

A - New Course Proposal V. 7.2022 : Entry # 3190**DEAN Decision**

Approved

Date

01/24/2024

Is this course intracollegiate or intercollegiate?

Intercollegiate

DEAN Comments

Approved by Dr. Angela Bauer, Senior Vice President of Academic Affairs

APIRC Decision

Approved

Date

01/26/2024

Begin Form**Today's Date**

11/01/2023

Your Name:

Matthew Jenkins

Your Email:mjenkin2@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Tina Johnson, Exec. Dir. of Siegfried Leadership Fellows

Email address of your Department Chairjohns011@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

A - New Course Proposal V. 7.2022 : Entry # 3190

Other

Please type the name of the school(s) overseeing this proposal

N/A: Siegfried Leadership Fellows is not associated with one particular school. Dr. Angela Bauer steers the Fellowship programs.

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

Fall 2024

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

EXP

Proposed Course Number?

1114

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Applied Executive Leadership Principles

Write the catalog description of your proposed course:

This senior-level experiential course is designed to provide students with a comprehensive understanding of the practical application of executive leadership principles in complex organizational settings. This course will challenge students to apply theoretical knowledge to real-world scenarios, fostering critical thinking, strategic decision-making, and effective communication skills. Students will explore topics such as ethical leadership, strategic visioning, change management, and global business strategies, gaining practical insights into the multifaceted situations encountered by executives in dynamic and competitive environments. A combination of case studies, guest lectures from industry experts, and collaborative, experiential learning activities, will cultivate students' ability to lead diverse teams, foster a culture of innovation, and navigate complex organizational dynamics.

How many credit hours will this course be?

1

How will the course be graded?

Pass/Fail

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

A - New Course Proposal V. 7.2022 : Entry # 3190

Every semester

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

EXP 1111, EXP 1112, and EXP 1113

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

No

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

- No

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

Yes

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

Cultivating meaningful learning opportunities within the Siegfried Leadership Fellow (SLF) program will provide students with critical leadership skills as they prepare for a challenging, contemporary workforce, and is a fundamental need to enhance student retention and engagement. Currently, EXP 1111 is the only mandatory foundational learning students access within this fellowship, which faces a decline in student engagement once this course has been completed. By providing consistent, ongoing touchpoints throughout the program, this new senior-level course will provide an essential, culminating experience to their SLF journey here at HPU. This strategic addition guarantees that our SLF students leave HPU not only as well-informed leaders but will be equipped to navigate complex organizational dynamics with a focus on sustainability and social responsibility

List all student learning outcomes for this course.

1. Demonstrate Proficiency in Strategic Decision-Making: Students should be able to apply critical thinking and analytical skills to make informed strategic decisions that align with organizational goals and values.
2. Develop Effective Communication Strategies for Leadership: Students should be able to articulate complex ideas clearly and

A - New Course Proposal V. 7.2022 : Entry # 3190

persuasively, demonstrating effective communication skills in various contexts, including public speaking, written communication, and interpersonal interactions.

3. Apply Ethical and Responsible Leadership Practices: Students should be able to recognize ethical dilemmas in leadership and make principled decisions that consider the impact on stakeholders, demonstrating a strong commitment to ethical and responsible leadership.

4. Foster a Collaborative and Inclusive Organizational Culture: Students should be able to develop strategies for fostering a culture of collaboration and inclusivity within organizations, promoting diversity, equity, and inclusion initiatives to create a positive and productive work environment.

5. Manage Change and Foster Adaptability in Organizations: Students should be able to understand the challenges of organizational change and develop effective change management strategies that promote adaptability and resilience within the workforce.

6. Lead with Emotional Intelligence and Self-Awareness: Students should be able to demonstrate emotional intelligence by understanding and managing their own emotions and those of others, fostering strong interpersonal relationships and effectively managing conflicts.

7. Implement Effective Team Building and Motivation Techniques: Students should be able to apply team-building strategies and motivational techniques to cultivate high-performing teams, fostering a sense of shared purpose and accountability to achieve organizational objectives.

8. Cultivate Innovation and Entrepreneurial Thinking: Students should be able to foster a culture of innovation within organizations, encouraging creative thinking, risk-taking, and entrepreneurial initiatives to drive growth and competitiveness in the market.

9. Evaluate Personal Leadership Style and Development Progression: Students should be able to assess their own leadership strengths and weaknesses, identify areas for growth, and create a personal development plan that fosters continuous improvement and lifelong learning in the field of executive leadership.

List any units or content areas that will be required for all sections of this course.

1. Demonstrate Proficiency in Strategic Decision-Making
2. Develop Effective Communication Strategies for Leadership
3. Apply Ethical and Responsible Leadership Practices
4. Foster a Collaborative and Inclusive Organizational Culture
5. Manage Change and Foster Adaptability in Organization
6. Lead with Emotional Intelligence and Self-Awareness
7. Implement Effective Team Building and Motivation Techniques
8. Cultivate Innovation and Entrepreneurial Thinking
9. Evaluate Personal Leadership Style and Development Progression

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

Mid-term
Community Engagement Project
Culminating Leadership Project
Final Exam

List any readings or other materials that will be required for all sections of this course.

Habitudes Online Platform: This cloud-based leadership development course provides unique modules for leadership readiness. This platform offers, readings, videos, workshop materials, etc. that will be used to offer students as course materials.

A - New Course Proposal V. 7.2022 : Entry # 3190

Book: Start With Why by Simon Sinek

Through a series of real-world scenarios, students will begin to formulate a mindset what what it take to inspire and lead organizations.

List any course policies that will be required for all sections of this course.

ATTENDANCE: High Point University recognizes and honors the value of the face-to-face classroom experience for enhancing student engagement and academic outcomes. As such, all students are expected to attend class, except for the following circumstances: 1) illness or quarantine; 2) a family emergency; 3) OARS (Office of Accessibility Resources and Services)-approved online accommodations; 4) other reasons pre-approved by your instructor; or 5) a religious holiday or university-approved trip.

Students are expected to attend every class and participate in every virtual class session. Students will arrive on time and remain for the full class. Consequences for missing class without the approval of the program manager and professor will result in an F for the course. Only extenuating circumstances will be considered.

Documentation of OARS accommodations must be provided to the professor during the first week of classes. Notification of illness, quarantine, or family emergency must be provided to the professor within 48 hours of the first missed class. Pre-approval for any other reason must occur one week before the missed class.

You are responsible for all class material on days you are absent. Please check with your professor.

HONOR COURT: Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student, and which brings discredit to the student and/or the University. All students are expected to know and follow the University Honor and Conduct Code. The Codes of Conduct can be found on the High Point University website.

OUT-OF-CLASS EXPECTATIONS: In compliance with guidelines published by HPU's accrediting agency, the Southern Association of Colleges and Schools (SACS), one credit hour equates to one hour of class time + two hours of out of class work (such as studying, completing course readings, working on assignments, engaging with course materials, etc.). Therefore, because this is a three-credit hour course, students should anticipate spending six hours per week, on average, in preparation for the course meetings and completing assignments outside of class meetings

If you would like to specify 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 been addressed?

This course proposal is for a course that culminates the students' 4-year experience within the Siegfried Leadership Fellows program. Building a compounding leadership curriculum that offers courses each year to SLF students will advance the program and keep fellows more engaged in the program throughout their time at HPU.