

Academic Policies and Procedures Committees
PROPOSAL FORM -- Part A

<input type="checkbox"/> Graduate AP&P <input type="checkbox"/> Undergraduate AP&P <input type="checkbox"/> Both (Dual-Listed Courses) Submit simultaneously	Department/Program Proposal # _____ Proposed Effective Date: FALL (year) _____
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College/Unit _____ Assoc. Dean _____ Proposer(s) _____

Department/Program _____ Chair _____

1. I want to: _____ Briefly describe the action(s) requested:

2. Rationale for this request:

3. a. List the current catalog copy (attach separate sheet if more space needed.)

b. List the proposed catalog copy (attach separate sheet if more space needed.)

c. Other REQUIRED attachments: see **General Instructions**

7. Is this a cross-listed course in another department? yes ___ no ___ n/a ___ (If yes, list the cross-listed courses:)
8. Is this a General Education course? yes ___ no ___ n/a ___ (If requesting new general education credit, attach a syllabus and submit Part C of the AP&P proposal form to the Office of General Education)
9. Distance Education:
- a. Does this proposal affect a course or requirement of a Distance Education program? yes ___ no ___ If yes, has Distance Education been consulted? yes ___ no ___ If yes, list the *date(s)*, **Distance Ed** contact person, and their **response** in support or opposition to this proposal:
- b. Mode of delivery: fully online ___ site-based ___
If you are not sure, contact the Office of Distance Education.
10. Schedule Type for new courses:

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PROPOSAL FORM -- Part B (For additions only)

SELECT ONE: Course ___ Certificate ___ Concentration ___ Minor ___ Degree ___

1. If this is a new course,
 - a. Has it been offered as Selected Topics in the last five years? yes ___ no ___ If so, how often and what were the enrollments each semester it was offered?

 - b. Are there courses from other departments that may cover or partially cover the subject matter of the proposed new course? yes ___ no ___ n/a ___ (If yes, list course numbers and titles:)

2. Projected enrollment: 1st year _____ 2nd year _____

3. Projected student clientele:

4. Faculty:
 - a. Additional faculty needed:

 - b. Names of current faculty qualified to teach the course:

 - c. Other and continuing responsibilities of current faculty involved in new degree or course:

5.
 - a. For a new degree, attach the *Letter of Intent* submitted to UNC-System Office.
 - b. For a new graduate certificate program, attach the *Proposing a New Graduate Certificate* form.
 - c. For a new undergraduate certificate program, attach an explanation of the career and/or graduate education opportunities available to students.

6. List estimated costs of the new program or course that cannot be covered by the present budget:

7. Contact your department's Library Liaison. List the date, person contacted, and their response. (Click here for a list of [Library Liaisons](#))

8. Resource responsibilities: Has (have) the appropriate dean(s) been consulted in the development of this proposal? yes ___ no ___ If yes, list the date(s), name(s) and title(s) of person(s) contacted, and their response(s) in support or opposition to this proposal:

9. For a new degree or certificate only, consult Institutional Research, Assessment, and Planning (IRAP) to develop functional learning goals and outcomes. Attach the goals and outcomes to be published on IRAP's website. List the date, person contacted, and their response. Examples of outcomes are found [here](#)

Contemplative Leadership and Personal Transformation

IDS/WRC 2204 Section 102 CRN 14705

Wednesday 5pm – 7:30pm

Instructor: Dr. Elaine Gray Email:grayje@appstate.edu

Office Hours: by appointment

Course Description:

This course explores contemplative theory, practice and leadership. Learners will engage in the experience of basic mindfulness training and meditation practices. Using phenomenological research methods and introspection students will reflect on methods of personal transformation intended to support well-being, personal growth, stress reduction, meaning making, insight, and leadership skills. Selected course readings and student research will address the philosophies, practices, cultural influences, critical theory, and leadership attributes of historical and contemporary contemplative leaders. The course culminates in the student's development of a personal leadership philosophy based in contemplative ideals or practices.

