

# Community College *of* Philadelphia

**AGENDA**  
**Institution-Wide Committee**  
**Monday, December 20, 2010**  
**2:30 p.m.**  
**I.A.S. Boardroom, M2-1**

- I. Call to Order**
- II. Attendance**
- III. Approval of Minutes**
  - (a) October 25, 2010
- IV. Old Business**
- V. New Business**
  - (a) Revision of the Liberal Arts – Leadership Option *to be renamed* Community Leadership (Processed through the Curriculum Subcommittee)
  - (b) Revision of the Leadership Studies Academic Certificate *to be renamed* Community Leadership Certificate (Processed through the Curriculum Subcommittee)
- VI. Adjournment**

# Community College *of* Philadelphia

**MEETING MINUTES**  
**Institution-Wide Committee**  
**Monday October 25, 2010**  
**2:30 p.m.**  
**Isadore A. Shrager Boardroom**  
**Community College of Philadelphia**  
**1700 Spring Garden Street**  
**Philadelphia, PA 19130**

## **Committee Delegates Present**

Pascal Scoles, Mary-Lynn Brown, Judith Gay, Tom Hawk, Samuel Hirsch, Chuck Herbert, Richard Keiser, Sharon Thompson, Louise Whitaker

## **Committee Alternates Present**

John Braxton, Valerie Vaincoeur (voting), Faith Watson (voting)

## **Guests Present**

Donald Bowers, Heidi Braunschweig, Marcia Epstein, Jay Willette

### **I. Call to Order**

The meeting was called to order by Pascal Scoles.

### **II. Approval of Minutes**

The IWC unanimously accepted the minutes of June 28, 2010 and September 27, 2010.

### **III. Old Business**

None

### **IV. New Business**

#### **(a) Proposal for Associate in Arts in Psychology**

**Discussion:** Don Bowers introduced the new curriculum. He asked that the IWC vote for the current curriculum, but he stated that the faculty in the discipline plan to revise a course as a research methods course or to create a new course on research methods. The impetus for this action is the expectation that the Transfer Articulation Oversight Committee (TAOC) will agree to the proposed standards for transfer of psychology two-year degrees to four-year institutions. That agreement includes 6 to 9 credits of research/statistics in the first two years.

Sharon Thompson added that the proposed approach would avoid having the faculty start the proposal process all over and slowing down implementation of the curriculum. Sharon Thompson also stated that the effective date should be changed from Spring 2011 to Fall 2011.

Heidi Braunschweig stated that the development of the proposal was based on student requests. She said they have had conversations with Temple University about transfer and Temple University is interested in considering the degree for transfer.

Judy Gay explained that on October 29, 2010 TAOC will be voting on the proposed articulation for psychology programs. If that passes, as is expected, our program needs to be aligned with the agreement if we want students to be able to take advantage of this transfer opportunity among public Pennsylvania institutions and several private institutions.

The only questions were about the program entry requirements. That information does not appear in the document. Sharon Thompson stated that the omission of that information is an oversight. The program will be non-select and students will need a 2.0 to graduate.

**Action Item: Recommend accepting the proposal for an Associate in Arts in Psychology with the change in effective date and the addition of entry requirements (Hirsch/Scoles) Vote: Eleven (11) in favor. Motion approved.**

**(b) Proposed Revision to the Early Childhood Education Curriculum and Education Elementary Option to be renamed Education: Early childhood (Birth to 4<sup>th</sup> grade)**

**Discussion:** Jay Willette introduced the proposal. He stated that two years ago the State issued guidelines for revising teacher education. The proposed changes will meet the new requirements. Don Bowers commented that the faculty had to do a great deal of work to make the changes and did a tremendous job. They also had to work hard to help students understand what they need to do to be able to complete the current standards by the deadline of 2013 (to complete the bachelor's degree).

There was a brief discussion about the Children's Literature course. According to Jay Willette this semester (Fall 2010) is the last semester that course will be offered. Sharon Thompson added that there is a new course that integrates the arts, including literature. Marcia Epstein added that there is a lot that is needed in the curriculum so at some point a decision had to be made about what could be accomplished in a two-year program.

There was a question about whether some of the courses referenced in the document are completed. Several are ready to offer.

There was a question about the management of clearances. Jay Willette stated that the program maintains files for those. There was a suggestion that the faculty consider a technology solution for maintaining clearances.

