



## **Master's Program in Community Leadership**

### **ABOUT THE PROGRAM**

HSU and Duquesne University's School of Leadership and Professional Advancement (SLPA) have developed a graduate program in Community Leadership with a Humane focus. The program is designed for individuals working in animal care and control facilities across the United States. The coursework is intended to develop management skills that are directly transferable to leadership positions within one's animal care and control organization.

HSU and Duquesne recognize the increasing importance of online education and training for humane organizations committed to raising the knowledge and competency levels of their most valuable asset — their employees, board members and executives.

This fully accredited, entirely online program will allow you to earn a Master of Science in Community Leadership from Duquesne University. The program consists of 12 courses totaling 36 credit hours.

### **CURRICULUM**

The program curriculum, as outlined below, was developed jointly by the School of Leadership and Professional Advancement (SLPA) and The Humane Society of the United States with the help of leaders in the field of animal care and control. It is based upon the in-depth knowledge possessed by The HSUS of the educational needs of the employees working in animal care and control facilities.

The program calls for completion of four designated courses in SLPA's Leadership Core; five courses in the Community Leadership Core; and three elective courses. The Community Leadership Core courses have been infused with humane management issues specific to the animal care and control industry.

Courses are each 3-credit and 16 weeks in length.

#### **(1) Leadership Core – 12 credits:**

- Introduction to the Graduate Study of Leadership
- Organizational Communication for Leaders
- Conflict Resolution
- Leading People and Managing Relationships

#### **(2) Community Leadership Core – 15 credits**

- Ethics in Community Organizing
- Interagency Collaboration

- Organizational Design and Development
- Leadership, Community and Change
- Leading Self and Others through Purposeful Creating

(3) Electives – 9 credits

## **MSCL Courses Descriptions**

### Community Leadership Core – 15 credits

#### **Ethics in Community Organizing**

Through readings, lectures, discussions and case studies, students develop knowledge of moral issues in public life and basic ethical concepts relevant to community-based organizations. Students will gain understanding of the ethics surrounding social interventions and will discuss current ethical challenges facing those engaged in leading change at the local level. Focus will be placed on the ability to recognize ethical challenges and to make informed ethical decisions.

#### **Interagency Collaboration**

In a world of limited resources, an important key to maximizing effectiveness is cooperation and collaboration with other agencies. In this course, students will learn techniques for stakeholder analysis and influence mapping and will study how coalitions and partnerships at the local and regional levels are formed and maintained. They will be sensitized to various uses of power at the community level, practice key communication skills, and learn techniques for building consensus.

#### **Organizational Design and Development**

Students learn modern concepts of organization and the behavior of individuals, groups, and the organization in the local and regional environment. By adopting the perspective that the essential work leaders do is to design (and co-design with others) preferred futures, students will study organizational principles that have been used to make community organizations more efficient and effective. Current topics of interest include organizational structure and function, strategic planning and management, organizational life cycles, talent deployment, vision, and adaptability.

#### **Leadership, Community and Change**

The core of leadership is the ability to understand one's context in a changing world and to act purposefully. This course explores community as a primary cultural, social, political, and economic context. As such, leading in and for community inevitably compels one to reconcile and balance multiple tensions, e.g., the individual vs. common good, pragmatism vs. idealism, local community vs. the larger society. Questions addressed in this course include: What is community, and what kinds of leadership are necessary for healthy communities? How can communities succeed in adapting to global forces of change? What role can businesses and government play in sustaining community? And, what can one person do to make a difference?

### **Leading Self and Others through Purposeful Creating**

Creating powerful community change toward a sustainable future requires purpose, congruence and balance in our lives, and an ability to proactively envision and create what's important rather than reacting to problems. Students will articulate key elements of their purpose and values, and begin to apply a framework for developing vision, assessing current reality, organizing conflicting priorities and creating results that can be applied at the individual, organizational and community levels. They will also identify and develop strategies for managing common "success barriers" we create for ourselves as individuals and leaders.

### Leadership Core – 12 credits

#### **Introduction to the Graduate Study of Leadership**

This course will introduce students to classical and current views of leadership and to the process of graduate-level scholarship. Students will gain a foundation in theories and models of leadership; assess their own leadership style; and learn to develop and answer research questions in leadership.

