

**Proposal for a New Concentration in Community Leadership and Civic Engagement (CLCE) in the  
School of General Studies, LIBA Program**

Prepared by the Provost's New Program Development Workshop Committee,  
May-

**Full Name of Current Program:** Liberal Arts  
**Stockton Program Acronym:** LIBA  
**Degree/level of Current Program:** BA

## **1. Program Overview and Objectives:**

The Community Leadership and Civic Engagement concentration

GSS 2XXX Masses, Classes, Ideas (O'Hara)  
POL 3648 Topics: Democracy, Dissent and Disobedience (Forestal)

**2000-level elective**

**South Jersey/AC History and Culture**

GSS 2XXX South Jersey Ethnographies (A. Gonzalez)\*  
GEN 2119 Jersey Shore Public History (Fox)  
GAH 2275 Introduction to American Studies (MAAS Faculty)  
GEN 2510 Atlantic City: Research Methods (Scales)

**2000-level elective**

**Critical Thinking and Social Problem Solving**

GSS 2XXX Urban Spaces (C. Jackson)\*  
POL 2104 Intro to Political Theory (Forestal)

**3000-level elective**

**Leade**



growing numbers of immigrants and refugees, compounding the challenge of representation for some communities.<sup>5</sup>

EOF-

- 2.3 Reflect on personal growth and experiences
3. **Develop critical thinking skills, including the ability to identify, evaluate, and judge both theoretical and practical problems and solutions by analyzing, synthesizing, and applying information as a guide to belief and action.**
    - 3.1 Demonstrate conscious and open-minded inquiry that accounts for various contexts, perspectives, and points of view
    - 3.2 Gather, analyze and synthesize information in problem-solving processes
    - 3.3 Disaggregate, reformulate, adapt and apply ideas in the formation or identification of new concepts, problems and solutions
  4. **Examine how social, political, and natural environments impact communities and apply their understanding to engage with environments**
    - 4.1 Identify the characteristics, and roles of social, political, human, and natural environments
    - 4.2 Identify the processes, effects, and influences of change on environments
    - 4.3 Articulate why and how environments matter
  5. **Demonstrate effective intercultural competence, leadership, and mastery of skills needed to work in groups**
    - 5.1 Understand and negotiate cultures and norms
    - 5.2 Practice sensitivity and respect
    - 5.3 Exhibit and apply leadership and collaboration skills
    - 5.4 Apply conflict mediation skills

These learning goals and outcomes naturally align with Stockton University's Essential Learning Outcomes (ELO). Below, we have aligned each ELO with learning goals of the LIBA CLCE concentration.

- ! **Program competence:** students will understand core principles, theories, and methods of civic engagement and community leadership and engagement.
- ! **Ethical reasoning:** students will explore and articulate personal values, consider multiple perspectives, and elaborate the role of ethics and values in democracy.
- ! **Critical thinking:** students will identify, evaluate and judge problems and solutions by analyzing, synthesizing and applying information as a guide to belief and action.
- ! **Global awareness:** students will practice sensitive, intercultural appreciation of diversity and gain awareness of the interconnectedness of different cultures and groups.
- ! **Teamwork and collaboration:** students will work with others within and across communities in order to achieve common goals.
- ! **Communication skills:** students will share and present knowledge effectively with different audiences, including peers, stakeholders within communities, state and local governments, and academic communities.
- ! **Adapting to change**

<b>Student Learning Goals</b>	<b>Essential Learning Outcomes</b>	<b>Student Learning Outcomes: <i>Students will be able to</i></b>	<b>Sample Courses by Category (cf. p. 2-3)</b>	<b>Sample Assessments</b>
1. Students will understand fundamental facts, principles, and theories of community engagement	Program Competence	1.1 Identify key elements, characteristics, and roles of communities 1.2 Understand the role of institutions, the structures and processes of local governance and organizations, and the interactions between political, economic,		





2b. LIBA CLCE “Experiential/Direct Engagement” Courses

In conjunction with the Office of Service Learning, CLCE will allow students to work directly within communities and integrate practical and professional skills with knowledge-based and project-based learning. While service learning is already an integral part of a Stockton education, CLCE would enhance the number of these opportunities, with a particular focus on the summer and Atlantic City. Courses could be taught by a variety of faculty affiliated with the CLCE concentration, as part of a concurrent seminar that addresses the practice of leadership and engagement, guides students in thoughtful reflection and analysis of their work experience and career goals, creates opportunities for joint problem-solving, and supports students’ articulation and development of professional skills. These summer courses could potentially enable students to accelerate time to degree completion; remuneration for faculty would comply with summer teaching rates mandated in the Master Agreement.

