

ROWAN COLLEGE
CURRICULUM COMMITTEE

(2)

PROPOSAL TITLE: DIVERSITY/EDUCATIONAL LEADERSHIP

 UNDERGRADUATE X GRADUATE 2 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>95-96-16</u> DATE RECEIVED: <u> </u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>4/18/95</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: <u> </u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN)	COMMENTS:
<u> X </u> RECOMMEND <u> </u> NOT RECOMMEND <u> </u> CONDITIONALLY RECOMMEND (SEE COMMENTS) DATE & SIGNATURE, DEAN OF SCHOOL	 <u> </u> <u> </u>

STEP #5 (SENATE CURRICULUM COMMITTEE)
DATE OF OPEN HEARING <u>2-21-96</u>
APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) <u>2/21/96</u>
<u> </u> RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS: <u> </u> <u> </u>

STEP #6 (SENATE)
DATE PRESENTED TO SENATE <u>2-28-96</u> <u> </u> APPROVED <u> </u> NOT APPROVED
NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) <u> </u>
SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE <u> </u> <u>2/28/96</u>

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED _____

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) _____

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 15 May 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0828.766

DATE/SIGNATURE OF REGISTRAR B. J. Kelly

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: **Diversity and Educational Leadership**
- b. Sponsors: Laurence R. Marcus, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: The Forces of Change in American Society
- 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.

The American population changed dramatically in the latter part of the twentieth century, and it is clear that this trend will continue. Not only is our society becoming more racially and ethnically diverse, but it is also getting older. Further, the broadened horizons for women have resulted in their increased presence in occupations that were formerly male-dominated. As these changes have occurred, Americans have replaced their traditional predisposition to assimilate with a growing inclination to celebrate their differences. In such a situation, educational leaders are challenged to find ways to foster the sort of community that will permit all students to flourish and that will facilitate all

members of the staff contributing to their highest levels. Thus, the course will focus on leading educational institutions whose student body and the workforce are diversely constituted. It will build upon the understanding that will have been achieved in the course on Forces of Change in American Society, and Organizations as Cultures sequence.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: This course will seek to assist leaders in creating an environment that works for all in it by addressing the ways that people are different and the ways that they are alike. It will explore the problems that may arise in diverse communities, while it focuses on the power that valuing difference can have in establishing quality interpersonal relations, in taking advantage of the cultural richness that can result from diversity, and in creating mutual respect among groups. It will emphasize the importance of a comprehensive approach that seeks to effect the individual, interpersonal, and organizational levels simultaneously. Further, it will provide the educational leader with strategies to overcome resistance to change in this regard.

b. Topical Outline/Content:

- (1) Focus on the individual: group identities and self-concept; who is "the other" and what makes that person different from me; prejudice and discrimination; challenging and avoiding stereotypes
- (2) Focus on the group: ethnocentrism; intergroup conflict; critical theory and the politics of difference
- (3) Focus on the organization: institutional bias; research on diversity and organizational performance
- (4) Valuing difference
- (5) Leading a diverse educational organization
- (5) Human relations auditing
- (6) Planning change in the organizational culture
- (7) Strategies for overcoming resistance

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice. 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 write a research paper, will conduct a human relations audit in their work setting, and will prepare a plan to help their organization create an environment that empowers students and/or staff to achieve to their fullest extent. Plans will be presented and critiqued in 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 will focus on leading diversely constituted educational institutions. It will address the ways that people are alike, and will explore issues of difference, while it focuses on the power that valuing difference can have in establishing quality interpersonal relations, in taking advantage of the cultural richness that can result from diversity, and in creating mutual respect among groups. Further, it will examine how the educational leader might overcome resistance to change in this regard.

Prerequisite: The Forces of Change in American Society