June 3, 2013

MEMORANDUM

TO: Don Kettl
Dean, School of Public Policy

FROM: Elizabeth Beise
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Minor in Public Leadership (PCC log no. 12057)

At its meeting on May 3, 2013, the Senate Committee on Programs, Curricula, and Courses approved your proposal to establish a Minor in Public Leadership. A copy of the approved proposal is attached.

The change is effective Fall 2013. Please ensure that the change is fully described in the Undergraduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/

Enclosure

cc: William Idsardi, Chair, Senate PCC Committee
Sarah Bauder, Office of Student Financial Aid
Reka Montfort, University Senate
Erin Howard, Division of Information Technology
Pam Phillips, Institutional Research, Planning & Assessment
Anne Turkos, University Archives
Linda Yokoi, Office of the Registrar
Robert Gaines, Undergraduate Studies
Nina Harris, School of Public Policy
College/School: School of Public Policy
Please also add College/School Unit Code-First 8 digits: 012037001370101
Unit Codes can be found at: https://hypprod.umd.edu/html/Reports_units.htm

Department/Program:
Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):
- Curriculum change (including informal specializations)
- Renaming of program or formal Area of Concentration
- Addition/deletion of formal Area of Concentration
- Suspend/delete program
- New academic degree/award program
- New Professional Studies award iteration
- Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action: This is a proposal to establish an undergraduate Minor in Public Leadership offered by The Maryland School of Public Policy. The University’s mission, in part, is to prepare students to be responsible citizens. The Maryland School of Public Policy’s undergraduate programs foster current and future generations of leaders through education, training, service, scholarship, and research.

The Minor in Public Leadership will allow students to examine pressing issues (the global environment, democratization and human rights, crime and the penal system, diversity and affirmative action, poverty and inequality, and the quality of public education) facing leaders and will direct students to think critically about the viable solutions needed to solve problems which require effective leadership for the public good. In order to meet this need, the School proposes a Minor to engage students in learning about leadership for the public good. Additionally, the Minor will serve as a feeder for the School’s graduate program.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair
2. Department Chair
3. College/School PCC Chair Christopher Foreman
4. Dean Donald Kettl
5. Dean of the Graduate School (if required)
6. Chair, Senate PCC
7. University Senate Chair (if required)
8. Senior Vice President and Provost
Proposal for an Undergraduate Minor in

Public Leadership

University of Maryland, College Park

Contact:

Dr. Nina P. Harris
Assistant Dean, Undergraduate Studies
School of Public Policy

1118 Taliaferro Building
x5-0390
nharris@umd.edu

Sponsoring Unit:

Maryland School of Public Policy

March 1, 2013

Proposal: Public Leadership Minor
Mission Statement
This is a proposal to establish an undergraduate Minor in Public Leadership offered by The Maryland School of Public Policy. The University’s mission, in part, is to prepare students to be responsible public leaders and active citizens. The Maryland School of Public Policy’s undergraduate programs foster current and future generations of leaders through education, training, service, scholarship, and research.

The Minor in Public Leadership will allow students to examine pressing issues (the global environment, democratization and human rights, crime and the penal system, diversity and affirmative action, poverty and inequality, and the quality of public education) facing leaders and will direct students to think critically about the viable solutions needed to solve problems which require effective leadership for the public good. In order to meet this need, the School proposes a Minor to engage students in learning about leadership for the public good and effective citizenship. Additionally, the Minor will serve as a feeder for the School’s graduate program.

Objectives and Learning Outcomes
The proposed Minor in Public Leadership has the following objectives:

1) To develop students’ knowledge of leadership theories;

2) To offer undergraduate students a coherent and integrated public leadership curriculum;

3) To give undergraduate students an education providing knowledge and skills appropriate to the understanding and exercise of appropriate leadership in their chosen professions, organizations, and communities;

4) To create and support a community of young public leaders who hold a common interest in leadership studies;

5) To offer students who are interested in public service a place to begin to build an intellectual foundation which will allow them to address the problems of the next decade;

6) To prepare our students for the responsibilities of leadership and citizenship in a complex world; and

7) To gain experience in applying leadership theories and concepts in a structured internship experience.
The Minor outcomes include:

1) Knowledge of leadership theories with an understanding of from an interdisciplinary approach;

2) Understanding and analysis of societal issues;

3) Knowledge of grassroots and community organizing and their relation to state and federal governments;

4) Experience in group decision making and group problem solving; and

5) Further development of critical thinking skills.

6) Improved capability to identify and resolve ethical dilemmas that emerge in a pluralistic society.

**Minor Curriculum**

Leaders and the process of leadership are shaped by societal influences such as demographic shifts, group dynamics, change, human interactions, and the culture of an organization. The social, cultural, and economic characteristics of society have influenced the nature of leadership. Students will learn that the societal issues facing leaders today are different from the issues a decade ago. The context of any given leadership situation is also an important consideration in understanding and applying leadership. For example, the kind of leadership that was practiced in corporations and institutions thirty years ago is considered to be archaic and ineffective in contemporary organizations.

The interdisciplinary nature of leadership lends itself well to exposing students to concepts and ideas associated with intellectual, cultural, social and political changes. Leadership is a fluid, dynamic concept. Emerging leadership theories include leadership for action, leadership for societal change, and leadership for the public good. The Minor curriculum begins with the evolution of leadership theories and definitions. Students will learn how societal trends influence leadership in organizations and communities by exploring factors such as demographic shifts, labor statistics, and political parties. Students will also learn how social movements and active leadership (women’s movement, civil rights movement, etc.) have influenced leaders and leadership.
Students must complete at least 15 credits in the Public Leadership Minor:

**At least one Anchor course from the following:**
- PUAF 201 Leadership for the Common Good (3 credits)*
- PUAF 302 Leadership: Philosophy, Policy and Praxis (3 credits)*

