

**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-August, 2017

Dr. John F. O'Hara, Associate Professor of Critical Thinking and First-Year Studies, General Studies,
FRST

Mr. Levi Fox, Adjunct Professor, General Studies, FRST

Dr. Christina Jackson, Assistant Professor, Social and Behavioral Sciences, SOCW

Dr. Tara Luke, Professor of Biology, Natural and Mathematic Sciences, BIOL

Daniel Fidalgo Tomé, Director of Service Learning, GENS

Dr. Kaite Yang, Assistant Professor of Psychology, Social and Behavioral Sciences, PSYC

In consultation with

Dr. Robert Gregg, Professor of History and Dean of General Studies

Dr. Peter Hagen, Director of Academic Advising and Associate Dean of General Studies

Dr. Carra Hood, Associate Provost for Strategic Planning, Academic Planning and Assessment

Dr. Michelle McDonald, Associate Vice President for Academic Affairs

Revised Draft Prepared by Dr. John O'Hara, January 2018

Second Revised Draft Prepared by John O'Hara, April 2018

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, an interdisciplinary concentration proposed for Stockton’s existing Bachelor of Arts in Liberal Studies degree (LIBA CLCE), is designed for students interested in becoming leaders and shapers of governmental, cultural, environmental, or humanities-based institutions. It combines a core set of General Studies classes with a range of disciplinary courses drawn from across university that allows students to tailor their LIBA to meet their personal pedagogical interests and professional aspirations. Better still, through incorporation of internships and service learning experiences, students can benefit from applied and experiential learning opportunities in Atlantic City and County, providing the prospect to translate academic learning into real-world experiences, as well as create a professional network for future professional development and employment long before graduation.

The CLCE concentration under LIBA requires student to take three courses required of ALL LIBA students.

GEN 2250	Introduction to Liberal Studies
GEN 2248	Perspectives on Civic Engagement OR GEN 3851 Service Learning
GEN 2240	Introduction to Research

In addition, students in the LIBA CLCE concentration will work closely with their preceptors and faculty mentors, as the current LIBA structure requires, to devise a personal program of study that includes a selection of 4 additional core courses from the list below, classes which emphasize the knowledge, skills and values of engagement, leadership and service.¹

Students may apply only one course from each category to the concentration, and must take at least two courses at the 3000-level or above.

CLCE Concentration Course List:

Select up to two courses from the 2000-level, and at least two courses from the 3000-level electives below, for a total of four courses. No two courses may be in the same thematic category.

Freshman Seminar	Freshman Seminar
	GEN 1043 Tools for Social Change (Tome) GSS 1080 Race, Place and Public History (Fox)
2000-level elective	Masses, Classes and Ideas
	GAH 2405 Dissent in America (O’Hara) GSS 2480 The Sixties (O’Hara)

¹ Courses with an asterisk are in development; those without an asterisk are already regularly taught as part of the Stockton curriculum.

	GSS 2XXX	Masses, Classes, Ideas (O'Hara)
	POLS 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)*
	POLS 2104	Intro to Political Theory (Forestal)
3000-level elective	Leadership Theory and Practice	
	GIS 3XXX	Leadership Theory and Practice (Sharp/LEAD)*
	GEN 3XXX	Nonprofit Leadership and Engagement (Small)*
	PSYC 3285	Industrial and Organization Psych (Yang)
	GIS 3673	Understanding Global Learning (Zhou)
3000-level elective	Campaign/Project Design	
	GIS 3XXX	Global Learning in Action (Zhou)*
	SUST 3XXX	Sustainability, Community Health and Environmental Justice (Juaregui)*
3000-level elective	Communications/Public Relations/Ethics	
	GEN 3350	Digital Writing and Social Change (Ehrenfeld)
	GEN 3XXX	Public Writing (Ehrenfeld)*
	GEN 3XXX	TITLE TBD (Van Duyne)*
4000-level elective	CLCE Senior Seminar	
	GIS 4626	The Medical Humanities (Dissen)
	GIS 4652	Atlantic City: Past as Prologue (Olah)
	GIS 4653	Identity, Culture and Imagination (Hagen)

Additional elective courses could be drawn from a broad range of offerings in the social and behavioral sciences, health science, arts and humanities, environmental studies, education, and business. Students would also need to meet university General Studies, cognate, and At Some Distance requirements.

CLCE is not intended as a stand alone degree at the outset; it is a concentration, or suggested curricular pathway, that provides students interested in civic-oriented study with a roadmap to achieve that goal through Stockton's existing campus curriculum, as well as some new proposed courses. Course enrollments and student interest in this concentration will be carefully monitored over the first three years. Should there be sufficient demand, the concentration would consider applying to become an interdisciplinary minor or even a full-fledged major each of which, because of its broad disciplinary options, could still be housed within General Studies.

LIBA CLCE reflects the mission of Stockton University, which is "to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural,

interdependent world,” and especially to provide “an environment for excellence to a diverse student body, including those from underrepresented populations.”²

CLCE is also consistent with the mission of Stockton’s LIBA degree, founded as “an option for students whose educational or career goals or academic interests are not met by any of Stockton’s other degree programs,” and to provide “extraordinary opportunities for creativity in educational planning and allows students to take advantage of a wide range of Stockton’s faculty and other resources.”³

The closest disciplinary parallels to the CLCE concentration at regional institutions are degrees in planning and public policy, nonprofit administration, urban studies, and organizational leadership. While more details about these programs appear in the section of this proposal that outlines regional competition and market need, it is important to note that Stockton does not offer any of these fields at the undergraduate level. Consequently, the proposed concentration does not replicate an existing degree program at the university; instead by encouraging students to combine coursework from across schools and disciplines, CLCE embodies the interdisciplinarity that is the defining characteristic of the university’s LIBA experience.