2c. Assessment of Student Learning Goals and Outcomes

Student achievement of learning goals will be assessed with direct and indirect evidence collected from coursework, course evaluations, and programmatic assessments:

**Direct assessments.** Students will demonstrate their mastery of knowledge and skills on direct assessments. Writing assignments, class projects, presentations, deliverables submitted as part of service-learning projects, portfolios, and exams that evaluate student performance on program learning goals according to standardized rubrics are considered direct assessments. Student community engagement awards, grant applications, grant awards, participation in community arts initiatives, and scholarship and participation at civic engagement, community engagement, and leadership conferences will also count as evidence of direct attainment of program learning goals. The CLCE concentration also offers faculty and students the opportunity to conduct scholarship on community engagement and service-learning.

**Indirect assessments:** Students will indicate their perceived progress on program learning objectives.

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*2e. Employer Satisfaction*

Employer satisfaction will be assessed by obtaining feedback from supervisors in community partner organizations who have LIBA CLCE students in internship and service learning placements. Community partners will provide regular feedback regarding students' accomplishments and professionalism.

substantial engagement with the community in the form of curricular, co-curricular, and internship experiences.

- ! **Create mutually reinforcing intellectual and co-curricular experiences (SE5):** To develop students' understanding of the southern New Jersey communities, the proposed LIBA CLCE includes many rigorous co-curricular experiences as academic options. These opportunities will be reinforced by the decision to schedule most core courses, and summer programming, within Atlantic City.

3b. Proposed Program's Effect on Other Programs at Stockton

CLCE's core curriculum will be consist of General Studies courses designed as interdisciplinary offerings that bring together broad approaches to social action, leadership and change. Cognate courses may be drawn from the social and behavioral sciences, arts and humanities, education, business, and potentially other fields (a sampling of representative courses that migh -2.3 (e) ] TJ ETQ -2.3 (a) 9.2 (nt)

(SCCE), the Stockton Center on Successful Aging (SCOSA), the Service Learning Program, as well as several public outreach initiatives led by students, faculty members and administrators which, combined, form a mosaic of Stockton's ethos.

The CLCE concentration will both assist in maintaining existing partnerships on campus and in the community, as well as forge new relationships through an expansive vision of civic interaction and intersectionality. Because of both its location in the School of General Studies and its flexible curriculum, adaptable to students with many kinds of academic and professional interests, LIBA CLCE can be a site of collaboration and a source of interdisciplinary study and engagement.

Atlantic City is an ideal location for such a LIBA concentration. The skills Stockton students will gain by learning and working in the this urban environment will prepare them to engage with economic, political, cultural and environmental challenges elsewhere. Historically, one of the most racially diverse communities in southern New Jersey, Atlantic City experienced a surge in immigration from all across the globe during the height of casino-gambling in the 1990s. Since that time, the economic decline of the city has led to a search for innovative redevelopment solutions and public/private partnerships, recently contextualized within a state takeover of the city. Such developments offer ways to formulate teaching and learning within the contexts of real-world events and conditions, particularly having to do with local and state governing processes.

Atlantic City is also at the nexus of environmental issues relating to sea level rise, air quality, and natural resource protection and preservation, offering a distinctive terrain upon which students can learn about and practice engagement and leadership in the context of real-world conditions, working in existing academic programs while studying and applying the unique frameworks of the CLCE concentration. Atlantic City's historical and cultural role, and identity in relation to New Jersey and the United States, offers yet another staging ground for students interested in cultural-historical work to learn about, build and maintain an urban identity, especially within the context of ongoing redevelopment plans. Final8 Tm /TT1 lap-4.67.1

systemic social and political change.”<sup>10</sup> Nearly 36% percent of incoming college students responding to a UCLA Higher Education Research Institute (HERI) poll in 2009 indicated that “becoming a community leader” was “essential” or “very important” to them. “Students in ever-increasing numbers are flocking to civic engagement opportunities in college,” the AAC&U reports. It draws on evidence showing that the 85.3% of high school students perform service, and that a vast majority of college students desire their colleges to “foster a stronger institutional emphasis on contributing to the larger community.”<sup>11</sup>

