EDCP 217: INTRODUCTION TO STUDENT LEADERSHIP

University of Maryland ♦ Spring 2014

Course Overview

Course Information
Section 101 – Tuesdays & Thursdays, 12:30-1:15pm; PLS 1117

Instructors
Meredith Laurie
Pre-Health Advisor
1210 HJ Patterson Hall
Phone: 301-405-1818
Email: mlaurie@umd.edu
Office Hours available upon request

Course Materials
The following will be the primary text for this course. The text will only be available through the University Book Center (not the Maryland Book Exchange on Route 1). All other required course materials/reading assignments will be available on the course Canvas site. There is a mandatory course fee for the class that will be billed directly to student accounts.

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Purpose, Scope and Goals of the Course
In today’s world, it is impossible to escape the topic of leadership. From government and non-profit organizations to sports teams and social groups, leadership is attributed to the biggest successes and the grandest failures. But what is leadership, who is a leader and how can you understand your own leadership capabilities?

This course will explore the concept of leadership grounded with theory, but with an emphasis on the personal meaning and definition of leadership for you. Since it is impossible for us to adequately cover the many different leadership models in one semester, the intent of this course is to provide you with a solid foundation from which to define yourself, your roles, and your responsibilities in your own lives and within your communities now and into the future.

This course will use a variety of experiential, hands-on activities to encourage you to interact with the material presented in class and in the readings. We hope this will allow you to truly understand the theories and help shape your identity as a leader. We also want you to understand the relationships between yourself and the people and communities around you; how can you shape them and how do they shape you?

Course Objectives
Course objectives are listed around knowledge, personal development, and group goals, with an eye towards the active practice of leadership theories. Through this course, students should be able to demonstrate an
ability to select, critically evaluate, and apply the scholarship of leadership, should demonstrate an ability to collaborate in order to bring about a successful outcome (the essence of collaborative leadership), should recognize how the practice and application of leadership is affected by political, social, cultural, economic or ethical dimensions, and should be able to effectively communicate the application of leadership theory through journals, group papers, presentations, and on-going class discussions.

**Knowledge/Cognitive Learning Goals**
- Explore leadership myths and realities
- Understand the multidisciplinary roots of leadership studies.
- Learn about the shift between industrial/post-industrial models
- Begin to value leadership as a process, not just position
- In-depth exposure to the relational leadership model, social change model, & components

**Personal Development Learning Goals**
- Gain knowledge about self
- Develop consciousness of self; self-efficacy; feelings of mattering; manage personal emotions; values clarification
- Apply self-knowledge
- Practice congruence; commitment; identify passions; discuss cultural differences and issues
- Learn to value ethical thought and action
- Develop critical thinking skills

**Group/Organizational Learning Goals**
- Learn to engage constructively with others
- Practice collaboration; controversy with civility/principled dissent; engage across difference
- Understand group roles, group dynamics, and group decision making

**Course Policies**

**Atmosphere**
Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members’ participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

**Class Expectations**
- Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.
- Class attendance is essential and expected. Unexcused absences will be factored into final grades. **Students are expected to notify the instructors prior to an absence.**
- The classroom will be an authentic environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.
- Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language.
• Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
• Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops) is not permitted during class time, unless permission was obtained from the instructors.

Expectations for Instructors
Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period and be willing listeners with regard to student concerns. Students are encouraged to make use of instructors in and outside class sessions to provide additional help or support.

Attendance
Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies. Unexcused absences and absences from a portion of a class session (i.e., late arrivals or early departures) will be factored into your participation grade.

Medically necessitated excused absence from a single class section
For a medically necessitated absence from a single class session, students may submit a self-signed note to me (an email is acceptable). Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event. Any student who wishes to be excused for an absence from a single class session due to a medically necessitated absence shall:
• Make a reasonable attempt to inform the instructor of his/her illness prior to the class (if you know you are going to miss class, I expect an email or a text prior to class); and,
• Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness (the former email would suffice in this case). Each note must also contain an acknowledgment by the student that the information provided is true and correct.

