

**ROWAN COLLEGE
CURRICULUM COMMITTEE**

(R)

PROPOSAL TITLE: LEADERSHIP PROBLEMS I: FIELD STUDIES 0828-724

 UNDERGRADUATE X GRADUATE 4 CREDIT HOURS

SPONSOR(S): Edward H. 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

<p align="center">STEP #1 (DEPARTMENT)</p> <p><u> </u> APPROVED/DATE: _____</p> <p><u> </u> NOT APPROVED/DATE: _____</p> <hr/> <p align="center">DEPT. CURRICULUM CHR.</p> <p><u> </u> REVIEWED/DATE: _____</p> <hr/> <p align="center">DEPT. CHR.</p>	<p align="center">STEP #2 (RECEIPT)</p> <p>SCC# <u>95-96-24</u></p> <p>DATE RECEIVED: _____</p> <p align="center"><i>Ronald J. Goshorn</i></p> <hr/> <p align="center">SENATE CURRICULUM CHR.</p>	<p align="center">STEP #3 (SCHOOL)</p> <p>REVIEWED DATE: <u>11/21/95</u></p> <p><u> X </u> RECOMMEND TO APPROVE</p> <p><u> </u> RECOMMEND NOT TO APPROVE</p> <p align="center">FORWARD FOR OPEN HEARING</p> <p><u> </u> WITHOUT RESERVATIONS</p> <p><u> </u> WITH RESERVATIONS</p> <p>COMMENTS: _____</p> <hr/> <p align="center"><i>Stephen Long</i></p> <hr/> <p align="center">SCHOOL COMMITTEE CHR.</p>
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<p>STEP #4 (ACADEMIC DEAN)</p> <p><u> X </u> RECOMMEND</p> <p><u> </u> NOT RECOMMEND</p> <p><u> </u> CONDITIONALLY RECOMMEND (SEE COMMENTS)</p> <p>DATE & SIGNATURE, DEAN OF SCHOOL _____</p>	<p>COMMENTS:</p> <p align="center"><i>W. J. E. King</i> <u>11/21/95</u></p>
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<p>STEP #5 (SENATE CURRICULUM COMMITTEE)</p> <p>DATE OF OPEN HEARING <u>11/21/95</u></p> <p>APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) <u>11/21/95</u></p> <p><u> </u> RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:</p> <p>_____</p> <p>_____</p>
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<p>STEP #6 (SENATE)</p> <p>DATE PRESENTED TO SENATE <u>11/21/95</u> <u> </u> APPROVED <u> </u> NOT APPROVED</p> <p>NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____</p> <p>SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE <u><i>Ronald J. Goshorn</i></u></p>

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 4

FACULTY LOAD HOURS 4

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 3/2/96

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0525, 7.24

DATE/SIGNATURE OF REGISTRAR B. 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: **Leadership Problems I: Field Studies**
- b. Sponsors: Dr. Edward White, Educational Administration Department, Doctoral Development Team
- c. Credit Hours: 4
- d. Course Level: Doctoral
- e. Curricular Effect: Major requirement
- f. Prerequisites: Changing Organizations
- g. Suggested Time and Scale of Implementation: 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.

The design of the doctoral program in educational leadership reflects the conviction that the development and refinement of leadership knowledge and skill evolves through a series of interconnected academic and professional experiences that move from the conceptual/theoretical stage through understanding the application of theory to educational contexts and finally to the opportunity to apply conceptions of leadership in real professional contexts. Additionally, the program is designed to foster the formation of formal and informal colleague networks and teams for the expressed purpose of

developing student experience working as part of organizational development groups. The first of a two-course sequence, this course will structure students into leadership teams that will be assigned to work with specific schools and colleges to assist in the development of a plan for the solution of a significant organizational problem or program development need.

3. Essence of the Course

a. Course Objectives: As a result of this course, students will be able to:

(1) Apply skills acquired in the Research for Educational Leadership sequence for the purpose of identifying, clarifying, and proposing solutions for significant educational/organizational development needs of educational organizations;

(2) Analyze the cultural characteristics of the educational organization and describe the organizational behavior patterns reflective of the existing cultural characteristics;

(3) Propose a plan to accomplish a significant organizational change within the institution, taking into account its mission, vision, and stated organizational objectives;

(4) Propose an implementation plan to accompany the change plan to assist the institution in moving the change to the implementation stage;

(5) Prepare and present an oral and written report both to the institution's leadership and to the other Leadership Problems teams.

b. Topical Outline

(1) Identifying and Clarifying Organizational Problems

(a) Applied strategic planning

(b) Application of research to organizational development

(2) Analyzing organization culture and behavior

(a) Understanding organizational values and beliefs

(b) Understanding shared norms

(3) Structuring for change

(a) Scanning

(b) Modeling/testing the change process

(c) Developing organizational readiness

(4) Managing for change

(a) Communications

(b) Developing assessment systems

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. Evaluation and grading procedure of students: Students will be evaluated on the demonstrated ability to convert theoretical knowledge into professional practice in the field setting. Students will be expected to support and defend their work through relevant research, evidence of careful and systematic planning, thoroughness of communications, and appropriateness of solutions to organizational problems/development opportunities.

Students will be expected to prepare and deliver management reports that reflect the highest level of professional quality. All student work will be reviewed and evaluated by the clinical professor in charge of the course, the members of the doctoral cohort, and the leaders of the affiliated educational organization.

Additionally, written and/or oral examinations will be used to assess the student mastery of concepts related to the course.

d. Evaluation of the course: 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 first of a two-course sequence, this course will structure students into leadership teams that will be assigned to work with specific schools and colleges to assist in the development of a plan for the solution of a significant organizational problem or program development need.

Prerequisite: Changing Organizations