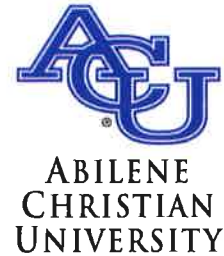


ABILENE CHRISTIAN UNIVERSITY – DALLAS

511 N. Akard
Dallas, Texas 75201



Application for a New Course

Instructions: The first four pages of this document provide instructions, example competencies, and a syllabus checklist. These four pages are for the course-developer's use and do not need to be submitted along with the application.

Sequence:

- Consult with the Office of the Registrar to obtain course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit electronic versions of the Application and Syllabus to the Adams Center
- *Adams Center reviews application within ten days of receipt of all items*
- Make any necessary changes to application / syllabus based on Adams Center review
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Program Director, Deans)
- Gather all attachments to application
- Submit to Program Curriculum Committee and/or College Academic Council (for those programs linked to colleges on the Abilene campus)
- Submit to ACU Dallas Academic Council

The course developer completes this application with supporting documentation (Section IV) and approval signatures of program director and college dean (Section V) before the new course is reviewed by any academic council. If the course is to be cross-listed, be certain to obtain signatures from all participating programs/departments.

Specific Instructions:

Before assigning a number (ID) for the course, consult the Office of the Registrar.

Section I. Systems and Catalog Information

Section II. Curriculum

1. Degree Plan

Explain how this course affects degree requirements. Attach a copy of the degree plan/s in Section IV-C

2. Justification

State the justification for adding this course to the current curriculum. Represent the need.

Attach any relevant documentation in Section IV-H. . (needs assessment, survey results, visiting committee report, market analysis, new government or accrediting body policy, exam scores, programs at other universities, etc.)

Section III. Course Design

III-2 - Competencies and Measurements

List the competencies that must be satisfied in order to pass the course, and indicate how each competency will be measured. *List in corresponding columns as indicated below. Add as many rows to the table as necessary. It is recommended that the identical table be presented in the syllabus, but the competencies and measures may be formatted differently in the syllabus as long as all elements are included in both documents. The wording for the competencies and measurements in the application should be identical to the syllabus.*

Section IV. Supporting Documentation

Section V. Preliminary Approvals

Section VI. Approvals

Adams Center - Syllabus Checklist v7.3

Course ID _____ Developer _____

NOTE: It is not necessary to submit this checklist with New Course Applications. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review.

About the University " ACU Mission Statement " College Mission Statement " Department Mission Statement About the Course " Title " Course number and Section credit hours " Semester and Year " Meeting time and Place About the Teacher " Name and title or rank " Office location " Phone number(s) " Email addresses " Office hours / Contact expectations About the Students " Characteristics of the students for whom the course is intended " Prerequisites / Corequisites – include skill sets if necessary. Course Content " Catalog description (exact) " Course Synopsis " Outline " Main topics Teaching/Learning Methods and Format of Class Sessions " Description of the types of activities students should expect in the course Texts, Readings, and Supplements " Required and Optional materials	Audience and Course Goal " State the overarching course goal(s) in performance terms. Competencies " Specific competencies stated in measurable terms - o Appropriate learning level based upon Bloom's or Krathwohl's taxonomy " Measurement Instrument - State which assignments or instruments will be used to assess the competencies. Grading Criteria " Weight or point value of all graded elements " Grading scale with expectations for letter grades Course Policies " Clear statement of expectations concerning penalties for non-compliance regarding: - o Attendance and Tardiness - o Participation - o Late assignment policy - o Late exam policy " Special needs (ADA) " Academic integrity " Extra credit opportunities (optional) Course Calendar " Exam dates " Assignments " Due dates and other deadlines " Schedule of readings and topics " Statement to reserve right to modify the calendar as necessary
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Statement Concerning Christian Perspective “ Teaching philosophy “ Policy regarding questionable materials “ Scripture related to course content “ Faith / Learning resource	
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. . .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex	Integrate terminology from literary history into writing	Research Paper