**At least two courses from the following signature courses in Leadership and Public Policy:**
- PUAF 313 *(formerly 359C)* Advocacy in the American Political System (3 credits)
- PUAF 314 *(formerly 359I)* The Art and Science of Philanthropy (3 credits)
- PUAF 312 *(formerly 359J)* Leading to Get Results (3 credits)
- PUAF 311 *(formerly 359W)* Women and Politics (3 credits)
- PUAF 315 *(formerly 388I)* Intelligence as a National Security Instrument, The US Experience (3 credits)
- PUAF 202 Contemporary Issues in Leadership and Public Policy (1 credit)

*The remaining elective credits can be completed from the following:*
- PUAF 348 Academic Seminar for Interns: State and Local (3 credits)
- PUAF 349 Internship in Political Institutions: State and Local (3-6 credits)
- CPSP388P Leadership and Social Change
- EDCP 217 Introduction to Student Leadership
- EDCP 315 Leadership in Groups and Organizations (3 credits)
- EDCP 318 Applied Contextual Leadership (3 credits)
- EDCP 418 Leadership and Identity (3 credits)
- AASP 101 Public Policy and the Black Community (3 credits)
- AASP 314 The Civil Rights Movement (3 credits)
- AAST 222 Immigration and Ethnicity in America (3 credits)
- AMST 202 Cultures of Everyday Life in America (3 credits)
- AMST 212 Diversity in American Culture (3 credits)
- WMST 425 Gender Roles and Social Institutions (3 credits)**
- PSYC 221 Social Psychology (3 credits)
- PSYC 289E The Psychology of Evil
- PSYC 362 Introduction to Negotiation (3 credits)
- PSYC 424 Communication and Persuasion (3 credits)
- SOCY 432 Social Movements (3 credits)
- GVPT 260 State and Local Government (3 credits)
- LASC 234 Issues in Latin American Studies I (3 credits)
- LASC 235 Issues in Latin American Studies II (3 credits)

*Alternate Anchor course also counts as a signature course. Please note that there will be two sections of these courses taught so that students not in Public Leadership and Rawlings can enroll.**

**Pending approval**
Three credits of study abroad or three credits of an internship or experiential learning related to public leadership and approved by the director will be accepted as an elective.

Students may also propose other courses to meet the elective requirements. No course may be used to satisfy the requirements of more than one minor and at least nine credits must be at the 300-400 level. All courses must be passed with a grade of C- or better.

**Courses Information**

In the undergraduate Public Policy courses, students do the following: examine public policy and social justice issues in the community and state; engage and empower youth in community building through entrepreneurship; are introduced to some foundational theory in the areas of community organizing, decision-making, negotiation, self-governance, and conflict resolution; are introduced to the law and the legislative process with a special focus on the Maryland General Assembly; use a collaborative leadership, results-oriented framework to take actions that will make a measurable difference on an issue impacting the university community; and, examine the role of women in the political process including the participation of women as activists, voters, advocates, public leaders as agents of change.

Several other departments on campus offer courses that will enhance the Minor curriculum. The courses listed above in the departments of African-American Studies, American Studies, Government and Politics, Women’s Studies, Asian American Studies, Psychology, Latin American Studies, Sociology, and Education Counseling and Personnel Services provide students with a broader perspective of the context of serving as a public leader in a pluralistic society.

Course descriptions follow here.

*Anchor Courses:*

*PUAF 201 Leadership for the Common Good; (3 credits):* Two hours of lecture and one hour of discussion/recitation per week. This course is designed to provide undergraduate students an introduction to leadership theory and civic studies and a chance to practice a core set of practical skills relevant to various kinds of leadership, such as transformational and collaborative leadership.

*PUAF 302 Leadership: Philosophy, Policy and Praxis; (3 credits):* Leadership as a search for meaning, identity and purpose are explored. Also introduces major philosophical traditions, from the ancient world to the modern one, and encourages students to ground their leadership interests and aspirations in a disciplined process of self-reflection, critical thinking and inquiry.
Signature Courses (*Pending approval of permanent course number):

*PUAF202 Contemporary Issues in Leadership and Public Policy; (1 credit): This course, designed for participants in the Rawlings Undergraduate Leadership Fellows Program, exposes students to a variety of public policy issues and introduces them to the skills necessary to become competent public leaders. This course is structured as a 15-week lecture series where you will hear from local elected officials, leaders of non-profit organizations, members of state and county agencies, and faculty from the School of Public Policy.

*PUAF 359I*: The Art and Science of Philanthropy; (3 credits): This course will define philanthropy as an exploration of how one develops a vision of the public good and then deploys resources (including donations, volunteers, and voluntary associations) to achieve an impact. During the semester, we will go through the challenging and exciting process of ultimately granting thousands of dollars to achieve a beneficial impact in our local community. As we will experience, giving money away well is an incredible responsibility that requires a wide variety of skills. Indeed, our grant deliberations and decisions will ultimately lead us to confront, question, and sharpen our values, decisions, and leadership skills.

*PUAF359C*: Advocacy in the American Political System; (3 credits): This course will introduce students to the law and the legislative process with a special focus on the Maryland General Assembly. While tracking legislative issues of importance, we will identify specific legislative initiatives worthy of our interest and advocacy. Such interest may take the form of meeting with legislators, testifying before legislative committees, organizing grass roots campaigns, assisting organizations, or meeting with members of the press.

*PUAF359J*: Leading to Get Results; (3 credits): This course provides an opportunity for students to use a collaborative leadership, results-oriented framework to take actions that will make a measurable difference on an issue impacting the university community. An important objective of the course will be to give students hands-on leadership experience to help them understand how to lead and work collaboratively in multi-sector, diverse communities.

*PUAF359W*: Women and Politics; (3 credits): This course examines the role of women in the political process including the participation of women as activists, voters, advocates, public leaders as agents of change through various avenues including, among others, public service (elected and appointed), the media, community service, political organizations, and the nonprofit sector. Students will explore the unique perspectives and approaches women bring to politics and public policy as well as the changes they have made in setting public policy priorities.

