

## UNDERGRADUATE CURRICULUM CHANGE MEMO

**Date:** 10/14/2020

**From:** Mari Ysela Noopila, Ph.D., Leadership Studies

**Through:** Areli Chacon Silva, Ph.D., Leadership Studies

**Through:** Dr. Denis O'Hearn, Dean of the College of Liberal Arts

**To:** Crystal Herman Chair, Undergraduate Curriculum Committee

**Proposal Title:** Undergraduate Minor in Leadership

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### Description:

The minor in Leadership Studies will offer a flexible but in-depth study of leadership and its effects on society. The minor is designed to provide understanding of leadership theory and will improve student leadership styles to develop competencies in the domain of leadership through lenses of social justice, ethics, and community engagement (SEC). Further, the minor will serve as a foundation for building a community of scholars whose work examines the intersection of SEC in the practice of interdisciplinary leadership. The primary educational objectives of the proposed minor are to introduce, nurture and develop leaders who possess deep and broad knowledge of the discipline while considering concepts of social justice, ethical leadership and community engagement as it applies to their primary area of study. The program seeks individuals that are dedicated to advancing SEC through their leadership while attending the university and as they move forward in their personal lives and professional careers.

### Rationale:

Our goal is to meet the needs of our underrepresented and underserved student populations by offering an interdisciplinary minor to fill the gap in leadership education offerings at the undergraduate level. We are dedicated to serving all students at UTEP across majors, but we are specifically interested in the recruitment of minorities, women, lower SES, first-generation and those students who are traditionally underrepresented within the leadership realm. Through a dedication to empower students and promote social change we will incorporate Social Justice Leadership, Ethical Leadership and Community Engaged Leadership as underpinnings within all of our leadership curriculum. Further we will introduce fundamental principles of research, scholarly research articles, citation of research articles and a range of teachings which enable students to acquire a foundation of research to build upon.

# CURRICULUM CHANGE PROPOSAL

## APPROVAL PAGE

**Proposal Title: New Minor in Leadership Studies**

**College: Liberal Arts**

**Department: Leadership Studies Program**

### DEPARTMENT CHAIR

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**I have read the enclosed proposal and approve this proposal on behalf of the department.**

10/26/2020

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

### COLLEGE CURRICULUM COMMITTEE CHAIR

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**I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

### COLLEGE DEAN

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**I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**



# **Minor in Leadership Studies**

## **Proposal Documents**

**Building leaders who value:**

- ❖ Social Justice Leadership**
- ❖ Ethical Leadership**
- ❖ Community Engaged Leadership**
- ❖ Research**

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# Request Form for a New Minor

## Administrative Information

1. Institution: The University of Texas at El Paso
2. Program Name: Minor in Leadership Studies
3. Proposed CIP Code: 30.9999.22
4. Number of Required Semester Credit Hours (SCHs): 18.0 Credit Hours
5. Brief Program Description – Describe the minor and the educational objectives:

The minor in Leadership Studies will offer a flexible but in-depth study of leadership and its effects on society. The minor is designed to provide understanding of leadership theory and will improve student leadership styles to develop competencies in the domain of leadership through lenses of social justice, ethical leadership, and community engagement (SEC). Further, the minor will serve as a foundation for building a community of scholars whose work examines the intersection of SEC in the practice of interdisciplinary leadership. The primary educational objectives of the proposed minor are to introduce, nurture and develop leaders who possess deep and broad knowledge of the discipline while considering concepts of social justice, ethical leadership and community engagement as it applies to their primary area of study. The program seeks individuals that are dedicated to advancing SEC through their leadership while attending the university, and as they move forward in their personal lives and professional careers.

The World Economic Forum in 2020 calls for universities to adapt and train future leaders. They outline the need for diversity, equity, and inclusion to foster societal change. Further, there is a call for organizations to find diverse talent and support inclusive cultures capable of leading. There is a paucity of leaders willing to face present and future challenges. The main educational goal of the minor in leadership studies is to prepare and inspire students such that they can transform their organizations, communities, and world.

Teaching leadership at a time when humanity suffers major social crises means that we pave the way for leadership practice, reflection, and action. As educators we want our students to live and experiences leadership, not just recite concepts and prescribe to mainstream leadership ideas. As Aristotle explained with the example of courage: “We are interested in the student being brave, not that he knows the definition of courage”.

Students pursuing the minor in Leadership Studies are trained in the theories and models of leadership where they learn to think critically, analyze the underlying assumptions of individuals, companies, institutions, or situations they encounter, solve problems, and express themselves orally and in writing. Through the foundation of SEC leadership, this minor is designed to enable and engage students with tools and theory necessary to become successful change agents, ethical leaders, activists, and community organizers.

6. Administrative Unit –

The Leadership Studies Program within the College of Liberal Arts.

7. Proposed Implementation Date – Report the date that students would enter the minor (MM/DD/YY):

Fall 2021

8. Contact Person – Provide contact information for the person who can answer specific questions about the minor:

Name: Dr. Areli Chacón Silva / Dr. Mari Ysela Noopila

Title: Program Director/ Assistant Professor of Instruction  
Leadership and Community Engagement Program

E-mail: [achaconsilva@utep.edu](mailto:achaconsilva@utep.edu)/ [mynoopila@utep.edu](mailto:mynoopila@utep.edu)

Phone: (915) 667-6326 / (575) 571-7300

## Minor Information

### I. Need

*“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.” –John Quincy Adams*

#### A. Job Market Need:

##### 1. The Need for Leaders

Leadership is not a new discipline. However, a minor in Leadership Studies that integrates interdisciplinary knowledge and practice with social justice, ethical leadership, community engagement, and critical thinking offered to students University-wide represents an innovation. This innovative approach has emerged as a result of the need for a new kind of professional in our complicated world: A leader who leads positive change with a deep understanding of our society’s problems is able to advocate for and to promote social change.

An important challenge within organizations is having leaders who are able to work in multidisciplinary teams and with strong communication skills, driven by ethical practices. Leaders working for non-profit organizations, governmental agencies, and social enterprises must have a greater understanding of the social, economic, and political constraints on their work. Additionally, they should understand technology, as a key component in the skill set of the 21<sup>st</sup> century leader.

##### 2. Organizational Responsibility

Institutions of higher education and specifically Hispanic Serving Institutions (HSIs) should embrace the commitment to truly serve our underserved and underrepresented students. Dr. Natalicio former President of the University at Texas El Paso explained that “To be an HSI is to be at the forefront of change in higher education because of the shift in demographics. We have an opportunity to be trendsetters in areas we’re not historically known for”. Leadership education can be at the forefront of this change and show true commitment to educating students with philosophies and experiences in social justice leadership, ethical leadership, and community engaged leadership.

Through a mission for the 21<sup>st</sup> Century UTEP states that we strive to “increase access to excellent higher education. We advance discovery of public value and positively impact the health, culture, education, and economy of the community we serve”. 21<sup>st</sup> century institutions must educate, develop, and provide rich experiences for their students, specifically through leadership education.

Studies show that certain institutional practices are associated with high levels of student engagement.” In particular, students gain more from their collegiate experience when they are at institutions that they perceive as inclusive and affirming and where performance expectations are clearly communicated and set at reasonably high levels” (Chickering & Reisser, 1993; Education Commission of

the States, 1995; Kuh, 2001; Kuh, Schuh, Whitt & Associates, 1991; Pascarella, 2001; Pascarella & Terenzini, 1991).

### 3. Industry Demand for Leadership Skills

In 2018, Hart Research Associates conducted a survey for the Association of American Colleges and Universities. The objective of the survey is to understand which learning outcomes employers believe are most important to acquire in order to succeed in today's economy, how prepared recent graduates are, and employers' perceptions about the importance of applied learning projects in college. The survey sample consisted of 501 Business Managers and 500 Hiring Managers of organization that have at least 25 employees and 25% or more of their new hires hold either an associate degree from a two-year college or a bachelor's degree from four-year college. The most important findings were:

- Of employer priorities on select college learning outcomes: oral communication, teamwork with diverse groups, written communication, critical thinking and analytic reasoning, complex problem solving, innovation and creativity and quantitative reasoning were some of the primary skills that executives and hiring managers cited as being very important for recent graduates.
- A top priority for recent graduates includes personal and social responsibility. Executives and Hiring Managers desired employees to possess: ethical judgement and decision making, work independently and be self-motivated. Further, they want employees to apply knowledge in real-world settings.
- Employers said they were more likely to consider hiring recent college graduates who have completed: internships or apprenticeships, courses requiring significant writing assignments, research projects that are complete collaboratively with peers, comprehensive projects/thesis, field-based project in diverse community, service learning projects with community organizations, and study abroad programs.

