Learning and Leadership Sciences
Undergraduate Minor Proposal

1. Name of the proposed minor:
   Applications of Learning and Leadership Sciences

2. Name of the department(s) involved:
   Agricultural Education and Studies, Agronomy, Animal Science, Food Science and Human Nutrition, Horticulture, Natural Resource Ecology and Management

3. Name of contact persons:
   Jan Thompson (NREM), Suzanne Hendrich (FSHN)

4. Need for the proposed minor:
   Our overarching goal is to significantly increase the number of ISU graduates who consistently engage in productive thinking, enabling them to lead in their professions and contribute to society and their communities. To accomplish this goal, we propose to develop and deliver innovative, experiential learning and leadership-focused courses for students. Although small numbers of strongly self-directed students are able to achieve these goals within our traditional curricula, what we propose to create is a trans-disciplinary minor, including a specific set of courses and experiences designed to purposefully prepare greater numbers of students to become responsible learners, leaders, professionals, and committed community members. The coursework we propose builds on the curriculum of a student’s primary discipline to enhance student leadership abilities throughout their academic career and beyond. We propose to focus on developing students’ abilities to engage in productive thinking, and our overall model for helping students develop the necessary self-knowledge and leadership skills builds on and broadens the traditional discipline-based approach to college education. Our understanding of productive thinking includes the specific habits of mind required for different kinds of thinking (including, but not limited to critical, analytical, and creative thinking in problem-solving); discerning the types of thinking required when presented with new situations; and developing the fluent, habitual use of such thinking to address issues and situations as professionals and citizens. We propose to immerse students in experiential learning with emphases placed on eight competency areas that are critical for leaders: 1) understanding self and personal responsibility for learning, 2) understanding worthy team membership, 3) developing productive thinking and creative problem solving abilities, 4) developing resiliency, 5) negotiating and resolving conflict, 6) action planning for providing service, 7) communicating, and 8) recognizing and acting on the obligation to “do” leadership every day.

5. Objectives of the proposed minor (including the student learning outcomes and how the learning outcomes will be assessed):
   Examples of learning experiences in our proposed curriculum that will distinguish this minor from other leadership programs include: (1) confronting beliefs about learning and leadership to be open to new ideas, (2) using selected applications of learning theories as a student, (3) engaging in leadership every day, (4) identifying individual strengths,
vulnerabilities, dispositions, values, beliefs, and biases, (5) developing and implementing action plans for growth and development as a leader, (6) applying knowledge about human learning to specific leadership tasks, (7) applying knowledge of group dynamics in leadership practice, and (8) engaging in metacognition as the beginning of deeper thinking.

Students in the Applications of Learning and Leadership Sciences Minor will ultimately achieve these learning outcomes by uncovering and practicing:

- habits of deep self-reflection about learning and application of these habits to their professional and community lives;
- effective interaction with others in professional and community settings, including abilities to listen actively, communicate clearly, resolve conflicts, and negotiate desired outcomes;
- habits of professional thinking, including accountability, initiative, innovation, resilience, tolerance, and profound respect for others.

6. General description of the minor:

The proposed minor will build on the Academy for Leadership and Learning (ALL), a USDA Higher Education Challenge Grant-funded project that has already implemented a two-course introductory sequence in leadership and learning, including NREM 112 (currently co-listed with FSHN, HORT, and TSM, but herein proposed as LLS 112), Foundations of Learning and Productive Team Membership (2 cr.), and NREM 114 (proposed as LLS 114), Developing Responsible Learners and Effective Leaders (2 cr.).

We propose to further develop a new 2-credit course focused on Habits of Mind and Decision-making in Leadership (LLS 212), a 2-credit Problem-solving and Action Planning in Leadership (LLS 312), and a 3-credit practicum (service learning) Leadership and Learning in Practice course (LLS 412). The new LLS 212 course will include experiential learning focused on development and application of critical, analytical, and creative thinking as they apply to leadership. The new LLS 312 course will form a bridge between the “theory” courses (LLS 112, 114, 212) and the practicum course (LLS 412). The 312 course will include practice of action planning using real-world problems with options available to students to formulate a problem focus (e.g., students may work with a community organization to frame a problem). Then, the practicum project, performed in teams with faculty mentorship, will combine advanced study of leadership and learning with practices of effective action (framing a problem, justifying approaches, taking action, getting feedback and planning new actions) coupled with continual reflection and feedback on ability development, all part of LLS 412. The 212-412 course sequence will be developed and initially led by Drs. Licklider and Wiersema, modeled after current courses offered in the Information Assurance “CyberCorps” curriculum. Faculty members identified herein as mentors will guide student teams in their disciplines who are conducting their practicum projects. Additional participating faculty members (Thompson, Haynes, Hendrich) will provide rotating facilitation in 112, 114, and 212.
These unique 11 credits will be supplemented by at least 4 credits from courses (200 level and above, with at least 1 of the 4 credits at 300-level or above) that may also count within the students’ majors, but are focused on developing interpersonal skills, cross-cultural abilities, conflict resolution, and communication abilities (including but not limited to courses such as AESHM 211X, Leadership Experiences and Development; FSHN 342, World Food Issues; AG ED 315, Personal and Professional Leadership in Agriculture; MGMT 371, Organizational Behavior; SOC 330, Ethnic and Race Relations; SOC 464, Community Action and Leadership; NREM 460, Controversies in Natural Resources; T SC 341, Technology: International, Social, and Human Issues; HD FS 370, Communication in Family Development; LAS 322, Leadership Styles and Strategies; and a number of Military Science courses (M S 202L – M S 410). Students will create personalized plans of study in which they provide a rationale for the 4 credits of minor elective course choices to meet their educational needs and career goals, in consultation with the broader group of program faculty identified below. Students will also develop Learning and Leadership Sciences portfolios during the program to be submitted in final form as part of the LLS 412 practicum course. Students will use their LLS portfolios to demonstrate their abilities in the eight competency areas identified for effective leaders, which will also be reviewed and evaluated by program faculty.

7. Relationship of the minor to other programs at Iowa State University:

No other such minors currently exist, although there are a number of leadership experiences and opportunities provided at ISU; a diverse array of leadership opportunities, including those for credit, should exist, because leadership can be approached effectively from a variety of perspectives. The Student Activities Center offers a “Leadership Journey”, intended for officers in student organizations. The Hixon and Carver Scholars programs include leadership components. The ROTC program offers a large number of relevant courses in Military Science. There are Deans’ Leadership classes in some colleges, and the President’s leadership class. In addition there are a small number of certificate programs, including the Community Leadership and Public Service Certificate offered through the Catt Center, a more specific certificate for Engineering Leadership, also facilitated by the Catt Center, and the Gerdin Citizenship and Leadership in Action Programs, offered for students in the College of Business. The College of Business also includes leadership elements in selected courses within the Management major. Finally, the Public Service and Administration in Agriculture program includes leadership elements. The proposed minor is different from these programs in terms of structure, content, and/or emphasis in the following ways. First, the structure of the proposed Learning and Leadership Sciences Minor includes an integrative sequence of five required core courses that will create and engage students in cohort groups beginning in the first semester of their freshman year, and that will move together through the program’s four-year curricular elements. Within each cohort group, strong emphasis will be placed on learning in community, and development of team membership skills. Second, the proposed LLS minor program will facilitate students’ explorations of the foundations of human learning and its applications to individual growth and development, effective team membership, and leadership, culminating in student development of a portfolio and participation in a leadership practicum. Finally, through the core
curriculum students enrolled in the LLS minor will develop enduring understandings of leadership through guided practice in structured situations with continuous feedback over the duration of their studies. The proposed minor includes coursework that already is or will be available as elective credits to students enrolled in the previously identified certificate programs, and further opportunities for cross-program cooperation will be actively pursued.

