New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): UC 102

Course Title: Leadership Explorations
Abbreviated Course Title: Leadership Explorations
First Semester to be Offered: x91 prev., Fall 2013
Submitted by: Carmen McSpadden
Submitter’s Contact Info: Phone, Email: X7667 cmcspadden@montana.edu
Instructor: Deidre Combs
Department: MSU Leadership Fellows Program
College: UC

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (x91, 491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

APPROVALS

1/31/2012
Date

Chair, College Curriculum Comm.
Date

Dean *
Date

Chair, Core Subcommittee (if app.)
Date

Chair, CPC
Date

Assoc. Provost *
Date

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
# INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   [www.mus.edu/Qtools/CCN/ccn_default.asp](http://www.mus.edu/Qtools/CCN/ccn_default.asp)
   
   - If a course exists with at least 80% of the same outcomes, the course is considered "equivalent" to the proposed new course, and the new course should use the existing rubric and course number.
   - If no "equivalent" course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost's Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

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### Requested Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Leadership Explorations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Leadership Explorations</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>MSU Leadership Fellows Program</td>
</tr>
<tr>
<td>College:</td>
<td>UC</td>
</tr>
</tbody>
</table>

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**Is this course "equivalent" to a course in the MUS System?:**

- [ ] Yes
- [x] No

### Learning Outcomes for the Course:

Offered one day prior to move-in day and prior to fall classes, this one-credit leadership and service learning course sponsored by University College (UC) and the MSU Leadership Fellows Program is open to all majors and directed towards incoming first-year students. The course provides students with the opportunity to discuss theories of leadership in small groups, team build for strong peer connections, receive coaching, and meet student and faculty leaders from across campus to help first-year students get involved in campus and with community partners. The course includes a combination of short presentations, collaborative activities, experiential activities, and small group discussions. An engagement/leadership service learning assignment and reflection paper will be due at the end of the fall semester, and the faculty stays in contact with these first-year students throughout the fall semester - two more supporting activities for student success.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):
UC 102

Course Title (for Catalog):
Leadership Explorations

Course Title (for Schedule of Classes, 30 characters, max.):
Leadership Explorations

First Semester to be Offered: x91 prev., Fall 2013

Restricted Entry/Consent of Instructor Required: Yes No

Instructor’s GID (last 4 digits only):

Department Offering Course:
MSU Leadership Fellows Program

College:
UC

Is the requested course number available? (x4155 to check):
Yes No

Frequency of course offering:
Annually

Semester(s) offered (check all that apply):
Summer Fall Spring

Summer Options (check all that apply):
First 6 weeks Second 6 weeks 12 weeks

Credits by mode of instruction:
Lecture:
Seminar:
Independent Study:
Lab/Studio:
Recitation/Discussion:
TOTAL CREDITS:

Primary Mode(s) of Delivery:
Face-to-face Web-Enhanced (small on-line comp.)
On-Line Only Blended (significant on-line portion)

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): M Tu W Th F Sa Su
Assigned Time(s): pre-MSU fall semester plus 2 evenings
Assigned Building: Reid
Assigned Room: 401, 452
Capacity (room capacity, or enrollment “cap”): 50

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
Co-Requisite(s):

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

One day prior to move-in day, this engaging and experiential leadership course provides first-year students with the opportunity to discuss theory and practice leadership in a small team setting.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

I have reviewed UC 102/Leadership Explorations and we have adequate funding to proceed.