Abilene Christian University - Dallas

Application for a New Course

Course ID <i>Subject and Number</i>	BUSA 530
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Mark Phillips/Brad Crisp
2	Course Teacher	Ian Shepherd
3	Course Title	Leadership
4	Course Abbreviation (if title is over 30 characters)	N/A
5	College	College of Graduate & Professional Studies
6	School/Department	Management Sciences
7	Number of Credit Hours	3.0
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes (see #10 below)
10	Maximum number of times course may be repeated	May be retaken one time to improve low grade.
11	Maximum number of hours credit	3.0
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3.0
13g	Course contact hours - Colloquium	
13h	Course contact hours - Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours -	

	Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	An overview of how individuals manage and lead themselves and others in business. Topics include theoretical and practical models of leadership, ethical issues of leadership, and forms of influence within groups and corporations. Students will develop and apply a personal leadership framework. First course for entering MBA students.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	As needed
23a	How often will it be offered? Spring	As needed
23b	How often will it be offered? Summer	As needed
23c	How often will it be offered? Fall	As needed
24	Frequency?	
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog.</i>	Fall 2015
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A
27	Is this course required	Yes

	for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No (Will be taught in Fall 2 as a special topics for the first time)
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	Principles of leadership are taught in numerous courses (e.g., LEAD 711 Theories and Practices of Effective Leadership) and programs (e.g., Ed.D. in Organizational Leadership). However, it is important to contextualize this material within business disciplines, and this course is designed to introduce new students to the MBA program.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is required for the MBA degree plan.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This new course is designed to be the first course in the MBA program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate students entering the MBA program.
2	State the overarching course goal(s) in performance terms.	Each student should be able to: 1. Apply leadership theories and processes to individuals, teams and organizations. 2. Develop a personal leadership approach. 3. Reflect on vocation in the context of his/her personal values and goals. 4. Evaluate other leaders in light of leadership theory, context, and

		relevant values and goals.
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2. Competencies and Measurements

Measurements (see more detailed assignments in syllabus)	Course Competency	MBA Program SLOs
Leadership Portfolio Assignments	2. Develop a personal leadership approach. 3. Reflect on vocation in the context of his/her personal values and goals.	SLO 1.1 Students will understand leadership processes and develop a personal leadership approach. SLO 4.3 Students will reflect on their vocation in the context of their personal values and goals.
Steve Jobs Assignments	1. Apply leadership theories and processes to individuals, teams and organizations. 4. Evaluate other leaders in light of leadership theory, context, and relevant values and goals.	SLO 1.1 Students will understand leadership processes and develop a personal leadership approach.
Homework Assignments	1. Apply leadership theories and processes to individuals, teams and organizations. 2. Develop a personal leadership approach. 4. Evaluate other leaders in light of leadership theory, context, and relevant values and goals.	SLO 1.1 Students will understand leadership processes and develop a personal leadership approach. SLO 1.2 Students will recognize and work within elements of organizational culture. SLO 1.3 Students will employ teams and cooperative efforts inside and outside organizations to achieve desired outcomes.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Books

Northouse, P. (2015). *Introduction to Leadership: Concepts and Practice, Third Edition*. SAGE Publications, Thousand Oaks, California.

Isaacson, W. (2011). *Steve Jobs, First Edition*. Simon & Schuster, New York. ISBN: 978-1-4516 48539