8. Relationship of the minor to the college’s/university’s strategic plans:

The vision articulated in Iowa State’s strategic plan for 2010 - 2015 clearly identifies the need to “prepare the leaders of our nation and our world”. Further, the strategic plan identifies the priority of providing “high quality student life that engages and challenges students to collaboratively learn, grow, and succeed as resilient global citizens and involved alumni”. Our proposed program directly supports these strategic goals and priorities by taking a student-centered and collaborative learning approach to development of learning and leadership skills. The College of Agriculture and Life Sciences has identified preparing students to become “civic-minded, globally oriented, graduates who are well-prepared to address society’s challenges as leaders in agriculture and life sciences” as part of the college’s core mission. Our proposed minor will directly support the efforts of the College and its member departments by developing students’ skills in learning, advancing their use of critical habits of mind, and providing opportunities for students to explore facets of leadership and use leadership skills in action to serve their communities. In addition, we will help accomplish these goals by supporting faculty and staff members who wish to facilitate these important dimensions of student learning.

9. Comparison of the proposed minor with:
   a. standards, if any, established by accrediting associations:

   The educational standards of various professional organizations related to our departments are consistent with this minor by supporting development of professional skills including communication, critical thinking, professionalism, lifelong learning, interactive (teamwork) skills, information acquisition and organizational skills as necessary components of undergraduate education. This minor specifically includes these skills, and is thus well-aligned with professional standards of most disciplines.

   b. similar programs at other universities.

   The University of Iowa offers a Certificate in Leadership Studies based on 21 credits of coursework that includes one 3-credit core course, 15 hours of restricted elective credits, and 3 credits of “experiential learning” which are documented by the student. The University of Iowa also offers a 4-semester Career Leadership Academy through the Pomerantz Career Center, which is focused on leadership in career contexts. Both the structure and the content of these programs are different from our proposed minor.

   The University of Northern Iowa offers executive leadership development certificate programs through the College of Business Administration, which focus on career enhancement opportunities for persons in business professions (post-graduate). UNI also offers a one-day Leadership Challenge course through their Student Involvement Center.
This program is open to all students, but is a single event targeting leaders of student organizations.

Several peer institutions in nearby states offer leadership programs, primarily leadership certificates. The University of Wisconsin offers a Leadership Certificate through their Center for Leadership and Involvement. The College of Agriculture at Purdue University offers a Leadership Certificate based on student-documented on and off-campus experiences, 6 credits of selected coursework and workshops, and development of a portfolio. Purdue University, the University of Illinois, and the University of Wisconsin have combined to offer a single online leadership development program based completion of a series of modules available for download. The University of Missouri offers a “Leadership Academy”, which is a conference designed for students who serve in leadership positions in student organizations. The University of Nebraska-Omaha offers an “Emerging Leaders” program, also structured to assist students in leadership positions, which includes a one-semester core course and other guided activities with mentors. These opportunities differ from our proposed minor in that they are primarily certificate programs, have fewer foundational courses and more elective courses, and are targeted toward positional leaders and rely heavily on position-based leadership “practicum” experiences.

From these examples, it is clear that many universities are providing educational activities related to leadership, and our proposed minor is distinct from all of them based on our focus on experiential learning, linkages between learning and leadership, and our premise that leadership is not limited to roles associated with particular positions.

10. Program requirements, including:

a. prerequisites for prospective students:

None to enroll in LLS 112, although LLS 112 is a prerequisite for 114, and each subsequent course is a prerequisite for those that follow.

b. language requirements:

None

c. courses and seminars presently available for credit toward the program:

Courses that are currently offered that would become part of the foundational curriculum include NREM (FSHN, HORT, TSM) 112 and 114. Additional courses that will fulfill the 15-credit requirement may include a number of other courses as previously indicated (e.g. AESHM 211X, FSHN 342, AG Ed 315, LAS 322, and others as proposed by students in their plans of study).

d. proposed new courses or modifications of existing courses:

We propose development of three new courses, LLS 212, LLS 312 and LLS 412 to further refine students’ thinking skills, provide a bridge between theory and
practice, and to provide a supervised leadership practicum (as previously
described).

e. implications for related areas within the university:

This minor will support other leadership education efforts on the Iowa State
campus by providing additional courses focused on leadership, and it potentially
could serve a large number of departmental and interdepartmental majors by
creating more opportunities for students interested in developing leadership skills
and combining those skills with their disciplinary studies.

11. General description of the resources currently available and future resource
needs, in terms of:

   a. faculty members

   We have a core group of five faculty members--Suzanne Hendrich (FSHN),
   Jan Thompson (NREM), Barb Licklider (ELPS), Cindy Haynes (HORT), and
   Jan Wiersema (NREM-ELPS-INFAS) -- who are committed to the
development of this minor and to facilitate the foundational courses in it.
   Additional faculty members who will guide student practicum projects and
evaluate student LLS portfolios include Steve Freeman (ABE); Mike Retallick
   and Awoke Dollisso, (AG EDS);, Mahdi Al-Kaisi, Laura Merrick, and
   Michael Thompson (AGRON); Stephanie Hansen and Sherrlyn Olsen(AN
   SCI); Erin Bergquist (FSHN); Gail Nonnecke (GLOBE); Marc Anderson
   (MGMT); and Julie Blanchong and John Tyndall (NREM).

   b. effects of the new courses on the work load of the present staff:

   The proposing faculty members have experience facilitating 112 and 114,
   with leadership and course development expertise provided by Drs. Jan
   Wiersema and Barb Licklider. We anticipate rotating responsibilities for the
   foundational courses, but each participating core faculty member will co-
   facilitate at least 2 credits per year in addition to their primary (departmental)
teaching responsibilities, or will seek release from other responsibilities to
allow participation in this minor. Initial leadership for two of the new courses
(312 and 412) will be provided by Drs. Wiersema and Licklider.

   c. research facilities:

   None needed beyond existing facilities.

   d. library facilities (journals, documents, etc.) in the proposed area:

   None needed beyond existing library resources.

   e. supplies, field work, student recruitment, etc:
A small supply budget will be required for brochures to be used at college orientation events to recruit for our introductory courses), and for course materials, approximately $2,000/year.

12. Describe the needs for new resources and/or reallocated resources. Attach to the program proposal memos from the department chair(s), the college dean(s), and other appropriate persons, agreeing to the allocation of new resources and/or the reallocation of resources.

