From:	Hippisley, Andrew R
Sent:	Thursday, April 24, 2014 10:54 AM
To:	Brothers, Sheila C
Subject:	Leadership Studies
Attachments:	Undergraduate Certificate Leadership Studies Packet (April 20, 2014) w letter.pdf

[Revised proposal attached]

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Leadership Studies, within UK's Division of Undergraduate Education.*

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989

http://linguistics.as.uky.edu/user/751

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 *At the Senate Council meeting on April 28, the SC learned the the certificate will be housed in the College of
 Education, not in Undergraduate Education.

March 28, 2014

MEMORANDUM

TO: Kris Ricketts, Co-Chair, Undergraduate Certificate in Leadership
           Studies

FROM: Larry J. Grabau, Associate Dean for Instruction, College of
           Agriculture, Food and Environment (CAFE) and Chair,
           Undergraduate Curriculum Committee for CAFE.

RE: Faculty Approval for Above Proposal

During today's UCC meeting, the Undergraduate Certificate in Leadership
Studies was discussed by the assembled faculty representatives of CAFE.
By a unanimous 7-0 vote, the faculty approved the certificate proposal.

Undergraduate Certificate in Leadership Studies
Program of Study

The Department of Educational Leadership Studies (EDL) & the Department of Community and Leadership Development (CLD) offer an undergraduate certificate in leadership studies. Four vital pillars are complimentary to undergraduate programs and are reflected throughout the content of course work in the following ways:

- Understanding core concepts about leadership
- Fostering team and organizational leadership
- Embracing community leadership
- Focusing on intercultural communication skills

LEARNING OBJECTIVES

- Students will be able to identify and apply basic concepts, skills, styles, theories, and models of leadership.
- Students will be able to demonstrate appropriate and effective use of listening, oral, and written skills as well as critical thinking skills and self-analysis for use in specific leadership situations.
- Students will be able to demonstrate one's personal ethics, including the values and culture that contribute to their ethical position.

PROGRAM OF STUDY

The program consists of 18 credits of undergraduate study in leadership. Students will take one course from each of the four pillars and two additional elective leadership courses.

Leadership Foundations (3 credits)
- EDL402 / CLD402: Principles of Leadership
- CLD230 / EDL230: Intrapersonal Leadership

Organizational Change (3 credits)
- EDL571: Design Thinking in Education
- CLD530: Fundamentals of Organizational Leadership

Community Leadership and Relationships (3 credits)
- CLD430: Leading in Communities: Vision, Action & Change
- CLD404 / EDL404: Contemporary Leadership Applications
- CLD260: Community Portraits
- CLD330: Interpersonal Skills for Tomorrow's Leaders

Ethics, Diversity, and International Understanding (3 credits)
- CLD470: Leadership Power, Ethics & Impact
- CLD403 / EDL403: Leadership Context & Styles
- Any university-approved study abroad experience

Electives (6 credit hours):
- Any course in the above pillars not already counted
- Any approved study abroad experience (can only count 3 credits for certificate)
- Approved courses include but are not limited to:
  - AMS301: Leadership & Management
  - AMS341: Leadership & Management II
  - AMS395: Independent Study in Leadership
  - COM252: Intro to Interpersonal Communication
  - COM281: Communication in Small Groups
  - COM325: Intro to Organizational Communication
  - MGT 410: Analysis of Organization Behavior
  - MGT 320: Survey of Human Resource Management
  - UK100: Emerging Leader Institute

Other Vital Elements:
- At least 12 credit hours must be taken for a letter grade
- At least 12 credits at 200-level or above and a minimum of 6 credit hours at 300-level or above
- Students must earn a C or better in each required certificate course
- At least one course needs to be taken in the sister discipline (EDL or CLD)
- No more than 9 credits in the certificate are used to satisfy requirements for the student's bachelor's degree, minor, or another certificate (exclusive of free or unrestricted electives)

For questions regarding this program, individuals should contact the program director.

Program Director: Dr. Jayson W. Richardson | jayson.richardson@uky.edu | 859.379.9097

Director of Undergraduate Leadership Studies
Department of Educational Leadership Studies
111 Dickey Hall, University of Kentucky
Lexington, KY 40506-0017
(859) 257-8921 (Department Telephone)
(859) 257-1015 (Department Fax)

Director of Undergraduate Leadership Studies
Community & Leadership Development
500 Garrigus Building
Lexington, KY 40546-0215
(859) 257-3471 (Department Telephone)
(859) 257-1164 (Department Fax)

New Undergraduate Certificate Form

An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student's major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

Requirements for an Undergraduate Certificate:
- A minimum of 12 credits of course work taken for a letter grade.
- At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.
- Student must earn a C or better in each required certificate course to receive the certificate.
- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.

Administrative and Academic Structure:
- There must be a designated Faculty Director for each certificate. The Director shall represent the curriculum and any affiliated faculty in multidisciplinary certificates.
- Minimum admission requirements for a certificate will be that students must be in good academic standing and can enter at any time in their undergraduate career. However, the faculty offering the certificate can impose additional requirements for a certificate.
- Courses taken prior to admission to the certificate can be used in the certificate.
- The Director approves the individual certificate curriculum for each student and informs the Registrar when the certificate is complete and may be awarded.
- The awarded certificate is to be posted on the student's official transcript.
- The certificate will not appear on the diploma. Programs may award a paper certificate, to be signed by the Associate Provost for Undergraduate Education or the appropriate designee (e.g., a College Dean) and the Certificate Director.
- All certificate proposals must be developed in consultation with faculty in contributing or affected academic units. The proposal must be approved through the faculty curriculum committee of the college or colleges participating in the certificate, and then submitted to Undergraduate Council. Certificates approved by UC will then be forwarded to University Senate for final approval.
- An undergraduate certificate curriculum shall be approved or re-approved for operation for a period of 6 years (or a lesser period if requested). Toward the end of the 5th year of its duration, the certificate Director shall prepare a report summarizing its status, operations, and certificate awardees during that period of time, and indicating its prospects for the future if renewal of the certificate curriculum is sought. The report will be provided to participating college Deans and to the Associate Provost for Undergraduate Education. If a certificate is suspended or terminated, students currently enrolled in the curriculum shall have a reasonable period of time, not to exceed three years, to complete the requirements for the certificate.

New Undergraduate Certificate Form

1. GENERAL INFORMATION

College:	**College of Education and College of Agriculture, Food and Enviroment**
Department:	**Educational Leadership Studies (COE) & Community and Leadership Development (AG)**
Certificate Home:	☐ College OR Department OR ☒ Other **Housed at the University Level in the University of Kentucky Undergraduate Education**
Proposed Certificate Name:	**Undergraduate Certificate in Leadership Studies**
Requested Effective Date:	☒ Semester Following Approval OR ☐ Specific Date *Click here to enter text.*

2. PROPOSAL CONTACT

Name:	**Jayson W. Richardson**
Title:	**Associate Professor**
Phone:	**859.379.9097**
Email:	**Jayson.richardson@uky.edu**

3. SIGNATURE ROUTING LOG

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments

See attached routing log.

A. Provide a brief description of the new certificate, the rationale for developing and offering it, and why this should be a certificate rather than a concentration or minor.

The Department of Educational Leadership Studies (EDL) & the Department of Community and Leadership Development (CLD) propose to offer an Undergraduate Certificate in Leadership Studies. Four vital pillars that comprise the proposed Certifcate in Leadership Studies are complimentary to a variety or existing undergraduate programs and are reflected throughout the content of course work in the following ways:

- Understanding core concepts about leadership
- Fostering team and organizational leadership
- Embracing community leadership
- Focusing on intercultural communication skills

The Undergraduate Certificate in Leadership is designed to comply with University of Kentucky standards for undergraduate certificates, and to be feasibly combined with a number of majors across UK's colleges. Students at UK are seeking experiences and evidences of leadership in their field. This Certificate will meet that need.

B. This proposed certificate (check one):

☒ Is cross disciplinary; or,

☐ Is certified by a professional or accredited organization/governmental agency; or,

☐ Clearly leads to advanced specialization in a field; or,

☐ Is granted to a program that does not currently have a major.

C. Affiliation

If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK.

It is not affiliated with a degree program but it will complement programs in the College of Agriculture, Food and Enviorment as well as in the College of Education. For example, pre-service teachers might want to add this to their degree to demonstrate leadership competencies. Students in the College of Agriculture, Food and Enviroment might desire a more general certificate to pair with their Community and Leadership Development program.

D. Demand

Explain the need for the new certificate (e.g. market demand, interdisciplinary considerations) and how it fits into the home unit's strategic initiatives.

The Undergraduate Certificate in Leadership Studies will allow students to demonstrate their preparedness to lead, live, and work in an interconnected and interdependent global community. Students will improve their understanding of leadership and develop the skills needed to lead in their particular field through a series of courses designed to provide a rich leadership focus.The modern workplace demands employees who understand the foundations of leadership, can navigate

organizational change, value community leadership and relationships, and who embrace ethics, diversity, and an international understanding. Students who participate in this Undergraduate Certificate in Leadership Studies will master these skills and benefit from an additional degree credential, that alongside with their major(s) and/or minor(s) demonstrates their dedication to and experiences with leadership. The structure of the Undergraduate Certificate in Leadership Studies offers a coherently planned academic core for students who otherwise might take very few courses that have an explicit focus on leadership. The core of the Certificate consists of four distinct pillars: (a) foundations, (b) organizational change, (c) community relationships, and (d) ethics, diversity, and an international understanding.

E. Projected enrollment

What are enrollment projections for the first three years?

	Year 1	Year 2 (Year 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
# of students	15	30	45

F. Demographics

Describe the demographics of the target student population for the certificate (check each box that applies and describe the intended audience):

☒ Currently enrolled undergraduate students

☐ Post-baccalaureate students

This Certificate program is designed to be applicable across many of the current UK academic majors. Most obviously, the Certificate serves students in the College of Agriculture, Food and Enviroment, as well as the College of Education. However the Certificate is designed to also attract students from other colleges and units such as American Military Sciences, College of Communication and Information, and College of Arts and Sciences. See letters of support attached to the application.

G. Distance Education Component

Will students be able to earn the certificate utilizing more than 50% distance education courses?

☒ Yes*

☐ No

If "Yes" is indicated, it is the Faculty Director's responsibility to consult with the Offices of Distance Learning Programs (257-3377) and Institutional Effectiveness (257-2873) prior to submitting this form.

5. ADMINISTRATION AND RESOURCES

A. Administration

How will the proposed certificate be administered (including admissions, student advisement,

retention, etc.)?