Articles

[7 Things Great Leaders Always Do \(But Mere Managers Always Fear\)](#)
[Emotional Intelligence - What Makes a Leader?](#)
[Great Leadership Isn't About You](#)
[8 Ways To Spot Great Leadership](#)
[Top 10 Qualities That Make A Great Leader](#)
[5 Ways to Train Yourself to Be a Great Leader](#)
[Vocation, career, and job: Which do you have?](#)
[Does Being Ethical Pay \(WSJ\)](#)
[A Menu of Moral Issues](#)
[Building an Ethical Framework](#)
[Ethical Fading](#)
[We're not as ethical as we think we are](#)
[Does ethical behavior impact the organization?](#)
[A Framework for Thinking Ethically](#)
[13 Signs That A Leadership Mindset Is Inside You Though You Don't Know](#)
[Lewin's classic model of leadership styles](#)
[What is Transformational Leadership](#)
[Why It Pays to Be a Jerk](#)
[Vision is not the roadmap](#)
[A big goal is not the same as vision](#)
[Your Company's Purpose Is Not Its Vision, Mission, or Values](#)
[Personal Mission Statements of 5 Famous CEOs](#)
[Personal Mission Statement of 13 CEOs](#)
[How Phil Knight turned the Nike brand into a global powerhouse](#)
[The Terrible Management Technique That Cost Microsoft Its Creativity](#)
[The Benefits of Being a Total Zero \(an astronaut talks about being a leader\)](#)
[Your Corporate Culture's "Artifacts" - What Would Indiana Jones Say?](#)
[Are women penalized for leading when men are rewarded?](#)
[In-groups, out-groups, and the psychology of crowds](#)
[The toughest kinds of groups](#)
[Strategies for Learning from Failure](#)
[Steps to resolve workplace conflicts](#)
[Conflict resolution skills](#)
[Good managers lead through a team](#)
[10 Tips for Leading Your Team to Peak Performance](#)
[Steps to building an effective team](#)
[What New Team Leaders Should Do First](#)
[Six Ways Successful Teams are Built to Last](#)
[5 Things Smart Managers Know about Building Teams](#)
[5 Ways Being a Good Follower Makes You a Better Leader](#)
[Why the Best Leaders are Great Followers](#)
[Following: Inside Every Good Follower Is A Leader \(PDF\)](#)
[3 Ways to Be an Effective Self-Leader](#)

Videos

[Video: Tim Keller - Why Work Matters](#)
[Video: Larry Smith: Why you will fail to have a great career](#)

Video: Seth Godin on the Difference Between Leadership and Management
Roselinde Torres: What it takes to be a great leader

2. For combined undergraduate/graduate courses, make two lists:
 - a. full publication information; label Undergraduate.
 - b. full publication information; label Graduate. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	School/Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.

	10	Provide documentation for all additional attachments here
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V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Program/School

MBA Program Director

Date

Assistant Dean of the School

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Mgmt Sci Dept. Chair

Date

COBA Assoc Dean

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: BUSA 530

Course Title: Leadership

1. Program Curriculum Committee and/or College Academic Council Review & Recommend: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Recommend ☐ Do not recommend ☐

MBA Program Director

Date

Recommend ____ Do not recommend ____

COBA Academic Council Date

Recommend ____ Do not recommend ____

CGPS Academic Council Date

2. Academic Council Action:

Recommend ____ Do not recommend ____

Dean Date

3. Vice President of Academic Affairs Action: (for all courses)

Approved ____ Denied ____

Vice President of Academic Affairs Date

Attach notes, comments, or conditions from appropriate councils:

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Program/School

Brod Crisp
MBA Program Director

10/9/2015

Date

n/a

Assistant Dean of the School

Date _____

Cross-listing Department *Add more lines if multiple departments are cross-listing*


Mgmt Sci Dept. Chair

Date 10/9/15

Brenda Cross
COBA Assoc Dean

10/9/2015
Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: BUSA 530

Course Title: Leadership

1. Program Curriculum Committee and/or College Academic Council Review & Recommend: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Recommend ☒ Do not recommend ☐

B. J. C. 10/9/15
MBA Program Director Date

Recommend ☒ Do not recommend ☐

David Perkins 10-16-15
COBA Academic Council Date

ABILENE CHRISTIAN UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION
Term and Year (3 credit hours)
BUSA 530 Leadership



Lead Teacher: Name 1
Facilitator(s): Name 2
Name 3

Email: @acu.edu
Email @acu.edu

Mission

Abilene Christian University (ACU)

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. This mission is achieved through:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society;
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

ACU College of Business Administration (COBA)

The mission of ACU's College of Business Administration is to glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world.