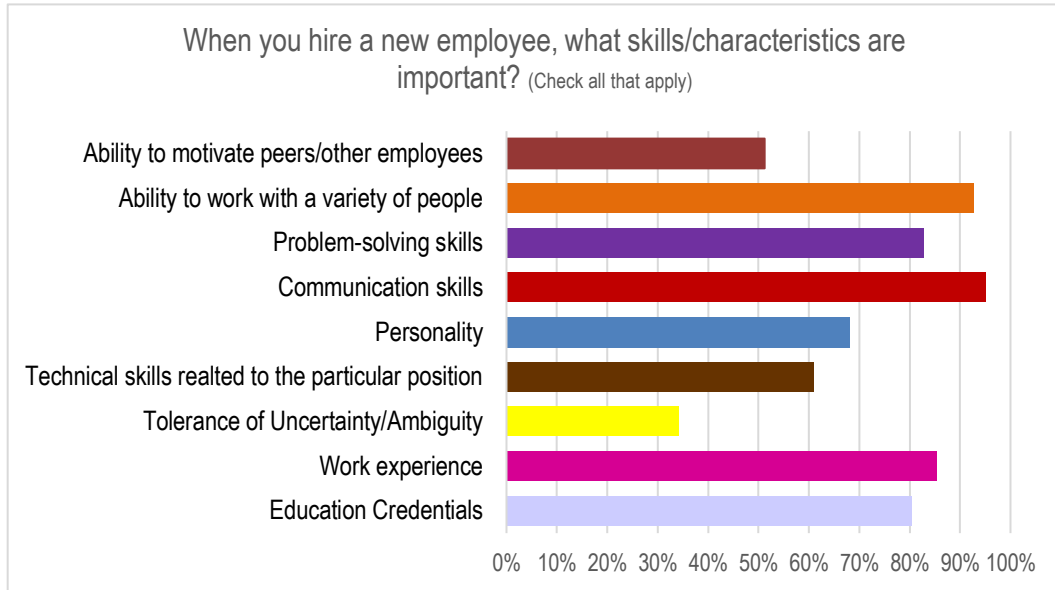
As part of our proposal development, an online survey was designed and sent to employers located in El Paso del Norte Region, between the months of March and April 2016. Of the 101 employers contacted, 56 responded. When asked a general question about how important leadership skills are in an employee: 58.54% (24 responses) said they are definitely important and 41.46% (17 responses) said they are important.

Critical data source was the question: When you hire a new employee, what skills/characteristics are important? (Check all that apply) (See Figure1).

95.12% of the respondents indicated that communication skills were important. In second place the ability to work with a variety of people with 92.68%. The third most important skills/characteristic was work experience with 85.37 % of the responses, followed by problem-solving skills with 82.93% of the participant's response. In contrast, education credentials and technical skills related to the particular position came in fifth and sixth place with 80.49% and 60.98% respectively.



Figure 1.



Additionally, the respondents were asked why they would or would not hire a student with a leadership degree. Important qualitative data were obtained from their responses:

“Leadership is extremely important in our field; from leading in a classroom, a campus, or an entire school district. An individual who is able to properly guide and lead others would help the organization not only be more united but also accomplish its goals at a faster pace.”

“Having a minor in leadership would be beneficial for someone who is a potential managerial candidate.”

“It appears the degree would provide a graduate with a solid foundation of leadership skills that are in demand by employers. The addition of an internship would complement the classroom learning by affording students an opportunity to practice the theories and skills taught in a real world setting.”

“[An] Individual who demonstrates leadership and has attained a liberal arts degree makes him a valuable individual....as many with that degree can work in many industries...a leadership degree would be an extra bonus.”

“The sustainability and continuity for any organization is predicated on their succession planning, so having team members who have been adequately trained and developed into leaders, or ready to take on leadership roles when needed are crucial. However, I also think that a big part in any leadership role is knowing how to manage change, so I think a course in Change Management would be ideal for this type of coursework.”

The respondents represent companies located in the El Paso del Norte region, in the following industries: Education, Government, Professional Services, Healthcare, Non-profit, Energy and Utilities, among others.

The data from Hart Research Associates and from local employers suggest that a general minor in leadership studies, when paired with experience, and with an innovative curriculum, will have an impact, and perhaps be something expected by employers not only in our community, but nationwide.

**4. Job Opportunities**

The number of jobs identifying leadership competency as a desirable skill above core technical skills across the U.S. is approximately 30,625 according to CareerBuilder.com, an online job market website. Leadership positions usually focus on leading employees based on company needs.

Narrowing the search for leadership development, the result was approximately 17,900 jobs (as posted in February 2017). Employees that work for companies with branch locations around the world utilize leadership training to facilitate ethical business practices with coworkers from different cultures. In such a fast-paced global economy, many executives use technology to improve communications with clients and coworkers overseas. For Texas, approximately 1,850 jobs were advertised where graduates with a minor in leadership studies would be highly competitive, especially when there is a demand beyond a specific discipline.

According to the U.S. Bureau of Labor Statistics, the projected job growth for Bachelor’s Degree with leadership skills is as follows:

Table 1. Projected Job Growth

Required Education	Bachelor’s degree
Other Requirements	Leadership training
Projected Job Growth (2012-2022)	11%
Average Salary (2014)	\$180,700

Source: U.S. Bureau of Labor Statistics

The expected increase in the number of jobs with leadership skills is related to the need for companies to have human talent capable of communication, solving problems, and ethical values.

**B. Student Demand**

**1. Student Need for an Undergraduate Leadership Minor**

We have realized the need for a leadership minor in two ways, first by conducting phase 1 of a multi-phase research study on leadership education across HSIs, and by searching for the demand in leadership studies at UTEP.

- A small-scale study was conducted to explore what leadership education looks like across HSIs in the Southwest of the United States. This study revealed that there are gaps in leadership education in 3 specific areas: first there is a lack of leadership education offerings for undergraduate students,

second the majority of programs are offered within colleges of education and third, the majority of programs offer their classes in a traditional face-to-face format.

All of the 46 leadership programs are housed within public, four-year, HSIs across the Southwest of the United States to include California, Arizona, New Mexico, and Texas. Using the acquired data, we searched for themes across programs to include the college or academic location of the program, the type of degree or certificate awarded, class format, program description, curriculum requirements and if a mission/vision statement was given.

Based on these data academic location showed that an overwhelming 58.7% of the programs are housed within Colleges of Education, followed by 10.87% within Business Colleges, 8.7% within Liberal Arts, Other, Nursing and or Health Colleges. While 4.35% of the programs were located in Social Sciences/Arts and Sciences Colleges. See Figure 2.

We assessed data to learn more about what types of degrees and certificates that were awarded by the program as well as the format in which the classes are offered. The majority of degrees were graduate level with 44.68% Master’s degrees and 21.28% Doctoral degrees. Undergraduate minors and degrees made up 14.89% of the programs offerings and certificates accounted for 19.5%. See Figure 3.

Delivery of leadership programs comes in three formats, the majority of programs (76.09%) offered meet face to face, 13.04% meet solely online and 10.87% are offered in a hybrid format. See Figure 4.

