

Faculty Senate Course Form

Effective Date: _____ Submission Date: _____

Department: _____ College of: _____

Contact Person: _____

Create New, Revise, Inactivate, or Reactivate: _____ Course #: _____

Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the New course or Changes to existing:

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes _____ No _____

3. Is this course to be considered for General Education?

If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.

Yes _____ No _____

4. Will this course be required of any education majors?

If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.

Yes _____ No _____

5. Will additional resources or costs be required?

Yes _____ No _____

If so, what will be needed?

PSU Faculty Senate 25-26

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

Yes

No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:

Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:

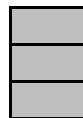
Attach with upload.

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:		
Course Number:		
Credits:		
Grading System:		
Pre/Co-Requisite(s):		
Course Description:		

Authorization Sign-Off

Checklist: Check once verified.



- Required fields completed.
- Syllabus attached for new courses
- Assignment Strategies Attached

-Approved: Department Chair/Director

Date: _____

Signature, Chair/Director: Brian Moots

-Approved: College Curriculum Committee

Date: 1/13/26

Signature, Committee Chair: Christopher Gilders

-Approved: Dean of College

Date: 1/13/26

Signature, Dean: Christopher Gilders

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: _____

Signature, Committee Chair: _____

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

HONOR 400 Honors Leadership Seminar

Leadership, Ethics, & Civic Engagement: Preparing Future Change-Makers

2-credit hours

Instructors: Dr. Susan Bon and Dr. Brian Moots

Course Description

This course explores the principles and practices of successful leadership, integrity, and civic responsibility through interactive discussions, experiential learning, internal and external community engagement with leaders, and creative demonstration of leadership growth through real-world project involvement and discovery. Designed for Honors students, the course emphasizes critical, creative, and analytical skills, encouraging students to reflect deeply on their roles as ethical leaders in society.

Course Goals & Learning Outcomes

By the end of this course, students will be able to:

1. Analyze different leadership models and ethical frameworks.
2. Critically evaluate the role and impact of civic and community engagement.
3. Engage with community leaders to understand various leadership perspectives and challenges.
4. Develop and articulate a personal leadership philosophy.
5. Design and implement a civic engagement project addressing community needs.
6. Demonstrate innovative practice, higher-order thinking, and reflective leadership in thoughtful discussion, critical analysis, and rigorous debate.

Course Structure & Schedule

(Approximately 14 weeks, 1 class per week)

Week 1: Introduction to Leadership & Civic Engagement

- Overview of leadership theories and civic engagement.
- Icebreaker activity: "Who Inspires You?"
- Reflective journaling assignment.

Week 2: Ethical Frameworks & Moral Reasoning

- Discussion on ethics in leadership.
- Case study analysis: Ethical dilemmas in various sectors.
- Guest Lecture: Ethics in Industry or Public Service.

Week 3: Leadership in Different Sectors

- Explore leadership styles in education, business, government, nonprofits.
- Student-led leadership presentations.

Week 4: Civic Engagement and Leadership Values

- Historical and contemporary issues.
- Service-learning opportunities.
- Guest Lecture: State or Local Public Official
- Reflect on professional, personal, and community values.

Week 5: Community and Civic Leadership

- Learning from leaders in government, industry, education, community organizations.
- Q&A: What does civic leadership entail?
- Guest Lecture: Non-profit Community Leader

Week 6: Developing Personal Leadership Philosophy

- Workshop: Craft your leadership vision/philosophy.
- Peer feedback and review session.

Week 7: Collaborative Leadership & Building Team Effectiveness

- Activities and leadership team simulations.
- Leadership case study analysis.

Week 8: Civic Engagement Projects

- Teams propose and refine community impact projects.
- Identify community partners.

Week 9-10: Experiential Civic Engagement Projects

- Implementation phase or fieldwork.
- Reflection journals and progress reports.

Week 11: Mock Civic Crisis & Leadership Response

- Scenario-based simulation.
- Group activity to develop strategic responses.

