

## Request to Create a New LEAD Course Designator

### Context:

We are proposing a new LEAD course designator as a clear and accurate descriptor of a series of courses that comprise the Oregon State University Leadership Minor. The Leadership Minor, active at OSU since fall 2012, has an enrollment of approximately 55 students representing several different colleges. As a new minor, we are in the process of evaluating the program and according to our students, the greatest deterrent and largest challenge is our current course designator (AG). Leadership is a construct that spans many disciplines and leadership can be incorporated into any specific discipline. While the Leadership Minor is housed within an agriculture department, the courses use leadership textbooks, employ leadership examples, cite leadership research, and are in no way connected to discipline-specific content knowledge related to agriculture.

Faculty and advisors from other colleges find the designator to be problematic for their students and an inaccurate representation of the content of the leadership courses. The lack of clarity has proven to be a hindrance for many students and is limiting the growth of a body of coursework that can provide tremendous benefit to the OSU student population.

**Purpose:** The proposed course designator should have an identified purpose within the curricular structure of Oregon State University.

- What academic programs, including majors, certificates, options and minors will be served by courses within the designator?

The proposed designator will serve students enrolled in the Leadership Minor as well as both graduate and undergraduate students throughout campus, who are actively seeking leadership education and leadership development coursework. The Leadership Minor is also offered via Ecampus; therefore, the Ecampus population will also be served by this change.

- In what ways do the general area and scope of the content constitute a coherent body of knowledge?

In 1997, the Council for the Advancement of Standards encouraged universities to offer formal leadership opportunities for students specific to: leadership education, leadership training, and leadership development. All three areas are distinctive and necessary for holistic leadership growth. Thus, our Leadership Minor is centered on *leadership theory* (education), *trait/skill development* (training), and *application* (development). In addition, the Association for Leadership Educators (1998) developed a list of 8 core competencies of leadership development programs; they listed communication, diversity, envisioning, mentoring, professionalism and ethics, problem solving, teamwork, and working with change. Our curriculum is grounded in theory, training, and development and represents a coherent, sequenced body of knowledge. Our coursework is listed below

Leadership Theory

AG 242: Personal Leadership Development

AG 342: Team and Organizational Leadership Development

AG 444: Leadership Minor Capstone

Trait/Skill Development

AG 442/542: Leadership Skills for Career Success

AG 443/543: Leading through Conversations

Applied Leadership Development

AG 410: Leadership Internship

AG 409: Service Learning Practicum

AG 401: Undergraduate Research/Leadership

As we have developed the minor, we have established this coursework to support the LGGs as well as the Strategic Plan 3.0. We feel strongly that the content of our courses will better enable Oregon State University to provide a transformative educational experience for all learners. Table 1 highlights our coursework cross-walked with outcomes (LGGs) and Strategic Plan 3.0 goals.

