**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 requirement by enrolling in a 3 credit hour ROTC fulfillment course each semester they are in residence. This ROTC Fulfillment program provides a more relevant set of leadership-oriented courses and experiential learning courses and experiences for cadets who are not under contract to enter the U.S. military.

The Leadership Studies Minor affords 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-2), 300 and 400 level, and other classes in the Leadership Studies minor meet the ROTC fulfilment requirement.

**High-impact educational practice** courses, such as internships, community service engagement, and undergraduate research provide experiential learning opportunities that engage students in active learning practices.[[2]](#footnote-3) In addition to the substantive content, these courses prompt students to utilize self-leadership and management skills, promote professionalism engagement, and enhance student awareness. [[3]](#footnote-4)

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.[[4]](#footnote-5)

***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.

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| **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)** |  |

**Catalog Course Description:**

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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:

\_\_\_Internship / Study Away

\_\_\_\_Undergraduate Research

\_\_\_Capstone Experience

\_\_\_\_Writing Intensive Course

\_\_\_Service Learning, Community-Based Learning

\_\_\_Diversity & Inclusion

\_\_\_Global Engagement / Study Abroad

\_\_\_\_Collaborative Assignment / Project

Describe how the selected high impact practice method(s) will be utilized in the course:

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**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:

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| **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 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.[[5]](#footnote-6)

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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-2)
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-3)
3. *See* Association of American Colleges & Universities, High Impact Educational Practices Overview at <https://www.aacu.org/leap/hips> and High Impact Practices table at <https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf>. [↑](#footnote-ref-4)
4. This schedule is updated regularly to reflect classes with available seats as the registration process evolves. [↑](#footnote-ref-5)
5. 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-6)