CLCE also helps Stockton fulfill its mission as an Anchor Institution of Atlantic City, a designation made by the state in April 2016.⁴ Anchor Institutions contribute to the economic, social, and cultural fabric of the communities and environments in which they operate, harmonizing two primary roles played by universities: educating its citizens to be active, thoughtful, and meaningful participants in public life; and operating as a significant partner in fostering community and regional health and development. A LIBA with a CLCE concentration furthers this vision by building on what are already strong institutional emphases of service learning and community engagement. Students will be able to conceive and develop local projects, experience their community anew through local partnerships, and graduate with a sound understanding of the characteristics of—and dynamic interplay among—communities, institutions, and the social, cultural, and physical environment. They will also acquire a deep understanding of civic values such as responsibility, justice, activism and participation in a pluralistic, multicultural society.

The timing for this concentration could not be more auspicious. In December 2017, Stockton received a grant from the state of New Jersey to establish a second Educational Opportunity Fund Program (EOF) for up to 50 students. The mission of all EOF programs is to provide eligible students focused on high academic achievement, but from disadvantaged income backgrounds, with an active, creative, and supportive learning environment.

This year’s call for proposals mandated that new EOF initiatives be sufficiently different from existing programming. Stockton’s proposal based its new EOF program in Atlantic City, and specifically emphasized civic engagement as one of its guiding principles. A history of institutional exclusion has created barriers to civic participation by communities of color, as well as mistrust of government. Moreover, and more specific to this part of the state, despite Atlantic City’s established and highly regarded system of neighborhood representation, the demographics of the region are changing, including

² Stockton University’s mission statement, as well as its vision and values statements, is available online. Website accessed on October 1, 2017: <https://www.stockton.edu/president/mission-statement.html>.

³ *Stockton University Bulletin: 2017-18 Academic Year*, p. 239 (available online at: <http://intraweb.stockton.edu/eyos/bulletinpdf/content/docs/2017-18%20Bulletin%20v9-8-2017.pdf>).

⁴ Stockton University, Gateway Campus Anchor Institution: <https://www.stockton.edu/acgateway/anchor.html>

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

EOF-AC responds directly to these needs. It is designed as a capacity-building program for first-generation, low-income, and historically underrepresented students in order to increase awareness of—and participation in—civic leadership and governance. An academic concentration in CLCE would be a strategically important complement that enables EOF-AC students to focus on civic engagement during both their EOF summer programming, as well as their academic pursuits.

Recruitment and marketing for EOF-AC will take place between February and June of this year; its inaugural summer programming is scheduled for August 2018.

2. Evaluation and Learning Outcomes Assessment Plan

2a. Learning Goals and Programmatic Assessment

The proposed CLCE concentration incorporates the study of civic knowledge (e.g. theories, factual information), civic skills (e.g. intercultural communication, organization), and civic values (e.g. equality, justice), all approached through the lens of critical thinking and problem solving.⁶ To that end, CLCE prioritizes the following learning goals and outcomes in order to equip students with the knowledge, skills, and experiences necessary for effective and informed leadership and engagement with communities.

- 1. Learn fundamental facts, principles, and theories of community engagement**
 - 1.1 Identify key elements, characteristics, and roles of communities and public spheres
 - 1.2 Know how the roles of institutions, and the structures and processes of local governance and organizations, interact to produce political, economic, cultural, social change
 - 1.3 Weigh and value competing conceptions of social justice/ethics
 - 1.4 Weigh and value competing conceptions of citizenship
 - 1.5 Identify historical and contemporary social movements and leaders/leadership characteristics
 - 1.6 Understand differences in policy levels (local, state, national/government, corporate), and identify strategies for procedural interventions at various levels

- 2. Clarify and articulate personal values and democratic values of equality, freedom, and justice**
 - 2.1 Articulate personal and democratic values
 - 2.2 Appraise conflicting values within democracies

⁵ Excellent models for diversifying civic leadership exist in other U.S. cities. Portland, Oregon, for example, has recently completed a seven-year project to diversity local governance. This work focused on engaging community members, rather than recruiting future leaders from among the school's student population (see: "Engaging for Equity, A Report on Portland's Diversity and Civic Leadership Program 2007-2013," Office of Neighborhood Involvement, City of Portland, Jan. 2015, and available online at: <https://www.portlandoregon.gov/oni/66693>).

⁶ See: AAC&U, *Framework for 21st-Century Civic Learning and Engagement* (Washington, DC, 2012).

- 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:** students will be able to flexibly navigate unfamiliar settings in order to build connections and achieve common goals.