*PUAF388I*: Intelligence as a National Security Instrument, The US Experience; (3 credits): The course is intended as an introduction to intelligence as an instrument of national security policy and operations, including issues arising from intelligence in a homeland or domestic security context. The course will discuss central concepts of the intelligence process – collection, processing, and analysis – and the structure that has evolved in the United States for conducting intelligence, along with legal and constitutional issues that mark American intelligence. The course will conclude with a review of some of the major issues confronting intelligence establishments in the 21st century operating environment.
Electives:

CPSP 388P Leadership and Social Change: An Assessment of different kinds leadership and citizenship for social change through encountering the careers of such leaders as Lincoln, Mandela, Aun San Suu Kyi, and Jobs.

PUAF 348 Academic Seminar for Interns: State and Local (3 credits): Prerequisite: permission of department. Corequisite: PUAF349. Repeatable to 6 credits if content differs. Students read, discuss, analyze, and write about topics in political and public policy leadership, and leadership studies.

PUAF 349 Internship in Political Institutions: State and Local (3-6 credits): Eight hours per week in internship site for 15 weeks for 3 credits or 16 hours per week in internship site for 15 weeks for 6 credits. Prerequisite: permission of department. Corequisite: PU AF348. Repeatable to 12 credits if content differs. Offers students supervised internship placements in state and local political or public policy organizations.

EDCP217 Introduction to Student Leadership; (3 credits): Introduction to leadership theories, concepts, and skills.

EDCP 315 Student Leadership in Groups and Organizations (3 credits): Acquiring and integrating leadership knowledge within group and organizational contexts so that students can navigate organizational environments and apply leadership in diverse communities of practice and career contexts.

EDCP 318 Applied Contextual Leadership (3 credits): Three hours of lecture and five hours of laboratory per week. Prerequisite: permission of department. Repeatable to 6 credits if content differs. Course will utilize experiential learning opportunities to develop and apply the knowledge and skills of leadership into specific contexts of leadership practice.

EDCP 418 Special Topics in Leadership (3 credits): The special topics and leadership course will address a single topic related to leadership through the semester. In-depth study and analysis on the topic will be the basis for the course. Topics include gender and leadership, ethics and leadership, and culture and leadership. Leadership will serve as the foundation in the course.

AASP 101 Public Policy and the Black Community (3 credits): The impact of public policies on the black community and the role of the policy process in affecting the social, economic and political well-being of minorities. Particular attention given to the post-1960 to present era.

AASP 314 The Civil Rights Movement (3 credits): Survey of the twentieth century civil rights movement from the desegregation of UM Law School through the National Black Political Congress in Gary in 1972. Major themes include leadership, legal and constitutional challenges, non-violence, Black Power, and Pan-Africanism.

AAST 222 Immigration and Ethnicity in America (3 credits): The history of immigration and the development of diverse populations in the United States are examined. Topics include related political controversies, the social experiences of immigrants, ethnicity, generations, migration, inter-group relations, race and diversity in American culture.

AMST 202 Cultures of Everyday Life in America (3 credits): Examine the structures and patterns of everyday life in the U.S., utilizing methods such as ethnography, oral history, survey research, and textual, visual, and material cultural analysis.

AMST 212 Diversity in American Culture (3 credits): Exploration of the role of diversity in the shaping of American culture. Special emphasis will be placed on the multicultural origins of American popular and material culture, such as foodways and entertainment, and on the experience of “Americanization.”
WMST 425 Gender Roles and Social Institutions (3 credits): Relationship between gender roles and the structure of one or more social institutions (e.g., the economy, the family, the political system, religion, education). The incorporation of gender roles into social institutions; perpetuation or transformation of sex roles by social institutions; how changing gender roles affect social institutions.

PSYC 221 Social Psychology (3 credits): The influence of social factors on the individual and on interpersonal behavior. Includes topics such as conformity, attitude change, person perception, interpersonal attraction, and group behavior.

PSYC 289E: The Psychology of Evil (3 credits): Why is there evil in the world? Are some born evil, or do social, environmental and cultural forces create evil? What makes otherwise 'good' people do evil things? The scientific study of evil epitomizes the fundamental challenge that psychology faces in dissecting the role of biology (nature) and the social context (nurture). To engage the field requires not only an integrated understanding of psychological theories and research findings, but also reflection on our own personal vulnerabilities to becoming a victim or a perpetrator.

PSYC 354: Cross-Cultural Psychology (3 credits): Cultural components in theory and research in personality, social, and community psychology. Interplay of individual, ethnic, and cultural factors in psychosocial growth and well-being, cross-cultural and cross-ethnic communication, and counseling and psychotherapeutic interactions.

PSYC 362 Introduction to Negotiation (3 credits): Overview of the field of negotiation and the social-psychological and contextual factors that facilitate and inhibit successful negotiation agreements. Students will engage in a variety of negotiation exercises individually and as a team.

PSYC 424 Communication and Persuasion (3 credits): Effect of social communication upon behavior and attitudes. Theory and research concerning attitude change and social influence.

SOCY 432 Social Movements (3 credits): Movements that seek change in the social and political structure of society. Origins, tactics, organization, recruitment, and success. Case studies come from such movements as labor, civil rights, student, feminist, environmental, neighborhood, and gay rights.

GVPT 260 State and Local Government (3 credits): A study of the functioning and problems of state and local government in the United States, with illustrations from Maryland jurisdictions.

LASC 234 Issues in Latin American Studies I (3 credits): Interdisciplinary study of major issues in Latin America and the Caribbean, including Latin America's cultural mosaic, migration and urbanization. Democratization and the role of religions.

LASC 235 Issues in Latin American Studies II (3 credits): Major issues shaping Latin American and Caribbean societies including the changing constructions of race, ethnicity, gender and class as well as expressions of popular cultures and revolutionary practices. Taught in English.
MSPP Undergraduate Studies
The target enrollment for the Minor is 25 students in the first year. The Maryland School of Public Policy is home to several co-curricular undergraduate programs and Centers (described below), most of which contain key components of public leadership as their foundation. They will serve as a base for recruitment for the Minor.

