TO ACCOMPANY PROPOSAL FOR ADDITION OF COURSE TO AN EXISTING UNST CLUSTER

Name of proposing faculty member Elizabeth Winans, Campus Ministry
Title of proposed course Spiritual Leadership
From which department(s) Education Policy, Foundations and Administrative Studies (EPFA)
For which cluster Leadership for Change
Name of cluster coordinator Dilafruz Williams

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COURSE APPROVED FOR CLUSTER INCLUSION BY

DEPARTMENT CHAIR(S): see attached signature page DATE: __________

CLUSTER COORDINATOR: Dilafruz Williams DATE: 3/11/00

CHAIR, CLUSTER COORDINATORS: DATE: __________

CHAIR, UNST COMMITTEE: DATE: __________

Copies of completed document are to be filed with appropriate cluster coordinator(s) as well as sent to appropriate department chair(s), UNST Scheduling, and Chair, Cluster Coordinators.

University Studies: March, 1999
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of faculty member  Christopher Laing, Elizabeth Winans

Title of proposed course  Spiritual Leadership

When will the course be offered?  Spring 2000, 2001

Name of Cluster/Cluster coordinator  Dilafruz Williams

Please address the following items in your narrative, keying your text to the corresponding item below:

A. COURSE DESCRIPTION  (100 words or less).

B. COURSE DEVELOPMENT. Please indicate whether the course is based on an existing course (and if so, please specify), or is a new course in development. If the course is a revision of an existing course, please explain what form the revision will take (this may be addressed under item C.). Please be aware that the new General Education requirement is based on different premises from the former "distribution" requirement, and therefore the academic role of upper division courses in General Education will necessarily be different from the previous role.

C. GENERAL EDUCATION GOALS. Please describe how your pedagogical goals for the course promote the University’s goals of General Education as adopted by the Faculty Senate. Please review the relevant sections of the General Education Working Group Report (the document adopted by the Senate in 1993) or the September 16, 1994, report of the General Education Committee (both documents are available in the Office of University Studies, 245 CH). Applicants are reminded that the upper division courses are expected to focus on program goals related to Human Experience and Ethical Issues & Social Responsibility, while continuing to build on the Inquiry and Communication program goals. Course instructors should use active learning strategies and challenge students to display increasingly sophisticated research and communication abilities. Examples of strategies for each of the General Education program goals are listed in the General Education Working Group Report and the in report of the General Education Committee. Attention should also be given to how this course functions in tandem with other courses in the cluster in working toward curricular integration within the cluster. Colleagues are also reminded that upper division UnSt courses are a replacement of the former distribution requirement for coursework in the Arts and Letters, Sciences, and Social Sciences. The Committee therefore anticipates upper division courses with scholarly content of the highest standard, consistent with the content level of the "distribution" courses under the previous General Education requirement, and befitting the University’s core undergraduate curriculum.

D. COURSE OUTLINE. Please provide a detailed outline of the proposed course. This need not be a completed syllabus, but should include an outline of topics, a preliminary reading list, and the name(s) of instructor(s) committed to teaching the course during its first year.
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of Faculty member: Christopher Laing, Elizabeth Winans, Glenn Rymsha

Title of Proposed Course: Spiritual Leadership

When will the course be offered? Spring 2000

Name of Cluster/Cluster Coordinator: Leadership for Change Cluster/Susan Hopp

A. COURSE DESCRIPTION
This course will provide students with an overview of leadership as it is influenced by spirituality. Students will learn foundational characteristics of spiritual leadership as seen across a broad spectrum of faiths. There will be opportunities for practice and documentation of spiritual leadership as found in the Portland community. Students will be encouraged to explore their own outlook and to find ways to experience and understand their practices more deeply.

B. COURSE DEVELOPMENT
This is a new course in development.

C. GENERAL EDUCATION GOALS
The relation to University General Education goals consists in reflective examination of historic and contemporary leadership in their ethical contexts. This aspect of human experience will be studied and expressed with reference to both student interest and cultural aspects of spiritually centered leadership.

A project in the community and/or paper will be completed.

Community spiritual leaders as guest lecturers or participants in the learning process:
- Students could interview identified spiritual leaders to learn about their theology and grounding.
- Students would be able to identify the faith community they wish to learn about.
- Students could critique the particular manifestation of spiritual leadership and within its faith context and broader community.

Use of instructors’ and spiritual leaders’ personal stories:
- Allows for critical reflection of the types of spiritual leadership and how they may apply in the larger culture
- Promotes a pedagogy of inquiry

_Spiritual Leadership Course Outline, Fall 1999, Page 1_
• Allows the voices of various leaders to be used as part of the class.

D. COURSE OUTLINE

Reading List
Parks, Sharon. COMMON FIRE: LEADING LIVES OF COMMITMENT IN A COMPLEX WORLD
Hunt, Arnold D. et al. ETHICS OF WORLD RELIGIONS

Others:
Bellah, et al. THE GOOD SOCIETY
texts by or about Gandhi, Martin Luther King, Jr., Mother Theresa, Malcolm X,

Learning Objectives:
• Students will demonstrate knowledge of the identifying components of spiritual leadership.
• Students will demonstrate an understanding of their practice of spiritual leadership and how it affects their communities.
• Students will demonstrate an understanding of how spirituality can influence one’s participation in community.
• Students will learn from interaction with identified community leaders who demonstrate spiritual grounding and impetus for their actions.
• Students will participate in student-initiated experiences that will assist in putting their learning into practice.

Outline of Topics:
Definitional Overview and Summary -- identifying key terms of spirituality and leadership
• various spiritual terms and their meaning in historical and contemporary contexts
• models of classifying spiritual leadership
  (i.e., personal, team and position/function roles in leadership)

Ethics of Religions and Spiritual Life - how faith dictates where one is headed and how one gets there
• origins of religion
• five world religions: vision, authenticity, ethic and practice by leaders

The Crossroads of Spirituality and Leadership in our Time
• identifying successful leaders with spiritual grounding
• key contributions to leadership from spirituality
  (i.e., motivation, perseverance, perspective)
• key psychological factors - stages of moral development
  (i.e., psyche, character, action/authenticity)
• how spirituality can be misused in leadership

Spiritual Leadership Course Outline, Fall 1999, Page 2
This first year, this class will be team-taught by two Campus Ministry staff: Christopher Laing, M.A., M.Div. and Elizabeth Winans, M.A., M.Div. In subsequent years, it will be taught by one or more of the Campus Ministry Staff: see above names and Glenn Rymsza, M.A.
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