PART I: CATALOG DESCRIPTION

1. Course prefix and number: BGS 4001
2. Title: Self-Directed Leadership
3. Long title: Self-Directed Leadership
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: (3-0-3)
5. Term(s) to be offered: Fall Spring Summer D On demand
6. Initial term of offering: Fall Spring D Summer Year: 2008
7. Course description (not to exceed four lines): In this capstone course for the B.A. in General Studies degree, students apply the transformative change process, critical thinking skills and concepts to explore the influence of their educational experiences on their professional and personal lives and to assess and develop their self-directed learning and leadership skills. Open only to majors in General Studies. WI
8. Registration restrictions:
   a. Identify any equivalent courses. None
   b. Prerequisite(s). Students must be admitted to the BGS Program and have completed at least 90 hours and BGS 2985 and BGS 3002. It is highly recommended students complete this course their last semester prior to graduation.
   c. Who can waive the prerequisite(s)?
      ☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
   d. Co-requisites: None
   e. Repeat status: ☒ Course may not be repeated.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: BGS students only
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: Non-BGS students
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] This course is a writing intensive capstone course for students in the BGS Degree Program. Approximately 50% of the grade is based on writing/written work.
10. Grading methods (check all that apply): ☒ Standard letter
    Instructional delivery method: ☒ lecture
PART TWO: ASSURANCE OF STUDENT LEARNING

List the student learning objectives of this course: Students will be expected to:
1. Critically analyze past learning outcomes.
2. Integrate knowledge acquired through a variety of academic disciplines.
3. Apply the 4-Step Appreciative Inquiry process to form a foundation for future personal and professional growth.
4. Demonstrate effective written and oral communication skills through formal presentations, written assignments, group activities/work, research, and article reviews.
5. Develop a core-values framework for decision making.
6. Analyze leadership characteristics.
7. Discuss the transformational learning process and its impact on the development of leadership behaviors.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

This course is not a general education course.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

Not applicable

Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: Assignments:
1. Guided Autobiographical Writings. Each week a topic will be assigned and students will write a personal interpretation of this topic based on personal life events. During the next class, students will meet in small groups and discuss these writings.
2. Problem-solving through critical analysis and discussion will be used to implement the 4 Step Appreciative Inquiry process as it relates to leadership and leadership development. Students will be divided into small groups for the duration of the course. Based on information presented through the Guided Autobiographical writings, each student will identify an issue from the writing, and, with the assistance of the group membership, apply the AI process.
3. Three article reviews are due the last day of class. Topics for the article reviews must be on a topic relevant to the class and of interest to the student. Each review will consist of a brief (1-2 page) summary followed by a 1-3 paragraph analysis of the article. Reviews are to be typed with 12 point font and double spaced. A complete bibliographical citation is to be placed at the beginning of the review. A copy of the original article should be attached to the review.
4. Each group will plan and present a 30 minute presentation on a topic that relates to the course (leadership, values development, adult learning) and is approved in advance by the instructor. Each project will include a PowerPoint presentation with handouts for the class. At the end of the presentation, a copy of the PowerPoint and a bibliography of resources used are to be submitted to the instructor along with a summary of the topic presented.

Grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Autobiographies (4)</td>
<td>400</td>
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<tr>
<td>Problem-Solving/AI Process (2)</td>
<td>100</td>
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<tr>
<td>Leadership Inventory</td>
<td>50</td>
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<tr>
<td>Reviews (3)</td>
<td>150</td>
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<tr>
<td>Group Presentation</td>
<td>200</td>
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<tr>
<td>Class Participation</td>
<td>100</td>
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<tr>
<td>Group Discussion Participation</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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</tbody>
</table>
1. **Explain how the instructor will determine students’ grades for the course:** The point distribution is listed above. Students’ abilities to use critical thinking skills to analyze various life situations, to apply adult learning theory to their personal and professional situations, to demonstrate through written and oral means an understanding of the concepts of leadership as driven by one’s core values are primary concepts upon which the grades will be determined.