Figure 2. HSI Leadership Education College/Academic Location

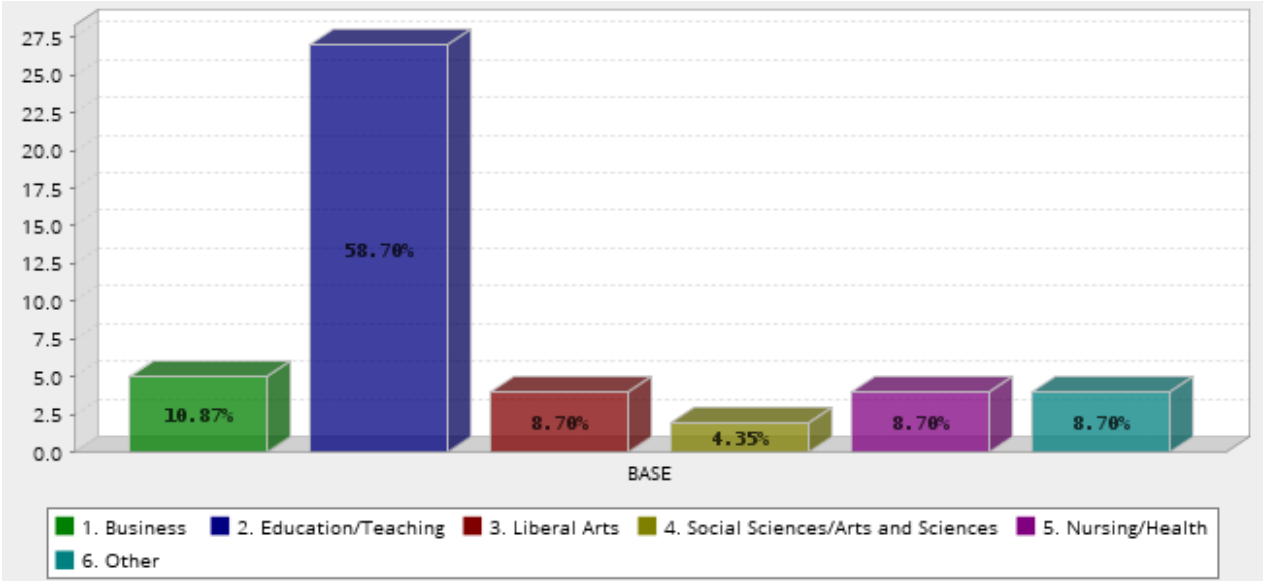


Figure 3. HSI Leadership Education Degree/Certificate

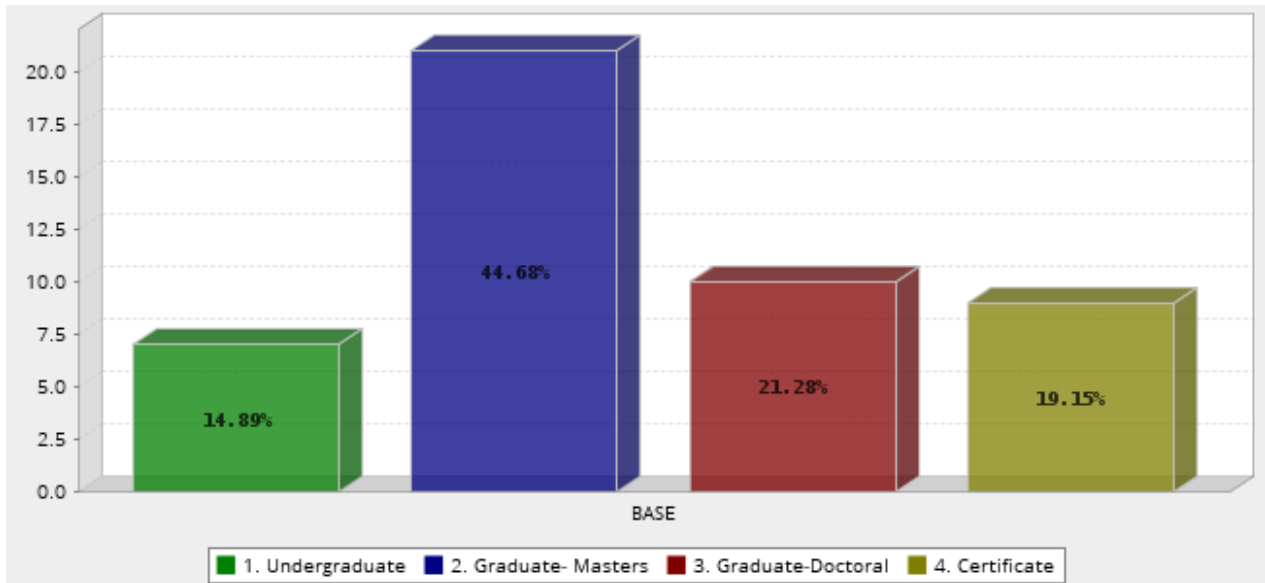
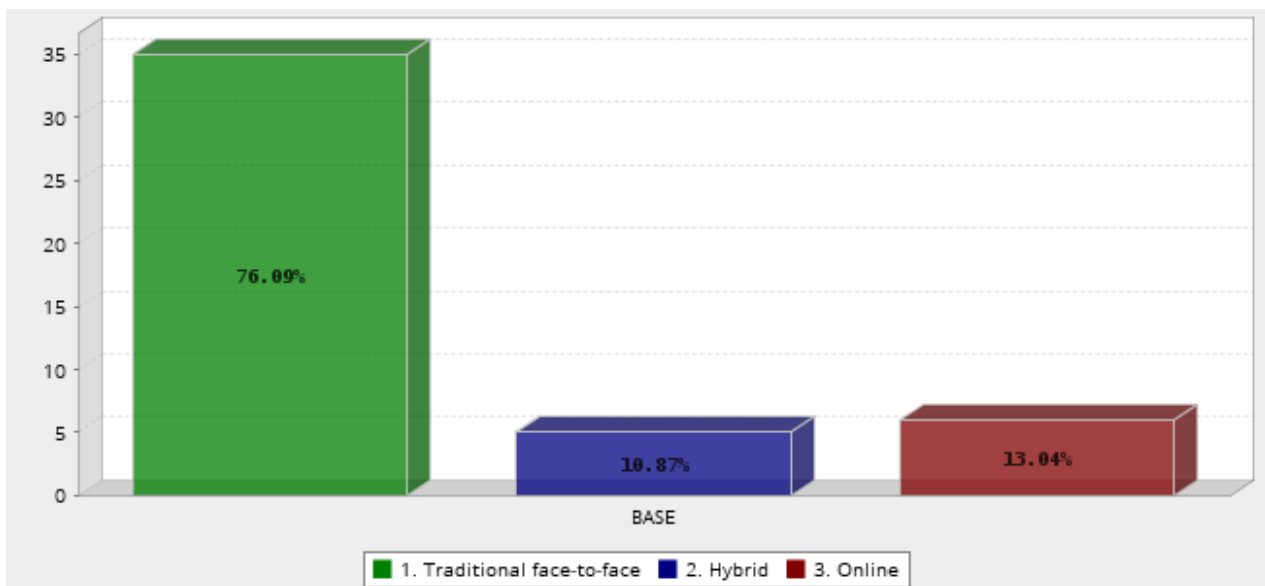


Figure 4. HSI Leadership Education Class Format



- UTEP students participated in a survey focused on understanding their career goals, what leadership skills were important, and if they would consider the idea of obtaining a degree in leadership studies. During the Spring of 2016, 12 classes in the College of Liberal Arts were visited and 660 students completed the survey.

When asked what leadership skills are important, the results are:

Figure 5. Important Leadership Skills



As previously discussed, the perception of students about what leadership skills are important are consistent with the opinion of employers. Student awareness about leadership skills already exists. When asked if they would consider majoring in a Leadership degree if the College of Liberal Arts offered it, 35% of the students either agree or strongly agree. Even 34.8% of students were hesitant about it expressing a do not know as an answer. The data of likelihood to study leadership is summarized in Table 2.

Table 2. Student Interest survey results

	Frequency	Percent
Strongly Disagree	75	11.4
Disagree	126	19.1
Don't know	230	34.8
Agree	172	26.1
Strongly Agree	57	8.6
Total	660	100.0

Another interesting finding was the relationship between majors and likelihood to major in leadership studies as shown in Table 3.

Table 3. Student Interest by Major

	Would you major in Leadership Studies?				Total responses per major
	Don't know	Agree	Strongly Agree	Total	
Business	14	20	6	40	47
Criminal Justice	19	6	8	33	41
Multimedia Journalism	11	12	3	26	34
Organizational and Corporate Comm	7	11	6	24	27
Media Advertising	9	7	3	19	26
Digital Media Production	8	8	3	19	23
Education	8	8	1	17	23
Communication	7	3	2	12	14
Arts	9	2	1	12	13
Accounting	6	3	1	10	13
Political Science	3	4	0	7	10
Finance	2	4	0	6	10
History	3	4	0	7	9

Of the original 660 responses, a total of 290 students said they strongly agree, agree, or do not know if they would major in leadership studies, which represents a total of 44% of the participants. The majors with the most positive or neutral responses were business, criminal justice, journalism, communication, and education.

Finally, the College of Liberal Arts has offered the Master of Arts in Leadership Studies for more than 10 years. Originally the Program was designed for a Military audience, but the number of civilian students admitted into the Program has increased. Today, civilians represent 15-20% of the Program's student population.

### **C. Enrollment Projections**

– Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the minor.

Table 4. Enrollment Projections

YEAR	1	2	3	4	5
Headcount	5	10	15	20	25
FTSE	10	15	20	25	25

## II. Quality

### A. Degree Requirements:

Table 5. Degree Requirements

Category	Semester Credit Hours	Clock Hours
Required Courses	12.0	
Prescribed Electives	6.0	
Free Electives	0	
Other ( <i>Specify, e.g., internships, clinical work</i> )	(if not included above)	
TOTAL	18.0	

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

**Curriculum** – Use these tables to identify the required courses and prescribed electives of the minor. Note with an asterisk (\*) courses that would be added if the minor is approved.

Table 6. Required Courses

Prefix and Number	Required Courses	SCH
LEAD 1300	Introduction to Leadership	3.0
LEAD 2300	Introduction to Community Work/Community Service	3.0
LEAD 4350	Concepts of Social Justice and Ethical Leadership	3.0
LEAD 4351	Community Engaged Leadership	3.0

Table 7. Prescribed Elective Courses

Prefix and Number	Prescribed Elective Courses	SCH
	<b>Choose TWO of the following menu:</b>	<b>6.0</b>
CHIC 3301	La Chicana	
CHIC 3311	Chicano Studies: societal Issues	
CHIC 3339	Cultural Diversity & Youth in the U.S.	
CHIC 4304	Environmental Justice and Minority Communities in the U.S.	
ENGL 3374	Mexican-American Folklore	
HIST 5390	Public History Internship	
MUSA 3325	Music on the Border	
MLS 4350 * to be changed to LEAD 4380	Selected topics in Leadership and Community Engagement	
POLS4314	Women, power, and politics	
POLS4315	Latinos in American Political System	
WS 3301	La Chicana	
WS 3331	Gender & Popular Culture	
WS 3370	Gender Roles & Society	
WS 3380	Social Justice Values at Work	



**B. Faculty**

Use these tables to provide information about Core and Support faculty. Add an asterisk (\*) before the name of the individual who will have direct administrative responsibilities for the program.

Due to the interdisciplinary nature of the Leadership minor and the fact that only three of the required courses are new, the minor will have a small “Core Faculty” (see Table 3) supported by the faculty affiliated with the MA in Leadership Studies Program. Other required electives are regularly taught in other Departments within the College of Liberal Arts. Many of the courses listed as electives are CEL (Community Engagement and Leadership) designation. This structure allows for necessary topic areas and expertise to be covered by faculty who are trained and with experience teaching leadership.

Table 6. Core Faculty

<b>Name of <u>Core</u> Faculty and Faculty Rank</b>	<b>Highest Degree and Awarding Institution</b>	<b>Courses Assigned in Program</b>	<b>% Time Assigned To Program</b>
e.g.: Robertson, David Asst. Professor	Ph.D. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%
Chacon Silva, Areli Program Chair	Ph.D. in Economics University of La Havana	LEAD 4380	10%
Noopila, Mari Assistant Professor of Instruction	Ph.D. in Higher Education Leadership and Administration New Mexico State University	LEAD 4350	25%
Aguirre, Arthur Assistant Professor of Instruction	Ph.D. in Communication University of New Mexico	LEAD 4351	25%

Table 7. Support Faculty

<b>Name of <u>Support</u> Faculty and Faculty Rank</b>	<b>Highest Degree and Awarding Institution</b>	<b>Courses Assigned in Program</b>	<b>% Time Assigned To Program</b>
Marentes, Cynthia Community Engagement Director Lecturer	M.A. in Communication University of Texas at El Paso	LEAD 2300	25%

Moreno, Rubeen Secondary Teacher Education Program Director Lecturer	Ph.D. in Higher Education Leadership and Administration University of Texas at El Paso	LEAD 1300	25%
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### **C. Students**

The Leadership Studies Program does extensive outreach on Campus and in the community by staffing tables at events, recruitments fairs, graduate fairs, throughout the year. Currently around 80 percent of UTEP students are Hispanic, while the less than five percent of the campus is African American, and 1 percent Asian American, which is a clear reflection of the ethnic and racial composition of our surrounding area. The Program will focus on promoting a diverse student population.

