

ROWAN COLLEGE
CURRICULUM COMMITTEE

(R)

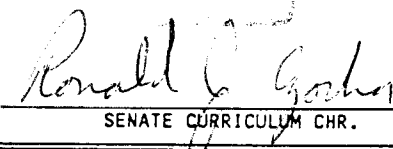
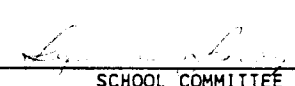
PROPOSAL TITLE: ORGANIZATIONAL COMMUNICATIONS 1827-708

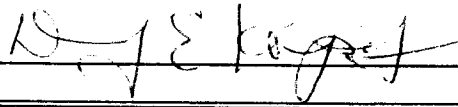
 UNDERGRADUATE X GRADUATE 2 CREDIT HOURS

SPONSOR(S): Donald Bagin, Christine A. Johnston and Laurence R. Marcus
Educational Administration Department

DEPARTMENT & TELEPHONE# 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: | SCC# <u>95-96-29</u> DATE RECEIVED: <u> </u> <div style="text-align: center;">  SENATE CURRICULUM CHR. </div> | 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: <div style="text-align: center;">  SCHOOL COMMITTEE CHR. </div> |
| DEPT. CHR. | SENATE CURRICULUM CHR. | SCHOOL COMMITTEE CHR. |

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| STEP #4 (ACADEMIC DEAN) <input checked="" type="checkbox"/> RECOMMEND <input type="checkbox"/> NOT RECOMMEND <input type="checkbox"/> CONDITIONALLY RECOMMEND (SEE COMMENTS) DATE & SIGNATURE, DEAN OF SCHOOL <u> </u> | COMMENTS: <div style="text-align: center;">  </div> |
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| 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: <hr/> <hr/> |
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| STEP #6 (SENATE) DATE PRESENTED TO SENATE <u>11/21/95</u> <input type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) <u> </u> SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE <u>Ronald J. Gochen</u> <u>11/22/95</u> |
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STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-9-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 2

FACULTY LOAD HOURS 2

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/13/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827-768

DATE/SIGNATURE OF REGISTRAR B. Z. Kelsey 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: **Organizational Communications**
- b. Sponsors: Laurence R. Marcus, Christine Johnston, and Donald Bagin, Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: Organizations as Cultures sequence
- g. Suggested time and scale of implementation: Spring 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.

People are the heart of organizations. They create meaning and coordinate and focus their efforts through communication. Further, information, the manner in which flows, and how people interpret the information affect their feelings of certainty about what they do, what others expect of them, and how well they are achieving their own goals and those of the organization. Good communication leads to a feeling of satisfaction that can enhance performance. Thus, the effectiveness of educational leaders as direction setters, change agents, and organizational spokespersons is a factor of their ability to foster excellent internal communications, as well as to communicate well with external groups.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: The study of organizational communication examines how each organization constitutes a context that affects the lives of its members, both inside and outside its bounds. It analyzes the dynamic interaction processes that affect how people think and behave in the organization. Students will understand the nature of effective organizational communication and will be equipped with the knowledge to remove the communication barriers that constrain the achievement of individual and organizational goals.

b. Topical Outline/Content:

- (1) Communication and the organization
- (2) Organizational communication patterns (downward, upward, horizontal, networks, grapevines)
- (3) Barriers to effective organizational communication (perceptual, semantic, organizational)
- (4) The information model of organizational communication: management of information in an information-based society
- (5) Bases for effective communication (openness, listening, suspension of judgment, feedback, understanding)
- (6) Superior/subordinate communication: analyzing the audience and the occasion to determine the most effective means of communication
- (7) Building images and creating external meaning
- (8) Auditing organizational communication as the basis for improvement
- (9) Issues of ethics and power

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 required to undertake an audit of organizational communication in their work setting, and to prepare a written plan for its improvement. The paper will be presented to the class.

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

This course analyzes the dynamic interaction processes that affect how people think and behave in educational organizations. Students will learn about the nature of effective organizational communication and strategies to remove the communication barriers that constrain the achievement of individual and organizational goals.

Prerequisite: Organizations as Cultures sequence