Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Community and Civic Engagement

2. Course Prefix and Number: CCEN 2100
   3. Effective Term: Fall 2010

4. Course Title: Women and Leadership
   Abbreviated Title (30 characters or less): CCEN 2100

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - [ ] Current Course Number: 2100
   - [ ] Proposed Course Number: 2100
   - [ ] Type of Revision:

6. Course Credit:
   Contact/Group Hours: 3
   Scheduled Type: [ ] Lecture
   Weekly or Per Term?: Weekly
   Credit Hours: 3
   Anticipated Enrollment: 25

   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   None

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    An interactive exploration of the social, political, economic, and cultural implications of women’s current and historic leadership roles

11. May Count Either [ ] or [ ] (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more
     space is required)
    
    | Program Type (e.g.: minor, major, etc.) | Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art) | Requirement or Elective? |
    |----------------------------------------|-------------------------------------------------|------------------------|
    | minor | Community and Civic Engagement | Elective |
    | minor | Women's Studies | Elective |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:

No currently offered course takes as its main focus the historic and contemporary role of women as civic and community leaders. This course will serve as a foundation in the Community and Civic Engagement minor and address student learning outcomes identified in the recent University strategic plan. The course offers an opportunity for students to become informed and engaged citizens through demonstrable knowledge of women's contemporary and historical leadership roles in the world and in their own communities. Students will be able to describe and analyze the development of the social, political, economic, and cultural implications of women's current and historic leadership roles. At the same time the course presents opportunity for experiential learning through engagement in the community with attention to women's roles in civic advancement in our society.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

This course will require no additional resources. The course will be taught initially and primarily by the director of the Women's Leadership Institute (who holds a faculty administrative appointment in the College of Liberal Arts). It may be offered subsequently by other qualified instructors who teach in the CCEN or WMST minors.

(Indicate whether existing resources such as library materials, classroom/lab space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Students will be able to:
- Demonstrate knowledge of leadership theories as related to women's current and historic roles;
- Demonstrate knowledge of power and difference as it relates to gender;
- Demonstrate awareness of the roles of ethics, democratic citizenship, and civic engagement in addressing social challenges;
- Acquire and apply leadership competencies on campus and in the community;
- Demonstrate critical thinking through oral and written communication;
- Develop a personal leadership philosophy and analyze the leadership styles of others.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week Topics
1 Concepts of Leadership
2 History of Women Leaders
3 Leadership and Gender
4 Trait and Contingency Leadership Theories
5 Path-Goal Leadership Theory
6 Transformational Leadership
7 Authentic and Team Leadership
8 Midterm exam
9 Leadership and Ethics
10 Barriers to Women's Leadership
11 Contemporary Women Leaders in Different Contexts
12 Women Leaders Worldwide
13 Twenty-first Century Leaders
14 Campus/Community Organization Presentations
15 Campus/Community Organization Presentations and Final Exam Review
18. Assignments / Projects:

Course Texts:

Assignments (in addition to daily reading assignments):
Reflection papers:
Reflection papers are designed to encourage in-depth thinking about the readings as they apply to the leaders that will be studied, the campus leaders that will be interviewed, and the leadership style students will bring to their campus/community project. Each one-page paper should be typed, double-spaced, and is due at the beginning of class on the day it is listed in the syllabus.

Leadership instruments:
The leadership instruments can be found in Leadership Theory and Practice. Students should complete the instruments according to the instructions provided in the book, in class and on blackboard. Each questionnaire must be thoroughly and thoughtfully completed in writing and is due on the day listed in the syllabus.

Projects:
Personal Leadership Vision Statement:
The Personal Leadership Vision Statement will build from reflection on the student's experiences throughout the course, the answers to the style questionnaires, and from the theories studied throughout the semester. Students will begin by developing a personal leadership theory which incorporates leadership theories and observations gained through experience with a selected campus leader. Students will then apply their personalized leadership philosophy to the campus and community practice in which they engage with their groups. Students should keep a log as their personal leadership styles take shape. A five-page typed paper documenting this development and its application to the student's experiences in this class is due in the tenth week of class.

Campus Leader Interview and analysis of leadership profile:
From the list of campus leaders with which they will be provided, students will select a leader with whom they will conduct an interview. The interview questions should be based on a sound understanding of the leadership styles and theories which students will study. Students will formulate five to seven questions that reflect this understanding as well as their knowledge of the organization that the selected subject leads. Students may choose to use a camera or tape recorder to capture the subject's responses. Students will weave the questions and answers into a cogent statement about this woman leader and the style with which she leads the organization. The paper should be three typed, double spaced pages and is due in the twelfth week of class.

Campus/Community Organization Group Project:
For this project, the class will be divided into small groups. Students will be provided with a list of social issues and civic challenges and a list of campus and community organizations that have agreed to host students during the course of the semester. Groups will identify a social issue of concern and a campus or community group that is addressing that concern. Each student will provide 12 hours of service to the chosen organization. As a group, students will develop a leadership plan to aid the organization. In developing the leadership plan, students should make every effort to consider the leadership styles presented in this course. At the end of the
semester groups will present to the class an overview of the organization, its main civic focus, the group's leadership plan and its relationship to women's leadership theory, and an assessment of the experience working with the organization. The projects will be presented at the end of the semester, and each student in the group should participate in the presentation. The presentation will be accompanied by one eight-page paper per group. The project, presentation, and paper will receive a group grade.