Additionally, advising plays a key role to student success. Therefore, a strong emphasis will be placed in providing accurate and relevant information to all advisors in the University. At the College level we will do it through the Advising Council which meets once a month.

To retain students, Leadership Studies will offer a variety of courses each semester to allow students to make timely progress towards their degree. In addition, the Leadership Studies Program will work to offer some economic awards for the best students who face financial restraints.

**D. Library** – Provide the library director’s assessment of library resources necessary for the minor. Describe plans to build the library holdings to support the minor.

#### **1. Library materials expenditures and allocations in support of Leadership Studies**

The Library allocates funds annually for books, periodicals, and databases to support all the disciplines offered at UTEP. While Leadership Studies is interdisciplinary, a selection of budget figures for FY 2015-2017 is given below to indicate allocations in some key fields. The book allocation was decreased between FY 2014 and 2015 due to the suspension of the Library’s Approval Plan, whereby books are received automatically based on a detailed profile lodged with our main book vendor. The Approval Plan was reinstated in FY 2016. In FY 2017, the book budget is reduced due to increased spending on serials and electronic books, coupled with a flat budget.

Table 7. Library Materials

	Books (spent) FY 2015	Books (spent) FY 2016	Books (alloc.) FY 2017	Serials (spent) FY 2015	Serials (spent) FY 2016	Serials (alloc.) FY 2017
Communication	\$1, 221	\$3,951	\$3,100	\$27,255	\$28,566	\$29,138
Management & Marketing	\$1,225	\$10,244	\$9,500	\$23,970	\$20,133	\$20,536
Psychology	\$5,532	\$13,955	\$11,900	\$37,206	\$41,596	\$42,428
Sociology	\$1,893	\$5,462	\$4,690	\$34,196	\$37,725	\$38,480
Total	\$9,871	\$33,612	\$29,190	\$122,627	\$128,020	\$130,582

## 2. Library holdings relevant to a Minor in Leadership Studies

The UTEP Library has extensive collections to support all disciplines in which degrees are offered at UTEP. A selection of holdings relevant to Leadership Studies is given below and should be considered indicative of the collections held in many additional disciplines. Note: Monographs include books, films, and government documents.

Subject	Monographs	Serials	Total
Decision making: Cognition (Psychology)	52	4	56
Conflict management (Psychology)	27	0	27
Leadership (Psychology)	56	1	57
Industrial mgmt (includes leadership, conflict mgmt, organizational change, etc.)	7,157	812	7,969
Social psychology (includes conflict mgmt, interpersonal relations, etc.)	1,189	49	1,238
Power, authority, leadership, followership (Communications)	90	3	93
Organizational sociology; organization theory	39	4	43
Leadership (Political science)	34	0	34
Decision making (Public administration)	19	0	19
Organizational change (Public administration)	27	0	27
Decision theory (Mathematics)	163	6	169
Other	95	0	95
<b>Totals</b>	<b>8,993</b>	<b>881</b>	<b>9,874</b>

The UTEP Library subscribes to about 400 databases which include general ones such as *Academic Search Complete* and *Gale Virtual Reference Library* and subject specific databases such as *Business and Management Practices*, *Business Source Complete*, *PsycArticles*, *Sociological Abstracts*, and *Sage Communications Collection*. While most of the databases provide full text journals or books, there are some that provide streaming audio and video materials, such as *Films on Demand* or *Insight Media*, or specialized data, such as *Demographics Now* or *Standards and Engineering Digital Library*. In addition to books, e-books, government documents, and streaming video, the Library also has a Demand Driven Acquisitions program (DDA) in which records for electronic books are loaded into our online catalog and are charged only when read by a Library user. This currently provides access to approximately 50,000 titles in all disciplines. The budget for DDA is \$118,000 in FY 2017.

The UTEP Library is a Federal Government Depository Library, so government documents relevant to many disciplines are available to the UTEP community and the general public.

### **3. Cooperative library arrangements**

Interlibrary Loan (ILL) service is available to all students and faculty anytime resources are not available in the Library. ILL provides photocopies of journal articles unavailable locally and also access to books. The Library's membership in OCLC provides access to over 20,000 libraries around the world, providing convenient access to resources needed by faculty and students. ILL is provided at no charge to faculty and graduate students; there is a minimal fee for undergraduates.

The Library membership in AMIGOS Bibliographic Council joins us with 140-plus member libraries in the Southwest who share resources. The New Mexico State University Library extends borrowing privileges to UTEP students and the NMSU campus is only a 40 minute drive from UTEP. UTEP faculty and students also have borrowing privileges in all 55 public universities in Texas through a cooperative network, TexShare.

The UTEP Library belongs to TexShare and the University of Texas System library consortium, as well as Amigos, all of which negotiate reduced pricing for databases used by the members.

### **4. Library director's assessment of library resources necessary for the proposed program.**

The UTEP Library can support students seeking a Minor in Leadership Studies without adding further materials, since our collections are more than adequate for an undergraduate program in this discipline.

F. **Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the minor. Describe plans for facility and equipment improvements/additions. **N/A**

G. **Accreditation** – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation. **N/A**

H. **Evaluation** – Describe the evaluation process that will be used to assess the quality and effectiveness of the new minor. **N/A**

**III. Costs and Funding<sup>1</sup>**

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

<b>Five-Year Costs</b>		<b>Five-Year Funding</b>	
Personnel <sup>1</sup>	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding <sup>3</sup>	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other <sup>2</sup>	\$0	Other <sup>4</sup>	\$0
<b>Total Costs</b>	<b>\$0</b>	<b>Total Funding</b>	<b>\$0</b>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

<sup>1</sup> Please use the "Program Funding Estimation Tool" found on the CB website to correctly estimate state funding.

## Catalog Copy for Minors

### **Program Name-**

Minor in Leadership Studies

### **Program Description-**

The minor in Leadership Studies offers a flexible but in-depth study of leadership and its effects on society. The minor is designed to provide understanding of leadership theory and will improve student leadership styles to develop competencies in the domain of leadership through lenses of social justice, ethics, and community engagement (SEC). Further, the minor will serve as a foundation for building a community of scholars whose work examines the intersection of SEC in the practice of interdisciplinary leadership. The primary educational objectives of the proposed minor are to introduce, nurture and develop leaders who possess deep and broad knowledge of the discipline while considering concepts of social justice, ethical leadership and community engagement as it applies to their primary area of study. The program seeks individuals that are dedicated to advancing SEC through their leadership while attending the university and as they move forward in their personal lives and professional careers

### **Objectives:**

- Learn to apply a variety of historical and contemporary leadership theories to leadership practice and experience.
- Examine and apply social justice and ethical leadership frames
- Strengthen students' understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders.
- Develop and demonstrate knowledge of and the ability to critically review, examine, and present, orally and in writing, scholarly literature, social justice and ethical leadership research, community-based research, and apply the body of research within the classwork.

### **Degree Requirements-**

18 Credit Hours

Students need 18 credit hours to fulfill the minor requirements for Leadership (LEAD). At least 6 credit hours are lower division LEAD courses, 6 credit hours are upper division LEAD courses and 6 credit hours are electives. The following four courses are required: Introduction to Leadership, Introduction to Community Work/Community Service, Concepts of Social Justice and Ethical Leadership and Community Engaged Leadership. Students will choose two elective courses from a designated range of classes in various schools and departments. Among the options are Community Engaged Leadership (CEL) designated courses.

<b>Prefix and Number</b>	<b>Required Courses</b>	<b>SCH</b>
LEAD 1300 (*)	Introduction to Leadership	<b>3.0</b>
LEAD 2300 (*)	Introduction to Community Work/Community Service	<b>3.0</b>
LEAD 4350 (*)	Concepts of Social Justice and Ethical Leadership	<b>3.0</b>
LEAD 4351(*)	Community Engaged Leadership	<b>3.0</b>

Prescribed Elective Courses

<b>Prefix and Number</b>	<b>Prescribed Elective Courses</b>	<b>SCH</b>
	<b>Choose TWO of the following menu:</b>	<b>6.0</b>
CHIC 3301	La Chicana	
CHIC 3311	Chicano Studies: societal Issues	
CHIC 3339	Cultural Diversity & Youth in the U.S.	
CHIC 4304	Environmental Justice and Minority Communities in the U.S.	
ENGL 3374	Mexican-American Folklore	
HIST 5390	Public History Internship	
MUSA 3325	Music on the Border	
MLS 4350 * to be changed to LEAD 4380	Selected topics in Leadership and Community Engagement	
POLS4314	Women, power, and politics	
POLS4315	Latinos in American Political System	
WS 3301	La Chicana	
WS 3331	Gender & Popular Culture	
WS 3370	Gender Roles & Society	
WS 3380	Social Justice Values at Work	

College of Liberal Arts  
Undergraduate Minor in Leadership Studies  
Minor Degree Plan

Prefix and Number	Required Courses	SCH
LEAD 1300	Introduction to Leadership	3.0
LEAD 2300	Introduction to Community Work/Community Service	3.0
LEAD 4350	Concepts of Social Justice and Ethical Leadership	3.0
LEAD 4351	Community Engaged Leadership	3.0

Prescribed Elective Courses

Prefix and Number	Prescribed Elective Courses	SCH
	<b>Choose TWO of the following menu:</b>	<b>6.0</b>
CHIC 3301	La Chicana	
CHIC 3311	Chicano Studies: societal Issues	
CHIC 3339	Cultural Diversity & Youth in the U.S.	
CHIC 4304	Environmental Justice and Minority Communities in the U.S.	
ENGL 3374	Mexican-American Folklore	
HIST 5390	Public History Internship	
MUSA 3325	Music on the Border	
MLS 4350 * to be changed to LEAD 4380	Selected topics in Leadership and Community Engagement	
POLS4314	Women, power, and politics	
POLS4315	Latinos in American Political System	
WS 3301	La Chicana	
WS 3331	Gender & Popular Culture	
WS 3370	Gender Roles & Society	
WS 3380	Social Justice Values at Work	



# COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Leadership Studies

Rationale for adding the course:

New Minor

All fields below are required

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Subject Prefix and # LEAD 1300

Title (29 characters or fewer): Introduction to Leadership

Dept. Administrative Code : 1735

[CIP Code](#) 30.9999.22

Departmental Approval Required  Yes  No

Course Level  UG  GR  DR  SP

Course will be taught:  Face-to-Face  Online  Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?"  Yes  No

Grading Mode:  Standard  Pass/Fail  Audit

Description (600 characters maximum):

This course introduces you to fundamental principles of leadership. The course will further hone and develop not only your understanding of leadership theory, but also your ability to apply theory in real-world contexts. Over the course of the semester, your learning will be shaped by classroom lectures, class discussions, team building, guest speakers, and assignments.

