# PROPOSAL TO REVISE THE LEADERSHIP STUDIES ACADEMIC

# CERTIFICATE AND RENAME IT THE

# COMMUNITY LEADERSHIP CERTIFICATE

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## ABSTRACT

The Leadership Studies Certificate Program should be modified to give the program a clearer identity and emphasize community leadership. The primary audience for the revised program will be people who wish to take on the role of community leaders, make positive changes in their community and address social problems. This revision recommends the development of a new Leadership course focusing on conflict resolution. Also, two courses from the English department-ENGL 117-Group and Team Communication and ENGL 118-Intercutlural Communication are being added to the revised program,

The specific name Community Leadership is preferred because the more generic term Leadership is often associated with programs in business schools. The term Community Leadership will send a clear signal to prospective students and transfer partners that this program is philosophically more aligned with disciplines such as social work, sociology, political science, and urban studies. Students who are interested in assuming leadership positions within businesses are still welcome in the program, but they will be aware that the primary focus of the program is social change not business management.

## HISTORY AND DESCRIPTION OF EXISTING PROGRAM

The Leadership Studies Certificate Program was developed in 1998 - 1999 in consultation with Community Women's Education Project and approved in February 2000. A minor revision was done in 2003 to include a new Political

Science course.    The 33-credit Program has provided a coherent curriculum offering general education and opportunities for the development of leadership knowledge and skills.  It aims to serve leaders and potential leaders among current students and graduates of the College; members of local civic and community organizations; and professionals from the social services, health, education, and business worlds.  In order to meet the College's general education requirements and help prepare students for assuming leadership roles, the Program includes core leadership courses and a further set of fundamental liberal arts courses, including electives.   The first courses developed especially for the Certificate in Leadership Studies and the A.A. degree in Liberal Arts --- Leadership Option have been Leadership 104 – "Introduction to Leadership Studies" and Leadership 114 – "Leadership for Effective Organizations".   (The three one-credit courses: Leadership 101, 102, and 103 are equivalent to Leadership 104, and the three one-credit courses Leadership 111, 112, and 113 are equivalent to Leadership 114).   In the current Certificate Program, English 125, Community Involvement and English 115, Public Speaking are both required courses.

Because it exists for the sake of leadership development, the Program is committed to a pedagogy in which students are actively involved in learning.  The core courses emphasize case studies, simulations, discussion of readings, problem-solving, research, and projects requiring organization and action.  These sorts of learning activities are congruent with the development of greater skill and confidence by Leadership students.

**PROPOSED REVISION AND RATIONALE**

The past few years have shown that those students interested in the Certificate in Leadership Studies are usually already engaged in earning an Associate degree and see the Certificate as an added credential. Currently, the Leadership Studies Certificate articulates only with the Liberal Arts Leadership Studies Option and other Liberal Arts options. Increasing the choices of directed electives students will provide students with a path by which they can articulate into at least two other associate degree programs –Behavioral Health and Human Services and the proposed Communication-Communication Studies Option. Also, this proposal reduces the minimum number of credits needed for the Community Leadership Certificate from 33 to 30.

Leaders must engage people's minds and earn their trust. Hence the ability to communicate is essential for leaders. ENGL 115-Public Speaking will remain in the Program but students will be given the option of choosing among other courses related to human communication including ENGL 116-Interpersonal Communication, ENGL 117 Group and Team Communication, ENGL 118 Intercultural Communication and BHHS 105-Introduction to Group Dynamics.

After discussions between the writers of this document and the English Department Head, it was agreed that the content of ENGL 125-Community Involvement is more closely related to Community Leadership than to English. The course will remain in the Program; however, it will be redesignated LEAD 125 to better reflect the nature of the course. Also, the course will be revised to

update the content and make it align better with the student learning outcomes for the Program.

LEAD 114- Leadership for Effective Organizations will be revised to align more closely with the student learning outcomes of the revised programs.  It will continue to be required in both the Certificate and the Degree Program.  In addition, LEAD 114 will be renumbered to LEAD 214 to indicate that it comes at the end of the Program and it is a 200 level course where students are expected to apply knowledge that they have learned in LEAD 104 to the topic of leading effective organizations.  LEAD 111, 112 and 113 are one credit courses that together are equivalent to LEAD 114.  They will be renumbered to 211, 212, and 213 and will together be equivalent to LEAD 214.

**STUDENT LEARNING OUTCOMES**

Upon completion of this program graduates will be able to:

1. Demonstrate insight into their past and present experiences as followers and leaders and into their own leadership strengths, tendencies and aspirations.
2. Communicate effectively through oral and written means, including supportive and critical listening, group decision making, public speaking and producing written documents.
3. Demonstrate the ability to compare and apply major leadership theories, as well as models, styles and practices of leadership that are effective in civic, professional, business, political and other kinds of organizations.

4. Explain how perceptions of race, ethnicity, class, gender and other significant social differences affect organizations and communities.