Course Learning Outcomes and Related Assignments:

Learning Outcomes <i>Students completing this course will be able to:</i>	Related Course Assignments	General Education Goal
Practice facilitation, leadership and teamwork skills through dialog & deep listening	Classroom Discussion - Facilitation and Participation	Communicate Effectively
Experience mindfulness exercises to support self awareness and personal growth	Reflective Journals	Responsibilities of Community Membership
Research and cross culturally compare historical and present day contemplative leaders	Reading Notes	Critical Thinking
Identify and critically examine aspects of contemplative leadership	Reading Notes	Critical Thinking
Create a personal leadership philosophy based in contemplative ideals or practices	Final Paper and Presentation	Communicate Effectively

Assignments & Grading

25% Classroom Discussion Facilitation and Participation

20% Reflective Journals

30% Reading Notes

20% Final Paper

5% Personal Transformation Presentation and completed ePortfolio submission

Required Books:

Mindful Leadership: A Brain-Based Framework by Michael Dickman & Nancy Stanford-Blair (**available on rental system at ASU Bookstore**)

Finding the Space to Lead: A Practical Guide to Mindful Leadership by Janice Marturano (**\$15.00 available at ASU bookstore and online**)

Attendance Policy

Each student is allowed one absence with no penalty.

Excused absences require no less than 12 hours written email notification to your instructor or phone message. All assignments must be turned in *on or before* the excused absence date, or the absence may be considered unexcused.

Unexcused Absences - One point will be deducted from your overall grade points for each unexcused absence.

University Statement on Student Engagement with Courses -

[http://academicaffairs.appstate.edu/ documents/Gerber Resolution Student Workload.pdf](http://academicaffairs.appstate.edu/documents/Gerber_Resolution_Student_Workload.pdf)

University Attendance Policy

[http://academicaffairs.appstate.edu/ documents/Printable PDF of the Attendance Policy.pdf](http://academicaffairs.appstate.edu/documents/Printable_PDF_of_the_Attendance_Policy.pdf)

Late Assignment Policy

Late assignments will not receive full credit. Points deducted will vary depending on the assignment and the nature of the delay. Assignments more than 4 days late will receive no credit.

Academic Integrity Policy

Plagiarism and cheating will not be tolerated. The instructor of this course requires student to read, understand, and honor the Appalachian State University Academic Integrity Code. <http://academicintegrity.appstate.edu/filecabinet/7>

Students with Disabilities

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or <http://ods.appstate.edu>). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Electronic Devices Classroom Policy

Cell phones, laptops and all handheld electronic devices must be silenced during class time. Be courteous to your classmates and to your professor. If you *must* check or answer a critical call or text, *please excuse yourself from the class to do so.*

Course Bibliography:

Bohm, D. (1996) *On Dialogue*. New York, NY: Routledge Classics.

Cuddy, A. (2015) *Presence: Bringing your boldest self to your biggest challenges*. New York, NY: Little, Brown and Company.

Chade-Meng T. (2012) *Search Inside Yourself: The unexpected Path to Achieving Success, Happiness (and World Peace)*. New York: HarperCollins.

Dickmann, M. & Stanford-Blair, N. (2009) *Mindful Leadership: A Brain Based Framework*, Thousand Oaks, CA: Corwin Press.

Duhigg, C. (2012) *The Power of Habit: Why We Do What we Do in Business and Life*. New York: Random House.

Epley, N. (2014). *Mindwise: Why we misunderstand what others think, believe, feel, and want*. New York: Random House.

Goleman, D. (2013) *Focus: the Hidden Driver of Excellence*, New York, NY: Harper Collins

Gonzalez, M. (2012) *Mindful Leadership, the Nine Ways to Self-Awareness, Transforming Yourself and Inspiring Others*, Mississauga, Canada: John Wiley & Sons.

Kabat-Zinn, J (1994) *Wherever you Go There You Are: Mindfulness Meditation in Everyday Life*. New York: Hyperion.

Kramer, G. (2007) *Insight Dialogue: The Interpersonal Path to Freedom*. Boston, MA: Shambhala.

Marturano, J. (2014) *Finding the Space to Lead: A Practice Guide to Mindful Leadership*. New York, NY: Bloomsbury Press.

Ryan, T. (2012). *A mindful nation: How a simple practice can help us reduce stress, improve performance, and recapture the American spirit*. Hay House, Inc.

