

CURRICULUM PROPOSAL FORM 1999-2000

NEW PROGRAMS, MAJOR PROGRAM REVISIONS, AND PROGRAM NAME CHANGES PROCESS C

C828

DEADLINES Deadline dates for 1999/2000 submissions: Regular proposals: October 22, 1999 to be implemented in Fall 2000; Short-Term proposals: December 10, 1999 to be implemented in Fall, 2000; Regular proposals February 18, 2000 to be implemented in Spring, 2001; March 24, 2000 for short-term courses to be implemented in Spring 2001.

PROPOSAL TITLE: LEADERSHIP STUDIES CONCENTRATION PROPOSAL

SPONSOR(S): LEADERSHIP STUDIES CONCENTRATION COMMITTEE

DEPARTMENT: INTERDISCIPLINARY/ADVISED BY EDUCATIONAL LEADERSHIP

COLLEGE:

IF LAS CHECK ONE: ___ History/Humanities ___ Math/Sciences ___ Social/Behavioral Sciences

Check One: Undergraduate ___ Graduate

The attached NEW PROGRAM/MAJOR PROGRAM REVISION/PROGRAM NAME CHANGE proposal is best described by the item(s) checked.

___ New degree program

___ New major

___ New minor

New concentration, specialization, or track

___ Major changes to degree requirements, major, minor, or certificate program

___ Changes to name of college, school, or department

DEPARTMENT (Signature indicates approval)

Dept. Curriculum Chair / Date

Dept. Chairperson / Date

Donald P. Hays *Samuel S. Smith* 10/21/99
Edmond R. Webster 11/21/99

ACADEMIC DEAN (& Graduate Dean, for New Graduate Programs Only)

Approved Not Approved _____ Comments: _____

Academic Dean's Signature/Date [Signature] 11/29/99

Graduate Dean's Signature/Date _____

COLLEGE CURRICULUM COMMITTEE

Approved _____ Not Approved _____

Comments: _____

Signature of College Chair/Date: _____

UNIVERSITY CURRICULUM COMMITTEE

Date of Open Hearing (if necessary) 3/9/00 Approved Not Approved _____

Comments: _____

Curriculum Chair Signature/Date [Signature] 3/17/00

Date voted upon at Senate (if necessary) _____ Approved _____ Not Approved _____

EXECUTIVE VICE PRESIDENT/PROVOST

Approved Not Approved _____ If no, reasons are as follows: _____

Student Credit Hours _____ Faculty Load Hours _____ Equalized Credit Hours _____

Official Copy & Approval Sheet Filed (Date): _____ Executive VP/Provost Signature/Date [Signature] 10/25/00

REGISTRAR

Date Approved Course Description Received _____ Hegis Taxonomy & Course Number Assigned _____

Registrar Signature/Date Robert A. Kubat 6/8/00

NOTIFICATION FORWARD

Senate Curriculum Committee Chairperson Academic Dean(s) Tim 6/8/00

Department Chairpersons _____ Registrar _____ Sponsor(s) _____

1. ABSTRACT: PROPOSAL FOR A CONCENTRATION IN LEADERSHIP STUDIES

The proposed concentration is an interdisciplinary effort, designed to address the needs of students, from various academic backgrounds, who wish to gain knowledge and experience in developing and practicing leadership skills. This program focuses on the nature of leadership in a variety of settings and helps students prepare for leadership responsibility on campus, in the community, and in their professions.

Policy Decisions regarding the Leadership Studies Concentrations will be the responsibility of an interdisciplinary steering committee. The Department of Educational Leadership will administer the concentration.

The major components for the curriculum includes the following :

- (1) **Understanding leadership through theories and principles:** To provide students with the skills, principles, and techniques of leadership grounded in theory and to broadly examine the historical, social and/or political context of leadership.
- (2) **Understanding organizations/community in which leaders operate:** To equip students with the tools of leadership that transcends disciplinary boundaries. These include but are not limited to: effective writing strategies, (communication, interpersonal, presentation, diagnostic). Additionally, students will learn how these tools enhance organizational effectiveness.
- (3) **Leadership practice and seminar:** To bridge the gap between theory and practice by having students explore leadership issues in action and implementing their personal understanding of leadership into practice in an organizational setting. Learning by doing gives students that opportunity to both apply their concepts and make meaningful contributions to the practice of leading change.

Students pursuing the concentration will plan their courses in collaboration with a Leadership Studies adviser and an adviser from their major.

All courses required for the concentration are either included as part of this proposal or are currently offered throughout the university.

The concentration will be officially offered in the Fall 2000.

2. DETAILS OF THE PROPOSED CONCENTRATION

A. TITLE

Concentration in Leadership Studies

B. SPONSOR

The Interdisciplinary Leadership Studies Concentration Faculty group includes the following individuals and their departments:

Dr. Kenneth R. Albone (Communication Studies)
 Dr. Donald Bagin (Public Relations/Advertising)
 Dr. James Coaxum (Educational Leadership)
 Dr. Richard Fopeano (Health and Exercise Science)
 Dr. Razelle Frankl (Management and MIS)
 Jerome Harris (Institute for Urban and Public Policy)
 Dr. Edward Moore (Public Relations/Advertising)

The following individuals and their departments have also assisted in the development of the project:

George Breslford (Assistant Vice President for Residential Life and Student Programs)
 Dr. Valerie La Mastro (Psychology)
 Dr. Jooh Lee (Management and MIS)
 Dr. Margaret Shuff (Special Education Services/Instruction)
 Dr. Burton Sisco (Dean of Education)

The committee would also like to recognize the contributions of Dr. Lawrence R. Marcus from the Educational Leadership Department.

