Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

Course: **LEAD 200 Introduction to Leadership Studies**

Explorations Subcategory: **Social and Behavioral Sciences**

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory

LEAD 200 INTRODUCTION TO LEADERSHIP STUDIES OBJECTIVES	EXPLORATIONS – SOCIAL/BEHAVIORAL SCIENCES OBJECTIVES
• identify relationships among leadership studies, management, and other social and behavioral sciences	1. demonstrate knowledge of at least one area of the social and behavioral sciences
• identify and describe theories, concepts, and thematic aspects of leadership; systematically apply theoretical leadership constructs to analyze effective leader behavior and ethical conduct; describe and apply various leadership models	2. apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences
• explain the impact culture and gender has on leadership in various situations and contexts	3. understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience
• define, reflect then describe personal leadership skills and competencies using assessments available for measuring and improving leadership effectiveness; assess public leaders using a prescribed leadership model	4. integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance
• develop a common leadership lexicon that allows discussion of leadership concepts across academic disciplines	5. communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Introduction to Leadership Studies provides students an overview of various aspects and theoretical constructs of leadership and leader behavior in diverse situations and contexts. Students will gain knowledge and apply leadership concepts, theories and models by analyzing leaders and leadership situations through lectures, guest speakers, case study analysis and small-group exercises. Students also define and describe their personal leadership skills and competencies through various assessments and personal reflections.

Upon successful completion of the course, students will:

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• develop a common leadership lexicon that allows discussion of leadership concepts across academic disciplines	10. communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences

4. Brief description of how the department will assess the course for these learning objectives.

Leadership Studies faculty develop short answer, multiple choice, matching, and true/false questions that address Colonnade Plan learning objectives 1, 2, 3, and 5 outlined for subcategory

B of Explorations. All students enrolled in LEAD 200 will take an assessment based on the questions. Faculty partially evaluate learning objective 4 by having students conduct research then assessing a written leadership analysis of a public figure using a prescribed leadership model. Faculty complete the assessment of learning objective 4 by assessing reflection papers submitted by students after they participate in various leadership self-assessments.

5. How many sections of this course will your department offer each semester?

We anticipate offering 10 sections of LEAD 200 in future Fall and Spring terms. Additionally, we plan to offer LEAD 200 during the Summer and Winter terms.

6. Please attach sample syllabus for the course

LEAD 200: Introduction to Leadership Studies
Syllabus

3 Credit Hours

Western Kentucky University

This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course is actually offered. Please check before the class begins for the most up to date version. The text book requirements __will not__ change from this version.

SYLLABUS LAST UPDATED:

Course objective. *Introduction to Leadership Studies* provides students an overview of various aspects and theoretical constructs of leadership and leader behavior in diverse situations and contexts. Students will gain knowledge and apply leadership concepts, theories and models by analyzing leaders and leadership situations through lectures, guest speakers, case study analysis and small-group exercises. Students also gain an understanding of their personal leadership skills and competencies through various assessments and personal reflections.

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Accommodations. Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please do not request accommodations directly from the professor or instructor without a letter of accommodations from the Office of Student Disability Services.

Overview. This course consists of 28 lessons, each designed to take approximately three hours to complete (do the reading Assignments, attend class, and submit assignments for that class). **Any late Assignments receive reduced scores**. The penalty for late submissions is 10 percent of the assignment grade. Please contact the instructor if extenuating circumstances prevent on-time completion of Assignments. This course uses the American Psychological Association (APA) style manual for written Assignments.

Required Texts.

> **Leadership: Theory and Practice (Sixth Edition)**; by Peter G. Northouse,
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Grading.

- Class participation--10 percent
- Quizzes--10 percent
- Participation in SALSA Assessment—5 percent
- Leadership reflection assessment paper #1 --5 percent
- Leadership reflection assessment paper #2 --5 percent
- Midterm—20 percent
- Leader Analysis Project--20 percent
- Final Exam--25 percent

The letter grade for the course will be based on 100-90%=A, 89--80%=B, 79-70%=C, 69-60% = D and less than 60% = F.

Class Policy.

General. Students Must use E-mail and have access to a reliable Internet connection. Students must check their **WKU email account daily. The only email address used in this course is the WKU email.** Occasionally technical or other problems may occur; students should not hesitate to contact the instructor or the WKU IT Help Desk, phone (270) 745-7000.