Table 1. Alignment of CLCE Student Learning Outcomes to Concentration Goals, Essential Learning Outcomes, Curriculum Coursework, and Assessment

Student Learning Goals	Essential Learning Outcomes	Student Learning Outcomes: <i>Students will be able to</i>	Sample Courses by Category (cf. p. 2-3)	Sample Assessments
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, cultural, social institutions 1.3 Examine competing conceptions of social justice/ethics 1.4 Examine competing conceptions of citizenship 1.5 Understand differences due to policy level (local, state, national/ government, corporation), and navigate policy practices	LIBA Required courses Tools for Social Change SJ/AC History and Culture Masses, Classes, Ideas Critical Thinking and Problem Solving	Direct assessments: writing assignments, portfolios, presentations, projects, service-learning deliverables, and exams that students submit as part of the coursework Indirect assessments: student perceptions of learning measured using the IDEA instrument, student reflection papers, and service-learning post-test questionnaires
2. Students will clarify and understand personal values and democratic values of equality, freedom, and justice)	Ethical Reasoning	2.1 Articulate personal values 2.2 Appraise conflicting values of democracies 2.3 Reflect on personal growth and experiences	LIBA Required Courses Masses, Classes, Ideas Communication/ Public Relations/Ethics	Direct assessments: writing assignments, portfolios, presentations, projects, and exams that students submit as part of the coursework Indirect assessments: student perceptions of learning measured using the IDEA instrument, student reflection papers

<p>3. Students will 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.</p>	<p>Critical Thinking</p>	<p>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</p>	<p>LIBA Required Courses Critical Thinking and Problem Solving Project and Campaign Design Leadership Theory and Practice Communications/ Public Relations/Ethics</p>	<p>Direct assessments: writing assignments, portfolios, presentations, projects, and exams that students submit as part of the coursework Indirect assessments: student perceptions of learning measured using the IDEA instrument</p>
<p>4. Students will examine how social, political, and natural environments impact communities and apply their understanding to engage with environments.</p>	<p>Global Awareness Adapting to Change Ethical Reasoning</p>	<p>4.1 Identify the characteristics, and roles of physical/built, human, and natural environments 4.2 Identify the processes, effects, and influences of change on environments 4.3 Articulate why and how environments matter</p>	<p>LIBA Required Courses Senior Seminar Leadership Theory and Practice Project and Campaign Design Internships and Reflections</p>	<p>Direct assessments: writing assignments, portfolios, presentations, projects, service-learning deliverables, and exams that students submit as part of the coursework</p>
<p>5. Students will demonstrate effective intercultural competence, leadership, and mastery of skills needed to work in groups</p>	<p>Communication Skills Global Awareness Adapting to Change Teamwork and Collaboration</p>	<p>5.1 Understand cultures and norms 5.2 Practice sensitivity and respect 5.3 Apply leadership and collaboration skills 5.4 Apply conflict mediation skills</p>	<p>LIBA Required Courses Senior Seminar Leadership Theory and Practice Project and Campaign Design Internships and Reflections All courses Internships and Reflections</p>	<p>Direct assessments: writing assignments, portfolios, presentations, projects, and service-learning deliverables that students submit as part of the coursework, assessment using the AAC&U Intercultural Knowledge and Competence VALUE rubric Indirect assessments: student perceptions of learning measured using the IDEA instrument, student reflection papers, service-learning post-test questionnaires</p>

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. Student reflection essays, service-learning post-test questionnaires, student satisfaction measures, and the IDEA instrument will serve as indirect assessments of student learning. Where appropriate, program learning goals will be marked as “Essential” or “Important” learning objectives using the IDEA instrument. For example, the following IDEA objectives indirectly assess LIBA CLCE learning goals:

- Learning to apply course materials (to improve rational thinking, problem solving and decisions)
- Developing skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing a clearer understanding of, and commitment to, personal values
- Learning to analyze and critically evaluate ideas, arguments, and points of view

2d. Student Satisfaction

Student satisfaction with the LIBA CLCE concentration will be measured using questionnaires of student perceptions of learning (e.g. IDEA), student feedback on internship experiences, student enrollment and retention rates, graduation completion rates, alumni surveys, and student graduate school and job outcomes. Information on student enrollment and graduation rates will be obtained from the Stockton University Office of Institutional Research. Alumni surveys and outcomes will be obtained from the Office of Alumni Affairs. Assessments of student satisfaction will also be used as indirect assessments of program outcomes.

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.

2f. Reporting Cycle

While not a full degree program, the proposed CLCE concentration will prepare an Annual Report, analogous to the Coordinators' or Directors' Annual Program Report as outlined in the Life Cycle of Degree Programs Procedure (Stockton University Board of Trustees 2015). This document will be especially useful during these inaugural years to gauge student interest in, and pedagogical success of, CLCE, and help assess whether, or when, it should apply for full program status. We recognize the collection and analysis of such information, as well as creation of an annual report, warrants consideration about workload and remuneration. These issues are addressed in the resources section of this proposal.

