

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Business Administration	College/School	School of Management
Prepared by	Nicole Cundiff	Phone	474-5401
Email Contact	Nlcundiff2@alaska.edu	Faculty Contact	Nicole Cundiff

1. ACTION DESIRED

(CHECK ONE):

Trial Course New Course

2. COURSE IDENTIFICATION:

Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

Students will require maturity and interest in a leadership role; Course materials, reading and projects will be at the upper division level.

3. PROPOSED COURSE TITLE:

Leadership Theory and Development

4. To be CROSS LISTED?
YES/NO

If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED?
YES/NO

If yes, Dept. Course #

6. FREQUENCY OF OFFERING:

Alternate Spring

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)

Spring 2013

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:
(check all that apply)

1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

BA/LEAD 470 – Leadership Theory and Development (Offered Alternate Spring)
 A guide for interpreting leadership theory and research as well as practical advice on how to be a better leader. The course acts as a review of all functional leadership theories, how the

¹LEAD is the course designator for the Northern Leadership Center.

theories relate to one another, and how students can apply the leadership theories to their personal development. (Prerequisites: ENGL 111 & 211, COMM 131 or 141, and BA 390 or by permission)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES: NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6** W = Writing Intensive, **Format 7** Natural Science, **Format 8**

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES ENGL 111, 211; COMM 131 or 141; and BA 390 or by permission of instructor

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

\$0

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

Spring 2011 – BA/LEAD 493

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Course load of current faculty member, classroom space currently available

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

Similar course taught in past; No unusual library services are required.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

BA department

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Will add new course to existing offerings and give option to students seeking leadership skills. No negative impacts are expected.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course has been offered in the past at the upper division level, reflects the faculty member's expertise, and will align with other BA courses.

APPROVALS: Add additional signature lines as needed.

 Date 2/27/12
Signature, Chair, Program/Department of: BA SOM

 Date 2/29/12
Signature, Chair, College/School Curriculum Council for:

 Date 2/2/12
Signature, Dean, College/School of:

Date

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Date

Signature, Chair

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	3/6/2012
Signature, Chair, Program/Department of: LEAD		

	Date	3/6/2012
Signature, Chair/College/School Curriculum Council for:		

	Date	3/7/2012
Signature, Dean, College/School of:		

LEAD/BA 493: Leadership Theory & Development

Credits 3; Spring 2011, Meeting in Gruening 202; MWF 11:45-12:45pm

Instructor:

Nicole Cundiff PhD

Director: Northern Leadership Center

Email: nlcundiff2@alaska.edu

Phone: 907-474-5401

Office: Northern Leadership Center

Room: 208D Bunnell

Office Hours:

Mon & Wed: 1:00-3:00p

Or by appointment

Required Textbooks:

Bass, B.M. & Riggio, R.E. (2006) 2nd ed. Transformational Leadership. Mahwah, NJ: Lawrence Erlbaum Assoc.

Eagly, A. & Carli, L. (2007) Through the Labyrinth: The Truth About How Women Become Leaders. Harvard Business School Press.

Lord, R.G. & Maher, K. (1993) Leadership and Information Processing: Linking Perceptions & Performance. New York: Rutledge, Chapman, & Hall.

Other Readings:

House, R.J. (Editor) et. al. (2004) Culture, Leadership & Organizations: The GLOBE Study of 62 Societies. (Selected Readings)

Website for the course:

We will be using Blackboard for this course. You will need to login using your campus network id and select this course. The website contains all course information and access to group applications such as email and document sharing. The website also contains your grade book. You are only able to see your own grades. In addition, the webpage contains a copy of the syllabus and the course schedule.

Course Description:

This course will give students a guide for interpreting leadership theory and research as well as offers practical advice on how to be a better leader. Class sessions will be used to review all functional leadership disciplines and to discuss the disciplines in relation to one another.

Prerequisites: ENGL 111 & 211, COMM 131 or 141, and BA 390 or by permission

Course Objectives:

To provide the student with an:

- a) introduction to basic concepts of leadership
- b) engage the student to multiple theories and perspectives of leadership
- c) expose students to the complex challenges of leadership

Students will:

- a) Gain an understanding of the theories of leadership;
- b) Learn how the various aspects of leadership contribute to overall organizational effectiveness;
- c) Utilize a framework for understanding leadership research;
- d) Understand contextual ramifications on leadership;
- e) Hone analytical, critical thinking, and communication skills specific to leadership traits;

- f) Become aware of one's personal leadership skills.

Student Assessment:

The course has the following requirements:

- a) Class participation –discussion of material, reading assignments, and questions to guest speakers;
- b) Assignments –short papers and written exercises;
- c) 1) Team based final report and presentations – students will present an in-class presentation of their final paper (Send PPT to instructor for posting on Blackboard if applicable). 2) Team based mini-presentation.
- d) Final exam – The Final Exam (comprehensive) will be comprised of essay and short answer.