5. Explain how leadership can help people modify faulty perceptions and bridge differences.

6. Demonstrate ability to create or improve an organization through the use of mission statements, committee and/or team work, productive meetings, effective planning and delegation, accountability and conflict management.

For an illustration of how the courses align with the program level outcomes see the curriculum map below.

# Curriculum Map for Community Leadership Certificate

| | Demonstrate insight into their past and present experiences as followers and leaders, and into their own leadership strengths, tendencies and aspirations. | Communicate effectively through oral and written means, including supportive and critical listening, group decision making, public speaking and producing written documents. | Demonstrate ability to compare and apply major leadership theories, as well as models, styles and practices of leadership that are effective in civic, professional, business, political and other kinds of organizations. | Demonstrate understanding of how perceptions of race, ethnicity, class, gender and other significant social differences affect organizations and communities. | Demonstrate understanding of how leadership can help people modify faulty perceptions and bridge differences. | Demonstrate ability to create or maintain an organization through the use of mission statements, committee and/or team work, productive meetings, effective planning and delegation, accountability and conflict management. |
|---|---|---|---|---|---|---|
| LEAD 104 | I, A | I, A | I, A | I | I | I |
| BHHS 105 or ENGL 117 | R, A | I, A | | I | I | |
| ENGL 101/102/ 115 | | I, R, A, M | | | | |
| LEAD 125 | | | | R | RA | |
| LEAD 214 | R, A, M | R, A | R, A, M | R,A | RA | I, A, R |

I=Introduced; R=Reinforced; A=Assessed; M=Mastered

**PROPOSED NEW COURSE**

**1. Lead 120 –Conflict Resolution: Theory and Practice**

Overview:

    A. Catalog Description

    B. Rationale

    C. Learning Outcomes

    D. Specific Topics

    E. Class Activities

    F. Possible Textbooks

A) Catalog Description

The course examines the psychosocial dynamics of conflict at the interpersonal, organizational, and community levels and explores specific conflict resolution processes appropriate for each. Various theories regarding causes of conflict will be presented, including community-relations theory, identity theory, human needs theory, intercultural miscommunication theory, and conflict transformation theory. Students will develop diagnostic skills for conflict analysis and various approaches to conflict intervention. Stages of conflict will be highlighted in order for students to determine appropriate and timely interventions. Particular attention will be paid to intractability in community conflicts and best practices for resolution. Through readings, role-play, case studies, experiential activities, and writing assignments, students will have opportunities to develop understanding and skills in dialogue, cooperative and competitive negotiation, and third party interventions including mediation.

B) Rationale

A basic concept of Community Leadership is the necessity of collaborating with as many stakeholders in a community as possible. This is participatory democracy in action. Community leaders in the collaborative model invite diverse groups to join together in order to discover the strengths and challenges of community and develop action plans for change.   Naturally, diverse groups bring a diversity of perspectives. While this inevitably engenders conflict, disagreement does not have to become unproductive and sabotage action. When leaders are educated in theory and practices of conflict resolution and transformation, they are better equipped to harness and direct the multiple ideas diverse groups generate.

C) Learning Outcomes

By the end of this course students will be able to:

1.  Explain the differences between interpersonal conflict and group generated conflict and the root causes of each

2.  List and describe the various conflict theories including, but not limited to

    - Community relations theory

    - Human needs theory

    - Identity theory

    - Intercultural miscommunication theory

    - Conflict transformation theory

3.  Analyze and map conflict events and devise a blue print for intervention

4. Illustrate knowledge of the characteristics of intractable conflicts and contrast them to productive conflict

5. Compare and contrast debate from dialogue as conflict resolution processes

6. Demonstrate skill in conducting third party interventions such as mediation, conflict coaching, and circle processes

7. Demonstrate skill in conducting collaborative and competitive negotiations

D) Specific Course Topics

- Various Conflict Theories

- Conflict Mapping and Analysis

- Communication Processes

- Transforming Intractability

- Conflict Interventions: Mediation, Negotiation, Conferencing and Circle Processes

E) Class Activities

This course will be conducted as an interactive process between students and teacher. Lectures will be used to develop a theoretical framework for the study of conflict and conflict resolution processes. Students will participate in simulations, role-play, and case studies to discover and absorb various perspectives on interpersonal and group conflict. These activities will also aid in developing the necessary skills for conflict intervention.

F) Possible Textbook

*Interpersonal Conflict.* Sixth Ed. McGraw Hill. 2001. William Wilmot, Ph.D. & Joyce L. Hocker, Ph.D.

## IV. EFFECTS OF THIS REVISION

The addition of Conflict Resolution, Small Group and Team Communication and Intercultural Communication will provide deeper study opportunities and greatly enhanced flexibility to the curriculum.  These are areas with applications in community work.  These courses will enrich the program and add significantly to the courses from which students will be able to choose as they pursue the Community Leadership Certificate. Leadership 104 will remain a key course, but students will gain added skills and knowledge from other courses that will help them be more effective leaders.