   (SEE TABLE FOR MORE DETAILS)

2. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives: N/A
   b. Describe how the integrity of student work will be assured: N/A
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): N/A

3. **For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   a. course objectives; N/A
   b. projects that require application and analysis of the course content; and N/A
   c. separate methods of evaluation for undergraduate and graduate students. N/A

4. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix A.)**
   a. This course is writing intensive. More than 50% of the grade is based on written work required as part of the course. The writing will be evaluated based on the rubric suggested by the Writing Across the Curriculum committee.

**PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

See attached.

**PART IV: PURPOSE AND NEED**

1. **Explain the department’s rationale for developing and proposing the course.** Adult students in the BGS Program are allowed the flexibility of developing a course of study based on their needs and their goals. Because there is no established curriculum by which standard assessment tools can be applied, it becomes necessary to develop a means by which student learning can be measured in some meaningful way. The purpose of this course is to provide students with a process to assess the value and impact Eastern Illinois University and higher education in general have had on their learning and critical thinking skills as well as to provide a means by which assessment data can be captured.
a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. This course is intended to serve as a capstone course; therefore, students need to be near the completion of their degree. Assignments and activities in the course require use of higher level cognitive skills.

3. If the course is similar to an existing course or courses, justify its development and offering.
   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. N/A
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A

4. Impact on Program(s):
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

      This course will be used as an approved elective. Since the course is not delivered online and is not accessible by all BGS students, it cannot be required for all students at this time.

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

   This course does not change a major, minor or certificate program outside the department.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Kaye Woodward, Ed.D.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: No additional costs

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)
3. Text and supplementary materials to be used (Include publication dates):


**PART VI: COMMUNITY COLLEGE TRANSFER**

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

**PART VII: APPROVALS**

Date approved by the department or school: February 25, 2008

Date approved by the college curriculum committee: February 25, 2008

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

Date approved by CAA: April 10, 2008

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).
Course Description: Acquisition of knowledge is a lifelong activity. Applying the process of Transformative Change and the concepts of Appreciative Inquiry (A.I.) will enable adult learners to discover the influence their educational experiences have had on their professional and personal lives. Core value development and its influence on leadership behaviors is central to the course.

Expected Learning Outcomes: The student is expect to:
1. Critically analyze past learning outcomes.
2. Integrate knowledge acquired through a variety of academic disciplines.
3. Apply the 4-Step Appreciative Inquiry process to form a foundation for future personal and professional growth.
4. Demonstrate effective written and oral communication skills through formal presentations, written assignments, group activities/work, research, and article reviews.
5. Develop a core-values framework for decision making.
6. Analyze leadership characteristics.
7. Discuss the transformational learning process and its impact on the development of leadership behaviors.

Assignments/Grades:
There will be a major writing activity for each stage of the class to be done in the interim between each class meeting. Topics and specifics will be assigned in advanced.

- There will be four Guided Autobiography activities. Students will be assigned a topic and asked to write on their personal interpretation of that topic from events in their past. At the next class session students will share and discuss their writings in small groups with an emphasis on how the student’s perceptions of the event may be different from their initial perceptions and what has caused the change.

- Research/Article Review (3): approved topics are:
  - Appreciative Inquiry
  - Transformational Change
  - Values/Ethics/Leadership

Each review will consist of a (1-2 page) summary followed by a brief analysis of the article. Articles may be from professional journals or a chapter from an approved book. Reviews are to be typed with 12 point font and double spaced. A complete bibliographical citation should be placed at the beginning of the review. A copy of the original article should be attached to the review. For help with conducting an online library search go [http://www.library.eiu.edu/welcome.html](http://www.library.eiu.edu/welcome.html).

- Students will be divided into small groups to plan and present a 30 minute presentation on a topic approved by the instructor. Each presentation should include a PowerPoint with handouts for the class. At the conclusion of the presentation a copy of the PowerPoint and a bibliography of resources used will be submitted.