The Certificate will be administered collaboratively with the Department of Educational Leadership Studies (Dr. Jayson Richardson) and the Department of Community and Leadership Development (Dr. Kris Ricketts). Both faculty members will be responsible for recruitment, advisement, and retention of students. Drs. Jayson Richardson and Kris Ricketts will serve as Program Directors.

B. Resources

What are the resource implications for the proposed certificate, including any projected budget needs? If multiple units/programs will collaborate in offering this certificate please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate.

No resources are needed at the onset of this Certificate. The faculty Director of the Certificate Program will include this role in their Distribution of Effort (DOE). If the Certificate grows in popularity, a summer stipend will be requested from the College of Education as well as the College of Agriculture for the faculty Director of the Certificate program. No additional resources are needed in terms of general coursework. If the Certificate program enrolls large numbers of students, additional sections of EDL or CLD courses may be required but will be taught by appropriate teaching assistants.

C. Faculty governance

List below all faculty members who will be responsible for planning and participating in the certificate, and designate who the director will be.

Program Director and Co-Advisor: Dr. Jayson W. Richardson, College of Education, Department of Educational Leadership Studies. Co-Advisor: Dr. Kris Ricketts, College of Agriculture, Food and Enviroment, Department of Community and Leadership Development. Faculty who will teach in the certificate include: John Nash (EDL), Wayne Lewis (EDL), Beth Rous (EDL), Lars Bjork (EDL), Gary Hanson (CLD), Bryan Hains (CLD), and clinical faculty as needed in both departments.

6. SUPPORT AND IMPACT

A. Provide a supporting letter from an appropriate academic unit administrator verifying that the proposed certificate has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the certificate as presented in the proposal, without impacting core program resources.

B. Other related programs

Identify other related UK programs and outline how the new certificate will complement these existing UK programs. (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)

Statements of support provided by American Military Sciences, College of Communications, and Gattton College of Business and Economics.

C. Letter(s) of support

Provide a supporting letter from each college/school dean from which individual courses are taken.

A. Admissions criteria
List the admissions criteria for the proposed certificate.

Student in any UKY College in good standing.

B. Curricular structure
Provide specific courses and other requirements for the Certificate Program. A certificate must have at least 12 credit hours total, at least 12 hours at the 200 level or above, of which at least 6 credits must be at the 300 level or above. No more than 9 credits may be used to satisfy REQUIRED courses in a student's baccalaureate degree program, a minor, or another certificate. Separate listings of courses may be included with the proposal.

See attached Program of Study and syllabi for the following. Note that EDL/CLD courses have been approved for cross listing.

The University of Kentucky is accredited by the Southern Association of Colleges and Schools (SACS). As a part of that accreditation, all academic degree programs must be assessed. In December 2011, the SACS Board of Trustees added the expectation that certificates must also be assessed in the same manner as degree programs. The table below explains the assessment plan needs based on your specific program type. Please check the appropriate response below and include the assessment plan for your certificate, as specified for that program type.

Check one	Program Type	Description	Assessment method
☐	Stand Alone Program	Only open to non-degree seeking students who are not eligible for Title IV financial aid	Create plan with outcomes
☐	Subset of a degree program	All students in the program are degree seeking students <u>from within the major</u> who complete a limited set of courses in a subject area that qualifies them to receive a certificate	Because the degree program is being assessed and the courses (and students) that make up the certificate are all part of the degree program, the certificate can be assessed as part of the major
☐	Thematic programs	Program has degree-seeking students <u>from any major</u> (usually Title IV eligible)who take a set of courses in a subject area that qualifies them to receive a certificate	An assessment plan must be developed and implemented. A common way to assess these programs is to develop a "culminating experience" that all students must complete to receive the certificate
☒	Interdisciplinary programs	Program has degree-seeking students (usually Title IV eligible students) who take a set of courses from a variety of degree programs that add up to a certificate	Same as "Thematic programs" above

A. **Student learning outcomes**
   Please provide the learning outcomes for this certificate. What should students be able to do upon completion? (use action verbs please, not simply "understand.")

(1) Students will be able to identify and apply basic concepts, skills, styles, theories, and models of leadership. (2) Students will be able to demonstrate appropriate and effective use of listening, oral, and written skills as well as critical thinking skills and self-analysis for use in specific leadership situations (3) Students will be able to demonstrate their own personal ethics, including the values and culture that contribute to their ethical position.

B. **Methods and procedures**
   How and when are you assessing the learning outcomes? The methods need to be appropriate and clearly stated so that the relationship to the outcomes is understood. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method.

   Examples might include:
   1. Course-embedded assessment (capstone project, portfolios, research paper)
   2. Test items (embedded test questions, licensure/certification testing, nationally or state-normed exams)

Each of the four leadership pillars is mapped to a learning outcome. Thus the learning outcome of the Leadership Foundations pillar is that students will understand and be able to apply core concepts about leadership to a variety of leadership contexts. The learning outcome of the Organizational Change pillar is that students will foster team and organizational leadership skills and will thus be able to build distributive leadership teams around a common organizational vision. The learning outcome of the Community Leadership and Relationships pillar is that student will know how to build community-based leadership teams and by understanding the needs of various stakeholders. The learning objective of the Ethics, Diversity, and International Understanding pillar is that students will be on develop intercultural communication skills and be able to apply professional ethics to changing situations. Students will be assessed throughout courses in these 4 pillars in both a formative and summative manner through written exams and projects demonstrating their competencies. Formatively, courses in each of the pillars will have assignments that gauge nuances of the learning outcome of that pillar. In addition, students will write a statement upon entering the undergraduate certificate with a focus on their skills and knowledge of leadership. Students will be required to write a reflective essay upon completion of the Certificate which will again focus on their skills and knowledge of leadership in relation to the certificate student learning outcomes to determine growth over time. The quality of the co-curricular essay will be assessed in terms of the pillars (leadership foundations, organizational change, relationships, and ethics) and the learning outcomes. During coursework, students will produce essays and presentations (most notably in the EDL/CLD 402, 403,404 courses) that will be included in a summative, final portfolio project.

C. **Assessment Oversight**
   Enter the name(s) and contact information for those individuals who oversee the assessment of the certificate.

   Dr. Jayson W. Richardson, College of Education, Department of Educational Leadership Studies & Dr. Kris Ricketts, College of Agriculture, Food and Environment, Department of Community and Leadership Development

D. **How will you know this Certificate is successful? An evaluation of the program is to be submitted in year five. Please describe the evaluation plans for the Certificate Program.** Enter the name(s) and contact information for those individuals who oversee the assessment of the certificate.

   Dr. Jayson W. Richardson, College of Education, Department of Educational Leadership Studies & Dr. Kris Ricketts, College of Agriculture, Food and Environment, Department of Community and Leadership Development will oversee evaluation of the program. We will measure success through the following: (1) record of increased student enrollment; (2) record of successful

student completion; (3) enrollmentof students in a variety of majors and colleges; (4) rating of 4.5/5.0 on program-created student satisfaction surveys.

Submit the completed application, preferably electronically, to:

Associate Provost for Undergraduate Education
c/o Joanie Ett-Mims
joanie.ett-mims@uky.edu
113 Bowman Hall
Campus 0059

February 21, 2014

Dr. Ben Withers
Associate Provost for Undergraduate Education
University of Kentucky
113 Bowman Hall
Lexington, KY 40506-0059

Dear Dr. Withers:

As Dean of the College of Education, I strongly support the joint venture between the Department of Educational Leadership Studies in the College of Education and the Department of Community and Leadership Development in the College of Agriculture, Food and Environment to create an Undergraduate Certificate in Leadership Studies. As evidenced with the supporting documentation, both departments have worked collaboratively with units across the University (e.g., Arts and Sciences, Communication and Information, Business and Economics) to ensure the Undergraduate Certificate in Leadership Studies will succeed.

The resources for the Educational Leadership Studies components of the Leadership Studies Certificate proposal are intact and will not impact core program resources.

If you need additional information, please feel free to contact me.

Sincerely,

Mary John O'Hair
Dean and Professor

Signature Routing Log for Undergraduate Certificate in Leadership Studies

Faculty Member	Jayson W. Richardson Department of Educational Leadership Studies 111 Dickey Hall 859.379.9097 jayson.richardson@uky.edu	2/17/2014
Educational Leadership Studies Chair	Beth Rous Chair Department of Educational Leadership Studies 111 Dickey Hall 859.257.6389 beth.rous@uky.edu	2/17/14
Dean	Mary John O'Hair Dean College of Education 103 Dickey Hall mjohair@uky.edu 859.257.2813	2/19/14
C&C Committee	Doug Smith 7-1824 dcsmit1@uky.edu	4/14/14

From:	Ett, Joanie M
Sent:	Thursday, November 21, 2013 8:54 AM
To:	Ellis, Janie
Cc:	Brothers, Sheila C; Thuringer, Christopher P
Subject:	Animal Sciences BS, Dietetics BS, Criminology Minor, Philosophy US Program, Undergrad Certificate in Leadership
Attachments:	Animal Sciences BS-change.pdf; Criminology Minor-new.pdf; Dietetics BS-change.pdf; Philosophy University Scholars Program-new.pdf; Undergraduate Certificate in Leadership Studies-new (FINAL revised).pdf

Good morning Janie,

The Undergraduate Council has reviewed and recommends approval of the following (all attached):

Animal Sciences BS-change
Criminology Minor-new
Dietetics BS-change
Philosophy University Scholars Program-new
Undergraduate Certificate in Leadership Studies-new

I have also sent approvals through eCATS for:

AN 250DL-new
ASC 499-new
DHN 374(GWR)-new
ENG 488G-drop
MCL 190-new
RUS 410G-new
RUS 525-new
RUS 545-new
RUS 555-new

Thanks,
Joanie

Joanie Ett-Mims
Undergraduate Education
University of Kentucky
113 Bowman Hall
Lexington, KY 40506-0059
(859)257-9039 Phone
(859)257-1455 Fax
joanie.ett-mims@uky.edu

UK.

UNIVERSITY OF
KENTUCKY®

February 20, 2014

MEMORANDUM

TO: Gary Hansen and Kris Ricketts, Department of Community and
            Leadership Development

FROM: Larry J. Grabau, Associate Dean for Instruction, College of Agriculture,
            Food and Environment

RE: Strong Support for Undergraduate Certificate in Leadership Studies

C: Dean Nancy Cox

As you are aware, I have been well-informed about your work with faculty in the
Department of Educational Leadership Studies in the College of Education on this
innovative undergraduate certificate. The certificate structure, including one three-
credit course from each of four pillars plus six elective credits, is well-designed to help
students from across the University landscape develop both skills and credentialing in
the area of leadership. Further, good evidence of collaboration with other colleges
including Arts & Sciences, Communication & Information, and Business & Economics
has been shown. This is a robust proposal, well-conceived and, appropriately enough,
with strong and collaborative leadership.

