

LDSP 499 Leadership Capstone-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> 499
(C) Course Title*	Leadership Capstone
(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>NO</p> <p>If YES, enter the number of credits:</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:1</p> <p>Lab Hours:0</p> <p>Credits:1</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="text-align: center;">Number of Credits that May be Repeated:</p> <p style="text-align: center;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p>	<p>LDSP 361 and junior standing (60 or more credits).</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>(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>NO</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>Explores leadership through reflection and analysis of learning experiences within leadership minor. Emphasizes development of students' philosophies of leadership through self-reflection, peer-to-peer dialogue, and development of a life-long learning individual development plan with specific attention on: interpersonal dynamics; communication; analyzes leadership styles; ethics; task vs. relationship behaviors; overcoming obstacles; diversity strengths; conflict management; leadership for change; individual strengths and weaknesses; establishing a constructive climate and reflective development of personal leadership and team member skills.</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. Identify and examine growth of personal leadership traits and use of personal strengths to motivate team members. <ol style="list-style-type: none"> a. Students will be provided their own previous personality indicator tests (Myers-Briggs) from THTR 161 and LDSP 361 for reflection of personal growth pertaining to their preferred leadership styles. Students will enhance their examination to include how to optimize their own personal strengths to effectively engage individual team members. 2. Analyze and reflect on moral and ethical leadership decisions and compare to each students' personal leadership styles, traits, and experiences. <ol style="list-style-type: none"> a. Students will be asked to conduct interviews with leaders in academia, industry, non-profit, and government to identify and reflect on leaders' challenging decisions (e.g. moral and ethical) and the resulting consequential outcomes. Students will report (oral and written) and discuss interviews in a class setting for reflection on the students' personal leadership styles, traits, and experiences. Emphasis will be on moral and ethical issues, resolving conflict, and identification on potential diversity and inclusion challenges and issues. Connections will be made in classroom discussion on the strengths and synergy which diversity and constructive conflict offer. 3. Assess and reflect organizational vision and mission statements and their ability of the entity to connect their mission and vision to listed goals and objectives. <ol style="list-style-type: none"> a. Students will be asked to research and select comparable organizations to assess the interconnection of an organization's mission and visions statements to their goals and objectives. Students will also research for indications that an organization has been able to meet their goals, objectives, mission, and vision. 4. Examine and reflect on personal log entries on leader/team member relationships and organization outcomes. <ol style="list-style-type: none"> a. Students will be assigned weekly readings pertaining to leadership styles in various situations. Students will be asked to identify potential approaches to solve and enhance each situation in their journals. Students will present and rationalize their approach to the class. After multiple students present, a classroom discussion will advance the analytical reflection of each scenario to expose possible strengths and drawbacks of each approach. An emphasis on future impacts of team members and organizational outcomes will be included in the class discussion.

(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</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 meet to explore and discuss their personal leadership styles in a reflective manner using application-based exercises and scenarios. Students will revisit the topics explored in the core and required courses of the minor, with specific attention on: interpersonal dynamics; communication; analyzes leadership styles; ethics; task vs. relationship behaviors; overcoming obstacles; diversity strengths; conflict management; leadership for change; individual strengths and weaknesses; establishing a constructive climate and development of leadership and team member skills. Activities that provide discussion and reflection will occur at each class meeting time that provides for personal assessment of each student's leadership development.</p> <p>Sample activities include:</p> <p>Journal Reflection Exercise taking students through a guided examination of their leadership minor experiences.</p> <p>Leadership Autobiography Exercise requiring an examination of the student's life experiences, both personal and professional, and formal and informal, with particular emphasis on important moments that contributed to their development as a leader.</p> <p>Moral Leadership Exercise asking for the examination of a personal experience or current leadership dilemma in the news. Students will be required to examine the factors contributing to the difficulty including contextual, perceptual and individual.</p> <p>Leadership Interview Assignment requiring students to interview someone, other than a family member or friend, in an interesting leadership situation. A followup assignment will require the student to reflect upon and examine their own leadership philosophy in that same situation.</p> <p>Personal Leadership Philosophy Exercise synthesizes the leadership minor principles and theories, combined with the student's own leadership experiences. The assignment demands a thorough rationale for each position/choice.</p> <p>Cultural Differences and Diversity Assignment requiring students to demonstrate understanding, engagement and appreciation of diversity in leadership and teamwork. This could include examination of an event or activity that engages individuals or communities of a different race, sexual orientation, gender, ability, religion or socio-economic status.</p> <p>Organizational Leadership Project requiring students to work in teams to analyze the organizational dynamics and leadership styles of a target non-profit, for-profit or government organization. Information collected will include the structure, mission, vision, purpose, officers, leadership style, membership, activities, etc... of the organization, as well as the strengths, weaknesses and challenges of the organization. Students will also describe the steps they would take to create effective change within the organization.</p> <p>Individual Leadership Development Exercise requiring students to synthesize a personal 5-year plan for future leadership development based on the principles of the leadership minor.</p>
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Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	A capstone course for the minors in professional leadership and community and civic leadership. Provides reflection of personal leader inventories.
(R) University Senate Summary of Rationale	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>A capstone course for the minors in professional leadership and community and civic leadership. Provides reflection of personal leader inventories.</p>
(S) How Does it Fit into the Departmental Curriculum?*	<p><i>Check all that apply</i></p> <p>Minor Requirement</p> <p>If Other, please explain:</p>

<p>(T) Is a Similar Class Offered in Other Departments?*</p>	<p>NO</p> <p>Please Provide Comment:</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>Course is required for an interdisciplinary leadership minor that is open to all majors at 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>	<p style="text-align: center;">File Modified</p> <hr style="width: 10%; margin: auto;"/>
<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>	

Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
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.

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

Teacher Education Section

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

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