

Date of request: 10-MAR-2019

CEHD 965

Request ID: E-2019-ELRT-12

College: E

Department: ELRT

Initiator name: eric archer

Initiator email: eric.archer@wmich.edu

Proposed effective term: 202010

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course EDLD 2020

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

EDLD 2020

2. Proposed credit hours:

3

3. Proposed course title:

Experiential Leadership

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

D

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

None

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

None

12. Level restriction:

Exclude

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Experiential Leadership

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

The proposed improvement is to create this course as part of a NEW 15-credit hour undergraduate minor in Leadership Studies within the Department of Educational Leadership, Research and Technology. Of the four proposed new courses, separate new course proposals have been submitted for EDLD 2020, EDLD 3020, and EDLD 4795 along with this proposal for a new program. The remaining course (EDLD 2000) has been previously submitted to the College Curriculum committee (on December 4, 2018) for review as a WMU Essential Studies course.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Currently, the Department of Educational Leadership, Research and Technology (ELRT) only offers graduate programs to its students. Due to increasing calls by the WMU Provost's and CEHD Dean's Office to develop innovative strategies for increasing student enrollment at the institution, the department plans to leverage the theoretical and practical expertise of our faculty in the study of leadership in order to develop our first undergraduate program offering. In addition, the department has consulted with other units on campus, including the Division of Student Affairs, the Office of Student Engagement, the Haenicke Institute for Global Education, and the WMU Signature Program, all who believe that there is demand from students on campus for an undergraduate minor in leadership studies that would complement the co-curricular leadership offerings already available at WMU. Please see attached letters of support from The Division of Student Affairs, the Haenicke Institute for Global Education, the Office of Student Engagement, and the WMU Signature Program.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Course Learning Outcomes:

1. Articulate their strengths and weaknesses as a leader
2. Articulate their leadership philosophy
3. Adapt to diverse perspectives when working with others
4. Work with others toward a common goal
5. Engage in meaningful self-reflection

Program Learning Outcomes:

1. Demonstrate the ability to apply theories of leadership to real world practice.

2. Articulate a personal philosophy of leadership.
3. Develop strategies for leading diverse groups and advocating for social change.
4. Recognize the interdisciplinary nature of leadership and the realities of being a leader within their chosen profession.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. In addition to the information provided in Questions #3 and #8 on the program proposal, the department has considered carefully how to expand current offerings and increase enrollment in a way that is consistent with both the CEHD's and ELRT's strategic plan and the quality and breadth of our existing programs. In that way, this proposal for a new undergraduate minor in Leadership Studies is designed to address several of CEHD's strategic goals including:

- 1.3: Strengthen support for an increasingly diverse student population.
- 1.4: Increase program adaptation to changing external trends.
- 4.1. Strengthen recruiting, enrollment and retention.
- 5.5: Promote a more innovative and adaptive college culture.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. The proposed new program does not affect other programs, departments or colleges. This is due to the fact that there is no current minor on campus focusing on leadership studies that is not affiliated with a particular disciplinary focus (e.g., Military Science and Leadership, Leadership and Business Strategy, Non-profit Leadership, etc.). The planned minor in Leadership Studies will be interdisciplinary in focus and will allow students from all majors to learn about leadership theory and practice and to consider what leadership looks like when their own major disciplines.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The effect on our department's programs will be minimal. The minor requires the creation of four new undergraduate courses that will serve as the core of the program and will be taught by existing full-time or adjunct faculty with leadership expertise who are already affiliated with the department. In addition, a current faculty member will serve as the faculty advisor for the program with the College of Education and Human Development Advising Office providing primary student advising for the minor (per discussion with Director Chris Robinson). Finally, this new program fits with current departmental offerings as it will provide an opportunity to expose undergraduate students to our department earlier than they would normally otherwise be (usually during their graduate school search) leading some students who complete the undergraduate minor to consider continuing their education through graduate education in our department or other departments within the college.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier

or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

As this proposal is for a new program, there will be no effects on currently enrolled students. The faculty coordinator for the program will determine a course rotation schedule for required courses in the curriculum to allow students to complete the minor in a timely manner while concurrently completing their major degree programs. In addition, this course rotation schedule will allow courses to be offered frequently enough to allow students to complete their minor requirements in a timely progression while also ensuring the new course offerings fit into the larger schedule of courses offered among the various other programs in the department.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The anticipated student audience for this minor are any students studying within the various majors at WMU who would like to supplement skills learned in their major degree programs with knowledge concerning the theory and practice of leadership. The curriculum in this minor will provide students with basic leadership theories, experiential leadership activities that will allow students to develop their leadership skills, and strategies for using leadership for social change and leading diverse teams. In addition, the minor in Leadership Studies will challenge students to consider the role of leadership within their major disciplines of study and how they can develop as leaders within their professional fields.