*Rawlings Undergraduate Leadership Fellows (RULF):* Through the Rawlings Undergraduate Leadership Fellows Program, students embrace the fundamentals of leadership in action: service to others, a commitment to lifelong learning, and a willingness to take risks and see beyond obstacles. Fellows develop specialized leadership skills and become champions for those whose voices go unheard in the leadership and decision-making process. Maintaining a commitment to those historically underrepresented in leadership positions is central to this program.

*Public Leadership Program in College Park Scholars:* The College Park Scholars Public Leadership Program is one of twelve programs at the University of Maryland designed to provide 85 first- and 75 second-year undergraduates with an integrated living/learning experience. The unique focus of the Program is the theory and practice of leadership and citizenship in civic and political spheres from the local to the global. Good public leaders in a democratic society display certain capacities and virtues, such as being able to articulate an ethical vision and facilitate broad-based citizen participation in matters of governance. Likewise, citizens are informed and able to reason critically about public matters.

*Public Leadership/Political Internship Program:* Learning is a lifelong process of discovery in which experience plays an essential role. Through the Internship, the Maryland School of Public Policy provides students with the opportunity to immerse themselves in the very real issues and challenges facing policymakers at the state and local level. Participants put knowledge into practice, enhancing their leadership potential and understanding of the political process. Through identifying students committed to public service and providing them with mentorship and work experience, the Internship seeks to foster a new cadre of public leaders by increasing their theoretical and conceptual knowledge of the political setting, policy formation and contemporary issues facing officials and citizens.

*Center for Philanthropy and Non-Profit Leadership:* The Center defines philanthropy as an exploration of how one develops a vision of the social good and then deploys resources (including donations, volunteers, and voluntary associations) to achieve an impact. During the semester, Center faculty and staff provide the opportunity for students go through the challenging and exciting process of ultimately giving away actual money to achieve beneficial change in our local community. As they will experience, giving money away well is an incredible responsibility that requires a wide variety of skills. Indeed, the grant deliberations and decisions will ultimately lead us to confront, question, and sharpen our values.
In the courses offered by the MSPP, students will discuss the history, development, and roles of philanthropy in American society as well as the trends and issues facing philanthropy and public leaders by examining case studies and course reading that will inform our ultimate giving strategy and decisions.

**BA/MPP Program:** The Joint Bachelor's/Master's (BA/MPP) Program in the Maryland School of Public Policy provides students with a rich liberal arts education through one of the outstanding policy-related majors in the College of Behavioral and Social Sciences (BSOS). Students can then jump-start their policy careers by earning a Master's degree in Public Policy from the Maryland School of Public Policy (MSPP). MSPP is the top-ranked policy program in the Washington region and ranked in the top-ten nationally in such fields as environmental policy, social policy, and budgeting and finance. The School is also home to a nationally recognized program in international security and economic policy and a new specialization in international development.

**Intelligence Center of Academic Excellence:** The Intelligence Community Center of Academic Excellence program is designed to interest students – from high school through graduate school – in national security careers. The University of Maryland is one of 21 universities nationwide participating in this program, which will place emphasis on encouraging underrepresented students to consider careers in national security. Based at the University of Maryland College Park, CAE@M will also include participation by other schools in the University of Maryland System and the Washington Area Consortium of Universities.

The stated goal of encouraging students to consider careers across the full spectrum of national security professions is real, and is apparent in the activities sponsored by the program. National security in the 21st century will require professional skill in traditional fields – defense (both civilian and uniformed), intelligence, and diplomacy. It will also encompass homeland security (at federal and local levels), international development, health security, and other “nontraditional” areas of skill and expertise.

**Program Administration**

**Director**
The Assistant Dean for Undergraduate Studies in the MSPP, Dr. Nina Harris, will lead the Public Leadership Minor. Within the School, Nina provides direction to all current and developing undergraduate initiatives such as the Sustainability Studies Minor, the Rawlings Undergraduate Leadership Fellows Program, The Center of Academic Excellence Intelligence Program, and The Public Leadership Program in College Park Scholars. Additionally, she manages the School’s undergraduate course offerings in Leadership and Public Policy and teaches several undergraduate leadership courses and one graduate course in Ethics and Leadership.
Dr. Harris also directs the Quality Improvement/Research Agenda of the Results-based Leadership Collaborative in the School of Public Policy. Working in collaboration with the Annie E. Casey and other partners, this effort evaluates national programs that strengthen leadership and management skills and help leaders learn to collaborate more effectively, move more quickly toward common goals and use data to develop action plans and measure progress.

Her current interests include understanding the development of ethics and integrity in student leaders; and, the role involvement in extracurricular activities and organizations plays in African American students' adjustment to life during and after college. Nina has a bachelor’s degree in psychology and criminal justice, a master’s degree in liberal studies, and a doctorate in educational leadership from the University of Delaware.

**Academic Advisor: TBD**

**Core Faculty**

*Dr. Victoria Goddard Truitt:* Victoria Goddard-Truitt, Ph.D. has over 20 years experience working on behalf of children and families. She has strong program evaluation and project management skills and has served as a coordinator and manager of systems improvement work for Casey Family Programs foundation. Prior to this position, Dr. Goddard-Truitt was a Senior Analyst at COSMOS Corporation, a social research and evaluation firm in Bethesda, Maryland. She served as the evaluation project director for initiatives targeting families with young children who reside in high-risk environments. Augmenting these experiences, Dr. Goddard-Truitt taught at the University of Maryland, Baltimore for over nine years and developed curriculum for both undergraduate and graduate students. She is skilled in facilitation, results based accountability and program evaluation.