The proposed program will require support for two full-time lecturer positions and two half-time 12-month Graduate Teaching Assistants to provide adequate facilitation for all five foundational courses in the program (please see attached letters of support). We expect this support could be phased in over a 2 to 3-year period. Based on current enrollments in 112 and 114, with the availability of a minor we anticipate initial enrollments of approximately 50 students in LLS 112 (2 sections), 45 in LLS 212 (2 sections), 40 in LLS 114 (2 sections), 25 in LLS 312 (1 section), and 20 in LLS 412 (1 section). We will actively recruit among incoming students to attract participants. Additional TA and lecturer support will be required as the program develops. We expect that enrollments will increase as the program gains visibility and as we further develop ties to other programs at ISU (e.g. Global Resource Systems, PSA).

13. Attach to the program proposal, letters of support, recommendations, and statements when appropriate:

a. from programs at the other Regents universities:

Not applicable.

b. from programs and departments at ISU which are associated with the proposed program or have an interest in the proposed program:

Please see attached letters of support from the Chairs of the Departments of Agricultural Education and Studies, Agronomy, Animal Science, Food Science and Human Nutrition, Horticulture, and Natural Resource Ecology and Management, and the Associate Dean for Undergraduate Programs, College of Agriculture and Life Sciences.

14. If the new program is interdisciplinary, a governance document should be created and submitted to the Associate Provost for Academic Programs. Indicate here that it has been completed.

Please see attached governance document.
Applications of Learning and Leadership Minor Governance Document

I. Mission Statement
The interdisciplinary Learning and Leadership minor is intended to significantly increase the number of ISU graduates who consistently engage in productive thinking, enabling them to lead in their professions and contribute to society and their communities. We work together as faculty to develop our abilities to help students learn productive thinking, i.e., intentional mental processing, and to apply this type of thinking in their professions and lives.

II. Faculty
Every ISU faculty member is eligible to serve on the faculty of the LLS minor, providing the faculty member is approved to participate by her or his home department. All faculty members wishing to participate in the LLS minor should submit a curriculum vitae to the coordinating committee, a brief statement of interest, and evidence of approval from the department chair of the home department. Additions of LLS faculty members will be decided by a majority vote of current program faculty members. Individuals who are not members of the ISU faculty may serve as advisors to the program at the discretion of the coordinating committee.

III. Students
Any ISU undergraduate may declare LLS as a minor. They will work with program faculty members to create individualized programs of study that complement their professional and personal goals. Students will complete a set of required core courses and electives to fulfill curricular requirements consistent with ISU policies on minors.

IV. Administration
A program chair and an associate chair will administer the program, and each will be elected separately to a two-year term by the entire faculty of the program. The chair is responsible for carrying out program policies, administering the budget, serving as a conduit between program faculty members and university administrators, supervising office staff, and insuring that inquiries about the program are answered. The associate chair assists the chair in carrying out administrative duties and represents the program when the chair is unavailable. After her or his two-year term is completed, the associate chair typically is expected to be a candidate for the chair’s position. To become chair, the associate chair must be confirmed by a new election (see section VI). Rotation of the chair and associate chair positions among departments participating in the program is desirable. Program policies shall be set by the program’s coordinating committee. The coordinating committee is also responsible for supervising standing committees (curriculum, funding/development/promotion and publicity) and various ad hoc committees. The coordinating committee consists of the program chair, the program associate chair, two student representatives, and one representative from each participating department. A department participates in the program by having one or more members accepted into the LLS faculty. It is at the discretion of each participating department whether or not to have a representative serve on the coordinating committee. Ordinarily, the chair and associate chair will not be considered their home department’s representative on the coordinating committee. A departmental representative, when faced with a scheduling conflict, may designate a representative or proxy from the same department to attend a coordinating committee meeting, make comments and vote in his or her place. If a member of the LLS faculty is not available to serve as a proxy, a non-
member may be designated. The student representatives can similarly designate a proxy from the LLS student body. Departmental representatives on the coordinating committee serve for two-year terms that start on 1 July. These two-year terms will be staggered such that half of the departmental representatives are replaced each year. At the inception of the program, half of the departmental representatives will be appointed to three-year terms, and half will have two-year terms. Meetings of the coordinating committee may be convened regardless of numbers of attendees, although every effort will be made to schedule meetings to maximize attendance. A simple majority of the coordinating committee is required for a quorum on any vote. Each member of the coordinating committee, including the chair and associate chair, shall have one vote. The decisions of the chair and associate chair may be overridden by a majority of the coordinating committee. Ties do not constitute an override. Cases of disagreement between the program faculty and either the chair, associate chair, or the coordinating committee shall be handled through referenda (see below). Standing and ad-hoc committees shall be comprised of members of the LLS faculty and students. Student members are encouraged to participate and to vote on all policy matters but will be excused from confidential discussions of individual students and applicants. Committee chairs will be determined by the committees and will normally serve two year terms from 1 July of even-numbered years until 30 June, two years later.

V. Meetings
The chair will be responsible for convening meetings of the coordinating committee and the program faculty on a regular basis during the fall and spring semesters. Typically, the coordinating committee will meet monthly and the program faculty will meet once each semester.

VI. Elections and Referenda
All members of the LLS faculty will be eligible to vote for the chair and associate chair of the program. Election to the chair and associate chair positions requires that at least 60% of the program faculty vote. Election decisions are determined by the majority of votes cast. In the event that no candidate receives a majority, a run-off election will be held between the two candidates for each position who received the highest number of votes. If no candidate receives a majority and the number two and number three candidates are tied for votes, then lots will be drawn by candidates two and three to decide who will run against the number one candidate. Department representatives on the coordinating committee will be elected by caucus from within each respective department. All department representatives must be members of the LLS faculty. All elections will be held in spring semester of odd-numbered years. The chair and associate chair of the program shall assume their duties on 1 July of odd-numbered years and serve until 30 June, two years later. In the case of the need for mid-term replacement of the chair or associate chair due to resignation or other circumstances, a special election will be called by the coordinating committee. In the event of major disagreements between the program faculty and either the chair, associate chair, or coordinating committee, issues may be decided by a referendum vote. A referendum may be brought forth to the program faculty at any time if at least three members of the program faculty communicate their support for it, in writing, to the coordinating committee. The referendum must be posted to the program faculty within one week of it being brought to the coordinating committee by the minimum of three program faculty members, with a time-limit for response of not more than two weeks. A majority of those voting
must approve of a referendum for it to pass, and at least sixty percent the program faculty must vote for the results of a referendum to be valid.

VII. Changes in the Governance Document
Changes to the governance document of the LLS minor shall be proposed in writing to the faculty at least two weeks before a meeting of the LLS faculty at which they will be considered. Provision shall be made for electronic ballots to be cast during a two-week balloting period. A valid vote on proposed changes to the governance document shall require that at least 60% of the LLS faculty cast a ballot. A majority of those voting at the meeting and electronically must approve of a proposed change for it to pass.
February 20, 2013

Dr. David Acker, Associate Dean  
College of Agriculture and Life Sciences  
134 Curtiss Hall  
Iowa State University  
Ames, IA 50011

Dear Dr. Acker:

On behalf of the Department of Animal Science I am writing to endorse the proposal for creating an undergraduate minor in the Application of Learning and Leadership Sciences within the college. I think this minor would be attractive to a number of our students and be important to strengthening their academic program at Iowa State University.