This certificate has our full support.

see blue.

Signature Routing Log for Undergraduate Certificate in Leadership Studies

Faculty Member	Kristina G. Ricketts Department of Community & Leadership Development 713 Garrigus Building 859.257.3767 k.ricketts@uky.edu	
Community & Leadership Development Chair	Gary Hansen Chair Department of Community & Leadership Development 500 Garrigus Building 859.257.7586 ghansen@uky.edu	
Dean	Nancy Cox Dean UK College of Agriculture, Food and Environment 123 Ag North 859.257.4772 ncox@email.uky.edu	

UK

U N I V E R S I T Y   O F

KENTUCKY

February 21, 2014

Dr. Lee Blonder
Chair, Senate Council
University of Kentucky

Dear Dr. Blonder:

As the Associate Provost for Undergraduate Education and the Dean for Undergraduate Studies, I support the joint venture with the Department of Educational Leadership Studies in the College of Education and Community and Leadership Development in the College of Agriculture to create an Undergraduate Certificate in Leadership Studies.

This new Undergraduate Certificate will be a vital contribution to the future of undergraduate students seeking to demonstrate their specific skills in leadership and to articulate the ethical positions associated with different leadership models found within an international context. This program of study will be targeted toward any undergraduate or post-baccalaureate student, and it will be particularly useful for UK graduates entering careers not only in education or community organizations but also those entrepreneurial business settings or non-government organizations in our Commonwealth where thoughtful leadership is so critically needed.

The Certificate will be housed in UK's Division of Undergraduate Education and will be led with co-directors from both Colleges in collaboration with my staff including Dr. Randolph Hollingsworth. The co-directors and their department chairs have been working together with UGE and Student Affairs staff to explore how this new certificate program will bolster the existing Living-Learning Community (LLC) in Leadership and Service. As evidenced with the supporting documentation, both departments have worked collaboratively with units across the University (e.g., Arts and Sciences, Communication, Business and Economics) to ensure this Undergraduate Certificate will succeed.

If any questions arise, please feel free to contact me.

Sincerely,

Benjamin C. Withers
Professor of Art History
Director of Honors
Associate Provost for Undergraduate Education

see blue.

**EDL 404
Contemporary Leadership Applications
University of Kentucky College of Education
*Research and Reflection for Learning and Leading***

Course Syllabus
XXX Semester, XXX Year
3 Credits

Contact Information	
Instructor:	Jayson W. Richardson, PhD
Office:	111 Dickey Hall
E-mail address:	jayson.richardson@uky.edu
Office phone:	(859) 257-1323
Office hours:	By appointment (preferably made via e-mail)
Campus address:	Department of Educational Leadership Studies
	111 Dickey Hall, College of Education
	University of Kentucky
	Lexington, KY 40506-0017
Department phone:	(859) 257-8921
Department Web site:	http://education.uky.edu/EDL/
Personal Website:	http://www.jaysonrichardson.com
Twitter:	http://www.twitter.com/JaysonR
Skype ID	jaysonrichardson

Course Description in UK Bulletin 2012-2013

This course supplements and integrates previous learning and is designed to provide maximum exposure to various concepts and perspectives of leadership through observational experiences, critical thinking, and self-analysis. It is also designed to allow the demonstration of previously learned leadership theories, styles, and strategies. Students must integrate their personal ethics and vision of leadership in their examination of various contemporary leadership contexts. Prereq: Admission to the program or consent of instructor.

Major Course Objectives

1. Identify real-world leadership situations that take into consideration issues of diversity and various perspectives.
2. Demonstrate one's personal ethics, including the values and culture that contribute to your ethical position through course assignments.
3. Integrate previous knowledge of leadership and self with information that you learn about leadership during this course.
4. Demonstrate appropriate and effective use of critical thinking skills and self-analysis during individual assignments as well as in your final presentation.
5. Demonstrate effective use of organizational, writing, and oral skills that are appropriate for each assignment and the final presentation.

Required Course Textbook and Readings

This course requires reading across multiple sources. In addition to the required textbook listed below, students will be assigned additional reading materials including articles, cases, blogs, wikis, online resources, and videos. When such readings are required, they will be provided by the instructor in advance. All required reading assignments are listed under Required Activities for each class session in the syllabus.

Most required materials for this course are available on the Blackboard site. Students are required to access the content from this website as well as complete the online quizzes as directed.

Required Course Books:

> Kouzes, J., Posner, B. Z. & Sheppar, R. (2012). *The leadership challenge planner: An action guide to achieving your personal best.* Jossey-Bass: San Francisco, CA. (ISBN: 978-0-470-17705-1)

Recommended Course Books:

> Kouzes, J., & Posner, B. Z. (2007). *The leadership challenge planner*. Jossey-Bass: San Francisco, CA.

> Maxwell, J. (1999). *The 21 indispensable qualities of a leader: Becoming the person others will want to follow.* Thomas Nelson: Nashville, TN.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer, the Internet with at least a 10mb Internet speed, and a high quality web-cam to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through http://elearning.uky.edu.

> **Instructor's Virtual Office Hours:** TBA
>
> **Preferred Method of Communication:** Email (jayson.richardson@uky.edu) or Skype (jaysonrichardson).
>
> **Maximum Timeframe for Responding to Student Communication:** Students may expect the instructor to have responses to email inquiries within 48 hours excluding weekends.
>
> **Teaching and Academic Support**: Contact the Teaching and Academic Support Center at http://www.uky.edu.TASC/index.php or 859-257-8772
>
> **Procedures to Resolve Technical Problems:** Contact the Information Technology Customer Service Center at http://www.uky.edu/UKIT/ or 859-257-1300
>
> **Information on Distance Learning Library Services**: Available through the Web at: www.uky.edu/Libraries/DLLS , DL Librarian (Carla Contagallo via email at dlservice@email.uky.edu or telephone at 859-257-0050 x 2171 or 800-828-0439), or Distance Learning Interlibrary Loan Services: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Integration of Syllabus with UK College of Education Conceptual Framework

This course addresses the four themes within the conceptual framework of the UK College of Education: *research, reflection, learning,* and *leading*. Throughout the semester students have opportunities to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as P-20 educators as they study, observe, and work in P-20 school and university classrooms. *Reflection* is integrated regularly through oral and written communication to help students hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long *learning* as educators actively *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as:

> embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

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Leading successful P-12 schools and districts requires understanding of and sensitivity to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Hence, diversity is a theme woven throughout this course, which focuses on preparing and developing educational leaders with requisite knowledge, dispositions, and skills to practice effectively the multiple responsibilities of school leadership and change agency.

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[1] American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

[2] Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

plagiarism involving their own work, they are obliged to consult their instructors on the matter before submiss

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wo
else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiaris
includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a
file, or something similar to this. Plagiarism also includes the practice of employing or allowing another perso
revise the work which a student submits as his/her own, whoever that other person may be.

 Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work
be done by the student, and the student alone. When a student's assignment involves research in outside sourc
the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of
used, the student must put quotation marks around the passage in question and add an appropriate indication o
Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. Howeve
these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public
6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Late Submittals. Assignment due dates are provided in the course calendar. Exceptions will
only be made for extreme emergencies.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. The
student is permitted **one calendar year—unless a shorter time frame is determined mutually
by the student and instructor—**to remove an "I" grade. If the contracted work is not completed
satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and EDL rules
require students requesting an "I" grade to complete a contract specifying how and when the "I"
will be removed within the calendar year. The contract must be submitted to me before an "I"
grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the
student does not submit a completed Incomplete Grade Contract by the course deadline.

Student Responsibilities

Students assume major responsibility for their own learning. As members of a learning group,
they are likewise responsible for helping their peers by consulting with them and engaging in
collaborative problem solving before seeking assistance from the instructor. A class roster will
be posted in the course Blackboard site to encourage and support communication.

Requirements

Basic Assessment of Knowledge and Understanding (100 points)
- Complete the in-class and at-home quizzes, case studies, essays, and assignments that
  will assess your knowledge and understanding of Kouzes & Posner's Leadership
  Challenge commitments, practices, and other concepts.

Random Acts of Kindness (25 points)
- Perform two (2) "random acts of kindness" (10 and 15 points each) that acknowledge a
  person's value as an individual. You may know the person for one random act, but the
  other should be stranger.

- Write a 1-page online account of the act of kindness describing what the person did that generated your act of kindness, how you acknowledged the person's action(s), his/her response to your act of kindness, and your feelings as a result of the act of kindness. Submit the written account online.
- Orally present your Random Act of Kindness experiences to the class when due.

Leadership Letter (25 points)
- Identify an issue or topic about which you have very strong feelings.
- Identify the individual or media source that would be an effective vehicle or focus for the communication of your thoughts.
- Write a 1-2 page formal business letter that reflects your feelings and views. It should also incorporate an appropriate amount of information about what you have learned about leadership.
- Submit a copy of the Leadership Letter in an envelope, ready for mailing.

Leadership Challenge Project Reports (50 points)
- Prepare three (3) reports about your personal eight-week leadership challenge by reflecting on what you know about leadership theories, principles, and practices. We will discuss additional information than can be included in class but the minimum information is noted with each report description.
- Select the most appropriate leadership perspectives for each report.

Progress Report I: Initial Report (10 points)
- Prepare a 1-2 page report of your intended Leadership Challenge (LC) online when due.

Progress Report II: Intermediate Report (15 points)
- Prepare a 2-3 page online report of the progress you are making with your personal LC.
- Include the name/names of those involved with you (stakeholders), the company or organization name, its mission and description, your goal, your objectives for reaching that goal, and the timeline for each objective.

Progress Report III: Final Report (25 points)
- Prepare a 5-page online report of your LC experience.
- Frame your report using the SCML as well as the practices and commitments of Kouzes & Posner's "leadership challenge" concept.
- Describe your LC in a few sentences.
- State your personal definition of leadership its relationship to your LC.
- Include the vision statement for your project in detail.
- Indicate how you enabled others to act so that you could accomplish your LC (or get to the point at which you had to stop).
- Include an outline of the reference points you will use in your presentation.

Leadership Challenge Project (100 points)
- *Your LC Project Presentation is your final exam.* You must be present for the entire exam time or your grade will be reduced one letter grade. Prepare a ten-minute professional, high quality presentation of your personal Leadership Challenge Project for class.

- Incorporate various aspects of your progress reports as well as the feedback from your class members, as appropriate.
- Include visual and interactive aspects in your presentation
- Submit written handout(s) via email one day before.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Meets Objectives:	Points Possible
1. Assessment (Tests) on Leadership Challenge Theory	1, 3, 4	100
2. Random Act of Kindness (I) Report	1, 2, 5	10
3. Random Act of Kindness (II) Report	1, 2, 5	15
4. Leadership Letter	1, 5	25
5. Project Report I	1, 3, 5	10
6. Project Report II	1, 3, 4, 5	15
7. Project Report III	1, 3, 4, 5	25
8. Leadership Challenge Project Presentation	1, 3, 4, 5	100
Total points		**300**

Grades will be assigned according to the following scale: A=90-100%, B=80-89%, C=70-79%, E=<70%. Course credit: 3.0 undergraduate hours.