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Participation in SALSA. Students must participate in the leadership assessment called SALSA. The Center for Leadership Excellence will provide information on when and how to take the SALSA online. Completion of the SALSA represents five percent of a student's overall grade.

Leadership Reflection Assessment Paper #1. Write a two-page paper (double spaced) listing your five strengths and analysis of your strengths; are they accurate and do they make sense? Comment on how you intend to use this information to better develop your leadership. This assignment represents five percent of your overall grade.

Leadership Reflection Assessment Paper #2. Write a two-page paper (double spaced) listing your DISC natural and adaptive behavioral styles. Discuss your thoughts on the accuracy of the assessment and if the results validate known or illuminate unknown aspects of your leadership. Compare the DISC results to your Strengthfinder results and comment regarding your future plans to use this information to develop your leadership. This assignment represents five percent of your overall grade.

Jung Typology Personality Assessment. Please follow these instructions to complete the Jung personality assessment for Lesson 22:

> - Go to the following web site: http://www.humanmetrics.com/cgi-win/JTypes2.asp

> - Take the Jung Typology Test, follow the instruction listed on the website.

- Once completed and scored, visit the the*D. Kirsey* web site and read about your personality. The *D. Kirsey* site appears as an option listed on the results page of the Jung Typology Test.

Leader Analysis.   The term project consists of a leadership analysis of a public person, either current or historic (no relatives or friends). Details of the leader analysis exist in the document titled, *Individual Term Project-Leader Analysis.doc* located in the *Course Documents* section of Blackboard. When completed, post your term paper to the *Term Paper – Leader Analysis* link found in the *Assignments* section of Blackboard; simply click on the link for the site, follow the instructions, then attach your paper. The term paper represents 20 percent of your overall grade.

Final Exam. The final exam occurs after the last class--details to be announced. The final exam is represents 25 percent of your overall grade.

Instructor Videos. Instructor videos supplement the curriculum. Students will periodically receive emails announcing new instructor videos. The instructor videos recap lessons and provide insight to future lessons. Most videos are less than 10 minutes. Students must have Windows Media Viewer (standard software from Windows) to view the videos. Instructor videos exist in the *Course Documents* sections of Blackboard in a folder titled, *Instructor Videos*.

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Individual Performance. Honesty and integrity are utmost for an effective relationship. Students MUST treat each other with respect and dignity and to understand that different is not wrong, it is just different.

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Cheating and Plagiarism. To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic

work of students must be their own. Students must give the author(s) credit for any source material used. To copy content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of "F" and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to "academic offenses" section of the WKU Student Handbook: http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf for more details.

Incompletes. A grader of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grader of "X" received by an undergraduate student will automatically become an "F" unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your instructor.

Privacy Matters. The Internet may change or challenge notions of what is private and what is not. The instructor prefers to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password but no one can guarantee privacy on-line. Part of the privacy for every student depends on the actions of each individual student.

- The course software used enables the instructor to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: In the event you use a public terminal (say at a hotel or library) you need to completely close the browser software when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard your password and change it from the one assigned at the start of the term. (Go to Student Tools).
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, the instructor can not legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

Intellectual Property. It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds

and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted. Students can share the most important part of a website as long as it is in the student's own words or interpretation.

LEAD 200 Homework Assignments

LTP = our text, *Leadership, Theory and Practice* by Peter Northouse

Date	Topic	Assignment
Jan 24	Introduction	Review syllabus, course documents
Jan 26	Basic concepts, definitions	Read LTP, chapter 1
Jan 31	Trait Approach	Read LTP, chapter 2; provide article to class for next assignment
Feb 2	Emotional Intelligence	Read assigned article
Feb 7	Strengths vs weaknesses	Read Strengthsfinder, i - 31, do Strengthsfinder survey, bring feedback report to class
Feb 9	Skills Approach	Read LTP, chapter 3; submit one-page reflection paper on strengths
Feb 14	DISC behavioral assessment	Complete the DISC online assessment; bring feedback report to class
Feb 16	Psychodynamic Approach	Read LTP, chapter 12; complete Jung-Typology personality assessment; bring four letter code and summary to class