The committee would also like to recognize the contributions of Cynthia Hickman, a doctoral graduate research assistant from the Educational Leadership department.

C. SCOPE OF SIZE OF THE PROGRAM

We expect to attract approximately 30 students for the first academic calendar year, and will increase in enrollment during subsequent years.

D. RELATIONSHIP TO CURRICULUM

The Leadership Studies Concentration will complement the student's work in her/his major. As an interdisciplinary program, the courses will be offered by departments across

campus. To be eligible for inclusion for the Leadership Studies Concentration, all courses must meet criteria established by the Leadership Studies Faculty and must be approved by the Leadership Studies Faculty. To be approved for inclusion as part of the concentration, a course, whether existing or new, must focus on at least one of the three elements of the curricular framework.

- The first element, understanding leadership, includes the key theoretical concepts and empirical data that explore leadership. This element will help the student explore the diverse forms of leadership and to understand how effective leaders work. Included in this element would be courses that develop an understanding of leadership theories and principles, as well as courses that develop an understanding the historical, social, and/or political context of leadership.
- The second element, understanding organizations/community in which leaders operate, will include courses which explore the role of the leaders in various settings. At the same time that these courses will give students an understanding of complex organizations and/or societies, and how they operate. They will also provide an understanding of how effective leaders operate within those organizations/societies.
- The third element of the framework, leadership practice, will include courses that focus on the development of specific leadership skills, as well as courses that provide students with field opportunities to develop and practice their leadership skills, field-based courses in which students study the behavior and effectiveness of leaders would also be included. Courses in the latter two areas must include a seminar that will permit students to synthesize the practical and the theoretical, as well as to develop the leadership skill of reflective practice. Reflective practice engages students to analyze their own values, motivation and personal styles of leadership.

E. PREREQUISITES OR ELIGIBILITY

Students interested in the concentration will be required to submit an essay to the Leadership Concentration Committee discussing their interest in the concentration, and how the concentration will benefit their current studies at Rowan and their future endeavors beyond Rowan.

F. TIME SCALE

The Leadership Studies Concentration will be available to students beginning in the Fall 2000, using existing courses and four new courses.

G. RESOURCE REQUIREMENTS

No additional faculty resources will be required for this program, since it represents a reallocation of existing resources. New courses can be taught by current faculty, simple amending their course plans to highlight leadership aspects. In addition, the Department of Educational Leadership has a proposed plan related to our doctoral program in educational leadership. The Educational Leadership department is requesting a change in the current policy regarding graduate students and teaching. We are proposing that the two doctoral graduate research assistants in the Educational Leadership department, who are advanced candidates in the doctoral program, will be included in the teaching of new courses in the undergraduate concentration. The graduate council is currently considering this on their agenda, since the current university policy excludes graduate assistants from teaching courses.

It is anticipated that the program will require some start-up monies to cover costs of informational brochures, distribution of advisement materials, etc. In addition, the coordinator of the program will need travel funds for conferences.

H. RECOMMENDED LIBRARY RESOURCES

The Leadership Studies Concentration Faculty were informed by Dr. Gregory Potter, Associate Dean of the Library, and Connie Rosenberger, Business Librarian, that the Educational Leadership Department conducted a comprehensive study on the available leadership resources in the library. As a result of the study, the Educational Leadership Department bought an ample amount of library resources for their department. Therefore, the current library resources are sufficient for the concentration. It will be the responsibility of the coordinator of the Leadership Studies Concentration to annually review the library resources with the various interdisciplinary departments involved in the concentration to ensure that the library holdings remain current.

3. RATIONALE FOR A LEADERSHIP STUDIES CONCENTRATION

At the threshold of the twentieth century, our society has experienced vast social change that has altered the position of individuals, groups and organizations. As a result of this change, we are faced with a multitude of new realities, including increased

bureaucratization of institutions, the information and technological revolution, increasing awareness of economic, educational, racial, and gender inequality, and growing concern over the health of both ourselves and our environment. Our responsibility is to develop competent leaders in the various organizational settings—the political, community, and industry—to address the new challenges of an increasing interconnected world. Leaders provide our society with focus, helping us to reach our goals and navigate a path through the complexities of life at the dawn of the new millennium. Generating such leaders has traditionally been a goal of higher education. In this climate, leadership education can play a critical role in preparing college students for the future, and is becoming a more visible learning endeavor on many campuses today.