ACU Master of Business Administration (MBA)

The mission of the Master of Business Administration is to prepare business professionals for administrative roles that call on them to demonstrate ethical management and decision-making skills informed by principles of Christian vocation. This is accomplished through equipping business leaders to:

1. Practice effective leadership of themselves, their teams, their organizations, and their external constituents;
2. Lead organizational innovation efforts through effective integration of strategy with appropriate organizational processes and technologies;
3. Engage in data-informed decision-making; and
4. Make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.

Course Overview

Course Description and Prerequisites

An overview of how individuals manage and lead themselves and others in business. Topics include theoretical and practical models of leadership, ethical issues of leadership, and forms of influence within groups and corporations. Students will develop and apply a personal leadership framework. First course for entering MBA students.

Integration of Christian Faith & Ethics

Leadership is a "force multiplying tool": it allows one person to have a disproportionately large impact on people, corporations, and even nations. As people who are called to have an impact on the world, Christian leaders have a responsibility to ensure that their leadership is ethical and moral. In this course we will continually examine how our values and beliefs play out in everyday leadership decisions and actions.

Course Competencies

As outcomes of the course, each student should be able to:

1. Apply leadership theories and processes to individuals, teams and organizations.
2. Develop a personal leadership approach.
3. Reflect on vocation in the context of his/her personal values and goals.
4. Evaluate other leaders in light of leadership theory, context, and relevant values and goals.

Required Textbooks & Course Materials

Northouse, P. (2015). *Introduction to leadership: Concepts and practice* (3rd ed.). Thousand Oaks, CA: SAGE. (ISBN: 978-1452259666)

Isaacson, W. (2011). *Steve Jobs*. New York: Simon & Schuster. (ISBN: 978-1451648539)

Assignments and Grading

Assignments (100 points possible; see Canvas for more detailed descriptions)

1. Leadership Portfolio Assignments

Your final assignment in this course will be a comprehensive Leadership Portfolio, which will summarize your learning in the course. Parts of this portfolio will be new and parts will consist of work you completed in earlier modules, updated to reflect feedback received and changes in your perspective over time.

Portfolio: Personal Leadership Philosophy	5 points
Portfolio: Personal Mission and Vision	3 points
Portfolio: Applying an Ethical Framework	3 points
Portfolio: Final Leadership Portfolio	13 points

2. Steve Jobs Assignments

These assignments will be completed throughout the course and are based your review and application of the required *Steve Jobs* text.

Steve Jobs: Ethics	5 points
Steve Jobs: Managing Steve	5 points
Steve Jobs: Mission	5 points
Steve Jobs: After Steve	5 points

3. Homework Assignments

These assignments are all other individual or group assignments included in the course.

Homework: Leadership Theories	5 points
Homework: Managing Managers and Leading Leaders	8 points
Homework: Assessing Your Leadership Style	3 points
Homework: Developing Your Leadership Skills	5 points
Homework: Assessing and Improving Your Organization's Culture	5 points
Homework: Fight!	5 points
Homework: Growing and Helping Your Team	3 points

4. Discussion Questions

2-4 discussion questions per week, 1 point possible per discussion question	22 points
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Alignment of Assignments with Course Competencies and Program Student Learning Outcomes

