DEPARTMENT OF LEADERSHIP STUDIES

Proposal for Course to Fulfill ROTC Requirement and/or

Inclusion in the Leadership Studies Minor

ROTC provides essential training and preparation for all Citadel Cadets. Non-commissioning upper-level (1B-2A) cadets fulfill the ROTC requirements for enrolling in a 3-credit hour ROTC fulfillment course each semester they are in residence. This ROTC Fulfillment program provides an opportunity for these students to complete additional leadership development and high impact practice courses. High-impact practice experiences are related to higher engagement levels, increases in critical thinking, intercultural competence, and student learning (Kuh, O’Donnell, & Schneider, 2017; Kilgo, Sheets, & Pascarella, 2015) among others.

The Leadership Studies Minor offers a broad understanding of what constitutes effective, ethical leadership. This minor focuses on the dynamics of leadership and provides an understanding of and critical thinking about the nature and concepts of leadership from a scholarly perspective. Students gain the ability to consider leadership theory and application in a wide range of interdisciplinary contexts. Upper-level Leadership Studies courses (LDRS)[[1]](#footnote-1) that are not required, 300 and 400 level, and other classes in the Leadership Studies minor meet the ROTC fulfillment.[[2]](#footnote-2)

High-Impact Educational Practices[[3]](#footnote-3) that make up the ROTC fulfillment program include undergraduate research, service and community-based learning, internship and field experiences, capstone experiences, study abroad/away, and portfolios, and may include writing intensive courses and courses exploring intercultural competence. For courses to be approved as ROTC fulfillment courses, they must include high levels of student engagement in substantive tasks that in turn develop deeper learning (Kuh, et al, 2017). Applications for the ROTC-F designation must demonstrate the inclusion of the key elements of effective high-impact practices:

* Performance expectations set at appropriately high levels (required)
* Significant investment of concentrated effort by students over an extended period of time (required)
* Interactions with faculty and peers about substantive matters (required)
* Opportunities to discover relevance of learning through real-world applications (required)
* Periodic, structured opportunities to reflect and integrate learning (required)
* Frequent, timely, and constructive feedback (encouraged)
* Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar (encouraged)
* Public demonstration of competence (encouraged)

Courses approved for inclusion in the Leadership Studies Minor will develop student’s understanding and application of leadership theory and build on the Characteristics of Principled Leadership. Leadership content may cover any time period, context, or discipline and should comprise a significant portion of the course content.

The [Undergraduate Catalog](http://www.citadel.edu/root/images/academic_resources/sccc-catalog.pdf) provides a current list of approved Leadership Studies Minor courses and ROTC Fulfilment courses. The Department of Leadership Studies website hosts a [schedule of ROTC Fulfilment courses](https://www.citadel.edu/root/leadershipstudies-rotc-fulfillment-program) offerings each semester.

***Purpose of this Form****:* This form may be used to propose a course to be reviewed for approval and inclusion as an ROTC Fulfilment course for junior and senior cadets. In addition, faculty may request inclusion of a course in the Leadership Studies minor.

***Instructions:*** Faculty proposing a course for inclusion in either the ROTC Fulfilment program or the Leadership Studies minor should complete this form. The completed form and course syllabus should be submitted to the Department of Leadership Studies at [tsigler@citadel.edu](mailto:friversjames@citadel.edu).

|  |  |
| --- | --- |
| **Department and School proposing the course** |  |
| **Course Name/Number (current or as proposed)** |  |
| **Credit Hours to be awarded for Lecture** |  |
| **Credit Hours to be awarded for Lab (if applicable)** |  |
| **Prerequisites for this course (if applicable)** |  |

**Course Catalog Description**

When would you expect to offer this in the coming academic year? \_\_\_Fall \_\_\_\_Spring

Does the course primarily utilize high-impact educational practices? \_\_\_\_Yes \_\_\_\_ No

Indicate the high impact practice method (See appendix for descriptions):

|  |  |
| --- | --- |
| Capstone Experience | Study Abroad/Study Away/Intercultural Competency |
| Internships | Undergraduate Research |
| Portfolio/ePortfolio Class | Writing – Intensive Course |
| Service Learning/Community -Based Learning |  |

Describe how the class/assignments fit the description of the selective HIP:

Describe how the class includes the Key Elements of effective High-Impact Practice courses:

|  |  |
| --- | --- |
| **Key Elements** | **Expected Features** |
| **Performance expectations set at appropriately high levels** | Performance expectations should be appropriate for level of education, class standing, and prior research experience. |
| **Significant investment of time and effort by students over an extended period of**  **time** | An activity that comprises at least one credit worth of work, and often would be more. A multi-part class assignment/project or community engagement that spans the course of the term or a significant portion of the term. |
| **Interactions with faculty and peers about substantive matters** | Experiences that promote student interaction with faculty, peers, and/or other members of their discipline, which contribute to their knowledge. |
| **Periodic, structured opportunities to reflect and integrate learning** | Students should be given the opportunity to reflect on what they have learned and should be encouraged to make connections to other coursework as well as future educational goals. |
| **Opportunities to discover relevance of learning through real-world or discipline applications** | Making connections to real-world applications, being given the opportunity to understand and apply concepts to practice or discipline. |
| **Frequent, timely, and constructive feedback** | Note how and when feedback is provided. Feedback can come from faculty, lab supervisors, peers, and/or other mentors and can be written or verbal. |
| **Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are**  **Familiar** | Opportunities to demonstrate intercultural awareness and skills through significant interaction with others from diverse backgrounds and/or opportunities to apply in-depth knowledge of diversity and cultural  competence to contemporary issues. |
| **Public demonstration of competence** | Students demonstrate competence publicly in a format relevant to their field of study. This demonstration should provide students the opportunity to showcase integrated learning  throughout their course of study. |

**Proposal for Inclusion in the Leadership Studies Minor**

**(***Complete this section only if the Department seeks to have the course included in the Leadership Studies minor.)*

Will you propose that the course be included in the Leadership Studies minor? \_\_\_Yes \_\_\_ No

List the course learning objectives that relate to the study of leadership from a scholarly or analytical perspective:

|  |  |
| --- | --- |
| **Characteristics** | **Description** |
| **Lead with humility** | Viewing one’s own strengths and weaknesses in a balanced perspective that recognizes the abilities of others and invites their contributions, demonstrating humility |
| **Embrace a true, authentic self** | Staying open and truthful with others by acting consistently; demonstrating authenticity by accurately representing one’s true intention, and commitments’ not behaving inconsistently, that is, according to a role or position |
| **Act and speak with courage** | Engaging in challenging situations proactively by strongly relying on values and convictions. Taking risks that are reasonable in view of potential benefits, particularly for innovation and creativity |
| **Develop and value people and resources** | Taking responsibility for the value of people and resources; stewarding them in the common interest versus using them in one’s self-interest |
| **Empower and hold others accountable** | Enabling and encouraging the personal development of others, believing in the inherent value of each individual, and giving authority and power to make decisions. Also, holding others accountable for performance and outcomes within their control, ensuring they know what is expected |
| **Respect others by building trust and learning from mistakes** | Creating an environment of trust and freedom in which others can make and learn from mistakes. Accepting and understanding others to build trust and healthy interpersonal relationships and to bring out best efforts of others; making reasonable efforts to avoid rejecting or punishing others; not trying to get even |
| **Serve others before self** | Serving others by giving support and priority to the interest of others and by giving them credit for achievements |

List the course learning objectives that relate directly to one or more of the seven characteristics of Principled Leadership listed above and explain how the objective will be achieved in the course curriculum.[[4]](#footnote-4)

References

Brownell, J.E., & Swaner, L.E. 2010. *Five High-Impact Practices: Research on learning outcomes, completion, and quality*. Association of American Colleges and Universities

Finley, A. 2019. *A Comprehensive Approach to Assessment of High-Impact Practices*. Association of American Colleges and Universities.

Kilgo, C.A., Sheets, J.K.E., & Pascarella, E.T. 2015. The Link between High-Impact Practices and Student Learning: Some Longitudinal Evidence. *Higher Education,* Vol. 69(4), pp. 509-525.

Kuh, G. 2008. *High-Impact Educational Practices: What they are, Who has access to them, and Why they matter*. Association of American Colleges and Universities

Kuh, G., O’Donnell, K., & Schneider, C.G. 2017. HIPs at Ten. *Change*, September/October, pp. 8-16.

Miller, A.L., Markin, N.D., & Frenette, A. 2022. Unpacking High-Impact Practices in the Arts: Predictors of College, Career, and Community Engagement Outcomes. *The Journal of Arts Management, Law, and Society*, September/October, pp. 1-21.