3. Relationship of the Program to the Institutional Strategic Plan and Impact on Other Institutional Offerings

3a. Proposed Program and Stockton's Strategic Plan

The CLCE concentration advances the mission, strategic plan, and educational goals of Stockton in several ways. As noted in the first section of this proposal, active citizenship is a key component of the University's mission, and "Community Engagement and Civic Responsibility" are among the institution's shared values.⁷

In addition, the proposed LIBACLCE contributes to the following strategic objectives in Stockton University's 2020 Plan:⁸

- **Deliver high value-added learning experiences and promote scholarly activity (SL1):** it combines traditional academic classroom experiences with innovative extracurricular and internship opportunities during the summer semesters, providing a rigorous learning experience for our students.
- **Promote liberal arts ideals to develop lifelong learners (SL2):** A major component of the proposed CLCE concentration is its rich liberal arts foundation, and its flexible curriculum that allow students to select courses from across the University and engage in experiential learning programs.
- **Prepare students for active citizenship role (SE4):** Active citizenship is a core learning outcome for the proposed LIBA CLCE; indeed, cultivating engaged citizens and civic leaders is a core goal of the new concentration. To that end, the proposed CLCE curriculum includes

⁷ Stockton University, "Office of the President – Mission Statement:" <https://stockton.edu/president/mission-statement.html>

⁸ Stockton University, "Office of the President, 2020 Strategic Plan:" <https://stockton.edu/president/2020-strategy-map.html>

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 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 might serve as electives, and that are already taught at Stockton, is attached as Appendix B). All electives will be organized in consultation with students' faculty advisors to ensure academic rigor and compliance with university standards, and to assist students in selecting program courses in a wide range of Stockton's academic offerings.

The LIBA CLCE will offer students the opportunity to explore the curriculum according to their unique academic and community interests. As with all LIBA programs, different "tracks" or specializations—in Anthropology, Political Science, Environmental Studies, or the Humanities, for example—may be developed by students in consultation with their preceptors to suit their individualized goals and aspirations. Students may also utilize the elective curriculum to take a minor in a particular area to develop a disciplinary approach, or to cultivate an area of application, or to build a specific skill set (e.g., WGSS, Political Science, Business, Sustainability, Digital Literacy, Holocaust and Genocide). Rather than taking away from other program enrollments, in other words, a LIBA CLCE will expand opportunities for students to take an array of program courses toward the fulfillment of their undergraduate degree.

Finally, CLCE core courses would also be open to students not pursuing a LIBA CLCE, thereby offering students from a wide variety of majors a chance to take coursework in civic engagement and community leadership.

4. Justification of Need for the Program

4a. Justification of Need for the Program Overview

Stockton University's mission to "develop engaged and effective citizens" and its institutional vision to be a "community builder and partner in public service" directly correlates to a LIBA concentration in Civic Learning and Community Engagement (CLCE). While Stockton has deep commitments to community-building and public service, this concentration arrives at a unique time in which Stockton is not only growing its physical presence in Atlantic City and southern New Jersey, but also expanding the range and scope of its commitments as a public institution.

In the past, Stockton has expressed its commitments to public service, and to educating thoughtful and effective citizens, through the laudable achievements of many programs, initiatives, institutes and individuals. Examples of such service-oriented work include the undergraduate Social Work Program and accredited Master's of Social Work Program, the Stockton Center for Community Engagement

(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. Finally, the greater Atlantic City region has a rich legacy and tradition of cultural-artistic endeavor that can be leveraged through public arts and humanities projects, tourism initiatives and planning, and productive support and collaboration with K-12 public education to foster creativity and commitments to local culture in new generations of city and south New Jersey residents. In Atlantic City, in other words, a CLCE concentration offers potential inroads where services, institutions, communities, businesses and schools come together.

4b. Student demand and opportunities for students to pursue advanced study

Establishing a CLCE concentration within the LIBA will put Stockton among a select group of peer institutions who have invested in major and minor degree programs in civic education, leadership, and public service. These programs are a direct response to the AAC&U's Task Force Report on Civic Learning and Democratic Engagement, *A Crucible Moment: College Learning and Democracy's Future*.⁹ Bemoaning the anemic state of civic education in the United States, this report highlights the political, ethical and moral disengagement from public life evident in phenomena such as low voter turnout, political incivility, polarization, apathy and confusion about political process among great numbers of U.S. citizens. The proposed CLCE concentration seeks to reignite a passion for civic learning among the current generation, "a significant portion [of whom] are interested in community service that leads to

⁹ American Association of Colleges and Universities, National Task Force on Civic Learning and Democratic Engagement, *A Crucible Moment: College Learning and Democracy's Future* (Washington, D.C., 2012).
<https://www.aacu.org/crucible>

systemic social and political change.”¹⁰ 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.”¹¹

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, schools may discourage students from their interest in citizenship and service as they progress towards graduation. This means that, at a time when they could be becoming civic leaders and agents of engagement and change, students’ opportunities to do so often diminish. A CLCE concentration gives Stockton a chance to reaffirm and reinvest in its mission to educate thoughtful and engaged citizens throughout their studies. According to the AAC&U report:

The beneficiaries of investing in such learning are not just students or higher education itself; the more civic-oriented that colleges and universities become, the greater their overall capacity to spur local and global economic vitality, social and political well-being, and collective action to address public problems.¹²

Closer to home, we know Stockton’s long-held commitment to service learning has been expanding. Five years ago, in 2012, 30 courses taught by 30 faculty members were designated as service learning courses. In 2017, 112 such courses were offered, taught by 70 faculty members. Enrollment data shows a 150% increase in the number of students taking service learning courses in that period, from 960 students in 2012 to 2,412 students in 2017. These numbers show marked increases in the number of faculty interested in *teaching* service- and engagement-based courses, and in the number of students interested in *taking* such courses.¹³

While the LIBA CLCE concentration prepares graduates to step into professional work following college, the curriculum also prepares students who wish to pursue advanced degrees. The interdisciplinary nature of the concentration explores such subjects as public policy and political processes, sociology, arts and humanities, environmental sustainability, organizational psychology, and other fields. The following graduate programs represent a sample of disciplines that might interest students who in complete a LIBA CLCE:

- Business Administration
- Public Administration
- Public History / American Studies / Ethnic Studies
- Public Arts Studies / Public Humanities / Arts Administration
- Organizational Leadership

¹⁰ *Ibid.*, p. 4.