Week 12: Ethical Decision-Making & Conflict Resolution

- Overview of conflict resolution and application of ethical leadership.
- Guest Speaker: Community leader experienced in conflict resolution

Week 13: Presentations & Reflection

- Student presentations of projects.

- Peer evaluation.
- Reflective discussion.

Week 14: Course Wrap-Up & Future Leadership

- Summary of key learnings.
- Developing a personal leadership action plan.
- Course evaluation & feedback.

Innovative & Experiential Learning Elements

- **Guest Lectures:** Invite diverse leaders, including non-traditional voices (e.g., social entrepreneurs, community activists).
- **Simulations & Role Plays:** Crisis management, ethical dilemmas.
- **Service-Learning:** Students design and carry out community-based projects.
- **Peer Learning & Feedback:** Regular peer reviews and mentorship activities.
- **Personal Reflection:** Journals, blogs, or portfolios to foster deep thinking.
- **Capstone Project:** Civic engagement proposal or leadership development plan.

Assignments & Assessments

- **Reflective Journals (20%):** Weekly reflections to promote self-awareness.
- **Leadership Statement (10%):** Personal philosophy paper.
- **Case Analysis & Participation (20%):** Engage in discussions and analyze ethical/leadership cases.
- **Civic Engagement Project (30%):** Design, implement, and present a community project.
- **Final Portfolio (20%):** Consolidate learning, project outcomes, and future goals.

Key Features

- **Flexible & Adaptive:** Incorporate current events and evolving community needs.
- **Collaborative:** Emphasize teamwork, dialogue, and peer feedback.
- **Reflective & Personal:** Foster self-awareness and ethics in leadership.
- **Community-Connected:** Direct engagement with local organizations and leaders.

Propose Book List & Course Readings

Core Books

1. **"The Audacity of Hope: Thoughts on Reclaiming the American Dream" by Barack Obama**
Themes: Leadership, civic responsibility, hope, and democracy.
2. **"Leadership in Turbulent Times" by Doris Kearns Goodwin**
Themes: Leadership styles, resilience, decision-making through historical examples (Lincoln, Teddy Roosevelt, FDR, LBJ).
3. **"Ethics for the Real World: Creating a Personal Code to Navigate Daily Dilemmas" by Ronald A. Howard & Clinton D. Korver**
Themes: Practical ethics, moral decision-making, real-world applications.

Compelling Essays, Speeches, & Articles

- **"The Common Good" by John Rawls** (Excerpt from *A Theory of Justice*)
Themes: Justice, fairness, social cooperation.
- **"Ralph Waldo Emerson's Self-Reliance" (Essay)**
Themes: Individual integrity, moral independence, civic responsibility.
- **"Letter from Birmingham Jail" by Martin Luther King Jr.**
Themes: Justice, civil disobedience, moral duty.
- **"On Civil Disobedience," by Henry David Thoreau** (Essay)
Themes: Moral resistance, individual conscience.
- **"The Ends of Power," by James Reston** (Long-form article)
Themes: Leadership decision-making and ethical boundaries.
- **"The Social Contract" by Jean-Jacques Rousseau** (Selections or excerpts)
Themes: Civic responsibility, political obligation.

Foundational Documents & Speeches

- **The Declaration of Independence** (U.S. founding document)
- **The U.S. Constitution & Bill of Rights**
- **The Universal Declaration of Human Rights (1948)** by the UN
- **"A Call to Civil Disobedience" speech by Mahatma Gandhi**
- **"The Socratic Method"** excerpts from Plato's dialogues

Additional Readings, Articles, & Videos

- **"The Role of a Leader" by Warren Bennis** (Harvard Business Review article)
- **"Innovation in Civic Engagement" by Alexander von Hoffman** (Journal article)
- **"The Ethics of Leadership" by Joanne B. Ciulla** (Chapter excerpt from *The Ethics of Leadership*)
- **"Educated" by Tara Westover** (available via link: [Educated: Tara Westover in conversation with Lily Cole at the ... YouTube, April 1, 2025](#))

Supplementary Resources

- **U.S. State Department & Department of Education Reports** on civic education (e.g., *Civics and Service Learning* reports)
- **Federal and State Charters** on civic organizations or public service initiatives.