Sincerely,

Maynard Hogberg  
Professor and Chair
February 13, 2013

Dr. David Acker, Associate Dean
College of Agriculture & Life Sciences
134 Curtiss Hall
Iowa State University
Ames, IA  50011

Dear Dr. Acker:

On behalf of the Department of Horticulture, I am pleased to offer our endorsement and unqualified support for the Applications of Learning and Leadership Sciences Undergraduate Minor Proposal. We understand the importance of creating and delivering innovative, experiential learning and leadership-focused courses for our undergraduate students and sincerely believe this proposed minor will help our students engage in productive thinking, putting them on course for leadership positions after graduation.

We are pleased that two courses currently offered (NREM 112 and NREM 114) are also cross-listed as horticulture courses and are destined to become part of the foundational curriculum for the minor. Furthermore, two faculty members from the Department of Horticulture (Drs. Haynes and Nonnecke) are already involved in developing the minor and/or leading courses directly applicable to the minor. Therefore, it makes perfect sense for my department to support the efforts of these faculty members and this minor that promises excellent leadership education.

Sincerely,

Jeff Iles, Professor and Chair
Department of Horticulture
Iowa State University
Ames, IA  50011-1100
515/294-3718
iles@iastate.edu
Dear David,

I give my full support to the proposed undergraduate minor entitled ‘Applications of Learning and Leadership Sciences’. FSHN has had a long-standing interest in developing leadership skills in undergraduate students, and Dr. Suzanne Hendrich has been instrumental in developing the course content and exploring the research behind these concepts. The Academy of Leadership and Learning that she helped develop received a USDA Higher Education Challenge Grant that was critically important in providing support to the team’s effort. Two courses, FSHN 112 and 114 have been in our curriculum for several years. Hence, the foundations for the program have been well developed and tested. The intent of the current proposal is to integrate the progress that has been made into several departments within CALS. This will increase visibility and student enrollment. I am confident that the FSHN faculty will embrace this new program and they will encourage our students to participate.

Sincerely,

Ruth S. MacDonald, RD PhD
Professor and Chair
2312 Food Sciences Building
Ames, IA 50011
515-294-5991 phone
515-294-8181 fax
February 16, 2013

Dr. David Acker  
Associate Dean  
College of Agriculture and Life Sciences  
Iowa State University  
134 Curtiss Hall  
Ames, IA 50011

Dear Dean Acker:

As Interim Chair of the Department of Agricultural Education and Studies, I support the proposal for the Applications of Learning and Leadership Sciences undergraduate minor. I believe that we have a significant number of students majoring in Agriculture and Life Sciences Education or Agricultural Studies who will have a keen interest in participating in this minor. This will be an interdisciplinary minor drawing from coursework from a number of departments. I believe that this is one of the strengths of the proposal. Our graduates need this type of education and the experiences in leadership.

We have at least one course that can make a contribution to the minor. It is AGEDS 315, Leadership in Agriculture. We are committed to making this course a valuable and useful part of the minor. There are other areas in which we can assist. We look forward to the establishment of the minor.

Sincerely,

W. Wade Miller  
Professor and Interim Chair
April 19, 2013

Dr. David Acker  
Associate Dean  
College of Agriculture and Life Sciences  
Iowa State University  
Ames, IA 50014 

Dear Dean Acker: 

I am writing to support the proposal for the Learning and Leadership Sciences Undergraduate minor in the College of Agriculture and Life Sciences. I believe that this minor will be of interest to many of CALS students and that this minor will further distinguish CALS as the leading agricultural college in the nation. The minor is interdisciplinary and has the support of a number of CALS department chairs.

I believe that this minor deserves the support from CALS for implementation.

Sincerely,  

[Signature]  
Kendall R. Lamkey  
Professor and Chair
31 October 2013

Dr. Kendall Lamkey, Chair
Agronomy Department
ISU
Ames, IA

Dear Dr. Lamkey,

Dr. Jan Thompson is one of a group of faculty members in CALS and CHS that have been working for some time on developing a Minor in Learning and Leadership Sciences. This minor is a unique addition to programs at Iowa State and would certainly add value to students’ academic programs.

I support Dr. Thompson’s efforts in developing such a minor and believe that it would be of value to NREM students.

Sincerely,

Sue Blodgett, Chair
Natural Resource Ecology and Management Department
To: Professor Jan Thompson, Natural Resource Ecology and Management  
Professor Suzanne Hendrich, Food Science & Human Nutrition  

From: Members of the Advisory Board for the Community Leadership and Public Service Certificate – Dianne Bystrom, Catt Center; Adam Foley, Women’s Studies; Gary Mirka, Engineering; Mack Shelley, Political Science and Statistics; and Clinton Stephens, Industrial and Manufacturing Systems Engineering and Catt Center  

Date: March 15, 2013  

Thank you for meeting with members of the Community Leadership and Public Service (CLPS) Certificate Advisory Board this morning. We recognized the revisions you made to the Learning and Leadership Sciences (LLS) minor proposal that made it more factually accurate. In our meeting, we discussed both the genesis of your proposal and the origins of the engineering track within the CLPS certificate. We stated our strong preference for such a collaborative approach to leadership education on our campus and invited the LLS proposers to consider developing a learning and leadership sciences track within CLPS. You said that you would instead continue with a separate minor proposal, and we agreed to disagree. We did find common ground in identifying the need for a university-wide coordinating committee on leadership.  

At the meeting’s conclusion, Dr. Thompson affirmed your intentions to move forward with the LLS minor proposal and Dr. Mirka agreed to explore the option of developing a campus-wide coordinating committee.  

We continue to welcome collaborating with you as a partner on leadership education on our campus.
March 7, 2013

Dr. Jan Thompson
Harmon Family Professor and Director of Graduate Education
Department of Natural Resource Ecology and Management
Iowa State University

Dear Jan:

The College of Business is happy to offer our support for your proposed *Applications of Learning and Leadership Sciences* undergraduate minor in the College of Agriculture and Life Sciences. Programs that help students develop life-long learning skills and apply these skills to become better leaders are always welcome and needed. We see no conflict between your proposed minor and our college’s current courses and programs.

As mentioned in your proposal, one of our classes, MGMT 371 – Organizational Behavior is listed as an elective in the program and at least one of our faculty members, Dr. Marc Anderson is on the list of potential mentors for the program. Additional faculty members in the College of Business may also be interested as the minor gets implemented and continues to develop.

Sincerely,

Danny J. Johnson
Associate Dean for Undergraduate Programs
September 1, 2013

Professor Jan Thompson
NREM

Dear Jan:

I am writing to provide the endorsement of the College of Agriculture and Life Sciences for the proposed minor in Applications of Learning and Leadership Sciences. If approved, this minor will benefit students who wish to add this high quality program to their preparation at ISU. The minor will also help to further establish our college as the premier college of agriculture and life sciences in the nation.

I confirm that the College is seeking support for the minor and we are optimistic that funding can be obtained to support the program as it evolves and gains traction and enrollment. We have held meetings to brief our ISU Foundation development professionals and to provide them with printed materials to use in meetings with prospective donors.