There was a suggestion to change the language under program entry requirements to state that new students **normally** are required to complete the College's placement test prior to enrollment. Another suggestion was to change the wording under the Program of Study and Graduation Requirements section (p. 12) so that it does not state that "students register for classes with designated Education academic advisors." Instead the language should reflect that students meet with a designated academic advisor to select courses.

There was a suggestion that the College's General Counsel review the department and/or program policies and procedures for appeal if a student is dropped from the curriculum (p. 12).

There was a discussion about the directed electives list. Marcia Epstein explained the challenges of working with multiple transfer institutions with different requirements.

There was a comment that some of the formatting on p. 13 is inconsistent.

**Action Item: Recommend accepting the proposal for a Revision to the Early Childhood Education Curriculum and Education Elementary Option *to be renamed* Education: Early Childhood (Birth to 4<sup>th</sup> grade) with the suggested wording discussed in the meeting and corrections to the formatting. (Herbert/Brown) Vote: Eleven (11) in favor. Motion approved.**

**(c) Proposed Revision to the Early Childhood Education Curriculum and Education Elementary Option *to be renamed* Education: Middle Level (4<sup>th</sup> – 8th grades)**

**Discussion:** Marcia Epstein introduced the proposal. She explained how certifications have changed and the options that students have based on the State regulations.

There was a question about whether EDUC 226 will be discontinued. Marcia Epstein stated that that course is designated for the secondary level. Sharon Thompson stated that technology is being integrated across the curriculum.

There was also a question about the Public Speaking course. Marcia Epstein said she wanted that included because she believes it is very important for teachers.

Again, there was a suggestion to include language under program entry requirements to state that new students **normally** are required to complete the College's placement test prior to enrollment and include language to reflect that students meet with a designated academic advisor to select courses.

**Action Item: Recommend accepting the proposal for a Revision to the Early Childhood Education Curriculum and Education Elementary Option *to be renamed* Education: Middle Level (4<sup>th</sup> – 8th grades) with the suggested wording discussed in the meeting and corrections to the formatting. (Herbert/Hirsch) Vote: Eleven (11) in favor. Motion approved.**

**VI. Adjournment**

The meeting was adjourned at 3:18 p.m.

After the meeting Sharon Thompson asked for an expedited review of the proposals.

**Proposal to revise the Liberal Arts-Leadership Studies Option  
and rename it Community Leadership**

**Proposal Writers:** Larry MacKenzie, Pascal Scoles, and Pete Watkins

**Contributors:** Claudia Curry, Elise Freed-Fagan, Tara Timberman

**Facilitator** Amy Anu-Birge

**Date:** December 13, 2010

**Recommended Effective Semester:** Fall 2011

## **I. ABSTRACT**

The Associate in Arts Liberal Arts-Leadership Studies Option 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. In addition, this revision will create clear degree paths for students wishing to transfer to four year schools in fields such as social work, sociology, political science and urban studies. 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-Intercultural Communication are being added to the revised program. Although the program retains elements of the Liberal Arts degree this revision proposes that the program no longer be an option within Liberal Arts, but rather be considered a standalone program titled Community Leadership. The degree will remain an Associate in Arts (AA).

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.

## **II. HISTORY AND DESCRIPTION OF EXISTING PROGRAM**

The Liberal Arts-Leadership Studies Option was developed in 1998 - 1999 in consultation with Community Women's Education Project and approved in February 2000. 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).

A minor revision was done in 2003 to include POLS 117 – City and State Government with Cases from Philadelphia and Pennsylvania. The degree Program has provided a coherent curriculum offering general education and opportunities for 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, arts, and community organizations; and professionals from the social services, health, education, and business worlds.

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 Studies students.



The current Liberal Arts-Leadership Studies Option lacks a clear identity and clear transfer paths for students. As a result enrollment has been very low.

### **III. PROPOSED REVISION AND RATIONALE**

This revision seeks to make clear to potential students that the Community Leadership degree is for students who are interested in being community leaders and for students who are interested in pursuing four year degrees in fields such as social work, sociology, political science and urban studies. LEAD 104 and LEAD 114 remain as required courses. Electives have been expanded to include courses in Cultural Anthropology, Group Dynamics, and Social Psychology. Macroeconomics and Sociology have been added as required courses. These courses will give students greater insight into how communities and societies are organized, how people relate to one another, how resources and power are distributed, and how societies evolve and change. HIST 103- United States History: The 20th Century is being added because the 20th century saw several major movements for social change. Learning about these movements and having a sense of recent United States history will be beneficial for those seeking to promote change. GEOG 180- Urban Geography is also being suggested as a directed elective. Since many students will seek to affect change in an urban environment it will be useful for them to understand the physical, economic, and social patterns within urban areas. Further, all of the courses listed above are courses that are typically required by four year programs to which graduates are likely to transfer.