Contact Hours (per week): 3 Lecture Hours      Lab Hours      Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input checked="" type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

### Fields below if applicable

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): N/A

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

**The University of Texas at El Paso  
College of Liberal Arts  
Leadership Studies Program  
Syllabus**

**Course Prefix and Number: LEAD 1300**  
**Course Title: Introduction to Leadership**  
**Credit Hours: 3**

**Prerequisite Courses: None**

**Course Description:** LEAD 1300 introduces you to fundamental principles of leadership. The course will further hone and develop not only your understanding of leadership theory, but also your ability to apply theory in real-world contexts. Over the course of the semester, your learning will be shaped by classroom lectures, class discussions, team building, guest speakers, and assignments.

**Course Structure:** This is not a “sit-and-get” style lecture course. You are expected to be an active contributor and designer of your own learning, growth, and development.

**Learning Outcomes:**

1. Identify and apply major leadership theories
2. Recall and remember some of the major authors/thinkers paradigms, and models in leadership studies
3. Apply leadership theories to case studies; identify these theories’ pragmatism to real life organizations, situations, and scenarios
4. Be able to observe, identify, and describe leadership theories, skills, and behaviors in the real world
5. Critically analyze major leadership theories’ strengths and weaknesses, practicality, and personal utility through class discussion and personal reflection
6. Identify one’s on leadership style and attributes and be able to articulate your personal leadership characteristics, skills, approach, and
7. Become more aware of how different types of followers react to different leadership styles, approaches, and behaviors
8. Be anxious to critically evaluate leaders and their decisions they encourage regularly in the public media
9. Be excited about leadership as a broad, complex, socially constructed, and multidisciplinary field of study that is more about people than procedures
10. Identify future use of resources to continue to learn about leadership

**Required Textbooks:**

Leadership: Enhancing the Lessons of Experience (9th Edition) Richard Hughes, Robert C. Ginnett and Gordon J Curphy. McGrawHill. 2015.

**Course Policies:** To create and maintain a positive learning environment, you are expected to take responsibility for your learning and play an active role in developing your academic skills and your own leadership development. To this end, you are each expected to aspire to excellence.

- **Department:** Emergencies do arise and you do not need to call me if you are going to be absent; however, I appreciate an e-mail notification before class, if possible, or soon after. Arrange with your colleagues to exchange any class information that is not on the course Blackboard site. Because many discussions will take place during our class meetings, please be sure to listen (and refrain from talking) when another is speaking about class-related issues. Just as you are expected to know and practice academic civility, you are also expected to know and use appropriate Netiquette (see: <http://www.albion.com/netiquette/corerules.html>) for all on-line interactions.
- **Plagiarism:** Plagiarism means using someone else's work without giving that person direct credit. This includes using written text from any source or another's ideas. Academic dishonesty is an affront to the pursuit of knowledge and a student's integrity. Acts of plagiarism and other forms of academic dishonesty are serious and will be dealt with according to UTEP's policy. UTEP students are expected to be cognizant of and adhere to university policies and professional codes of behavior regarding academic integrity and ethics.

#### **Course Statements:**

- **Disabled Student(s):** If you have or believe you have a disability which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the Disabled Student Services Director. You may call 915.747.5148, visit the Disabled Student Services Office (DSSO) website at: [www.utep.edu/dsso](http://www.utep.edu/dsso), or the DSSO office in 108 East Union Building. Students who have been designated as disabled must reactivate their standing with the DSSO on a yearly basis.

#### **Grading Scheme:**

Assignments -15%  
Quizzes - 15%  
Team Project - 20%  
Leadership Challenges – 20%  
Case Studies -15%  
Exams - 15%

**Course Schedule:**

## Sample Topics:

- Definition and Significance of Leadership
- The Global and Cultural Contexts
- Early Theories: The Foundations of Modern Leadership
- Individual Differences and Traits
- Power
- Current Era in Leadership: Inspiration and Connection to Followers
- Other Leadership Perspectives: Upper Echelon and Leadership of Nonprofits
- Leading Teams
- Leading Change
- Developing Leaders

# COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Leadership Studies

Rationale for adding the course:

New Minor

All fields below are required

---

Subject Prefix and # LEAD 2300

Title (29 characters or fewer): Community Service

Dept. Administrative Code : 1735

[CIP Code](#) 30.9999.22

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught:  Face-to-Face  Online  Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

Community Work/Community Service is an introduction to community engaged pedagogies, knowledge, skills and competencies for responsible service and leadership in diverse communities. This course prepares students for engaged, honorable and active community involvement and leadership. The purpose of this course is to prepare students for a lifetime of engaged, responsible and active community involvement and leadership.

Contact Hours (per week): 3 Lecture Hours      Lab Hours      Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E            | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

**Fields below if applicable**

---

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): N/Z

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

**Sample Syllabus**  
**Community Work/Community Service**  
**College of Liberal Arts**  
**University of Texas El Paso**  
**LEAD 2300**  
**Introduction to Community Work/Community Service**

**Instructor Information:**

**Course Description:**

Community Work/Community Service is an introduction to community engaged pedagogies, knowledge, skills and competencies for responsible service and leadership in diverse communities. This course prepares students for engaged, honorable and active community involvement and leadership. The purpose of this course is to prepare students for a lifetime of engaged, responsible and active community involvement and leadership.

**Textbooks:**

Required

\*\*Núñez, Guillermina and Azuri Gonzalez. Community Engagement and High Impact Practices in Higher Education. Kendall Hunt, 2018.

\*\*Supplementary readings on Blackboard.

\*\*Please have access to a computer, a printer, a jump drive, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary.

**STUDENT'S LEARNING OBJECTIVES/RESPONSIBILITIES**

Please read the materials covering a particular subject prior to discussions. Your active participation in class discussions is expected as a demonstration of your grasp of the material and is part of your grade. The success of this class is dependent upon the preparation of its members. Please contact me if you have any concerns about the material, the format or environment of the class. Upon completion of the course, students should understand:

- gain an understanding of service and leadership;
- analyze the settings in which service takes place;
- gain hands on knowledge, skills, and experience about a specific community service organization; and
- develop their own leadership styles and skills in a community setting.



**IMPORTANT:** Distance education demands a lot of self-discipline and motivation. There is flexibility in when you study and work on the course, but you must meet deadlines. If you require the structure of the classroom in order to stay engaged, the on-line courses are not for you. You must set up dedicated times to focus on the course materials in order to succeed in the course. Do not wait until the end of the section to do your work as discussion occurs all throughout the section. You balance many issues in your life and can fit distance learning to your individual circumstances.

### **Faculty Availability and Responsiveness:**

Available by appointment, please contact me to arrange a meeting time. I will typically be on post at the learning resource center, 2<sup>nd</sup> floor of the library before class. Any correspondence should be through email or Blackboard email. You can expect a response from me within 24-48 hours during the regular Monday-Friday week, please allow more time during the weekend for correspondence.

### **Teaching Philosophy:**

My classroom is one of respect, competence, and forward thinking. As an educator-scholar my classroom, whether it be face-to-face, hybrid, or online is one that recognizes everyone brings a unique lived experience and knowledge to the table. I make sure that students feel comfortable with sharing their experiences, and I encourage that students let their voice be heard. By consideration of the diverse classroom dynamics that the environment consumes, I seek to establish a supportive, collaborative, encouraging places where all students have the opportunity and desire to thrive. In my classroom, students are in a safe space where they are encouraged to share, take risks, and reflectively learn from their experiences. Through innovative instruction, a commitment to diversity, equity, and inclusion, my classroom uses technology-enhanced learning, service learning and professional development, and a continuous dedication to rigorous research. My role in the classroom is that of an engaged facilitator who involves students in the experiential application of leadership concepts and theories.

### **Course Policies and Expectations:**

All assignments and major projects are to be presented by the due date. An absence means forfeiting the grade for those assignments. If you cannot attend class, you should plan to submit your written work on time. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA style manuals for the guidelines required for college-level academic writing. I expect that the course's major speaking assignments will be well researched, rehearsed, and prepared with ample time. I will provide specific guidelines for each assignment in the course.

**Multiple submissions:** All work submitted in class must be original work. Please do not submit work that you have submitted in another course.

**Incomplete grades:** An incomplete may be given if a student provides evidence of a documented illness or family crisis that the instructor believes genuinely precluded successful completion of the course.

**Late work:** There will be a 15 point deduction for any work that is submitted late. All work must be submitted within a week of the deadline, anything submitted late after a week of the original deadline will earn a 0.

**Make-up work:** No make-up work will be accepted. If you miss the deadline for a submission you will receive a 0 for that assignment.

