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FORMAT 1
Submit original with signatures + 3 copies

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	School of Management	College/School	School of Management
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See <http://www.uaf.edu/uafgov/faculty/cd/cdman.html> for a complete description of the rules governing curriculum & course changes.

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:

3. PROPOSED COURSE TITLE:

4. 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. STACKED? YES/NO If yes, Dept. Course #

6. FREQUENCY OF OFFERING:
(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

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 one) 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.

OTHER HOURS (specify type)

CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

LEAD 190 LEADERSHIP & MANAGEMENT DEVELOPMENT 1-3 credits

A leadership and management program designed to inspire students to discover and develop their leadership and management potential. Topics include leadership roles and accountability, team building, leadership styles and situations, motivating others, civic responsibility, integrity, public speaking, changing behaviors, and goal setting. The business component may include topics of entrepreneurship, marketing, business ethics, financial management, and business strategies. Special application fee may apply. (1-3) Offered As Demand Warrants

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities N = Natural Science S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? 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).

Topics may change (e.g. Leadership Institute; Business Week)

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? 6 CREDITS

13. GRADING SYSTEM:

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

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

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

Application process may apply

16. PROPOSED COURSE FEES

\$

Has a memo been submitted through your dean to the Provost & VCAS 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.: Summer 2008; Summer 2009

18. ESTIMATED IMPACT

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

Will require salary for two instructors and classroom/meeting space. The cost of the additional faculty will be borne by the Northern Leadership Center budget. Additional expenses may be covered by sponsor donations and application fees.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffklj@uaf.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 Course has been offered for two years with current library collection.

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)

21. POSITIVE AND NEGATIVE IMPACTS

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

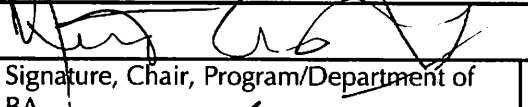
This course will offer students in leadership roles an opportunity to learn and practice skills necessary to become great leaders.

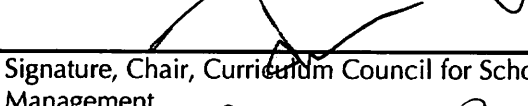
JUSTIFICATION FOR ACTION REQUESTED

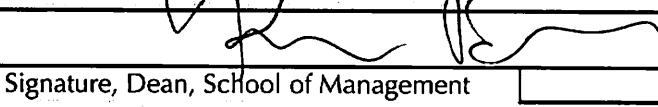
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

After two years of offering this as a trial course we would like to make it a permanent course offering and expand the topics to include business and management skills and other areas as interest arises.

APPROVALS:

 Date 11/2/10
Signature, Chair, Program/Department of BA

 Date 11/11/10
Signature, Chair, Curriculum Council for School of Management SOM

 Date 11/11/10
Signature, Dean, School of Management SOM

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, UAF Faculty Senate Curriculum Review Committee

LEAD 190
SUMMER LEADERSHIP INSTITUTE

Instructors:

Nicole Cundiff and Cara Hollingsworth

Text:

There will be a variety of articles and other written material for student to read.

Course Description:

LEAD 195 (2 credits) is for finishing 9-12th grade students to participate in a eight day leadership seminar and practicum which will involve building community, developing networks, learning leadership theories, understanding civic responsibility, and creating action plans for their personal leadership development.

Goals of the Course are to:

- Deepen students' knowledge and understanding of community-based problem solving in order to provide our state with informed and committed leaders for the future.
- Demonstrate awareness among students of the importance and potential impacts of their leadership in the state.
- Develop leadership capacity within the state by providing training through hands-on experience, activities, study, and personal reflection.
- Provide students with an understanding of leadership theories and skills.
- Allow each student to develop his or her own emerging leadership philosophy.

Outcomes of the Course: Students will

- Develop presentation skills
- Develop ethical awareness
- Learn and apply leadership theories
- Assess and develop leadership styles

We will study theories of leadership and group dynamics, along with issues of civic responsibility and their application to providing formal and informal leadership of groups on campus as well as leadership of groups in the community setting-- through readings, lectures, discussions, activities, case studies, and field-based learning. The course addresses topics such as group dynamics, conflict management, decision making, power and influence, understanding leadership behaviors and styles, and diagnosing which leadership behaviors work best under given situations.

- Class will start on May 26 and meet daily from 7:05. to 10 p.m. until June 2.
- A final pass/fail grade will be awarded based on successful completion of the course

Grading Scheme

Participation	25 points
Study questions	25
Intro assignment	5
Final project paper	20
Taking visible leadership	15
Group final exam (quiz show)	10

A passing grade is 65 percent.