I am participating in the discussions about the possibility of a university-wide minor. It is my view that these two minors are different but that each will offer course work that will benefit students in both minors. I anticipate we will capture some efficiencies at the university level from these complementary programs.

Sincerely,

David G. Acker
Associate Dean
Academic and Global Programs
Course Syllabus--LLS 212: Habits of Mind and Decision-making in Leadership

Description
Application of theories about habits of mind, mindset, and critical thinking to structured cross-disciplinary problem-solving scenarios. Development and utilization of personal and team action plans for specific habits of mind associated with leadership.

Learning outcomes
By course completion, students will:

- apply knowledge about habits of mind, growth mindset, and effort to develop habits of thinking that result in effective decision-making;
- synthesize approaches to cultivating habits of thinking personally and in organizations so that success and/or achievement is enhanced;
- practice structured thinking processes for decision-making (REDI – Recognize/Explain/Do/Interpret);
- practice habits of effective teamwork;
- practice meaningful and mindful effort; and
- engage in productive self-reflection.

This course will use books on Habits of Mind and Mindset and online resources to explore frameworks and applications of “Habits of Thinking” (HoT) in team contexts. Students will assess and develop their HoT abilities while cooperating on team projects to raise the “HoT index” of ISU.

Instructor contact information
Suzanne Hendrich, PhD
University Professor
Food Science and Human Nutrition
220 MacKay Hall
515-294-4272
shendric@iastate.edu

Office hours by appointment, emails will be answered within 24 h during regular working hours M-F

Tips for student success:

- Engage in assigned readings mindfully.
- Come to class prepared to focus on the day’s topic and/or work.
- Create ways to hold yourself and others accountable for working on course-related goals.
- Be willing to give honest, mindful feedback and be open to feedback from others.
- Devote time each day to reflect on your progress on the habit(s) of thinking you are working on.
• Make connections between the habits of thinking you are working on in this course and your work in other courses and in your life outside of classwork.

Required readings


Course activities and schedule:

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<thead>
<tr>
<th>Date</th>
<th>Activity/Topic</th>
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</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Introductions. Introduce HoT framework and self-assessments.</td>
</tr>
<tr>
<td>Wk 2-3</td>
<td>Discuss HoT/HoM frameworks, based on self-assessments. Self-assessment reflection due. Develop rubric for HoT abilities, based on insights from self-assessments.</td>
</tr>
<tr>
<td></td>
<td>Read “Habits of Mind—Discovering and Exploring” before class.</td>
</tr>
<tr>
<td>Wk 5-6</td>
<td>Discuss Growth Mindset, develop rubrics for key aspects. Form project teams, teamwork assessment.</td>
</tr>
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<td>Read Dweck before class.</td>
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<tr>
<td>Wk 7-8</td>
<td>See video on Emotional Intelligence (EI), develop EI rubrics. Team reports. HoT goal check-in.</td>
</tr>
<tr>
<td></td>
<td>Read “Habits of Mind—Activating and Engaging” before class.</td>
</tr>
<tr>
<td>Wk 9-10</td>
<td>Practice key HoT abilities and use decision-making frameworks</td>
</tr>
<tr>
<td></td>
<td>Read “Habits of Mind—Assessing and Reporting on” before class.</td>
</tr>
<tr>
<td></td>
<td>Read “Habits of Mind—Integrating and Sustaining” before class.</td>
</tr>
<tr>
<td>Wk 13-14</td>
<td>Team activities/presentations.</td>
</tr>
<tr>
<td>Wk 15</td>
<td>HoT goal summary presentations. Course summary/evaluation.</td>
</tr>
<tr>
<td></td>
<td>HoT Learning Summary and follow-up HoT self-assessments due.</td>
</tr>
</tbody>
</table>
Learning Assessments:

1) HoT self-assessments reflection. Due second week in class. 250 word typewritten self-reflection on your emotional responses, perceptions, and learning from completing the self-assessments given in class. What HoTs stand out for you as important and why? What are you learning about yourself and others? What HoT development goal(s) will you focus on and why? What action steps will you take toward your HoT goal and why?

2) Teamwork abilities—initial assessment. Done in class 3rd and 4th weeks. In teams of 3-4, students will develop and present an activity to engage everyone in the class in a decision-making process about a current societal issue that will require using habits of thinking and decision-making frameworks. Teams will submit a brief report assessing each team member’s strengths and overall strengths of the team and how you can become even better as a team (a rubric will be provided to help with this assessment).

3) Progress report on personal HoT goal. Due in class 7th week. 250 word typewritten summary of the progress you are making on your HoT goal. Plan an activity, creative expression, or other work that has the goal of helping you to explore and develop your HoTs. You may work individually or in a team with classmates. Progress report should be submitted as an individual self-reflection. Describe your goal and action steps, the progress you are making, your emotional reactions, how you are managing the work toward your HoT and your interactions with others, what efforts are most productive in your work.

4) Teamwork abilities—follow-up assessment. Done in class 11th and 12th week. As you work on your team’s HoT decision-making activity (week 13 class mtg), assess how well your team worked (similar to 3rd-4th week).

5) HoT goal summary. Due in class 14th week. 250 word typewritten summary describing your goal, what you intended to learn or develop, to what extent you accomplished what you intended to, what unanticipated learning about HoTs occurred, how you will follow-up from this work to further develop HoTs.

6) HoT Learning summary. Due in class 15th week. 250 word typewritten summary of what you learned from your work, the work of classmates and from the course content about HoTs and your development of HoTs. What approaches seemed particularly helpful or unhelpful; what did you learn most from in this class; what would you change for future iterations of this class?

7) HoT effort logs—due weekly in Blackboard except weeks 2 and 7. Chart your progress, specific actions you took to work on your habits of thinking, feedback you sought and received, further development of your action plan.
Grading

Your best efforts will include:

- Participating in all class meetings (except as excused for illness or professional commitment, one absence allowed for the latter).
- Participating in in-class group presentation and summary, performing out-of-class project.
- Performing self and team assessments.
- Producing project team report.
- Thoughtfully completing weekly effort logs and final written reflections on HoT learning.

Each assignment will be graded on a ++, +, -, -- scale, with feedback given by instructor. To pass the course (grade of C), you must attend all class meetings, actively participate, notify instructor in advance of absences for illness or verifiable major emergency (which will be excused, but you are expected to take initiative to work with a learning partner to make meaning of what was done in class during your absence). Grade of B would be earned for an average + score on all assignments; Grade of A for an average of ++ on all assignments. Rubrics will be shared so that you know what efforts you will need to demonstrate to achieve excellence.
**College:** Agriculture and Life Sciences  
**Program or Department:** Learning and Leadership Sciences

Complete the following to provide a course listing as it would appear in the catalog. Complete all fields that apply to your course. For more information about catalog format, see [http://www.registrar.iastate.edu/forms/exp-policy.doc](http://www.registrar.iastate.edu/forms/exp-policy.doc).