**Grades:** All work must be submitted on time and using APA style format. Excessive spelling and grammar errors and late papers will impact your grade.

**Electronic Devices:** Please do not use your mobile phones in the class. If you need to take or receive a call, please step outside of the class to do so. Absolutely no recording or photographing of the instructor or classmates is permitted in this classroom.

**Participation:** Each student is expected to read assigned materials on the dates given and to come to class prepared to discuss the assigned content. Students are expected to actively and intently participate in the class discussions, critically engage with the readings, and work collaboratively in the weekly writing activities to learn and to support the learning of peers.

### **Plagiarism:**

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. Never use another student's work. A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

### **Other Policies:**

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office, also online <http://catalog.utep.edu/grad/welcome-to-utep/academic-calendar/>.

No competing audio/visual technology in class. Laptops and smart phones may be utilized during our course, but these moments are integrated into the curriculum. Usage of these devices, apart from the course design, will be considered competing.

Official UTEP email accounts are encouraged of every student. All business not dealt with in class will be conducted through UTEP email accounts and students are responsible for checking their accounts for course updates and notifications.

For direction about online course etiquette please visit UTEP's netiquette guide for online courses: <https://www.utep.edu/extendeduniversity/cid/Files/docs/netiquette-guide-for-online-courses.pdf>

### **Student Conduct:**

Students should familiarize themselves with the UTEP Handbook of Operating Procedures <https://www.utep.edu/vpba/hoop/>. Violation of procedures will result in failure of the class.

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of social responsibility. Any student who engages in conduct that is prohibited by the Board of Regents' *Rules and Regulations* or University rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. All students are expected and required to obey the law, to show respect for properly constituted authority, and to observe correct standards of conduct.

The University of Texas at El Paso (UTEP) administers student discipline according to established procedures of due process. Procedures are defined and described in the Regents' *Rules and Regulations*, Rule 50101, and in the UTEP's [Handbook of Operating Procedures](#).

The Regents' Rules and Regulations

“All students at the University of El Paso are expected to have read and understood The Regents' *Rules and Regulations*.”

“The official copy of the Regents' *Rules and Regulations* is maintained by the Office of the Boards of Regents. The *Rules and Regulations* of the Board of Regents of The University of Texas System for the Government of The University of Texas System were reissued on December 10, 2004.”

Handbook of Operating Procedures

Students at the University of Texas at El Paso are encouraged to engage their campus in a positive way. By staying educated on policy and procedure, students can ensure a healthy and productive education at the University of Texas at El Paso.

The UTEP's [Handbook of Operating Procedures](#) contains official policies and procedures for the governance of UTEP. The rules and regulations constituting the HOP must not conflict with any rule or regulation in the Regents' Rules and Regulations.

If you have any questions, please contact the Office of Student Conduct and Conflict Resolution (OSCCR). [Avoiding Plagiarism \(PDF\)](#)

### **Academic Misconduct:**

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

### **Students in need of accommodations and other support services:**

If you have a documented disability or feel that you need accommodations, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Please find contact information below.

The Center for Accommodations and Support services (CASS)

<https://www.utep.edu/student-affairs/cass/ada-policies/>

The University of Texas at El Paso  
The Center for Accommodations and Support Services (CASS)  
Union East Bldg. Room 106  
P.O. Box 609  
El Paso, Texas 79968-0609

E: [cass@utep.edu](mailto:cass@utep.edu)

P: (915) 747-5148

F: (915) 747-8712

# COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Leadership Studies

Rationale for adding the course:

New Minor

All fields below are required

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Subject Prefix and # LEAD 4350

Title (29 characters or fewer): Concepts of SJ & E Leadership

Dept. Administrative Code : 1735

[CIP Code](#) 30.9999.22

Departmental Approval Required  Yes  No

Course Level  UG  GR  DR  SP

Course will be taught:  Face-to-Face  Online  Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?"  Yes  No

Grading Mode:  Standard  Pass/Fail  Audit

Description (600 characters maximum):

Social Justice and Ethical Leadership is an introduction and overview of the field of leadership within the context of social justice and ethical leadership. The course examines leadership in the context of contemporary readings. The course will provide students with an opportunity to gain exposure to the language of SJ leadership, theories, and styles. Students will participate in activities and discussions related to contemporary social justice and ethical leadership contexts.

Contact Hours (per week): 3 Lecture Hours      Lab Hours      Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E            | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): N/A

TCCN (Use for lower division courses) :

<b>Prerequisite(s):</b>		
<b>Course Number/ Placement Test</b>	<b>Minimum Grade Required/ Test Scores</b>	<b>Concurrent Enrollment Permitted? (Y/N)</b>

<b>Corequisite Course(s):</b>

<b>Equivalent Course(s):</b>

<b>Restrictions:</b>	
<b>Classification</b>	
<b>Major</b>	

**Sample Syllabus**  
**Concepts of Social Justice and Ethical Leadership**  
**College of Liberal Arts**  
**University of Texas El Paso**  
**LEAD 4350**

**Instructor Information:**

Mari Noopila, Ph.D.

Phone: 575-571-7300

Email: mynoopila@utep.edu

Office Hours: By appointment (online, skype  
and telephone office hours available).

**Course Description:**

Social Justice and Ethical Leadership is an introduction and overview of the field of leadership within the context of social justice and ethical leadership. The course examines leadership in the context of contemporary readings. The course will provide students with an opportunity to gain exposure to the language of SJ leadership, theories, and styles. Students will participate in activities and discussions related to contemporary social justice and ethical leadership contexts.

**Textbooks:**

**Required**

Leadership Ethics: An Introduction

Price, T. L. (2008). *Leadership ethics: An introduction*. Cambridge University Press.

ISBN:13: 978-0521699112; 10: 0521699118

Leadership for Social Justice: Promoting Equity and Excellence through Inquiry and Reflective Practice. Educational Leadership for Social Justice

Price, T. L. (2008). *Leadership ethics: An introduction*. Cambridge University Press.

ISBN: 9781593119973

Supplementary readings on Blackboard.

\*\*Please have access to a computer, a printer, a jump drive, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary.

**STUDENT'S LEARNING OBJECTIVES/RESPONSIBILITIES**

Please read the materials covering a particular subject prior to discussions. Your active participation in class discussions is expected as a demonstration of your grasp of the material and is part of your grade. The success of this class is dependent upon the preparation of its members.

Please contact me if you have any concerns about the material, the format or environment of the class. Upon completion of the course, students should understand:

- The major paradigms of social justice and ethical leadership.
- The major classical theories of social justice and ethics
- The traits of a good leader.
- Your natural leadership role.

**IMPORTANT:** Distance education demands a lot of self-discipline and motivation. There is flexibility in when you study and work on the course, but you must meet deadlines. If you require the structure of the classroom in order to stay engaged, the on-line courses are not for you. You must set up dedicated times to focus on the course materials in order to succeed in the course. Do not wait until the end of the section to do your work as discussion occurs all throughout the section. You balance many issues in your life and can fit distance learning to your individual circumstances.

### **TIME MANAGEMENT:**

The general rule of thumb for a course is that you need approximately 3 hours of your time for each week for every credit hour enrolled. Since there are no hours in the classroom, you will need to dedicate 3 hours per week online combined with 9 hours of study and prep time per week. There will be times when you will not need 12 hours, but there will be times when you need more than 12 hours, so plan accordingly and get caught up or ahead in slow times. Being that the entire course only covers 9 weeks, you need to do as much as you can early and keep up on assignments.

### **Faculty Availability and Responsiveness:**

Available by appointment, please contact me to arrange a meeting time. I will typically be on post at the learning resource center, 2<sup>nd</sup> floor of the library before class. Any correspondence should be through email or Blackboard email. You can expect a response from me within 24-48 hours during the regular Monday-Friday week, please allow more time during the weekend for correspondence.

### **Teaching Philosophy:**

My classroom is one of respect, competence, and forward thinking. As an educator-scholar my classroom, whether it be face-to-face, hybrid, or online is one that recognizes everyone brings a unique lived experience and knowledge to the table. I make sure that students feel comfortable with sharing their experiences, and I encourage that students let their voice be heard. By consideration of the diverse classroom dynamics that the environment consumes, I seek to establish a supportive, collaborative, encouraging places where all students have the opportunity and desire to thrive. In my classroom, students are in a safe space where they are encouraged to share, take risks, and reflectively learn from their experiences. Through innovative instruction, a commitment to diversity, equity, and inclusion, my classroom uses technology-enhanced learning, service learning and professional development, and a continuous dedication to rigorous



research. My role in the classroom is that of an engaged facilitator who involves students in the experiential application of leadership concepts and theories.

### **Course Policies and Expectations:**

All assignments and major projects are to be presented by the due date. An absence means forfeiting the grade for those assignments. If you cannot attend class, you should plan to submit your written work on time. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA style manuals for the guidelines required for college-level academic writing. I expect that the course's major speaking assignments will be well researched, rehearsed, and prepared with ample time. I will provide specific guidelines for each assignment in the course.

**Multiple submissions:** All work submitted in class must be original work. Please do not submit work that you have submitted in another course.

**Incomplete grades:** An incomplete may be given if a student provides evidence of a documented illness or family crisis that the instructor believes genuinely precluded successful completion of the course.

**Late work:** There will be a 15 point deduction for any work that is submitted late. All work must be submitted within a week of the deadline, anything submitted late after a week of the original deadline will earn a 0.

**Make-up work:** No make-up work will be accepted. If you miss the deadline for a submission you will receive a 0 for that assignment.

**Grades:** All work must be submitted on time and using APA style format. Excessive spelling and grammar errors and late papers will impact your grade.

**Electronic Devices:** Please do not use your mobile phones in the class. If you need to take or receive a call, please step outside of the class to do so. Absolutely no recording or photographing of the instructor or classmates is permitted in this classroom.

