New Undergraduate Course Proposal Form

1. Department and Contact Information

<table>
<thead>
<tr>
<th>Tracking Number</th>
<th>Date &amp; Time Submitted</th>
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<tbody>
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<td>2009-04-16 15:57:32</td>
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<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
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<tbody>
<tr>
<td>Leadership Studies</td>
<td>Undergraduate Studies</td>
<td>TPA10100 380800 000000 000000</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Jerry Collins</td>
<td>4-0525</td>
<td><a href="mailto:jcollins@ugs.usf.edu">jcollins@ugs.usf.edu</a></td>
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2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
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<tbody>
<tr>
<td>LDR</td>
<td>3260</td>
<td>Leadership Lab</td>
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<table>
<thead>
<tr>
<th>Is the course title variable?</th>
<th>Y</th>
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<tbody>
<tr>
<td>Is a permit required for registration?</td>
<td>N</td>
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<tr>
<td>Are the credit hours variable?</td>
<td>Y</td>
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<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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<tbody>
<tr>
<td>0-4</td>
<td>Laboratory</td>
<td>Regular</td>
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<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
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<tr>
<td>15-60</td>
<td>Leadership Lab</td>
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Prerequisites

Corequisites

Co-Prerequisites

Course Description

The Leadership Lab is designed to provide leadership instruction coordinated with the practical application of leadership skills for specific students, student groups, organizations, and specialized units.

3. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

Many students participating in the Leadership Studies Minor are already engaged in student leadership positions. This structured laboratory will afford them an opportunity to use their leadership position as a laboratory learning environment. The Leadership Lab will also be applicable to other institutional organizations such as student government, orientation leadership teams, and other student groups who desire a structured leadership experience.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

This course will be specifically designed around the contexts, situations and circumstances of the specific leadership realm of the student, the organization or the community of practice.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?
The course has been requested on numerous occasions by various interest groups. Student government desires this course to be taught as a learning lab for all senators each fall; the Office of Orientation has expressed the course be offered each spring as a learning lab for new orientation team leaders; and the marching band has requested a learning lab for their leaders.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No.

E. How frequently will the course be offered? What is the anticipated enrollment?

The Leadership Lab will be offered every semester. It is estimated that the course would enroll 150 to 250 students per year.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

No.

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Master’s degree, with a doctorate strongly preferred. The interdisciplinary perspective of Leadership Studies draws from a number of academic disciplines such as sociology, psychology, philosophy, management, political science, education, communications and others. Nationally, the most common preparation for faculty is educational leadership, higher education administration, college student affairs, management, political science, international affairs, or public administration.

4. Other Course Information

A. Objectives / Outcomes

The primary intent of this course is to provide a laboratory environment for individuals and communities of practice to study its organizational context and identify leadership/team dysfunctions, organizational culture, and ascribe organizational/behavioral standards.

B. Major Topics

Topics will vary by the focus of the student or the organizational unit.

C. Textbooks

Varies by context of the organizational laboratory.

5. Syllabus

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.
Leadership Lab
Course Syllabus
LDR 3320

Semester • Variable Credit 0-4 Credit Hours • Location • Day/Time

Instructor
Name: 
Office: 
Office Hours: 
Telephone: 
Email: 

Course Description:

This course is designed to be a structured learning lab affording students an opportunity to compliment their study of leadership within a community of practice focusing on experiential learning. The lab will focus on leadership within a defined context offering students an environment to practically apply their leadership knowledge, skill and ability.

Course Objectives:

At the end of this course, students will be able to:

1. Identify the leadership context/structure, outline significant organizational leadership issues, and apply leadership theories toward the advancement of organizational processes and procedures.

2. Articulate leadership strengths and weaknesses as it relates to the organizational environment and the concepts of transformational leadership.

3. Write a strategic plan which outlines the mission, vision, values and goals.

4. Present an organizational improvement plan and identify steps for its implementation.

Required Texts:

Overall Expectations:

1. During class discussions, topics or issues may come up that are sensitive in nature. It is expected that all discussions are civil and opinions of others are respected.

2. Class will begin promptly on time and it is expected that students are in class and ready to begin.

3. For the purpose of discussion and learning, it is imperative that all students are respectful of all aspects of diversity inherent in the class.

4. Academic dishonesty (cheating on exams, turning in assignments that are not your own thought or work etc.) will not be tolerated.

5. Students are expected to attend all class sessions. Each student will be granted one excused absence from class. Unexcused absences will result in 10 points for each absence being deducted from the students final point total in the class.