Assignment	Course Competency	MBA Program SLOs
Leadership Portfolio Assignments	2. Develop a personal leadership approach. 3. Reflect on vocation in the context of his/her personal values and goals.	SLO 1.1 Students will understand leadership processes and develop a personal leadership approach. SLO 4.3 Students will reflect on their vocation in the context of their personal values and goals.
Steve Jobs Assignments	1. Apply leadership theories and processes to individuals, teams and organizations. 4. Evaluate other leaders in light of leadership theory, context, and relevant values and goals.	SLO 1.1 Students will understand leadership processes and develop a personal leadership approach.
Homework Assignments	1. Apply leadership theories and processes to individuals, teams and organizations. 2. Develop a personal leadership approach. 4. Evaluate other leaders in light of leadership theory, context, and relevant values and goals.	SLO 1.1 Students will understand leadership processes and develop a personal leadership approach. SLO 1.2 Students will recognize and work within elements of organizational culture. SLO 1.3 Students will employ teams and cooperative efforts inside and outside organizations to achieve desired outcomes.

Grades

A=90-100, B=80-89, C=70-79, D=60-69, F=0-59 points.

General Writing Expectations

(Adapted from Dr. Cole Bennett, Director of the ACU Writing Center, used with permission)

- **An excellent paper (A)** will adhere carefully to the prompt; be on-topic with the appropriate scope, length, and formatting; match the rhetorical task of the assignment; and be virtually flawlessly edited.
- **A good paper (B)** will approach the *excellent paper* guidelines, but may have too limited a scope or fall short of editing, logical sequencing, elaboration of ideas, or well-suited research.
- **An adequate paper (C)** is a readable attempt toward answering the prompt, but lacks sufficient development.
- **Sub-standard papers (D and F)** fall short of acceptable business and professional standards. At the professor's discretion, the student may be given the opportunity to revise and resubmit for half credit.

Academic Policies

Faculty Roles [For courses taught by a lead teacher and facilitator – delete section if only one professor]

A lead teacher and a facilitator will guide you through this course. Each is available to you by email and, if necessary, by phone. The facilitator addresses your day-to-day needs within the course and is your primary contact person. The lead teacher is assigned to multiple sections of the course and works in a supervisory role. Please direct all questions and issues to your facilitator; however, you may contact your lead teacher if a situation arises in which you have not gotten a response from the facilitator within 48 hours.

Engaged Learning in an Online Format

This online course invites students into a community of engaged learners. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently (at least 5 days per week), master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcome and competencies. Weekly readings and discussion boards will allow students to do what advanced practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings.

Initial posts on discussion questions are due no later than 11:59 pm Central time on the stated due date. Appropriate posts are concise, focused, substantive, well-reasoned, and cite readings that support arguments or opinions. Unless stated otherwise, each student must respond to the posts of at least two other students within 48 hours of the initial post deadline.

Assignment Due Dates

Please refer to the Canvas LMS for specific assignment and reading due dates. All deadlines are set for 11:59pm Central time and will occur on Tuesday, Thursday, Saturday or Monday. Any submission received after 8:00am Central time of the day following the deadline will incur an automatic 30% deduction; any submission not received within 1 week of the deadline will receive a zero. Required follow-up to a discussion question is due within 48 hours of the initial post deadline. If you are having difficulty completing an assignment on time, please consult with your course facilitator immediately.

Incomplete Policy

ACU Online policy states that all required work for an online course must be completed within the time framework established by that particular course's assignment calendar. Neither the facilitator nor the lead teacher is allowed to enter a grade of "Incomplete" for any student.

No grade of Incomplete will be given as a final course grade. A student will receive the grade earned at the conclusion of the course. In extreme circumstances, the student may request additional time to complete course assignments from the lead teacher. This request must be submitted in writing during the course term. The request must include the circumstances that have led to the necessity of the requested extension, along with a detailed plan of action which outlines how each assignment will be completed and proposes a date of completion. This request must be received by the lead teacher before the final day of class. In the rare situation that the request is approved, a submission date will be set by the lead teacher. At the agreed time, the submitted assignments will be graded, and if appropriate, the course grade will be changed.

Adults with Disabilities

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need

accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email our compliance coordinator, Scott Self, at jss00c@acu.edu.