**Participation:** Each student is expected to read assigned materials on the dates given and to come to class prepared to discuss the assigned content. Students are expected to actively and intently participate in the class discussions, critically engage with the readings, and work collaboratively in the weekly writing activities to learn and to support the learning of peers.

### **Plagiarism:**

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material

without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. Never use another student's work. A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

### **Other Policies:**

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office, also online <http://catalog.utep.edu/grad/welcome-to-utep/academic-calendar/>.

No competing audio/visual technology in class. Laptops and smart phones may be utilized during our course, but these moments are integrated into the curriculum. Usage of these devices, apart from the course design, will be considered competing.

Official UTEP email accounts are encouraged of every student. All business not dealt with in class will be conducted through UTEP email accounts and students are responsible for checking their accounts for course updates and notifications.

For direction about online course etiquette please visit UTEP's netiquette guide for online courses: <https://www.utep.edu/extendeduniversity/cid/Files/docs/netiquette-guide-for-online-courses.pdf>

### **Student Conduct:**

Students should familiarize themselves with the UTEP Handbook of Operating Procedures <https://www.utep.edu/vpba/hoop/>. Violation of procedures will result in failure of the class.

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of social responsibility. Any student who engages in conduct that is prohibited by the Board of Regents' *Rules and Regulations* or University rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. All students are expected and required to obey the law, to show respect for properly constituted authority, and to observe correct standards of conduct.

The University of Texas at El Paso (UTEP) administers student discipline according to established procedures of due process. Procedures are defined and described in the Regents' *Rules and Regulations*, Rule 50101, and in the UTEP's [Handbook of Operating Procedures](#).

## The Regents' Rules and Regulations

“All students at the University of El Paso are expected to have read and understood The Regents' *Rules and Regulations*.”

“The official copy of the Regents' *Rules and Regulations* is maintained by the Office of the Boards of Regents. The *Rules and Regulations* of the Board of Regents of The University of Texas System for the Government of The University of Texas System were reissued on December 10, 2004.”

## Handbook of Operating Procedures

Students at the University of Texas at El Paso are encouraged to engage their campus in a positive way. By staying educated on policy and procedure, students can ensure a healthy and productive education at the University of Texas at El Paso.

The UTEP's [Handbook of Operating Procedures](#) contains official policies and procedures for the governance of UTEP. The rules and regulations constituting the HOP must not conflict with any rule or regulation in the Regents' Rules and Regulations.

If you have any questions, please contact the Office of Student Conduct and Conflict Resolution (OSCCR). [Avoiding Plagiarism \(PDF\)](#)

### **Academic Misconduct:**

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

### **Students in need of accommodations and other support services:**

If you have a documented disability or feel that you need accommodations, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Please find contact information below.

The Center for Accommodations and Support services (CASS)

<https://www.utep.edu/student-affairs/cass/ada-policies/>

The University of Texas at El Paso

The Center for Accommodations and Support Services (CASS)

Union East Bldg. Room 106  
P.O. Box 609  
El Paso, Texas 79968-0609

E: [cass@utep.edu](mailto:cass@utep.edu)  
P: (915) 747-5148  
F: (915) 747-8712

## **Course Requirements and Evaluation:**

### **1. Weekly Journal Entry**

Students are required to keep a journal which responds to questions raised/identified in the readings at the end of each unit/chapter/discussion etc. In addition you want to include entries that reflect upon activities, experiences thoughts, etc. that have impacted your views about diversity, social justice, racism, etc.( you will be required to share brief thoughts weekly with the class/instructor). In addition, students are required to turn in a weekly summary of an article that is related to the course topic. These summaries should be 3-5 pages in length.

### **2. Discussion Board 8x25 (200 points).**

Your participation and group discussion grades will be based on completion of discussion board activities that might include (but is not limited to) small group discussions, case studies, and one to two paragraph short essays. Your participation grade will be based on the quantity and quality of your discussion board posts. Each week you should:

- a. Initial posts are due by Thursday @ 11:59pm of each week.
- b. Respond to at minimum two of your colleagues discussion boards by Sunday @ 11:59pm of each week.

**These due dates are the same every week to help create a routine of reading, reflecting, writing, and discussion. Be sure to check your blackboard for exact due dates on the week of the submission**

**Purpose:** The purpose of these activities is to engage each student in more active and significant learning rather than passive learning.

### **Grading Rubric for Analysis/Participation and Discussion Board Activities:**

**Excellent** – active participation, completion of all activities; student contributes to the discussion without trying to dominate it, makes thoughtful contributions, and shows interest in and respects others' views.

**Good** – some participation, completion of most activities; student makes some thoughtful comments, contributes occasionally without prompting, and shows interest in and respects others' views.

**Satisfactory** – some participation, completion of some activities; student does not voluntarily contribute to the discussion and gives only minimal participation.

**Poor** – little or no participation, completion of few activities; student often does not participate, does not routinely use Blackboard, is not engaged and/or is unprepared to participate in meaningful ways on the discussion board.

### **3. Diversity/Cultural Autobiography**

In this autobiography, you will discuss the development of your cultural “self” focusing on the events, experiences, etc. that have shaped your world view relative to topics in this class( i.e. culture, race, diversity, social justice, difference, privilege, racism, ethics, etc.). Students are referred to Terrell & Lindsey “Culturally Proficient Leadership: The Personal Journey Begins Within” chaps 3-6.

### **4. Social Justice Leadership/Ethical Leadership Spotlight:**

Students will prepare a presentation about an outstanding Social Justice or Ethical Leader and share to the class. The presentation should be approximately 15 minutes long and allow 5 minutes for discussion and questions to follow. You may present information using presentation software, videos, handouts, etc. Feel free to be creative!

- The social justice/ethical leader that you choose should be someone local who you are able to contact and have an interview with.
- Please provide information about the leader (where they work, educational background, community involvement, etc.)
- What are some of the biggest obstacles the leader faces within their leadership role(s)?
- What instances have been the leaders “most rewarding moments”?
- What are they doing to make a difference in the lives of others?
- What are they doing to improve and promote change communities?
- Does the leader have any suggestions for advocating and promoting change for social justice and ethics?
- Feel free to provide any additional information about your leader that you feel can relate to topics we have discussed during the semester.

### **Final Mini Research Paper: Analysis of Social Justice and Ethical Leadership**

Students will engage in a critical analysis of social justice and ethical leadership theory and practice based on readings from the semester.

- First, students should demonstrate strong engagement with theories and concepts from the book chapters and readings
- Second, students should engage these materials critically (what is working, what is not; what are strengths and what are limitations).
- Third, students should feel free to explore a variety of ideas as they relate to social justice and ethical leadership (what does thinking outside the box really look like?).

### **Instructions:**

- Please choose 3-4 concepts to focus on for your final paper. These concepts can come from anywhere within the readings from the entire class.
- Introduce and explain the concepts that resonate with you, at minimum bring in at least 1 other scholarly/academic reference or citation per concept that you have introduced.
- Link the concepts to current or past events for further analysis (for example can you think of a time when leaders exhibited SJ and Ethical leadership concepts, explain)
- Make sure to include a reference page and reference the texts. Again, you will want to bring in external citations and references to strengthen your paper a minimum of three external references is expected.
- Paper will generally be between 4-5 pages. Maximum 5 pages (Title page and reference page are not included in this count).

These somewhat broad instructions for paper one, are intended to give students great latitude in how they approach the assignment: critical analysis structure, compare and contrast dominant theories, development of an innovative leadership approach, etc. However, without detailed and consistent references to readings from this class, the paper will not receive a passing grade.

### **Structure:**

Make sure that the paper has a well-developed structure and engages reading materials from this class. One of the biggest challenges for students is creating their own analytic structure with a clear purpose or goal. The structure or organization of the paper should include:

1. Introduction that: a) establishes interest, b) establishes the topic of focus, c) provides a clear thesis statement (goal or purpose followed by a brief justification of its importance), and d) a preview of central points or organization of the body of the paper.
2. In the body of the paper, students should think of each first sentence of a paragraph as a "mini-thesis" that establishes the goal or direction of the paragraph. This first sentence is often an argument, position, or strong "stand alone" statement. By stand-alone statement I mean an idea that makes sense on its own.

3. Conclusion--summarized key ideas (sometimes this is a summary of key points learned or suggests directions for future analysis).

### Table of Assignments

Assignments	Points
Weekly Journal Entries (8x 25pts)-	200
Weekly Discussion (7x 25pts)	175
Diversity/Cultural Autobiography	100
Social Justice/Ethical Leadership Spotlight Paper	100
Final SJ & Ethical Leadership Paper	150
<b>Total</b>	<b>725</b>

**ONLINE SUCCESS:** You must participate to be successful. It is every student's responsibility to fully participate, so that everyone can get the most from the experience. Some simple rules to follow for full participation and engagement in learning:

Ask questions: If you do not know an answer, someone else will. The HELP board is a forum for asking questions related to content or any problems you are having in the course.

Ensure that you clearly indicate the subject of your message.

Reach out to others: Offer a fact, article link or other item that can help others to learn something in the course.

Be appropriate: The online course is not the place for insults, insensitive comments, attacks, or venting. Inappropriate behavior will be subject to disciplinary action as well as grade reduction.

Be diplomatic: Tolerance and respect for the opinions of others should always be upheld, even when strong differences of opinion exist. When sending messages on emotionally-charged issues, make sure to pause after writing the message and reread the message before sending it. Always be constructive, never destructive.

Remember, there is a person at the other end.

Stay Focused: stay on topic to increase your learning. Identify yourself and clearly summarize the contents of your message in the subject line of your email and your discussion board postings.