Non-consecutive medically necessitated absences from more than a single class session
For this course, I will treat these in the same manner as absences from a single class session for a medically necessitated absence (see above), unless the number of absences exceeds two. At that point, I will treat the absences as a Prolonged Absence from Classes (see below).

Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event
• A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.
• Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event (noted with a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

Excused absences will only be provided on a limited basis for illness (self or dependent) (see information above), religious observations (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities (this often applies to scholarship athletes), or compelling circumstance beyond the student’s control. Absences will only be excused when the student has made a reasonable
attempt to inform the instructor prior to class, except in case of emergency. Finding out why you missed after you’ve missed class will likely result in an unexcused absence. For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.

Religious Observations
Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

Course Cancellations/Delays
Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

Academic Integrity
In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we ask that you do so. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

sign your name

More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu

Students with Disabilities
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.
**Students in Need of Assistance**
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. Learning Assistance Services (LAS) offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available online. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service at the University Health Center** for an appointment. The Counseling Center also offers online resources on a series of topics.

**Learning Assistance Services (LAS)**
2201 Shoemaker Hall
Email – LAS-CC@umd.edu
Phone – 301-314-7693
Website – [www.counseling.umd.edu](http://www.counseling.umd.edu)

**Counseling Center**
Shoemaker Hall
Phone – 301-314-7651
Website – [www.counseling.umd.edu](http://www.counseling.umd.edu)

**University Health Center, Mental Health Service**
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - [www.health.umd.edu/services/mentalhealth.html](http://www.health.umd.edu/services/mentalhealth.html)

**Limits to confidentiality in the classroom**
While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult’s daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President’s Designee, but are required by law to make reports to Child Protective Services.

**Course Evaluations**
While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the university’s campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo’s CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at [www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](http://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

**Minor in Leadership Studies**
Students who have successfully completed EDCP217 are eligible to apply for the Minor in Leadership Studies. The EDCP Minor in Leadership Studies, open to students from all majors, promotes college student leadership development by educating undergraduate students for and about leadership in a complex world. The goal of the minor is to prepare students to serve effectively in formal and informal leadership roles in campus, local,
national, and global contexts. Applications are accepted each semester at the beginning of October and March. Visit www.education.umd.edu/CHSE/academics/degree_programs/MinorLeadershipStudies.html for more information on course requirements, eligibility, and application procedures.

Grading Criteria
All assignments will be graded with the following criteria:

Content:
The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

Introspection, Elaboration and Synthesis:
The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student “brings it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

Form:
The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

Class members are expected to seek approval for extensions of assignment deadlines prior to due dates. All assignments are due and will be collected via Canvas unless otherwise directed. Assignments turned in late will result in the loss of one full letter grade, plus an additional letter grade for each subsequent 24-hour period after the due date. (i.e., a paper turned in two hours after the due-date class period will be counted as late and one letter grade will be deducted). Students are welcome to turn in assignments late, with the understanding that penalties will accrue.

In addition to these graded assignments, you may also be given several non-graded assignments which will count towards your participation grade. These are provided to flesh out the material or to prepare you for a class discussion.

Please note that all papers should be typed in 11-point Times New Roman font with one-inch margins all around. All citations and references should use proper citation methods (usually APA, but you can use the format common in your academic discipline).

Description of Assignments

Participation/Leadership in Action (50 Points) – Throughout Semester
Much of the learning in this course takes place through engaging in the classroom experience, practicing leadership, and receiving direct and immediate feedback. Therefore, your attendance and full participation in class is expected at all times. We expect you to arrive on time, be prepared to regularly contribute to class discussions, and practice and demonstrate your growth in leadership skills. Participation will be based on the following:

• Class attendance (arriving on time and staying for entire class)
• Attention during class (no cell phone or laptop usage)
• Active engagement in class activities and discussions
• Preparedness for class (completion of assigned readings)
• Exhibit your growth in leadership skills
• Demonstrate the application of theory and models
• Group Formation Worksheets: Groups will be assigned early in the semester. As we review specific course content, the group will work together to gain a better understanding of THEIR group processes as it relates to the content.