Assignments:

All assignments should be proof-read with special attention given to details and references. Punctuation and spelling errors on assignments are unacceptable and will be penalized (see 10 Strikes Rule). **Late assignments will not be accepted unless expressly cleared with instructor in advance.**

Assignment Formatting:

All written assignments are to be submitted in typed or printed formats. I will accept drafts of papers if they are submitted to me two or three weeks before the assignment is due. Late assignments will not receive full credit (10% final assignment grade reduction will be made per day late). Except for the in-class projects, no handwritten assignments will be accepted! It is your responsibility to submit papers that are coherent and error-free.

All citations, bibliographies, etc., for research papers must be in accordance with the Publication Manual of the American Psychological Association (APA). Please consult the reference librarian, or purchase a copy from the bookstore. Journal articles and primary source documents are expected.

Assignments:

- 1) Leadership Style Assessment, 2) Personal Leadership Vision, 3) Action Plan, 4) Work with SOLD or another volunteer based organization and write a personal reflection on what you learned, and 5) Attend event (either SOLD, NLC or LIVE) and personal reflection¹- (A more thorough discussion of these assignments will be provided in class).

Leadership event participation and reflections

Grading criteria:

Possible points

• Description of event	0.....	10
• Relate to Personal Goals/Vision	0.....	10
• Application to theories	0.....	15
• Implications for personal develop.	0.....	15
• Mechanics (Grammar/spelling)	0.....	-3
• Total Possible points		(50 points)

Mini-Presentations:

Each team will provide a 15-minute reflection on one of the overall themes for the course. This reflection should be reflective of current issues in the global workforce. At least 2 references

¹ These assignments can be based on past experiences, relating them to your own personal leadership development.

should be made to organizations and/or leaders that demonstrate the points being made based on the readings required during the course. Further, if the group uses power points, then these must be provided to the instructor *before* the day of the presentation. Please keep this presentation down to one or two members providing the “lecture” but all are required to participate in any discussion resulting from the presentation.

Final Project: Team Work**

Explanation of paper: Each paper must have the following attributes: 7-10 pages (excluding cover page), 12 pt., double-spaced, one-inch margins, references, APA style.
<http://www.apastyle.org/>

Choice 1: Leading charismatically: Charismatic leaders are said to have behavioral factors, such as strategic visioning and communication behavior, awareness to the environment, presentation of personal risk, sensitivity to organizational members' needs, and deviation from the status quo. Describe a charismatic leader, a charismatic behavioral factor they exhibit, and how they use these qualities to enhance their organization.

OR

Choice 2: Pick an author from the 4 books in class, look up additional information we have not already used and relate this information to at least one organizational leader. Present how this leader uses what you have learned to create a better organization. This can be represented in mission depiction and implementation. For instance, a leader that wants to enhance the acceptance of diverse members of their workforce may implement strategic planning task forces and various programs to incorporate diversity awareness into their organization's culture.

Possible Choice 3: **This class may have an opportunity to provide consulting advice to a local business in need of guidance on leadership related issues. If that opportunity does occur, then the consulting project will replace the leadership analysis. Once the nature of the group project has been identified, then a timeline will be mapped out and distributed to all students.

Presentation: Each team will discuss the findings from their paper in class, power points are optional but the presentation should be well developed and clear. The presentation should be 45 minutes long, including discussion and question and answer session.

Academic honesty:

The attempt of a student to present the work of others as his or her own, or to present any work not honestly performed, or to use improper aids to complete a project is a serious offense and will be treated with extreme prejudice. The aiding and abetting in any dishonesty is likewise held to be a breach of ethics. Do not cheat and do not tolerate other's cheating. If you are unsure whether some particular action is unethical or dishonest, review the Student Conduct Code Chapter 9.02 (www.alaska.edu/bor/policy-regulations/) Students caught plagiarizing or cheating will be disciplined according to the appropriate Department/School of Management/University of Alaska guidelines. Such action will result in an “F” for the course and I will recommend academic penalties.

Effective communication:

Students who have difficulties with oral presentations and/or writing are strongly encouraged to get help from the UAF Department of Communication's Speaking Center (Phone 907-474-5470, email speak@uaf.edu) and the UAF English's Department's Writing Center (Phone 907-474-5314, location Gruening 8th floor).

10 Strikes Rule:

As this course has a lot of writing involved, under the School of Management's new policy for written assignments will be subject to a 10 strikes rule. This means that if there are 10 or more errors (spelling, grammar, punctuation, etc...) the assignment will be returned to the student for corrections. No credit will be given until the errors are corrected and resubmitted in a timely fashion (within 4 days). A letter grade will be deducted each time the assignment is returned to the student. This rule will be strictly enforced. If you need assistance meeting this standard, please refer to the writing center.