**Designator:** LLS  
**Course Number:** 212  
**Title:** Habits of Mind and Decision-Making in Leadership

**Dual-listed with:**  
**Same as:**

**Prerequisites(s), if applicable:** LLS 112, 114

**Credits:** Fixed 2  
**Instructor:** Suzanne Hendrich

**Grading Method:** ☑ A-F ☐ S-F  
**Semester (F, S, 1) and Year to be Offered:** F 2014

**Catalog Description (See Experimental Course Procedures for instructions on completing this section):**

Applications of theories of habits of mind, mindset and critical thinking to structured cross-disciplinary problem solving and decision-making in teams. Development and utilization of personal and team action plans for specific habit of minds associated with leadership.

Please check all that apply to this course:

- [ ] Dual List: file dual-list proposal, see [www.registrar.iastate.edu/forms/](http://www.registrar.iastate.edu/forms/)
- [ ] Cross-list: Course description appears in catalog with all departments/programs responsible for the course.  
  **Teaching department** will be: ______
- [ ] May be taken more than once for credit. If checked, indicate limits below:

- [ ] Nonmajor graduate credit: 300 and 400-level courses
- [ ] Special course fees: use the special course fee authorization process on AccessPlus.

**U.S. Diversity and International Perspectives Requirement:** Syllabus must be attached to this form.

- [ ] U.S. Diversity Requirement  
- [ ] International Perspective Requirement

**Instruction Type(s) Contact Hours* per week by type**

<table>
<thead>
<tr>
<th>Instruction Type(s)</th>
<th>Lecture</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2 Hours</td>
<td></td>
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</tbody>
</table>

*For partial term courses, include 16-week equivalent for contact hours. See [www.registrar.iastate.edu/courses/offeringinfo.shtml](http://www.registrar.iastate.edu/courses/offeringinfo.shtml)

**Approvals: please type name(s); add initial and date in the space below. Names must be legible**

<table>
<thead>
<tr>
<th>Prog. or Dept. Curr. Comm. Chair</th>
<th>Prog. or Dept. Chair</th>
<th>College Curr. Chair</th>
<th>Dean’s Initials</th>
</tr>
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<tbody>
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</table>

**Graduate College:**

**Cross List Approvals: please type name(s); add initial and date in the space below. Names must be legible**

<table>
<thead>
<tr>
<th>Dept. or Prog.</th>
<th>Cross Listed Prog. or Dept.</th>
<th>Prog. or Dept. Curr. Comm. Chair</th>
<th>Dept. or Prog. Chair</th>
<th>College Curr. Chair</th>
<th>Dean’s Initials</th>
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</table>

Submit originals for pages 1 and 2, with all initials to the Registrar’s Student Scheduling Office, 10 Enrollment Services Center: by June 1 for fall courses; October 1 for spring courses; and March 1 for summer courses. Earlier deadlines apply for the Schedule of Classes and other publications. An experimental course offering must be consistent with the policies and procedures approved and distributed by the Faculty Senate Curriculum Committee.

(Rev 10/10)
Experimental Course Announcement (page 2 of 2 pages)

Reason for proposal (programmatic justification, need for course, intended use in new catalog, etc.):
core course of the learning and leadership sciences minor

Course outcomes/objective (i.e., what you expect students to know or be able to do when they complete the course):
Apply literature on habits of mind, growth mindset and effort to developing habits of thinking that result in effective decision-making. Synthesize approaches to cultivating habits of thinking personally and in organizations so that success and/or achievement is enhanced. Practice structured thinking processes for decision-making (REDI—Recognize/Explain/Do/Interpret). Practice habits of effective teamwork. Practice meaningful and mindful effort. Practice productive self-reflection.

Course content/major topics to be addressed (attach syllabus if required by your college/department):
see attached

Relationship of this course to existing courses in other departments and programs (supporting, overlap, etc.):
no overlap

Results of consultation with relevant departments and programs:
We sought and obtained approval for the minor from several departments in CALS, this course form is part of the documentation needed by CALS for college approval.

College of LAS use Only.
The Dean's approval is contingent upon separate, attached documentation, from the departmental chair identifying how resources will be allocated to fund the proposed course.

Do you propose that the course be acceptable for General Education Requirement credit? Yes ☐ No ☒
If yes, in which group? ____________________________________________________________
LLS 312: Problem-solving and Action Planning in Leadership

Catalog information: Transfer of theories about learning and leadership to practice. Leading for change. Using knowledge of self and interactive skills to explore interdependence. Development of an action plan that addresses a real-world problem.

Objectives: This course will incorporate theory about learning and leadership from prior courses (LLS 112, LLS 114, and LLS 212) to support development of a detailed action plan for a community service project that students will conduct in the subsequent practicum course. Students will work in teams to identify a community-scale problem and resources that could be used to solve the problem, to investigate potential solutions, and to articulate a set of actions that could be pursued to address the problem.

Required texts:


Learning outcomes: By the end of this course, students will:

- develop a working meaning for creating change;
- demand high standards from self to benefit community;
- develop fundamental processes to guide self-leadership;
- analyze issues to identify causes, connections, and consequences;
- analyze decisions and actions according to implications within and beyond the community;
- practice ethical behavior;
- practice leadership from within;
- use flexible and creative problem-solving skills to address immediate problems; and
- develop a detailed action plan for a service learning/leadership project

Tips for student success:

- Engage mindfully in assigned readings using tools such as “Windows To..” or “Making Meaning”.
- Practice “flexible thinking” about everyday problems using the “REDI” process
- Maintain awareness of current events, especially those with implications for the community.
- Hold yourself and others accountable for class preparation.
- Reflect daily about change processes in the community and evaluate aspects of change you observe.
- Make connections between change and change processes at multiple levels (community, state, nation, etc.).
Tentative class schedule, related reading, and assignments:

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Practices of exemplary leadership</th>
<th>Ch. 1, 2, Kouzes and Posner, Ch. 6, Komives et al.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2:</td>
<td>Change processes</td>
<td>Ch. 7, Kouzes and Posner, Ch. 1-3, Komives et al.</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Change processes</td>
<td>Ch. 11,12, Komives et al. (2-page papers)</td>
</tr>
<tr>
<td>Week 4:</td>
<td>Problem-solving</td>
<td>REDI Framework Resources</td>
</tr>
<tr>
<td>Week 5:</td>
<td>Problem-solving</td>
<td>(Completed process diagrams)</td>
</tr>
<tr>
<td>Week 6:</td>
<td>Identifying needs</td>
<td>Needs Assessment Framework</td>
</tr>
<tr>
<td>Week 7:</td>
<td>Addressing needs</td>
<td>(Completed team needs assessment frameworks)</td>
</tr>
<tr>
<td>Week 8:</td>
<td>Action planning</td>
<td>Ch. 5, Kouzes and Posner</td>
</tr>
<tr>
<td>Week 9:</td>
<td>Action planning</td>
<td>Ch. 8, Kouzes and Posner</td>
</tr>
<tr>
<td>Week 10:</td>
<td>Leadership in organizations</td>
<td>Ch. 8, Komives et al.</td>
</tr>
<tr>
<td>Week 11:</td>
<td>Leadership in community</td>
<td>Ch. 9, 10, Komives et al.</td>
</tr>
<tr>
<td>Week 12:</td>
<td>Developing team action plans</td>
<td>Project work session</td>
</tr>
<tr>
<td>Week 13:</td>
<td>Developing team action plans</td>
<td>Project work session</td>
</tr>
<tr>
<td>Week 14:</td>
<td>Developing team action plans</td>
<td>Project work session</td>
</tr>
<tr>
<td>Week 15:</td>
<td>Team action plans</td>
<td>Presentations</td>
</tr>
<tr>
<td>Finals week</td>
<td></td>
<td>Turn in team project portfolio, weekly reflections and summary</td>
</tr>
</tbody>
</table>