*Dr. Robert Grimm:* Robert T. Grimm, Jr.is Director of the Center for Philanthropy and Nonprofit Leadership. Through a generous gift, he became the first director and professor of a Center focused on creating a new culture of philanthropy through developing more effective and innovative citizens and leaders committed to improving our world. Dr. Grimm previously served as the Director of Research and Policy Development (2004-2010) and Senior Counselor to the CEO (2006-2010) at the Corporation for National and Community Service (CNCS), an organization that directs programs such as AmeriCorps and annually invests approximately one billion dollars in grants to innovative nonprofits such as Teach For America, Habitat for Humanity and City Year. Professor Grimm received senior appointments from both President Bush’s and President Obama’s administration and played a key leadership role in the passage and implementation of the historic and highly bi-partisan Kennedy Serve America Act (2009), including overseeing the creation of the new Social Innovation Fund and the strategic planning for AmeriCorps.
Grimm holds a Ph.D. from Indiana University where he taught in the graduate and executive education programs of the Center on Philanthropy and graduated summa cum laude from Monmouth College (IL) in 1996 and received the 2010 Young Alumnus Award from Monmouth.

*Dr. David Crocker*: Dr. David A. Crocker is Senior Research Scholar in the School of Public Policy. Coming to UMD in 1993, he specializes in international development ethics, sociopolitical philosophy, transitional justice, democracy, and democratization. Offering graduate courses in ethics, development, foreign aid, democracy, and human rights, Dr. Crocker helped establish and directs the School's specialization in International Development, the School's largest and fastest growing program. Since 2007, Dr. Crocker has been director of the College Park Scholars Public Leadership program, where he taught PUAF 201- Leadership for the Common Good and will continue to teach CPSP 388p- Leadership and Social Change After three degrees from Yale University (M.Div., MA, and Ph.D.), Dr. Crocker taught philosophy for 25 years at Colorado State University, where he established one of the world's first courses in ethics and international development.

*Frances H. Glendening*: Frances Hughes Glendening is the former First Lady of the State of Maryland and has been teaching the Women and Leadership course in the School for the past six years. During her professional career, Mrs. Glendening has worked with the Federal Communications Commission, Public Technology, Inc., and the Prince George's County Office of Personnel. Additionally, Mrs. Glendening has been a member of the College Park chapter of the Maryland Federation of Business and Professional Women's (BPW) Organizations since 1976. As a charter member of the UMCP Colonnade Society, Mrs. Glendening is committed to improving the quality of higher education by contributing funds to benefit academic programs. In all of her roles, within the family, the workplace, the government, and the community, Frances Hughes Glendening always rises to the challenges presented to her. In all that she undertakes, she has emerged as a role model and an inspiration for all Maryland citizens. Mrs. Glendening earned her bachelor's degree in Government and Politics and in English from the University of Maryland. She also received her master's degree from the University of Maryland in Public Administration and American Government in 1977. In 1986, Mrs. Glendening was awarded a Juris Doctorate degree from the Catholic University School of Law, where she had served as associate editor of the Law Review.

*Eric Chapman*: Eric is the Deputy Director at the Maryland Cybersecurity Center. Prior to his arrival at UMD, he spent nearly a decade working on intelligence and public policy issues. Eric worked as the National Security Advisor to US Senator Barbara A. Mikulski (D-MD) from 2007-2011, and prior to that he was employed by the Federal Bureau of Investigation, where he worked on issues of national security importance. Eric received his B.A. from the Maxwell School at Syracuse University, and an M.A. from the Johns Hopkins University, where he taught American Government. Eric is a lecturer in the School of Public Policy. He most recently taught PUAF 388I: Intelligence as a National Security Instrument. His research areas focus on cybersecurity and intelligence policy.
Gerard Evans: Gerry Evans is a Lobbyist and an Attorney who has served as a legislative representative before the Maryland General Assembly since 1986. Additionally, Mr. Evans has been the Chief Aide to Maryland Senate President, Thomas V. Mike Miller. Gerry has served on the University of Maryland Board of Visitors, Colonnade Society and Dean’s Advisory Board at the University of Baltimore School of Law. Mr. Evans received a Bachelor of Science from Frostburg State University, A Master of Arts from the University of Maryland and a Juris Doctorate from the University of Baltimore.

Admissions
Students will be selected via an application process. A Maryland School of Public Policy Selection Committee, chaired by the Assistant Dean for Undergraduate Studies and three faculty members will select students based on application materials and possible interviews. The admissions goal of the first class is 25 students. The targeted number to admit the following year is 50 students.

The faculty and staff will recruit students the MSPP’s undergraduate programs and from a broad range of majors in such areas as Government and Politics, Psychology, African-American Studies, Sociology, Criminology and Criminal Justice. Students must have a minimum 3.0 GPA when applying to the Minor. Selection criteria include:

1. An ability to articulate their academic goals and demonstrate ways in which a Public Leadership Minor will enrich their educational experience;

2. Provide evidence of interest in learning about leadership and citizenship theories and understanding how they can be applied to practice;

3. Submit at least two letters of references, one of which must be an academic reference.

Student Advising
Students will be assigned to an advisor during the first semester of the Minor. The advisor will assist students in making choices about electives, internships, and research initiatives. Students will work closely with their respective advisor to develop an academic plan that incorporates the students’ majors, minor design, and career or graduate school goals. The advisor will provide semester evaluations of student advisees and provide documentation of the students’ progress in the Minor.

In addition to the formal advising, students will have access to a variety of resources, such as those located in the Lucille Mauer Leadership Library, which will have a major impact on students’ learning and successful completion of the Minor.
**Minor Evaluation Plan**
Formative and summative evaluation processes will be employed. Students will complete semester course evaluations. Faculty will be encouraged to conduct mid-semester course evaluations as well. Summaries of evaluations will be given to respective faculty members to use in refining their courses and to assist faculty with developing their teaching capacities. At the end of each year, students will complete a Minor evaluation, which includes an evaluation of the Minor advising component. Additionally, the faculty will facilitate an open forum in April of each year to listen to students’ feedback about the program, incorporate students’ ideas, and to share with students the directions for the upcoming academic year.

