

A - New Course Proposal V. 7.2022 : Entry # 2474**DEAN Decision**

Approved

Date

10/17/2022

Is this course intracollegiate or intercollegiate?

Intercollegiate

DEAN Comments

This is a great course. It is intercollegiate due to being part of an interdisciplinary minor and having a new prefix WLD.

SCHOOL EPC Decision

Approved

Date

11/30/2022

APIRC Decision

Approved

Date

01/27/2023

Begin Form**Today's Date**

10/14/2022

Your Name:

Rhonda Butler

Your Email:rbutler3@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Dr. Dave Tofanelli

Email address of your Department Chair

A - New Course Proposal V. 7.2022 : Entry # 2474dtofanel@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Business

Which semester is this course to be taught for the first time?

Fall 2023

Information for the Registrar**Choose the department designator for your proposed course from the list below.**

WLD

Proposed Course Number

2100

Is this course cross listed?

No

Does this course replace a current course?

No

Enter the title of your proposed course

WLD 2100: Women's Leadership

Enter the catalog description of your proposed course

This course will examine what hinders and what helps women develop as leaders. The course explores the leadership labyrinth and how successful women leaders navigate it. The course covers women's leadership styles and effectiveness; stereotypes, biases, and cross-pressures that women face; women's leadership experiences and intersectionality; and development of women's human capital. Integrated throughout the course are real-world examples, best practices in women's leadership development, and opportunities for students to begin their own leadership development journey as they learn more about themselves and their potential for leadership.

Choose your proposed course's number of credits from the list below

4

How will the course be graded?

Letter grade

Please select the course repeat option for your proposed course:

Repeatable for credit once

A - New Course Proposal V. 7.2022 : Entry # 2474**Offering cycle for your proposed course:**

Fall semester

Does your course have any prerequisites?

No

Is this new course being proposed because of a proposal for a new or revised major or minor?

Women's Leadership Development Minor, Submitted 10/14/22 by Rhonda Butler

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- No

Does this course count towards a major or a minor?

Yes

Will this course fulfill any of the below University academic program requirements?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Has it been reviewed and approved by the Global Experience Committee?

No

Information for Curriculum Review**Rationale for new course & consistency with departmental mission**

This course is a part of the proposal for a new minor in women's leadership development. The minor is proposed to be housed in the management department within the school of business. The minor and its courses emphasize skills, professional development, and preparing women for leadership. This aligns with the Phillips School of Business and Management Department's goal of preparing tomorrow's business (and organizations of any discipline/industry) professionals and leaders, and the university's life skills emphasis. The rationale for the minor is based on the following:

Several sources of data indicate a very strong interest on the part of High Point University students in academic programming related to women's leadership:

1. In spring of 2022, a survey of women undergraduate students indicated that 61% of respondents (72/118) would be somewhat likely or extremely likely to pursue a minor in women's leadership.
2. In spring of 2022, a survey of women graduate students indicated that 50% of respondents (23/46) would be somewhat likely or

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extremely likely to pursue a graduate level certificate in women's leadership.

3. Feedback from students regarding what they seek from academic programming in women's leadership indicates a strong interest in courses that teach life skills that will be crucial for their future professional success (interpersonal communication skills; public speaking skills; negotiations skills; advocacy skills) as well as strategies for enhancing self-confidence and assertiveness.

4. A new fellows program with a focus on women's leadership (the Strickland Women's LIFT Fellowship Program) garnered the second highest number of applications during its inaugural year relative to the other 7 fellows programs.

5. Announcements re: the LIFT Fellowship Program with a focus on women's leadership have led to many inquiries on the part of prospective students and women community leaders about academic programming on this topic at HPU.

Given the level of interest, we propose a 20 credit Minor in Women's Leadership Development that can easily be combined with another undergraduate degree (in business, communication, STEM, humanities, etc.).

Please list all student learning outcomes for this course

1. Students will understand current higher education, labor market, and industry trends connected to women and leadership in the U.S.
2. Students will be able to discuss the concepts of the glass ceiling (concrete wall, glass cliff, etc.) and the leadership labyrinth, in order to better understand the unique challenges women leaders face
3. Students will better understand gender differences in leadership and perceived leadership effectiveness
4. Students will understand leadership traits, styles, and strategies associated with successful women leaders
5. Students will understand how role expectations and patterns related to work and home impact decisions about career and opportunities for women
6. Students will understand women's leadership experiences and intersectionality from diverse female women leaders' perspectives
7. Students will understand how prejudice, discrimination and stereotyping affects women's leadership (lack of) in organizations
8. Will discuss historical and current examples of successful women leaders and discuss issues, context, and best practices associated with their leadership
9. Students will discover and understand their leadership and personal strengths and weaknesses
10. Students will better understand, develop, compose, and articulate their leadership identity

Please list any units or content areas that will be required for all sections of this course

Why studying women in leadership is important- for everyone.

The status of women in leadership in the U.S. Trends in higher education, labor statistics, and industry.

Trailblazing women leaders.

The glass ceiling and other obstacles for women in the workplace.

The leadership labyrinth: human capital.

The leadership labyrinth: gender differences.

The leadership labyrinth: prejudices, stereotypes, biases, cross-pressures

Historical and societal norms and generational expectations regarding roles. Intersectionality, Culture, and Women's Leadership.

Successfully navigating the labyrinth. Best practices and strategies of women leaders.

How systems and structures can hinder and help the development of women leaders.

Self-awareness and personal leadership (individual and leadership).

Trending topics in women's leadership.

Please list any assignments, tests, or other assessments that will be required for all sections of this course

Assignments, assessments, and tests will be developed and posted in Blackboard.

Please list any readings or other materials that will be required for all sections of this course

Eagly, A. H., & Carli, L. L. (2007). Through the labyrinth: The truth about how women become leaders. Boston, MA: Harvard Business School Press.

A - New Course Proposal V. 7.2022 : Entry # 2474

Klenke, Karin (2004). Women and Leadership: A Contextual Perspective. Springer Publishing LLC.

Please list any course policies that will be required for all sections of this course

Standard university policies

If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

n/a

Is there anything else the reviewing parties should know about this new course proposal that hasn't already been asked/addressed?

n/a

Sample Syllabus

- [WLD-2100-Women-in-Leadership-Syllabus-Updated-Course-Number.pdf](#)