Schaetti, B. , Ramsey, S., Wantanabe. G. (2008) *Making a World of Difference Personal Leadership : A Methodology of Two Principles and Six Practices*. Seattle, WA: FlyingKite Publications.

Seligman, M. (2006). *Learned optimism: How to change your mind and your life*. (pp. 32-53 and pp. 172-174). New York, NY: Vintage Books.

Senge, P. & Scharmer, C, Flowers, B., (2004) *Presence: Human Purpose and the Field of the Future*. New York: Random House.

Tan, C. (2012) *Search Inside Yourself: The unexpected Path to Achieving Success, Happiness (and World Peace)*. New York: HarperCollins.

Tippett, K. (2016) *Becoming wise : an inquiry into the mystery and art of living*. New York:Penguin Press

Wheatley, M. (2009) *Turning to One Another*. San Francisco, CA: Berrett-Koehler Publishers.

“As far as inner transformation is concerned, there is nothing you can do about it. You cannot transform yourself, and you certainly cannot transform your partner or anybody else. All you can do is create a space for transformation to happen, for grace and love to enter.”

~Eckhart Tolle

Assignment Instructions and Grading

Reading Notes: (10 @ 3.0 points each)

Reading notes should address the following questions and be submitted in Asulearn *before 5pm* on the due date.

1. Identify *at least three key* concepts or ideas presented in the reading and summarize them in enough detail that someone who has not read the materials could understand the ideas.
2. What did you personally take issue with and/or take away from the reading?
3. What questions remain or have arisen in you as a result of the reading?

Grading Criteria

Students who *adequately address all three questions* will receive three points.

Students who partially address some or all of the questions will receive 1-2 points

Students who do not turn reading notes in by 5pm on the due date will receive zero

Late reading notes will not be accepted.

Adequate will be defined as:

Question One - at least three coherent paragraphs
Question Two – at least two coherent paragraphs
Question Three - at least two questions

Journals: (10 at 2.0 points each)

Journals are a place for self-reflection and insight arising from mindful and personal practice. Please create the space and time for thoughtful reflection each week prior to class.

Journals should address, at a minimum, the following questions:

1. What was your experience of your practice this week?
2. What insights or challenges arose?

Grading Criteria

Students who thoughtfully answer both questions will receive 2 points
Students who basically address both questions will receive 1 point
Students who do not submit the journal by 5pm on the due date will receive zero points

Thoughtfully will be defined as: providing depth and details (1 – 2 pages) that describe the experience on a sensual (physical), insightful (spiritual), & emotional (cognitive) levels

Class Participation: (15 @ 1 point each)

Class participation is more than attendance. It requires that you be attentive and participate with your presence and interaction. *Silence can be presence* in this context; however, if you are asked a question or specifically invited to speak you should be prepared to share your knowledge, questions and experiences.

Snow day plan- In the event of a snowy day where the instructor is unable to meet face to face with the class and the university is otherwise in session (i.e classes have not been cancelled) the instructor may elect to have the class meet online in ZOOM, a web conferencing system available in AsULearn.

Grading Criteria

Students who are present for each class will receive one point.
Students who are physically absent will receive zero points.

Our attendance policy allows for “**Excused Absences**” which require no less than 12 hours written email notification to your instructor or phone message. All assignments must be turned in *on or before* the excused absence date, or the absence may be considered unexcused. **Please note:** If you are absent on a date where you are doing a **facilitated discussion**, *even if excused*, you will have one opportunity to make it up during the next class meeting time.

Facilitated Discussion: (5 @ 2 points each)

Your Reading Group will facilitate five discussions base on your personal research into the following topics related to Contemplative Leadership:

9/7 Contemporary Perspectives of a Living Contemplative Leader

9/21 Historical Perspectives of a Contemplative Leader

10/5 The Shadow Side of a Contemplative Leader

10/26 Political / Social Contemplative Leader

11/9 The Book by a Contemplative Leader

The facilitated discussion structure is as follows:

Provide a five-minute overview of your research on the topic. This should include some visual /graphic/PPT/Prezi/ component as well as at least two pages of written notes.