Schedule

Class Session	Date	Topics
1	TBD	Course Introduction & Goals, Review of Syllabus
2	TBD	Review of the *Social Change Model of Leadership* & the *Art of Framing*
3	TBD	Introduction to Leadership Challenges
4	TBD	Leadership Practices & Commitments
5	TBD	Challenging the Process/Confronting & Changing the Status Quo w/Applications
6	TBD	Challenging the Process/Taking Risks w/Applications
7	TBD	LC Project Overview & Discussion
8	TBD	Leadership Practices & Commitments w/Applications
9	TBD	Leadership Characteristics w/Applications
10	TBD	LC Project Discussion & **First Random Act of Kindness Report Due Online by Noon**
11	TBD	LC Case Study(ies) & Discussion, **LC Project Report I Due Online by Noon** & Class Feedback on Initial Reports
12	TBD	LC Case Study(ies) & Discussion
13	TBD	**Basic Assessment of Understanding (On Own) – No Class**
14	TBD	Inspiring a Shared Vision & Common Purpose w/Applications
15	TBD	Collaboration, Cooperative Goals & Mutual Trust w/Applications
16	TBD	Strengthening Others w/Applications & **LC Progress Report II Due Online**

		by Noon
17	TBD	**Basic Assessment of Understanding (In Class)**
18	TBD	Encouraging the Heart/Linking Rewards with Performance w/Applications
19	TBD	**LC Progress Report Research on Own – No Class**
20	TBD	Encouraging the Heart/Linking Rewards with Performance w/Applications & **Leadership Letter Due in Class**
21	TBD	Modeling the Way w/Applications & **Second Act of Random Kindness Due Online by Noon**
22	TBD	Gardner's Morals & Individual Responsibility w/Applications
23	TBD	**Basic Assessment of Understanding (On Own) – No Class**
24		Encouraging the Heart: Celebrating Accomplishments w/Applications
25	TBD	Gardner's Morals & Individual Responsibility w/Applications, **LC Progress Report II Due Online by Noon** & Feedback Session
26	TBD	**Basic Assessment of Understanding (On Own) – No Class**
27	TBD	Encouraging the Heart: Celebrating Accomplishments w/Applications
28	TBD	**LC Project III (Final) Report Due Online by Noon** & Course Evaluations

Bibliography

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EDL 403
Leadership & Communication

University of Kentucky College of Education
Research and Reflection for Learning and Leading

Course Syllabus
XXX Semester, XXX Year
3 Credits

Contact Information	
Instructor:	Jayson W. Richardson, PhD
Office:	111 Dickey Hall
E-mail address:	jayson.richardson@uky.edu
Office phone:	(859) 257-1323
Office hours:	By appointment (preferably made via e-mail)
Campus address:	Department of Educational Leadership Studies
	111 Dickey Hall, College of Education
	University of Kentucky
	Lexington, KY 40506-0017
Department phone:	(859) 257-8921
Department Web site:	http://education.uky.edu/EDL/
Personal Website:	http://www.jaysonrichardson.com
Twitter:	http://www.twitter.com/JaysonR
Skype ID	jaysonrichardson

Course Description in UK Bulletin 2012-2013

This course is designed to expand student understanding of the theory and practice of leadership, conflict management, and decision-making. It is also designed to focus on issues of cohesiveness, trust, motivation, vision, and goals. Students must integrate their personal ethics and definition of leadership in various course assignments and projects. Prereq: Admission to the program or consent of instructor.

Major Course Objectives

1. Identify the essential components of leadership and leadership communication styles.
2. Generate descriptions of the qualities of successful leaders based on their communication styles.
3. Demonstrate appropriate and effective use of listening, oral, and written skills as well as critical thinking skills and self-analysis for use in specific leadership situations.
4. Generate critiques of the impact of leadership communication style on effective and ineffective leader/follower situations.
5. Demonstrate the ability to use your understanding of leadership in various situations.

Required Course Textbook and Readings

This course requires reading across multiple sources. In addition to the required textbook listed below, students will be assigned additional reading materials including articles, cases, blogs, wikis, online resources, and videos. When such readings are required, they will be provided by the instructor in advance. All required reading assignments are listed under Required Activities for each class session in the syllabus.

Most required materials for this course are available on the Blackboard site. Students are required to access the content from this website as well as complete the online quizzes as directed.

Required Course Books:

> Fairhurst, G. & Sarr, R.A. (1996). *The art of framing: Managing the language of leadership*. San Francisco, CA: Jossey Bass.
>
> Mortenson, G. & Relin, D.O. (2006). *Three cups of tea: One man's mission to promote peace....one school at a time*. New York, NY: Penguin.

Recommended Course Books:

> Northouse, P. (2010). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.
>
> Cleary, T. (1989). *Zen lessons: The art of leadership*. Boston, MA: Shambhala.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer, the Internet with at least a 10mb Internet speed, and a high quality web-cam to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through http://elearning.uky.edu.

> **Instructor's Virtual Office Hours:** TBA
>
> **Preferred Method of Communication:** Email (jayson.richardson@uky.edu) or Skype (jaysonrichardson).
>
> **Maximum Timeframe for Responding to Student Communication:** Students may expect the instructor to have responses to email inquiries within 48 hours excluding weekends.
>
> **Teaching and Academic Support**: Contact the Teaching and Academic Support Center at http://www.uky.edu.TASC/index.php or 859-257-8772
>
> **Procedures to Resolve Technical Problems:** Contact the Information Technology Customer Service Center at http://www.uky.edu/UKIT/ or 859-257-1300
>
> **Information on Distance Learning Library Services**: Available through the Web at: www.uky.edu/Libraries/DLLS , DL Librarian (Carla Contagallo via email at dlservice@email.uky.edu or telephone at 859-257-0050 x 2171 or 1-800-828-0439), or Distance Learning Interlibrary Loan Services: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

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When students submit work purporting to be their own, but which in any way borrows ideas, organization, wo else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiaris includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a

[1] American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
[2] Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

file, or something similar to this. Plagiarism also includes the practice of employing or allowing another perso
revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work
be done by the student, and the student alone. When a student's assignment involves research in outside sourc
the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of
used, the student must put quotation marks around the passage in question and add an appropriate indication o
Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. Howeve
these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public
6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Late Submittals. Assignment due dates are provided in the course calendar. Exceptions will
only be made for extreme emergencies.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. The
student is permitted **one calendar year—unless a shorter time frame is determined mutually
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require students requesting an "I" grade to complete a contract specifying how and when the "I"
will be removed within the calendar year. The contract must be submitted to me before an "I"
grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the
student does not submit a completed Incomplete Grade Contract by the course deadline.

Student Responsibilities

Students assume major responsibility for their own learning. As members of a learning group,
they are likewise responsible for helping their peers by consulting with them and engaging in
collaborative problem solving before seeking assistance from the instructor. A class roster will
be posted in the course Blackboard site to encourage and support communication.

Requirements

With the exception of class participation, additional information on all the course requirements
will be provided by the instructor. The following are course requirements for which points have
been allocated and from which the final grade will be determined.

1. **Tests and Participation (25 points).** Due to the course format, schedule and content,
   attendance in all meetings is essential. Absences are reflected in a student's grade. Students
   are encouraged to attend all classes, participate in all discussions, interact with others in group
   work, and read the assigned material prior to each class. Tests will be given throughout the
   semester.

2. *Three Cups of Tea* **Paper (25 points).** Write a reflective analytical paper after reading the
   book. Your focus points are the author and one or more of the challenges he writes about,
   along with leadership concepts and contexts. You must include concepts from The Art of
   Framing as well as basic leadership theories and concepts learned in EDL 402.

Format – Two (2) points will be deducted for failing to follow each numbered item:
1. Insert HEADER (single-space) as follows:
    a. First Line, Right Side of Page – Your Full Name
    b. Second Line, Right Side of Page – EDL 403-Semester YEAR
2. Insert FOOTER with page numbers as follows: Bottom, Right Side of Page.
3. DOUBLE-SPACE (except for the header) and use a 12-point font.
4. Use one inch margins, white paper, and staple in left hand upper corner.
5. BOLD each leadership concept the first time you use it.

3. **Three Minute Oral Presentations (TMO)(15 points).** Give two speeches, as indicated below, in three (3) minutes. Each TMO will be evaluated on the overall effectiveness of your delivery (3 points), the appropriate use of transitions, direct and inclusive eye contact (2 points), the effective use of voice and body (5 points), and your effectiveness in meeting the TMO focus (5 points).
    a. *Your Leadership (TMO 1)* – Provide a clear and straightforward delivery of your personal definition of leadership and how it relates to who you are. Use the *Social Change Model of Leadership (SCML)* and one other leadership theory or concept to explain the basic meaning of leadership from your perspective.
    b. *Your Leader (TMO 2)* – For the leader assigned to you, use information from the texts: *Art of Framing* (Fairhurst & Sarr) and/or *Leadership: Theories and Principles* (Northouse) to frame your presentation of the leader. This is an analysis, rather than a biographical sketch, of the leader.