Implementation Tips

- Assign readings progressively, pairing foundational philosophies with contemporary examples.
- Use essays and speeches as prompts for discussion and debate.
- Encourage students to reflect on how these writings influence their leadership style and civic identity.

HONOR 400 Honors Leadership Seminar

Leadership Statement and Essay

Each student will write a leadership statement and an essay describing a leader they admire who has made (or has great potential to make) positive change. Your subjective opinion must be supported by objective fact. This means that wherever you give an opinion, you must support that opinion with a referenced fact from one of two possible sources (see references section below).

Essay Guidelines:

1. Identify a leader you admire and discuss why you admire this leader and how the leader has made (or has the potential to make) positive change.
2. Identify which leadership theory(ies) this particular leader adheres to and discuss which leadership style(s) this leader most frequently uses.
 - a. *It is very important that you distinguish between leadership theory and style to demonstrate your knowledge of these concepts.*
 - b. This should be objective (e.g. use sources)

Leadership Theories: Transactional, Transformational, Servant, Agile & Authentic, Shared, Implicit, Leadership Theory (ILT)

Leadership Styles: Autocratic, Democratic, Laissez-Faire.

3. Examine both your (the student's) personal leadership theory(ies) and style(s) in comparison to your chosen leader's leadership theory(ies) and style(s)
 - a. *It is very important that this comparison be written in a way that shows your ability to assess your own leadership theory and style through comparison with your chosen leader's theory and style.*
 - i. A combination of objective facts (e.g. referenced and cited leadership theories and styles) and your subjective thoughts (e.g. why you feel those leadership theories/styles best fit you or the situations where you lead)

References: The essay will require the student to utilize our assigned readings and at least two other sources. Sources should be cited using MLA style. Suggested sources include:

1. Our assigned texts
2. Another book
3. A professional journal article
4. A reputable website

Format: The paper's structure should...

1. Include a title page, a running header, and a reference page (not included in page length below)
2. Be double-spaced, 1" margins, 12-point, Times New Roman font, 750-1000 words and 3-5 pages long.

