Term Information

Effective Term: Summer 2017
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Add recitation and make grading based on recitation.

What is the rationale for the proposed change(s)?
To ease assessment and to track enrollments.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Greater programmatic efficiency.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Higher Ed & Stdt Aff
Fiscal Unit/Academic Org: EHE Educational Studies - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 2575
Course Title: Student Organization Leadership Training
Transcript Abbreviation: Stu Org Ldshp Trng
Course Description: Overview of the theory and skills necessary for the practice of effective leadership in student organization settings. Leadership is explored as an integral component of a student's activity in Ohio State student organizations.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: Yes
Allow Multiple Enrollments in Term: No
Max Credit Hours/Units Allowed: 12
Max Completions Allowed: 4
Course Components: Recitation, Lecture
Previous Value: Lecture
Grade Roster Component: Recitation
Previous Value: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0406
Subsidy Level: Baccalaureate Course
Intended Rank: Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
• The course is designed to prepare students to be active participants in student organizations by encouraging the identification and development of leadership concepts and techniques.

Previous Value

Content Topic List

• Overview and Introductions
• Introduction to Leadership
• Introduction to Leadership Theory
• Effective Communication
• Skill Building Activities: Running Effective Meetings, Developing an Agenda and Taking Minutes, Marketing and public Relations, Maintaining student Organization History, Using Technology, Understanding Financial Policies and Fundraising
• Understanding others
• Working with Teams and Groups
• Leading with Integrity
• Celebrating the School Year

Attachments

• ESHESA 2575 Leadership in Student Organizations Syllabus.docx
  (Syllabus. Owner: Gerken,Samantha Jo)

Comments
## Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Gerken,Samantha Jo</td>
<td>07/06/2016 11:52 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Malone,Helen Irene</td>
<td>07/06/2016 02:44 PM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Ceryl L.</td>
<td>07/06/2016 02:44 PM</td>
<td>College Approval</td>
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</table>
Course Description:

ES HESA 2575 provides an overview of the theory related to and skills necessary for the practice of effective leadership in team and organizational settings. Leadership is explored as an integral component of a student's career and life plan.

This course section is designed to prepare students to be active participants in student organizations by encouraging the identification and development of leadership concepts and techniques consistent with the principles of the Social Change Model of Leadership Development. Upon completion of the course, students should be able to apply the Social Change Model in understanding who they are, who they want to be and how they can impact the community as a leader.

The philosophy of teaching and learning in this class requires all participants to be active participants in the learning process. Everyone must come to class prepared to discuss and engage with the material and each other. Everyone needs to think about the goals created for the course and help direct the learning environment if we are not meeting those goals. Learning should be challenging intellectually and requires deep listening, suspending judgments, identifying assumptions, reflecting, and inquiring.

Course Coordinator: Dr. Amy Barnes, barnes.269@osu.edu, Senior Lecturer, Higher Education and Student Affairs Section, Department of Educational Studies, Columbus campus

Course Objectives/Learning Outcomes:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Program Goal or Standard</th>
<th>Course Assessment</th>
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</thead>
<tbody>
<tr>
<td>Understand and utilize concepts informing leadership practice such as self-knowledge, vision, common purpose, commitment, the ability to follow, collaboration, empowerment, inclusiveness, controversy with civility, social change, etc.</td>
<td>Movement towards purposeful action.</td>
<td>Intergroup Social Change Project &amp; Photo Blog Assignment</td>
</tr>
</tbody>
</table>
Demonstrate an understanding of the process of leadership, specifically through the Social Change Model of Leadership Development. And develop a language and capacity for leadership through application of leadership concepts in student organizations.

Integrate fraternal involvement and leadership experiences with readings on leadership, community, and in a collegiate setting.

Demonstrate an increased awareness of the personal qualities, skills, and values you bring to your student organization, and your leadership potential.

Identify and plan individual and collective actions necessary for change in your communities of leadership.

Demonstrate an understanding of the current trends and issues related to leadership and your student organization’s mission, vision, and values.