#### **Organizational Communication for Leaders**

This course is designed to examine the theoretical and applied literature in the field of organizational communication relevant to organizational leadership. The different perspectives on organizational theory – the classical, systems approach, cultural, etc. – will be studied and compared. In addition, such applied topics as organizational socialization, conflict, and the impact of technology on organizational communications will be investigated.

#### **Conflict Resolution**

Conflict is a fact of everyday professional and personal life. If conflict is mishandled, it can be a source of considerable stress and lead to lost productivity. Much of the success and satisfaction we find in life is determined by how we respond to conflict. Leaders especially must respond well in conflict situations and should willingly accept the consequences of their conflict responses. Additionally, leaders are often asked to help resolve conflict among others. What does it take to be "response able" in conflict situations? This course explores theories, methods, skills, and practices associated with successfully engaging in the dynamics of conflict interactions.

#### **Leading People and Managing Relationships**

Bringing about change in an organization – no matter what one's position – requires a unique set of skills. Leaders must be effective in working multiple contexts and directions simultaneously. As organizational roles shift frequently and more work is done through virtual teams or is performed by those outside the organization, managing relationships with team members, contractors, and volunteers becomes critical. This course builds on emerging theories of emotional intelligence and self-leadership as they are applied in today's fluid organizational contexts.

### Electives – 9 credits

## ELIGIBILITY REQUIREMENTS

An undergraduate degree from an accredited university or college is required for admission into this program. The GRE is not necessary for application. All applicants must fulfill all admission requirements of Duquesne University. See the How to Apply section for details.

## TUITION AND FEES 2008-2009 ACADEMIC YEAR

\$691 per credit hour.

3 credit course: \$2,073

Books, application fees\*, and graduation fees are additional.

\*Application fee is waived if you apply online.

## TRANSFER CREDITS

Up to six elective credits may be transferred into the master's program through professional, life and/or military experience or prior graduate academic experience. Please contact an academic advisor to discuss opportunities.

## ABOUT THE FACULTY

Duquesne University distinguished faculty bring a wealth of academic and industry experience to the classroom. Faculty are drawn from a number of Schools within Duquesne University including the School of Leadership and Professional Advancement, A.J. Palumbo School of Business, and McAnulty College and Graduate School of Liberal Arts, as well as the professional community, including Humane Society University faculty members.

## TECHNICAL REQUIREMENTS

You must have Internet access. Your computer must have a minimum configuration required for an online course. Students must also have a working knowledge of computers and have appropriate software. View minimum requirements at <http://www.distancelearning.duq.edu/shared/techreq.cfm?DivID=01>.

To test the capabilities of your computer, take the Browser Readiness Test: <http://www.distancelearning.duq.edu/shared/btest.cfm?DivID=01>.

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## **How to Apply to the Graduate Program**

### APPLICATION REQUIREMENTS:

## Application

Application fee (waived if you apply online)

Undergraduate degree from an accredited university or college

500-word statement describing academic and professional goals

Interview (via phone) by the Admissions Committee.

The GRE is not necessary for application to this program.

## Provisional or Special Status

Students in the final year of their undergraduate program can be accepted provisionally into the master's program until the School receives an official transcript listing their degree. Students who do not wish to apply to a program but wish to enroll in a course or two may be admitted as "Special" students. Students in good standing at another accredited graduate school may be admitted as temporary transfers for one term.

Questions about the online application process?

Contact Marianne Leister at 412-396-4933 or 800-83-3853 or [leister@duq.edu](mailto:leister@duq.edu).

The Online Application is available here: <http://www.sites.duq.edu/leadership/apply/>

Click on "Apply Here"

A working email address is required to apply online

The form will ask you to choose your location of interest. Please select the Online option.

The form will ask you to choose a program. Please select Master of Science in Community Leadership - Animal Care & Control - Online

The \$25 application fee is waived for applicants who apply online.

## DEADLINES

See Duquesne's academic calendar at <http://www.registrar.duq.edu/acaCalen.html>.

Admission is rolling.

## CONTACT INFORMATION

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412-396-5072 (fax)

## **Research Your Financial Aid Options**

Learn about Duquesne University's financial aid: <http://www.financialaid.duq.edu/> .  
Early application is suggested as financial assistance is limited.