**Public Leadership Minor Advisory Board**
To ensure that the program is maximizing its resources and staying aligned with its objectives, an advisory board will be created. The Board will consist of three faculty from the School, the Assistant Dean for Undergraduate Studies, and undergraduate students and public leaders. The Advisory Board will meet at least twice a year to review program materials and reports and to provide recommendations on the Minor curriculum processes.
Subject: RE: Supporting Courses for Public Leadership Minor

Date: Friday, February 1, 2013 4:11:48 PM ET

From: Valencia L. Skeeter
To: William W. Falk, Nina P. Harris
CC: Sangeetha Madhavan, Valencia L. Skeeter

Hi Nina,

AASD would be delighted (AGREE) to have you list both AASP101 and AASP314 as supporting courses for your minor in Public Leadership. AASP101, Introduction to Public Policy and the Black Community, is a foundational course for AASD majors and AASD Certificate students thus is offered during fall, spring and summer session I terms each year. AASP314, Civil Rights Movement, is usually offered during spring terms only.

Best of luck with your new offering.

Val

From: William W. Falk
Sent: Friday, February 01, 2013 2:11 PM
To: Nina P. Harris
Cc: Valencia L. Skeeter
Subject: RE: Supporting Courses for Public Leadership Minor

Hi Nina. I don't know if I cc'd her or not. I am doing it with this note. She is a 4-star colleague. Re a new chair: they are, I believe, in the midst of negotiating with someone. Best, Bill

From: Nina P. Harris
Sent: Friday, February 01, 2013 1:11 PM
To: William W. Falk
Subject: Re: Supporting Courses for Public Leadership Minor

Bill-

I hope this means that you were able to find a new chair. If so, congratulations!

Val was not copied on your reply to me. Should I contact her directly or did you forward her my request instead?

Thank you.

Regards,
Dr. Nina P. Harris
Assistant Dean
Undergraduate Studies
School of Public Policy
1126A Taliaferro Building
Ph.301.405.0390/Fax.301.314.1406
Nharris@umd.edu
Hi Nina. I'm no longer chair but I'm glad to know what SPP is interested in drawing on AASD courses. I am cc'ing Val Skeeter (who handles nearly everything related to the curriculum) and the new acting chair, Sangeetha Madhavan. I'm sure you will hear from one of them re your request. Best, Bill

From: "William W. Falk" <wfalk@umd.edu>
Date: Tue, 29 Jan 2013 17:10:02 -0500
To: "Nina P. Harris" <nharris@umd.edu>
Subject: RE: Supporting Courses for Public Leadership Minor

Dear Bill:

The Maryland School of Public Policy will be submitting a proposal for a Minor in Public Leadership. I am writing to ask your approval to list the following courses among the list of supporting courses:

- AASP 101 Public Policy and the Black Community (3 credits)
- AASP 314 The Civil Rights Movement (3 credits)

The Minor in Public Leadership will allow students to examine pressing issues (the global environment, democratization and human rights, crime and the penal system, diversity and affirmative action, poverty and inequality, and the quality of public education) facing leaders and will direct students to think critically about the viable solutions needed to solve problems which require effective leadership for the public good. In order to meet this need, the School proposes a Minor to engage students in learning about leadership for the public good and effective citizenship.

Students must complete at least 15 credits in the Public Leadership Minor.

Objectives and Learning Outcomes
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5) To offer students who are interested in public service a place to begin to build an intellectual foundation which will allow them to address the problems of the next decade;
6) To prepare our students for the responsibilities of leadership and citizenship in a complex
world; and
7) To gain experience in applying leadership theories and concepts in a structured internship experience.

Please reply to this email, with an “agree” or “not”, by February 11, 2013.

Thank you for your consideration.

Regards,
Dr. Nina P. Harris
Assistant Dean
Undergraduate Studies
School of Public Policy
1126A Taliaferro Building
Ph. 301.405.0390/Fax. 301.314.1406
Nharris@umd.edu
Dear Professor Wong:

The Maryland School of Public Policy will be submitting a proposal for a Minor in Public Leadership. I am writing to ask your approval to list the following course among the list of supporting courses:

- AAST 222  Immigration and Ethnicity in America (3 credits)

The Minor in Public Leadership will allow students to examine pressing issues (the global environment, democratization and human rights, crime and the penal system, diversity and affirmative action, poverty and inequality, and the quality of public education) facing leaders and will direct students to think critically about the viable solutions needed to solve problems which require effective leadership for the public good. In order to meet this need, the School proposes a Minor to engage students in learning about leadership for the public good and effective citizenship.

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Please reply to this email, with an “agree” or “not”, by February 11, 2013.
Subject: RE: Supporting Courses for Public Leadership Minor

Date: Saturday, February 23, 2013 12:10:28 PM ET

From: Nancy L. Struna
To: Nina P. Harris

Sorry, Nina. I have no excuse for not responding earlier, other than the fact that every time I went to do so, I got interrupted! Absolutely go ahead and use both courses. We're going to focus the 212 as a race and nation course more than it is now and then submit it for gen ed humanities and diversity credit, and that should make it more appealing.

Nancy

From: Nina P. Harris
Sent: Monday, February 11, 2013 4:17 PM
To: Nancy L. Struna
Subject: Re: Supporting Courses for Public Leadership Minor

Dear Nancy-

Just wanted to follow up with you regarding the request to use the courses listed below as supporting courses for our Public Leadership Minor. Please let me know if you are willing or if I should follow up with someone else.

Thank you.