Development through education.

Development through reflection.

Development through reflection.

Development through education.

Intergroup Social Change Project & Discussion Initiation

Discussion Initiation

Personal Leadership Commitment Assignment

Intergroup Social Change Project

Photo Blog Assignment


Grading Plan/Grading Rubric – Each class session will include in-class activities and discussion. Because of the interactive nature of this class, students are expected to attend and contribute to each class session. The final grade will be determined by several factors: in-class participation, blogs, quizzes, a group presentation, discussion initiations, and the personal leadership philosophy. The point value of each component is as follows:

15% Class Attendance and Participation
25% Photo Blog Posts and Comments
25% Leadership Philosophy Paper
35% InterGroup Social Change Project

Note: All grading will be based on recitation.

Grading Scale

A  94-100%  B+  87-89  C+  77-79  D+  67-69
A-  90-93  B  84-86  C  74-76  E  63% or less
B-  80-83  C-  70-73
## Topical Outline & Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation &amp; Introductions</td>
<td></td>
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</table>
| 2    | Understanding the Social Change Model of Leadership Development | Social Change Paragraph Due  
Komives, Ch. 1 & 2  
Bring to class: *Schedule for the semester* |
| 3    | Understanding Change | Blogs 1-8 Due  
Discussion Initiation 1  
Komives, Ch. 4  
| 4    | Citizenship: Working with Empathy in our Communities | Blogs 9 – 16 Due  
Komives, Ch. 5  
| 5    | No Class |  |
| 6    | Collaboration: Creating Change Together  
Off Campus trip to the ARC | Komives, Ch. 6  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Feb. 20</td>
<td>Common Purpose: Why We’re Here</td>
<td>Blogs 16 – 23 Due</td>
<td>Discussion Initiation 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Komives, Ch. 7</td>
<td>Bingham, G. (2011, February) What is Consensus Building?</td>
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<tr>
<td>Feb. 27</td>
<td>Controversy with Civility: Our Reputation, Our Legacy</td>
<td>Komives, Ch. 8</td>
<td>Discussion Initiation 3</td>
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<td>Personal Leadership Philosophy Due</td>
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<td></td>
<td>Take Strengths Quest</td>
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<td></td>
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<td>Bring to Class: <em>StrengthsQuest Results</em></td>
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<tr>
<td>Mar. 13</td>
<td>SPRING BREAK</td>
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<tr>
<td>Mar. 20</td>
<td>Congruence: What Are My Values?</td>
<td>Blogs 1-8 Due</td>
<td>Discussion Initiation 4</td>
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<td></td>
<td>Komives, Ch. 10</td>
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<td></td>
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<td>Bring to Class: <em>Completed Values Assessment</em></td>
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<tr>
<td>Mar. 27</td>
<td>Commitment: What Do I Want to Do?</td>
<td>Blogs 8 – 16 Due</td>
<td>Discussion Initiation 5</td>
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<tr>
<td></td>
<td></td>
<td>Komives, Ch. 11</td>
<td></td>
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<tr>
<td>Apr. 10</td>
<td>Change: The Next Steps</td>
<td>Blogs 16 – 23 Due</td>
<td>Discussion Initiation 6</td>
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<tr>
<td>Apr. 17</td>
<td>Presentations: InterGroup Project</td>
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</table>

ES HESA 2575 Syllabus
Assignment Details

A. Photo Blog

The photo postings provide an opportunity to think more deeply on the connections between readings, personal perspectives and experiences. Each member of the class will be expected to write and post two blog entries related to [INSERT STUDENT ORG] and social change. Your entries should explore the seven C’s and how they relate (or not) to what is happening in your communities here at OSU or across the nation. We will be using a private wordpress blog so that only the class can view and engage. Each blog post should include some pictures or visual representations and be approximately 500 – 1000 words. An example post is provided on the site. Please submit blog postings by 11:59pm on the day they are due. This will allow others to read and respond to your blogs. Because each blog promotes preparation for weekly sessions, no late blogging will be accepted.