4. **Leadership Spotlight Speech (10 points)**. Give a seven (7) minute professionally delivered speech of your personal leadership style, and how and why you feel it best represents you. Use specific, appropriate leadership concepts and theories from the *Art of Framing, Leadership: Theory and Practice*, and the *Social Change Model of Leadership*. Indicate what you are doing differently as a result of your broader understanding of leadership after the last two semesters or more. Your speech will be evaluated on each of the following criteria:
    a. Direct and engaging introduction, clearly stated main points, overall effective delivery. (10 points)
    b. Effective indication of knowledge and clear understanding of leadership concepts, and their relevance in your speech. (25 points)
    c. Appropriate use of transitions, direct and inclusive eye contact, and effective use of voice and body. (10 points)
    d. Clear and effective closing statement. (5 points)
    e. BEFORE the speech, provision of a copy of the speech or a detailed outline/guideline of main points paired with their corresponding leadership concepts. (10 pts.)
    f. *Zero (0) points if your speech copy/outline/guideline is submitted after the speech.
    g. Additional *Spotlight Speech* Responsibility: You must submit a *Listener Evaluation* at the end of each Spotlight Speech day or you will receive *a 5-point deduction from your grade.*

5. **Communicating Your Leadership Style (25 points)**. This paper allows you to critically analyze you as a leader. The criteria are as follows:
    a. Describe a *future* work or leadership situation. Set the stage so that anyone reading the paper has a mental model of what that environment looks like and the people involved. Place yourself into that environment as a leader and identify your role or position. (5 points)

b. Describe your leadership role. Paint a picture that anyone can "see" or understand (even those who know nothing about formal leadership). In other words, create a mental model for the reader**.** (20 points)

c. Describe a specific context within the work environment that permits you to **make** yourself believable. (20 points)

d. Describe how your role is an integral part of that specific context and makes you credible. (20 points)

e. Make sure that you expand leadership concepts around each of the descriptions you've written in items 1-5. Expansion of leadership concepts reveals how you've framed yourself as a leader and how you've communicated your leadership style because you will have incorporated and explained your selected leadership concepts in your own context. (20 points)

f. Bold all of the specific leadership concepts the first time you use them. (5 points)

g. This paper serves to represent you as leader and will be about 10 pages in length; if it's shorter, make sure you have integrated the leadership concepts appropriately. If it is a little longer, that's fine as long as you are not redundant.

h. Format – Two (2) points will be deducted for failing to follow each numbered item. (10 points)
  i. Insert HEADER (single-space) as follows
    1. First Line, Right Side of Page – Your Full Name
    2. Second Line, Right Side of Page – EDL XXX -Semester YEAR
  ii. Insert FOOTER with page numbers as follows: Bottom, Right Side of Page.
  iii. DOUBLE-SPACE (except for the header) and use a 12-point font.
  iv. Use one inch margins, white paper, and staple in left hand upper corner.
  v. BOLD each leadership concept the first time you use it.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Meets Objectives:	Points Possible
1. Tests and Participation	1, 2, 3, 4, 5	25
2. *Three Cups of Tea* Paper	4, 5	25
3. Three Minute Oral Presentations	2, 3, 5	15
4. Leadership Spotlight Speech	2, 3, 5	10
5. Communicating Your Leadership Style	4, 5	25
Total points		**100**

Grades will be assigned according to the following scale: A=90-100%, B=80-89%, C=70-79%, E=<70%. Course credit: 3.0 undergraduate hours.

Schedule

Class Session	Date	Topics
1	TBD	Course Introduction ; Goals; Syllabus; Social Change Model of Leadership
2	TBD	*The Art of Framing* (AOF) Preface & Ch.1: Framing
3	TBD	*Three Cups of Tea Paper* Due in Class

4	TBD	AOF Ch.1 & Ch. 2: From the Inside Out
5	TBD	Test 1
6	TBD	AOF Ch. 3: Vision-Based Framing
7	TBD	Personal Meaning of Leadership - Three Minute Oral Presentation #1
8	TBD	AOF Ch. 4: Context Sensitivity
9	TBD	AOF Ch. 5: Tools of Framing & Ch. 6: Avoiding Mixed Messages
10	TBD	AOF Ch. 7: Spontaneous Framing
11	TBD	AOF Ch. 8: Establishing Credibility
12	TBD	TEST 2 – AOF All Chapters
13	TBD	Leadership Discussion/Application
14	TBD	Leadership Discussion/Application
15	TBD	Your Leader - Three Minute Oral Presentation #2
16	TBD	Leadership Discussion/Application
17	TBD	Leadership Discussion/Application
18	TBD	Leadership Discussion/Application
19	TBD	Communication of Your Leadership Style paper due
20	TBD	Leadership Discussion/Application
21	TBD	Leadership Discussion/Application
22	TBD	Spotlight Speeches
23	TBD	Spotlight Speeches

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     Management Association.

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     Development Press.

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     in Leadership Publication.

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     yourself, your work, and your organization*. San Francisco, CA: Jossey-Bass.

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     themselves and their organizations*. San Francisco, CA: Jossey-Bass.

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EDL 402
Principles of Leadership

University of Kentucky College of Education
Research and Reflection for Learning and Leading

Course Syllabus
XXX Semester, XXX Year
3 Credits

Contact Information	
Instructor:	Jayson W. Richardson, PhD
Office:	111 Dickey Hall
E-mail address:	jayson.richardson@uky.edu
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	111 Dickey Hall, College of Education
	University of Kentucky
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Department phone:	(859) 257-8921
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Personal Website:	http://www.jaysonrichardson.com
Twitter:	http://www.twitter.com/JaysonR
Skype ID	jaysonrichardson

Course Description in UK Bulletin 2012-2013

This course is designed to provide an introduction to leadership. Its focus is the development of an understanding of leadership theories and styles. You will also learn strategies for successful leadership. The introduction will include: 1) historical, theoretical, and cultural perspectives of leadership, 2) leadership skills and styles and strategies for success, and 3) examination of the responsibilities of leadership. Prereq: Admission to the program or consent of instructor.

Major Course Objectives

1. Read college level content material analytically and reflectively.
2. Demonstrate your ability to utilize appropriate technology for the class.
3. Describe and support your opinions by asking relevant questions in class and in writing.
4. Identify basic concepts, theories, and models of leadership.
5. Identify leadership skills, styles, and strategies.
6. Identify individual strengths and weaknesses while developing personal leadership ability.

Required Course Textbook and Readings

This course requires reading across multiple sources. In addition to the required textbook listed below, students will be assigned additional reading materials including articles, cases, blogs, wikis, online resources, and videos. When such readings are required, they will be provided by the instructor in advance. All required reading assignments are listed under Required Activities for each class session in the syllabus.

Most required materials for this course are available on the Blackboard site. Students are required to access the content from this website as well as complete the online quizzes as directed. Required books are #1 AND either #2, #3, or #4

1. Northhouse, P. (2010). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.
2. Gill, M. G. (2007). *How Starbucks saved my life: A son of privilege learns to live like everyone else.* New York, NY: Gotham.
3. Beavan, C. (2009). *No impact man.* New York, NY: Farrar, Straus and Giroux.
4. Gladwell, M. (2002). *The tipping point: How little things can make a big difference.* New York, NY: Little, Brown and Company.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer, the Internet with at least a 10mb Internet speed, and a high quality web-cam to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through http://elearning.uky.edu.

Instructor's Virtual Office Hours: TBA

Preferred Method of Communication: Email (jayson.richardson@uky.edu) or Skype (jaysonrichardson).

Maximum Timeframe for Responding to Student Communication: Students may expect the instructor to have responses to email inquiries within 48 hours excluding weekends.

Teaching and Academic Support: Contact the Teaching and Academic Support Center at http://www.uky.edu.TASC/index.php or 859-257-8772

Procedures to Resolve Technical Problems: Contact the Information Technology Customer Service Center at http://www.uky.edu/UKIT/ or 859-257-1300

Information on Distance Learning Library Services: Available through the Web at: www.uky.edu/Libraries/DLLS , DL Librarian (Carla Contagallo via email at dlservice@email.uky.edu or telephone at 859-257-0050 x 2171 or 800-828-0439), or Distance Learning Interlibrary Loan Services: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Integration of Syllabus with UK College of Education Conceptual Framework

This course addresses the four themes within the conceptual framework of the UK College of Education: *research, reflection, learning,* and *leading*. Throughout the semester students have opportunities to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as P-20 educators as they study, observe, and work in P-20 school and university classrooms. *Reflection* is integrated regularly through oral and written communication to help students hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long *learning* as educators actively *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as:

> embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

Because the desired outcome is excellence in education, UK "does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability" (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

Leading successful P-12 schools and districts requires understanding of and sensitivity to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Hence, diversity is a theme woven throughout this graduate course, which focuses on preparing and developing educational leaders with requisite knowledge, dispositions, and skills to practice effectively the multiple responsibilities of school leadership and change agency.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students' Rights and Responsibilities Handbook*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

> **Absences.** The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be "reasonable cause for nonattendance." Because the class meets only five times, regular attendance is essential. If students must miss a scheduled class meeting, then they must notify me about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through e-mail communication.** Additional assignments may be required for missed virtual synchronous class meetings.

> **Canceled Class.** If a virtual synchronous class meeting must be canceled due to unforeseen circumstances, I will make every possible effort to contact you in sufficient time to avoid any unnecessary burdens.

> **Changes to Syllabus.** I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

> **Disabilities.** If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are

approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu

Go to www.research.uky.edu/gs/bulletin/bullinfo.shtml for more information about UK Policies.

Quality of Student Work

Unless specified otherwise, all papers submitted to the instructor must be presented in the writing style and format described in the sixth edition of the *Publication Manual of the American Psychological Association[1]*. All papers must be word-processed in **Times New Roman 12-point font**. Students are expected to follow rules of usage and principles of composition[2]. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the APA *Manual.*

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are e adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense assignment on which the offense occurred. If the offense is considered severe or the student has other academ their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familia forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete info found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defens charge of academic dishonesty. It is important that you review this information as all ideas borrowed from oth properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2 all academic work, written or otherwise, submitted by students to their instructors or other academic superviso be the result of their own thought, research, or self-expression. In cases where students feel unsure about the plagiarism involving their own work, they are obliged to consult their instructors on the matter before submiss

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wo else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiaris includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a file, or something similar to this. Plagiarism also includes the practice of employing or allowing another perso revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work be done by the student, and the student alone. When a student's assignment involves research in outside sourc the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of used, the student must put quotation marks around the passage in question and add an appropriate indication o Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. Howeve

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these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Late Submittals. Assignment due dates are provided in the course calendar. Exceptions will only be made for extreme emergencies.

> **Incomplete Grade.** Incomplete grades for this course are issued reluctantly and sparingly. The student is permitted **one calendar year—unless a shorter time frame is determined mutually by the student and instructor—**to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and EDL rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to me before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

Student Responsibilities

Students assume major responsibility for their own learning. As members of a learning group, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from the instructor. A class roster will be posted in the course Blackboard site to encourage and support communication.

Requirements

- *Participation (30 points)* Demonstrate your leadership and professionalism in and outside of class. In class, do this through engaged participation and through your individual contributions to a respectful and collaborative classroom environment.
- *Leadership Team Presentations (100 points)*
    o Determine a current local, regional, state, national, or international topic or organization that can be related to leadership from a theoretical perspective.
    o Explore the relationship between the topic or organization and selected leadership theories and concepts throughout the semester.
    o The primary team objective is to communicate relevant leadership aspects of the topic.
    o *Each team must select* a topic, decide team roles, and submit both online by the due date.
    o Your team and your individual participation as a team member will be evaluated.
    o You are responsible for completing the Team Member Evaluation Form for each member of your team and emailing them to me by the due date.
    o Each team presentation should be 10-15 minutes (15 minutes maximum) in length.
- *Leadership Synthesis Paper (100 points)*
    o Read one of the three book options.