- A written summary of the content of the presentation for which they are responsible is to be submitted by each member of the group along with one complete copy of the PowerPoint.
- Two case study/problem solving activities to be completed in class.
- Leadership Inventory: in class activity
- Mid-Term and Final Exams:
- Participation in group discussions with meaningful contributions or questions that are on topic.

**Criteria for Presentation**

Each group will develop an oral presentation to be given on the last day of class.

The presentation must contain and will be evaluated on the following:
- Be at least 30 minutes in length. (20 points)
- Have a PowerPoint component. (20 points)
- Have handouts for all class members. (10 points)
- Have a bibliography that includes at least 3 professional references. (10 points)
- One reference may be from the more popular culture since there are excellent examples of using A.I. and Transformative Learning in business applications.

In addition, points will be assigned for:
- Completeness and accuracy of information presented. (20 points)
- Involvement of class members in the presentation. (10 points)
- Members of the group shared equally in the presentation. (10 points)

Articles reviewed for the research component of the class requirements may be used to support the presentation.

The topic must be approved by the instructor prior to beginning your work.

**Grades will be based on the following activities:**

- Guided Autobiographical writings:
  - Autobiography #1 100 points
  - Autobiography #2 100 points
  - Autobiography #3 100 points
  - Autobiography #4 100 points

- Problem-Solving/ A.I. Case Study #1 50 points
- Problem-Solving/ A.I. Case Study #2 50 points

- Leadership Inventory 50 points

- Three research article reviews/critical reflection 150 points (3 X 50)

- Presentation (written) 100 points
Presentation (oral) 100 points
Mid-term evaluation/exam 100 points
Final assessment 100 points
Participation in group activities/discussion 100 points
Total points 1200

Grading Scale:
A = 1080 to 1200
B = 960 to 1079
C = 840 to 959
D = 720 to 839
F = 719 or below

Attendance Policy:
This class is designed to be highly interactive. It is not possible to be a part of the discussion or interaction if you are not present. The work may not be made up at another time. Students are expected to be at each class session, on time. If an emergency occurs, you are asked to contact the instructor in advance to discuss options.

To maintain a productive learning environment, you are asked to please turn off your cell phone and pager during class meeting times. You are welcome to check your phone for messages and return calls during the break times.

Students’ Rights:
Having described policies and responsibilities to which you, as a student, will be expected to adhere for this course, I want to emphasize that as an instructor I have responsibilities to you. Cornwell Strickland, writing in Excellence in University Teaching, has noted the following student rights:
1. the right to be recognized as an individual, even in large classes,
2. the right to have a professor interested in teaching,
3. the right to instruction based on adequate preparation,
4. the right to express opinions and to challenge those of the instructor,
5. the right to personalized instruction, relevant to students needs and interests,
6. the right to access to the professor at times other than class sessions, and
7. the right to know the system by which he or she is graded.

****If you have a documented disability and wish to receive academic accommodations, contact the Coordinator of the Office of Disability Services at 581-6583.
Course Syllabus

1. Introductions
   a. Review of class requirements
   b. Who are we?
   c. Setting the stage for growth

2. Learning from our past
   a. Guided Autobiography
   b. Branching events
   c. Critical reflective thinking/analysis
   d. Life Line: Past and Future

3. Leadership
   a. What constitutes leader behavior
   b. Leadership VS Management
   c. Leadership Styles

4. Developing a value system
   a. Values/Beliefs
   b. Ethics/Leadership

5. Introduction to Appreciative Inquiry (AI)
   a. What is Appreciative Inquiry?
   b. Defining the concepts of AI
   c. Defining the 4-D Cycle

6. Developing an Inquiry Strategy

7. Eight Principles of AI

8. Acquisition of knowledge/Adult learning theory
   a. How we learn
   b. Intelligence and Adult Development

9. Learning Styles
   a. Multiple Intelligences/Howard Gardner
   b. Learning Spaces/David Kolb

10. Transformational Learning
    a. Adult learning
       i. Critical Reflection
       ii. Experiential
       iii. Self-directed
       iv. Learning to learn
    b. Mezirow
       i. Informational learning
       ii. Transformative learning