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. In addition, three other communications courses are being offered

as electives ENGL 116-Interpersonal Communication, ENGL 117 Group and Team Communication, ENGL 118 Intercultural Communication. (Note that previously students in the Liberal Arts Leadership Option were required to take ENGL 116-Interpersonal Communication. With the development of two new communications courses, it seems wise to give students a choice between ENGL 116, 117, and 118.) For an illustration of how the courses align with the program level outcomes, see the curriculum map following the student learning outcomes.

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 revised and renumbered to 211, 212, and 213 and will together be equivalent to LEAD 214.

The science requirement is also changing with this revision. Previously, the program has required two sciences in order to comply with the requirements of the options of the Liberal Arts Curricula. With this revision, the program will require one science as required by the College's General Education Requirements.

### **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. Assess the talents of other people within an organization, and to motivate and organize them in the pursuit of common goals.
3. Communicate effectively through oral and written means, including supportive and critical listening, group decision making, public speaking, and producing essays, research papers, press releases, grant proposals and other written forms.
4. Demonstrate ability to compare and apply major leadership theories, as well as models, styles and practices of leadership that are effective in neighborhood, civic, community, and other kinds of organizations.
5. Explain how perceptions of race, ethnicity, class, gender and other significant social differences affect organizations and communities.
6. Explain how leadership can help people modify faulty perceptions and bridge differences.
7. Demonstrate critical analysis of cases of leader/follower behavior, taking into account power dynamics, methods of influence. other attempts to persuade,
8. Demonstrate ability to improve an organization through the use of mission statements, committee and/or team work, productive meetings, effective planning and delegation, accountability and conflict management.
9. Integrate learning gained from social science and humanities courses with knowledge gained in Leadership courses, and demonstrate a leader's ability to apply theoretical social science and humanities-based knowledge to practical situations.

## Curriculum Map for Community Leadership Degree

	Demonstrate insight into their past and present experiences as followers and leaders, and into their own leadership strengths, tendencies and aspirations.	Assess the talents of other people within an organization, and to motivate and organize them in the pursuit of common goals.	Communicate effectively through oral and written means, including supportive and critical listening, group decision making, public speaking, and producing essays, research papers, press releases, grant proposals and other written forms.	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 critical analysis of leader/follower behavior, taking into account power dynamics, methods of influence and other attempts to persuade.	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.	Integrate learning gained from social science and humanities courses with leadership courses, and demonstrate a leader's ability to apply theoretical social science and humanities-based knowledge to practical situations.
LEAD 104	I, A	I	I, A	I, A	I	I	I, A	I, A	
BHHS 105 or ENGL 117	R, A	I			I				
ENGL 101/102/115/116/118			I, R, A						
PSYC 101		R			R				
ENGL 116 or 118			R, A		R, A				
LEAD 125					R, A				
LEAD 214	R, A, M	R, A, M	R, A	R, A, M		R	R, A, M	I, A	I, R, A
LEAD 120					R	R, A			
SOC 101					R, A				
ANTH 112					R, A				
ECON 181					R, A				

HIST 103																			
PSYC 221/SOC 233																			
POLS 111/117																			

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

## **PROPOSED NEW COURSE**

### **Leadership 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**

This revision will give the Community Leadership degree Program a clearer identity and provide students with a clear degree path.

The addition of the courses---Intercultural Communication and Conflict Resolution---will provide deeper study opportunities and greatly enhanced flexibility of the curriculum. Intercultural and inter-group communication is an area with applications in community work, and the same is evident in regard to studies in conflict resolution. These courses will enrich the program and add significantly to the transferable courses from which students will be able to choose as they pursue a degree in Community Leadership. One student may pursue a communications emphasis by studying intercultural/inter-group communication and conflict resolution. Another student will choose to emphasize community involvement and service work. Leadership 104 will remain as a key course, but students will be able to emphasize study of leadership in several new, intellectually and socially rewarding ways that will benefit students' communities.