Table 1

*Coursework Alignment with Outcomes (LGGS) and Strategic Plan 3.0*

Courses	Titles	Key Areas of Learning	LGGS	Strategic Plan 3.0
AG 242	Personal Leadership Development	Leadership Theory, Leadership Skills, and Personal Values	Goal 1: Competency and Knowledge in Multiple Fields Goal 7: Self-Awareness and Life-Long Learning	Goal 1: Transformative Experience
AG 342	Team and Organizational Leadership Development	Team Dynamics, Leading a Team, and Project Management	Goal 1: Competency and Knowledge in Multiple Fields Goal 3: Pluralism and Cultural Legacies Goal 4: Collaboration Goal 6: Communication	Goal 1: Transformative Experience
AG 442/542	Leadership Skills for Career Success	Personal Management, Networking, and Meeting Management	Goal 1: Competency and Knowledge in Multiple Fields Goal 4: Collaboration Goal 5: Social Responsibility and Sustainability Goal 6: Communication	Goal 1: Transformative Experience
AG 443/543	Leading through Conversations	Conversational Skills, Relationships, and Digital Communication	Goal 1: Competency and Knowledge in Multiple Fields Goal 4: Collaboration Goal 6: Communication	Goal 1: Transformative Experience
AG 444	Leadership Minor Capstone	Leading Change, Working in Teams, Vision, Values, and Culture	Goal 1: Competency and Knowledge in Multiple Fields Goal 2: Critical Thinking Goal 4: Collaboration Goal 5: Social Responsibility and Sustainability Goal 6: Communication Goal 7: Self-Awareness and Life-Long Learning	Goal 1: Transformative Experience Goal 3: Impact and Reach
AG 405*	Reading and Conference	Varies	Goal 1: Competency and Knowledge in Multiple Fields	Goal 1: Transformative Experience
AG 407*	Seminar	Varies	Goal 4: Collaboration Goal 6: Communication	Goal 1: Transformative Experience
AG 409*	Practicum	Varies	Goal 1: Competency and Knowledge in Multiple Fields	Goal 1: Transformative Experience
AG 410*	Leadership Internship	Leadership Application, Career Preparation, and Skill Development	Goal 1: Competency and Knowledge in Multiple Fields Goal 3: Pluralism and Cultural Legacies Goal 5: Social Responsibility and Sustainability	Goal 1: Transformative Experience Goal 3: Impact and Reach
AG 409*	Service Learning Practicum	Leadership Application, Community Awareness,	Goal 1: Competency and Knowledge in Multiple Fields Goal 3: Pluralism and Cultural Legacies	Goal 1: Transformative Experience

Courses	Titles	Key Areas of Learning	LGGs	Strategic Plan 3.0
		and Skill Development	Goal 5: Social Responsibility and Sustainability	Goal 3: Impact and Reach
AG 401*	Undergraduate Research/Leadership	Leadership Application, Research Awareness, and Skill Development	Goal 1: Competency and Knowledge in Multiple Fields Goal 3: Pluralism and Cultural Legacies Goal 5: Social Responsibility and Sustainability	Goal 1: Transformative Experience Goal 2: Research Goal 3: Impact and Reach

*Note.* All courses listed in this table will be offered through E-Campus by Spring 2016.

\*Our department will continue to offer these courses to our Agricultural Science students with the AG current designator. We are proposing to add a parallel set of LEAD courses to meet the needs of leadership minor students. While AG 405, 407, and 409 are not listed as part of our minor, they are courses that provide additional opportunities for leadership minor students and would add clarity to the student experience if they also had a LEAD designator.

- Is the proposed usage of the designator consistent with practice at OSU and other institutions? Give examples.

Yes, while the proposed designator is for the purpose of a minor, there is past precedent for a unique designator. Currently there are several OSU academic units that use specific course designators, some as part of minors, to provide clarity to our students. The following is a list of designators that, while not majors, are used to provide clarity and distinction for our students. (Note: this list was pulled off the office of admissions website and may not be updated or all-encompassing. Furthermore, we attempted to identify these to the best of our ability using online resources. It is possible that we have overlooked some and perhaps included others which are now part of a major.)

Table 2

*A Partial Listing of Specific Designators which are Used to Provide Clarity to our Students*

AS	Air Force Studies
ARAB	Arabic
CHN	Chinese
CLA	College designation
FILM	Film Studies
MS	Military Science
MUP	Music (Studio)
NS	Naval Science
QS	Queer Studies
TA	Theater Arts
JPN	Japanese
PAX	Peace Studies
TCS	Twentieth Century Studies

**Accountability:** Responsibility for the integrity and oversight of the proposed course designator should be clearly identified.

- What is the academic College of the designator?

The LEAD designator will be housed within the College of Agricultural Sciences.

- Who is responsible for administering courses in the designator, e.g. scheduling and catalog updates. Who are the faculty contact persons?

There will be no deviation in responsibility based on the change in course designator. The Department of Agricultural Education and General Agriculture will continue to be responsible for scheduling and catalogue updates. Specifically, faculty contact individuals

will include Dr. Jonathan Velez, Leadership Minor Coordinator, and Mrs. Melanie Jones, Head Advisor for the department.

- Who is responsible for consistency and outcome assessment for courses in the designator?

Teaching faculty within the Department of Agricultural Education and General Agriculture will be responsible for consistency and outcome assessment. We currently have an assessment plan which includes both qualitative and quantitative assessment of students prior to, during, and after participation in the Leadership Minor.