Leadership studies programs present an opportunity for students to develop their own leadership potential. There are approximately 700 college programs nationally, which now offer some sort of leadership education, most of which are non-credit and extra-curricular in nature (Reisberg, 1998). However, many colleges and universities are beginning to offer coherent sequences of undergraduate courses focused on leadership. Among the efforts, 11 institutions offer Leadership Studies majors and minors for undergraduates, while 16 offer undergraduate concentrations (Schwartz, Axtman, & Freeman, 1998).

The growing demand for Leadership Studies programs can be attributed to an increased recognition by students regarding its utility both to the preparation for jobs and lifetime activities. As noted by Mary Schwartz, of the Center for Creative Leadership, “Society and business employers have created this demand” (Reisberg, 1998; A49). The Business-Higher Education Forum (1997), whose membership spans ten corporations and twelve higher education institutions, conducted surveys and interviews with corporate and campus officials nationwide, regarding the work preparation of undergraduate, graduate and professional students. Their findings conclude that business leaders seek college graduates who have leadership skills. According to the *Hispanic Times Magazines* (1998), employers are looking for college graduates who possess leadership, organizational abilities, teamwork, and perseverance. New graduates who have been in leadership positions and can list their successful accomplishments during the interview process were more appealing to employers. Other sources also note the need for college graduates with leadership skills in job performance (Mariani, 1994; Bevan, 1997; Waldo, 1994).

The growing need for leadership development and education is already recognized at Rowan University. The Rowan vision advocates,

an atmosphere where learning is pervasive, where social concern and civic responsibilities are priorities, and where liberating their minds, developing their talents, gaining knowledge and skills leading to employment developing their leadership skills, and preparing for a future in a rapidly changing, technological world are the highest priorities. (The Rowan Vision, 1995; p. 10).

In response, various entities within the university are structured to foster the growth of undergraduates, ranging from student affairs to academic departments to administrative units. A cross-divisional program group also has responsibility for providing leadership

and cultural programming to the undergraduate population. For example, Impact (Individuals Meeting Potential and Creating Tomorrow), sponsored by the Dean of Students Office, is a year-long program that includes workshops and retreats geared toward leadership programs. Aspire, a leadership program sponsored by the Office of Student Life and Development, offers minority students leadership training in the form of a weekend retreat followed by on-going supplemental leadership programs. The Emerging Leaders Conference, usually held on campus in the winter, cultivates the potential in young leaders. The Office of Residence Life, Dean of Students, The Student Recreation Center, Rowan Public Safety, Admission and EOF/MAP, all provide their students staff with both leadership training and opportunities. In addition, the University sponsor students to attend national and regional leadership conferences. Typically between 12-30 students are afforded this opportunity each year. Students are also given the opportunity to demonstrate leadership in the area of student clubs and organization. The Rowan University Student Government Association charters and supports over 130 student organizations.

In addition, Rowan offers a doctoral program in Educational Leadership specifically for educational leaders who are being prepared to be able to transform schools and colleges to meet the needs of our rapidly changing society. In addition, the department has threaded leadership concepts throughout its master's degree programs.

Rowan does not offer any coherent sequence of courses intended to strengthen the growth of leadership at the undergraduate level. A concentration in Leadership Studies for undergraduates would deepen our commitment toward the development of student leadership.

A student needs survey was conducted by the committee in Spring 1999. Two sets of focus group interviews revealed the attractiveness of a concentration in Leadership Studies to Rowan undergraduates. One focus group involved students from the general population of undergraduates, the other involved the student leaders on campus. Both expressed an interest in the proposed concentration. One student mentioned, "I would be very interested (in the concentration) if it can help me get a job." Another student elaborated, "This could help us later in life... everyone needs to learn how to be a leader." These sentiments were asserted throughout the interviews. Overall, students felt that the concentration could help undergraduates get involved with both on-campus, and off-campus activities. A student from the general population said, "It would be a great resume builder, and I would like to get involved in leadership activities even if it didn't have to be about my career." Regarding the connection between the concentration and employment, another student mentioned, "Leadership skills could help me build trust with my employer because they would believe in the job that I am doing." Student leaders were excited about the concentration offering. In general, student leaders felt that the concentration would help those who are not involved by getting them involved. During the Fall of 1999, the Leadership Studies Concentration Committee will be collecting additional data in regards to the attractiveness of this concentration to undergraduates. A representative random sample of Freshman and Sophomores will be sent an e-mail survey

assessing the level of interests that exists within the undergraduate student body at Rowan University.

The Leadership Studies concentration is intended to prepare undergraduates for leadership endeavors in professional and service settings. Students who complete the concentration will have a knowledge of the literature in the field, will have a more in-depth understanding of leadership as it relates to their major, and will gain specific leadership skills. The concentration will explore leadership issues in an active, hands-on way as students reflect on their leadership experiences and relate the experiences to their own values, career options, and beliefs about the leadership process.

4. ESSENCE OF THE CONCENTRATION

A. MAJOR GOALS OF THE PROGRAM

The Leadership Studies Concentration is designed to help students to:

- Develop a personal understanding of the theories, practices and purposes of leadership, while also developing a synthesis between leadership theory and it's application. Students will understand a broader perspective on the history of leadership as a concept, process, and action.
- Explore leadership in relation to their own major discipline and career options. This will help prepare students for their leadership roles in their desired majors and help them strengthen their employability for future career choices.
- Demonstrate leadership through a practical field experience. This will develop social responsibility and citizenship and emphasize the development of community leaders, in a time when society needs advocacy to create a climate of polarization.

