Code # UC05 (2014)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| Nikesha Nesbitt 2/6/2015 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Nikesha Nesbitt 2/6/2015 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| Paula Bradberry 2/6/2015 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Jill Simons 2/6/2015 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

**UC 1103**

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Introduction to Leadership Development**

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture**

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

**Standard letter**

5. Is this course dual listed (undergraduate/graduate)?

**Undergraduate**

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Introduces students to the study of the leadership process. Students will develop an understanding of leadership theories and the role of self- understanding in effective leadership by exploring the Relational Leadership Model.**

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

**No**

b. Why?

**N/A**

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

**Fall, Spring**

10. Contact Person (Name, Email Address, Phone Number)

Jill Simons

[jsimons@astate.edu](mailto:jsimons@astate.edu)

870-972-3574

11. Proposed Starting Term/Year

**Fall/2015**

12. Is this course in support of a new program? No

If yes, what program?

**Leadership Studies Minor**

13. Does this course replace a course being deleted? **Yes**

If yes, what course?

**UC 1002: Introduction to Leadership; UC 1103 is a more comprehensive course that better meets the need of the amendment to the Leadership Studies minor.**

Has this course number been used in the past? **No**

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

**N/A**

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**The academic rationale is to offer a required foundations course, *Introduction to Leadership Development*, with the course goals to (1) introduce students to leadership theory and research and (2) increase students’ personal development by enhancing self-awareness and growth in leadership practices.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**By combining research, theory, and practical leadership, the course directly aligns with the Department of Integrative Studies’ goal of promoting continual learning through inquiry, integration, and innovation**.

c. Student population served.

**The course will be open to students of all majors, but specifically required for students pursing a Leadership Studies Minor.**

d. Rationale for the level of the course (lower, upper, or graduate).

**The course will serve as an introductory foundations lecture course; therefore, it will be lower level.**

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**UC 1103: Introduction to Leadership Development (Course Outline)**

**UC 1103 WEEKLY GUIDE**

|  |  |
| --- | --- |
| **WEEK ONE** | **Introduction to Leadership** |
|  | Course Introductions & Overview |
|  | What it Means to be a Leader; Open Discussion |
| **WEEK TWO** | **Introduction to Leadership** |
|  | What is Leadership? |
|  | The Changing Nature of Leadership |
| **WEEK THREE** | **Leadership for a Changing World** |
|  | Leadership Foundations and Theories |
|  | Leadership Foundations and Theories |
| **WEEK FOUR** | **Leadership for a Changing World** |
|  | The Relational Leadership Model |
|  | *Peer Instruction*;RML |
| **WEEK FIVE** | **Exploring Your Potential for Leadership** |
|  | Self -Assessment: *Leadership as a way of being and doing* |
|  | Understanding Yourself |
| **WEEK SIX** | **Exploring Your Potential Leadership** |
|  | Understanding Others |
|  | *Peer Instruction*; Leading with Integrity |
| **WEEK SEVEN** | **Context for the Practice of leadership** |
|  | Leadership and Service |
|  | Being in Communities |
| **WEEK EIGHT** | **Context for the Practice of leadership** |
|  | Leaders as Relationship Builders |
|  | Interacting in Teams and Groups |
| **WEEK NINE** | **Context for the Practice of leadership** |
|  | Crossing Boundaries |
|  | *Peer Instruction*; Understanding and Renewing Complex Organizations |
| **WEEK TEN** | **Context for the Practice of leadership** |
|  | Leaders as Social Architects |
|  | Cultural Intelligence in Leadership; |
| **WEEK ELEVEN** | **Making a difference with Leadership** |
|  | Understanding Change |
|  | Strategies for Change |
| **WEEK TWELVE** | **Making a difference with Leadership** |
|  | Leadership : Issues & Trends |
|  | *Peer Instruction*; Thriving Together |
| **WEEK THIRTHEEN** | **Making a difference with Leadership** |
|  | **Team Leadership Project Presentation** |
|  | **Team Leadership Project Presentation** |
|  | **FALL BREAK** |
| **WEEK FOURTEEN** | **Making a difference with Leadership** |
|  | **Team Leadership Project Presentation** |
|  | Post- Leadership Philosophy Discussion- Papers returned - Individual Feedback - Course Closure |

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

**The course requires assigned readings, videos, written papers, case studies, student team presentations, and other related activities, both individual and team oriented**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**N/A**

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

**The course will be taught in a traditional classroom setting through lectures, class discussion, case studies, and student team presentations. The course will not require additional faculty.**

20. What is the primary intended learning goal for students enrolled in this course?

**As a result of this course, students will be able to increase self-awareness and identify individual strengths and skills (leadership as a way of both being and doing) and understand leadership theories and apply them to enhance leadership effectiveness.**

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

**Title: Exploring Leadership: For College Students Who Want to Make a Difference**

**Authors: Susan R. Komives, Nance Lucas, & Timothy R. McMahon**

**Edition: 3rd**

**Company: Jossey-Bass**

**Year: 2013**

b. Number of pages of reading required per week: **40**

c. Number of pages of writing required over the course of the semester: **15**

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

**Students will gain a greater self-awareness and personal leadership mastery,**  **review basics myths and principles of leadership, and explore leadership as a process and not a position**.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

**Students will analyze the Relational Leadership Model**

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

**Students will construct a professionally written personal leadership philosophy paper and demonstrate a mastery of metacognition through self- reflective journals**.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

**.**

Learning Activity:

Assessment Tool: Students will

**Outcome #3**:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

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Minor in Leadership Studies

The Minor in Leadership Studies is designed for students of all majors of the University. This minor is intended to supplement the major with studies and practice in leadership development. The goal is to prepare students for leadership roles and responsibilities on-campus and to extend those roles to career, community and family endeavors. The curriculum focuses on expanding students’ knowledge, skills and understanding of specific leadership theories, concepts, models and current leadership issues in applied settings. Students are given opportunities to develop their own philosophies and leadership styles through various media both in-and outside the classroom. Emphasis is placed on effective communication skills and practical leadership applications through internships.

Required Courses:

Any student who completes the necessary courses may declare this minor and have it appear on the transcript. Each Department which offers a course included in the minor will determine for its own majors whether courses taken for their minor can also count toward their major.

Sem. Hrs.

BCOM 3573, Managerial Communication 3

MGMT 3153, Organizational Behavior 3

MGMT 3613, Leadership 3

COMS 3203, Business and Professional Communication

OR

**UC 1103**, Introduction to Leadership Development 2-**3**

UC 3012, Seminar in Leadership Development 2

UC 480V, Special Problems in Leadership Development 3

Select two of the following:

COMS 2243, Principles of Argumentation

COMS 3243, Principles of Persuasion

COMS 4203, Small Group Communication

COMS 4243, Interpersonal Communication

COMS 4253, Intercultural Communication

PSY 3303, Motivation

PSY 4743, Organizational Psychology 6

Total Required Hours:

22-23

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**UC 1103**. Introduction to Leadership Development

**Introduces students to the study of the leadership process. Students will develop an understanding of leadership theories and the role of self- understanding in effective leadership by exploring the Relational Leadership Model.**