[Signature]
Date: Dec 13
New Undergraduate Course Narrative  
Montana State University  
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

**General Course Information**
1. Requested Rubric, Course Number, and Core Designation (if any)
   **UC 102**

2. Course Title
   **LEADERSHIP EXPLORATIONS**

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

   Offered two days prior to fall classes (the day before and on moving day), this one-credit leadership and service learning course sponsored by University College (UC) and the MSU Leadership Fellows Program is open to all majors and directed towards incoming first-year students. The course provides students with the opportunity to discuss theories of leadership in small groups, team build for strong peer connections, receive coaching, and meet student and faculty leaders from across campus to help first-year students get involved in campus and with community partners. The course includes a combination of short presentations, collaborative activities, experiential exercises, and small group discussions. An engagement/leadership service learning assignment and reflection paper will be due at the end of the fall semester. The faculty stays in contact with these first-year students throughout the fall semester with two more supporting group activities for student success.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

   The final grade for this course will be determined based on attendance/participation in discussion sections, reading exercises, and students’ final paper.

   - Assignments (Readings and exercises, and the Final Paper) = 50%
   - Discussion Sections (Attendance, Participation and Midterm) = 50%

   *UC291 is a Pass/No Pass only Course. No letter grades will be given.*
5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic/Event</th>
<th>Class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2013</td>
<td><strong>Aug 20</strong>&lt;br&gt;3 to 8 pm</td>
<td>Introduction to leadership theory and your personal communication style  &lt;br&gt;Reid 401</td>
</tr>
<tr>
<td></td>
<td><strong>Aug 21</strong>&lt;br&gt;8 am to 1 pm</td>
<td>The art of collaboration and introduction to MSU campus leaders and opportunities  &lt;br&gt;Reid 401</td>
</tr>
<tr>
<td></td>
<td><strong>Sept 5</strong>&lt;br&gt;7:30 pm</td>
<td><em>Special Event</em>  &lt;br&gt;<em>Brick Breeden Fieldhouse</em></td>
</tr>
<tr>
<td></td>
<td><strong>Sept 24</strong>&lt;br&gt;7 to 8:30 pm</td>
<td>Model the Way - your values</td>
</tr>
</tbody>
</table>
Nov 14
7 to 8:30 pm
Nurturing a vision for your time ahead - our final class
Read Kouzes - Chapter 4 with exercises
Read provided excerpt from Martin Seligman, *Flourish*
Final paper due at the start of class

6. List required texts or other required references.

- Cat Tracker – MSU Day Planner and readings (likely via library reserves)

7. What are the estimated enrollment and student credit hour (SCH) production?
   \[ \text{SCH} = (\text{enrollment} \times \text{credits}) \]
   1 CREDIT HOUR for 45 students

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?
   45 students - - due to space, faculty FTE, quality of first-year mentoring component

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?
   NO – but directed specifically to first-year students

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

   Pre- and post surveys measure initial student impact. See attached 2011 final report.

   Enrollment of UC102 students in follow-on Leadership Fellows courses and their retention at MSU through the Leadership Capstone.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

   This course has been taught for the last two years as UC 291. Instructors have included adjunct faculty for the MSU Leadership Fellows Program, including Deidre Combs and Dave Meldahl – and as of this submission, Ms. Combs, for this third year, is again
interested in teaching. Attached please find her Vita. Mr. Meldahl has not been contacted – and his Vita is also attached.

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

We opened the course to 48 first-year students the last two years – and it filled. As with other first-year courses, we also experienced a few “no show to MSU” - - and the following are actual student completion of the course numbers:

UC 291 – Fall 2012, 44 students
UC 291 – Fall 2011, 43 Students

13. Justify the level of course offering.

Freshman; First-Year, Entry-level course; an introduction to leadership studies and leadership engagement activities at MSU

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

Yes. Students who take this course may use it (1 credit) towards the 12 elective credits required for the MSU Leadership Fellows Certificate.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison [which is expected in cases of apparent overlap] has been conducted with other departments? Report reactions, both favorable and unfavorable.

There is a direct connection to themes of teambuilding, engagement, leadership communication skills with UC 202, Leadership Foundations. We see this as a positive reiteration, as most students take UC 202 their second or third year at MSU. For the last two years as UC291, we have received only favorable reactions to the course. Students have reported their subsequent involvement in ASMSU, Engineers Without Borders, Sustained Dialogue, and other campus activities arose from their participation in UC291.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

N/A, limited to 45 SCH
17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

N/A

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

The course is open to all majors.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

No increase from the last two years as UC 291. We do not currently charge a student fee for this course, as it was developed specifically for retention efforts and to eliminate financial barriers to entry, as upward to 50% have financial aid.