B. SPECIFIC OBJECTIVES OF THE PROGRAM

The following are objectives of the Leadership Studies concentration:

1. To develop skills, values, and attitudes that will become the foundation for lifelong leadership by providing a training ground that uses coursework, hands-on experience, and personal journals (Brungardt, Gould, Moore, & Potts, 1997).
2. To provide a comprehensive educational background for leadership development through interdisciplinary studies (Burns, 1995).

3. To assist students in understanding their leadership style through reflective practice, to maximize use of personal strengths and improve areas of needed growth (Bennis & Goldsmith, 1994).
4. To develop teamwork, collaboration, communication skills and group decision making skills that foster team learning (Senge, 1990).
5. To strengthen students' leadership capacity as change agents in a variety of settings, by helping them develop a connection between the various models of leadership and complex organizations and the community in which leaders operate. (Gardner, 1990, p. 160).
6. To expand the students' conception of leadership beyond the context of position and power by focusing upon their relationship with other members of a team (McCauley and Douglas, 1998).
7. To develop students' understanding of the importance of ethics in leadership and to facilitate their identification of ethical issues (Depree, 1992).
8. To help students gain insights into how their skills and capabilities can enhance their academic career at Rowan University as well as their future endeavors beyond Rowan.

C. IDENTIFICATION OF COURSES

The Leadership Studies Concentration consists of three academic cores with a total of **18** credit hours. The Leadership Core consists of four new courses which totals **9** credits. The Communication Core consists of one preexisting course which totals **3** credits. From the Interdisciplinary Core, students will select two preexisting courses which totals **6** credits.

| | |
|--------------------------------------|------------------------|
| 1. The Leadership Core | 9 credits total |
| 2. The Leadership Communication Core | 3 credits total |
| 3. The Interdisciplinary Core | 6 credits total |

Leadership Core Courses (New courses) (9 credits total)

Required:

1. Leadership Theory: (3 credits) (Prerequisite: None): An introduction into the academic study of leadership from a theoretical perspective and broadly examines the historical, social, and political context of leadership as a concept and process.
2. Leadership Seminar I: (2 credits) (prerequisite: Leadership Theory) with an Intensive Writing Module: (1 credit): Joins leadership theory and practice by requiring students to explore leadership issues in an active, hand-on way. The course will provide students with a more in-depth understanding of leadership as it relates to various

settings, including their major discipline, and will require students to write persuasively in a leadership way.

3. Leadership Seminar II: (capstone) (3 credits) (prerequisite: Leadership Theory and Leadership Seminar I): Provides students with a greater understanding of and appreciation for leadership as a change process along with various factors influencing that process. Focuses on the development of skills needed to manage change in organizations.

**Leadership Communication Core (Existing Course)
(3 credits total)**

Required:

1. *Interpersonal Communication (1506.206): (3 credits) (Prerequisites: None): Explores techniques of interpersonal speech communication. Focuses on decision-making and speech communication within the small group process.

*General Education requirement

**Interdisciplinary Core (Existing Courses)
(6 credits total)**

Choose any two electives (3 credits each):

1. (Management/MIS) Organizational Behavior (0506.300) (prerequisite: junior standing): Examines human relations in management and studies the concern for both task and process in the light of structure, goals and human relationship found in organized efforts.
2. (Management/MIS) Organizational Change and Development (0506.304) (prerequisite: 0506.300 and 0506.303) Studies factors that facilitate or inhibit organizational change as well as research findings and theory which deal with methods for diagnosing organizational climate, and selecting and utilizing techniques for bringing about change and overcoming resistance to change.
3. (Soc.) The Sociology of Complex Organizations (2208.353) (prerequisite: 2208.120 Introductory Soc. or permission of instructor). This course discusses the major theories and research in complex and formal organizations, giving special attention to a variety of organizational types, including industrial, service and non-profit. It emphasizes examining varying organization types with respect to their size, structure, environments and their dynamics of innovation and change.
4. (Soc.) Human Service Organizations (prerequisite: 2208.120 Intro. Soc.). This course will focus on the micro and macro aspects of human service organizations of various kinds; for example, hospitals, courts, nursing homes, public agencies, schools, and the

like. These organizations will be examined in terms of their structure, delivery of services, their function of “processing” human beings, the internal and external environments in which they operate, and the policy implications for delivery of services and organizational change.