Check with your employer about tuition reimbursement opportunities

Parent and Student Guide to Federal Tax Benefits for Tuition and Fees a resource from the National Association of Student Financial Aid Administrators  
<http://www.nasfaa.org/annualpubs/taxbenefitsguide.html>

### **Edith J. Goode Residuary Trust Scholarships**

The Edith J. Goode Trust makes grants to organizations established to prevent cruelty to animals. If your organization has this goal as a charitable purpose AND is registered as a 501(c)3 organization by the IRS, then it is eligible for a grant. The Trust supports proposals from humane societies that are seeking scholarship support for staff training in nonprofit management (with a focus on shelters) to increase their effectiveness in preventing cruelty to animals (approximately \$2,000 per year). They have funded students in the HSU/Duquesne graduate certificate program in the past and are willing to consider undergraduate level proposals, as well. Interested individuals must follow the directions on their website as HSU is not affiliated with this Trust.  
<http://www.goodetrust.org/>

Finding Foundation Support for Your Education (free online course from The Foundation Center)

[http://hsu.ga4.org/workshops\\_and\\_classes/finding\\_foundation\\_support\\_for\\_your\\_education.html](http://hsu.ga4.org/workshops_and_classes/finding_foundation_support_for_your_education.html)

You may be able to find additional sources of funding for your education through foundations that fund scholarships for individuals. The Foundation Center offers a one month subscription to their foundation search engine for only \$9.95. <http://fdncenter.org/>

See Additional Financial Aid Resources for other non-HSUS programs.

<http://www.defendanimals.org/involved/awards.htm>

## **About the Partners**

Founded in 1954, **The Humane Society of the United States (HSUS)** is the world's largest animal protection organization. The HSUS envisions a world in which people satisfy the physical and emotional needs of domestic animals; protect wild animals and their environments; and change their relationships with other animals, evolving from exploitation and harm to respect and compassion. The HSUS promotes the protection of all animals through investigation, rehabilitation, public education, political and consumer advocacy, and litigation.

**Humane Society University** is a program of The HSUS. HSU offers professional development to the animal care and control community and to others who have an interest in humane and environmental issues.

The mission of **Duquesne University's School of Leadership and Professional Advancement (SLPA)** is to enhance people's lives and contribute to society through the delivery of quality education. The SLPA has received national awards for its adult-oriented programs. Duquesne University, founded in 1878, is accredited by the Middle States Commission on Higher Education. Recent honors include the Creative Use of Technology and Distinguished Credit Program awards from the Association of Continuing Higher Education and the Outstanding Leadership Program award from the Association for Leadership Educators.

The School of Leadership & Professional Advancement has offered online educational opportunities since 1996. SLPA programs are listed in the Sloan Consortium Catalog of Online Educational Programs, which recognizes high quality online degree programs. Sloan-C, sponsored by the Alfred P. Sloan Foundation, focuses on five pillars of quality in online education: student satisfaction, access, learning effectiveness, faculty satisfaction and institutional cost effectiveness.

## Frequently Asked Questions

### **What Are Some Benefits of Online Learning?**

While there are many benefits to taking a course online, several stand out as the most significant: Students learn as much if not more in an online environment. The social aspect exists but is different. There is online camaraderie. People often feel they know their classmates better through an online course than they do in face-to-face classes.

Discussions can be more beneficial because the online environment creates a level playing field. It will help students learn to work better in virtual teams, which is a skill needed in today's workplace.

### **Since Online Courses Are So Great, Are They for Everyone?**

No. While some students actually prefer online courses, some students prefer face-to-face.

### **How Do I Know if I'm "Right" for an Online Course?**

Duquesne University offers a quick survey for prospective online students to determine whether they are good candidates for an online course. The survey is available online at

<http://www.distancelearning.duq.edu/shared/techreq.cfm?DivID=01>

under the "Prospective Students" section choose "Is DL for You?" You can also discuss this with an advisor.

### **My Company Doesn't Pay for Correspondence Courses. Is an Online Class a Correspondence Course?**

No. Correspondence courses, and some distance learning courses at some institutions, are set up with little or no structure. Students can take as long as they like to finish a course and there is very little interaction with an instructor. For this reason, some companies don't reimburse for correspondence courses. However, in the School of Leadership and Professional Advancement at Duquesne, our online courses are highly structured and academically challenging, and we have very specific guidelines for ensuring high quality outcomes in our online courses.