Regards,
Dr. Nina P. Harris
Assistant Dean
Undergraduate Studies
School of Public Policy
1126A Taliaferro Building
Ph. 301.405.0390/Fax. 301.314.1406
Nharris@umd.edu

From: "Nina P. Harris" <nharris@umd.edu>
Date: Tue, 29 Jan 2013 17:05:34 -0500
To: "Nancy L. Struna" <nlstruna@umd.edu>
Subject: Supporting Courses for Public Leadership Minor

Dear Nancy:

The Maryland School of Public Policy will be submitting a proposal for a Minor in Public Leadership. I am writing to ask your approval to list the following courses among the list of supporting courses:

- AMST 202 Cultures of Everyday Life in America (3 credits)
- AMST 212 Diversity in American Culture (3 credits)
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Please reply to this email, with an “agree” or “not”, by February 11, 2013.

Thank you for your consideration.

Regards,
Dr. Nina P. Harris
Assistant Dean
Undergraduate Studies
School of Public Policy
1126A Taliaferro Building
Ph. 301.405.0390/Fax. 301.314.1406
Nharris@umd.edu

[mailto:Nharris@umd.edu]
Subject: RE: Supporting Courses for Public Leadership Minor
Date: Wednesday, January 30, 2013 9:29:43 AM ET
From: Craig Slack
To: Noah D Drezner, Nina P. Harris

I am good to go! Thank you Nina for sharing with Noah and I! Craig

---

CRAIG E. SLACK, PH. D. | ASSISTANT DIRECTOR | Adele H. Stamp Student Union – Center for Campus Life
Leadership & Community Service-Learning | Director | National Clearinghouse for Leadership Programs
University of Maryland | 301.314.7164 | cslack@umd.edu


* We promote positive social change through transformative learning and community engagement! *

---

From: Noah D Drezner
Sent: Tuesday, January 29, 2013 6:20 PM
To: Nina P. Harris; Craig Slack
Subject: Re: Supporting Courses for Public Leadership Minor

Great. Thanks.

Yes, I was wonder what you were teaching in the minor. Nice not to have a second course prep!

As long as Craig is ok. I agree!

Let me know if I can help in any way.

Noah

---

"Nina P. Harris" <nharris@umd.edu> wrote:
Hi. Now that I have introduced my request, I can call you Noah and Craig :)

1. I can remove EDCP 417 from the list.
2. There are 26 courses on our list; we are wading our way through the approval process with the various colleges and departments. But, we do anticipate adding more so I don't think the demand will be very high on any one department. We are enrolling 25 to start and will measure the demand. Staff is me, me and me so we will keep it small until that changes. Also, we are in the infancy stages of exploring an undergraduate policy major so my energies will shift.
Are you asking what course I, personally, will be offering? My anchor course is PUAF 302. I'll teach one section for the Rawlings Fellows and one that is open to all students. 25-30 is the enrollment.

Regards,
Dr. Nina P. Harris
Assistant Dean
Undergraduate Studies
School of Public Policy
1126A Taliaferro Building
Ph. 301.405.0390/Fx. 301.314.1406
Nharris@umd.edu

From: Noah D Drezner <ndrezner@umd.edu>
Date: Tue, 29 Jan 2013 17:36:27 -0500
To: "Nina P. Harris" <nharris@umd.edu>, Craig Slack <cslack@umd.edu>
Subject: RE: Supporting Courses for Public Leadership Minor

Hi Nina (or should I write Dr. Harris):

Congratulations on your new minor proposal. Craig and I are supportive of this, however, we have a few questions:

1. EDCP 417 is currently open only to our minor students. Could this course be removed from your list?
2. Are the other courses going to be listed as approved electives or to fulfill a requirement? We are concerned about spaces. The course generally fill up quickly and we do not want to displace students (ours or yours).
   a. On that note, if there is a large enough demand and we can anticipate a worthwhile enrollment we can look to add summer or winter sections to help both minor populations. However, we need to make sure we have a minimum number of students to make it cost-effective.

What course will you be offering?

How exciting. See you on Thursday.
Noah

From: Nina P. Harris
Sent: Tuesday, January 29, 2013 4:50 PM
To: Craig Slack; Noah D Drezner
Subject: Supporting Courses for Public Leadership Minor
Dear Drs. Drezner and Slack:

The Maryland School of Public Policy will be submitting a proposal for a Minor in Public Leadership. I am writing to ask your approval to list the following courses among the list of supporting courses:

- EDCP 217 Introduction to Student Leadership
- EDCP 315 Leadership in Groups and Organizations (3 credits)
- EDCP 318 Applied Contextual Leadership (3 credits)
- EDCP 418 Leadership and Identity (3 credits)
- EDCP 417 Advanced Leadership Seminar (3 credits)

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Please reply to this email, with an “agree” or “not”, by February 11, 2013.

Thank you for your consideration.

Regards,
Dr. Nina P. Harris
Assistant Dean
Undergraduate Studies
School of Public Policy
1126A Taliaferro Building
Ph. 301.405.0390/Fax. 301.314.1406
Nharris@umd.edu
Subject: RE: Supporting Courses for Public Leadership Minor  
Date: Friday, February 8, 2013 9:02:45 AM ET  
From: Irwin Lester Morris  
To: Nina P. Harris  
CC: Robert Koulish, Apitchaya Pimpawathin

Nina,

I’ve looked into this a little further, and it appears that 270 and 341 have not been offered in quite some time, so it is probably not reasonable to include them in this list.

Irwin

From: Nina P. Harris  
Sent: Monday, February 04, 2013 12:53 PM  
To: Irwin Lester Morris  
Cc: Robert Koulish; Apitchaya Pimpawathin  
Subject: Re: Supporting Courses for Public Leadership Minor

Dear Irwin–

As long as the other two, GVPT 270 and 341, will occasionally make it into rotation, that works for us. I suspect we will have quite a few GVPT majors consider this as a minor.

Thank you. I appreciate your support.

Regards,  
Dr. Nina P. Harris  
Assistant Dean  
Undergraduate Studies  
School of Public Policy  
1126A Taliaferro Building  
Ph. 301.405.0390/Fax. 301.314.1406  
Nharris@umd.edu
Only one of the courses listed below (GVPT 260) is currently offered on an annual basis, and, at present, we are not in a position to reserve seats in any of the courses for a minor. Would either of these constraints be an issue for your program?