6. All students have the right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy. This will not count against the allotted excused absence described above.

7. Assignments will be collected at the beginning of the class period in which they are due. Late assignments will be deducted a point for each day the assignment is late.

8. Written assignments should be grammatically correct and free of error. In addition, they should follow the format listed below:
   - 12 point, Times New Roman font
   - Double spaced
   - Assignments should include the following:
     - Name
     - Course Name/Number
     - Date
     - Name of Assignment
8. In an effort to maximize the learning of the class as a whole, each student is expected to actively participate in class discussions and activities. Students can earn up to 5 participation points/class period.

9. Students with disabilities are responsible for registering with Student Disability Services in order to receive special accommodations and services. Please inform the instructor during the first week of class if a reasonable accommodation for a disability is needed for this course. A letter from Student Disability Services must accompany this request. SDS can be reached at SVC 1133 or 974-4309 (http://www.asasd.usf.edu/).

10. It is expected that students check Blackboard on a daily basis for announcements, assignment updates and general class information. This will be the main form of group communication between the instructor and the class.

Assignments:

**Organizational Description Paper:**
Critically examine the organization, groups and members. What is the purpose of this organization? How is it structured? Who is involved? What do members do? What are the policies, processes and practices of the organization? This paper should be 4-5 pages and provide a comprehensive description of the organization, identify what seems to work well and what does not.

**Personal Reflection Paper:**
What is your role in the organization? How do you fit into the organizational structure? What skills and abilities do you offer to this environment? What past experiences influence your opinions of the organization? How do you plan to engage in the organization now and into the future? The paper should be 4-5 pages in length and should be a candid assessment of yourself and your contribution/participation in the organization.

**Mission, Vision, Values and Goals Statement:**
Write a mission statement for the organization which also includes your vision for the organization, the values you believe are inherent to the organization, and specific near-term and long-term goals. Your individual mission statement will be used later within the group collaborative process.

**Small Group Strategic Plan:**
Student groups will be formed by the instructor. Using the template provided (available on Blackboard), each student will engage with their group members to complete an organizational improvement plan to be presented to the class.
Group Process Reflection Paper:
The purpose of this assignment is to reflect upon the laboratory experiences of leading, following and contributing to the group and the collaborative processes. This paper should be 4-5 pages. How did you perform within your small group? How did your group work with other small groups? What were the successes or failures incurred? What did you learn?

Determination of Final Grade:
- Class participation (face-to-face/online) discussions 25%
- Organizational Description Paper 15%
- Personal Reflection Paper 10%
- Mission Statement 20%
- Strategic Plan 20%
- Group Process Reflection Paper 10%

Grading Policies:
All assignments must be turned in on the date that they are due, unless prior arrangements are made with the instructor. 10% of the grade per project will be deducted per each day an assignment is late. Plus/minus grades will be assigned.

Grading Scale
A  93 – 100%
A-  90 – 92%
B+  87 – 89%
B   83 – 86%
B-  80 – 82%
C+  70 – 79%
C   73 – 76%
C-  70 – 72%
D+  67 – 69%
D   63 – 66%
D-  60 – 62%
F   Below 60%

Course Expectations:
General: Students will be required to participate in classroom discussions and in an online asynchronous discussion format. Each student will be expected to engage in civil discourse during discussions of each week’s reading assignments. Final grades will be determined by classroom participation (online discussions and face-to-face exchanges), personal reflection assignments, and group activities.
Class participation: One must be present to partake in a learning community, whether the learning community is centered in a face-to-face environment or an online electronic environment. Therefore, your personal attendance and participation are required for the face-to-face meetings and Blackboard (BB) discussions. Participation online is defined as reading the posted questions, responding by posting a quality response applicable to the questions AND engaging in student exchanges. In order to remain active and engaged in an online setting it is imperative that students log on to the Blackboard site (https://my.usf.edu) at least twice per week. You are expected to demonstrate engagement in the topics and discussions.

Reflective Activities: A well-written and concise that demonstrates your understanding of the material and its relevance to you and the organization. The philosophies of self-direction and self-regulated learning are embedded into the framework of this class. Therefore, reflective activities are an important way for you to make sense of subjects and decide how the information relates to you. Personal reflective practice is deeply personal, creative and integral to the development of self-understanding. Such reflection is a critical activity for leadership development. Reflection grades will be based upon the level of commitment to personal thought, and a clear demonstration of introspection and critical thinking.