20. What existing information resources -- print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) -- provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

Potentially electronic reserves would be utilized (because of the 1 credit nature of this introductory course, the utilization would be minimal).

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

Final Report is attached
OVERVIEW

As a national management consultant, university instructor and author, Deidre combines extensive corporate experience, Spanish fluency with eighteen years of research in cultural anthropology, leadership, dialogue and conflict resolution.

EXPERIENCE HIGHLIGHTS

1992–2013  Organizational Development Consultant, Instructor and Coach
Combs and Company, Inc.

- Designed the national “Leading through Change” professional development program integrating cross-cultural conflict research with leadership and team building skills for private, nonprofit and educational settings, presented to over 3,000 participants.
- Providing management consulting, strategic planning, coaching and facilitation services for corporate and non-profit organizations. Over 45 major clients include US Forest Service, Aveda Corp, Landmine Survivor’s Network/Survivor Corps, Allina Hospitals and Clinics, IREX, IBM, and Young President’s Organization.

2002 – 2013  Leadership & Cross-Cultural Conflict Resolution Instructor
Montana State University

- MSU I Leadership Fellows Certificate Program – assistant teaching professor and course designer
- Office of International Programs – State Dept.-funded leadership development courses for the Middle Eastern Partnership Initiative (MEPI), “Experience America” Pakistan FATA program and IREX ILEP and TEA programs
- World Montana – Leadership and action planning instruction for Brazilian and Iraqi high school leaders (World Learning), Secretary Clinton’s 100 Women Initiative and visiting business leaders (State Department programs)
- Leadership Institute – Public keynote lecturer and Institute instructor
- MSU Honors – Faculty fellow and guest lecturer

Wisdom University and Naropa University in Oakland, CA

- Course designer, instructor and thesis advisor for doctoral and master’s students since 2003

Guest lecturer -- Northeastern University, MA; INTEC, Santo Domingo, Dominican Republic; Woodbury College, VT and Edgewood College, WI

Souix Falls, SD/Bozeman, MT
Consulting Director of Market Support -- Designed and implemented an international product rollout and rebranding marketing strategy for a $7M start-up software firm.

Gaithersburg, MD
Project Manager and Vendor Liaison -- Managed fifteen software developers through two major electronic medical record product introductions. Led a major software development vendor relationship over five years. Coordinated annual US user group conferences.
EDUCATION AND LANGUAGE

- B.A., Mathematics/Computer Science and Spanish – 1985 University of Wisconsin/Madison
- Doctorate -- 2002 UCS/Naropa Oakland. Degree focus: World Religions. Dissertation on universal conflict skills found across world cultural traditions and scientific disciplines
- Mediation/Facilitation Training -- 1993 – 2011: Core, ongoing Transformative Mediation, Cross-cultural study with Angeles Arrien, Bliss Brown and Sharon Parks, ongoing USPS REDRESS training, Victim/Offender, Hospice and Elder care
- Fluency in Spanish -- Rotary Club Scholarship to Los Mochis, México (9/80 – 6/81), university semester in Monterrey, México ('83), continued and extensive travel in México, Central America, Dominican Republic and Spain through 2013

PUBLICATIONS AND PROFESSIONAL ORGANIZATIONS

- Author of The Way of Conflict, Worst Enemy, Best Teacher and Thriving Through Tough Times
- Articles published in Personal Excellence, Imagine, GrandTimes, Sacred Journeys and AS/400 magazines
- Featured voice on Intent.com and presents a weekly blog on conflict and leadership skills at “Playing Well and Work and Beyond” www.playingwell.org
- Chosen as the Balance Magazine’s 2005 Woman of the Year
- National Coalition for Dialogue and Deliberation and Montana Mediation Association memberships
- Association of Conflict Resolution – Researcher/Educator member
- Mentor and mediator for the Community Mediation Center of SW Montana since 1995
- Tributary Fund Advisory Member and the MSU Family Business Advisory Board
- Iqra Fund founding board member
- Faculty advisor of the MSU Sustained Dialogue Club
DAVID C. MELDAHL