- Which units get credit for the SCH generated by courses in the subject code?

The Department of Agricultural Education and General Agriculture will continue to receive credit for the SCH generated by the LEAD courses.

- Who is responsible for communicating information about the new designator to stakeholders, including advisors, Admissions, and students?

Advisors and faculty within our department will be responsible for communicating the designator change. Within 6 months of the change, we will hold meetings with the advisors from other colleges to explain the designator change. We will also update our marketing materials to reflect this change.

**Impacts:** Who will benefit from the new designator and what changes will result from its implementation?

- Will courses in the new designator duplicate or compete with existing ones?

No. The courses will remain the same. The only change will be in changing the designator from AG to LEAD.

- Are there expected cross-listings or curricular equivalencies?

At this time there are no expected cross-listings or curricular equivalencies.

- How will the new designator affect transfer credits?

Students do not typically seek to apply transfer credit to the Leadership Minor. There are currently no established articulations that would impact transfer students.

- Will any previous existing designators expire as the new one appears?

No. The AG designator will remain on courses that are content specific to agriculture.

- How will the new designator benefit students?

As part of our assessment plan, we conduct exit interviews with all students who complete the Leadership Minor. Over the last three years a consistent theme has emerged and students routinely ask, “Why are the courses titled with an AG designator when the content is leadership?” As we advise incoming or prospective students, we are inundated with questions as to the AG designator and the nature of the coursework. This confusion has limited our ability to attract and meet the needs of students interested in leadership development. The addition of the LEAD designator will increase accuracy for advising purposes and will aid for clarity in MyDegrees. Specifically, it will enable a smoother advisor auditing process and assist any AG students who happen to be enrolled in the minor.

The LEAD designator will better enable students to express their learning to potential employers. Currently, the AG designator is terribly misleading to employers. For employers both in and outside of the discipline of agriculture, the AG designator indicates the student possesses discipline-specific content knowledge and is a misrepresentation of the actual course content. Leadership, as a body of knowledge, is not specific to a particular discipline; rather, leadership is a transferable set of skills that are applicable in any career field. We have designed the minor to meet the needs of students campus-wide and believe a change in designator is essential to better serve our students, advisors, faculty, and future employers.

**Memos of Support:**



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November 12, 2014

To: Academic Programs, Assessment, and Accreditation and Curriculum Council

From: Penelope L. Diebel, Assistant Dean of Academic Programs

Re: New Designator Request for Leadership Coursework

The College of Agricultural Sciences supports the request for a new designator, LEAD, submitted by Dr. Jonathan Velez, Leadership Minor Coordinator, and Mrs. Melanie Jones, Head Advisor, Department of Agricultural Education and General Agriculture.

The Leadership minor developed by the faculty in the Department of Agricultural Education and General Agriculture provides a unique opportunity for students to study leadership styles and practices. The minor is designed to be accessible and valuable for students from any degree program. The fact that the courses appear with the designator of AG has caused students to misunderstand the purpose and breadth of the minor and courses. We feel that the request for a new designator will encourage students across campus to participate in courses and the minor. In addition, the use of a LEAD designator will create a cohesive set of studies and provide clarity that is transcript visible.



November 6, 2014

To: Academic Programs, Assessment and Accreditation

From: Anita Nina Azarenko, Associate Dean of the Graduate School



RE: LEAD course designator

The Graduate School supports the creation of the LEAD course designator.

Research by the Council of Graduate Schools concludes that graduate students are receiving insufficient training and professional development opportunities in the areas of leadership, interpersonal skills (communication, team-building, collaboration, public speaking, and compassion), innovation and entrepreneurship, and financial literacy. OSU has the opportunity to distinguish itself in graduate education to make more such training available. The explicit calling out of this interdisciplinary curriculum will have greater appeal across the university and will make it easier to be found. The lack of congruity between the current designator and the actual content impedes broader adoption by other majors at both the undergraduate and graduate level.

The coursework that is available is consistent with the goals of the Graduate School's "Holistic Graduate Education" initiative to provide more professional learning opportunities for our students. We strongly support the proposal to create a new LEAD course designator.