STUDENT SUPPORT: UAF is committed to equal opportunity for all students. If you have a documented disability, please let us know at registration, and we will work with the Office of Disability Services to make the appropriate accommodation. We will collaborate with the Office of Disability Services and/or the Office of Student Support Services to make your educational experience in our class as positive as possible. Check the following website for further information. <http://www.uaf.edu/advising/learningresources/>

Introductory Assignment: We succeed when we use our talents/strengths to create the realities we desire and when we reflect on our experiences. Recall and reflect on your experiences of success, your best performances, your peak moments, and those of people you admire. With these experiences in mind, please write a paragraph on each of the following questions:

1. What do you think leadership is? Narrow it down to four sentences or less.
2. Who was a memorable leader in your life?
3. What were some of that leader's personal characteristics?
4. Do you prefer to lead or follow and why?
5. What are your strengths? How do you use them to contribute to your group's success?
6. What are your limitations? How do they affect your group's progress?

Daily Reflections and Study Questions: Each day you will either write or participate in a verbal reflection on the experiences of the day in terms of:

- what happened,
- how you felt about the events and your own role in them,
- what you learned from the experiences, and
- what you would do differently next time or if you had the day to repeat.
-

You will also submit written answers to study questions based on your reading of the articles. These will be collected the following morning at the first workshop.

Final Project Paper: During the course of the week, you will explore potential leadership projects that interest you. At the end of the course, you will write up a project plan describing:

- your vision
- your action items
- your budgetary and human resource needs
- your methods of implementation
- evaluation of your project.
-

There is no requirement that you implement the project; this is a planning exercise only. However, we will look forward to hearing from those who do implement the project, and will write letters of recommendation to colleges/universities or for a job based on your ability to implement.

There is no specific length required for this paper, though we expect it to be in the vicinity of 8-10 pages typed, double spaced in 11 point font. If you can do a good job in fewer pages, fine; if you need more, that's fine too. Your paper will be evaluated based on how well you have organized your material (25%), how well you have applied learning from presentations, readings and discussions in the course to your leadership project (65%), and the degree to which your paper is free of grammatical, writing and spelling errors (10%).

Final Project Papers..... take home and turn in via e-mail by June 13 at 5 p.m. You must complete the paper to pass the course. Please send as attached files in format Word (.doc) or format Rich Text File (.rtf) to fynlc@uaf.edu. Make sure that both your name and return e-mail address are on the document itself, not just on your e-mail. Late papers will be subject to point deductions, so please plan the week in a way that will enable you to get your paper e-mailed by the deadline.

There needs to be a balance between structure and flexibility in this course design, in order to take advantage of the unique learning opportunities that emerge from each individual group. We reserve the right to modify the course outline.

Alaska Business Week
July 30 – August 6, 2011
UAF campus

Instructors:

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Introduction:

The Alaska Business Week program is a week-long residential 'discovery learning' program aimed at Alaska high school students finishing grades 9 through 12. It is modeled after the successful Washington Business Week Program started in 1976, and is being spearheaded by the Alaska State Chamber of Commerce.

The mission of the Alaska Business Week program is to inspire high school students to discover their leadership potential, as well as begin to solidify their future aspirations before they leave their high school years. This simulated business environment immerses students in an actual business scenario of running a manufacturing business. Competing with other student teams to come up with a winning strategy, students will discover their own leadership talents and strengths.

One of the aspects that make this program different from other summer high school programs is the involvement of business leaders working directly with the students as company advisors throughout the course of the week.

The objective of this program is to give students a hands-on discovery learning opportunity to explore leadership skills and potential talents in the business arena. Most students come into the program with little or no knowledge of the various aspects of running a business; by the end of the week, they have discovered their strengths and weaknesses, their talents, and their leadership potential.

Program curriculum: (See attached 2010 Alaska Business Week program.) The schedule is set by program standards and requirements, and there is little deviation from the attached agenda.

Program calendar: Commences Sunday, July 30 at 10:30 am and runs through 10:00 am on Saturday, August 6, 2011. All activities occur on campus.

Participants:

Students: Alaska high school students finishing grades 9-12 as of May, 2011. This includes home schooled, private schooled and public school students from all walks of life, and all parts of the state.

