# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g., in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not ever delete any of the numbered categories—if they do not apply leave them blank. ALL numbered categories in section (A) must be completed. If there are no resources affected it is okay to put “none” in A. 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **MGT427 Principled Leadership** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **School of Business** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation**  **Program: Revision** | | | |  |
| A.3. [Originator](#Originator) | **Paul Jacques** | [Home department](#home_dept) | Management and Marketing | | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include additional information in smart tip for all [new programs](#type) | **In a report by Job Outlook 2018, merely 33% of 201 employing organizations reported that graduating seniors had leadership skills rated proficient. The purpose of this course is to address this deficiency. Skills development will be focused on the following areas of content: performance improvement, identifying and using positive power bases, ethical leadership, managing complex change, developing a positive climate, assessing, and addressing morale improvement and follower organizational citizenship behaviors across a wide range of follower diversity. According to the Chair of the Management and Marketing Department, Dr. Connie Milbourne, this course would qualify as a one of the three required restricted electives for students pursuing the BS Management, General Management concentration as well as one of the two required restricted electives for students pursuing the BS Management, Operations Management concentration. In addition, based on student interest surveys taken in Fall, 2021, this course should enhance attractiveness of those who are enrolled in the BS Management program by adding a subject of contemporary relevance and that develops student skills that are very much in demand by employers. According to the 2022 Program Review, using the most recent head count of students in these groups (2020) for which this course would satisfy a degree requirement are as follows:**  **BS Management, General Management concentration - - - - - - 151 students**  **BS Management, Operations Management concentration - - - - - 25 students**  **BS Management, Undeclared Management concentration - - - - - 90 students**  **Total \* 266 students**  ***\* Total number of students who would make progress towards their degree by taking this course*** | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | **There is a clear distinction between leadership and management. Leaders are change agents; they are visionaries who possess a positive power that individuals are attracted to follow. In contrast, managers are simply an artifact of organizational structure and an individual in the role of manager is someone who subordinates report to. There is currently no leadership course in the School of Business with broad-based leader development objectives. This course will enhance the student’s ability to effectively motivate, build relationships, with followers and emphasize the ethical responsibility that accompanies the leader’s position. This course is appropriately positioned with 67% of new managers hired/promoted bringing a bachelor’s degree to the position, so the potential impact of the course on business students’ careers once they graduate is both positive as well as important. Skill development in leadership is applicable to a wide range of career paths with the main prerequisite to being an effective leader is that the individual has the desire to be an agent of positive change to make a difference directly and through the efforts of those who follow the leader’s vision. Students in the course will learn more about themselves as unique leaders, their values, and how to assess others and tailor their leadership style to others. Students will come to understand that one does not have to be in a specific position to be a leader; one can use skills learned in the course to be influential in any position.** | | | | |
| A.6.a. [Impact on other programs](#impact) | **There is no immediate, direct impact of this course on other programs outside the BS Management degree. It will be one of the unnamed electives in the General Management and added to the named list of required electives in the Operations Management concentration.** | | | | |
| A.6.b. Will this impact [transfer agreements](file:///C:\Users\user\Downloads\Check%20relevant%20JAAs,%202+2s,%20and%20if%20a%20course%20you%20are%20revising%20or%20deleting%20is%20one%20with%20a%20transfer%20agreement)? Explain how and list what needs to be updated. | **No, the course is not part of any transfer agreement.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2022** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | **N/A** | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant URLs), any RIC website pages that will need to be updated (**to which your department does not have access**) if this proposal is approved, with an explanation as to what needs to be revised: | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **MGT 427** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Principled Leadership** |
| B.4. [Course description](#description) |  | **Students learn about leadership authenticity, communication transparency, full-range leadership and the ethical framework that fosters positive follower outcomes. Topics such as effecting change, power, and influence are also addressed.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **MGT201, MGT201W, or MGT301** |