Avoid sarcasm in your postings and emails. Sarcasm does not translate well online.

Avoid using all capital letters. USING ALL CAPS MAKES IT SEEM LIKE YOU ARE SHOUTING AND IT'S DIFFICULT TO READ.

**GUIDELINES FOR WRITING** Please use a standard term paper format including 1" margins, double-spacing, page numbering, standard 12 point, Times New Roman font (this font) and proper citation procedures (APA), at <http://www.apastyle.org/>. More information will be available about the paper assignments in a separate document.

### **ACADEMIC DISHONESTY**

Academic misconduct includes cheating, plagiarizing, collusion, and deliberately interfering with the work of others.

Plagiarizing means representing the work of someone else (such as another student or an author of a book, article, or internet site) as your own. If you use the ideas or words of someone else, you must cite the source of the original information in your paper or presentation. For this class, using your own papers completed for another class also would be considered plagiarism.

Cheating includes, but is not limited to, copying answers from other students' papers or tests, discussing test questions with students who have not taken the test, and/or using notes when taking a test. Another example of cheating is to use a source from a text book without obtaining the original author's work. If you do not read a work in its entirety, you may misrepresent the original author's work. Another example is to copy answers from another student or to allow another student to copy from your work. Collusion refers to collaboration with another student to commit any academically dishonest act. If you provide answers to someone or knowingly allow someone to copy your work, you will be held responsible.

Invented or plagiarized work can result in an F grade for the course and may result in possible disciplinary action at the university level. Students may be suspended or expelled for engaging in academic dishonesty.

### **LATE ASSIGNMENTS AND INCOMPLETE POLICY**

Late written assignments will receive a ten-point deduction for each twenty-four hour period (including weekends) the assignment is late. If you are unable to submit your assignment on the day that an assignment is due, you must contact me before the due date to arrange to turn in your assignment. Generally, I find it unacceptable for students to turn in late assignments, unless there are extreme and extenuating circumstances.



**Late final papers will not be accepted.** If your final paper is late, you will receive a zero for the assignment. A grade of incomplete will not be given for any reason, unless there are EXTREME extenuating circumstances AND you have talked to me in advance. An incomplete will only be given if some extenuating circumstance prevents you from completing the final paper by the deadline.

# COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Leadership Studies

Rationale for adding the course:

New Minor

All fields below are required

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Subject Prefix and # LEAD 4351

Title (29 characters or fewer): Community Engaged Leadership

Dept. Administrative Code : 1735

[CIP Code](#) 30.9999.22

Departmental Approval Required  Yes  No

Course Level  UG  GR  DR  SP

Course will be taught:  Face-to-Face  Online  Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?"  Yes  No

Grading Mode:  Standard  Pass/Fail  Audit

Description (600 characters maximum):

This course is part of a minor in Leadership and Community Engagement in which students will gain a basic understanding of how to be leaders in applying principles of community engagement in organizational settings. With the course's design grounded in community-based practice, students will complete the course with the skills necessary to dynamically engage different stakeholder sectors, lead the collaborative design of strategic plans, promote multi-level cohesion, and communicate to different audiences. Given the importance of community-engaged leadership, students in this course will also

Contact Hours (per week): 3 Lecture Hours      Lab Hours      Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input checked="" type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): N/A

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

**The University of Texas at El Paso  
College of Liberal Arts  
Leadership and Community Engagement Program  
Syllabus**

**Course Prefix and Number: LEAD 4351**

**Course Title: Community Engaged Leadership**

**Credit Hours: 3**

**Prerequisite Courses: None**

**Course Description:** With the growing emphasis on the transformation of systems, and policy development to promote equity, leadership competencies will be increasingly important in collaborations and community engagement. Through this course, students will gain a basic understanding of how to be leaders in applying principles of community engagement in organizational settings. With the course's design grounded in community-based practice, students will complete the course with the skills necessary to dynamically engage different stakeholder sectors, lead the collaborative design of strategic plans, promote multi-level cohesion, and communicate to different audiences. Given the importance of community-engaged leadership, students in this course will also discuss and practice skills for building effective teams and accomplishing individual and group objectives through teamwork.

**Learning Outcomes**

Community engaged leadership is an approach in which community leaders:

1. Use and understand the principles of community engagement as the framework for establishing partnerships.
2. Use principles of a core leadership theory to diagnose the landscape for community engagement.
3. Identify key stakeholders and decision-making power structures.
4. Develop stakeholder strategies to collaboratively identify community-based issue and priorities.
5. Develop a strategic plan for addressing the core public health priorities across stakeholder sectors.
6. Establish a sustainable plan for communicating the strategic plan to different audiences.

**Required Materials:**

- DeMatthews, D. (2018). Community Engaged Leadership for Social Justice. New York: Routledge, <https://doi.org/10.4324/9781315172262>
- Herchmer, Brenda. Leadership for Active, Creative, Engaged Communities. Bloomington, IN: iUniverse Publications, 2012. [ISBN: 978-1-4620-6399-4; ISBN (ebook): 978-1-4620-6400-7]

- Toms, Forrest and Sylvia Burgess, eds. Lead the Way: Principles and Practices in Civic and Community Engagement. San Diego: Cognella Publications, 2013.

**Course Policies:** To create and maintain a positive learning environment, you are expected to take responsibility for your learning and play an active role in developing your academic skills and your own leadership development. To this end, you are each expected to aspire to excellence.

- **Department:** Emergencies do arise and you do not need to call me if you are going to be absent; however, I appreciate an e-mail notification before class, if possible, or soon after. Arrange with your colleagues to exchange any class information that is not on the course Blackboard site. Because many discussions will take place during our class meetings, please be sure to listen (and refrain from talking) when another is speaking about class-related issues. Just as you are expected to know and practice academic civility, you are also expected to know and use appropriate Netiquette (see: <http://www.albion.com/netiquette/corerules.html>) for all on-line interactions.
- **Plagiarism:** Plagiarism means using someone else's work without giving that person direct credit. This includes using written text from any source or another's ideas. Academic dishonesty is an affront to the pursuit of knowledge and a student's integrity. Acts of plagiarism and other forms of academic dishonesty are serious and will be dealt with according to UTEP's policy. UTEP students are expected to be cognizant of and adhere to university policies and professional codes of behavior regarding academic integrity and ethics.

**Course Statements:**

- **Disabled Student(s):** If you have or believe you have a disability which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the Disabled Student Services Director. You may call 915.747.5148, visit the Disabled Student Services Office (DSSO) website at: [www.utep.edu/dsso](http://www.utep.edu/dsso), or the DSSO office in 108 East Union Building. Students who have been designated as disabled must reactivate their standing with the DSSO on a yearly basis.

**Grade Composition:**

Participation and peer co-evaluation	-10%
Individual Assignments	- 25%
Team Assignments	- 25%
Community Project Strategic Engagement and Implementation Plan	– 40%

## **Course Schedule:**

### Sample Topics:

- Preparation for Leadership and Teamwork
- Principles of Community Engagement
- Building Trust in Community Health Settings
- Style Leadership Theory in Action
- Assessing the Health Equity Landscape Using an Adaptive Leadership Framework
- Developing a Strategic Engagement Plan
- Using Systems Mapping to Lead Systems Thinking in Communities
- Embracing Innovative Ideas from Multiple Community Partners
- Developing a Community-Driven Implementation Plan
- Determining Measures of Success: Identifying Leadership and Community Indicators
- Communicating Your Plan to Community Partners

## **UNDERGRADUATE CURRICULUM CHANGE MEMO**

**Date:** October 26, 2020

**From:** Dr. Areli Chacón Silva, Director of the Leadership Studies Program

**Through:** Dr. Denis O'Hearn, Dean of the College of Liberal Arts

**To:** Crystal Herman, Chair, College of Liberal Arts Curriculum Committee  
Cc: Estela Estrada, Dean's Office

**Proposal Title:** Course Prefix and # change from MLS 4350 to LEAD 4380 Special Topics in Leadership

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The Leadership Studies Program is proposing a course prefix and number change in an existing undergraduate course from MLS 4350 to LEAD 4380 Special Topics in Leadership. The change in the prefix and number will support the new minor in Leadership Studies and the course will be included in the list of electives.

# CURRICULUM CHANGE PROPOSAL

## APPROVAL PAGE

**Proposal Title: Course Prefix and Number change from MLS 4350 to LEAD 4380 Special Topics in Leadership**

**College: Liberal Arts**

**Department: Leadership Studies Program**

### DEPARTMENT CHAIR

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**I have read the enclosed proposal and approve this proposal on behalf of the department.**

10/26/2020

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

### COLLEGE CURRICULUM COMMITTEE CHAIR

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**I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

### COLLEGE DEAN

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**I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**



## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Leadership Studies

Rationale for adding the course:

New Minor

All fields below are required

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Subject Prefix and # LEAD 4380

Title (29 characters or fewer): Special Topics in Leadership

Dept. Administrative Code : 1735

[CIP Code](#) 30.9999.22

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught:  Face-to-Face  Online  Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

Instruction of students individually and in groups in significant areas of leadership which are not covered by regular catalog offerings. May be repeated for credit when content varies.

Contact Hours (per week): 3 Lecture Hours      Lab Hours      Other

Types of Instruction (Schedule Type): Select all that apply

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> A Lecture           | <input type="checkbox"/> H Thesis                              |
| <input type="checkbox"/> B Laboratory                   | <input type="checkbox"/> I Dissertation                        |
| <input type="checkbox"/> C Practicum                    | <input type="checkbox"/> K Lecture/Lab Combined                |
| <input type="checkbox"/> D Seminar                      | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input checked="" type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction             |
| <input type="checkbox"/> F Private Lesson               | <input type="checkbox"/> Q Student Teaching                    |

Fields below if applicable

---

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): N/A

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	