Students with Disabilities:

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with learning or other disabilities are encouraged to visit the Office of Disability Services website at www.uaf.edu/chc/disability.html or contact the coordinator of Disability Services at the Center for Health and Counseling at 474-7043 or the Office of Disabilities Services (208 WHIT, 474-5655). If you have a disability and require reasonable accommodations, please let me know as soon as practicable so that your needs may be met.

UAF Honor Code:

As a UAF student, you are subject to the Student Code of Conduct. Please review the entire code. It is available in the back of the class schedule in the UAF catalog.

Attendance:

Attendance is mandatory and students should be aware that it could have a bearing on the course grade. Class participation may be given consideration where a student's grade falls in a marginal range between final letter grades. Students are responsible for all assignments handed out and/or mentioned in class. Absenteeism will only be tolerated in the event of a validated illness or a pre-arranged requirement by your employer. It is the responsibility of absentees to cover material/instructions missed during class periods.

Participation:

An integral component of effective employment is participating in the work. In this class, the student's presence and active engagement in the discussions, activities, and exercises as well as attendance in the class will evaluate participation. This class is not like others you have taken. Usually, there are not "notes" that you can get from your classmates if you miss class. Much of the learning is *in the moment* -- so, there is no way to "make up for" missed classes. Participation will be worth 20% of your grade and for every "unexcused" class you miss another 10% will be deducted from your grade. This is a class that requires your active involvement and participation. Therefore, questions, spirited discussions, and contrary viewpoints are encouraged; however, uncooperative behavior and disruptive acts will not be tolerated.

Grading Policy*:

The following points will be assigned to each:

a) Class participation:	20%	200/roughly 5 points per class
b) Assignments:	25%	250 -50pts/each
c) Mini-presentation:	10%	100
d) Presentation & report:	20%	200
e) Final exam:	25%	250
TOTAL:	100%	1000

The course will use the following grading scale:

A+	A	A-	B+	B	B-	C+	C	C-	D	F
97%	93%	90%	87%	83%	80%	77%	73%	70%	60%	<59%
4.0	4.0	3.7	3.3	3	2.7	2.3	2	1.7	1.3	0

*Extra credit may be available for this course for research participation.

Typical week schedule:

Mon: Introduction to theories and reading, class discussion, assignments due

Wed: Guest speaker (come prepared with questions about the topic)

Fri: Reflection on speaker and readings (occasional mini-presentation)

Tentative Course Schedule:

- Week 1 (Jan. 20) Hand out syllabus & align teams. What is a leader exercise. Leadership survey and calendar of events handed out.
- Week 2 (Jan. 24-28) Bass, Chap. 1-3 –Historical Breakdown of Leadership Theories. Intro to transformational leadership; Charlie Dexter
- Week 3 (Jan 31-Feb 4) Bass, Chap. 4-6 – Continued discussion on transformational leadership; Andre’ Layral
 - Assignments 1 and 2 due.
- Week 4 (Feb. 7-11) Bass, Chap. 7-10 – Continued discussion on transformational leadership; Andre’ Layral
 - Group 1 mini presentation: Transformational Leader & Why it is important
- Week 5 (Feb. 14-18) Project GLOBE, readings from House; Chap. 2 and then 1
 - Assignment 3 due. Director Fred Schlutt
- Week 6 (Feb. 21-25) Project GLOBE, readings from House; Chap. 4, 5, & 22
 - Group 2 mini presentation: Global Implications: How to be a successful international leader; Senator John Coghill
- Week 7 (Feb. 28-March 4) Lord, Categorization Theory – Prototypes & Perceptions
 - Chap. 1-3; President Gamble
- Week 8 (March 7-11) Lord, Categorization Theory – Prototypes & Perceptions
 - Chap. 4-6; Jim Dodson- unconfirmed
 - (March 14-18) – Spring Break
- Week 9 (March 21-25) Lord, Categorization Theory – Prototypes & Perceptions
 - Chap. 8 & 9; Former Borough Mayor Jim Whitaker
- Week 10 (March 28-Apr. 1) Lord, Categorization Theory – Prototypes & Perceptions
 - Chap. 13 & 14
 - Group 3 mini presentation: Perception of Diverse Leaders; Nils Andreassen
- Week 11 (Apr. 4-8) Eagly & Carli, Gender; Chap. 1-4; Liz Ross
- Week 12 (Apr. 11-15) Eagly, Gender; Chap. 5-8; Kyong Hollen – unconfirmed

- Week 13 (April 18-22) Eagly, Gender; Chap. 9-11
 - Group 4 mini presentation: Select a successful female leader & discuss potential barriers to her future success. Jo Heckman- Unconfirmed
- Week 14 (Apr. 25-29) Final Presentations/Papers
- Week 15 (May 1-5) Final Presentations/Papers
- Final Exam May 9-12
 - Assignments 4 and 5 due.

This syllabus represents the best reasonable expectation of the instructor at the beginning of the semester, but is subject to change to improve the quality of learning or to accommodate unforeseen events (for instance, we may cover one less chapter than indicated on the syllabus in the case of foul weather).