Evaluation of student work will include:  

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual 2-page papers</td>
<td>50 pts</td>
</tr>
<tr>
<td>Team Needs Assessment</td>
<td>50 pts</td>
</tr>
<tr>
<td>REDI Process Diagrams</td>
<td>50 pts</td>
</tr>
<tr>
<td>Team Action Plan Presentation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Team Project Portfolio</td>
<td>150 pts</td>
</tr>
<tr>
<td>Individual Weekly Reflections and Summary</td>
<td>50 pts</td>
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<tr>
<td>Total</td>
<td>400 pts</td>
</tr>
</tbody>
</table>

Grades will be assigned based on:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-90%</td>
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<td>70-80%</td>
<td>C</td>
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<tr>
<td>60-70%</td>
<td>D</td>
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<tr>
<td>&lt; 60%</td>
<td>F</td>
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</tbody>
</table>
This course will adhere to the following Iowa State University Policies and Procedures:

**Academic Dishonesty**
The class will follow Iowa State University’s policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.
http://www.dso.iastate.edu/ja/academic/misconduct.html

**Disability Accommodation**
Iowa State University complies with the Americans with Disabilities Act and Sect 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please contact (instructor name) to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with (instructor name), you will need to obtain a SAAR form with recommendations for accommodations from the Disability Resources Office, located in Room 1076 on the main floor of the Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu. Retroactive requests for accommodations will not be honored.

**Dead Week**
This class follows the Iowa State University Dead Week guidelines as outlined in
http://catalog.iastate.edu/academiclife/#deadweek

**Harassment and Discrimination**
Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

**Religious Accommodation**
If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

**Contact Information**
If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.
College: Agriculture and Life Sciences
Program or Department: Learning and Leadership Sciences

Complete the following to provide a course listing as it would appear in the catalog. Complete all fields that apply to your course. For more information about catalog format, see http://www.registrar.iastate.edu/forms/exp-policy.doc

Designator: LLS
Course Number: 312
Title: Problem-solving and Action Planning in Leadership
Dual-listed with: Same as:
(Cross-listed with another course)

Prerequisites(s), if applicable: LLS 112, 114, 212

Credits: Fixed 2
Instructor: Jan Thompson
Grading Method: A-F  S-F
Semester (F, S, 1) and Year to be Offered: Spring 2015

Catalog Description (See Experimental Course Procedures for instructions on completing this section):
Transfer of theories about learning and leadership to practice. Leading for change. Using knowledge of self and interactive skills to explore interdependence. Approaches to problem solving using frameworks. Development of an action plan that addresses a real-world community problem.

Please check all that apply to this course:
☐ Dual List: file dual-list proposal, see www.registrar.iastate.edu/forms/
☐ Cross-list: Course description appears in catalog with all departments/programs responsible for the course.
Teaching department will be: ______
☐ May be taken more than once for credit. If checked, indicate limits below:

☐ Nonmajor graduate credit: 300 and 400-level courses
☐ Special course fees: use the special course fee authorization process on AccessPlus.

U.S. Diversity and International Perspectives Requirement: Syllabus must be attached to this form.
☐ U.S. Diversity Requirement
☐ International Perspective Requirement

Approvals: please type name(s); add initial and date in the space below. Names must be legible

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Several departments (attached)</td>
<td>Several departments (attached)</td>
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Graduate College:

Cross List Approvals: please type name(s); add initial and date in the space below. Names must be legible

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(Rev 10/10)
Experimental Course Announcement (page 2 of 2 pages)

**Reason for proposal (programmatic justification, need for course, intended use in new catalog, etc.):**
Core course in newly created Learning and Leadership minor

**Course outcomes/objective (i.e., what you expect students to know or be able to do when they complete the course):**
By the end of this course, students will: ● develop a working meaning for creating change; ● demand high standards from self to benefit community; ● develop fundamental processes to guide self-leadership; ● analyze issues to identify causes, connections, and consequences; ● analyze decisions and actions according to implications within and beyond the community; ● practice ethical behavior; ● practice leadership from within; ● use flexible and creative problem-solving skills to address immediate problems

**Course content/major topics to be addressed (attach syllabus if required by your college/department):**
Please see attached syllabus

**Relationship of this course to existing courses in other departments and programs (supporting, overlap, etc.):**
No overlap

**Results of consultation with relevant departments and programs:**
We sought and obtained approval from several departments within CALS, as well as other units that offer leadership education on campus that are included in our minor proposal

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**College of LAS use Only.**
The Dean's approval is contingent upon separate, attached documentation, from the departmental chair identifying how resources will be allocated to fund the proposed course.

Do you propose that the course be acceptable for General Education Requirement credit?  Yes  ☐  No  ☐

If yes, in which group?  _______________________________________________________________
Leadership and Learning in Practice – LLS 412

Instructor: Cynthia Haynes  
Office: 131 Horticulture Hall  
Phone: 294-4006  
E-mail: chaynes@iastate.edu  
Office Hours: by appointment  
Meeting: To be arranged

Text:  
- Primal Leadership (Daniel Goleman, Richard Boyatzis, Annie McKee)  
- Leadership on the Line (Ed Rehkopf)  
- Strengths based Leadership (Tom Rath)

Course Description:  
Teamwork to execute a project that will positively change the community. Application of learning and leadership theory: framing a problem, justifying approaches, taking action, getting feedback, and planning new actions. Application to be accompanied by continual reflection and feedback. Development of final portfolio to showcase cumulative leadership growth in the LLS minor.

Learning Outcomes:  
After successfully completing this course, each student will be able to:  
- Articulate a need or problem in the community,  
- Relate the knowledge of learning and leadership theory to address the need,  
- Implement long-range action plan to address the need or problem,  
- Evaluate the results of the implementation of the action plan,  
- Engage in reflection and metacognition as a vehicle for deeper learning,  
- Hold self and others responsible for using effective leadership skills,  
- Develop and implement an action plan to grow and develop as a leader, critically analyzing effectiveness of own leadership skills and practices, and  
- Provide evidence of cumulative leadership growth in the LLS minor

Special Note:  
If you require assistance or accommodation so that your learning needs can be appropriately met in this class, please speak with the instructor at the beginning of the semester or as soon as possible. You will be asked to provide documentation (a Student Academic Accommodation Request or SAAR form) from the Disability Resources office (515-294-6624) located in Room 1076 of the Student Services Building.