**Leadership Definition (30 Points)**
Without using outside resources (i.e. databases, books, internet sources), write your personal definition of leadership. For this assignment, provide a 1 sentence definition of leadership and a 1 page (double spaced, 11 point font) explanation of how you came to this definition. Your explanation can include examples of your personal leadership experiences or observations.

**Journals/Current Events (80 Points)**
It is important for leaders to develop and demonstrate the skills set of critical reflection, directed both internally and externally. The development of critical reflection is a crucial leadership outcome for students. Each student will be responsible for 2 journal entries and 2 current event assignments each worth 10 points.

**Journals will be due on Class 6 and Class 13. Current event assignments will be due on Class 13 and Class 21.**

- Journal entries: Students will complete a two page (double spaced, 11 point font) entry addressing an assigned prompt. Prompts will be assigned two weeks before the journal is due. The journal should include self-reflection and an integration of leadership models that have been covered up to that point in the course.
- Current event assignments: Students will complete a two page (double spaced, 11 point font) analysis of a current event relating to leadership. Current events can be found in local or national newspapers, on news websites, etc. This analysis should cover:
  - Who is demonstrating leadership in the article?
  - Why do you think the individual or organization described in the article is/are a leader?
  - Where/When is the leadership taking place?
  - What leadership models can be applied to the article?

**Quizzes (30 points)**
Over the course of the class, you will have six brief quizzes covering the previous night’s reading assignments and two one-page meaning-making reflection assignments. Each Quiz is worth 5 points.

**Challenge Course Demonstration and Reflection Paper (40 points)**
For two class periods, we will spend our class time at the Outdoor Rec Center engaging in a series of hands-on activities. Some of these will be low-rope and some will be high-rope activities, providing a range of opportunities to actively practice the leadership theories discussed in the text (particularly the Relational Leadership Model).

After completing the challenge course, you are responsible for using your textbook, class notes, and the questions below to develop a 4-5 page paper (double spaced, 11 point font) reflecting on how the challenge course experience connects with our classroom learning and how the practice of leadership in this setting has shaped your understanding of the concepts.

You are expected to connect your challenge course experience to classroom topics, which may include the topics listed below (practicing leadership, understanding yourself, communicating and listening, making group decisions, and the Relational Leadership Model). You do not need to describe the challenge course activities in depth, unless it is helpful in making a point. You are NOT expected to address each of the questions below,
they only serve as a guide for your writing. You will be evaluated on the quality of your writing, arguments and use of class concepts.

**Practicing Leadership**
- Who assumed leadership roles during the activities? How/why did the individual or individuals come to assume these responsibilities?
- What behaviors would you describe as showing leadership?
- What were the difficulties of practicing leadership in this group? How might you have overcome the challenges?
- Did the leadership roles shift around or remain with the same person or people throughout activities? Why?
- In your opinion, did race, gender, or ability play a role in the assumption of leadership in any of these activities? How so?

**Understanding Yourself**
- What role did you play in the activities? Did you feel as if you contributed to the leadership effort? Why or why not?
- What did you learn about your own strengths and challenges in this experience? How will you work on these competencies and growth areas in the future?
- Did your values and beliefs shape your experience on the challenge course? How so?

**Communication & Listening**
- What interfered with the ability of one or more group members to listen to others?
- What elements may have prevented you from listening “well?”
- How did your group communicate when someone wanted something from someone else? (Did they ask, order, demand, say nothing and do it themselves, etc?) When you wanted something, what, if anything, prevented you from asking for what you wanted?
- How did the group share ideas related to the initiative at hand? How are communication, coordination, and true collaboration different?
- How did your group handle controversy or competing ideas? Was it an effective approach? Why or why not?

