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

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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 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. 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 cases 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 knowledge gained in 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, A	I,A	
BHHS 105	R, A	I			I				
ENGL 101/102/ 115			I, 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
LEAD 120					R	R			
SOC 101					R, A				
ANTH 112					R, A				
ECON 181					R,A				
HIST 103					R, A				
PSYC 221/SOC 233					R, A				
POLS 111/117					R, A				

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.
FIRST SEMESTER			
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	
SECOND SEMESTER			
LEAD 114 - Leadership for Effective Organizations[1]		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	
THIRD SEMESTER			
MATH 150 - Introductory Data Analysis[2]	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	
FOURTH SEMESTER			
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	
MINIMUM CREDITS NEEDED TO GRADUATE		61	

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.

[1] Leadership 101, 102, and 103 cumulatively are equivalent to Leadership 104. Leadership 111, 112, and 113 cumulatively are equivalent to Leadership 114.

[2] Students who need to take Math 118 before taking Math 150 may use one of the three general elective slots to accomplish this.

[3] 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. It is recommended 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.
FIRST SEMESTER			
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
SECOND SEMESTER			
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
THIRD SEMESTER			
HIST 103 –U.S. History 20th 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: • ANTH 112-Cultural Anthropology • ENGL 116-Interpersonal Communication • ENGL 118-Intercultural Communication • GEOG 180-Urban Geography	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	
FOURTH SEMESTER			
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	
MINIMUM CREDITS NEEDED TO GRADUATE		60	

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.