

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: PLS4793
3. Short title: Civic and Nonprofit Leadership
4. Long title: Civic and Nonprofit Leadership
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2015
8. Catalog course description: The application of organization and leadership theory to administrative structures, processes and behavior in government bureaucracies and community non-profit organizations. Includes an examination of organizational politics and policymaking, administrative leadership and alternative models of public organization and management. WI
9. Course attributes:
General education component: NA
☐ Cultural diversity ☐ Honors ☐ Writing centered ☒ Writing intensive ☐ Writing active
10. Instructional delivery
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____
Mode(s) of Delivery:
☒ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. Course(s) to be deleted from the catalog once this course is approved. No deletion, but name change.
12. Equivalent course(s): none
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. Prerequisite(s): PLS 1153G/PLS 1193G or permission of instructor; Jr. standing and above
 - a. Can prerequisite be taken concurrently? ☐ Yes ☒ No
 - b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): ☐ NA _____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: junior standing and above

b. Degrees, colleges, majors, levels, classes which may not take the course: _____

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _____

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software none _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of Political Science with an option in Civic and Nonprofit Leadership

☒ Course is required for the minor(s) of Civic and Nonprofit Leadership

☐ Course is required for the certificate program(s) of

☒ Course is used as an elective

2. **Rationale for proposal:** Leadership studies have become an inherent component in the study of organizations. This is particularly true for the study of non-profit organizations that are playing an increasing role in public sector service delivery. In order to make the course more up to date, timely, and useful to students, we are infusing a leadership component into our existing organization theory course.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: As a 4000-level course, university policy requires junior or above status. Also, junior or above status for undergraduates also is essential since the course also is open to graduate student enrollment.

Writing active, intensive, centered: In this class, at least 40% of the final course grade will be based on writing assignments, including a leadership study and a research paper. The research paper will require a draft and revisions. More writing assignments will occur throughout the course through essay exams, in-class writing assignments, and note-taking.

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum:

Instruction:

Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

6. Online or hybrid delivery justification: Online delivery will allow this course to be offered to graduate students who are unable to complete all or part of their degree program on campus. It will also provide added flexibility for scheduling summer classes.

Instruction: The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them. The technology will be used to assess student achievement by being the vehicle through which all student work is conducted. Online sections of the course will be taught by individuals successfully completing the OCDI training or meeting the other requirements of the technology-delivered course policy.

Integrity: The integrity of student work will be assured through writing, writing, and more writing. Given that students often have signature writing styles or voices, having someone else submit a single assignment will certainly register with the instructor. It is unlikely that a substitute would sit in and take the entire course for another (or at least as unlikely as having a surrogate sit in on a regular course). Finally, all assignments are checked through on-line mechanisms for plagiarism.

Interaction: Instructor-student and student-student interaction will be promoted through Email, web-based discussions, and feedback on individual assignments.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title PLS 4793: Civic and Community Leadership
2. Catalog description :The application of organization and leadership theory to administrative structures, processes and behavior in government bureaucracies and community non-profit organizations. Includes an examination of organizational politics and policymaking, administrative leadership and alternative models of public organization and management.
3. Learning objectives.
 - a) Students will identify various types of organizations. (CT-3, WR-2/Graduate Goal 1)
 - b) Students will write about, discuss and differentiate between structural variables impacting organizational success. (CT-3, CT-4, CT-5, WR-2, SL-2/Graduate Goals 1-4)
 - c) Students will distinguish between various leadership styles. (CT-3, WR-2, SL-2, RC-3/Graduate goals 1-3)
 - d) Students will demonstrate an understanding of the link between leadership and organizational success. (CT-3, CT-4, CT-5, WR-2, SL-2, RC-3/Graduate goals 1-3)
4. Course materials. Shafritz, Jay, J. Steven Ott, and Yong Suk Jang, Classics of Organization Theory, 8th Edition; Northouse, Peter G, Leadership: Theory and Practice, 6th Edition.
5. Weekly outline of content.

Week one – classic readings on organization theory
Week two – economic theories of organization
Week three – technology and organizations
Week four – organizational culture
Week five – people and organizations
Week six – people and organizations
Week seven -- gender and race in organizations
Week eight – leadership and organizations, the link (what is leadership?)
Week nine –trait and style approaches to leadership
Week ten – situational leadership
Week eleven – contingency theory
Week twelve – path-goal theory
Week thirteen – leader/member exchange theory
Week fourteen – transformational leadership
Week fifteen – team leadership and leadership ethics
Week sixteen – final exam (or final papers due for online version)
6. Assignments and evaluation, including weights for final course grade.

On-site class = three exams (60 percent of grade)
3-5 page leadership study (10 percent of grade)

10-12 page term paper (30 percent of grade)

- Leadership study and term papers will be longer for graduate students and require both more sources and a deeper level of analysis in line with CGS learning goals.

On-line class = six written assignments on exam topics (50 percent of grade)

3-5 page leadership study (10 percent of grade)

weekly discussion posts (10 percent of grade)

10-12 page term paper (30 percent of grade)

- Leadership study and term papers will be longer for graduate students and require both more sources and a deeper level of analysis in line with CGS learning goals.

7. Grading scale.90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D, below 0-59%=F

8. Correlation of learning objectives to assignments and evaluation.

On-site matrix

	Exams	Leadership study	Term paper
3a	x		x
3b	x	x	x
3c	x	x	x
3d	x	x	x

On-line matrix

	Bi-weekly assignments covering exam topics	Leadership study	Weekly discussion posts	Term paper
3a	x		x	x
3b	x	x	x	x
3c	x	x	x	x
3d	x	x	x	x

Date approved by the department or school: November 5, 2014

Date approved by the college curriculum committee: December 12, 2014

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: February 12, 2015 CGS: