# Course Change Proposal

## Form A

<table>
<thead>
<tr>
<th>Academic Group (College): Arts and Letters</th>
<th>Academic Organization (Department): Learning Skills Center</th>
<th>Date: April 10, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Roberta J. Ching</td>
<td>Submitted by: Roberta J. Ching</td>
</tr>
<tr>
<td>New <em>X</em> Change ___ Deletion ___</td>
<td>For Catalog Copy: Yes <em>X</em> No ___</td>
<td>Semester Effective: Fall <em>X</em> Spring ___, 20_11</td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <em>X</em></td>
<td>CCE (Extension): Yes ___ No <em>X</em></td>
<td></td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): Yes _X_ No ___

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

### Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.): LS 79A</th>
<th>Title: Advanced Independent Study for EOP Students</th>
<th>Units: 1.0 - 3.0</th>
</tr>
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</table>

### Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.): ALS 79A</th>
<th>Title: Developing Student Leadership</th>
<th>Units: 1.0 - 3.0</th>
</tr>
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### JUSTIFICATION:

With the Learning Skills Center closing, LS 79 needs to be moved directly under the College of Arts and Letters and be renamed ALS 79A. The new course, ALS 79A, is a collaboration with Student Organizations and Leadership and the EOP Summer Bridge Program to provide instruction to students in leadership skills.

### NEW COURSE DESCRIPTION:

(Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

The course is designed to provide students an opportunity to develop leadership skills that will serve them throughout their college career. They will become familiar with the opportunities for leadership and growth at Sacramento State. Skills developed will include public speaking, team building, delegation, communication, and others. This course is Graded Credit/No Credit and is worth 3 units.

### Note:

Prerequisite:
Enforced at Registration: Yes ___ No _X_

Corequisite:
Enforced at Registration: Yes ___ No _X_

Graded: Letter _____ Credit/No Credit_X____
Instructor Approval Required? Yes ___ No _X_

Course Classification (e.g., lecture, lab, seminar, discussion): 04
Title for CMS (not more than 30 characters)
ALS 79A: Developing Student Leadership EOP

Cross Listed?
Yes ___ No _X_
If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? One time

Can the course be taken for Credit more than once during the same term? Yes ___ No _X_
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at http://www.csus.edu/acaf/example.htm

Students will be able to:
- Interact and build relationships with other Summer Bridge students while developing basic leadership skills for success in and out of the classroom
- Develop an understanding of leadership through self-reflection and interactivities
- Gain knowledge about the hundreds of opportunities for involvement and leadership at Sac State
- Introduce and qualify you for the forthcoming Leadership Certificate Program

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Outcomes will be assessed through teacher observation of student interaction individually and as teams.

For whom is this course being developed?
- Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___
- Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No ___
  If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No ___
  If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). This adjunct is being proposed in collaboration with the chair and selected faculty of the History Department.

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures: ____________________________ Date: 4/12/11

Department Chair:

College Dean or Associate Dean: ____________________________ Date: 4/22/11

CPSP (for school personnel courses ONLY)

Associate Vice President
and Dean for Academic Programs

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

4/12/11
Contact Information
Karlos Santos-Coy
Coordinator, Leadership Programs
Student Organizations & Leadership
916.278.6595
karloss@csus.edu

Office Hours
Monday – Friday 8am-5pm

Course Location– Solano 2002

Course Meetings
MW (11:05am-12pm)
OR
TR (11:05am-12pm)

Course Description
Are you ready to be a leader?

Student Organizations & Leadership and the EOP Summer Bridge Academy are collaborating in bringing you ALS 79A because we believe everyone is capable of learning and understanding leadership through interactive experiences as an individual and in groups.

Gaining new skills or enhancing your existing skills will assist in your transition into college life. Leadership is a skill that will help you succeed in the classroom, in all aspects of campus life and beyond. This course is designed to help you on this journey.

This course focuses on allowing you to develop your leadership skills in a safe environment and prepare you to continue your leadership development throughout your college career. You will become familiar with all of the opportunities for leadership and growth at Sac State. Skills developed will include: Public Speaking, Team Building, Delegation, and Communication among others.

Course Objectives
The leadership learning activities you participate in will allow you to:

- Interact and build relationships with other Summer Bridge students while developing basic leadership skills for success in and out of the classroom
- Develop an understanding of leadership through self-reflection and interactivities
- Gain knowledge about the hundreds of opportunities for involvement and leadership at Sac State
- Introduce and qualify you for the forthcoming Leadership Certificate Program
- Fulfill units for your elective requirements towards graduation

Course Requirements and Grading
You must be HERE to get THERE!

Every opportunity for us to learn from each other is important because we only get three short weeks together. Since this course is designed around interactivity, you must attend ALL sessions. Missing a single session will result in NO CREDIT.

You will be graded on the following areas of completion:
1. 50% - Attendance – You must attend every session to gain credit
2. 50% - Participation in daily activities
ALS 79A – Developing Student Leadership
Program Overview

July 26-29 – Week 1
One who knows others is wise. One who knows oneself is enlightened – Lao - Tzu

July 26 & 27 – My Values
• Name Game
• Activity – Barometer

July 28 & 29 – My Actions
• Check-In
• Leadership Self-Assessment

Aug 2-5 – Week 2
To succeed as a team is to hold all of the members accountable for their expertise. - Mitchell Caplan, CEO, E*Trade Group Inc.

Aug 2 & 3 – How We Communicate
• Check-In
• Tallest Tower

Aug 4 & 5 – Leadership is a Matter of Perspective
• Check-In
• The Perfect Leader

Aug 9-12 - Week 3
Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. - Margaret Mead (1901 - 1978)

Aug 9 & 10 – Leadership for Life
• Assessments
• Mission: Possible

Aug 11 – Wrap-up
• Interviews
July 27-30

One who knows others is wise. One who knows oneself is enlightened – Lao Tzu

July 26 & 27 – My Values

• Name Game
• Activity – Barometer

Today’s Learning Objective
Students will develop understanding and respect of differences and similarities between themselves and others in the group through establishing their identity and discussing their values. Students will share some personal information about themselves in relation to a list of issues.

Barometer

• This exercise serves well as an ice breaker, stimuli for discussion and critical thinking, establishing an interactive atmosphere and respect for others opinions

Instructions

➢ Explain that a barometer is a tool used to measure levels of pressure and today they will be the levels of pressure in our barometer.
➢ Divide your space into two halves with room for all participants on either half but starting them standing in line in the middle.
➢ Explain that you will give a series of statements. If they strongly agree, they will move toward one specified side of the spectrum. If they strongly disagree, they will move to the opposite side of the spectrum.
➢ As the students respond to your statements, ask them questions on why they moved to the “agree” or “disagree” positions. They are free to change positions if one of the other students says something that persuades them to modify their original viewpoints.
➢ (Remember that your function is to keep everyone involved, ensure that students articulate thoughtful reasons for their selected positions, and not allow the discussion to become too personal or rowdy)
➢ You should begin with a relatively simple topic, then gradually move toward more controversial and even “hot-button” issues. Your key questions, after they have taken a position, in facilitating this exercise will be: “Why do you strongly agree or strongly disagree with this statement?”

Sample Topics and Questions (Please be careful when choosing your own questions)

• Types of music: i.e., country, classical, heavy metal, rap, jazz, etc.
• The Yankees/Cubs/Oakland A’s/ SF Giants/etc. will win the World Series
• Coke or Pepsi
• Most of the greatest American leaders were elected into political office
• Some cheating on exams is ok
• Have you ever cheated?
• Student athletes should not be given special privileges over other students.
• A constitutional amendment should be passed banning all automatic weapons
• All Illegal immigrants should be arrested and deported
• I am a leader
• Legalized medical marijuana is a bad thing
• Prop 8 (the California ban on gay marriage) should be repealed
• Lindsay Lohan should serve her time in jail
• The death penalty is an example of cruel and unusual punishment, and should be abolished.

Discussion Questions After Exercise
• How did you feel when someone disagreed with the opinion you had on an issue?
• What can be easy or difficult about working with people of different opinions to yours?
• What can be easy or difficult about working with people of similar opinions to yours?