5. (Soc) Self and Society (2208.230) (no prerequisite): An introductory course in the study of behavior in everyday life examines the sociology of the familiar, looking at the socialization processes, the effect of social interaction and re-socialization. The course focuses on the individual as a social interacting organism.
6. (Sec.Ed) Educational Policy: Introduction to Decision Making (9821.301): (prerequisite: 0801.101 Teaching as a Profession): Examines the bureaucratic, political and legal structures of educational policymaking; cultural and community contexts of schools and policies generated at the local, state and national levels.
7. (Pol.Sci) Public Administration (2102.320) (no prerequisite): Students consider public administration principles and organizations, internal governmental administrative structures, and the interactions between organizations and their environments.
8. (Pol.Sci) The Presidency (2207.306) (prerequisite: American Government or permission of instructor): Studies the office of the President, its history, powers and role in the American political system. The course stresses the relationship of the presidency to other branches of government and of the White House agencies to the other elements of the Executive Branch.
9. (Psy) Industrial/Organizational Psychology (2208.310) (prerequisite: Intro.Psych. 2001.100 or 2001.101): Students study the application of psychological theories, methods, principles, and findings to various problems of industrial, business and public organizations.
10. (Psy.) Social Psychology (Intro. Psych. 2001.100): Primary focus is on the individual in a social context and examines the psychological, social and cultural factors that shape the social behavior of the individual
11. (Health and Exercise Science) Stress Management (0837.170): Focuses on the nature of stress and the impact it has on a person’s health and studies the relationship of the physiological, psychological and social factors which contribute to one’s general stress balance.

6. NEW COURSES

A. PROPOSAL FOR NEW COURSES

1. DETAILS

- a. Course Title: Leadership Theory *0928. 100*
- b. Sponsors: Educational Leadership Department
- c. Credit hours: 3
- d. Course level: Undergraduate {Freshman (100 level)}
- e. Curricular Effect: Concentration requirement
- f. Prerequisites: None
- g. Suggested time & scale of implementation: Fall 2000
- h. Adequacy of present staff: New course can be mounted through internal reallocation of present resources.
- i. Library: Holdings are sufficient because of courses in leadership are now being offered at the graduate level.
- j. Short term evaluation: New course

2. RATIONALE

Students must understand why leaders are needed and how effective leadership can contribute to the progress of small groups, organizations and society. The purpose of this course is to engage undergraduates in the understanding of the study of leadership, as distinguished from management and administration, by introducing diverse forms of leadership and helping students develop an understanding of how effective leaders work. Students must understand why leaders are needed and how successful leaders are able to renew and transform organizational settings. Although a doctoral course in Leadership Theory is offered by the Educational Leadership Department, there is no credit-bearing

Leadership Theory course available to undergraduate students at Rowan University. Thus, this course is a unique introduction to help undergraduate students explore diverse forms of leadership and assist them in developing a connection between theory and the practice of leadership in a variety of settings.

3. ESSENCE OF THE COURSE

A. OBJECTIVES: An introduction into the academic study of leadership from a theoretical perspective. This course does not offer a single definition nor direction of leadership, but seeks to broadly examine the historical, social, and/or political context of leadership as a concept and process. A variety of writings will introduce the concept of leadership as being different from management, and as a determiner of culture, meaning, and organizational effectiveness. A beginning investigation into the roles and expectation of leaders, leadership skills and effective communication competencies is undertaken. Students should formulate a set of personal assumptions on a variety of leadership related topics, including but not limited to leadership traits, ethical decision-making, cultural leadership, visionary leadership, power, diversity, motivation, conflict management, leadership and change, self-reflective leadership and leadership and the future.

B. COURSE DESIGN: This course requires the active involvement of students. While the instructor will initially present insights regarding leadership during the first few sessions, the remaining sessions are the responsibility of the students. Each student will be on a team and each of the classes will include presentations from the teams. Each session will held by the students, however the role of the instructor will be to provide additional information to round out the team's presentation, to provide additional insights to the discussion, and to probe for deeper understanding.

a. Evaluation of students and grading procedure:

1. Students will be expected to read all materials.
2. Students are expected to attend each class and to prepare appropriately so that they may participate fully in discussions and exercises.
3. Students in leadership teams will submit a paper that will synthesize and analyze three articles/chapters/research reports (beyond the assigned readings) pertinent to the topic discussion in the class session.
4. The same leadership teams will also provide a written review of the three pieces in an oral presentation to the class, and a discussion of how a real or fictional character (as portrayed in literature, film, or television) provides the leadership that is the topic of the class session.

Grading Policy: To receive a grade of an **A** students must exceed criteria and have exemplary work. A grade of a **B** work must be above the criteria; very good work; A grade of a **C** denotes that the student's work is average; To receive a grade of a **D**, student's work is below criteria, and a grade of an **F** means students have not completed acceptable work.

B. NEW COURSE PROPOSAL

1. DETAILS:

- a. Course Title: Leadership Seminar I 0828.205
- b. Sponsor(s): Educational Leadership Department
- c. Credit Hours: 2
- d. Course Level: Undergraduate [Sophomore (200 level)]
- e. Curricular effect: Concentration requirement
- f. Prerequisites: Leadership Theory
- g. Suggested time and scale of implementation: Spring 2000
- h. Adequacy of present staff: New course can be mounted through internal reallocation of present resources.
- i. Library: Holdings are sufficient because of courses in leadership are now being offered at the graduate level.
- j. short-term evaluations: New course

2. RATIONALE

Students should be given the opportunity to explore the connection between their personal beliefs and the practice of leadership. The purpose of this course is to serve for self-reflection into their own values and understanding of the process of leadership (i.e., becoming a reflective practitioner). This course will also expose students to the leadership skills that can be applied in a wide variety of situations. One of the expectations of Leadership Seminar will be to prepare a statement of philosophy of leadership through which students will begin to examine their own belief system as it applies to leadership in

various settings. This course also: a) contributes to the student's interpersonal growth and professional development, b) helps them explore their own leadership capabilities or that of other leaders, c) gives them opportunities to reflect upon various issues of leadership, and d) helps them apply those leadership issues to their own personal observations and experience. Although a Leadership Seminar course is offered to doctoral students in the Educational Leadership Department, this type of course is not offered to undergraduates at Rowan.