Questionable Materials

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- Does the material simulate or portray actual life experience that enhances the learning potential of this course?
- Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?
- Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

COBA Honor Code

In joining ACU's College of Business Administration, students, faculty, and staff covenant to abide by the following ethical principles:

- **Competence** – To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.
- **Character** – A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.
- **Community** – A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

ACU's Academic Integrity Policy

Violations of academic integrity and other forms of cheating, as defined in Abilene Christian University's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the link above.

1. **Plagiarism** – Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:
 - Wholesale copying of passages from works of others into an assignment, paper, discussion
 - posting, thesis or dissertation without acknowledgment.
 - Using the views, opinions, or insights of another without acknowledgment.
 - Paraphrasing another person's characteristic or original phraseology, metaphor, or other
 - literary device without acknowledgment.

Faculty members monitor student work for evidence of plagiarism.

2. **Lying** – Inventing data or sources or making false attributions about the origin of material or offering a deceptive reason for an absence or delay in the completion of academic work.
3. **Cheating** – Facilitating or participating in any process that circumvents the intent of any exam, test, quiz, paper, or assignment.

Any dishonest act observed or reported will be investigated and if proven, be reported in administrative offices and records, and may be subject to any or all of the following outcomes based on severity:

1. A zero for the assigned work
2. A failing grade for the course
3. Dismissal from the university

Reading and Assignment Schedule

[Note: This section will only be included for course application purposes. All of this information will be presented in the Canvas LMS.]

Reading Schedule by Module

1. Chs. 1-2 of *Introduction to Leadership: Concepts and Practice, Third Edition*
Articles:
[7 Things Great Leaders Always Do \(But Mere Managers Always Fear\)](#)
[Great Leadership Isn't About You](#)
[8 Ways To Spot Great Leadership](#)
[Vocation, career, and job: Which do you have?](#)
2. Ch. 11 of *Introduction to Leadership: Concepts and Practice, Third Edition*
Chs. 1-7 of *Steve Jobs*
Articles:
[Does Being Ethical Pay \(WSJ\)](#)
[A Menu of Moral Issues](#)
[Ethical Fading](#)
[We're not as ethical as we think we are](#)
[Does ethical behavior impact the organization?](#)
[A Framework for Thinking Ethically](#)
3. Chs. 3-4 of *Introduction to Leadership: Concepts and Practice, Third Edition*
Chs. 8-17 of *Steve Jobs*
Articles:
[13 Signs That A Leadership Mindset Is Inside You Though You Don't Know](#)
[Lewin's classic model of leadership styles](#)
[What is Transformational Leadership?](#)
[Why It Pays to Be a Jerk](#)
4. Ch. 7 of *Introduction to Leadership: Concepts and Practice, Third Edition*
Chs. 18-25 of *Steve Jobs*
Articles:
[Vision is not the roadmap](#)
[A big goal is not the same as vision](#)
[Your Company's Purpose Is Not Its Vision, Mission, or Values](#)
[How Phil Knight turned the Nike brand into a global powerhouse](#)

5. Chs. 5, 6, and 8 of *Introduction to Leadership: Concepts and Practice, Third Edition*
Chs. 26-35 of *Steve Jobs*
Articles:
[The Terrible Management Technique That Cost Microsoft Its Creativity](#)
[The Benefits of Being a Total Zero \(an astronaut talks about being a leader\)](#)
[Your Corporate Culture's "Artifacts" - What Would Indiana Jones Say?](#)
6. Chs. 9, 10, and 12 of *Introduction to Leadership: Concepts and Practice, Third Edition*
Chs. 36-42 of *Steve Jobs*
Articles:
[Are women penalized for leading when men are rewarded?](#)
[In-groups, out-groups, and the psychology of crowds](#)
[The toughest kinds of groups](#)
[Steps to resolve workplace conflicts](#)
[Conflict resolution skills](#)
[10 Tips for Leading Your Team to Peak Performance](#)
7. Articles:
[What New Team Leaders Should Do First](#)
[Six Ways Successful Teams are Built to Last](#)
[5 Things Smart Managers Know about Building Teams](#)
[5 Ways Being a Good Follower Makes You a Better Leader](#)
[Why the Best Leaders are Great Followers](#)
[Following: Inside Every Good Follower Is A Leader](#)
[3 Ways to Be an Effective Self-Leader](#)