**Making Group Decisions**
- Were you satisfied with the way decisions were made? Explain your answer.
- How quickly did your group establish “roles” within the group? Were they adhered to for the duration of the activity?
- Was it important, or even a consideration, to reach consensus as a group?
- What did you like and not like about the way group decisions were made?

**Relational Leadership Model**
- Did/ how did your group practice inclusive leadership?
- Did/how did your group practice empowering leadership? What types of power were present in your group?
- What role did ethics play in your group’s experience? Were they individual or group decisions to be unethical? If unethical actions occurred, did the group address them? Why or why not?
- Did your group ever achieve common purpose? Why or why not?
- How did your group balance planning to achieve a task with actively working on the task? Did you agree with the balance of process and outcome?

**StrengthsQuest Paper (30 points)**
We will all take the StrengthsQuest Assessment to help us understand our talents and strengths. After taking the assessment, write a **response paper of 2 pages** analyzing your results and discussing how your talents relate to your leadership style.
Leadership Definition Part II (40 Points)
Revisit your personal leadership definition from the beginning of the course. Now that you have been exposed to many leadership theories and models and have had experiences engaging in collaborative leadership, how has your definition of leadership changed? Please write a 2-3 page paper describing your evolved personal leadership definition. In this assignment, you are expected to address your original definition of leadership, what your new definition is, explain which theories and activities influenced your new definition, and how you have come to understand and incorporate class topics and leadership models into your new definition.

Final Project

Socially-Responsible and Collaborative Leadership Group Paper and Project (100 points)
Socially-Responsible and collaborative leaders motivate others to work towards a common goal for the greater good of society. These leaders possess a strong internal set of values, support others to achieve their personal best, and put the development of others before their own self-interests. The skill set of conducting an organizational analysis will be helpful to students as they look at the developmental possibilities of their own organizations (as demonstrated in the group formation and practice prompt assignments).

The emphasis of the project is both on process and desired outcomes (i.e., not just on what outcomes are achieved, but how the organization goes about achieving them). Your team will be like a leadership consulting group analyzing the organization in its current state through multiple information gathering methods, including interviews, attending meetings, observing interactions and decision making processes, etc.

Throughout all parts of the process, it will be imperative to use course materials and content, in particular the Relational Leadership Model and the Social Change Model, to make sense of the organization in its current state, what the vision of the organization could be with changes, and how to effect change within the organization. Course content must be infused throughout!

Paper (40 points)
In assigned teams of 4-5, students will prepare an 8-10 page paper...

a) identifying a STUDENT organization that exemplifies socially-responsible and collaborative leadership, and describing the organization in its current state (structure, mission, vision, purpose, officers, membership, activities, etc.).

b) how the organization displays effective leadership, incorporating elements of models, theories, skills, and other components of leadership as described in the course readings,

c) how the organization positively impacts the community or society at large,

d) identify next steps (based on leadership theory and course content) to help the organization move toward MORE socially-responsible and collaborative leadership processes.

Presentation (30 points)
Each team will be responsible for creating a 15-20 minute oral presentation. Each team member must have a speaking role in the presentation. There will also be 5-10 minutes for questions and feedback from the audience. In the presentation, students should demonstrate their understanding of leadership theories and their practical application. You should make the decisions as a team and use the presentation methods that will best allow your team to share the information you feel it is important for the class to know. Your presentation does not need to cover ALL the details of the project – pick and choose what is vital to share and make some critical decisions.
**Teammate Feedback (30 points)**
Additionally, members of the team will receive up to 10 points from team member evaluations of their effort on the project, which will be valuable as you continue to practice leadership. This peer-to-peer feedback and input is crucial as you continue to practice leadership. Each team member will receive a feedback form to complete for each other team member, which will be shared with both the student and the instructor. The form will include categories related to course content and the practice of leadership skills.

