

Request for Courses in the Core Curriculum

Originating Department or College: __Social Sciences

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Course Number and Title: PSCI 2301 Political Leadership

Please attach in separate documents:

__ Completed Catalog Add/Change Form

__ Syllabus

List the student learning outcomes for the course (Statements of what students will know and/or be able to do as a result of taking this course. See appended hints for constructing these statements.)

Student Learning Outcomes (SLOs): Upon completion of this course, students will be able to:

- 1) Students will interpret, analyze, synthesize, and present a critical examination of the relationship between leader, character, and competence with an understanding of how moral evaluation affects political leadership.
- 2) Students will organize, articulate, synthesize, and innovatively explain significant models of leadership, traits and behaviors as they presented in different texts through strong oral and written arguments and analysis.
- 3) Students will demonstrate comprehension and develop empathy for diverse regional, national, and international communities by writing reflectively on one's civic responsibility as a leader in relationship to a group, organization, or community.
- 4) Students will identify, analyze, and manipulate numerical data and observable facts resulting in informed conclusions.

Core Curriculum Learning Objectives (CCLOs):

- 1) Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs # 1)
- 2) Communication Skills: includes effective written, oral, and visual communication. (SLO # 2)
- 3) Social Responsibility: includes 3) Students will demonstrate comprehension and develop empathy for diverse regional, national, and international communities. (SLO #3)
- 4) Students will identify, analyze, and manipulate numerical data and observable facts resulting in informed conclusions. (SLO # 4)

Critical Thinking: Students will interpret, analyze, synthesize, and present a critical examination of the relationship between leader, character, and competence with an understanding of how moral evaluation affects political leadership.

Communication: Students will organize, articulate, synthesize, and innovatively explain significant models of leadership, traits and behaviors as they presented in different texts through strong oral and written arguments and analysis.

Social Responsibility: Students will demonstrate comprehension and develop empathy for diverse regional, national, and international communities by writing reflectively on one's civic responsibility as a leader in relationship to a group, organization, or community.

Empirical and Quantitative Skills: Students will identify, analyze, and manipulate numerical data and observable facts resulting in informed conclusions.

Component Area for which the course is being proposed (check one):

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> American History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Government/Political Science |
| <input type="checkbox"/> Language, Philosophy, & Culture | <input checked="" type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts | <input type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Life & Physical Sciences | |

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Communication Skills | <input type="checkbox"/> Personal Responsibility |
| <input checked="" type="checkbox"/> Written Communication | <input checked="" type="checkbox"/> Social Responsibility |
| <input type="checkbox"/> Oral Communication | |
| <input type="checkbox"/> Visual Communication | |
| <input checked="" type="checkbox"/> Empirical & Quantitative Skills | |

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Assignment 1: Each semester the course instructor will assign an end of term reflection essay. This essay will encompass all CCSLOs/SLOs by asking student's to write critically and reflectively on ideas and arguments learned in the course and civic identity and responsibility (social responsibility).

Assignment 2: At the end of the course students will write up a paper for a group assignment in which they will collect and present descriptive statistics from an assigned organization.

Critical thinking is assessed by a written response to a comprehensive question. Students will be asked to synthesize and evaluate the merits of distinct ideas and arguments from different authors, epochs, and cultures (e.g. Aristotle/Ancient/Greek). Critical thinking will be assessed using the university-wide assessment rubric designed for critical thinking.

Communication is assessed through a written assignment. The assignment calls for a serious engagement with texts, identification of appropriate sources, and compositions of an essay following guidelines for writing provided by the instructor. Moreover, the writing assignment will require a draft, peer-edit process, writing center, and final draft. The final paper will be uploaded to TURNITIN. Communication will be assessed using the university-wide assessment rubric for communication.

Empirical and Quantitative Skills. Empirical and quantitative skills are required for a group assignment in which students will collect and present descriptive statistics from an assigned organization. Empirical and quantitative skills will be assessed using the university-wide assessment rubric designed for empirical and quantitative skills.

Social Responsibility. The assignment requires students to show empathy and communicate with diverse regional, national, and global communities by having students reflect and respond to civic issues by becoming aware of civic

identity and participating as civic actors (reflectively through writing) (see essay prompt part C). Social responsibility will be assessed using the university-wide rubric designed for social responsibility.

Example Essay Prompt:

Part A. Compare and contrast Aristotle's model of "character" leadership to Machiavelli's "skill" leadership. In what ways does each model benefit, or harm, the individual and community?

Part B. How does each leadership model respond to ethical and social dilemmas?

Part C. Finally, what model would you adopt as a leader in your group, organization, or community and why?

Will the syllabus vary across multiple sections of the course? Yes No

If *yes*, list the assignments that will be constant across the sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses.

Reviewed and Approved by the Core Curriculum Committee on July 29, 2015.