- o Submit a list of the three (3) or four (4) leadership theories or principles you intend to use in your paper **online** by the due date. You may add to this list, at any time, without submitting the additions to me.
- o Write about:
  - Your understanding of how specific SCML and other leadership theories and concepts relate to the author (This is analysis) and
  - Your personal feelings about the leadership insights you have gained and the lessons you have learned as a result of reading the book (This is synthesis).
  - Watch your use of quotations in your paper! They should be used sparingly to highlight your important points not as "filler" to elongate your paper.
- o Submit your paper **online** on the due date. An appropriate length is 4-7 pages but more is okay.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Meets Objectives:	Points Possible
1. Participation	2, 4, 6	30
2. Leadership Speaker & Assignment Evaluations	1, 2, 3, 4, 5	20
3. Tests	2, 3, 4, 5	150
4. Leadership Synthesis Paper	1, 2, 3, 4, 5	100
5. Leadership Team Presentation	1, 2, 4, 6	100
Total points		**400**

Grades will be assigned according to the following scale: A=90-100%, B=80-89%, C=70-79%, E=<70%. Course credit: 3.0 undergraduate hours.

Schedule

Class Session	Date	Topics
1	TBD	Course Introduction, Goals, & Syllabus Review
2	TBD	Ethics, Culture, Values (ECV)
3	TBD	(ECV)
4	TBD	Social Change Model of Leadership (SCML)
5	TBD	(SCML) & Northouse Chapter 1
6	TBD	Northouse Chapters 14 & 15; ECV & SCML; Personal Definition of Leadership
7	TBD	Northouse Chapters 14 & 15; ECV & SCML; Personal Definition of Leadership
8	TBD	**Test 1** – Northouse Chapters 14 & 15, Ethics, Culture, Values, & SCML
9	TBD	Online activity
10	TBD	Northouse Chapters 2 & 3
11	TBD	Northouse Chapter 11 & Team Definitions of Leadership
12	TBD	**Test 2** – Northouse Chapters 2, 3, 4, 10, 11
13	TBD	**Leadership Synthesis Papers**
14	TBD	Northouse Chapter 9

15	TBD	Northouse Chapters 5, 7, 8, 9
16	TBD	Team Discussions & Northouse Review
17	TBD	**Test 3** – Northouse Chapters 5, 6, 7, 8, 9
18	TBD	***RESEARCH or TEAM MEETING DAY - NO FORMAL CLASS***
19	TBD	Course Discussion & Evaluation + Final Exam Info
20	TBD	Final

Leadership Team Presentation

LEADERSHIP TEAM PRESENTATION EVALUATION FORM

Evaluation of Team Members:

1. Name

2. Name

3. Name

4. Name

5. Name

TOPIC/ISSUE: _____

1. Engaging introduction (10 points) _____

2. Identification of the topic and main points or ideas (15 points) _____

3. Relevance of questions investigated (10 points) _____

4. Adequacy of description of perspectives (20 points) _____

5. Demonstration of critical analysis (20 points) _____

6. Organization and presentation (15 points) _____

7. Submission of Team Member Evaluation Forms (10 points) _____

TOTAL POINTS: _____/100

TEAM MEMBER EVALUATION FORM

SUBMIT ONLINE AT FINAL

Leadership Team Presentation

Team Member's First Name & Last Name: _____

Bold Your Rating of your Teammate's Effort in Each Area:

1. Communicated well with the other team members and shared insights and ideas. How well did this student promote face-to-face interaction by talking with others in order to share insights and ideas?

(Little Effort) (Good Effort) (Great Effort)

2. Organization and presentation of their part of the preparation or discussion. How much did this student contribute to the non-academic functioning ("to getting things done") on the team?

(Little Effort) (Good Effort) (Great Effort)

3. Understood the course content so as to add to the effectiveness of the team discussion. How well did this student take individual responsibility for their actions (providing articles and documentation, other materials, etc.)?

(Little Effort) (Good Effort) (Great Effort)

4. Demonstrated collaborative skills (such as leadership, team building, and conflict resolution) for effective group functioning. How well did this student use collaborative skills (leadership, teambuilding, conflict resolution, etc.) for effective team functioning?

(Little Effort) (Good Effort) (Great Effort)

5. How much did this student contribute to an attitude and commitment of positive interdependence ("sinking or swimming together")?

(Little Effort) (Good Effort) (Great Effort)

***COMMENTS to substantiate your ratings (on at least three (3) items) must be included below or YOU (as the evaluator) will lose points. Single space, typed, is fine:* YOUR FIRST & LAST NAME:** _____

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Course Description

This course exposes students to many facets of design thinking and provides them with an interdisciplinary perspective about the role of design in addressing the world's challenges. This course also raises awareness about the value and power of design thinking our culture.

Design Thinking in Education is a course in which students work on challenges facing the P-20 community. The class is focused on a participatory, design thinking approach, with particular attention to the needs of clients who offer real-life challenges for students to work on.

Students from several majors with different experiences will pool their disparate yet complementary knowledge and skill sets to work to iteratively design, prototype and field test solutions to a challenge posed by a client group.

Students will work in collaborative teams on semester-long projects in collaboration with client organizations, field liaisons, and a set of multidisciplinary experts. Students are exposed to the process of human-centered design, and hone their skills in need finding, problem definition, brainstorming, prototyping, and user testing.

The course will consist of hands-on labs, guest speakers, and a guided design process.

Course Goals

- To develop prototype solutions to heretofore intractable challenges in education
- To practice design thinking in a real-world context
- To learn the tenets of human-centered design
- To learn how to create hands-on prototypes
- To develop problem solving and critical thinking skills
- To recognize the potential impact of creative thinking, design thinking and innovation in the world

Course Objective

This course seeks to provide students with the skills, tools, and mindsets to enable them to discover solutions to challenges faced by educators. The techniques and skills learned during the course apply equally well to the business and social sector as they do to the education sector.

Course Structure

The learning model in this course is in large part "learning by doing." Although the assigned readings and in class discussions will provide the raw material for building your design skills and mindsets, the real learning will come in the ambiguous and uncertain challenges you will tackle in your team project. With the goal of creating solutions to client challenges, you'll develop your needfinding skills by studying users facing the challenges you'll try to solve. The project will culminate in a trade show in which your team will present either a 3-D physical prototype or perhaps a dramatization, of your solution to your users' challenge.

To supplement your project-based learning and to develop your problem-solving skills, we'll do a number or exercises in class. Most will focus on enhancing your design thinking skills, including your ability to empathize for another, conduct needfinding, defining challenges people face in context of the environment, brainstorming, prototyping, and conducting user testing and obtaining feedback. You will also work on enhancing your creative thinking abilities.

Extensive fieldwork, outside meetings and general research will need to be carried out for your projects. Effective teamwork will be essential. This course is as much about team dynamics as it is about learning to think like a designer and to solve challenges in education.

Prerequisite	None
Teacher Contact	John Nash 111 Dickey Hall john.nash@uky.edu Mobile: 650-799-6703 Skype: jbnash GChat: jbnash Twitter: jnash
Office Hours	All by appointment
Preferred Method for Contact	Email
Expected Response Time	Within 24 hours
College of Education Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Distance Education Librarian	Carla Cantagallo, Distance Education Librarian dllservice@email.uky.edu 859.218.1240 (voice) 859.257.0505 (fax) 2-2, North Wing, William T. Young Library
Course Website	CANVAS SITE

Suggested Texts

The following are PDFs accessible from the course website:
- 2010 Bootcamp Bootleg
- Design Thinking for Educators
- IDEO Human Centered Design Field Guide
- IDEO Human Centered Design Toolkit

Cell Phones

Yes, depending on time, manner and place. Don't send and receive texts or calls during class. Do use your cell phone to take pictures during class, upload images to Google+, send a tweet about class, or use the device to capture images, sound or video that are needed for your project.

Disabilities Accommodation

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Late Assignments

Expectations are that all assignments will be completed on time. Late assignments accepted only upon permission of instructor. A late penalty of 5-10% may apply.

Online Tools We Will Use

- GChat
- Google+ Invites
- Google+ Photo Albums
- Google+ Hangouts
- Facetime
- Meetings.io
- Canvas
- Twitter (hashtag: #dlabuky)
- Google Sites
- Text messaging

Use of Student Work

Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print).

Attendance

Students are expected to be on time and attend mandatory sessions. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:
1) serious illness;
2) illness or death of family member;
3) University-related trips;
4) major religious holidays;
5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences: If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

The class requires field work in school settings. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at http://education.uky.edu/AcadServ/content/ student-handbook-education-programs).   These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. Education Department is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the the student's program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult instructors if you have questions regarding this requirement.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it

be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity

This class is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's College of Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in design thinking that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

This class aligns itself with the positions of the College of Education regarding cultural and linguistic diversity in education.

Commitment to Technology

This class is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments	This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Self-assess dispositions and standards related to develop personal goals for growth.	Self assessment
Demonstrate skills in knowledge of design process for innovation.	Classwork and Final Presentation

Course Components	Course readings and assessments have been selected and arranged in compliance with policies set forth by Senate Bill 1 (March 2009), Kentucky Core Academic Standards, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Task	Task Description
Demonstrate competence in empathy and needfinding	Develop a empathy and understanding of client issue from their point of view
Demonstrate competence in problem definition	Narrow client issue to salient problem from which a design challenge can be formed
Demonstrate competence in brainstorming and ideation	Develop an abundance of solutions to a design challenge
Demonstrate competence in prototyping	Create fast, low resolution, usable prototypes of a solution to the design challenge to show to the client for feedback
Demonstrate competence in testing and feedback integration	Test prototypes with clients and integrate feedback from their use to iterate new versions of the solution

Course Delivery	This course is designed as a face-to-face, field study course with online components.

Senate Bill 1 Initiatives	This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment for learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Changes | The instructor reserves the right to make adjustments/changes to the course syllabus with or without notice. Because this course is heavily dependent on the outcomes of fieldwork, some on campus meeting dates may change. Please check the course website on Canvas for the most recent announcements regarding the schedule.

Required
- A field notebook of your choosing (something you like and is easy to carry around). This may or may not be separate from whatever you would use to take notes in class.
- Several of your favorite pens or pencils with which to take notes and/or sketch (be nice to yourself)

Optional | Also useful but not required:
- Digital camera
- Digital voice recorder
- Video camera

Readings and Assignments

UNIT: Design Thinking Overview

These are the readings that you should complete to be on top of things for our first module, which we call the "Overview" module.

Please read the following:

Pages 3-16 of the Human Centered Design Toolkit;
And the following entries in the Bootcamp Bootleg for

- Empathize
- Define
- Ideate
- Prototype
- Test

Video Viewing

View the following video for this unit:

Getting People to Talk: An Ethnography & Interviewing Primer from Gabe & Kristy on Vimeo

UNIT: Need Finding, Observation & Empathy

"To acquire knowledge, one must study; but to acquire wisdom, one must observe."
--Marilyn vos Savant, American columnist

"Focus on the user and all else will follow."
-- Google mantra.