**Examples of Project in Practice**
It might be helpful here to provide some examples of how a project group can demonstrate that they are able to apply the organizational theories in practice. These are just snapshots – your work will be unique to your group.

- For a student organization focused on community service, your project identifies new communication strategies for the group to reach a broader audience.
- For a local business, your group offers suggestions for increased staff morale and a process for delineating confusing staff roles.
- For a cultural student organization, complete an assessment of executive board strengths using StrengthQuest and meet with group about activating these talents.

**There are multiple steps to this assignment.**
1. Select an organization
2. Develop a project plan
3. Interact with the organization’s function, structure, people, culture, etc. (Information-Gathering)
4. Identify what course materials apply to the organization (Theory-Picking)
5. Assess the organization’s leadership capacity (Analysis)
6. Develop recommendations for improving the organization’s leadership capacity (Recommendations)
7. Provide Updates to Instructor
8. Present the information in class
9. Provide group member feedback

**Frequently Asked Questions about Final Project:**

**What organization should I pick?**
This is up to your small group, but you should consider several things in making your choice:

- The group or organization MUST be a student organization.
- Will you have access to the information and organization’s members needed to gather our information?
- How willing is the group to give you the time to interview, attend meetings, etc.?
- How “rich” will the information gathered be? Is the group too small, new, etc., to give you a wealth of information to use?
- Are you choosing the group because it’s “easy”? (i.e., you have a contact) Challenge yourselves to find a group that can really make this a learning experience.
- You should not pick a group that one of your team members is associated with or a member of, or has a close friend who is part of the group.

**How can we approach a group to ask them to participate?**
There are several things you can do to “sell” your project to get an organization to say YES!

- Let them know that the information gathered will only be shared in class and will be kept confidential.
- You will share the information you collected with the organization.
• Start NOW! The longer you wait, the harder it will be to find an office/organization, especially if your first couple options turn you down. Don’t be left scrambling at the end!
• Come up with a one-page prospectus to give the office that outlines what you will be doing and what you will be asking of them. This will require your group to make a plan ahead of time.
• Schedule a meeting with the “decision-maker” in the group – the person who can provide access. Don’t try to make ALL the arrangements over the phone or via email.

What do you mean by “multiple information-gathering methods”?
You cannot do this project just by looking at a website and talking to the “head” of the organization. You should collect data from multiple sources, including, but not limited to: (i.e., think creatively to expand this list)
• Interviews
• Vision & Mission Statements
• Annual Reports & Budgets
• Personal Observations
• Annual Goals
• Events and Meetings
• Office or space use – what does the atmosphere tell you?
• Position roles and calendars – what is time spent doing?
• Instruments to survey the group
• Organizational Charts

What are the expectations for how this project needs to be completed?
You will work through the multiple steps of this final project via checkpoints throughout the semester. At each checkpoint, you will submit a portion of the project for review. These submissions are regular class assignments embedded in this larger project. Only one submission is due per group unless otherwise indicated.

1. Select an organization - Due Class 7 (February 18th)

2. Develop a project plan - Due Class 11 (March 4th)
Once you selected an organization, you and your group will meet to devise a plan for addressing this final project. You will create a timeline of the ways you and your group will interact with the organization. You will also describe what preliminary course materials (i.e., readings and other content) you and your group will use in the analysis of the selected organization. This project plan communicates the what, when, and how you and your group will complete this final project throughout the semester.

The plan is expected to be a 1-2 page write-up. It is recommended that you and your group use the development of a project plan as an opportunity to draft a project prospectus that can be shared with the organization.