### **Will I Learn as Much in an Online Course as I Would Face-to-Face?**

Absolutely. In fact, some of our students have noted that they actually learned MORE in their online courses. Studies show that learning at a distance can increase the student's concentration by lowering social barriers and engaging the student more than in a physical setting. The use of the written word, in the text-based discussions, requires the student to reflect on the course material, think critically about the material, and post cogent messages to analyze and evaluate the material. And because students can e-mail the professor privately, the student has direct communication with the professor-- something that is not always possible in a classroom.

### **What Would Be My Experience in an Online Course?**

An instructor in an online course might teach the course using Internet-based software designed for instruction. Mini-lectures would be posted, textbook readings would be assigned, and the students would "attend" class from home by participating in an ongoing written discussion with other students and the instructor. They would send in their assignments using e-mail. The instructor's role is to facilitate discussion and guide students.

**Will My Degree Differ Because I Earned It through an Online Program?**

No. Online courses at Duquesne University have the same course titles, objectives, rigorous workload, tuition, and academic credit as on-campus courses. Therefore, there is no distinction made on the diploma, certificate or on your official university transcript.

**Do I Need to Be Online at a Specific Time and Day in Order to Participate?**

Most courses are designed so that you can complete your work at anytime and anywhere via the Internet. Some classes may require participation in a scheduled online chat session or a phone conference. Your instructor will explain this in the course syllabus.

**Are There Any Times I Need to Be on Campus?**

No. If you are enrolled in an online degree program, you can register, communicate with your advisor and handle any other class-related items via e-mail, fax and phone. Pittsburgh and Harrisburg area students may choose to complement their online coursework with Saturday courses on campus.

**How Do I Pay My Bill?**

You may use your credit card to pay by fax, telephone or mail (checks can also be mailed).

**How Do I Access My Class Online?**

When you register for the class and provide your email address, you will be contacted by email with instructions on accessing your class. Your instructions will include a URL and password.

**How Do I Submit Papers?**

Usually, your instructor will ask you to send your papers in as an attachment to a private email message. Some instructors may also have you to fax or mail your papers. Your syllabus will provide guidelines.

**How Do I Take Exams?**

This depends on your instructor and course. Some instructors may assign papers in lieu of tests. Others may give "take-home" tests. Others may have you take timed quizzes or tests online. Your instructor will provide guidelines in your syllabus.

**How Do I Get My Course Materials?**

Textbooks and other materials, such as videotapes and audiotapes that may be required, are available through our online campus bookstore (<http://duquesne.bncollege.com>). More details will be provided once your registration has been processed. Your syllabus, available on your course website, will include information about the books you need. If you will need to have materials mailed, be sure to allow sufficient time prior to the beginning of class.

**Is There Technical Support?**

Yes. Enrolled students are given information regarding the online support services available.

**Is Online Advising Available?**

Yes. Students can work with an advisor via e-mail.

### **Can I Use the Library Online?**

Duquesne's Gumberg Library has an online catalog, some online journals, and a variety of databases all online. In addition to online resources and search engines, you have access to interlibrary loan of books and articles. Gumberg Library supports many databases and indices. Your Duquesne ID will permit you to enter the virtual library through an account associated with your student ID. See the Gumberg Library page at <http://www.library.duq.edu/> for more information.

### **What Kind of Computer Equipment Do I Need?**

Your computer must have a minimum configuration required for an online course. Minimum requirements can be found at

<http://www.distancelearning.duq.edu/shared/techreq.cfm?DivID=01>. Students must also have a working knowledge of computers and have appropriate software. To test the capabilities of your computer, take the Browser Readiness Test:

<http://www.distancelearning.duq.edu/shared/btest.cfm?DivID=01> in the "Prospective Students" area. You must have Internet access.

### **Do I Need My Own Computer? Can I Use My Computer at Work?**

The answer to the first question is a qualified no. If you have regular and easy access to a suitably configured computer, you do not need one of your own. The answer to the second question is essentially yes (with some limitations). Since you are going to be spending a considerable amount of time working on your class work, your employer may not allow company equipment to be used for so much personal activity. Your company may also have security devices that don't allow you to access the Duquesne University homepage. For this reason, you are better off with your own computer, doing things on your own time, at home.