Company Advisors: The key to the success of this program is the active participation of committed company advisors who are on loan from their companies for one week. Their role is to mentor the students, from giving moral support, to guiding stimulating discussions, and allowing students to make their own decisions. The goal is to simulate a work environment as closely as possible. Advisors are challenged to use their leadership skills and expertise to guide their young entrepreneurs to a winning strategy.

Alaska businesses are asked to 'loan' their executives for a one-week period of time to act as 'company advisors' to the teams and mentor the students. Their active participation assists the students in discovering their true potential and leadership skills. Advisors are assigned a team of up to 10 students and stay with the group throughout the week.

Presentations to the assembly of students, company advisors and staff given by business leaders from around the state challenges students to consider the various aspects of running a business, as well as the real issues businesses face today, offering insight into the strategies of top companies. It also gives them an opportunity to ask questions and interact with the business leaders. In total, the schedule provides for a series of up to 9 presentations from business and industry leaders.

As an added element, business leaders are encouraged to participate in the stockholder presentations and tradeshow event at the end of the program, and students have the opportunity to interact with them to gain insight into what makes them successful and what it will take to develop their own career path.

Structure of program:

Each element of this program builds on the next, and students are actively participating from 7:00 am through 10:00 pm for the entire week.

Students are grouped into teams composed of up to 10 students and one company advisor. Their focus throughout the week is to work with their team members to run a company. Each team is given the same company inventory, cash, employees, stock and personnel. It is incumbent upon the teams to come up with winning strategies over the course of 8 business quarters. Although the simulated business program (BizSim) is utilized by the program, students are not allowed to use computers.

Students are provided with a very detailed set schedule throughout the week, including 18 company meetings and 9 presentations by business leaders. During the week, teams will create a new product or service, and prepare to defend their company's decisions and results to a panel of business leaders acting as 'stockholders' at the end of the program. They also participate in a tradeshow to entice potential stockholders to invest in their new product.

Instructional methods:

Discovery learning method utilized; 9 lectures, small group interaction, team-building games and activities, public speaking, ethics exercises and discussions, financial business calculations – causes and effects thereof. Mentorship provided to every student.

Topics include, but not limited to:

Leadership
Entrepreneurship
Alaska employment statistics and jobs of the future
Marketing
Business Ethics
Financial management
Current practices in the business environment
Successful and unsuccessful business strategies

Program materials:

Students and advisors are provided with a computer-simulated program called "BizSim" utilized for the purpose of assisting the students in running their companies. A company manual is also provided to each student. Company advisors are prepared ahead of time, and are given the BizSim documents and the curriculum utilized throughout the week.

Venue:

The program is conducted on a university campus, affording the students an 'inside look' at what it would be like to attend college. Students live on a university campus, stay in the dormitories, eat at the cafeteria, participate in stimulating and thought-provoking lectures, and get a genuine feel for what college life is like.

Preparation:

Students are asked to keep an open mind, and try to move out of their 'comfort zone'. A set GPA is not a prerequisite to be accepted into the program. In many cases, students entering the program do not have a specific interest in business, and leave with a new insight into their strengths and future focus.

Participants are required to participate in the program for the entire week-long period. The more they participate, the more they will gain from this experience. In many cases, this program inspires students to focus on specific strengths and interests discovered throughout the week as they plan their next steps in life.

Participation:

Students are expected to attend all company meetings, presentations, group exercises, and activities, and actively participate in all aspects of the program. Attendance is taken, and any absence must be excused and reported in advance of the meetings.

A zero-tolerance policy is enforced, and any student violating this policy will be sent home at their own expense. (See attached.)

Student support services:

Company mentors and staff are available to all students throughout the week to address issues and concerns and assist them in understanding the curriculum.

Evaluation:

Stockholder presentation:

On the last day, students are expected to fully participate in an exercise before a panel of their 'stockholders' composed of actual business and industry executives. Each team must defend their actions in running their company, and be prepared to answer questions pertaining to any and all aspects of their business. Each student is expected to present some aspect of running their company during this presentation, and will be prepared to articulate what they have learned and present themselves in professional manner.

Tradeshow:

Student teams will have developed a new product or service over the course of the week and are required to 'sell' their new invention to a group of actual business and industry executives, including the benefits of the product or service, the cost to produce and manufacture the product. Utilizing their newly developed marketing skills, students should be able to solicit for stockholder investments in their products. This tradeshow exercise requires the active participation of all team members.

Grading:

Participation	25%
Stockholder presentation	30%
Tradeshow	30%
Taking visible leadership	15%

A passing grade is 65 percent.

Disabilities:

The Office of Disabilities Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. We will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.