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**ROWAN COLLEGE
CURRICULUM COMMITTEE**

PROPOSAL TITLE: ORGANIZATIONS AS CULTURES II: APPLICATION 0827-702

 UNDERGRADUATE X GRADUATE 3 CREDIT HOURS

SPONSOR(S): Ronald L. Capasso, 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

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>95-96-32</u> DATE RECEIVED: <u>Ronald L. Capasso</u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/19/95</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>Edward H. White, Jr.</u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) COMMENTS:

 X RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)
DATE & SIGNATURE, DEAN OF SCHOOL: Edward H. White, Jr. 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:

S. #6 (SENATE)

DATE PRESENTED TO SENATE 11/22/95 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE Ronald L. Capasso 11/22/95

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-1-95

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) 12/1/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST C. J. M. O'Brien

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 June 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827.702

DATE/SIGNATURE OF REGISTRAR B. J. Kelley 10 June 96

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Course Proposal

1. Details:

- a. Course Title: **Organizations As Cultures II: Application**
- b. Sponsors: Drs. Ronald L. Capasso & Edward White, Jr., the Department of Educational Administration, and the Doctoral Program Development Team
- c. Credit hours: 3
- d. Course level: Doctoral
- e. Curricular effect: Major Requirement
- f. Prerequisite: Organizations as Cultures I: Theory
- g. Suggested time & scale of implementation Fall 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 evaluation: 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.

If educational leaders are to be effective, they must have an in-depth working knowledge of organizational culture in practice. They must be able to apply those leadership skills that are necessary to observe culture in action, manage it on a day-to-day basis, measure its progress, assess its need to change, and effect any necessary cultural development or change to enhance the productivity of their institutions. To do this they must use informed thinking that is integrative, proactive, and opportunistic. Furthermore, they must possess the right vision for their own organization, and know how to convey it in practical terms to stakeholders and members of multiple publics that hold varying levels

of interest for how educational institutions operate and produce.

While the organizational culture of each educational institution provides its members with certain degree of stability in terms of what is expected of them, how they are to behave, etc. phenomena such as global change, the information age, and the biotech age have created a great uncertainty about what future will be like and how educational institutions will be affected. Successful institutions will be those that are adaptive, but to be adaptive requires educational leaders and organizations will have to become perpetual learners. This course will foster the application of leadership skills necessary to mobilize resources for the development of educational institutions as perpetual learning enterprises. Students will address the paradox that arises from viewing perpetual learning in the context of cultural analysis.

Students will be expected to conduct applied field research to analyze how educational leaders use organizational culture to interface with faculty, students, parents, labor unions, Governance Boards, community groups, National and State education agencies, and private enterprise.

3. Essence of the Course

a. Objectives

- (1) The student will acquire an in-depth understand of the relationship of leadership role to the function of a cultural manager.
- (2) The student will acquire an in-depth understanding of the practical application of leadership competencies related to the function of an educational leader.
- (3) The student will acquire an in-depth understanding of how to develop an educational institution into a learning organization.
- (4) The student will acquire an in-depth understanding of how educational leaders interface with the multiple publics that possess varied interests in the operations and production of educational institutions.
- (5) The student will be able to evaluate the proficiency of an educational leader functioning as a cultural manager.
- (6) The student will be able to identify and decipher elements of all three levels of culture: (a) organizational artifacts, (b) espoused values, and (3) basic underlying assumptions in a functioning organization.
- (7) The student will be able to apply the skills of a culture-deciphering process to

determine how educational leaders use organizational culture in actual practice.

b. Topical Outline/Content

- (1) The application of methodological approaches for studying organizational culture
 - (a) Observing Organizational Culture in Practice
 - (b) Identifying and deciphering the artifacts, values, and assumptions of an operating culture
- (2) The educational leader as a functioning cultural manager
 - (a) Leadership roles -- as a direction setter, as a change agent, as a spokesperson, and as a coach
 - (b) Leadership competencies -- divergent thinker, motivator, risk-taker, empowerer, negotiator, communicator, lobbyist, consultant, and team leader
 - (c) Expectations for the effective educational leader -- dealing with the internal organization, handling the external environment, shaping and influencing system operations (system thinking), and anticipating the future (visioning)
- (3) Developing a learning organization
 - (a) Using principles that promote organizational learning
 - (b) Assessing the learning culture
 - (c) Changing staff attitudes to think positively
 - (d) Encouraging staff to think independently
 - (e) Rewarding risk-taking
 - (f) Encouraging mutual interdependence
 - (g) Developing human resources
 - (h) Designing a shared vision
 - (i) Translating vision into action
 - (j) Effecting and using systems thinking
 - (k) Leading the learning organization
- (4) Dealing with multiple publics
 - (a) Internal publics -- governing boards (formulating policy), administration, faculty, support staff, and student body
 - (b) External publics -- special interest groups, community-at-large, state and national agencies, private enterprise, and international entities

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 Procedures

The primary expectations held for students in this course are focused around their ability to learn, research, and communicate. Ultimately, students will have to prove that they can effectively use their acquired knowledge. The contexts for measuring and documenting student growth and progress are as follows:

- (1) In-depth and meaningful classroom participation that will be charted and weighed as a major component of the final grade.
- (2) The presentation of a major research paper, based on an actual applied field experience on how leaders use organizational culture in the conduct of their responsibilities and duties.
- (3) The successful completion of classroom and examination exercises that require the use of higher level cognitive and affective skills in the solutions of problems related to case study, fact pattern, and in-basket activities.

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 requires students to understand the application of leadership skills necessary to mobilize resources in the development of educational institutions as perpetual learning enterprises. Students will be required to study, identify, and analyze how organizational cultures operate in the real world. They will learn how educational leaders interface with the internal and external environments of their organizations, as well as how they develop their institutions into learning organizations.

Prerequisite: Organizations as Cultures I: Theory