¹¹ *Ibid.*, p. 5.

¹² *Ibid.*, p. 2.

¹³ Stockton University, *Middle States Periodic Review Report* (2017), pp. 17-18. <https://stockton.edu/academic-affairs/documents/middle-states/PRR-FINAL-May-31-2017.pdf>

- Social Work
- Law
- Urban Planning
- Public Policy
- Human Ecology
- Sociology
- Political Science
- Environmental Science and Management
- Public Affairs / Nonprofit Management / Philanthropic Studies
- Education

4c. If the program is career-oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys.

Successful completion of the proposed LIBA CLCE prepares students to begin professional work in community organizations, state and local governments, and other applications of civic and community engagement. In the course of their academic work, students will develop practical skills for community and civic work in classroom and applied settings (e.g. service-learning and summer internships). Potential career placement areas include:

- Non-profits and non-governmental organizations (NGOs)
- Private industry (outreach, planning, public programming, training)
- Community-based organizations
- Public institutions (museums, libraries, foundations, philanthropies)
- Government
- Social entrepreneurship

Within different sectors, students will be prepared to engage in activities such as community organizing, volunteer management, teambuilding and programming, community education, public outreach, event coordinating, and fundraising and development.

4d. Describe the relationship of the program to institutional master plans and priorities.

As noted earlier in this proposal, the CLCE concentration aligns with several of Stockton’s larger institutional master plans and priorities, starting with the Mission Statement. A core tenant of Stockton’s mission is to “develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world.”¹⁴ Moreover, the institution envisions a role beyond traditional academics, “as a community builder and partner in public service” and as such remains “committed to the positive development of New Jersey through scholarship and creativity activity, civic engagement, and active stewardship.”¹⁵ The development of a CLCE concentration within the LIBA degree was timed to coincide with the new Stockton Gateway Campus in Atlantic City, further bolstered by the fortuitous coincidence of the state’s call for new EOF programming, and further cements

¹⁴ Stockton University, “Office of the President – Mission Statement:” <https://stockton.edu/president/mission-statement.html>

¹⁵ *Ibid.*

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 New Jersey. Anchor institutions “are place-based organizations with a vested interest in their communities.”¹⁶ The proposed CLCE program expresses that interest in a variety of ways. As interns embedded in community-based for-profit, non-profit and not-for-profit organizations, students enrolled in CLCE courses will be prepared to enter the workforce after graduation. They will be deeply familiar with the richness, complexity, depth and processes of community relations—especially those of Atlantic City—and will have developed the knowledge, skills, and values required to be successful civic leaders in the immediate region, or anywhere. Indeed, Stockton’s institutional commitment to community engagement led to a successful application for Carnegie Classification for Community Engagement. Implementation of the proposed CLCE concentration will no doubt help in maintaining this designation in the future.

4e. Describe similar programs within the state and in neighboring states and compare this program with those currently being offered.

Programs similar to the proposed LIBA CLCE were identified using the Inventory of Degree Programs offered by New Jersey Institutions of Higher Education. No other program replicated the breadth of interdisciplinary engagement and commitment to experiential learning and reflection of the CLCE concentration. For example, although LIBA CLCE would be partially situated in Atlantic City, it will not be limited to the discussion of urban communities (e.g. Urban Studies/Public Policy, Saint Peters University). Likewise, it will expose students to a broad and balanced array of disciplinary perspectives and experiences and will not be primarily focused on management, leadership, and administration, like programs at Rutgers-Newark (Public and Nonprofit Administration), the University of Delaware (Organizational and Community Leadership) and Thomas Edison University (Organizational Leadership). Moreover, CLCE is inclusive of a wide range of disciplines outside of the social sciences, and does not focus strictly on social work, political science, statistics or economics (e.g. the Planning and Public Policy program at Rutgers University). CLCE will be a truly interdisciplinary concentration in which students can activate their academic interests toward the ends of citizenship and civic engagement in any number of ways leading to local/regional development and sustainability.

Table 2. LIBA CLCE compared to existing programs in New Jersey and Delaware

Program	Interdisciplinary Curriculum	Experiential Learning Requirement
B.A., Planning and Public Policy, Rutgers University	Extensive –statistics, writing, economics, government	YES – requires 3 credits of internship with seminar
B.A., Public and Nonprofit Administration, Rutgers Newark	Limited –curriculum entirely comprised of Public and Nonprofit Administration courses	YES –requires 8 credits of service learning internship with seminar

¹⁶ Stockton University, “Gateway Campus Anchor Institution:” <https://www.stockton.edu/acgateway/anchor.html>

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.A., LIBA Community Leadership and Civic Engagement (CLCE), Stockton University	Extensive –political science, sociology, arts and humanities, environment and sustainability, economics, tourism, psychology, general studies	YES – incorporates opportunities for internships, service learning, guided reflections and supervision, and a senior seminar capstone experience

5. Student Enrollment

5a. Anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached.