We will draw for the due dates of your blog entries. Each member of the class is expected to regularly read and comment on at least three blog posts.

B. Personal Leadership Commitments

An 6-8 page, typed paper is due in class in Week 7. This paper will be self-reflective, analyze your earning and experiences in the class, and incorporate references to assigned readings. Details of the paper, including content and additional grading criteria, will be distributed no later than week 4.

C. Discussion Initiation

In small groups, you will select a class session in which you will prepare a short presentation (15 minutes max) that helps to initiate discussion among the entire class. Please note that this exercise is intended to expand and update upon what is covered in the assigned readings. It is your choice on what to discuss and how to present the information. For example, you might decide to utilize questions, a group activity or a reflection on the material. Please provide me with the name of the article(s)/concept(s) on which your group will focus at least 2 weeks prior, and a brief outline of your discussion at least one week before your assigned date.

D. Intergroup Social Change Project (ISCP)

All students will be assigned to a social change group, which you will work within to create a plan for social change that will be enacted following the class. Ultimately, groups will work together to select an issue for social change action, identify the goals and action steps, present on the experience. Projects will be evaluated on the level of self-reflection, intergroup collaboration, and action taking, as they are reflected in the group’s presentation of the project. More details on how projects will be distributed when social change topic is identified.

Policies for Missed Assignments – Late assignments will be deducted 1 point for every day late. We understand that unforeseen circumstances may arise that prevent you from attending class or
completing an assignment. If this happens, please notify the instructor and the circumstances will be addressed on an individual basis.

Policies for Student Conduct and Participation -- Class Attendance and Active Participation

This course is based on the premise that understanding and grappling with leadership and The Social Change Model begins with self-reflection and must include learning from another as we bring our experiences, knowledge, and analyses to mutual learning and reflection. To that end, we expect:

• Attendance at each class for the full class period. Since much of the learning in the course is derived from in-class experiences and discussion, more than 1 unexcused absence in sections meeting once per week will automatically result in a drop of one letter grade. Absences will be excused for legitimate medical, family, or other reasons at the discretion of the instructor. Council and chapter events/responsibilities are not a valid excuse to miss a class session. Please do not schedule council events or programs during class sessions. Consult with your instructor for additional guidance.

• Completion of readings and supplemental assignments in advance of the class for which they are assigned and working knowledge of the content of assigned readings sufficient to permit students to introduce and discuss the concepts presented in the readings. The instructor reserves the option to give up to four unannounced quizzes on the text, if it is apparent readings are not being done in advance.

• The sharing of current and past leadership experiences.

• Active participation in class structured experiences and discussions. In this course, you will be primarily involved in discussion and activities rather than listening to a lecture. The key to your success in the course and in achieving the learning outcomes set forth. This enables you to learn from the perspectives and experiences of a variety of individuals as well as contributing to others’ learning through the sharing of your experiences.

• Beyond building knowledge of learning and developing analytic skills to study leadership, it is expected that students develop certain traits or dispositions of mind:
  o intellectual courage--being willing to make your ideas public;
  o intellectual honesty--being willing to change your mind about things when it is warranted;
  o wise restraint--refraining from changing your mind without sufficient reason.

• It is expected that you will come to the course with many ideas about leadership and at least some of these ideas will not be represented in the course content. Instructors urge you to have the courage to recognize when your beliefs differ from those presented, to remain open to new ideas and perspectives, and to reconsider your commitments when and only when evidence and argument become convincing.

Academic Integrity (Academic Misconduct) -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize
that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Office of Disability Services Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems – (Example statement) According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity – (Example statement) The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field Experiences**  -- During one of our classes, we will travel to the OSU Adventure Recreation Center to participate in a consensus building activity. More details about this will be discussed in class.

**Technology**  – Technology will be utilized for this class in the form of in class videos, photo blogs, and discussion boards. Instructions for how to access and use the Wordpress blog website will be distributed in class and posted to Carmen.