Unfortunately, the same AAC&U report concludes that many colleges and universities are failing to provide strong community engagement practices across all four years. The number of students reporting that their schools *actually* demonstrated such commitments to community engagement dropped by nearly 50% after their first year of college. Without a *sustained* institutional commitment to engagement and service across the curriculum, s

! Social Work

these institutional priorities in that it both promises to foster an engaged student body and encourage urban interaction and redevelopment.

Stockton's Atlantic City Gateway Campus has been designated as an Anchor Institution by the state of

B.S., Organizational and Community Leadership, University of Delaware	Limited –curriculum consists of LEAD and UAPP courses	YES –requires 6 credits of Discovery Learning Experience (DLE), which includes internship, study abroad, and independent study
B.S., Urban Studies/Public Policy, Saint Peters University	Extensive –public policy, visual arts, human anatomy, literature, philosophy, history, theology, Africana studies, Latin America and Latino Studies, women and gender studies	YES –requires 6 credits of urban internship with seminar
B.S., Organizational Leadership, Thomas Edison University	Limited –curriculum consists of management and leadership courses	Unclear –LDR-435 is a required 3 credit leadership practicum
<b>B.A., LIBA Community Leadership and Civic Engagement (CLCE), Stockton University</b>	<b>Extensive –political science, sociology, arts and humanities, environment and sustainability, economics, tourism, psychology, general studies</b>	<b>YES – incorporates opportunities for internships, service learning, guided reflections and supervision, and a senior seminar capstone experience</b>



*6a. Additional resources needed to implement and operate the program during the program's first five years, e.g., the number of full-time faculty, number of adjunct faculty, computer equipment, print and non-print material.*

No tenure-track lines are being requested as part of this concentration proposal, although CLCE has requested that one faculty member be given course release consideration and remuneration on par with that for a program coordinator. This request has been approved by the Dean of the School of General Studies and the Office of the Provost, and recognizes the workload that will be involved in promoting the concentration, recruiting students, scheduling courses, surveying ongoing student interest, and drafting annual reports. The faculty member assuming these responsibilities would be based primarily in Atlantic City, beginning in fall 2018. Because of the combined effect of course release and teaching duties in CLCE, the faculty member's home program would also likely require a visiting or replacement line. The Dean of General Studies, Robert Gregg, has indicated his intention to support the concentration in this way.<sup>17</sup> While the state budget review process is not yet finalized, the Provost's Office has included a faculty line for the CLCE concentration in its preliminary budget for faculty positions dedicated to Atlantic City initiatives, should LIBA CLCE be approved. The CLCE concentration would also require a cohort of associated faculty willing to teach their General Studies and/or program-based courses for CLCE, and dedicated office and classroom space in Atlantic City.

In addition, as CLCE core courses would be taught in Atlantic City, the concentration would require shared office space for any faculty who agree to teach at both the Galloway and Gateway campuses, allowing them to keep the main campus office but have a place to work in Atlantic City as well. Resources deemed essential for "commuting" between campuses should be offered to these commuting faculty, including university-issued laptops and/or data-capable mobile tablets, and reimbursement for travel/expressway tolls for required commutes, as mandated in Stockton's local agreement for off-campus instruction.

Resources needed over the next five years will depend on the ultimate configuration of the concentration after its initial launch. The LIBA designation at this time is intended to serve as an incubator for this concentration to determine its feasibility as a major. However, the LIBA CLCE concentration may stand as a sustainable concentration only, offering students the ability to operationalize their individual courses of study in community-engaged ways. If higher demand for the concentration were to occur over the first 1-3 years, warranting the process of seeking full status as a major within the university, we will move forward

