

ROWAN COLLEGE
CURRICULUM COMMITTEE

(R)

PROPOSAL TITLE: SPECIAL TOPICS IN LEADERSHIP 6528-721

 UNDERGRADUATE X GRADUATE 2 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

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>45-96-39</u> DATE RECEIVED: _____ <u>Ronald J. Goshon</u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/21/95</u> <u> </u> RECOMMEND TO APPROVE <u> </u> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <u> </u> WITHOUT RESERVATIONS <u> </u> WITH RESERVATIONS COMMENTS: <hr/> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) COMMENTS:

X RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)
DATE & SIGNATURE, DEAN OF SCHOOL Ronald J. Goshon 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:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 11/21/95 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE Ronald J. Goshon 11/21/95

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED

12-4-95

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)

10/1/95
[Signature]

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED

10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED

0828-721

DATE/SIGNATURE OF REGISTRAR

[Signature]

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: **Special Topics in Leadership**
- b. Sponsors: Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: Leadership Seminar II
- 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.

Leadership is a dynamic field of study. This course will have a changing focus that will permit faculty to offer specialized seminars focusing on new developments in the field, on issues of significance where advanced specialization would be helpful to educational leaders, on areas of faculty research and scholarship, or in response to student requests. Multiple sections of this course, each focused on a different topic, may be offered during a given semester. Students may take this course for elective credit more than once, as long as the theme of the course is different each time that the student enrolls. (Each topic will not be taught in more than two semesters; courses that might be added to the

electives list on a continuing basis will be subjected to the traditional course approval process.)

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes:

- (1) Provide students with a deeper understanding of leadership theory
- (2) Expose students to the latest scholarship on an aspect of leadership theory and its application to the educational setting

b. Topical Outline/Content:

Content will vary in accordance with the topic to be studied.

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 write and present a paper on a topic related to the course. Class participation, the presentation, and the paper will serve as basis for the grade.

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

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Prerequisite: Leadership Seminar II