To: Faculty Curriculum Committee

From: Meta Van Sickle, Department Chair, Teacher Education

Date: January 22, 2015

Reason: Curriculum Committee Forms Submitted

Enclosed please find, 1 New Course Form. This course form does not affect any program within Teacher Education. The New Course Proposal is for a special leadership cohort within the EHHP.

EDFS 301
FACULTY CURRICULUM COMMITTEE

SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

EDFS 301, New Course Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
   Date: 1-23-15

2. Signature of Academic Dean:
   
   Date: 1-23-15

3. Signature of Provost:
   
   Date: 2/10/15

4. Signature of Business Affairs (only for course fees):
   
   Date: 

   □ fee approved on
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:
   
   Date: 2/20/2015

6. Signature of Budget Committee Chair (only for new programs):
   
   Date:

7. Signature of Academic Planning Committee Chair (only for new programs):
   
   Date:

8. Signature of Faculty Senate Secretary:
   
   Date:

   Date Approved by Faculty Senate:
FACULTY CURRICULUM COMMITTEE

COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, orreactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Lee Higdon
Phone: 843 953 8060
Email: higdonl@cofc.edu

Department or Program: Teacher Education
School: School of Education, Health, and Human Performance (EHHP)
Subject Acronym and Course Number: TED 301

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
   ☐ Course Number (you must submit a course deactivation request for the old course number)
   ☐ Course Name
   ☐ Course Description
   ☐ Credit/Contact Hours
   ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Lee Higdon, our former president, taught a special topics leadership seminar to EHHP and Anthropology students in Spring 2014. We plan to offer as special topics again in Spring 2015. The course has been very successful, and we are now ready to make it an elective in the curriculum.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This seminar is a one-hour elective to selected students and has no impact on existing programs and courses.

This form was last updated on 12/13/13 and replaces all others.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: 

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☑ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU
School: EHHP
Subject Acronym: TEDU
Course Number: 301

Credit hours: _1_ lecture __ lab __ seminar __ independent study
Contact hours: _15_ lecture __ lab __ seminar __ independent study

Course title: Introduction to Leadership

Course description (maximum 50 words, exactly as it appears in the catalog):

The purpose of this seminar is to develop a better appreciation of the importance of leadership in students’ professional and personal lives. Students will develop the tools and capacities to be effective leaders by becoming more self-aware and more conscious of others and their environment in a leadership setting.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☑ no
If so, which course?

If equivalent, will the newly-created course replace the existing course? ☐ yes ☑ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): _____NA____________
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☑ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? ☐ yes ☑ no What is the fee? $______

This form was last updated on 12/13/13 and replaces all others.
G. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs. The professor, Lee Higdon does not accept compensation for serving as instructor.

H. **STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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<tr>
<td>1. Participants will define and discuss various leadership styles and self-assess their own leadership style.</td>
<td>Participants will discuss in class for a minimum of three class sessions and demonstrate acceptable knowledge of leadership styles in an essay.</td>
</tr>
<tr>
<td>2. Participants will understand the roles that setting and environment play in a leader’s functioning.</td>
<td>Participants will discuss in class for a minimum of two class sessions and demonstrate acceptable knowledge of the importance of setting and environment to leadership in an essay.</td>
</tr>
<tr>
<td>3. Participants will define and understand the importance of core values to leadership.</td>
<td>Participants will discuss in class for one class session and demonstrate acceptable knowledge of the importance of core values to leadership in an essay.</td>
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<tr>
<td>4. Participants will learn to manage relationships and interactions with others in order to develop as leaders.</td>
<td>Participants will discuss in class for one class sessions and demonstrate acceptable skills in management relationships and interactions with others in order to develop as leaders.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

In our Teacher Education program, we hope our future teachers will perceive themselves and grow as leaders. Introduction to Leadership will provide an opportunity for them to learn leadership content, skills, and beneficial tools to apply in leadership settings.

I. **PROGRAM CHANGES.** Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  

☐ yes  ☒ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

This form was last updated on 12/13/13 and replaces all others.
J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Leadership Seminar for Future Educators

Location:
86 Wentworth Street
School of Education, Health, and Human Performance
Dean’s Conference Room, 2nd Floor

Time: 3:00-4:30pm

Course Expectations:

This nine session seminar seeks to develop a better appreciation of the importance of leadership in each student’s professional and personal life. It assumes that leadership is not about title or position, or possessing particular personality traits, but that it is about creating and nurturing productive relationships. Students will develop the tools and capacities to be effective leaders by becoming more self-aware and more conscious of others and their environment in a leadership setting. Through course discussions and assignment students will develop the confidence to take on leadership roles in the classroom and outside.