Talent wins games, but teamwork and intelligence wins championships. - Michael Jordan

July 28 & 29 – My Actions
• Check-In
• Leadership Self-Assessment

Today's Learning Objective
Students will gain understanding of different styles of leadership through examining their own leadership style and traits through situational examples.

Leadership Assessment
• A leadership assessment/inventory designed to illustrate the concept of situational leadership.

➢ Explain that today’s exercise is going to be introspective, and will give them an opportunity to learn about themselves and their specific leadership styles.
➢ Explain that they will be taking an assessment, and to answer honestly and select the response that they most identify with.
➢ Remind them that there shouldn’t be any talking during the assessment, and that it is not timed, but they must finish.
➢ When your group is done with the assessment, help them score their own assessments by going over the key, and answer any questions that may arise.
➢ Read aloud the descriptions of the different leadership styles.

Discussion Questions
• What did you think of the assessment?
• Have you ever assessed your own leadership style?
• Have any of you been in situations similar to those in the questions?
• How has your view of leadership changed after this assessment?
• Do you think your leadership style changes based on the situation? How?
• How can understanding your leadership style help you in your classes?
Aug 2-5

Aug 2 & 3 – How We Communicate
- Check-In
- Tallest Tower

**Today’s Learning Objective**
Students will gain understanding of communication, leadership, problem solving, teamwork, trust, and persistence through a team challenge.

Tallest Tower
- Helps a group learn about how to work together through striving to reach a goal by group decision making and strategizing.
  - Have the students number off so that no more than 5 students are in a group.
  - Explain that the objective is to construct the tallest tower using only the supplies provided to them. The tower must be able to stand without support for at least a minute. They will have 5 minutes to strategize as a team, and 15 minutes to construct their tower.
  - Hand out supplies.
  - After 10 minutes (5 of strategizing, 5 of construction) introduce the “The Hornet Depot,” where they can trade supplies.

**Reflective Questions**
- What was difficult about Tallest Tower for you as an individual in the group?
- What do you think you've learned from this activity which can be applied to working with groups of people in the future?
- What role do you think you played in the group? What roles do you think others played?
- Which leadership styles did you notice emerge during the activity (refer back to the leadership style assessment)

*Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.*
- Margaret Mead (1901 - 1978)

Aug 4 & 5 – Leadership is a Matter of Perspective
- Check-In
- The Perfect Leader

**Today’s Learning Objective**
Students will become aware of various leadership styles and gain an understanding of what it means to succeed at a goal.
The Perfect Leader

- Multiple small groups will be performing the same task in different ways
  - Divide the team into 3 groups by numbering off 1-3. Pick 1-2 students to serve as observers.
  - Hand out instruction sheets and supplies to the corresponding groups.
  - Call out, "TIME!" when time expires and have groups share in order. Have each group share their "Perfect Leader" by describing the picture.
  - Have each group then read their instructions out loud.

Discussion Questions

- What was the goal of this exercise?
- Did you accomplish the goal?
- Even though you shared the same goal, did you all accomplish the goal in the same way?
- What does this tell us about the definition of success in accomplishing goals?
- What does this tell you about different leadership styles?
- How did you overcome the obstacles you faced?
- Is there such a thing as the Perfect Leader?
- How did you handle your instructions?

Aug 9 & 10 – Leadership for Life

- Assessments
- Mission: Possible

**Today’s Learning Objective**

Students will identify their personal values and begin the process of creating a personal mission statement to help guide their leadership journey through Sac State and beyond.

Mission: Possible

- An individual activity that will provide an opportunity for students to identify the actions, values, and beliefs that guide their lives.
  - In your small groups, have a discussion about mission statements.
    - What are they? Why are they important?
    - How does an organization utilize a mission statement?
    - How does a mission statement effect/influence a company's goals?
  - Explain the difference between “actions and values” using worksheets
  - Hand out worksheets and allow students to think and write independently.
  - Group discussion

Discussion Questions

- What did you think of this exercise?
- How will you use your mission statement inside the classroom?
- How will you use your mission statement outside the classroom?
- How can a mission statement help you get to graduation?