Develop at least two questions related to your research that you will use to encourage discussion with your classmates about your topic. These should be questions that your classmates can reasonably speculate about or can bring their own experiences to bear.

Post your questions & notes as a Word document along with any URL/PPT from your research in the AsULearn site by 5pm on the day of presentation.

Note: A segment of an online video maybe used during your presentation but should not exceed a two-minute snippet.

Grading Criteria

Students who post their notes and /or PPT/URL by the due date and time will receive one point.

Students who actively participate in the delivery of the presentation and/or facilitate the discussion will receive one point.

Contemplative Leadership Philosophy Paper (20 points)

Midterm Draft - (5 points) DUE October 19th 5pm in AsULearn

Begin. This will be the beginning of your final paper that exemplifies your learning, experiences and knowledge gained in the course. Please cite in text APA style and include a works cited page in APA style. **Draft** each section of the paper. Write at least *two full pages for each section*, double spaced 12 point font.

FORMAT FOR MIDTERM AND FINAL CONTEMPLATIVE LEADERSHIP PHILOSOPHY PAPER

Section One Heading: *Contemplative Leadership Overview*

Explain the concept of Contemplative Leadership in terms of the following:

What is contemplative leadership?

What are the qualities of a contemplative leader?

What are some strengths & challenges of this leadership style?

What are at least three examples of methods to support or enact this leadership style?

Compare and contrast at least two contemplative leaders, their, style, impact and influence

Section Two Heading: *Practice*

Describe your personal practice, its purpose, its foundations, your experience, your insights, success and challenges.

Provide least *three scenarios* where this practice could be applied to enact leadership situations or prepare you as a leader.

Section Three Heading: *Philosophy*

Construct a conclusion that describes your own evolving contemplative leadership style in terms of *principles of practice and action*. This could be constructed as a series of statements that describes something like: “My Abiding Questions”, “Ways of Being”, “Eight Enduring Ethics”, or “Insights for Integrity”.

You should decide on your *own framework for the conclusion and use your own words (not quotes of other authors)*, although you are welcome to use any of these frameworks if no others come to mind.

Final Paper - (15 points) DUE November 30th 5pm in AsULearn.

The final paper will follow the same format as the midterm draft and contain the same three sections, however, it will be at least five pages per section and approximately 15-20 pages in length with in text citations and works cited page in APA style. Note: paper length of 15 pages minimum does not include works cited page 😊

Personal Transformation Presentation: (5 points) Due in Class Dec 7th 6pm.

This is a final multi-media reflection that creatively represents the breath and depth of your learning and experiences in the course. It *should* contain text that provides context for your representations; however, consider that text can also be *artfully* done. It can be created in any combination of media for the web such as photos, video, audio, graphics, and personal drawings. The only limitation is that it must *your* original work.

*****You are required to post your final paper for this course as a PDF and your personal transformation presentation media your Aportfolio by December 7th 6pm.***

Date	Reading	Journal	Assignment DUE	Class Activities
August 17th	None	None	None	<ul style="list-style-type: none"> >Overview of Course >Intro to Contemplative Leadership (PPT) >Consensus Building: <ul style="list-style-type: none"> What is Contemplative? What is Leadership? What is Mindfulness? What is Presence? >The Nature of Attention Discussion >Reading Groups >Establishing a Personal Practice
August 24 th	Bohm on Dialogue (PDF) Dialogue – Ellinor & Gerard (PDF)	Journal 1 Practicing Inner Attention	1. Write up a description of your Personal Practice that you will commit to for 8 weeks 2. Develop your own working definitions of <i>mindfulness, leadership, Contemplative, and Presence</i>	<ul style="list-style-type: none"> >Intro to Dialog Practice (Handouts Parker Palmer) >Discuss Reading notes on Ch 1 & 2 >Discuss your personal practice. >Share journal on practicing attention. >Participate in a guided embodied meditation
August 31 st	Marturano Chapter 1 , 2, 3 & 4	Journal 2 Mindful Speaking	Locate a short inspirational reading or quote that speaks to the spirit of contemplative leadership to read in class	<ul style="list-style-type: none"> >Dialog Practice (View Amy Cuddy TEDTALK) >Discuss Journal on Mindful Speaking >Loving kindness Meditation >Discuss Reading Notes
September 7 th	Marturano Chapter 5 & 6	Journal 3 Personal Practice Reflection	Prepare for 10 Minute Facilitated Discussion: <i>Contemporary Perspectives on a Living Contemplative Leader</i>	<ul style="list-style-type: none"> >Dialog Practice (Purpose) >Facilitated Discussions Student Lead > Personal Practice Reflections >Reading Notes Discussion