Course Objectives:

Participants learn leadership concepts and reflect about their own leadership style and skills and those of their future students and colleagues (Teaching and Learning Standard I).

Participants create their leadership plans for the future and discuss with the instructor and other participants (Teaching and Learning Standard III).

Grading (See attached rubric):

Class Participation (35%)
Reflective Essay (65%)

Essay:

The major portion of your grade will be based on a final, reflective essay, 3-5 pages, on your personal leadership philosophy. You should envision this paper as a document that to share your values, how you see yourself as a leader, and how your views of leadership have evolved over time. It would also include your expectations for your coworkers. From our readings and discussions, you should reflect on what is important to you, your standards and values, as you aspire to a leadership role. In many ways it is a public statement of the ideals for which you are holding yourself and others accountable. The purpose of your leadership philosophy is to provide a guide for yourself and others about the basis for your actions, behaviors, and thoughts.
This paper is to be submitted to the Dean's office by ________. (Date will be announced later in semester). If you have any questions about this assignment, please see me.

Class Attendance Policy:

As stated above, students will be evaluated on their class participation. Regular and punctual attendance is expected of all students. Please come prepared. Contact me if for any reason you have to miss class.

Meetings with Instructor:

A 1:1 meeting with instructor is expected before class begins. The purpose of this first meeting is to discuss student's course application, experience with leadership positions and personal goals (for course and after). Two additional 1:1 meetings will take place: one after class #3 and another after class #6.

*The notion that a successful leader must be conscious of self, others, and the environment is the central theme of “Emotionally Intelligent Leadership” by Shankman and Allen.

CofC Honor System

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student's actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

ADA Accommodations

In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.
Students Needing Access Parity

SNAP students who wish special accommodations, must see the professor within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester. **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

**Academic Dishonesty:**

Academic Dishonesty has no place in our community. Have the confidence in your own abilities.

**Instructor Contact Info:**
Email: higdonl@cofc.edu
Office Phone: 843-953-8060

**Class Agendas**

**Class 1-** What is “Leadership”?  
(January 13, 2015)

**Class 2-** Importance of Core Values to Leadership  
(January 20, 2015)

**Class 3-** Leadership Styles  
(January 27, 2015)

**Class 4-** Leadership Styles (Continued)  
(February 3, 2015)

**Class 5-** The Role Setting and Environment Plays in Leadership.  
(February 10, 2015)

**Class 6-** Managing Relationships and Interactions with Others.  
(February 17, 2015)

**Class 7-** Best Practices and Mistakes of Student Leaders.  
(February 24, 2015)

**Class 8-** Leader/Follower Exercise  
(March 10, 2015)
Class 9 - Post Class Development Program
(March 17, 2015)
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<th>Exceeds (5-4 points)</th>
<th>Meets (3-2 points)</th>
<th>Needs Improvement 1 point</th>
<th>Unacceptable 0 points</th>
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<tr>
<td><strong>Content</strong></td>
<td>Purpose of writing is clear and based upon a relevant thesis.</td>
<td>A thesis clearly states the author’s purpose although some sentences may not relate to that purpose.</td>
<td>Writing lacks a clear thesis statement. If main ideas are expressed, there is little support for them.</td>
<td>Writing many lack thesis. If one is present, it is very weak. Reasons, examples or details are lacking or inappropriate. Most generalizations are completely unsupported or supported with other mostly redundant generalizations. Analysis of information is very limited and/or largely inaccurate.</td>
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<td>Main ideas are developed with logically compelling reasons and/or highly persuasive examples.</td>
<td>Main ideas are developed and supported with relevant reasons or examples.</td>
<td>The essay does contain some reasons, details, or examples but they may not be relevant to the generalizations expressed.</td>
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<td>The writer effectively expresses complex ideas including well-developed insightful arguments. Analysis of the information is relevant, accurate, and interesting. Conclusions are logical, persuasive, and effective.</td>
<td>The writer provides competent analysis of complex ideas. Information is accurate and relevant but may not hold the reader’s attention throughout. The conclusions drawn are generally effective.</td>
<td>Analysis of information is either limited or inaccurate.</td>
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<td><strong>Organization/Structure</strong></td>
<td>The organization showcases the central idea. Paragraphs follow a logical order and exhibit unity and coherence. Both topic and component transitions were informative, smooth and effectively placed. The order, structure and presentation of ideas are compelling and move the reader through the text.</td>
<td>Paragraphs generally follow a logical order. They are unified and coherent most of the time. Some transitions are present but either not informative or misplaced. The organizational structure is strong enough to move the reader through text without undue confusion</td>
<td>Paragraphs may relate to the thesis, but they are usually underdeveloped, vague, lacking in coherence. Some transitions are absent or out of place and not informative. The overall organizational structure including progression of ideas is confusing and hard to follow.</td>
<td>The writer lacks a clear sense of direction. Ideas, details, and events are strung together in a loose or random fashion. There is no identifiable internal structure.</td>
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<td><strong>Mechanics</strong></td>
<td>Sentences are well constructed with varied structure. Most sentences are grammatically correct and demonstrate mastery of complex sentences. Writer does careful editing. Errors in punctuation, capitalization, usage, spelling, paragraphing etc. are rare.</td>
<td>Demonstrates satisfactory control of sentence structure. Sentences are usually correct grammatically and reflect some grasp of variety and complexity. Less than careful editing. Some errors in capitalization, usage, spelling or paragraphing, but they do not seriously interfere with meaning. Some errors may affect clarity.</td>
<td>Mechanics are flawed in either sentence structure or grammar. Sentences may be illogical or inappropriate for the audience. They show less than expected level of complexity or variety. Errors in punctuation and usage sometimes interfere with meaning.</td>
<td>Mechanics are seriously flawed in at least 1 of following: sentence structure, grammar, language usage. Most sentences are simple sentences. They are likely illogical or badly constructed. Errors in punctuation and usage seriously interfere with meaning.</td>
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## Attendance and Participation Spring 2015