11. Reflecting on our past

12. Change Agendas and AI
    a. Approaches to AI
    b. Shifting from Deficit-Based to Positive Change
    c. Individual vs. Systems changes
    d. Case study

13. Transformational Change through Language
    a. The Internal Languages
b. The Social Languages
14. Integrating leadership, AI and transformative change 200
   a. Assessing personal leadership values/skills
   b. Understanding your core values
   c. Developing a leadership/life plan
15. Using your values to guide your life decisions. 100
16. Presentation and discussion of student projects 200
    Total minutes 2250

Text(s):


BGS 3010: Values-Based Leadership (3-0-3)
<table>
<thead>
<tr>
<th>Hrs Spent</th>
<th>Topic</th>
<th>Objectives</th>
<th>Activities/Assessment</th>
<th>Points</th>
</tr>
</thead>
</table>
| 4         | Learning from the Past                    | 1, 2, 4, 5, 6| Autobiographical writing: branching points
- lifeline
- Oral comm. skills
- critical reflection            | 100     |
| 4         | Leadership                                | 4, 5, 6, 7  | Discussion:
- Identification of leadership behaviors/discussion
- ability to discriminate between leadership/management skills
- Leadership inventory
- ability to classify leadership behaviors | 20, 50  |
| 6         | Appreciative Inquiry
- Key concepts
- AI 4-D cycle
- Change agendas                 | 1, 2, 3, 5, 6| Discussion:
- of the concepts (oral skills)
- Questions asked (analytical/reflective thinking skills)
- Application of theory to personal agenda
- Problem-Solving/ A.I. Case study
- Article review                | 20, 50  |
| 4         | Autobiographical writing: Reflections on family (values) | 1, 2, 4, 5, 6| Autobiographical writing:
- Oral communication skills
- Critical reflection
- Effective written skills      | 100     |
| 2         | Developing an Inquiry Strategy            | 1, 2, 3, 5  | - Consistent with AI concepts (discussion)
- Evidence of critical thought  | 20      |
| 4         | Transformational Change                   | 1, 2, 4, 7  | - Article review
- Discussion                    | 50, 20  |
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Topics</th>
<th>Assessment</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Autobiographic writing: Reflections on education</td>
<td>1, 2, 4, 5, 7</td>
<td><strong>Autobiographical writing:</strong></td>
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<td>- Discussion</td>
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<td>- Evidence of reflective thinking</td>
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<td>- Evidence of application of AI concepts</td>
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<td>4</td>
<td>Adult Learning Theory</td>
<td>1, 2, 3, 5, 6</td>
<td><strong>-Discussion</strong></td>
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<td><strong>Problem-Solving/ A.I.</strong></td>
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<td>case study analysis</td>
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<td><strong>-Article review</strong></td>
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<td>Values/Ethics/Leadership</td>
<td>1, 2, 5, 6, 7</td>
<td><strong>-Discussion</strong></td>
<td>10</td>
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<td><strong>Problem-Solving/ A.I.</strong></td>
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<td>case study analysis</td>
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<td><strong>-Article review</strong></td>
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<td>Autobiographic writing: Reflections on money</td>
<td>1, 2, 4, 5, 7</td>
<td><strong>Autobiographical writing:</strong></td>
<td>100</td>
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<td>- Discussion</td>
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<td>- Evidence of reflective thinking</td>
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<td>- Evidence of application of AI concepts</td>
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<tr>
<td>4</td>
<td>Leadership/AI: determining core values and a strategy for life living</td>
<td>1, 2, 3, 4, 6, 7</td>
<td><strong>-Oral presentation</strong></td>
<td>100</td>
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<td><strong>-Written presentation</strong></td>
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<td>Mid-term exam</td>
<td>Integration of</td>
<td><strong>-Written</strong></td>
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<td>Final exam</td>
<td>all objectives</td>
<td><strong>-Written</strong></td>
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