Irwin

---

From: Nina P. Harris  
Sent: Tuesday, January 29, 2013 5:09 PM  
To: Irwin Lester Morris  
Subject: Supporting Courses for Public Leadership Minor

Dear Professor Morris:

The Maryland School of Public Policy will be submitting a proposal for a Minor in Public Leadership. I am writing to ask your approval to list the following courses among the list of supporting courses:

- GVPT 270  Introduction to Public Policy (3 credits)
- GVPT 260  State and Local Government (3 credits)
- GVPT 341  Political Morality and Political Action (3 credits)

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**Please reply to this email, with an “agree” or “not”, by February 11, 2013.**

Thank you for your consideration.
I have no objections. Including one and not the other might have created lopsided enrollments. This also gives students more options since one is offered in fall and another in spring.

KR.

Dear Karin-

If you are agreeable, we would like to include both LASC 234 and 235 as supporting courses. There is no reason that one could/should be used and not the other.

Regards,

Dr. Nina P. Harris
Assistant Dean
Undergraduate Studies
School of Public Policy
1126A Taliaferro Building
Ph. 301.405.0390/Fax. 301.314.1406
Nharris@umd.edu

Nina,

I am wondering if there is a logic to including LASC 235 (Issues in Latin American Studies II) but not LASC 234 (Issues in Latin American Studies I).

Please advise.
KR.
---
Dear Professor Rosemblatt:

The Maryland School of Public Policy will be submitting a proposal for a Minor in Public Leadership. I am writing to ask your approval to list the following course among the list of supporting courses:

LASC 235 Issues in Latin American Studies II (3 credits)

The Minor in Public Leadership will allow students to examine pressing issues (the global environment, democratization and human rights, crime and the penal system, diversity and affirmative action, poverty and inequality, and the quality of public education) facing leaders and will direct students to think critically about the viable solutions needed to solve problems which require effective leadership for the public good. In order to meet this need, the School proposes a Minor to engage students in learning about leadership for the public good and effective citizenship.

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Please reply to this email, with an “agree” or “not”, by February 11, 2013.
Subject: RE: Supporting Courses for Public Leadership Minor

Date: Thursday, January 31, 2013 11:25:06 AM ET

From: Jack J. Blanchard
To: Nina P. Harris
CC: Scott P. Roberts

Nina,

I met with Psychology’s Director of Undergraduate Studies (Scott Roberts, copied) to discuss your proposal. The Department of Psychology is happy to have you list Social Psychology (PSYC 221) and Introduction to Negotiation (PSYC 336) as supporting courses of the minor, though students should be advised that Psychology is a Limited Enrollment Program (LEP) so we cannot guarantee access to restricted courses. Social Psychology is open to non-majors so there are no restrictions there. For courses that are listed as majors-only, students can still register for the hold file and if there are open seats at the beginning of the semester they will be added to the course or waitlist at that time. Because seats in some of our classes are in such high demand among majors who need them to complete their degree requirements I’m afraid that we cannot lift registration blocks for non-majors.

If there are a large number of MPL students who are interested in the course another option would be for PSYC to provide you with the name of an instructor who might be interested in teaching it for you during the winter or summer semesters.

I might also suggest the following for your consideration as supporting courses based on your description of the minor:

- PSYC 289E – The Psychology of Evil (I-Series, open to all students) - see http://ter.ps/psycofevil
- PSYC 354 - Cross Cultural Psychology (open to all students) - see http://psychology.umd.edu/ugrad/documents/354_LEE_F10.pdf
- PSYC 424 - Communication and Persuasion (permission required, but open seats in spring and summer) - see http://ter.ps/psyc424

Please let me know if you have any other questions, and feel free to contact Scott directly if you have any questions about the logistics of course registration (scott@umd.edu, 301-405-5866).

Best,
Jack
Jack J. Blanchard, Ph.D.
Professor & Chair
Department of Psychology
University of Maryland
College Park, MD
(301) 405-8438
Jblancha@umd.edu
Dear Professor Blanchard:

The Maryland School of Public Policy will be submitting a proposal for a Minor in Public Leadership. I am writing to ask your approval to list the following courses among the list of supporting courses:

- PSYC 221 Social Psychology (3 credits)
- PSYC 362 Introduction to Negotiation (3 credits)

The Minor in Public Leadership will allow students to examine pressing issues (the global environment, democratization and human rights, crime and the penal system, diversity and affirmative action, poverty and inequality, and the quality of public education) facing leaders and will direct students to think critically about the viable solutions needed to solve problems which require effective leadership for the public good. In order to meet this need, the School proposes a Minor to engage students in learning about leadership for the public good and effective citizenship.

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- To gain experience in applying leadership theories and concepts in a structured internship experience.

**Please reply to this email, with an “agree” or “not”, by February 11, 2013.**

Thank you for your consideration.

Regards,

Dr. Nina P. Harris  
Assistant Dean  
Undergraduate Studies  
School of Public Policy  
1126A Taliaferro Building  
Ph. 301.405.0390/Fax. 301.314.1406  
Nharris@umd.edu
Subject: Re: Supporting Course for Public Leadership Minor
Date: Wednesday, January 30, 2013 7:21:32 PM ET
From: Roberto Patricio Korzeniewicz
To: Nina P. Harris

Agree.

Best,

Patricio

Roberto Patricio Korzeniewicz
Professor and Chair
Department of Sociology
University of Maryland
College Park  MD  20742
USA
Ph.: (301) 405-6394
korzen@umd.edu

On Jan 29, 2013, at 5:29 PM, Nina P. Harris <nharris@umd.edu> wrote:

Dear Professor Korzeniewicz:

The Maryland School of Public Policy will be submitting a proposal for a Minor in Public Leadership. I am writing to ask your approval to list the following course among the list of supporting courses:

- SOCY 432 Social Movements (3 credits)

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Thank you for your consideration.

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Nharris@umd.edu

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