As stated previously, WMU does not currently offer a minor in leadership that does not have a disciplinary focus. The proposed minor in Leadership Studies will provide students the opportunity to explore leadership from an interdisciplinary lens while still allowing them to focus on their major of choice. Additionally, department faculty have had extensive discussions with various student-serving units on campus including the Division of Student Affairs, the Office of Student Engagement, the Haenicke Institute for Global Education, and the WMU Signature Program. Each of these units already work with students related to co-curricular leadership development and are highly supportive of the proposed undergraduate minor in Leadership Studies. The directors of these units, including Vice President for Student Affairs, Dr. Diane Anderson, believe that proposed minor would be a fitting academic option to supplement the co-curricular leadership experiences of WMU undergraduate students. Finally, program faculty conducted a brief focus group with WMU undergraduate students participating in the Office of Student Engagement's Leaders in Action certificate program (co-curricular program) to gauge interest in a potential undergraduate leadership minor. The students in this focus group were very supportive of the development of such a program, stated their desire for having such a minor to choose from when they entered the university, and expressed their belief that this minor would be of interest to current and future WMU undergraduate students. Please see attached letters of support from The Division of Student Affairs, the Haenicke Institute for Global Education, the Office of Student Engagement, and the WMU Signature Program.

Initially, the anticipated enrollment for the program will be approximately 30 new students per

year. However, due to expected demand for this program from the current WMU undergraduate student population, the department expects to grow the program to meet future enrollment demands in this area of study.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) Current resources are adequate in terms of equipment, space, technology and library holdings. In addition, a current faculty member in the department will serve as the program coordinator and the College of Education and Human Development Advising Office will support advising of students in the new minor. The four new courses created for the minor will be integrated into the department's current course rotations and taught by existing faculty as needed. Please see email submitted with program proposal from University Libraries related to library resources.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

This proposal will have no effect on transfer articulations. For the first course in the minor curriculum sequence (EDLD 2000: Introduction to Leadership), which has already been submitted for approval as a WMU Essential Studies course, all essential studies articulations will apply for courses that are related to general leadership. For the remaining twelve hours in the minor, students will be required to complete these courses at WMU. Please see email submitted with program proposal from CEHD Advising Office approving language in this question.

O. Current catalog copy:
Not applicable

P. Proposed catalog copy:
Catalog Description:

This course explores various leadership principles and practices through experiential activities and individual and group exercises. Students will focus on developing strategies for enacting leadership skills in a variety of personal and professional contexts.

Department Curriculum Chair approver: Sue Poppink

Department Curriculum Chair comment:

Date: 05-JUN-2019

Department approver: Donna Talbot

Chair comment:

Date: 05-JUN-2019

**College of Education and Human Development
Educational Leadership, Research and Technology**

Course Designator and Number:

EDLD 2020

Semester Hours:

3 credits

Course Title:

Experiential Leadership

Catalog Description:

This course explores various leadership principles and practices through experiential activities and individual and group exercises. Students will focus on developing strategies for enacting leadership skills in a variety of personal and professional contexts.

Course Outcomes:

Students will:

1. Articulate their strengths and weaknesses as a leader
2. Articulate their leadership philosophy
3. Adapt to diverse perspectives when working with others
4. Work with others toward a common goal
5. Engage in meaningful self-reflection

Suggested Practices and Resources for Instructors:

Assessments:

1. Class Attendance, 20 points (20%)
2. *Student Leadership Challenge: Workbook Homework Activities*, 8 at 5 points each (40%)
3. You and Leadership Reflection Assignment, 1 at 20 points (20%)
4. Group Leadership Activity Facilitation, 1 at 20 points (20%)

Grading Policy and Scale:

The instructor expects quality in all products and performances and assigns grades per the following scale:

90-100 points = A
60-69 points = D

80-89 points = B
<60 points=E

70-79 points = C

Course Texts:

Kouzes, J. M., & Posner, B. (2018). *The student leadership challenge: Five practices for becoming an exemplary leader*. (3rd ed.). San Francisco, CA: Jossey-Bass.

Kouzes, J. M., & Posner, B. (2013). *The student leadership challenge: Student workbook and Personal Leadership Journal*. San Francisco, CA: Jossey-Bass.

Academic Honesty

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. (The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=22&navoid=882> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=23&navoid=938>). If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

WMU Statement on Title IX and Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

WMU Civility Statement

The university affirms the value of each individual as a member of the university community. It further reminds us that ad hominem attacks directed towards the individual, rather than the position or idea, do not contribute to an environment allowing individuals to flourish. The complete text of the Civility Statement is available from the following link: http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20Stmt.7-27-16_0.pdf

WMU Human Rights Statement

It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and

social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

WMU Non-Discrimination Policy

Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

College of Education and Human Development Diversity Statement

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and to apply their learning in meaningful ways.

WMU Religious Observances Policy (MOA-07/02)

The University is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith (<http://www.wmich.edu/policies/religious-observances-policy>).