| B.6. [Offered](#Offered) |  | **Fall** |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Field work | Lecture | Practicum | Seminar | Small group | Individual | Simulation |** |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus |**  [**Distance Learning**](#Hybrid) **| Asynchronous |****[Hybrid](#hybrid" \o "Only select if you want the course to be listed in the catalog in this way; this selection means that this course can only be taught in this fashion. Courses that are occasionally hybrid/online only appear that way in the bulletin, not catalog.)** |
| B.12. CATEGORIES  12. a. [How](#required) to be used |  | **Restricted elective for major/minor | Free elective** |
| 12 b. Is this an Honors  course? |  | **NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. |  | **NO** |
| 12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Simulation performance| Presentations | Papers | Class Work| Projects | Quizzes** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30** |
| B.15. [Redundancy statement](#competing) |  | **There are no equivalent classes in the College.** |
| B. 16. Other changes, if any |  | |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Understand, imitate and emulate different approaches to leadership. |  | Papers, class participation, presentations, quizzes |
| Develop leadership skills through the study, and analysis of specific organizational cases. |  | Papers, quizzes, simulations |
| Utilize and improve skills in critical thinking, analysis, problem solving, and interpersonal communications. |  | Self-assessments, papers, projects, simulations, class participation |
| Evaluate the role of leadership in organizational culture, organizational change, and conflict resolution. |  | Papers, projects, simulations, class participation |
| Identify and exploit one’s own leadership strengths and preferred leadership style |  | Self-assessments, simulations |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| * 1. **The domain of leadership**      1. The scope and impact of leaders      2. Limitations of the leaders and leadership      3. Are leaders born or made?      4. Developing yourself as a leader  1. **The leader – individual characteristics**    1. Tools and choices available to exhibit power and influence    2. Principled leadership – using the tools responsibly: The role of values, ethics, and character    3. Do you have what it takes to be a leader: Leadership attributes    4. Charisma and more: What good leaders do differently 2. **The role of the follower in leader effectiveness**    * 1. Identifying sources follower motivation      2. The role of leaders in follower attitudes: satisfaction and engagement      3. The role of leaders in impacting follower performance, effectiveness, and potential      4. Leading effective groups & teams      5. Skills for developing followers 3. **The context of leadership**    * 1. The situation: the nature of the task, the nature of the follower      2. Contingency theories of leadership      3. The leader as change agent      4. The Dark Side of Leadership      5. Skills for Leaders in changing organizational and competitive climates |
|  |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal if this is a revision, but include the enrollment numbers for all proposals. Delete section C if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments)  Must be completed. | **266** |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | C. Operations Management   |  |  |  |  | | --- | --- | --- | --- | | MGT 347 | Supply Chain Management | 4 | Annually | | MGT 355 | Quality Assurance | 4 | Sp | | MGT 455 | Global Logistics and Enterprise Management | 4 | As needed |   MGT 347: (Or MKT 347: Supply Chain Management)  TWO COURSES from   |  |  |  |  | | --- | --- | --- | --- | | ECON 449W | Introduction to Econometrics | 4 | F, Sp | | MGT 331 | Occupational and Environmental Safety Management | 4 | F | | MGT 335 | Process Management | 4 | Sp | | MGT 349 | Service Operations Management | 4 | F | | MGT 359 | Current Topics in Service Operations Management | 4 | As needed | | MGT 465 | Organizational Theory | 4 | As Needed | | MGT 467 | Directed Internship | 4 | F, Sp, Su | | MGT 490 | Directed Study | 4 | As needed | | MGT 491 | Independent Study I | 4 | As needed | | MGT 492 | Independent Study II | 4 | As needed | | MKT 310 | Product Design and Development | 4 | As needed | | MKT 322 | Services Marketing | 4 | As needed | | C. Operations Management   |  |  |  |  | | --- | --- | --- | --- | | MGT 347 | Supply Chain Management | 4 | Annually | | MGT 355 | Quality Assurance | 4 | Sp | | MGT 455 | Global Logistics and Enterprise Management | 4 | As needed |   MGT 347: (Or MKT 347: Supply Chain Management)  TWO COURSES from   |  |  |  |  | | --- | --- | --- | --- | | ECON 449W | Introduction to Econometrics | 4 | F, Sp | | MGT 331 | Occupational and Environmental Safety Management | 4 | F | | MGT 335 | Process Management | 4 | Sp | | MGT 349 | Service Operations Management | 4 | F | | MGT 359 | Current Topics in Service Operations Management | 4 | As needed | | MGT 427 | Principled Leadership | 4 | F | | MGT 465 | Organizational Theory | 4 | As Needed | | MGT 467 | Directed Internship | 4 | F, Sp, Su | | MGT 490 | Directed Study | 4 | As needed | | MGT 491 | Independent Study I | 4 | As needed | | MGT 492 | Independent Study II | 4 | As needed | | MKT 310 | Product Design and Development | 4 | As needed | | MKT 322 | Services Marketing | 4 | As needed | |
| C.5. [Credit count](#credit_count) for each program option | **76** | **76** |
| C.6. Program Accreditation (if relevant) |  |  |
| C.7. Other changes if any |  |  |
| C.8. [Program goals](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)  Needed for all new programs |  |  |

## D. Signatures

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g., when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed signature copy of this whole form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Dr. Constance Milbourne | Chair of the Management and Marketing Department | Constance Milbourne | 4/26/22 |
| Dr. Alema Karim | Interim Dean of the School of Business | Alema Karim | 4/28/2022 |