**CURRENT CATALOG PAGE (PROGRAM GRID)**

**Liberal Arts-Leadership Studies Option**

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<b>FIRST SEMESTER</b>			
ENGL 101 - English Composition I		3	Engl 101
LEAD 104 - Introduction to Leadership Studies		3	
CIS 103 - PC Applications		3	Tech Comp
PSYC 101 - Introduction to Psychology or SOC 101 - Introduction to Sociology		3	Social Science
General Elective (in consultation with academic advisor )		3	
<b>SECOND SEMESTER</b>			
LEAD 114 - Leadership for Effective Organizations <sup>1</sup>		3	
ENGL 125 - Community Involvement: Theory and Practice		3	
ENGL 102 – English Composition II	ENGL 101	3	Engl 102 Info Lit
ENGL 115 - Public Speaking	ENGL 101 or ENGL 114	3	
General Elective (in consultation with academic advisor)		3	
<b>THIRD SEMESTER</b>			
MATH 150 - Introductory Data Analysis <sup>2</sup>	MATH 118 with “C” grade or MATH 161placement	3	Mathematics
Science Elective (Lab)		4	Natural Science
Social Science Elective (Global Diversity)		3	American/ Global Diversity
General Elective (in consultation with academic advisor)		3	
ENGL 116 - Interpersonal Communication	ENGL 101 or ENGL 114	3	
<b>FOURTH SEMESTER</b>			
POLS 117 - Local and State Government with Cases from Philadelphia and Pennsylvania or HIST 103 - United State and Pennsylvania History or SOC 233 - Sociology of Ethnic and Minority Groups or ANTH 202 - Gender roles in Cross-cultural perspective	SOC 101 or ANTH 112 for SOC 233 ENG 101 plus one of the following Anth 101, Anth 112 or Soc 101 for Anth 202	3	
Humanities Elective (Global Diversity)		3	Humanities
Social Science Elective		3	
Humanities Elective		3	
Science Elective		3/4	
<b>MINIMUM CREDITS NEEDED TO GRADUATE</b>		<b>61</b>	

## GENERAL EDUCATION REQUIREMENTS

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement and the **Interpretive Studies** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated Writing Intensive and one course that is designated Interpretive Studies. The same course may be used to fulfill both requirements. A list of courses that fulfill these requirements and a more detailed explanation of the College's general education requirements appears elsewhere in this catalog and on [www.ccp.edu](http://www.ccp.edu).

<sup>1</sup> Leadership 101, 102, and 103 cumulatively are equivalent to Leadership 104. Leadership 111, 112, and 113 cumulatively are equivalent to Leadership 114.

<sup>2</sup> Students who need to take Math 118 before taking Math 150 may use one of the three general elective slots to accomplish this.

<sup>3</sup> Students who take Leadership 104 cannot use Leadership 101, 102 or 103 as a program general elective. Likewise, students who take Leadership 114 cannot use Leadership 111, 112 or 113 as a program general elective. Students who take POLS 117 cannot use POLS 114, 115, or 116 as a general elective.

NOTE: Students simultaneously entering the College and the Leadership Studies Option program are strongly encouraged to take the Freshman Orientation Seminar, FOS 101.

## **PROPOSED CATALOG PAGE**

### **Community Leadership**

Designed for students aspiring to be leaders in their communities, the Community Leadership Program 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. The Community Leadership Program is appropriate for students who desire to study leadership issues and prepare to transfer to a baccalaureate degree-granting institution. This program is appropriate for those students interested in pursuing a baccalaureate degree in social work, sociology, political science or urban studies.

#### **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. Assess the talents of other people within an organization, and to motivate and organize them in the pursuit of common goals.
3. Communicate effectively through oral and written means, including supportive and critical listening, group decision making, public speaking, and producing essays, research papers, press releases, grant proposals and other written forms.
4. Demonstrate ability to compare and apply major leadership theories, as well as models, styles and practices of leadership that are effective in neighborhood, civic, community, and other kinds of organizations.
5. Explain how perceptions of race, ethnicity, class, gender and other significant social differences affect organizations and communities.
6. Explain how leadership can help people modify faulty perceptions and bridge differences.
7. Demonstrate critical analysis of cases of leader/follower behavior, taking into account power dynamics, methods of influence. other attempts to persuade,
8. Demonstrate ability to improve an organization through the use of mission statements, committee and/or team work, productive meetings, effective planning and delegation, accountability and conflict management.

9. Integrate learning gained from social science and humanities courses with knowledge gained in Leadership courses, and demonstrate a leader's ability to apply theoretical social science and humanities-based knowledge to practical situations.

**Program Entry Requirements:**

Students are typically 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 English and mathematics courses as a part of their degree program.

**Program of Study and Graduation Requirements:**

To qualify for the Associate in Arts (A.A.) degree in Community Leadership, a student must complete a minimum of 60 credit hours as prescribed and attain a grade point average of 2.0 ("C" average).