Course Requirements:  
Meetings: Students will meet with instructor and departmental advisor monthly to discuss the progress on community projects. A rubric to evaluate progress and effort toward accomplishment of project goals will be used as an assessment. (150 points)  
Readings: Weekly readings (articles or book chapters) will be discussed in relation to leadership development. Reflections from reading assignments will be collected. (100 points)  
Journals: Students will regularly reflect/journal about the progress of projects. Journals will be collected and evaluated every 3-4 weeks. (100 points)  
Portfolio: Students will prepare a portfolio documenting their contributions and leadership on a community project. Portfolios will be evaluated based on a rubric developed by the students and instructor at the beginning of the semester. (100 points)  
Presentation: Students will present a brief presentation about their efforts and impact as leaders on a community service project. (50 points)
**Tips for High Achievement:** Students that perform well in this class consistently:
- Engage mindfully in assigned readings and activities
- Practice metacognition and regularly reflect on learning and leadership both in and out of class
- Take responsibility for your learning and the learning of others
- Mindfully reflect on past experiences in the development of your leadership style
- Frequently discuss leadership and learning strategies with classmates and others
- Make connections between change processes and leadership in community
- Maintain awareness of current events, especially those with implications for the community
- Approach learning and leadership as a professional development opportunity

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Neuroanatomy of Leadership</td>
<td>Review of action plan/goals</td>
</tr>
<tr>
<td>2</td>
<td>Service Based Leadership</td>
<td>Monthly meeting</td>
</tr>
<tr>
<td>3</td>
<td>Engaging in Community</td>
<td>RR</td>
</tr>
<tr>
<td>4</td>
<td>Emotional Intelligence</td>
<td>RR and Journal collection</td>
</tr>
<tr>
<td>5</td>
<td>Value of People</td>
<td>RR</td>
</tr>
<tr>
<td>6</td>
<td>Investing in Your Strengths</td>
<td>RR and Monthly meeting</td>
</tr>
<tr>
<td>7</td>
<td>Maximizing your Team</td>
<td>RR and Journal collection</td>
</tr>
<tr>
<td>8</td>
<td>Understanding Why People Follow</td>
<td>RR</td>
</tr>
<tr>
<td>9</td>
<td>Emotional Reality of Teams</td>
<td>RR</td>
</tr>
<tr>
<td>10</td>
<td>EI versus IQ</td>
<td>RR and Journal collection</td>
</tr>
<tr>
<td>11</td>
<td>Reality and the Ideal Vision</td>
<td>RR and Monthly Meeting</td>
</tr>
<tr>
<td>12</td>
<td>Creating Sustainable Change</td>
<td>RR</td>
</tr>
<tr>
<td>13</td>
<td>Project Presentations</td>
<td>Journal collection</td>
</tr>
<tr>
<td>14</td>
<td></td>
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<tr>
<td>15</td>
<td>Analysis of Portfolios</td>
<td>Portfolios due</td>
</tr>
</tbody>
</table>

RR = Reading Reflection

**Evaluation of student work will include:**

- Monthly meeting (3 @ 50 pts each) 150 pts
- Reflective Readings (10 @ 10 pts each) 100 pts
- Journal (collected 4 times @ 25pts each) 100 pts
- Project Portfolio 100 pts
- Project Impact Presentation 50 pts

**Grades will be assigned based on:**

- 90-100% A
- 80-90% B
- 70-80% C
- 60-70% D
- < 60% F

Total 500 pts
This course will adhere to the following Iowa State University Policies and Procedures:

**Academic Dishonesty**
The class will follow Iowa State University’s policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.
http://www.dso.iastate.edu/ja/academic/misconduct.html

**Disability Accommodation**
Iowa State University complies with the Americans with Disabilities Act and Sect 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please contact (instructor name) to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with (instructor name), you will need to obtain a SAAR form with recommendations for accommodations from the Disability Resources Office, located in Room 1076 on the main floor of the Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu. Retroactive requests for accommodations will not be honored.

**Dead Week**
This class follows the Iowa State University Dead Week guidelines as outlined in
http://catalog.iastate.edu/academiclife/#deadweek

**Harassment and Discrimination**
Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

**Religious Accommodation**
If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

**Contact Information**
If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.
Designtator: LLS
Course Number: 412
Title: Leadership and Learning in Practice

Prerequisites(s), if applicable: LLS 112, 114, 212, 312

Credits: Fixed 2
Instructor: Cynthia Haynes

Grading Method: ☐ A-F ☐ S-F Σ Semester (F, S, 1) and Year to be Offered: Fall 2015

Catalog Description (See Experimental Course Procedures for instructions on completing this section):

These words are not visible in the image.

Please check all that apply to this course:
☐ Dual List: file dual-list proposal, see www.registrar.iastate.edu/forms/.
☐ Cross-list: Course description appears in catalog with all departments/programs responsible for the course.
Teaching department will be: 
☐ May be taken more than once for credit. If checked, indicate limits below:

☐ Nonmajor graduate credit: 300 and 400-level courses
☐ Special course fees: use the special course fee authorization process on AccessPlus.

U.S. Diversity and International Perspectives Requirement: Syllabus must be attached to this form.
☐ U.S. Diversity Requirement ☐ International Perspective Requirement

Approvals: please type name(s); add initial and date in the space below. Names must be legible

Graduate College:

Cross List Approvals: please type name(s); add initial and date in the space below. Names must be legible

Submit originals for pages 1 and 2, with all initials to the Registrar’s Student Scheduling Office, 10 Enrollment Services Center: by June 1 for fall courses; October 1 for spring courses; and March 1 for summer courses. Earlier deadlines apply for the Schedule of Classes and other publications. An experimental course offering must be consistent with the policies and procedures approved and distributed by the Faculty Senate Curriculum Committee.

(Rev 10/10)
Experimental Course Announcement (page 2 of 2 pages)

Reason for proposal (programmatic justification, need for course, intended use in new catalog, etc.):
Core course in newly created Learning and Leadership minor

Course outcomes/objective (i.e., what you expect students to know or be able to do when they complete the course):
• Articulate a need or problem in the community, • Relate the knowledge of learning and leadership theory to address the need, • Implement long-range action plan to address the need or problem, • Evaluate the results of the implementation of the action plan, • Engage in reflection and metacognition as a vehicle for deeper learning, • Hold self and others responsible for using effective leadership skills, • Develop and implement an action plan to grow and develop as a leader, critically analyzing effectiveness of own leadership skills and practices

Course content/major topics to be addressed (attach syllabus if required by your college/department):
Please see attached syllabus

Relationship of this course to existing courses in other departments and programs (supporting, overlap, etc.):
No overlap

Results of consultation with relevant departments and programs:
We sought and obtained approval from several departments within CALS, as well as other units that offer leadership education on campus that are included in our minor proposal

College of LAS use Only.
The Dean's approval is contingent upon separate, attached documentation, from the departmental chair identifying how resources will be allocated to fund the proposed course.

Do you propose that the course be acceptable for General Education Requirement credit? Yes ☐ No ☐

If yes, in which group? ____________________________________________
**Voting record for Learning and Leadership Sciences Undergraduate Minor Proposal**
Proposed by S. Hendrich, FSHN, and J. Thompson, NREM

At the department curriculum committee level:

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At the college curriculum committee level:

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For the college faculty:

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For the University:

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