

LDSP 482 Experiential Applications in Leadership-NewCrs-2017-05-17

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Mike Kosicek	Proposer Email*	kosicek@iup.edu
Contact Person*	Justin Fair	Contact Email*	jfair@iup.edu
Proposing Department/Unit*	Team and Leadership Studies	Contact Phone*	724-357-4477

(A) Course Prefix*	LDSP
(B) Course Number*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> 482
(C) Course Title*	Experiential Applications in Leadership
(D) Course Level*	undergraduate-level

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>YES</p> <p>If YES, enter the number of credits:2-3</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:2-3</p> <p>Lab Hours:0</p> <p>Credits:2-3</p>
<p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p>	<p>LDSP 361</p> <p>Prior approval through the Teamwork and Leadership Studies Director, Student's Dean, and Office of the Provost.</p>
<p>(K) Co-requisite(s)</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>N/A</p>

<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
<p>(M) Recommended Class Size</p>	<p>Number (Enter Zero if No):</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Independent study providing an opportunity to engage in a leadership practicum. Provides an experiential learning experience for students in organizational leadership positions, or direct observation of a day-to-day leader, to practice personal team member and leadership skills. Experiential applications can be performed in industry, academia, government, municipalities, and select student leadership positions. Each experiential application, detailing the nature of the leadership position and experience, must be approved by the Team and Leadership Studies Program Director prior to 1) starting experience and 2) before the end of the drop /add period. Students will log a minimum of 25 hours of coursework and 50 hours experiential work for 2cr or 37.5 hours of coursework and 75 hours experiential work for 3cr (50 minutes coursework and 100 minutes experiential work (150 minutes total) per week per credit for 15 weeks).</p>
<p>(O) Student Learning Outcomes*</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <ol style="list-style-type: none"> 1. Apply and demonstrate principles of leadership models, theories, and skills to a experiential application in a leadership position. <ol style="list-style-type: none"> a. Using weekly journal entries that specifically focus students to reflect on their use of key models, theories, and personal traits. Journal entries provide guided and free-topic entries allowing students maximum flexibility to examine leadership topics of interest to facilitate maximum personal growth. 2. Create a framework to accomplish the goals and objectives, as directed by the organization's supervisor, for with the student will lead. <ol style="list-style-type: none"> a. Students will complete a midterm paper consisting of the creation of a road map for organizational goals and objective that the student will lead. The paper will examine the linking of organizational vision and mission to the assigned goals and objectives of the student. The paper will also detail a plan for the framework for which the student will use to: gain support from team members (to include outed team members), identify team culture, cultural barriers, and identification of evaluation metrics. 3. Analyze and reflect on the outcomes of the road map to facilitate the intended goals and objectives of their experiential application, both personal and organizational. <ol style="list-style-type: none"> a. A final report will be two part, focusing on a reflection of their personal leadership traits and styles and discussing the effectiveness of their road map in relation to meeting assigned goals and objectives. Students will be asked to include a discussion of team culture to include diversity, conflict, motivation in relation to their experience.

<p>(P) Brief Course Outline*</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Students will work for their organization and either participate as a leader or have direct observation of a day-to-day leader. They will keep an online, electric Journal, recording their activities in the internship and offering some reflection or analysis, particularly as to what it means for the student's personal, professional, and leadership growth. A minimum of 14 journal entries will be more than a simple list of activities and will include at minimum reactions, reflections and critical thoughts. Student must complete 14 journal entries with 7 of the 14 entries focusing on the following topics (correlating with LDSP 361 course content)</p> <ul style="list-style-type: none"> • The role of diversity and culture on leader effectiveness; • Illustrations of utilizing individual member strengths to optimize team synergy; • Leadership styles observed in the experience; • The emphasis on task vs. relationship behaviors observed; • Reflection of organization's vision and mission statement; • Reflection of organization's overall climate and suggestions to enhance to improve culture; • Analyze customer/client satisfaction to goals, objective, mission of organization; • Identify and analyze different kinds of positive and negative conflict observed; and • Observations of ethical and moral decisions made by those in leadership roles. <p>The student's site supervisor will provide an evaluation of the student's performance, attitude, initiative and participation.</p> <p>Students will also complete a midterm and final reports. The midterm paper, due in week 7, consists of the creation of a road map for organizational goals and objective that the student will lead. The paper will examine the creation and linking of organizational vision and mission to the goals and objectives. The paper will also detail a plan for the framework for which the student will use to gain support from team members (to include outed team members), identify team culture, cultural barriers, and identification of evaluation metrics.</p> <p>The final report, due in week 14, will be two part, focusing on a reflection of their personal leadership traits and styles and discussing the effectiveness of their road map in relation meeting assigned goals and objectives. Students will be asked to include a discussion of team culture to include diversity, conflict, motivation in relation to their experience.</p>
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<p style="text-align: center;">Rationale for Proposal</p>	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>The practicum (LDSP 482) enhances the leadership minor through a hands-on experiential application that provides opportunities to experience and apply leadership theories, models, and personal styles. This independent study offers flexibility for leadership application and connections to all fields of study.</p>
<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p>
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Other</p> <p>If Other, please explain:</p> <p>A possible controlled elective students can choose for either of the leadership minors for those students desiring to practice their team member and leadership skills through an experiential applications.</p>
<p>(T) Is a Similar Class Offered in Other Departments?*</p>	<p>NO</p> <p>Please Provide Comment:</p> <p>N/A</p>

<p>(U) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>This course is part of an interdisciplinary minor that is available for all majors of the university.</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Restricted to Majors/Minors</p> <p>If Other, please explain:</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>None</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>N/A</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">File</th> <th style="width: 50%;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>

Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.


Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items
Course Designations:	
Key Assessments	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p>File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>