## Community Leadership Degree

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<b>FIRST SEMESTER</b>			
ENGL 101-English Composition I		3	ENGL 101
MATH 118-Intermediate Algebra (or higher)		3	Mathematics
CIS 103- Applied Computer Technology		3	Tech Comp
LEAD 104—Introduction to Leadership Studies (or LEAD 101,102, and 103)*		3	
PSYC 101 – Introductory Psychology		3	Social Science
<b>SECOND SEMESTER</b>			
BHHS 105-Introduction to Group Dynamics or ENGL 117 Group and Team Communication		3	
ENGL 102-English Composition II	ENGL 101	3	ENGL 102 and Info Lit
POLS 111-American Government or POLS 117-City and State Government and Politics with Cases from Philadelphia and Pennsylvania*		3	
LEAD 120-Conflict Resolution		3	
SOC 101 – Introduction to Sociology		3	Writing Intensive, Interpretive Amer/Glob Diversity
<b>THIRD SEMESTER</b>			
HIST 103 –U.S. History 20 <sup>th</sup> Century		3	Humanities
ENGL 115-Public Speaking	For ENGL 115: ENGL 114 or 101 which may be taken concurrently	3	
Directed Elective Choose one of the following: <ul style="list-style-type: none"> <li>• ANTH 112-Cultural Anthropology</li> <li>• ENGL 116-Interpersonal Communication</li> <li>• ENGL 118-Intercultural Communication</li> <li>• GEOG 180-Urban Geography</li> </ul>	For ENGL 116: ENGL 101 or ENGL 114 For ENGL 118: ENGL 101 which may be taken concurrently For GEOG 180-none	3	
PSYC 221 Social Psychology or SOC 233 The Sociology of Ethnic and Minority Group Relations		3	
LEAD 125 –Community Involvement: Theory and Practice		3	
<b>FOURTH SEMESTER</b>			
ECON 181-Introduction to Economics (Macroeconomics)		3	
Natural Science		3/4	Natural Science
LEAD 214 – Leadership for Effective Organizations (or LEAD 211, 212, and 213)*	LEAD 104	3	
Directed Elective (choose one from list above)		3	
General Elective		3	

**GENERAL EDUCATION REQUIREMENTS**

All General Education requirements are met through required courses (as indicated above).

**Note:** Students should consult the educational institution to which they plan to transfer when choosing electives. Some transfer institutions may require specific courses particularly in mathematics, statistics, science or foreign language.

\*Students who take Leadership 104 cannot use Leadership 101, 102 or 103 as a program general elective. Likewise, students who take Leadership 214 cannot use Leadership 211, 212 or 213 as a program general elective. Students who take POLS 117 cannot use POLS 114, 115, or 116 as a general elective.



**PROPOSAL TO REVISE THE LEADERSHIP STUDIES ACADEMIC  
CERTIFICATE AND RENAME IT THE  
COMMUNITY LEADERSHIP CERTIFICATE**

**Proposal Writers:** Larry MacKenzie, Pascal Scoles and Pete Watkins

**Contributors:** Claudia Curry, Elise Freed-Fagan,  
Tara Timberman

**Facilitator:** Amy Anu-Birge

**Date:** December 13, 2010

**Recommended Starting Semester:** Fall 2011

## **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.

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, and ENGL 118 Intercultural Communication.

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					RA	
LEAD 120				R, A	R, A	
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
<b>FIRST SEMESTER</b>		
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
<b>SECOND SEMESTER</b>		
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
<b>MINIMUM CREDITS NEEDED TO GRADUATE</b>		<b>33</b>

\* A student who takes Leadership 104 cannot use Leadership 101, 102, or 103 as a program elective, nor can a student who takes Leadership 114 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 33 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
<b>FIRST SEMESTER</b>		
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
<b>Select one from the following:</b> PSYC101-Introduction to Psychology SOC 101- Introduction to Sociology POLS 111-American Government OR POLS 117-City and State Government and Politics with Cases from Philadelphia and Pennsylvania		3
<b>SECOND SEMESTER</b>		
ENGL 102-English Composition II	ENGL 101	3
LEAD 125 –Community Involvement: Theory and Practice		3
LEAD 120---Conflict Resolution		3
<b>Select one from the following:</b> ENGL 115-Public Speaking ENGL 116-Interpersonal Communication ENGL 118--Intercultural Communication	For ENGL 115: ENGL 114 or 101 which may be taken concurrently For ENGL 116: ENGL 101 or ENGL 114 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