3. Interact with the organization’s function, structure, people, culture, etc. (Information-Gathering)
When you initiate contact with the organization, you will share with them who you are and in what context you want to engage with their organization. You and your group will want to share with them a version of your plan for the semester (if not the actual project prospectus) you created in step #2 for analyzing the leadership capacity of an organization. You will want to emphasize that at the end of your information-gathering activities you will share with the organization feedback and recommendations on how the organization can enhance or improve their leadership capacity and function. It is important that you communicate to the organization that the project is for a class assignment and you are not trained consultants. Although you have an assignment to complete, the
priority goes to the organization’s needs. You and members of your group cannot interfere with the functions and services of the organization. Remember, this is a learning exercise and the organization exists external to you and your group members’ learning. So, it is a privilege that an organization is willing to engage with you and your group throughout the course of the semester. Be sure that you are able to sufficiently interact, engage, and research the organization enough to provide appropriate feedback and recommendations at the end of the semester.

4. **Identify what course materials apply to the organization (Theory-Picking)**

5. **Develop recommendations for improving the organization’s leadership capacity (Recommendations)**

6. **Updates – Due Class 14 (March 13th) and Class 20 (April 10th)**
   As you work through the steps above, you will have to provide updates at two points during the semester to demonstrate progress on the final project. Each update should be a 2 page summary of the interaction and engagement your group is having with the organization. This summary can include frequencies, types, and other methods of engaging and interacting with the organization by all members of your group. It may also include the models, theories, and other course content materials you will use in assessing the leadership capacity and function of the organization.

7. **Present the information in class and turn in paper - Due during presentation dates**

8. **Provide group member feedback - Due last day of class**

### Grading Summary

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Leadership Definition</td>
<td>30</td>
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<tr>
<td>Quizzes</td>
<td>30 (5 points each)</td>
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<tr>
<td>Journals/Current Events</td>
<td>80 (20 points each)</td>
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<tr>
<td>Challenge Course Demonstration and Reflection Paper</td>
<td>40</td>
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<tr>
<td>StrengthsQuest Reflection Paper</td>
<td>30</td>
</tr>
<tr>
<td>Leadership Definition Part II</td>
<td>40</td>
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<tr>
<td>Participation/Leadership in Action</td>
<td>50</td>
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<tr>
<td>Transformation Leadership Paper</td>
<td>100 (40 for paper, 30 for pres, 30 for teammate feedback)</td>
</tr>
</tbody>
</table>

**Total Points**

- 97 – 100% = A+
- 93 – 96.99% = A
- 90 – 92.99% = A-
- 87 – 89.99% = B+
- 83 – 86.99% = B
- 80 – 82.99% = B-
- 77 – 79.99% = C+
- 73 – 76.99% = C
- 70 – 72.99% = C-
- 67 – 69.99% = D+
- 63 – 66.99% = D
- 60 – 62.99% = D-
- 59.99% and below = F
## Course Calendar