ESSENCE OF THE COURSE

A. OBJECTIVES OF THE COURSE:

The purpose of this course is to ensure that students in leadership studies have a broad knowledge of the literature in the field, as well as a somewhat more in-depth understanding of leadership as it relates to various settings, including their major discipline. Leadership Seminar joins theory and practice by requiring students to explore leadership issues in an active, hands-on way as they reflect on those experiences and to relate the experiences to their own values, career options, college activities and beliefs about the leadership process. Students will learn by doing and the seminar will serve as a collaborative laboratory that gives students opportunities to apply their knowledge to real life circumstances. Students will employ case study analysis.

B. COURSE DESIGN

This course is designed to provide students as agents of learning with an extensive understanding of the theoretical and practical applications of reflective practice for leaders. The focus of this course is to build a foundation of leadership theory so that students can apply these fundamentals to their practical leadership experiences. The seminar is designed to enhance their leadership skills so they can apply their competencies toward their major and career options. Further, the seminar provides an opportunity to reflect upon their own actions and those of others. The case study will assist the student in observing the practical experience of leadership in an organizational setting. This analysis will allow a student to exercise, observe, and appreciate leadership behavior. Students in Leadership Seminar will participate in a variety of activities, including research, case study analysis, class discussions, and personal reflection. The nature of the subject matter requires that everyone contribute to the success of this course.

C. EVALUATION OF STUDENTS AND GRADING PROCEDURE

1. Finish the reading assignments prior to each week's class, and prepare notes.
2. Students will be expected to submit a journal, which will be graded on content, thoughtfulness, and completeness of ideas. Entries should respond to assignments and discussions in class. Journal Entries will include personal definitions of leadership, what experiences helped them define what leadership is, and give examples of how they have seen leadership work. Length will vary depending on the topic, but entries should be one to two pages in length (handwritten).
3. Develop a personal mission statement that reflects awareness of values.

4. Construct a personal philosophy of leadership.
5. Oral Presentation and paper: Students will deliver a case study that deals with their observation of leadership. The leadership experience can be their own or their observation of someone else's leadership behavior. Each student will select a current student organization or their place of employment in which she or he is an active member. The instructor will prepare a few questions from which to choose. An example of one question is, "How has the student organization or workplace integrated the dominant and emerging paradigms of leadership?"

Grading Policy: To receive a grade of an **A** students must exceed criteria and have exemplary work. A grade of a **B** work must be above the criteria; very good work; A grade of a **C** denotes that the students work is average; To receive a grade of a **D**, student's work is below criteria, and a grade of an **F** means students have not completed acceptable work.

C. PROPOSAL FOR NEW COURSES

1. DETAILS:

- a. Course Title: Persuasive Writing for Effective Leadership 0606-200
- b. Sponsor: Public Relations Department
- c. Credit Hours: 1 credit
- d. Course Level: Undergraduate
- e. Prerequisite: Completion of ~~Communications 101 and 102~~ *College Comp I & II 1501.111 & 1501.112* *per Tom Marchan 4/5/00*
- f. How often will it be offered: Once a year
- g. Resources and Library Holdings are sufficient because of courses in persuasion and writing now being offered at the graduate level.
- h. Evaluations will be conducted each time the course is offered to determine student's reactions. The final paper will allow students to demonstrate what they've learned.

2. RATIONALE

Students must be able to write effectively to lead effectively. Writing persuasive memos, proposals and appeals will be required. Outstanding persuasive process and developing a checklist for persuasive writing will be integral phases of the course. Although traditional writing courses provide the basics for a variety of writing efforts, the specific suggestions needed for persuasive writing will be emphasized in this course.

3. ESSENCE OF THE COURSE

- A. OBJECTIVES:** Students will acquire the technical skills needed to modify opinion through their writing. Students will have the opportunity to offer their own writing for critique by the professor. Each student will receive a personal checklist of his or her leadership writing needs during the course.
- B. COURSE DESIGN:** After learning those specific skills needed to write persuasively in a leadership way, students will prepare a variety of written materials, such as memos, proposals and appeals. Each paper will be thoroughly reacted to by the professor, who

will meet one on one with each student. A final paper will allow students to demonstrate that they have indeed learned how to write persuasively.