119 Cobalt Ct., Bozeman, MT 59715
dmeldahl@q.com  W-406.587.5884  C-406.579.8199

CAREER SUMMARY
Over 25 years of as a proven consultant and people-leader with extensive experience delivering results through influencing and developing leaders at all levels. Primary expertise is in leadership development, team development, and implementation of change initiatives.

WORK EXPERIENCE
Meldahl Leadership Consulting, LLC – Bozeman, MT

<table>
<thead>
<tr>
<th>Owner</th>
<th>Jan ’08 – Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Partner with senior leaders to assess and address organizational needs, especially those related to culture, leadership, and employee productivity, engagement and retention</td>
<td></td>
</tr>
<tr>
<td>• Develop executive and departmental teams through evaluation of current strengths and gaps, prioritization of needed change, and coaching to ensure results are realized</td>
<td></td>
</tr>
<tr>
<td>• Coach individual leaders to enhance their personal and leadership effectiveness</td>
<td></td>
</tr>
<tr>
<td>• Train individuals and teams using high-impact, participant-centered methods on a range of personal, team and leadership topics</td>
<td></td>
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</tbody>
</table>

Ameriprise Financial – Minneapolis, MN

<table>
<thead>
<tr>
<th>Region Director of Implementation (⅔ of U.S.)</th>
<th>Sept ’06 – Jan ’08</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implemented corporate initiatives through influence of and partnership with senior sales executives (Group and Field VPs)</td>
<td></td>
</tr>
<tr>
<td>• Observed field leaders in action and provided feedback and coaching to enhance their effectiveness as leaders</td>
<td></td>
</tr>
<tr>
<td>• Trained field leaders to enhance their abilities to lead through others and develop their teams</td>
<td></td>
</tr>
<tr>
<td>• Developed implementation and coaching tools and processes to both deliver value to field leaders and ensure corporate objectives were met</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Leader Support (Leadership Development) – Sr. Consultant</th>
<th>July ’98 – Sept ’06</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provided consulting support to Group &amp; Field VPs in the design and implementation of leadership development strategies and systems.</td>
<td></td>
</tr>
<tr>
<td>• Held leaders accountable to execution of corporate initiatives and site/MG business plans.</td>
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<tr>
<td>• Coached individual leaders to enhance their effectiveness.</td>
<td></td>
</tr>
<tr>
<td>• Led projects and/or project teams in the development of new or enhanced leadership development products and services.</td>
<td></td>
</tr>
<tr>
<td>• Delivered workshops regarding Situational Leadership, leadership effectiveness, team effectiveness, change management, and individual development.</td>
<td></td>
</tr>
</tbody>
</table>
### Field Employee Relations – Manager
- Provided employee relations support to both leaders and employees. Coached leaders on effective and legal methods for performance improvement, employee termination and staff restructuring.
- Investigated employee/leader complaints – e.g. age and sex discrimination, ADA, sexual harassment, violence in the workplace, behavior/practices inconsistent with our corporate values.
- Delivered training on performance improvement and violence in the workplace.
- Provided recommendations to senior management regarding proactive ways to ensure effective employee relations.

