <u> </u> WITHOUT RESERVATIONS <u> </u> WITH RESERVATIONS COMMENTS: <hr/> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) COMMENTS:

 X RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)
DATE & SIGNATURE, DEAN OF SCHOOL *L. E. Kasper* 11/21/95

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 11/21/95

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 11/21/95

 RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 11/21/95 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE *Ronald J. Gochen*

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 3

FACULTY LOAD HOURS 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 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0825-715

DATE/SIGNATURE OF REGISTRAR B. J. Keenan 10 Jan 96

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: **Leadership Theory**
- b. Sponsors: Laurence R. Marcus, Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: 3
- d. Course Level: Doctoral
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Matriculation into the Doctoral Program
- g. Suggested time and scale of implementation: Summer 1
- 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.

As our society moves further into the information age and as geo-political transformation encourages marketplace globalization, education becomes increasingly integral to the opportunity for personal fulfillment as well as to continuing economic development. Yet, while education should be prospering, it is beset by serious challenges, some of which are evolutionary, some of which derive from the shifting world paradigm. Factors such as a changing demography, the development of an underclass, cultural fragmentation, taxpayers revolts, and a narrowing sense of the possible make it more difficult for education to reposition itself to prepare students for life in a society in which technology

is advancing at a rapid pace, the nature of work is changing in fundamental ways, and the opportunity for personally enriching leisure time activity is burgeoning. Without capable leadership, education will not be able to fulfill its responsibilities. The course in Leadership Theory is the introduction to and the foundation for the Doctoral Program in Educational Leadership.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: Leadership will be defined and demystified, and (since educational institutions tend to be over-managed and underled) distinguished from management and administration. The roles and expectations of leaders will be explored, and the skills required for leadership will be identified. Issues of power, authority, and ethics will be studied. Throughout the course, leadership theory will be applied to the educational setting. Concurrently with Leadership Seminar I, students will begin to develop a set of core values of leadership that will be tested as they proceed through the doctoral program.

b. Topical Outline/Content:

- (1) Why leadership is required
- (2) What is leadership; leadership and position not synonymous; leadership distinguished from management and administration; political nature of leadership; symbolic nature of leadership; intangible qualities of leadership (including management of self)
- (3) Alternative models of leadership
- (4) Roles and expectations of leadership: visioning/direction setting; change agency; communicating internally and externally; coaching/empowering
- (5) Competencies required of leaders: assuring organizational learning; thinking strategically and multidimensionally; modeling desired behaviors; motivating; communicating; identifying and cultivating leadership within the organization; etc.
- (6) Power, authority and ethics
- (7) Development of core values of leadership for educational leaders

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the 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: Students will be graded on a class presentation that applies leadership theory to the biography of a successful leader, a paper

that diagnoses the leadership of an individual in a prominent educational leadership position, and a group project.

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 course provides the foundation for the Doctoral Program in Educational Leadership. Leadership will be defined and demystified, and distinguished from management and administration. The roles and expectations of leaders will be explored, and the competencies required for leadership will be identified. Issues of power, authority, and ethics will be studied.

Prerequisite: Matriculation into the Doctoral Program