**Date of the Provost's Council Approval:**

**Date of the Faculty Senate Approval:**

**Degree Requirements**

**Stockton University**

**LIBA with a Concentration in Community Leadership and Civic Engagement**

*1. Admission*

## APPENDIX A: Proposed LIBA/CLCE Core Courses and Themes

### LIBA COURSES:

<b>GEN 1043</b>	<b>Tools for Social Change (Freshman Seminar)</b>	<b>4</b>
<p>Students are given the opportunity to learn how to design, implement, and evaluate different models of high-impact practices of community organizing. Successful participation and completion of this course prepares students to become active citizens by promoting civic engagement and social responsibility.</p>		
<b>GEN 2240</b>	<b>Introduction to Research</b>	<b>4</b>
<p>This course introduces students to research in humanities, social science, and science disciplines. Among the types of research taught are: literature reviews, annotated bibliographies, ethnographies, interviews, documentaries, and surveys. By the end of term, students design, conduct, and compose original research projects.</p>		
<b>GEN 2250</b>	<b>Introduction to Liberal Studies</b>	<b>4</b>

**4000-level electives                      Senior Seminar** **4**  
Optional capstone experience and directed study.

OTHER COURSES UNDER DEVELOPMENT:

**2000-level Masses, Classes, Ideas elective**

**The Political World** **4**  
Course on politics and public as above but in distinctively global contexts.

**3000-level Leadership Theory and Practice elective or Senior Seminar**

**The Citizen Scholar** **4**  
Project-based learning and scholarship course focusing on engaged arts/humanities research, its history and legacy, theory and practice, with emphasis on public humanities, digital humanities, interdisciplinary cultural studies, new media, etc.

**APPENDIX B:**



## **APPENDIX D: Support correspondence from contributing faculty**

March 11, 2018

To Whom It May Concern:

I am both honored and delighted to submit this letter of support for the Concentration in Community Leadership and Civic Engagement (CLCE) program, as members of the Faculty Senate discuss, reflect upon, and contemplate its approval for implementation. As one who appeared before you a little over three years ago, I find a considerable degree of connection between this undergraduate interdisciplinary concentration program, and the graduate interdisciplinary Ed.D. in Organizational Leadership program approved by the Faculty Senate and currently in operation with 70 students in three cohorts.

In my opinion, both programs address several essential connections in developmentally appropriate ways, focusing on the needs of the practitioner- and civic-oriented leader through relevance, holism, and authenticity. Some of these connections include: A focus on leading and engaging oneself, as well as others in mutually collaborative ways; an emphasis on clear and effective framing, advocating, illustrating, and inquiring, as well as the leadership communication behaviors necessary in both verbal and written communication; a nurturing of a responsive, inclusive, and diverse network of students and stakeholder groups, both in present and future time horizons; the creation and sustainment of an interdependent and participative leadership and engagement culture; an integration of social responsibility, including strategies, policies, and ethical practices, into the very core of the program, that can be leveraged in support of the mission and vision for and the values rooted in the program; and an awareness of and sensitivity to the different boundaries and cultures that exist within the context of the program, and its place within a larger community and society, and work to span those boundaries and cultures collaboratively and responsibly.

The above connections are part of the overarching framework of the doctoral program. In reading the documentation provided in support of the proposed concentration, I see the same frameworks integrated into the CLCE concentration program. I applaud the work of the development team on this initiative as it maintains integrity with research on the present and future states of leadership development in our country and the world.

If approved and launched, CLCE and the doctoral program in organizational leadership will both be housed at the Atlantic City Gateway campus. Being in close proximity offers the opportunity for several mutually collaborative initiatives, including: curriculum development, leadership development, mentoring and coaching opportunities, and shadowing opportunities into the leadership workplace of the doctoral student. I feel confident in adding that through application of idea creation and mind mapping tools other collaborative efforts will emerge to be explored.

I realize that, as a member of the Faculty Senate, you consider the qualities and benefits of a large number of undergraduate and graduate programs for approval and implementation. I offer the opinion that the Concentration in Community Leadership and Civic Engagement program aligns with Stockton University's mission, vision, and values statements and embodies the

interdisciplinary ideals of the LIBA experience. It also is designed to foster the growth and development of the horizontal knowledge and skills and vertical capacities of future community and cultural leaders.

Thank you for your consideration of this program.

Sincerely,

George F. Sharp, Ed.D.  
Program Director, Ed.D. in Organizational Leadership





Thank you very much for leading the development of CLCE concentration! Again, I'm so excited

**GEN 3350 D W S C (W2)**