> "Design thinking is a user-centered design process, and the empathy that comes from observing users enables design thinkers to uncover deep and meaningful needs (both overt & latent). Empathy, by definition, is the intellectual identification with or vicarious experiencing of the feelings, thoughts or attitudes of another.
>
> Empathy gaining is often described as 'needfinding' in that you are discovering people's explicit and implicit needs so that you can meet those needs through design. A need is a physical, psychological or cultural requirement of an individual or group that is missing or not met through existing solutions."
> https://dschool.stanford.edu/groups/k12/wiki/606dd/Process_.html

Empathy and Need Finding Reading Assignment

Read the Following:

Pages 20-46 in Human Centered Design, An Introduction

The following entries in the 2010 Bootcamp Bootleg
(sorry, this document has no page numbers for some reason):

- Assume a Beginner's Mindset
- Interview Preparation
- Interview for Empathy
- What, How, Why?
- Extreme Users
- Team Share and Capture
- Space Saturate and Group
- Empathy Map

UNIT: Definition of the User Point of View
> In this phase of design thinking, students the focus is on becoming aware of peoples' needs and developing insights. The phrase "How might we...." is often used to define a point of view, which is a statement of the user + need + insight. This statement ends with a suggestion about how to make changes that will have an impact on peoples' experiences.

User Point of View Reading Assignment

Read pages 56-72 in the Human Centered Design Toolkit.

Read the following entries from the dSchool Bootcamp Bootleg

- Journey Map
- Composite Character Profile
- Fill in the Blank Character Profile
- Why-How Laddering
- Point of View Mad Lib
- Point of View Analogy
- Point of View Want Ad
- Design Principles
- How Might We...
- Stoke

UNIT: Brainstorming

"Ideating is a critical component of design thinking. Students are challenged to brainstorm a myriad of ideas and to suspend judgment. No idea is to far-fetched and no one's ideas are rejected. Ideating is all about creativity and fun. In the ideation phase, quantity is encouraged. Students may be asked to generate a hundred ideas in a single session. They become silly, savvy, risk takers, wishful thinkers and dreamers of the impossible...and the possible."
https://dschool.stanford.edu/groups/k12/wiki/606dd/Process_.html

Brainstorming Reading Assignment

Readings for the Ideate and Brainstorm Module

Read pages 73-74 of the Human Centered Design Toolkit.
Read the following entries from the Bootcamp Bootleg:

- Brainstorm Rules
- Facilitate a Brainstorm
- Selection
- Bodystorming
- Impose Constraints

UNIT: Prototyping

"Prototyping is a rough and rapid portion of the design process. A prototype can be a sketch, model, or a cardboard box. It is a way to convey an idea quickly. Students learn that it is better to fail early and often as they create prototypes."
https://dschool.stanford.edu/groups/k12/wiki/606dd/Process_.html

Prototyping Reading Assignment

Read pages 75-76 from the Human Centered Design Toolkit
Read the following entry from the Bootcamp Bootleg:

- Prototype for Empathy
- Prototype to Test
- Prototype to Decide

UNIT: Testing & Feedback

"Testing is part of an iterative process that provides students with feedback. The purpose of testing is to learn what works and what doesn't, and then iterate. This means going back to your prototype and modifying it based on feedback. Testing ensures that students learn what works and what doesn't work for their users."
https://dschool.stanford.edu/groups/k12/wiki/606dd/Process_.html

Test and Feedback Readings
Read pages 77-102 in the Human Centered Design Toolkit.
Read the following entries in the Bootcamp Bootleg:

- Feedback Capture Grid
- Testing with Users
- User Driven Prototyping
- Wizard of Oz Prototyping
- Storytelling
- Shooting Video
- I Like, I Wish, What If

MAJOR PROJECT

At the core of your course experience are the projects brought in by the community Partners. In the projects, Partners are co-designers with your student in a process of need finding, brainstorming, and rapid prototyping to create new, powerful solutions to the educational, social, policy, process, or development challenges they face. Your team will work on the projects with supports from the teaching team and a liaison from client partner. The projects establish the instructional foundation of the course to create the educational experiences for students.

Where do projects come from?

The teaching team solicits projects from the community that it thinks will be successful student projects. To be successful, a good project will commonly have the following aspects.
1. Challenge students' creative and intellectual abilities.
2. Be conceptually and technically challenging while retaining minimal cost and physical size.
3. Be of deep concern to the partners, but not on a critical policy or production path.
4. Give the relevant student learning team considerable freedom of action and decision-making authority.
5. Benefit from an open-door policy between student team, partner liaison, and knowledge and insight from partners.

How Long Are the Projects?

The projects will be carried out for a semester (approximately for 16 weeks) by student teams in DTiE, so it is critical to have a proposal with a challenging, but do-able project to be done for the designated time period.

What Students Deliver

Our partners can expect three types of deliverables throughout the semester from student teams, Prototypes, Presentations, and Documents.

Prototypes

Prototypes are main tools for design innovation and communication in the course. Starting around the second half of the course, student teams contribute their efforts to make prototypes to practice the designing process with the concepts. By creating simple, rough ideas into tangible models, the critical concepts will be improved quickly, and it stimulates students to discover different ways to advance existing ideas.

Presentations

The formal communication skill is one of essential abilities for students to develop and practice in the course. The student teams deliver presentations to the class and the partners three times during the semester. The first presentation is to show the teams' understanding of the project such as requirements, project scope, and their viewpoints regarding design challenges. For the second presentation, the teams share their process of developing concepts with emphasis on how they will improve throughout the remaining time. The final presentation delivers final prototype with the rationales behind their development and suggestions for the future.

Documents

The student teams provide a comprehensive summary of their design process once a month to the partners. The purpose of this document is sharing the knowledge and process with the partners to let them know what the teams have accomplished and how they have proceeded designing up to that point. The final prototype is the team's best suggestion for the design challenge, and these documents are why they have decided on that one over other possible solutions. This can provide the partners the opportunity to see the process and choose other solutions if they wish.

Major Project Website

Project teams will be required to maintain a project website using Google Sites. Requirements for this will be described in class. Delivery of the website components is expected via a set of smaller assignments as follows:

User Profile and User Need Documentation – 20 points

The following sections must be completed in your project website:

- The **Need**: What is the need your design addresses?
- Your **User**: Show the character composite and Point of View Want Ad, other user characteristics as you see fit.

Process and Solution Sections Complete – 20 points

Teams should have completed the Solution and Prototype sections of their website.

Project Website Complete – 20 points

Submit the URL of your team's documentation website. Website should have placeholders for the key components of the site (shown below). The **Team** component should be filled out with team member information:

- Your **Team**
- The **Need**: What is the need your design addresses?
- Your **User**: Show the character composite or persona for your user, describing their characteristics
- The **Process**: What was your design approach? The alternatives you considered along the way, how you evaluated them.that led to your design?
- Your **Solution**: What you decided to create. Why.
- Your **Prototype**: A picture, video, sketch, slide deck, etc. of the prototype. Remember: *Show don't tell.*
- **Lessons Learned**: What did you learn from the process.

Project Case Brief – 25 points

Team projects will be enshrined in the student portfolio section of the dLab website.

- Each team must write 100-200 words describing the project which includes
  - o the problem
  - o the method or design
  - o the intended consequences or benefits.
  - o at least one link to supplemental information about the project (for instance, a project website that's publicly viewable, a PDF of a presentation, or a video)
  - o One image which will appear with the project brief text. Choose a tasteful image that best represents the project.

Team

Teams will be comprised of 4-5 students, each of whom will act as a "division" leader for different aspects of the project. The roles and responsibilities will be described in class.

Other Assignments

Other weekly work will be assigned throughout the semester via the course website. These include online discussions, readings and viewings.

Grading Scale and Graduate Student Expectations

Graduate students in the course are held to the following expectations beyond those for undergraduates:

Grading scale for undergraduates:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
<60% = E

Grading scale for graduate students (no D for Grad Students):
92-100% = A
82-91% = B
72-81% = C
<72% = E

Midterm Grades: Midterm grades will be submitted for each student. The midterm will be posted in myUK by the deadline established by the Academic Calendar.

Readings and Resources

Other texts may be assigned from this resource list:

21 principles for innovating in the real world from IDEO's Diego Rodriguez. (n.d.).The Next Web. Retrieved from http://thenextweb.com/dd/2011/05/08/21-principles-for-innovating-in-the-real-world-from-ideos-diego-rodriguez/

A Crash Course in Innovation. (n.d.).Edutopia. Retrieved from http://www.edutopia.org/blog/innovation-crash-course-suzie-boss

Bosch, P. (n.d.). What Starbucks Taught Us About Redesigning College Campuses. Co.Design. Retrieved from http://www.fastcodesign.com/1663380/what-starbucks-taught-us-about-redesigning-college-campuses

Brown, T. (n.d.). Innovation Through Design Thinking. Cambridge, MA. Retrieved from http://video.mit.edu/watch/innovation-through-design-thinking-9138/

IDEO: Big Innovation Lives Right on the Edge of Ridiculous Ideas. (n.d.).The 99% by Behance. Retrieved from http://the99percent.com/articles/7080/IDEO-Big-Innovation-Lives-Right-on-the-Edge-of-Ridiculous-Ideas

Interview with Frank Gehry. (n.d.).ArchDaily. Retrieved from http://www.archdaily.com/129680/interview-with-frank-gehry/

Kolko, J. (2012). Wicked Problems: Problems Worth Solving (1st ed.). Austin, TX: Austin Center for Design. Retrieved from https://wickedproblems.com/read.php

Leichter, F. (n.d.). How Fidelity Used Design Thinking to Perfect Its Website. Harvard Business Review. Retrieved May 7, 2012, from http://blogs.hbr.org/cs/2011/05/how_fidelity_used_design_think.html

McCracken, G. (2010, December 17). Square Inch Anthropology. Grant McCracken. Blog. Retrieved May 7, 2012, from http://cultureby.com/2010/12/square-inch-anthropology.html

Methods | Usability Body of Knowledge. (n.d.). Retrieved May 7, 2012, from http://www.usabilitybok.org/methods

Need Finding for Teen Issues. (n.d.).Ed 196/396 (Winter 2011). Retrieved May 7, 2012, from http://learncasually2011.posterous.com/need-finding-for-teen-issues

Patnaik, D., & Becker, R. (n.d.). Needfinding: The Why and How of Uncovering People's Needs. Retrieved May 7, 2012, from http://www.jumpassociates.com/needfinding-the-why-and-how-of-uncovering-people%E2%80%99s-needs.html