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**Each student will receive a 1-4 (1 being the lowest score) on their class participation. The score will reflect the students' preparation, insightfulness, reflection, and contribution to each class session. Notes will be made regarding each student's score.**
Subject: RE: Higdon Leadership Class
Date: Monday, February 16, 2015 at 2:09:33 PM Eastern Standard Time
From: Etchason, Rachel Ann
To: Springer, Bonnie C

Below is the nomination and selection process for participants to enroll in the Higdon Leadership Seminar:

1. Rising juniors declared as an EHHP major must be nominated by a faculty member. Nominations are collected and students are notified via email of the opportunity.
2. In order to be considered for an interview, the students nominated must complete an online application. No more than twelve students are chosen, and course registration is limited to those selected by the interview panel.
3. Applications are submitted at http://blogs.cofc.edu/ehhp and require a class history, resume, and a personal essay/statement. The personal essay/statement discusses why the applicant would like to be in the seminar; what experiences prepared them for this seminar; their goals; and why understanding leadership is important.
4. The EHHP Dean selects the top applicants to interview. Attached are the interview questions.
5. The panel interviews each finalist, discusses each person interviewed and selects up to 12 students to be enrolled in the course.

--
Rachel A Etchason
School of Education, Health, and Human Performance
College of Charleston
86 Wentworth Street
Charleston, SC 29401
Tel: (843) 953-8050
Fax: (843) 953-8070
Email: etchasonra@cofc.edu

From: Pohl, Justin
Sent: Monday, February 16, 2015 2:04 PM
To: Welch, Frances C; Etchason, Rachel Ann
Subject: Re: Higdon Leadership Class

Several minor edits in red below. Thanks, Rachel!

Justin

From: <Welch>, Fran Welch <WelchF@cofc.edu>
Date: Monday, February 16, 2015 at 12:58 PM
To: Rachel Etchason <etchasonra@cofc.edu>
Cc: "Pohl, Justin" <pohlji@cofc.edu>
Subject: FW: Higdon Leadership Class

See edits below in blue. Thanks for getting this done so time efficiently. Please read through one more time and edit to improve.

Frances C. Welch, Dean
School of Education, Health, and Human Performance
College of Charleston
Higdon’s Leadership Seminar Interview Questions

Name of Applicant: _______________________

Introductions

- Why do you want to be in this Leadership Seminar taught by former President Lee Higdon?

- You are here today because a professor thought highly of you and saw something in you that made you stand out as a leader amongst your peers. Which professor do you think it was (and you could be wrong on this) and why would this professor nominate you.

- Tell us about a time when you were proactive as a student, employee or member of a team. For example, you saw a problem or opportunity and you did something about it.

- Please describe who amongst your peers you consider to be a role model/someone you look up to and why?

- Let’s review the time commitments and expectations for the Leadership Seminar participants. What is your understanding of these?

- Do you have questions for us?
Name of Applicant: __________________________

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