<table>
<thead>
<tr>
<th>Field Real Estate: Development Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provided individual, team and organization development coaching and consulting.</td>
</tr>
<tr>
<td>- Helped transform real estate department from a hierarchical, functionally-based structure to a customer focused, team-based structure.</td>
</tr>
<tr>
<td>- Delivered training regarding peer feedback, change, leadership, interpersonal communication and decision-making.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Real Estate: Director of Operations/Mgr. of Leasing/Project Mgr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Managed strategic and tactical aspects of real estate including leasing, lease administration and remote site support.</td>
</tr>
<tr>
<td>- Assumed responsibilities for staffing, budgeting, performance management and policy development.</td>
</tr>
<tr>
<td>- Provided leadership for 10 exempt and 3 non-exempt employees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Selection (Field Staffing): Supervisor/Sr. Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Managed day-to-day operation of area responsible for assessing candidates for field sales positions.</td>
</tr>
<tr>
<td>- Participated in the development and implementation of a new selection system.</td>
</tr>
<tr>
<td>- Provided leadership for 3 exempt and 3 non-exempt employees.</td>
</tr>
</tbody>
</table>

### EDUCATION
**Master of Education in Human Resource Development**
Organization Development Emphasis
University of St. Thomas, Minneapolis, MN
July 2000

**Bachelor of Arts**
Majors: Psychology, Communication
Concordia College, Moorhead, MN
May 1983, Summa Cum Laude

### COMMUNITY SERVICE
**Young Life** – Montana Region Cmte Chair/Member (‘08 – present); Gallatin County Cmte Member (‘07 – present), Chair – Golf Cmte (‘08 – present)
**Eagle Mount** – Board of Directors (‘03 – ‘08), President (‘05 – ‘06), Eagle Ski volunteer (‘04-present)
**Hope Lutheran Church** – Chair of Ministry Policy Discernment Process, Usher, Communion Server, Staff Dvlpt.
UC 291 Leadership Explorations Final Report
2012 Retention Grant - MSU Leadership Fellows Program
May 2012

MSU Confidential – includes student names

UC291 is a one credit, introductory Pass/Fail course open to entering freshman. An elective for the MSU Leadership Fellows Certificate Program, this course provides students with the opportunity to discuss and practice leadership in a small team setting. The course includes two academic class days prior to semester start and two evening sessions in September and November. Students are involved in extracurricular activities and service work to learn about leadership opportunities at MSU. The students are broken into small groups or teams who meet throughout the semester. They receive continuing support from a faculty leader and peer leader. Faculty included Carmen McSpadden, Deidre Combs and David Meldahl. Based on the success of this course, we recommend repeating the course in Fall 2012.

Course meeting times and requirements
- Class Day 1: Tuesday 8/23 @ 3:00pm to 8:00pm
- Class Day 2: Wednesday 8/24 @ 8:00am to 1:00pm
- September 29th @ 7 to 8:30 pm
- November 29th @ 7 to 8:30 pm
- November Individual Midterm Meetings (.5 hour)
- Two meetings and activities with peer leader and team
- Four service learning or engagement hours - volunteering or trying something new on campus
- One 8-page final paper reflecting on the course activities and their leadership

Course content
- Team building
- Characteristics of leadership
- Campus scavenger hunt
- Visiting Catapalooza!
- Values, ethics and beliefs
- DISC assessment
- Walk a Mile – looking at the world from multiple perspectives
- Goal setting

UC 291 Retention Grant Final Report – McSpadden, Combs, Meldahl
Class demographics
The first-year students answered the following demographic survey as follows upon entry into this course:

- One or more of my parents graduated from college: 80%
- At least one of my parents has a graduate degree: 52%
- I must work during the school year to be able to attend MSU: 30%
- I am from Montana: 48%
- I am dependent upon financial aid to attend university: 43%
- I identify myself as part of a minority group (race, religion, etc.): 14%
- I am a military veteran: 0%
- I come from a family with a single head of household: 18%

Assessment
Forty-four students enrolled in UC291 Fall 2011. They were broken into six teams that were coordinated by six peer leaders who are all members of the Leadership Fellows Certificate Program. Two faculty, David Meldahl and Deidre Combs each provided course content and coordinated three peer leaders and their teams. Carmen McSpadden provided content, served as course designer, coordinated stakeholders, and was the instructor of record (for submitting final grades, etc.).

