Template A

New Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Erick Lauber	Email Address:	elauber@iup.edu
Proposing Depart/Unit:	Leadership Studies Minor Working Group	Phone:	7-5967

Course Prefix/Number	*See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323.* LDSP 300
Dual/Cross Listed	*Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233.* ☐ Yes ☒ No If yes with: Click here to enter text.
Number of Credits	(UG) Class Hours - 3 (UG) Lab Hours - 0 Credits - 3
Prerequisite(s)	none
Corequisite(s)	*This means that another course must be taken in the same semester as the proposed course* none
Additional Information (Check all that apply. Note: Additional documentation will be required)	☐ Liberal Studies (please also complete Template C) ☐ Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D) ☐ Distance Education (Please also complete Template E)
Course Title	Foundations of Leadership
Recommended Class Size (optional) (provide justification)	Are you recommending a class size: ☐ Yes ☒ No If yes: (check one of the following reasons and provide a narrative explanation) ☐ Pedagogical ☐ Physical limitation of classroom ☐ Accreditation body standards/recommendations ☐ Other Explanation *(required)*: Click here to enter text.
Catalog Description	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Provides a basic introduction to leadership by focusing on what it means *to be a good leader.* Emphasis is on the *practice of leadership.* The course will examine topics such as: the definition and nature of leadership, modern leadership theories, recognizing leadership traits, developing

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	leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Special attention will be given to helping students understand and improve their own leadership performance
Student Learning Outcomes *(These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes)* *If dual listed, indicate additional learning objectives for the higher level course.*	• Students will describe, apply, and criticize *through reading and discussion* the major theories of leadership and follower-ship principles developed over the past 100 years. • Students will understand, synthesize, and evaluate *through self-assessment questionnaires* an awareness of their own leadership readiness by communicating their philosophy, traits, skills, and behaviors. • Students will understand through *real-world observation and a real-world service project* the fundamental ways leadership is practiced in on-going organizations by taking on volunteer and community service projects measured through volunteerism, community and campus service, team projects, and class assignments. • Students will manifest *through reflection and action activities* an understanding and appreciation for the unique dimensions of their own leadership style, leadership ethics, service to others, and illustrate, analyze and assess strengths and weakness, and ways to improve what they do as leaders

Brief Course Outline:
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.
	1. Understanding Leadership
	  • Review the evolution of leadership.
	
	  • Examine the different perspectives on leadership and approaches to leadership.
	
	  • Recognize the role of diversity and culture on leader effectiveness.
	
	2. Recognizing Your Traits
	  • Understand the six key leadership traits.
	
	  • Reviewing traits and characteristics of famous leaders.
	
	3. Engaging People's Strengths
	  • Explore how strengths can make one a better leader.
	
	  • Understand the concept of strength.
	
	  • Describe the historical background of strengths-based leadership.
	
	  • Examine how to identify strengths.
	
	  • Review measures used to assess strengths.
	
	  • Examine strengths-based leadership in practice.
	
	4. Understanding Philosophy and Styles
	  • Discuss the formation of a person's philosophy of leadership.
	
	  • Differentiate between Theory X and Theory Y of leadership.
	
	  • Examine the most commonly observed styles of leadership
	     – Authoritarian
	     – Democratic
	     – Laissez-faire

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5. Attending to Tasks and Relationships
   - Explain the task and relationship styles of leadership.

   - Describing the use of task and relationship leadership in practice.

6. Developing Leadership Skills
   - Understanding administrative skills and their use in practice.

   - Understanding interpersonal skills and their use in practice.

   - Understanding conceptual skills and their use in practice.

7. Creating a Vision
   - Understand the characteristics of a vision.

   - Examine the process of vision articulation.

   - Discuss vision implementation.

   - Focus on how to develop a workable vision for different contexts.

8. Establishing a Constructive Climate
   - Understand the concept of constructive climate.

   - Review factors considered to establish constructive climate.

   - Explain the process for providing constructive feedback to employees.

9. Listening to Out-Group Members
   - Discuss the importance of listening to out-group members.

   - Examine the membership of the out-group.

   - Review how out–groups form.

   - Discuss how a leader should manage out-groups.

10. Handling Conflict
   - Understand conflict and importance of communication in the process of handling conflict.

   - Explain different kinds of conflict.

   - Understand Fisher and Ury's approach to conflict negotiation.

   - Discuss diverse communication strategies for conflict resolution.

11. Addressing Diversity and Ethical Issues in Leadership
   - Explain the concept of ethical leadership.

   - Discuss leadership ethics in practice by reviewing the six factors related to ethical leadership.

   - Examine the access of diverse groups to resources and to bases of power.

	• Examine the six pillars of character.
	• Discuss the three principles related to actions of ethical leaders.
	• Examine the five bases of power and its relationship to ethical leadership.
	12. Overcoming Obstacles • Discuss the concept of obstacles in the workplace. • Discuss obstacles in practice. • Highlight seven major obstacles derived from path-goal theory of motivation. • Describe each obstacle and the various ways leaders can respond to these obstacles

Rationale for Proposal

Why is this course being proposed?	It connects directly to the University's vision statement by "empowering students to become innovative leaders while enhancing communities throughout the world." It prepares students from all majors to study the characteristics and skills of effective leaders and to apply these principles to their own leadership behaviors and ethical decision making. The end products of the course are concerned dedicated citizens, able and willing to lead and to create constructive and effective change. This course will improve each student's leadership abilities in their chosen field and enhance their career advancement opportunities
How does it fit into the departmental curriculum? (Check all that apply)	☐ Major Requirement ☒ Minor Requirement ☐ Core Requirement *(Interdisciplinary core – e.g Business/Education)* ☐ Required Elective ☐ Liberal Studies ☐ Open Elective ☐ Other - Click here to enter text.
Is a similar class offered in other departments?	☐ Yes Please provide comment: Click here to enter text. ☒ No
Does it serve the college/university above and beyond the role it serves in the department?	☒ Yes Please provide comment: This course is a required course for the Minor in Leadership Studies, which is a proposed inter-disciplinary, inter-college minor ☐ No
Who is the target audience for the course?	☐ Course Designed for Majors (☐ Required ☐ Not Required) ☒ Course Designed for Minor ☐ Departmental Elective ☐ Restricted to Majors/Minors ☐ Open to Any Student ☐ Liberal Studies ☐ Other - Click here to enter text.
Implications for other departments	A. What are the implications for other departments (*For example: overlap of content with other disciplines, requirements for other programs*)? This course does not overlap any other courses currently being offered. It was offered as a CHSS 281 course in the summer of 2014. The closest course currently on the books is MGMT 461, but that is a

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<table>
<tr><td></td><td>business focused course

B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate)

The course has been listed and described in all material sent to dept. chairs during the development of the Minor in Leadership Studies. Numerous letters of support from those department chairs (attached to the Minor proposal) attest to their support for this course proposal</td></tr>
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For Dean's Review

- Are resources available/sufficient for this course?   [] Yes   ☐ No   ☐ NA

- Is the proposal congruent with college mission?   [] Yes   ☐ No   ☐ NA

- Has the proposer attempted to resolve potential conflicts with other academic units?   ☐ Yes   ☐ No   ☐ NA

Comments: Click here to enter text.