If approved, the CLCE concentration can take advantage of the recruitment and marketing activities already being developed for the EOF-AC program. EOF is already working closely with both the Office of Admissions and Office of University Relations and Marketing to finalize its recruitment plan, which will begin in February 2018. Tactics include:

- High School site visits to promote the program (which could include both a representative from admissions and from CLCE to outline and promote the concentration)
- A Campus Open House for EOF-AC and CLCE in spring 2018, to introduce the initiatives to the Atlantic City and Pleasantville communities, the target markets for EOF-AC
- Public information sessions, to include presentations at all four homework completion programs managed by Stockton’s Center for Community Engagement (three located within Atlantic City housing districts, and fourth in Pleasantville, New Jersey).

In addition, the EOF-AC can help promote CLCE to one of the most marginal of all constituencies, youth who have been raised in foster care, in informal kinship care, and who are homeless or at risk of homelessness. While resourceful, these youth need extra supports as compared to other young adults. Research on informal kinship care shows that this population of families is more likely to be low-income, in poorer health, minority, less educated, have older caregivers, and have single caregivers. They have less access to supportive services although they are a group with greater need. EOF-AC is working through the Stockton Center of Community Engagement and select Stockton faculty to reach out to the appropriate state and local agencies necessary to build awareness of this campaign. CLCE hopes to launch with an initial cohort of between 15-20 students.

6. Program Resources

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.¹⁷ 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 through the appropriate channels to propose a new major. Demand for the concentration will be measured by: a) course enrollment; b) number of LIBA CLCE declarations; and, c) ongoing, annual student surveys to gauge interest. At that time, faculty teaching in the concentration would revisit the need for instructor or tenure-track lines based upon the current and projected size of the cohort, and a determination of the scholarly and pedagogical needs of the program.

If 20-25 students enroll in the LIBA CLCE, we may seek a tenure-track line in General Studies for a teacher-scholar with a strong background in an area related to the concentration curriculum. If demand for the concentration were to grow, additional faculty lines would be proposed in General Studies, or in programs whose faculty teaches regularly and consistently in CLCE, such as Sociology, Anthropology and Political Science, based on the trends and needs of students as a CLCE program develops. Initially, outside-program faculty who teach for the CLCE program may satisfy their General Studies teaching requirement by teaching General Studies courses within the concentration.

Date of Faculty Senate Committee on Academic Programs and Planning Approval:

¹⁷ See Appendix C: Support Correspondence from Robert Gregg, January 19, 2018.

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

Acceptance into Stockton University

Acceptance into CLCE cohort (requirements/deadlines TBD)

2. Graduation Requirements

Completion of 128 credits and all required courses; grade of C- (C minus) or higher in all courses in major.

3. Program Curriculum

- Courses are 4 credits unless otherwise indicated
- Courses in bold are program requirements

Courses in the CLCE Curriculum:

Students enrolled in the LIBA B.A. Program with a declared Concentration in CLCE will work closely with their preceptors to craft a unique and individualized course of study that includes four (4) credits for Freshman Seminar, three courses (12 credits) of required LIBA coursework (as per University policy), and four additional General Studies courses (16 credits) selected from a range of options and comprising the CLCE core. CLCE students will be expected, *in addition* to the CLCE “core” comprised of some General Studies courses, to complete thirty-two (32) General Studies (GAH, GEN, GNM, GSS, GIS) according to the standard university General Studies requirement.

LIBA CLCE students will also complete thirty-two (32) credits in elective coursework, sixteen (16) of which must be at the 3000-level or greater. Students will select these courses in close consultation with the Program Director and their preceptor. These courses, lying outside the CLCE curriculum but constituting those in which students explore their academic interests, may be constituted by a minor degree program's credit requirements in which case a student's At Some Distance requirement may be waived by the Director, Dean of General Studies and Director of Academic Advising. In all other cases, students will be encouraged by the Director and preceptor to take a variety of courses representing a broad, interdisciplinary approach to their subject matter that includes courses outside their area of focus.

APPENDIX A: Proposed LIBA/CLCE Core Courses and Themes

LIBA COURSES:

GEN 1043 **Tools for Social Change (Freshman Seminar)** **4**
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.

GEN 2240 **Introduction to Research** **4**
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.

GEN 2250 **Introduction to Liberal Studies** **4**
Introduction to the history and value of liberal education and interdisciplinary study as well as the use of technology for basic research. Students conduct self-assessment and goal-setting exercises and develop a specific and coherent plan of study to meet their learning and career objectives. This course also introduces the student to the Essential Learning Outcomes (ELOs) through the creation of an electronic portfolio, a project that will be used to demonstrate interdisciplinary learning and achievement of ELOs.

CLCE THEMES:

2000-level electives **Masses, Classes and Ideas** **4**
These courses introduce students to historical and contemporary social movements and social issues.

2000-level electives **South Jersey/AC History and Culture** **4**
These courses examine the history and cultures of southern New Jersey and Atlantic City.