Date	Reading	Journal	Assignment	Class Activities
September 14th	Marturano Chapter 7 & 8	Journal 4 Personal Practice Reflection	Locate a short inspirational reading or quote that speaks to the spirit of contemplative leadership to read in class	<ul style="list-style-type: none"> >Dialog Practice >Facilitated Discussion Student Lead >Reading Notes Discussion >Personal Practice Reflections
September 21 st	Marturano Chapter 11 & 13	Journal 5 Personal Practice Reflection	Prepare for 10 Minute Facilitated Discussion: <i>Historical Perspectives on a Contemplative Leader</i>	<ul style="list-style-type: none"> >Dialog Practice >Facilitated Discussions Student Lead >Discuss Journal OR Personal Practice Reflections >Discussion of Reading Notes > Overview of Contemplative Leadership Philosophy Paper
September 28 th	Marturano Chapter 14 & 15	Journal 6 Personal Practice Reflection	Locate a short inspirational reading that speaks to the spirit of contemplative leadership to read in class	<ul style="list-style-type: none"> >Dialog Practice >Inspirational Readings >Discuss Journal OR Personal Practice Reflections >Discussion of Reading Notes
October 5 th	Critics of Mindfulness (PDF articles in ASULEARN)	Journal 7 Personal Practice Reflection	Prepare for 10 Minute Facilitated Discussion: <i>The Shadow Side of a Contemplative Leader</i>	<ul style="list-style-type: none"> >Dialog Practice >Facilitated Discussions Student Lead >Discuss Personal Practice Reflections >Discussion of Reading Notes
No Class October 12th				
October 19 th	No Reading	Journal 8 Personal Practice Reflection	Locate a short inspirational reading that speaks to the spirit of contemplative leadership to read in class	<ul style="list-style-type: none"> >Dialog Practice >Inspirational Readings >Discuss Personal Practice Reflections >Discussion of Reading Note >Mid-term Draft Contemplative Leadership Philosophy Paper DUE IN ASULEARN

Date	Reading	Journal	Assignment	Class Activities
October 26 th	Dickman Ch 3 & 4	Journal 9 Personal Practice Reflection	Prepare for 10 Minute Facilitated Discussion: <i>Political / Social Contemplative Leaders</i>	>Dialog Practice >Facilitated Discussions Student Lead >Discuss Personal Practice Reflections >Discussion of Reading Notes
November 2 nd	Dickman Ch 10	Journal 10 Personal Practice Reflection	Locate a short inspirational reading that speaks to the spirit of contemplative leadership to read in class	>Dialog Practice >Inspirational Readings >Discuss Personal Practice Reflections >Discussion of Reading Notes >Work on ePortfolios
November 9 th	Dickman Ch 11	None	Prepare for 10 Minute Facilitated Discussion: <i>The Books and Works of Contemplatives Leaders</i>	>Dialog Practice >Facilitated Discussions Student Lead >Discussion of Reading Notes
November 16 th	Dickman Ch 12	None	Locate a short inspirational reading that speaks to the spirit of contemplative leadership to read in class	>Dialog Practice >Inspirational Readings >Discussion of Reading Notes > work on ePortfolio
NO CLASS NOV 23rd				
November 30 th		None	Final Papers Due: Personal Leadership Philosophy	Work in Aportfolio on Personal Transformation Presentation Contemplative Leadership Philosophy Paper DUE IN ASULEARN 7pm
December 7th 6pm			Final exam/ Personal Transformation Presentation in Aportfolio in class presentation	Sharing of Personal Transformation Presentation in your Aportfolio and submission of ePortfolio pages in class