It is our intent that students who must be absent from scheduled classes to fulfill religious obligations or observe practices associated with their faith not be disadvantaged. However, it is the student's responsibility to make arrangements with his/her instructors in advance. It is in the student's best interests to approach each instructor expeditiously and with sufficient notice that the rights and responsibilities of the instructor are not disrupted. Instructors should make it known to classes early in the term what they consider reasonable notice for anticipated absences. Without specifying a fixed notification time, we acknowledge in this policy joint responsibility: instructors will inform students of their requirements and students will make every effort to cause no disruption in the instructors' plans and duties.

Instructors should assume that a claim of religious observance has veracity, especially when advance notice is provided by the student. Students likewise must recognize that it is their responsibility to meet all their course obligations. Instructors are not obligated to provide materials to students unless these materials would have normally been distributed to the entire class. For example, if an instructor does not normally post notes, a student cannot expect notes to be provided for lectures missed.

If instructors choose to incorporate adjustments into the syllabus intended to cover student absences, it should be explicit that these apply to absences for religious observances, as well as all other contingencies.

WMU Code of Conduct and Other Information

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students www.wmich.edu/disabilityservices

Statement on Accommodations for Student Learning

Students requiring necessary accommodations to meet class requirements should consult with the instructor during the first week of class. The instructor would appreciate hearing from any student who would like to request an accommodation due to a documented need or other concern. Students requesting course accommodations or modifications due to a documented need (e.g., physical, learning, psychiatric, vision, hearing, etc.) should also contact the Office of Disability Services for Students (DSS) at 269.387.2116 (or at [wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)). Disability information provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

Computer Usage and Technical Support

Students will require the use of electronic resources to complete some course requirements and to access the WMU E-learning online course site. These resources are available on the WMU campus for any student who does not have personal access to such resources. If a student is unsure of how to access these resources, please notify the instructors immediately to ensure completion of all aspects of the current course.

Students who require technical support regarding the use of any hardware or software required to complete any requirements of the course should contact the WMU IT Helpdesk at <http://www.wmich.edu/helpdesk>, by phone at 269.387.4357 (Option 1), or by email at helpdesk@wmich.edu.

Student Support Services (Online and On Campus)

Students can access information related to online student support services via the following link: <https://wmich.edu/online/services>.

EDLD 2020: Experiential Leadership

<u>Unit</u>	<u>Unit Theme</u>	<u>Learning Resources</u>	<u>Assignments and Activities</u>
Unit 1	1. <i>Course Introduction</i> 2. <i>The Five Practices of Exemplary Leadership</i>	Kouzes & Posner (2013) – Modules 1-2 Kouzes & Posner (2018) – Introduction	
Unit 2	<i>Practice 1: Model the Way</i>	Kouzes & Posner (2018) – Chapters 1-2	<i>Student Leadership Challenge:</i> Homework Activities 1 and 2 Due
Unit 3	<i>Leadership Skill Building – Model the Way</i>	Kouzes & Posner (2013) – Module 3	<i>Student Leadership Challenge:</i> Homework Activity 3 Due
Unit 4	<i>Practice 2: Inspire a Shared Vision</i>	Kouzes & Posner (2018) – Chapters 3-4	
Unit 5	<i>Leadership Skill Building – Inspire a Shared Vision</i>	Kouzes & Posner (2013) – Module 4	<i>Student Leadership Challenge:</i> Homework Activity 4 Due
Unit 6	<i>Practice 3: Challenge the Process</i>	Kouzes & Posner (2018) – Chapters 5-6	
Unit 7	<i>Leadership Skill Building – Challenge the Process</i>	Kouzes & Posner (2013) – Module 5	<i>Student Leadership Challenge:</i> Homework Activity 5 Due
Unit 8	<i>Practice 4: Enables Others to Act</i>	Kouzes & Posner (2018) – Chapters 7-8	
Unit 9	<i>Leadership Skill Building – Enables Others to Act</i>	Kouzes & Posner (2013) – Module 6	<i>Student Leadership Challenge:</i> Homework Activity 6 Due

Unit 10	<i>Practice 5: Encourage the Heart</i>	Kouzes & Posner (2018) – Chapters 9-10	
Unit 11	<i>Leadership Skill Building – Encourage the Heart</i>	Kouzes & Posner (2013) – Module 7	<i>Student Leadership Challenge: Homework Activity 7 Due</i>
Unit 12	<i>Putting Leadership Skills to Action, Part I</i>	Kouzes & Posner (2013) – Module 8 Kouzes & Posner (2018) – Afterward	You and Leadership Reflection Due <i>Student Leadership Challenge: Homework Activity 8 Due</i>
Unit 13	<i>Putting Leadership Skills to Action, Part II</i>	Kouzes & Posner (2013) – Module 8 Kouzes & Posner (2018) – Afterward	Group Leadership Activity Facilitation Due – In Class