D. PROPOSAL FOR NEW COURSES

1. DETAILS:

- a. Course Title: Leadership Seminar II: Capstone *0828.305*
- b. Sponsor: Educational Leadership Department
- c. Credit hours: 3
- d. Course level: [Undergraduate 300 level]
- e. Curricular effect: Concentration requirement
- f. Prerequisites: Leadership Theory; Seminar I; Intensive Writing
0828.100 0838.205
- g. Suggested time & scale implementation: Fall 2000.
- h. Adequacy of present staff: New course can be mounted through internal reallocation of present resources.
- i. Resources and Library Holdings are sufficient because of courses leadership are now being offered at the graduate level.
- j. Short term evaluation: New course

2. RATIONALE

Much of what we study in leadership involves the process of change. This course helps students meet the challenges and embrace the opportunities presented by change in today's society. Learning by doing gives students that opportunity to both apply their leadership concepts and make meaningful contributions to the practice of leadership. Students will develop a specific leadership research project and demonstrate some of the competencies that have been acquired in the concentration. Students can select any organizational setting for their project that will contribute to their primary area of

interest, whether it is work-related and/or associated with their major discipline. This course enables the student to expand their current understanding of leadership while in college and prepare them for preparation for participation in career and community activities. Leadership Seminar II considers leadership as a process of influence exercised by people, regardless of position, who seek to change the status quo in order to meet their shared needs.

A. OBJECTIVES OF THE COURSE:

This course is intended to provide students with a greater understanding of and appreciation for leadership as a change process along with various factors influencing that process. This course focuses on the development of leadership skills needed to manage change in organizations and will help students become more self-directed as learners. Through structured experiences and discussion, students will analyze their leadership role in the change process with others, including recognizing the need for change, overcoming resistance, gaining acceptance, and implementing change. Students will also synthesize their accumulated leadership experiences and classroom learning into a personal, integrated approach to leadership in preparation for life in the world of work, education, community, and family beyond undergraduate school. Seminar II will assist students in the process of accomplishing specific and tangible tasks that can be completed within the time allotted and that contribute in a significant and measurable manner to the host agency.

B. COURSE DESIGN

This course will provide students the opportunity to explore contemporary leadership-related theory and process their leadership experiences during college. Through their individual projects, students should:

- Develop an increased awareness of the nature and functions of leading change within organizations.
- Identify means by which leadership skills acquired in college may be applied in the work-force, graduate school, community, and personal life following graduation.
- Prepare students for positions of leadership and responsibility within and outside the university and throughout life.
- Help students understand the change process and how it affects individuals, groups and organizations.

The change project assumes that, as an active learner, student's develop some opportunity to lead change within an organization and to make a contribution to the practice of leadership.

C. EVALUATION OF STUDENTS AND GRADING PROCEDURE

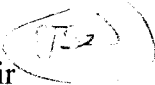
1. A contract that stipulates the objectives and requirements of the intern and the host organization that is designed, agreed upon, and signed.
2. Students will be expected to submit a journal that records your observations and analysis of leadership situations during a change process, descriptions of critical incidents that occur in the internship that affect leadership, and a self assessment of their behaviors in the performance of leadership tasks. A good five-step approach to a journal entry is to: a) describe, b) compare/contrast, c) analyze, d) generalize, e) apply. The instructor will also provide specific topics for journal essays.
3. A task write-up where you detail the leadership and task that you performed for the organization. (ie what you actually did).
4. An exit essay that is a written report on the internship experience.
5. Students will be expected to write a paper on the concept of change and how their leadership affects change within the organization.
6. Students will be expected to present their Leadership Project on Change.
7. Students will be expected to keep a portfolio of their leadership skills.

Grading Policy: To receive a grade of an **A** students must exceed criteria and have exemplary work. A grade of a **B** work must be above the criteria; very good work; A grade of a **C** denotes that the students work is average; To receive a grade of a **D**, student's work is below criteria, and a grade of an **F** means students have not completed acceptable work.



Educational Leadership

TO: The Leadership Studies Concentration Committee

FROM: Dr. Ted White 
Professor & Chair

DATE: October 18, 1999

RE: **Leadership Studies Concentration Consultation**

I have reviewed the proposal for the creation of a leadership studies concentration at Rowan University. I found it to be a great opportunity for undergraduate students to broaden their understanding and experience with principles of leadership as part of their total academic and student affairs experience at the University.

The proposal also provides a unique opportunity for advanced doctoral students to contribute expertise to the undergraduate experience of students.

The educational leadership department is fully prepared to support this effort and believes it can make a significant contribution to the intellectual experience of students at the university.

Please accept this expression of support and my personal offer of assistance as the concentration takes additional shape.


TW/jlr



*College of Business
Office of the Dean*

October 20, 1999

To: Razelle Frankl
Professor of Management

From: Edward J. Schoen 
Dean, College of Business

Subject: Leadership Studies Concentration

As you requested, I have reviewed the preliminary draft of the Leadership Studies Concentration recently forwarded to me by Cindy Hickman, Graduate Research Assistant in the Educational Leadership Program.

I am favorably impressed with the interdisciplinary nature of the program, believe it will meet the needs of students documented in the report, and am convinced the three major components of the program are appropriately designed to accomplish the objectives of the concentration. Consequently, I am happy to support the proposed Leadership Studies Concentration.

Several additional comments, however, may be useful as this proposal moves forward:

(1) The designation of the first two courses listed in the Interdisciplinary Core on p. 9 should be changed from MIS to Management.