This course provided the students the opportunity to start MSU with a peer leader ally, substantive connection with at least six other students and forty-nine new acquaintances. Students reported after the initial two class days that they felt comfortable enough to say hello to these acquaintances in class or at the SUB and this supported their integration on campus.

The teams all competed in completing a campus scavenger hunt in September, which can be found at the end of this report.

The small groups met monthly over the semester and accorded the students the opportunity to...
create more familiarity. One group decided that they would not be called a “team” but instead a “family” and developed a trusted connection to their peer leader - each student called out her impact in their final paper – which appears will become a lasting MSU relationship.

Additionally, the students through five service learning or engagement hours were required to become involved on campus and in the community. In addition to volunteering at Heart of the Valley, through RHA, Coffee to Compost, Campus Crusade for Christ, Running Club and Wikipedia Club, students also attended Conversations with a Professor, Legend of the Bobcat and MSU 101. They considered formal campus leadership positions. As a result of this requirement, according to their final papers, three students ran for ASMSU Senate and another took an executive position in NECO.

The peer leaders coached the students through the development of their final 8-page paper. Also, they visited the Writing Lab and brought a writing sample for review as part of the scavenger hunt. This appears to have supported many students in improving their confidence and skills around writing at a college level as can be seen through survey data below.

The students were given the following survey upon entry and exit from the course:

*Answer the following questions with a number between 1 to 5 with “1” being “not at all” or “no” and 5 being “very much” or “applies completely to me.”*

1. I am prepared to be a highly successful college student ___
2. I know the academic resources available to me at MSU ___
3. How much impact do you think attending MSU will have in your development in seeing alternative points of view? ___
4. Are you motivated to study despite other things going on in your life? ___
5. I think critically about the experiences of others and how they can be improved ___
6. I am an engaged volunteer in my community ___

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7. I consider myself a leader __
8. I actively work toward making my community a better place __
9. I am comfortable interacting with people I'm not familiar with from different backgrounds __
10. I work towards making my school a better place to be __
11. I know how to interact with professors ____
12. I am comfortable writing a college level paper __
13. I know how to organize my time and priorities to be successful in school ____
14. I am confident that I will graduate from MSU or another college ____
15. If I see a problem on campus, I would work actively to resolve it ____
16. I am aware of the clubs available on campus ____
17. I am aware of how to volunteer on campus ____
18. I know how to meet new friends on campus ____

The students answered the anonymous survey with the following average scores upon entry to and exit from the course (forty-four students upon entry, thirty-six at exit):

<table>
<thead>
<tr>
<th>Questions</th>
<th>Exit</th>
<th>Entry</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am prepared to be a highly successful college student</td>
<td>4.33</td>
<td>3.9</td>
<td>8.67%</td>
</tr>
<tr>
<td>I know the academic resources available to me at MSU</td>
<td>4.25</td>
<td>3.25</td>
<td>20.00%</td>
</tr>
<tr>
<td>Impact of attending MSU in your development in seeing alternative points of view?</td>
<td>3.92</td>
<td>3.95</td>
<td>-0.67%</td>
</tr>
<tr>
<td>Are you motivated to study despite other</td>
<td>3.94</td>
<td>4.22</td>
<td>-5.51%</td>
</tr>
</tbody>
</table>

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things going on in your life?
I think critically about the experiences of
others and how they can be improved
I am an engaged volunteer in my
community
I consider myself a leader
I actively work toward making my
community a better place
I am comfortable interacting with people
I’m not familiar with from different
backgrounds
I work towards making my school a better
place to be
I know how interact with professors
I am comfortable writing a college level
paper
I know how to organize my time and
priorities to be successful in school
I am confident that I will graduate from
MSU or another college
If I see a problem on campus, I would
work actively to resolve it
I am aware of the clubs available on
campus
I am aware of how to volunteer on
campus
I know how to meet new friends on campus

Of the initial forty-four students that entered the course, only one did not pass or dropped the
course. We highlight above the statements that yielded more than a 15% improvement in scoring.

