



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000588128		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	4/11/19	5/14/2019
Correspondence Ed.	4/11/19	5/14/2019
Distance Ed.	4/11/19	5/14/2019

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Sarah Frid			
CB01 - Subject and Course #: BUS 201			
CB02 - Course Title: Principles of Organizational Leadership			
New Course: <input type="checkbox"/>		Non-Substantial: <input checked="" type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input type="checkbox"/> CSU-GE	
		<input type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites:			
Co-requisites:			
Advisories: Requires college-level skills in critical thinking and writing.			
CB03 - TOP Code:		0506.00 - Business Management	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		B - Transferable to CSU only	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		C - Clearly Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		B= CSU only	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- Face-to-Face – Section B
- Correspondence Education – Section C
- Distance Education – Section D

JUSTIFICATION OF NEED:

Business 201 is an elective in both the A.S. Degree and Certificate of Achievement in Business Management, and is transferable as an elective to CSU.

CATALOG DESCRIPTION:

A detailed analysis of leadership theory and practice through lectures, discussions, simulations and independent field experiences. A survey of leadership theory, leadership style, oral and written communication, ethical leadership, conflict management, and the dynamics of culture and gender in organizations.

COURSE OBJECTIVES:

1. Explain why leadership has been defined in different ways.
2. Explain the issues in assessing leadership effectiveness.
3. Describe the typical activity patterns for people in managerial positions.
4. Describe why task and relations behavior are important for leadership effectiveness.
5. Describe the situations in which participative leadership is particularly effective.
6. Explain various ways to manage a subordinate who has performance deficiencies.
7. Explain the process by which power is acquired or lost in organizations.
8. Describe the traits and skills that cause some people to derail in their managerial careers.
9. Describe what traits, behaviors, and influence processes are involved in charismatic and transformational leadership.
10. Describe the different ways that leaders can influence the culture of an organization.
11. Describe the procedures to facilitate team learning and procedures to build trust and cooperation among team members.
12. Describe the potential advantages of executive teams and the conditions that increase their effectiveness.
13. Describe what leaders can do to encourage and facilitate leadership development in their subordinates.
14. Describe ethical leadership and how it relates to current leadership theories.

STUDENT LEARNING OUTCOMES:

1. Explain what traits are most relevant for effective leadership.
2. Describe the different ways that leaders can influence the culture of an organization.
3. Describe the procedures to facilitate team learning and to build trust and cooperation among team members.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. Leadership--what is it?
2. The nature of managerial work
3. Survey of managerial studies on leadership
4. Participative leadership, delegation and empowerment
5. Power and influence
6. Managerial traits and skills
7. Contingency theories of effective leadership
8. Charismatic and transformational leadership
9. Leading change in organizations
10. Leadership in teams and decision groups
11. Strategic leadership by executives
12. Developing leadership skills
13. Ethical leadership and diversity
14. Research methods in studying leadership

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

Textbook readings

Special readings in business publications and journals as assigned by the instructor.

4. Examples of writing assignments:

2-3 page analyses of case studies and other questions based on readings, class lectures and class discussions.

5. Appropriate assignments to be completed outside of class:

Students will perform independent activities outside of class, including studies of leadership styles in existing organizations and provide written and oral reports in class reviewing the results of their studies.

6. Appropriate assignments that demonstrate critical thinking:

Assessment of organizational leadership effectiveness through case study analysis and independent studies

Development of a set of principles and traits that define effective leadership.

Evaluation of research studies in leadership.

7. Other assignments (if applicable):

Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

Lecture, discussion, role-play simulations.

2. Describe the methods of evaluating of student performance.

Written analysis of case studies and independent studies.

Exams

Oral reports in class

Class participation

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

Instructor-student contact in Correspondence sections is maintained through conventional mail and couriers. Instruction would include reading and responding to work submitted by students and providing them with periodic progress reports.

2. Describe the methods of evaluating student performance.

Correspondence methods of evaluation of student performance may include quizzes, exams, written assignments, and portfolio projects.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

ITV: Discussion via interactive TV between the main campus and the Needles Center

Online: Synchronous and asynchronous discussions between students and instructor.

2. Describe the methods of evaluating of student performance.

Students' performance on tests, quizzes, reports, and written assignments.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; e-mails; letters; notes; phone calls; or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Students will be required to have access to a personal computer and be able to connect to the Internet if the course is online. ITV equipment and location will be provided by the College.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

The Leadership Experience, 6th edition, Richard L. Daft, (2015)

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____