Date	Topic	Assignment
Feb 21	Style Approach	Read LTP, chapter 4; submit Reflection Paper #2
Feb 23	Ethics and Leadership	Read LTP, chapter 15
Feb 28	Ethics and Leadership applied	Bring ethics article to class; provide K&P handout for next class
Mar 1	Kouzes and Posner Model	Read handout
Mar 13	Situational Approach	Read LTP, chapter 5
Mar 15	Contingency Theory	Read LTP, chapter 6
Mar 20	**MIDTERM**	Study previous material
Mar 22	Path-Goal Theory	Read LTP, chapter 7; review midterm
Mar 27	Leader-Member Exchange Theory	Read LTP, chapter 8
Mar 29	Transformational Leadership	Read LTP, chapter 9
Apr 3	Authentic Leadership	Read LTP, chapter 10
Apr 5	Team Leadership	Read LTP, chapter 12
Apr 10	Women and Leadership	Read LTP, chapter 13
Apr 12	Culture and Leadership	Read LTP, chapter 14
Apr 17	Movie analysis	Assignment in class
Apr 19	Movie analysis	Assignment in class
Apr 24	Class presentations	Listen to or present leader analysis presentations
Apr 26	Class presentations	Everyone submits leader analysis paper

Date	Topic	Assignment
May 1	Class presentations	Listen to or present leader analysis presentations
May 3	Class review	Review Colin Powell slides

Final Exam: Monday, May 7, 8:00 - 10:00

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Course: **LEAD 200 Introduction to Leadership Studies**

Explorations Subcategory: **Social and Behavioral Sciences**

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory

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3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

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Leadership Studies faculty develop short answer, multiple choice, matching, and true/false questions that address Colonnade Plan learning objectives 1, 2, 3, and 5 outlined for subcategory

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6. Please attach sample syllabus for the course

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Syllabus

3 Credit Hours

Western Kentucky University

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SYLLABUS LAST UPDATED:

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- Quizzes--10 percent
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- Do not allow access to the course to those not registered in the course.
- Guard your password and change it from the one assigned at the start of the term. (Go to Student Tools).
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, the instructor can not legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

Intellectual Property. It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds

and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted. Students can share the most important part of a website as long as it is in the student's own words or interpretation.

LEAD 200 Homework Assignments

LTP = our text, *Leadership, Theory and Practice* by Peter Northouse

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Jan 24	Introduction	Review syllabus, course documents
Jan 26	Basic concepts, definitions	Read LTP, chapter 1
Jan 31	Trait Approach	Read LTP, chapter 2; provide article to class for next assignment
Feb 2	Emotional Intelligence	Read assigned article
Feb 7	Strengths vs weaknesses	Read Strengthsfinder, i - 31, do Strengthsfinder survey, bring feedback report to class
Feb 9	Skills Approach	Read LTP, chapter 3; submit one-page reflection paper on strengths
Feb 14	DISC behavioral assessment	Complete the DISC online assessment; bring feedback report to class
Feb 16	Psychodynamic Approach	Read LTP, chapter 12; complete Jung-Typology personality assessment; bring four letter code and summary to class

Date	Topic	Assignment
Feb 21	Style Approach	Read LTP, chapter 4; submit Reflection Paper #2
Feb 23	Ethics and Leadership	Read LTP, chapter 15
Feb 28	Ethics and Leadership applied	Bring ethics article to class; provide K&P handout for next class
Mar 1	Kouzes and Posner Model	Read handout
Mar 13	Situational Approach	Read LTP, chapter 5
Mar 15	Contingency Theory	Read LTP, chapter 6
Mar 20	**MIDTERM**	Study previous material
Mar 22	Path-Goal Theory	Read LTP, chapter 7; review midterm
Mar 27	Leader-Member Exchange Theory	Read LTP, chapter 8
Mar 29	Transformational Leadership	Read LTP, chapter 9
Apr 3	Authentic Leadership	Read LTP, chapter 10
Apr 5	Team Leadership	Read LTP, chapter 12
Apr 10	Women and Leadership	Read LTP, chapter 13
Apr 12	Culture and Leadership	Read LTP, chapter 14
Apr 17	Movie analysis	Assignment in class
Apr 19	Movie analysis	Assignment in class
Apr 24	Class presentations	Listen to or present leader analysis presentations
Apr 26	Class presentations	Everyone submits leader analysis paper

Date	Topic	Assignment
May 1	Class presentations	Listen to or present leader analysis presentations
May 3	Class review	Review Colin Powell slides

Final Exam: Monday, May 7, 8:00 - 10:00