2000-level electives **Critical Thinking & Social Problem Solving** **4**
Thinking through social issues and practical problems, researching and problem solving, definitions of critical thinking, less writing (W2) and more research and thinking – analyzing ideas, making arguments, asking questions, finding answers, proposing solutions, negotiation and mediation, assumptions and ideology, recognizing obstacles, anticipating problems, creating goals and measuring outcomes.

3000-level electives **Leadership Theory and Practice** **4**
Leadership courses covering various leadership styles and strategies, perspectives and issues. Interpersonal dimension facilitates students' own exploration of leadership strengths and weaknesses, motivation, power, group dynamics, multicultural communication.

3000-level electives **Campaign / Project Design** **4**
Courses offering advanced project design, strategy, implementation, and assessment.

3000-level electives **Communications/Public Relations/Ethics (conceived as a W1)** **4**
Courses offering instruction and practice in research, writing, strategy and visual communication for public audiences, or concerning public relations perspectives and strategies, including persuasive writing, ethical principles in communication, journalism.

APPENDIX B: Sampling of Elective Courses (already taught at Stockton University)

COURSE NUMBER	COURSE TITLE	COURSE CREDITS
<i>Undergraduate Courses:</i>		
ANTH 1100	Intro to Anthropology	4
ANTH 2222	Food and Culture	4
ANTH 2245	Race, Ethnicity, and Immigration	4
ANTH 3643	Field Methods	4
GAH 1293	Presenting the Past	4
GIS 4652	Atlantic City: Past as Prologue	4
HIST 2177	NJ History through Historic Places	4
PHIL 3100	Moral Theory (V)	4
POLS 2100	Intro to American Politics	4
POLS 2180	Introduction to Public Administration	4
POLS 3260	Interest Group Politics	4
POLS 3648	Topics in Political Theory	4
POLS 3652	Gender and Political Action	4
SOCY 1100	Intro to Sociology	4
SOCY 2355	Black Lives	4
SOCY 2645	Race, Poverty and Education	4
SOCY 3628	Urban Sociology	4
SOCW 2504	Ethnic and Minority Relations	4
<i>Graduate Courses:</i>		
AMST 5019	Identity Narratives in Black Culture (undergrad cross-list)	4
AMST 5005	Teaching History through Historic Places (undergrad cross-list)	4

Representative sample of possible community partners for internships:

- Mayor’s Office
- Other City of Atlantic City Offices
- ACUA Wind Farm
- Noyes Arts Garage
- Dante Hall
- Sister Jean’s Kitchen
- Adeline's Place
- The Atlantic City Historic Waterfront Foundation
- Absecon Lighthouse
- Covenant House
- Asbury United Methodist Church
- CRDA
- African American Art Museum
- Unite Here Local 54
- Atlantic City Free Public Library
- Atlantic City Arts Foundation
- African American Heritage Museum of Southern New Jersey
- AC Boys and Girls Club
- AC Police Athletic League
- Women’s Resource Center
- Women’s Center of Atlantic County
- Atlantic City Rescue Mission
- New Jersey Organizing Project
- Oceanside Support Center
- Our Lady of the Sea Catholic Church
- South Jersey Aids Alliance
- The Atlantic County Superintendent of Elections
- Eastern Service Workers
- Atlantic City Aquarium
- Atlantic City Housing Authority
- Alley Cat Allies Boardwalk Cats Project
- The Historic Organ Restoration Committee
- Chicken Bone Beach Historical Foundation, Inc
- Atlantic County Historical Society

APPENDIX C: Support Correspondence from Robert Gregg, Dean of General Studies, Jan 19, 2018

From: "Gregg, Robert" <Robert.Gregg@stockton.edu>
Date: Friday, January 19, 2018 at 10:35 AM
To: Doug Harvey <douglas.harvey@stockton.edu>
Cc: "O'Hara, John" <John.O'Hara@stockton.edu>
Subject: LIBA CLCE

Hi Doug,

John O'Hara has asked me to write to you about the LIBA CLCE indicating my support for it moving forward. While this proposal has been designed by faculty under John O'Hara's leadership, with guidance from Peter Hagen and Daniel Tome, I have been involved in most of the discussions relating to the proposal and have expressed my support throughout. I plan to be supportive of the CLCE's endeavors moving forward as well.

I hope this is sufficient for your needs.

All the best,

Rob
Robert Gregg
Dean, The School of General Studies
Stockton University

From: "Harvey, Douglas"
Date: Friday, January 19, 2018 at 10:42 AM
To: "Gregg, Robert"
Cc: "O'Hara, John"
Subject: Re: LIBA CLCE

Rob,
Thanks this will be helpful to the proposal's requests for support to meet student and faculty needs. John please include this support from Rob in the proposal.
Doug

Dr. Douglas M. Harvey
Director, Institute for Faculty Development
Associate Professor of Instructional Technology
Director, Master of Arts in Instructional Technology

From: "Gregg, Robert"
Date: Friday, January 19, 2018 at 10:51 AM
To: "Harvey, Douglas"
Cc: "O'Hara, John"
Subject: Re: LIBA CLCE

Thanks. This implies also that I will be making the requests for lines and releases as outlined in the proposal. All the best,

Rob

Robert Gregg
Dean, The School of General Studies
Stockton University

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

March 22, 2018

Hi John,

I'm writing to you to express my support and interest in the Community Leadership and Civic Engagement (CLCE) concentration.

