CURRICULUM CHANGE PROPOSAL

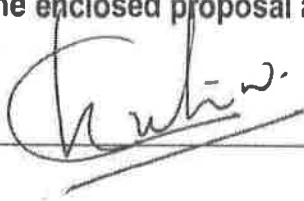## APPROVAL PAGE

Proposal Title: MLS 5360 Border Leadership

College: Liberal Arts   Department: Leadership Studies Program

DEPARTMENT CHAIR

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

_____   OCTOBER 29, 2018.

Signature   **Date**

COLLEGE CURRICULUM COMMITTEE CHAIR

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

_____   _____

Signature   **Date**

COLLEGE DEAN

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**

GRADUATE CURRICULUM CHANGE MEMO

Date: October 29, 2018

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

Through:

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

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

Proposal Title: New graduate course in Leadership Studies, MLS5360 Border Leadership

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The Leaderhsip Studies Program wants to expand the current 8 MLS core courses to 9. The MLS 5360 Border Leadership is a relevant topic for our region. It will support the UTEP Edge Advantage for graduate students, combining the foundation of leadership with the challenges of the border from a social justice perspective.

Course Add Form

Course Information

Subject Prefix and # **MLS 5360**   **TCCN (If applicable)**   _____

Title (29 characters or fewer): **Border Leadership**_____

Dept. Administrative Code _____   **CIP Code** _____

Course Level (UG, GR, DR, or SP):   **GR**_____

Will this course be taught during a part of term in addition to a full 16-week term? (Y/N): Y

If so, what term length will this course be taught in? (e.g., 8 weeks) **8 weeks**

How many times may the course be taken for credit? (Please indicate 1-9 times):   **3**_____

Should the course be exempt from the "Three Repeat Rule?" (Y/N):   _____**N**_____

Grading Mode:___**X**__ Standard   _____ Pass/Fail   _____ Audit

Description (600 characters maximum):

Border leadership is designed to study leadership expressions, processes, and values within the context of the US/México Border. Students will develop and analyze the processes of leadership, including but not limited to, engagement, value-sharing, motivation, and decision-making that occur within organizations whose members span the border. We will engage in the study of leadership practices, theories, and questions involving by defining and discussing how people on the border connect with others, how people on the border consider leaders and their capacity to produce change, and how people on the border become aware of the many factors that affect leadership in their communities. This course focuses on making sense of how to build better relationships with others in groups in our border communities with a social justice perspective.

Contact Hours (per week): ___3__ Lecture Hours   _____ Lab Hours   _____ Other

Types of Instruction (Schedule Type): (Underline all types of instruction which reflect how the course should be scheduled in Banner.):

A	Lecture	H	Thesis
B	Laboratory	I	Dissertation
C	Practicum	K	Lecture/Lab Combined
D	Seminar	O	Discussion or Review (Study Skills)
E	Independent Study	P	Specialized Instruction
F	Private Lesson	Q	Student Teaching

Equivalent Courses

Course Number

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                    [                              ]
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Prerequisite Course(s)

Course Number	Concurrent Enrollment Permitted? (Y/N)	Minimum Grade Required

Corequisite Course(s):

Course Number

Restrictions

Indicate which of the following registration restrictions should be implemented:

Restriction	Yes/No
Departmental Approval	Yes

Restriction	Yes/No	Test Name	Minimum Score
Placement Test	No		

Restriction	Yes/No	Majors Permitted
Major	No	All majors

Restriction	Yes/No	Classes Permitted
Classification	Yes	Graduate

Rationale for Adding the Course

The MLS 5360 Border Leadership is a relevant topic for our region. It will support the UTEP Edge Advantage for graduate students, combining the foundation of leadership with the challenges of the border from a social justice perspective.

Course Prefix and Number: MLS 5360
Course Title: Border Leadership
Credit Hours: 3

Prerequisite Courses: None

Course Description: Border Leadership is designed for us to study leadership expressions, processes, and values within the context of the US/México Border. Students will develop and analyze the processes of leadership, including but not limited to, engagement, value-sharing, motivation, and decision-making that occur within organizations whose members span the border. We will engage in the study of leadership practices, theories, and questions involving by defining and discussing how people on the border connect with others, how people on the border consider leaders and their capacity to produce change, and how people on the border become aware of the many factors that affect leadership in their communities. This course focuses on making sense of how to build better relationships with others in groups in our border communities from a social justice perspective.

Learning Outcomes:
- Understand the cultural and national influences that shape organizations
- Develop messages to an identified audience that motivates change agents, creates context for decision-making; inspires organizational members to work toward identified goals
- Demonstrate ability to compare competing perspectives and approaches to communication and leadership theories to improve the lives of those on the US/México border.

Required Materials:

Anzaldúa, Gloria. (2012). *Borderlands/La Frontera: The New Mestiza*, 4th edition. San Francisco, CA: Aunt Lute Books.

Ernst, Chris and Chrabot-Mason, Donna. (2010). *Boundary Spanning Leadership: Six Practices for Solving Problems, Driving Innovation, and Transforming Organizations.* New York, NY: McGraw Hill.

Sweeney, Charlotte and Bothwick, Fleur. (2016). *Inclusive Leadership: the Definitive Guide to Developing and Executing an Impactful Diversity and Inclusion Strategy—Locally and Globally.* Indianapolis, IN: FT Press.

Course Policies:
COURSEWORK
All assignments and major projects are to be presented on 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, MLA, or Chicago 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.

DEPORTMENT
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.

If you experience an extraordinary situation during the semester, one that may preclude you from completing the course, see me as soon as possible so that we may discussion options for you.

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.

Grading Scale
90-100% =A
80-89% = B
70-79% = C
60-69% = D

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.

- 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.

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.

ATTENDENCE

Students who miss two weeks of class will earn a failure in the course. There are no excused absences (includes illnesses, athletic competition, school retreats, etc.) Therefore, it is imperative that you attend class unless you are seriously ill, have a death in your family, are called for jury/military duty, or any other such event absence.

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, 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.

Course Schedule:

Sample Topics:

- Introduction to border studies. Borderlands La Frontera.
- The problem of a "single story" and stereotypes.
- Leaders and organizations in the border and boundaries. The international border.
- Best practices for spanning boundaries and making organizations better.
- Positive change vs. coercion (power)
- Leaders creating bridges over frontiers. Transformational leadership.
- Inclusive Leadership and social justice, two components of Border Leadership.
- Resiliency and agents of change in the Borderlands.