*Note – “EL3” refers to the text, Exploring Leadership (3rd edition)*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment Due</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>1/28</td>
<td>Introduction/Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>1/30</td>
<td>Leadership Overview</td>
<td></td>
<td>EL3 Chapter 1</td>
</tr>
<tr>
<td>Class 3</td>
<td>2/4</td>
<td>Generations of Leadership Theories</td>
<td>Leadership Definition Due</td>
<td>EL3 Chapter 2</td>
</tr>
<tr>
<td>Class 4</td>
<td>2/6</td>
<td>Relational Leadership Model</td>
<td>EL3 Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>2/11</td>
<td>Relational Leadership Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td>2/13</td>
<td>Social Change Model</td>
<td>Journal #1 Due</td>
<td>Leadership for a Better World - Chapter 2</td>
</tr>
<tr>
<td>Class 7</td>
<td>2/18</td>
<td>Social Change Model</td>
<td>Final Project: Select an Organization</td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>2/20</td>
<td>Strengths, self-awareness &amp; values (VIA Character Strengths Assessment)</td>
<td>Group Formation Worksheet for RLM and SCM Due</td>
<td>EL3 Chapter 4</td>
</tr>
<tr>
<td>Class 9</td>
<td>2/25</td>
<td>StrengthsQuest Assessment (MSGE)</td>
<td>Current Event #1 Due</td>
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<tr>
<td>Class 10</td>
<td>2/27</td>
<td>Diversity and Leadership</td>
<td></td>
<td>EL3 Chapter 5</td>
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<tr>
<td>Class 11</td>
<td>3/4</td>
<td>Diversity and Leadership</td>
<td>Group Formation Worksheet Due</td>
<td>Final Project: Project Plan Due</td>
</tr>
<tr>
<td>Class 12</td>
<td>3/6</td>
<td>Interacting in Teams and Groups</td>
<td>StrengthsQuest Reflection Paper Due</td>
<td>EL3 Chapter 8</td>
</tr>
<tr>
<td>Class 13</td>
<td>3/11</td>
<td>Understanding and Renewing Complex Organizations</td>
<td>Journal #2 Due</td>
<td>EL3 Chapter 9</td>
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<tr>
<td>Class 14</td>
<td>3/13</td>
<td></td>
<td>Final Project: Update Due</td>
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<td></td>
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<td>Spring Break</td>
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<tr>
<td>Class 15</td>
<td>3/25</td>
<td>Challenge Course</td>
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<tr>
<td>Class 16</td>
<td>3/27</td>
<td>Challenge Course</td>
<td>Challenge Reflection Paper Due</td>
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<tr>
<td>Class 17</td>
<td>4/1</td>
<td>Being in Communities</td>
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<td>EL3 Chapter 7</td>
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<tr>
<td>Class 18</td>
<td>4/3</td>
<td>Ethical Leadership</td>
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<td>EL3 Chapter 6 Introduction – The Good, The Bad, and The Difference (Cohen)</td>
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<tr>
<td>Class 19</td>
<td>4/8</td>
<td>Conflict in Groups</td>
<td>Group Formation Worksheet for Ethics Due</td>
<td>EL3 Pages 480-484</td>
</tr>
<tr>
<td>Class 20</td>
<td>4/10</td>
<td>Group Decision Making</td>
<td>Final Project: Update Due</td>
<td>EL3 Pages 329-333</td>
</tr>
<tr>
<td>Class 21</td>
<td>4/15</td>
<td>Creating Change</td>
<td>Group Formation Worksheet for Group Decision-Making Due Current Event #2 Due</td>
<td>EL3 Chapters 10 &amp; 11</td>
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<tr>
<td>Class 22</td>
<td>4/17</td>
<td>Identifying YOUR critical issues</td>
<td></td>
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<tr>
<td>Class 23</td>
<td>4/22</td>
<td>Well-being and renewal</td>
<td></td>
<td>EL3 Chapter 12</td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Activity</td>
<td>Assignment</td>
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<tr>
<td>Class 24</td>
<td>4/24</td>
<td>Presentations (MSGE)</td>
<td>Final Project: Paper Due</td>
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<tr>
<td>Class 25</td>
<td>4/29</td>
<td>Presentations (MSGE)</td>
<td>Final Project: Paper Due</td>
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<td>Class 26</td>
<td>5/1</td>
<td>Presentations (MSGE)</td>
<td>Final Project: Paper Due</td>
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<tr>
<td>Class 27</td>
<td>5/6</td>
<td>Presentations (MSGE)</td>
<td>Final Project: Paper Due</td>
<td></td>
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</tbody>
</table>
| Class 28 | 5/8  | Wrap Up (MSGE)       | Final Project: Teammate Feedback Due  
|          |      |                      | Leadership Definition Part II Due |

Reading assignments are due on the date listed, and are subject to change. Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.

Department of Counseling, Higher Education, and Special Education
College of Education

This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education within the College of Education and The Adele H. Stamp Student Union-Center for Campus Life.