Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus. *

1. This request is submitted by the Department of ALEC

2. Course prefix, number and complete title of course: ALEC 616: Facilitation of Leadership Programs

3. Course description (not more than 50 words):
   Investigate models to design leadership education programs; incorporate strategies to enhance the leadership education process; critically analyze leadership education research and group leadership education processes

4. Prerequisite(s) ALED 340 or ALEC 606 Cross-listed with h/a
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to ______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 289/489/689? ☑ Yes ☐ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. 06B - 6; 07B - 10

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) M.S., M.Ed., Ed.D., PhD Agricultural Leadership, Education, and Communications; M. Agr. Agricultural Development

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)
    ALEC 616 FACIL OF LEAD PROGRAMS

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 5 2 0 1 0 1 0 0 1 6 0 1 5 0 0 9 - 10 0 0 3 6 3 2
    Level 6

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

1 of 4 B3
ALEC 616
Facilitation of Leadership Programs

Instructor: Michael J. McCormick, Ph.D.
Office: Scoates 121
Phone: (979) 845-2954
E-Mail: mmccormick@aged.tamu.edu

Prerequisites
ALED 340 or ALEC 606

Course Description
Investigate models to design of leadership education programs; incorporate strategies to enhance the leadership education process. Critically analyze leadership education research and small and large group leadership education processes.

Course Objectives
Following completion of this course, the students will be able to:
1. apply a leadership education facilitation model to organizational contexts.
2. critically analyze, describe benefits and criticisms to current leadership education facilitation models.
3. validate group effectiveness models, diagnose the strengths and weaknesses of groups, and recommend educational remediation.
4. reflect, integrate, and synthesize leadership theory, experiential activities, and feedback as learning tools in leadership education facilitation.
5. Identify facilitation methods including case studies, film, direct experience, biographies of effective leaders, lecture, simulations, and assessments.

Required Textbook and Materials

Evaluation

Course Grade:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1000 - 895 points</td>
<td>A</td>
</tr>
<tr>
<td>894 - 795 points</td>
<td>B</td>
</tr>
<tr>
<td>794 - 695 points</td>
<td>C</td>
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<tr>
<td>694 - 595 points</td>
<td>D</td>
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<tr>
<td>594 or below</td>
<td>F</td>
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Assignments:
- Leadership Knowledge Summary Paper: 100 points
- Research Manuscript Reviews (2 @ 200 pts): 400 points
- Leadership Workshop Evaluations (2@100 pts): 200 points
- Research Paper (Final Examination Equivalent): 300 points
- TOTAL POSSIBLE: 1,000 POINTS

Leadership Knowledge Summary Paper
The intent of this paper is to demonstrate your comprehensive of leadership theory. For this assignment, summarize 3 major theories or models of leadership. The layout requirements are: 4-6 pages, typed double-spaced, and formatted according to the Publication Manual of the American Psychological Association, 5th Edition. Your paper should follow APA format and include at least 5 references.

Research Manuscript Reviews (2)
Locate scholarly manuscripts that investigate leadership facilitation. The layout requirements are: 5-7 pages, typed double-spaced, and formatted according to the Publication Manual of the American Psychological Association, 5th Edition. In each of the 2 papers, address these questions:
1. What is the author’s purpose for writing this paper or what is/are the research questions guiding the study?
2. What is the research design?
3. What are the conclusions or key points of the paper?
4. How is the article relevant to leadership facilitation?
5. What is the significance of the conclusions to the advancement of leadership facilitation?

Leadership Workshop Evaluations (2)
For this assignment, you will attend and evaluate 2 leadership education seminars, classes, or workshops. You will present your results in class during the assigned time. Your presentation guides discussion about the realistic practices completed by leadership facilitators. Your assignment grade is based on your written reviews and assessment of these areas:
   1. leadership theory and applicability to audience
   2. teaching methods utilized
   3. appropriate use of experiential learning techniques
   4. effectiveness of facilitator
   5. group educational attainment
   6. evaluation techniques utilized by the facilitator

Research Paper (Final Examination Equivalent)
The purpose of this assignment is to research a topic related to the theoretical basis for leadership education. The layout requirements are: 18-20 pages, typed double-spaced, and formatted according to the Publication Manual of the American Psychological Association, 5th Edition. You should include at least 5 references. Possible research areas include the following topics; however, you may choose a different topic of interest, especially if it is relevant to your thesis or dissertation.
   - Leadership Education as Schema Development
   - Cross-Cultural Leadership Education
   - Experiential Learning
   - Using classroom activities (games and team projects) to facilitate leadership programs
   - Using film, assessment tools, case studies, biographies in leadership facilitation programs
   - Behavior genetics and leadership: Nature and Leadership

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements

AGGIE HONOR CODE
"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/

Pledge
On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
## Course Topics/Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</table>
| 1    | Intro to course  
      | Pre-test: leadership theory knowledge |
| 2    | Needs assessment of facilitation clientele  
      | DUE: Leadership Knowledge Summary Paper |
| 3    | Evaluating leadership facilitation programs |
| 4    | Principles of learning during facilitation programs  
      | DUE: Research Manuscript Review #1 |
| 5    | Identifying facilitator training styles  
      | *Strength Quest* trainer styles (Buckingham text) |
| 6    | Experiential learning in facilitation programs |
| 7    | Using the five-step model in facilitation  
      | DUE: Research Manuscript Review #2 |
| 8    | Using learning objectives  
      | Sequencing the facilitation program |
| 9    | Using interest approaches, openings, attention techniques |
| 10   | Involving participants  
      | Active learning techniques |
| 11   | Managing the facilitation environment |
| 12   | Providing feedback during facilitation |
| 13   | Presentation and evaluation of facilitation workshop  
      | DUE: Leadership Workshop Evaluation #1 |
| 14   | Presentation and evaluation of facilitation workshop  
      | DUE: Leadership Workshop Evaluation #2 |

**Final Exam**  
**Assigned Day**  
**DUE: Research Paper (Final Examination Equivalent)**