Stockton has recognized Global Perspectives as one of the four Strategic Themes and Global Awareness as one of the ten Essential Learning Outcomes (ELOs). We expect our students to acquire knowledge, skills, and attitudes of global learning through a variety of experiences that enable them to understand and appreciate cultural differences, to analyze practical issues, and to apply it to their lives and communities as global citizens.

CLCE will provide an important and dynamic program for students to acquire these various knowledge and experience to develop global learning. I plan to develop a new G course (GIS 3XXX Global Learning in Action) under "Campaign/Project Design". In this course, I aim to connect the UN Sustainable Development Goals (the Global Goals)

(<https://sustainabledevelopment.un.org/sdgs>) to local communities. Students are expected to:

- understand definition and significance of global learning as well as approaches to develop global learning
- explore 17 Global Goals and identify one goal that will benefit an organization/program from the local community
- develop and design specific objectives, plans, and projects to meet this identified Global Goal
- Implement projects to achieve the Global Goal in local community

I'm also thinking, if possible, to include my current course GIS 3673 Understanding Global Learning to CLCE's Leadership Theory and Practice. Here is its brief description:

AAC&U VALUE Global Learning Rubric defines global learning as six perspectives: Global Self-Awareness, Perspective Taking, Cultural Diversity, Personal and Social Responsibility, Understanding Global Systems, and Applying Knowledge to Contemporary Global Contexts. This course aims to enhance students' global learning in these six perspectives. Various interdisciplinary theories and models will be introduced and applied to understand six perspectives of global learning. For each perspective, students will read one theory or framework in education, psychology, philosophy, or social science to help them understand and develop this skill. Real-life experience and stories in various topics and in various languages will be used as examples to facilitate discussions and semester-long projects. Students are expected to reflect and analyze their already acquainted disciplinary knowledge and experience to understand and develop six perspectives of global learning.

This course is a service-learning course, and students are expected to interview people from Stockton and local communities about their cultural, international, and global experiences and provide suggestions on better develop global learning at Stockton University.

Thank you very much for leading the development of CLCE concentration! Again, I'm so excited to support it and I look forward to working with you and other colleagues in the future!

Please just let me know if you have any questions or need more information.

Thanks,
JY

Jiangyuan (JY) Zhou, Ed.D.
Internationalization Specialist
Office of the Provost
Stockton University
609-626-5593
<https://stockton.edu/global-learning/>

March 27, 2018

To Whom It May Concern:

I am writing to show my support for the concentration in Community Leadership and Civic Engagement (CLCE). As a faculty member interested in the ways that students can participate in the public sphere through writing and rhetoric, the concentration is in line with my research and teaching commitments. More importantly, however, I believe that this concentration will create opportunities for our students to pursue their own ethical and professional goals while engaging in meaningful community work. Having taught writing-intensive service learning courses in the past, I can add my voice to the chorus of educators who attest to the positive outcomes of publicly-engaged pedagogies. Publicly-engaged pedagogies increase student motivation, encourage active, experiential learning, and provide students with formative experiences that shape their career trajectories.

The following are two courses that I have proposed for the CLCE concentration:

GEN 3350 Digital Writing and Social Change (W2)

How has the digital landscape changed the ways that strangers become “public” with one another and enact social change? Through hands-on digital writing projects and readings of work in political theory, media theory, and rhetorical studies, this interdisciplinary course engages students in the study and practice of writing in the digital public sphere.

GEN 3XXX Public Writing (W1)

In this course, students enact self-designed public writing projects in collaboration with community partners. In addition to this hands-on component, the course includes a theoretical component—through case studies of public writing, students study the ways that texts are produced, distributed, exchanged, and consumed in today’s public sphere.

Dan Ehrenfeld
Assistant Professor of Writing and First-Year Studies
Stockton University
daniel.ehrenfeld@stockton.edu

February 28, 2018

Dear John,

I am writing to express my support in the development of the LIBA CLCE program in Atlantic City. I would be excited to offer a course that contributes to the CLCE core. I would be willing to create a course that would mirror a lower level version of my urban sociology course in the SOAN program. This course would introduce students to Atlantic City, the stigmas that many have and also the resiliency of community residents.

Best,

Christina

--

Christina Jackson, PhD

Assistant Professor of Sociology

Stockton University

Phone: 609-626-3422

www.christinarjackson.com

Hello John,

As discussed in the CCLCE information session, I have agreed to develop a G-course with a focus on leadership and theory as it relates to community engagement in the non-profit sector.

Course Title: Non-Profit Leadership and Community Engagement

Course Description: This course focuses on developing the leadership skills for civic engagement to meet the needs for the non-profit sector in “21st century”. Successful management of nonprofits requires knowledge of the key functions of these organizations and the roles leaders must play. This course will give students an overview of the purpose of nonprofit organizations to address leadership challenges associated with managing negotiations with multiple stakeholders, understanding board governance, strategic planning, public relations, fiscal management, and program building.

There is a need to understand the value creation of core competencies to manage key functions of a nonprofit organization and the roles leaders must play to improve processes and development of human capital to align employee performance to achieve organizational objectives. Additionally, this course will teach the skills necessary for developing collaborations and partnership opportunities for the delivery of services to various constituencies in the community.

Look forward to hearing from you soon,

Emmanuel Small

Assistant Professor, BUSN