(2) The Department of Management/MIS is currently discussing a proposal to eliminate/combine the Principles of Management and Organizational Behavior courses from the business core, and to create/substitute a new course crossing both areas which may be titled something like "Management and Organizational Issues" to reflect the revised nature of the course. Consequently, the status of the first elective may change in the near future.

(3) Organizational Change and Development is usually offered only once per year and usually is oversubscribed by College of Business students. Hence it may not routinely be available to students pursuing the Concentration in Leadership Studies. Moreover, because the College of Business is presently stretched very thin in staffing its current offerings and attempting to comply with AACSB accreditation standards governing full-time, academically qualified faculty coverage, it is doubtful that additional sections could be offered at present staffing levels.

I hope these comments are useful to you as you proceed with the Leadership Studies Concentration. If you have any questions or need additional information, please give me a call.



Department of Communication Studies

October 13, 1999

MEMO

FROM: Cynthia Corison, Chair *C.C.C.*
Communication Studies
College of Communication

TO: Leadership Studies Concentration Faculty

SUBJECT: Review of Leadership Studies Concentration Proposal

I have had an opportunity to review the Leadership Studies concentration proposal. In my opinion this is a worthwhile proposal and should be implemented.

I am pleased to see the use of our course Interpersonal Communication for the Leadership Communication Core. Communication skills are a valuable asset to one who may be in a leadership position.

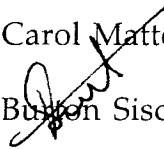
I support the proposal and encourage its becoming a part of the Rowan University curriculum.

A handwritten signature in cursive script, reading "Cynthia Corison".



Office of the Dean, College of Education

MEMORANDUM

To: Carol Matteson, Executive Vice President/Provost
From:  Burton Sisco, Dean
Subject: Leadership Studies Concentration Proposal
Date: November 29, 1999

I talked to Ted White about the proposed Leadership Studies Concentration for undergraduates at Rowan University. He is supportive of the proposal and has agreed to:

1. Initially house the program in the department;
2. Have a departmental faculty member coordinate the program as part of the person's professional service responsibilities;
3. Build operating expenses into the departmental budget subject to a continuing request as part of the annual budget process.

Ted notes that the program is contemporary and reflective of an increasing number of educational leadership programs across the United States who are studying leadership at the undergraduate level. He believes the proposed concentration will help Rowan University continue to implement the Vision Elements, especially in the areas of distinctive new programming, building civic responsibility, and nurturing a learning environment. I concur with his analysis.

Thus, I support the proposed concentration and urge you to do the same. I also request a first year budget of \$4,500 from the Program Improvement Fund to help establish the program and cover the start-up costs of producing informational brochures, distribution of advisement materials, etc.

I note that the deadline for Senate consideration for implementation in fall 2000 has passed; perhaps there is a way of expediting the process? Please let me know if you need additional information.

Attachment

cc: Ted White, Educational Leadership

BIBLIOGRAPHY

Bennis, W. and Goldsmith, J. (1994). Learning to lead: A workbook on becoming a leader. Reading, Massachusetts: Addison-Wesley Publishing Company.

Bevan, Robert. (1997, February). More than the 3 R's needed for tomorrow. Business Journal Serving Phoenix and the Valley of the Sun, 17, 47.

Brown, S. L. and Eisenhart, K. M. (1998). Competing on the edge: Strategy as structured chaos. Boston: Harvard Business School Press.

Brungardt, C. L., Gould, L. V., Moore, R., and Potts, J. (1997). The emergence of leadership studies: Linking the traditional outcomes of liberal education with leadership development. The Journal of Leadership Studies, Vol. 4, No. 3, 53-67.

Burns, John. (1995, Summer). Leadership studies: A new partnership between academic departments and student affairs. ASPA Journal, Vol. 32, No. 4, 242-251.

Business-Higher Education Forum. (1997, January). Spanning the chasm: Corporate and academic cooperation to improve work-force preparation. Washington, DC. Editors.

Depree, Max. (1992). Leadership jazz. New York: Dell Publishing.

Gardner, J. W. (1990). On leadership. New York: The Free Press.

Kouzes, J. and Posner, B. (1995). Seven lessons for leading the voyage to the future. In Hesselbein, Goldsmith, Beckhard (Eds.), The leader of the future. (pp. 99-110). New York: The Drucker Foundation.

Mariani, Matthew. (1994, Summer). What employers want from college grads. Occupational Outlook Quarterly, 38, 42.

McCauley, C. and Douglas, C. (1998). Developmental relationships. In McCauley, Moxley, Van Velsor, (Eds.), The center for creative leadership: Handbook of leadership development. (pp. 160-193). San Francisco: Jossey-Bass Publishers.

Senge, Peter M. (1990). The fifth discipline. New York, New York: Currency and Doubleday Publishing Group, Inc.

Schwartz, M., Axtman, K., & Freeman, F. (1998). Leadership education: A source book of courses and programs. North Carolina: Center for Creative Leadership.

Useem, M. (1998). The leadership moment. New York: Times Books.

Waldo, Charles. (1994, February). Blue chip companies demand much from grads.
Marketing News, 28, 4.