Schedule of Assignments
Week 1 Concepts of Leadership
Chapter 1 Klenke, "Changing Conceptions of Leadership" 1-26; Chapter 1 Northouse, "Leadership Defined"; "Leadership Described" 1-15
Reflection 1 - Distinguish between management and leadership and determine which more closely matches your personal style; groups get acquainted and determine civic issue of concern and campus/community organization with which group will work.

Week 2 History of Women Leaders
Chapter 2 Klenke, "Women Leaders in History" 26-55; Center for American Women and Politics (www.cawp.rutgers.edu) "Firsts for Women in U.S. Politics"
Reflection 2 - choose one leader from "Firsts for Women in U.S. Politics" (website); review this woman's achievements via internet research and reflect on the contributions that impress you most. Groups make contact with campus/community group.

Week 3 Leadership and Gender
Chapter 4 Northouse, "Style Approach," 69-88
Chapter 13 Northouse, "Women and Leadership," 301-327
Answer and hand in leadership instrument style questionnaire (N 84-85); identify campus leader you will interview and turn in name for instructor approval. Meet with campus/community organization and begin service.

Week 4 Trait and Contingency Leadership Theories
Chapter 2 Northouse, "Trait Approach" 15-37; Chapter 3 Klenke, "Application of Trait Theory: Margaret Thatcher," 55-66; Chapter 6 Northouse, "Contingency Theory," 111-123; Chapter 3 Klenke, "Fiedler's Contingency Theory," 66-71
Answer and hand in leadership instrument trait questionnaire for Margaret Thatcher or for your chosen campus leader (N 33-35). Draft questions for Campus Leader interview.

Week 5 Path-Goal Leadership Theory
Chapter 7 Northouse, "Path-Goal Theory," 125-145; Chapter 3 Klenke, "Application of Path-Goal Theory: Debbie Fields," 66-75; view itunes.edu Women's Leadership Conference (sessions 1-4)
Answer and hand in leadership instrument path-goal leadership questionnaire using yourself as the leader-subject (N 142-144). Outline your personal leadership statement. Continue planning Campus Leader Profile Interview; perform service to campus/community organization.

Week 6 Transformational Leadership
Chapter 9 Northouse, "Transformational Leadership" 171-201; Chapter 3 Klenke, "Application of Transformational Leadership: Candy Lightner," 75-86; view itunes.edu Women's Leadership Conference (sessions 5-8)
Answer and hand in leadership instrument for multifactor leadership (N 199); begin interview; perform service to campus/community organization.

Week 7 Authentic and Team Leadership
Chapter 10 Northouse, "Authentic Leadership," 205-239; Chapter 11
Reflection 3-compare leadership theories and identify components most useful to your personal leadership philosophy; perform service to campus/community organization.

Week 8 Midterm exam Exam will cover leadership theories and application to women leaders
Study for Midterm exam;
Groups meet to outline campus/community leadership plan.

Week 9 Leadership and Ethics
Chapter 15 Northouse, "Leadership Ethics," 377-405
Bring in examples of ethical and unethical leadership from current events;
draft your personal leadership statement; perform service to campus/community organization.

Week 10 Barriers to Women's Leadership
Chapter 7 Klenke, "Visible and Not-so-Visible Barriers to Women’s Leadership," 164-188; Chapter 14 Northouse, "Culture and Leadership," 335-348.
Personal Leadership Vision Statement Due

Week 11 Contemporary Women Leaders in Different Contexts
Chapter 8 Klenke, "Contemporary Women Leaders in Different Contexts," 188-214; Chapter 14 Northouse (cont.), "Culture and Leadership," 348-376.
Perform service to campus/community organization; groups draft final presentation.

Week 12 Women Leaders Worldwide
Chapter 9 Klenke, "Women Leaders Worldwide," 214-220
Campus Leader Interview and Analysis Due; perform service to campus/community organization.

Week 13 Twenty-first Century Leaders
Chapters 10 Klenke, "Leadership Education and Development: Preparing Leaders for the 21st Century" 240-265
Reflection 4-Discuss the content of this course in relation to your personal experience with a campus/community organization. Groups finalize campus/community work and presentation.

Week 14 Campus/Community Organization Presentations
Review personal philosophy log; review theories; review reflection papers
Group Project presentation and accompanying paper due

Week 15 Campus/Community Organization Presentations and Final Exam Review
Group Project presentation and accompanying paper due.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reflection papers 4x5 points each</td>
<td>20pts</td>
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<tr>
<td>Leadership Instruments 4x5 points each</td>
<td>20pts</td>
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<tr>
<td>Midterm Exam</td>
<td>10pts</td>
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<tr>
<td>Personal Leadership Vision Statement</td>
<td>15pts</td>
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<tr>
<td>Campus Leadership Interview</td>
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<td>Group Campus/Community Project</td>
<td>15pts</td>
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<tr>
<td>Final Exam</td>
<td>10pts</td>
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</tbody>
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Total 100pts
Grading Scale
100-90 points = A
89-80 points = B
79-70 points = C
69-60 = D
Below 60 = F

List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade.

20. Justification for Graduate Credit:

(include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

**POLICY STATEMENTS**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**Excused Absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g.; hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XI) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2098 (V/TT).
Dear Barbara,

The curriculum committee was impressed with your proposal for a course, "Women and Leadership" as a component of the Community and Civic Engagement minor. Committee members agreed that we would be pleased for you to cross-list the course with Women's Studies. One suggestion was to add a focus on feminist leadership styles (apparently there is quite a literature on different relational styles, as you probably are aware). Please let me (or the WSP graduate assistant) know when the course will be offered so that we can help to publicize it.

Good luck!

Ruth

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