Leadership Statement and Essay: Grading Rubric

Standard	Exceeds Standard (5)	Above Standard (4.5)	Average (3-4)	Below Standard (3)	Poor (2)	WT	Score
Quality of Introduction	The introduction clearly identifies chosen leaders and describes rationale for choice with exhaustive overview of paper.	The introduction presents the leader and rationale clearly, and provides a clear and concise overview of paper.	The introduction presents the leader and rationale clearly, but provides a very short overview of paper.	The introduction inadequately introduces the leader and give no rationale for choice. No overview of the paper may be attempted.	The chosen leader and rationale for the choice is not clear from the introduction. No overview of the paper may be attempted.	X 2	
Quality of Content	The content provides exhaustive exemplification of both leader and student's chosen theory(ies) and style(s).	The content provides clear and concise exemplification of both leader and student's chosen theory(ies) and style(s).	The content provides some clear exemplification of both leader and student's chosen theory(ies) and style(s).	The paper does not include all required exemplification of both leader and student's chosen theory(ies) and style(s).	The paper does not include both leader and student's chosen theory(ies) and style(s).	X 5	
Quality of Summary & Conclusion	The writer closes the paper with an effective assessment of personal leadership theory(ies)/style(s) through an extensive comparison of chosen leader's theory(ies)/style(s).	The writer closes the paper with an effective assessment of personal leadership theory(ies)/style(s) through a clear and concise comparison of chosen leader's theory(ies)/style(s).	The writer closes the paper with a moderately effective assessment of personal leadership theory(ies)/style(s) through a concise comparison of chosen leader's theory(ies)/style(s).	The writer closes the paper with an inadequate assessment of personal leadership theory(ies)/style(s) with few comparisons of chosen leader's theory(ies)/style(s).	There is no clear assessment of personal leadership theory(ies)/style(s). Conclusion inadequate.	X 2	
Quality of Organization	The paper flows in a logical, coherent manner with headings and transition sentences and no lapses.	The paper flows in a logical, coherent manner with some headings and transition sentences and only minor lapses.	Most of the paper is logical and coherent although has few headings and transition sentences and at least one major lapse in organization occurs.	The paper is not logically organized with no headings or transition sentences although some meaningful statements are made throughout.	The paper is not logical or coherent.	X 3	
Use of sources	The writer uses the 2 required sources.	The required number of sources is used (2), but they are not the required types.	Fewer than the required number of references are used, but the ones that are used are from scholarly and reputable sources.	The required number of references is not used and several are not from reputable sources.	The writer does not use any reputable sources.	X 3	
Format of in-text documentation and bibliography	All references, citations, and paper formatting are consistently in APA format.	At least one reference or citation is in a nonstandard format.	More than one reference or citation is in a nonstandard or inconsistent format	Several references or citation are in a nonstandard format or one style was not consistently used	The format for documentation was nonstandard and inconsistent	X 1	
Prose style, spelling and grammar	The writing is fluent, with no spelling or grammatical errors	Sentence structure is adequate with few errors in spelling or grammar	Sentence structure is occasionally awkward. Minor errors in usage and/or spelling	Sentence structure is sometimes awkward. Many errors in usage and/or spelling.	Sentence structure is often awkward. Multiple errors in spelling & grammar	X 3	
Appearance & format, 750-1000 words 12" font double-space 1" margins saved correctly, submitted correctly in Bb.	The paper is neat and follows the required format in all aspects	The paper follows the required format in all aspects except in one or two minor ways	The paper does not follow the required format although the appearance is acceptable	The paper departs from the required format and may not be neat	The paper does not follow the required format and is not neat.	X 1	
					Total Points	100	



Re: Honors Leadership Seminar Update

From Susan Bon <sbon@pittstate.edu>

Date Thu 1/15/2026 8:31 AM

To Janet Kingman <jakingman@pittstate.edu>

Cc Christopher Childers <rchilders@pittstate.edu>; Brian Moots <bmoots@pittstate.edu>; Karen Lasota <klasota@pittstate.edu>; Jason Clemensen <jclemensen@pittstate.edu>

Good Morning colleagues -

I wanted to email and thank your committee for approving the HONOR 400 Leadership Seminar as a new course.

Please accept this email as confirmation in my role as COE Dean with support from the COE Associate Dean [and TCHL Chair] Jason Clemensen, that the College of Education has no objection to the Honors Leadership Seminar.

Brian Moots approached COE faculty/leadership and was told that no faculty had interest or expertise in the development of this proposed course. As such, I created the course with Brian's input and agreement. We plan to co-teach the course and greatly appreciate your support and approval.

All my best, Susan

Susan C. Bon, J.D., Ph.D.

Provost and Executive Vice President

Pittsburg State University

Phone: 620.235.4006

From: Brian Moots <bmoots@pittstate.edu>

Sent: Tuesday, January 13, 2026 10:40 AM

To: Susan Bon <sbon@pittstate.edu>

Subject: Honors Leadership Seminar Update

Dr. Bon,

I hope you enjoyed your time in Italy with your choir! The Arts & Sciences Curriculum committee met yesterday to approve curricula changes. The HONOR 400 Leadership Seminar was on the agenda. At the meeting, they approved the new course, but they would like a confirmation from the Dean of the College of Education saying the College does not object to us creating a leadership course. The committee was concerned about overstepping their jurisdiction by approving a leadership course.

Would you be able to pen an email to Janet Kingman (and perhaps cc Dr. Childers) that the College of Education has no objection to the Honors Leadership Seminar? Janet will include the statement in the file that is sent to the University Curriculum committee.

Thank you, and welcome back!
Brian

Brian Moots, PhD
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Professor of French & Spanish
Pittsburg State University
bmoots@pittstate.edu