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Course evaluations yielded very positive comments about the course content and format. Learning practical skills and creating the comfortable connection with their groups and peer leaders yielded a highly satisfied course result. Themes for improvement included wanting more meeting times, a shorter paper, or two four-page papers as an alternative, and mandatory group service learning opportunities with their teams.

**Student and Peer Leader Comments**

The peer leaders and faculty received consistently positive comments regarding the course. The following were gathered from the final eight-page reflective paper that each student completed:

"Another thing that I have learned as a leader and need to remember, is to simply never stop leading...I am also thankful for this class and the opportunities that it has presented and presents me with." Jonathon R

"Over the past few months I have spent at Montana State University and in the Leadership Explorations class, I have not only learned a great deal about myself, but I have also grown tremendously. I now feel more willing and less scared when it comes to taking a stand in something I believe in..." Laura C

"As fun as the entire class was though I have to say that my favorite part of the class was the service learning hours." Dylan S

"After taking this class, I realized that even as a freshman at Montana State University, I had the capacity to demonstrate leadership and to be a role model to others." Joules K

"Taking this one credit, semester long, college course was definitely a great choice. I’ve come so far compared to where I stood a few months ago at the beginning of the semester." Rafael V

"The entire basis of the class is absolutely crucial if one wants to stand out in college. To make oneself a leader is to set yourself a step above the masses and be able to better manage jobs, relationships, and futures. Another major benefit provided by the class is the personal connections that are formed.

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I recognize so many people from the class that I am then able to converse with. It's very easy to become isolated in the 200 student classes that first year students take.” Laurin M

This course also supported the development and retention within the peer leaders. The following was gathered from the final peer leaders’ reflective papers:

Nobody is born with all the qualities needed to be a perfect leader, but leadership can be attained through practice and guidance. UC 291 has challenged and stretched me and I appreciate the opportunity to put much of what I learned in Leadership Foundations into action.

I would have loved to have had an opportunity to take a class like this as a freshman. The whole concept of having small teams is genius! I think for the people who can grab ahold of this can really benefit. As a freshman, I can remember wishing I had a person I could call just to ask questions. I remember not knowing how to navigate the SUB and the gym and waiting until my roommate was able to go with me a few weeks later to go. Just having someone available to talk to and get advice and guidance from would have been a great benefit... UC 291 has been a great learning experience for me and I feel that it has helped prepare me to face the real world.

- Lana L.

Overall, I enjoyed this class so much. Having the opportunity to TA such an amazing group of students was a very rewarding experience. I was able to gain the opportunity to somewhat manage a small group. Trying to adapt my leadership style to best fit the individuals of my group, and to help them succeed was amazing.

- Shayna B.

I didn’t just want to be some upper upperclassman who was telling them what to do and how successful I’ve been. I wanted to relate with them on a human/student level and share my stories about hard times I’ve had through school. I felt this approach worked. I had one specific student emailed me about an issue unrelated to school because she felt that she could trust me and confide in me. I felt at that point that I had done my job well, even though it was not yet mid semester, and we had a long way to go… I am truly thankful for the opportunity and hope the course continues next semester, as I think it is
beneficial both for new freshmen as well as any upperclassmen who is lucky enough to TA for the class. THANK YOU!!

- Alexa H.

I hope that my freshman got as much out of that exercise as I did. My guess is that they did, it may take a couple more years to fully realize it but I think this class has had a very large role in shaping them and watering the seed that will blossom into the fruitful members of society that will become who they "are".

- Taylor G.

**Conclusion**

The course supported both engagement and retention within the 50 students, (44 freshmen and 6 peer leaders) and a greater sense of community. The final paper, although a stretch for some of the students, gave the students the opportunity to gain confidence and skills to write a college level paper. With a high degree of positive feedback and results from this initial cohort, we would recommend providing this course in 2012.