Appendix: High-Impact Educational Practices Definitions[[5]](#footnote-5)

|  |  |
| --- | --- |
| **Capstone Experience**: culminating experiences require students nearing the end of their studies to complete some sort of project that integrates and applies what they have learned. | **Study Abroad/Study Away/Intercultural Competency**: Classes that introduce and have students experience communities, cultures, and world views that are different from their won with the aim of increasing understanding and appreciation of human differences. |
| **Internships and Field Experiences**: Applied, experiential learning provides students with direct experience in a setting typically related to their current career interests during which time they benefit from supervision and coaching from professionals. | **Undergraduate Research:** Goal is to expose and involve students with systematic inquiry approaches that introduce contested questions, empirical observation, technologies, and the enthusiasm that come from working to answer questions. |
| **Portfolio/ePortfolio Class:** Portfolio is a vehicle for accumulating and presenting evidence of authentic, students accomplishment including the curation of specific proficiencies and dispositions at given points in time. Done well, a portfolio is a powerful pedagogical approach that requires meaningful student reflection and deepens learning while make achievement visible. | **Writing – Intensive Course**: Courses emphasize writing at all levels and across the curriculum. Students are encouraged to produce and revise various forms of writing for different audiences and disciplines. |
| **Service Learning/Community -Based Learning**: Field-based applied instructional strategy to engage students directly with issues they are studying in order to analyze and seek solutions to concrete, real-world problems which also is a good preparation for citizenship, work, and life. Key to realizing these desired outcomes is structured reflection about how classroom learning informs community practice and vice-versa. |  |

High-Impact Practices ROTC-Fulfillment Rubric

To qualify as a high-impact, **the following five required key elements must be present, with the remaining three elements encouraged.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Elements** | **Required?** | **Expected Features** | **Illustrative Examples** |
| **Performance expectations set at appropriately high levels** | Yes | Performance expectations should be appropriate for level of education, class standing, and prior research experience. | Assignments, projects, activities challenge students to achieve beyond their current ability. |
| **Significant investment of time and effort by students over an extended period of**  **time** | Yes | An activity that comprises at least one credit worth of work, and often would be more. | Multi-part assignment or project on which a student works over the course of the academic term. |
| **Interactions with faculty and peers about substantive matters** | Yes | Research experiences that promote student interaction with faculty, peers, and/or other members of their discipline, which contribute to their knowledge. | Students work closely with faculty and/or peers throughout the course to accomplish learning outcomes. |
| **Periodic, structured opportunities to reflect and integrate learning** | Yes | Students should be given the opportunity to reflect on what they have learned and should be encouraged to make connections to other coursework as well as future educational goals. | Reflection papers; literature reviews; development of CV or resume with opportunity for feedback. May include reflection on portfolio artifacts demonstrating achievement in program or a capstone experience that brings together the program learning and experience. |
| **Opportunities to discover relevance of learning through real-world or discipline applications** | Yes | Making connections to real-world applications, being given the opportunity to understand and apply concepts to practice or discipline. | Hands-on experience in the field or in the discipline where students apply the knowledge and skills acquired during their program of study. |
| **Frequent, timely, and constructive feedback** | Encouraged | Feedback can come from faculty, lab supervisors, peers, and/or other mentors and can be written or verbal. | Students meet with and receive feedback at multiple points throughout the session. Meetings are used to discuss progress, next steps, problems encountered, reflection and learning, and to review of contribution/or outcome. |
| **Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are**  **familiar** | Encouraged | Opportunities to demonstrate intercultural awareness and skills through significant interaction with others from different backgrounds and/or opportunities to apply in-depth knowledge of diversity and cultural  competence to contemporary issues. | Field assignment where students work with people from different backgrounds and demographics coupled with reflection on the learning from the experience. |
| **Public demonstration of competence** | Encouraged | Students demonstrate competence publicly in a format relevant to their field of study. This demonstration should provide students the opportunity to showcase integrated learning  throughout their course of study. | Oral presentation to audience, oral presentation video, or narrative evaluation and reflection on a HIP experience. |

Adapted from the University of North Dakota HIP Rubric.

1. All students will take a Leadership in Organizations course (LDRS 371), which fulfills the ROTC requirement for one semester of the junior year. [↑](#footnote-ref-1)
2. If classes from a student’s major are included among the ROTC fulfillment classes, the student may use them to count both for the major and for ROTC fulfillment. In addition, a student may use the fulfillment classes to satisfy elective requirements, provided that there are electives in the student’s degree plan. [↑](#footnote-ref-2)
3. See Association of American Colleges & Universities, High Impact Practices https://www.aacu.org/trending-topics/high-impact [↑](#footnote-ref-3)
4. Van Dierendonck, D., & Nuijten, I. (2011). The Servant Leadership Survey: Development and Validation of a Multidimensional measure. *Journal of Business and Psychology*, *26*(3), 249–267. <https://doi.org/10.1007/s10869-010-9194-1> (as adapted). [↑](#footnote-ref-4)
5. Source: Kuh, G., O’Donnell, K., & Schneider, C.G. 2017. *Change.* September/October, p. 10. [↑](#footnote-ref-5)