Assignment Schedule and Deadlines

Week	Assignment	Points
1	Homework: Leadership Theories	5
1	Portfolio: Personal Leadership Philosophy	5
2	Steve Jobs: Ethics	5
2	Portfolio: Applying an Ethical Framework	3
3	Steve Jobs: Managing Steve	5
3	Homework: Managing Managers and Leading Leaders (Group)	8
4	Steve Jobs: Mission	5
4	Portfolio: Personal Mission and Vision	3
5	Homework: Assessing Your Leadership Style	3
5	Homework: Developing Your Leadership Skills	5
5	Homework: Assessing and Improving Your Organization's Culture	5
6	Homework: Fight!	5

6	Homework: Growing and Helping Your Team	3
7	Steve Jobs: After Steve	5
7	Portfolio: Final Leadership Portfolio	13
All	Discussion Questions	22
	Total Points	100

Abilene Christian University Library

M E M O R A N D U M

Date: September 14, 2015
To: Dr. Brad Crisp
CC: Dr. Jaime Goff
From: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for BUSA 530 - Leadership

After reviewing the course application and syllabus, the library can adequately support the proposed course with the provision of library funding for online programs included in the Memorandum of Understanding. Please contact your library liaison, Mark McCallon (mccallonm@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

BUSA 530 Leadership

Reviewer

David Christianson



Developer

COBA

About the course

- ☒ Course number and title
- ☐ Credit hours
- ☒ Semester and year
- ☐ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☐ Office location
- ☒ Contact information
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☒ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

Please indicate how many hours of credit are proposed for this course.

Submit

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MEMO

DATE: March 3, 2015

TO: Dr. John Weaver, Dean of Library Services and Educational Technology

FROM: Dr. Stephen Johnson, Vice President of Academic Affairs for ACU-Dallas

RE: Funding Model for Academic Resources for Online Graduate Programs

This memo is to articulate the funding model for academic resources for online graduate programs administered by the Dallas Campus (referred to in previous documents as "Graduate School").

Funding Model Agreement:

In a meeting on February 26, 2015 and through subsequent electronic communication, representatives from the Dallas Campus and the Library reached the following agreement regarding a funding model for graduate online programs:

- a. The Dallas Campus will pay \$50 per student/per course enrolled to the Library to adequately support licensing or purchase of online information resources with the technology and service infrastructure and personnel to support them. [The total amount will be estimated before the beginning of the fiscal year to establish a budget, with quarterly payments based on the estimated amount. Any significant adjustments to budget based on enrollment will be communicated by the Dallas Campus to the Library on a quarterly basis.](#) This agreement renews automatically each year subject to review.
- b. The funding model for graduate online programs will be reviewed annually in order to assess appropriateness. This review will take place to coincide with the end of the Spring 2 term, end of April/first of May and allows for FY budget planning. The review will be initiated by the Library, [overseen by the Chief Academic Officers at the Abilene and Dallas Campuses](#), and be based, [in part](#), on a regular report of how these funds are used in support of online graduate programs and their excellence, continually seeking the input of faculty and program directors.

Monday, September 21, 2015

Abilene Christian University

Re: BUSA 530 Application

Dear Brad,

The Adams Center for Teaching and Learning has completed the review LEAD 786: Quantitative Analysis. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please consider the following before submitting the syllabus to the Graduate Council.

- Indicate how many hours of credit are proposed for this course in the syllabus.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "D. Christianson", written in a cursive style.

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University