## V. CURRENT CATALOG PAGE

### Leadership Studies Certificate

| Course Number and Name | Prerequisites and Corequisites | Credits |
|---|---|---|
| FIRST SEMESTER | | |
| ENGL 101 - English Composition I | | 3 |
| LEAD 104 - Introduction to Leadership Studies (or LEAD 101,102, and 103) | | 3 |
| CIS 103 - PC Applications | | 3 |
| Elective (In consultation with academic advisor)* | | 3 |
| PSYC 101 - Introduction to Psychology or SOC 101 - Introduction to Sociology or POLS 111-American Government or POLS 117 – City and State Government with Cases from Philadelphia and Pennsylvania (or POLS 114, 115 and 116) | | 3 |
| | | |
| SECOND SEMESTER | | |
| LEAD 114 - Leadership for Effective Organizations (or LEAD 111, 112, and 113) | | 3 |
| ENGL 125 - Community Involvement: Theory and Practice | | 3 |
| ENGL 102 – English Composition II | ENGL 101 | 3 |
| Elective (In consultation with academic advisor)* | | 3 |
| ENGL 115 - Public Speaking | ENGL 101 or ENGL 114 | 3 |
| MATH 118 or higher | | 3 |
| MINIMUM CREDITS NEEDED TO GRADUATE | | 33 |

* A student who takes Leadership 104 cannot use Leadership 101, 102, or 103 as a program elective,

nor can a student who takes Leadership 214 use Leadership 111, 112, or 113 as a program elective.

Note: It is highly recommended that new college students entering the Leadership Studies certificate

program take the Freshman Orientation Seminar, FOS 101.

For More Information Contact:

The Division of Liberal Studies, Room BR-21, 1700 Spring Garden Street, Philadelphia, PA 19130,

Telephone 215-751-8443; or the College Information Center, 215-751-8010.

PROPOSED CATALOG PAGE

Designed for students aspiring to be leaders in their communities, the certificate program in Community Leadership provides a coherent array of courses for the development of leadership knowledge and skills. The program provides valuable instruction for leaders and potential leaders among current students and other citizens who are members of neighborhood, civic, and community organizations.

**Student Learning Outcomes:**

Upon completion of this program graduates will be able to:

1. Demonstrate insight into their past and present experiences as followers and leaders and into their own leadership strengths, tendencies and aspirations.
2. Communicate effectively through oral and written means, including supportive and critical listening, group decision making, public speaking and producing written documents.
3. Demonstrate the ability to compare and apply major leadership theories, as well as models, styles and practices of leadership that are effective in civic, professional, business, political and other kinds of organizations.
4. Demonstrate an understanding of how perceptions of race, ethnicity, class, gender and other significant social differences affect organizations and communities.

5. Demonstrate an understanding of how leadership can help people modify faulty perceptions and bridge differences.

6. Demonstrate ability to create or improve an organization through the use of mission statements, committee and/or team work, productive meetings, effective planning and delegation, accountability and conflict management.

**Program Entry Requirements:**

This program is open to interested students.. However, new students are normally required to take the College's placement tests at their time of entry. Students identified as needing developmental course work must satisfactorily complete the appropriate developmental English and mathematics courses in addition to the college-level courses required by this certificate program.

**Program of Study and Graduation Requirements:**

To complete the program successfully, students must finish the 30 credits of study with a grade point average of at least 2.0.

# Community Leadership Certificate

| Course Number and Name | Prerequisites and Co-requisites | Credits |
|---|---|---|
| **FIRST SEMESTER** | | |
| ENGL 101-English Composition | | 3 |
| MATH 118-Intermediate Algebra | | 3 |
| CIS 103-Applied Computer Technology | | 3 |
| LEAD 104-Introduction to Leadership Studies (or LEAD 101, 102 and 103) | | 3 |
| BHHS 105-Introduction to Group Dynamics OR ENGL 117-Group and Team Communication | | 3 |
| **Select one from the following:**<br>PSYC101-Introduction to Psychology<br>SOC 101- Introduction to Sociology<br>POLS 111-American Government OR<br>POLS 117-City and State Government and Politics with Cases from Philadelphia and Pennsylvania | | 3 |
| | | |
| **SECOND SEMESTER** | | |
| ENGL 102-English Composition II | ENGL 101 | 3 |
| LEAD 125 –Community Involvement | | 3 |
| LEAD 120---Conflict Resolution | . | 3 |
| **Select one from the following:**<br>ENGL 115-Public  Speaking<br>ENGL 116-Interpersonal Communication<br>ENGL 118--Intercultural Communication | For Engl 115: Engl 114 or 101 which may be taken concurrently<br>For Engl 116: Engl 101 or Engl 114<br>For Engl 118: Engl 101 which may be taken concurrently | 3 |
| LEAD 214-Leadership for Effective Organizations  (or LEAD 211, 212 and 213) | LEAD 104 | 3 |
| | Minimum Credits Needed to Graduate | 33 |