Ready Set Design. (n.d.). Retrieved from http://cdn.cooperhewitt.org/2011/09/02/Ready%20Set%20Design%20vX.pdf

Schiller, M. (n.d.). hyperempowered : "Surprise and Delight" and Social Networking. Retrieved May 7, 2012, from

http://www.hyperempowered.com/2007/04/the_importance_.html

Seelig, T. (2009, July 26). CreativityRulz: Brainstorming Rules: What TO DO and What NOT TO DO... CreativityRulz. Retrieved from http://creativityrulz.blogspot.com/2009/07/brainstorming-rules-what-to-do-and-what.html?m=1

Speicher, S. (n.d.). Everything is designed, even learning experiences. Retrieved May 7, 2012, from http://www.enterprisingschools.com/blogs/everything-designed-even-learning-experiences

Strom, S. (2010, August 16). In Twist, Nonprofits Honor Technology's Failures. The New York Times. Retrieved from http://www.nytimes.com/2010/08/17/technology/17fail.html

Tan, L., & Szebeko, D. (2009). Co-Designing for Dementia. Australasian Medical Journal, 2(12). doi:10.4066/amj.v2i12.97

TEDxMontrealQuartierLatin - Lauren Tan - Co-designing for dementia. (2010). Retrieved from http://www.youtube.com/watch?v=hMFJYTmR0x0&feature=youtube_gdata_player

Tool, K. (n.d.). Design Thinking and Three Ways to Improve Our Observation Skills. Design Due. Retrieved from http://designdue.wordpress.com/2011/03/28/design-thinking-and-three-ways-to-improve-our-observation-skills/

TSA Checkpoint Evolution. (n.d.). Retrieved May 7, 2012, from http://www.ideo.com/work/tsa-checkpoint-evolution/

Walters, H. (n.d.). Ryan Jacoby: The Seven Deadly Sins of Innovation. Helen Walters: Writer, Editor. Retrieved from http://helenwalters.com/2011/02/08/ryan-jacoby-the-seven-deadly-sins-of-innovation/

Young, G. (n.d.). Grant Young: Design Thinking for Social Innovation. YouTube. Retrieved May 7, 2012, from http://www.youtube.com/watch?v=_QULmSSdsrQ

CLD 530 – Fundamentals of Organizational Leadership
Fall 2012

Course Instructor

Kristina G. Ricketts, Assistant Professor
Community & Leadership Development
713 Garrigus Building
University of Kentucky
Phone: 859-257-3767
Email: k.ricketts@uky.edu

Class Meetings

Tuesdays & Thursdays
11:00 – 12:15 PM
108 Garrigus Building

Office Hours

11 – 12:30 PM, Mondays
1 – 2:30 PM, Thursdays

Course Description[1]:

The primary focus of this course is to examine the existing and emerging knowledge base for leadership within organizations. Leadership and motivation of others requires individuals to go beyond their basic knowledge of managing others and learn how cultures, structures, and individuals in organizations interact within the system. This course relies on the foundation of theoretical concepts and structures learned in prior CLD leadership courses. This course expands on the theories to highlight correlations with organizational behavior, team building, and collaborative leadership styles. In this class, students will explore organizational culture, team synergy, and individual leadership capital.

Student Learning Outcomes:

Having successfully completed this course, you will be able to:

- Develop an effective work group or team.
- Discriminate among essential components and stages of team development.
- Examine the advantages and disadvantages of working with others.
- Identify elements of effective and ineffective leadership behaviors within the context of organizations.
- Identify elements of organizational culture, as well as the important role the leader plays in organizational culture.
- Integrate primary leadership concepts within case study situations.
- Employ effective skills in the areas of communications, group dynamics, team building, and other areas related to leadership development.

Required Textbooks:

- Collins, J. C. (2001). *Good to great.* New York: Harper Business. ISBN: 0066620996
- Robbins, S. P., & Judge, T. A. (2010). *Organizational behavior (14th ed.).* Upper Saddle River, NJ: Prentice-Hall, Inc. ISBN: 0136124011

Course Policies:

The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

My expectations for you are:

1) ***Academic integrity:*** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a

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[1]The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Cheating and Plagiarism: Such behavior is intolerable. Students found guilty of these offenses will be punished to the fullest extent, given the penalties outlined in *Student Rights and Responsibilities* §6.4.0. The MINIMUM punishment for either of these offenses is an "E" in the course.

Additional Information related to policies for excused absences, cheating, plagiarism, withdrawal, incompletes, exams, and grading can be found in *Student Rights and Responsibilities* www.uky.edu/StudentAffairs/Code/ and *University of Kentucky Bulletin 2012-2013* www.uky.edu/Registrar/Bulletin.htm.

2) *Electronic Communication Devices:* All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating. Computers (laptops, i-phones, i-pads, etc.) are not allowed to be in use during the class session.

3) Submit assignments to the instructor by the end of class, on the date due. *No late assignments will be accepted or graded.*

4) Come to class prepared and ready to contribute, with readings and assignments completed.

5) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

Note to students with disabilities
The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Statement of Nondiscrimination
The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state of federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Excused Absences
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Attendance Policy
Class attendance and participation are keys to learning. Thus, class attendance is taken very seriously, similarly to attendance in the workplace. Although I will not take attendance, I expect you to be here for class because we have in-class discussions and activities. Finally, makeup work will only be allowed when arranged in advance (or with a documented excuse).

Class Structure
In order to achieve the course learning objectives, this course incorporates a Team-Based Learning (TBL) approach. TBL is a special type of small group facilitation, which differs from cooperative learning or group activities. The strategy integrates a case study and applied learning approach throughout the entire semester, with student teams remaining intact for all of the small group discussions and assignments. One of the advantages of the TBL approach is that class time is more engaging and interactive with less time spent on lecture and more time working on case studies and group assignments.

Summary of Expectations:
Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Reading Assignments: - Additional Readings may be added during the semester
You will want to have all reading assignments complete before the date listed for the Readiness Assurance Test (RAT). "OB" is the abbreviation for the *Organizational Behavior* textbook; "GTG" is the abbreviation for *Good to Great*. Additional readings and resources will be posted in *Blackboard*.

Unit #1 – Introduction to Organizational Leadership – RAT August 30th
      OB, Chapter 1: What is Organizational Behavior?
      GTG, Chapter 1: Good is the Enemy of Great
      Turner & Haslam (2001): "The Nature of Organizational Leadership" (Chapter 1)

Unit #2 – Dynamic One: The Individual – RAT September 18th
      OB, Chapter 2: Diversity in Organizations
      OB, Chapter 4: Emotions & Moods
      OB, Chapter 5: Personality & Values
      OB, Chapter 6: Perception & Individual Decision Making
      OB, Chapter 8: Motivation: From Concepts to Applications

Unit #3 – Dynamic Two: The Group – RAT October 2nd
OB, Chapter 9: Foundations of Group Behavior
OB, Chapter 10: Understanding Work Teams
OB, Chapter 12: Leadership
OB, Chapter 13: Power & Politics
OB, Chapter 14: Conflict and Negotiation

Unit #4 – Dynamic Three: The Organization– RAT October 16th
OB, Chapter 15: Foundations of Organizational Structure
OB, Chapter 16: Organizational Culture
OB, Chapter 18: Organizational Change and Stress Management
Yukl (2008): "How Leaders Influence Organizational Effectiveness"

Unit #5 – From Good to Great – November 1st
GTG, Chapter 2: Level 5 Leadership
GTG, Chapter 3: First Who… Then What
GTG, Chapter 4: Confront the Brutal Facts
GTG, Chapter 5: The Hedgehog Concept
GTG, Chapter 6: A Culture of Discipline
GTG, Chapter 7: Technology Accelerators
GTG, Chapter 8: The Flywheel and the Doom Loop

Course Assignments and Expectations:
Individual Assignments

1. Readiness Assurance Tests
    The first in-class activity in each instructional unit is the Readiness Assurance Test (RAT) over the set of assigned readings for that unit. The RATs will typically consist of short true-false or multiple choice questions that assess awareness and understanding of the key concepts from the readings. Each RAT will first be taken individually and then as a team. The individual test will be submitted for scoring prior to starting the team test.

2. Conversations on Leadership (Threaded discussions on Blackboard)
    Throughout the semester, you will observe leadership in action, from media to case studies to your team's organization review. Your learning from these experiences will be enhanced with critical reflection. Participating in course threaded discussions on leadership is intended to facilitate and capture those reflections. At least one substantive post is required for each discussion topic presented. Specific expectations will be shared in class and on *Blackboard.*

3. Reel Leadership Paper
    During the final weeks of the course, we will watch (in class) a movie that highlights many of the concepts addressed in this course. In response to the movie, you will write a paper (of about 1500 words) that discusses the points of the movie that are relevant to this class. This paper will serve as your final exam. Accordingly, you should highlight concepts from all units of the course. A detailed rubric will be provided on *Blackboard.*

Team Assignments

1. Readiness Assurance Tests
    During the team test, group members must reach agreement on each question. The discussion required to choose a team answer serves both as an excellent review of readings and provides the opportunity for peer teaching.

2. Case Study Responses and Group Activities
   Case studies and group activities will be used throughout the semester to reinforce key concepts from the readings. Your team will be evaluated based on responses to the case studies and activities. In some instances, the responses will be written and evaluated with a grading rubric; in other instances credit will be given for participation (without any written submission required.)

3. Organization Review Project
   As a team, you will conduct an in-depth examination of a local organization. The selected organization must be approved by the instructor. The organization review should include interviews with the organization's leadership, investigation of the organization's culture, and analysis of the structure of the organization. In order to obtain a complete picture of the organization, multiple visits will be necessary. Your team should approach this project from the perspective of a consultant group, analyzing the organization in light the concepts learned from this class. The final report should include recommendations for how to move the organization from good to great.

Team Contribution – Peer Evaluation
At the midpoint and end of the semester, each individual will anonymously rate the helpfulness of all the **other** members of their team. Individual Team Contribution scores will be the average of the points they receive from the members of their team. The criteria for rating will include the following:
- *Contribution (Team Player):* knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others.
- *Passion (Helps Group Excel):* expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages other to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects.
- *Participation & Communication:* articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate.
- *Preparation:* prepared for class/team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time for class/team meetings.

GRADUATE STUDENTS ONLY:
Organizational Case Study Development
Within this course, graduate students get the unique opportunity to explore organizations and leadership a bit more thoroughly through this project. For the project, each student will choose a business and design a working case study surrounding the leadership, change, organizational culture, and other aspects that impact major leadership decisions. The final product will be a case study, discussion questions and answers that can be used as a class exercise. More details will be forthcoming within class.

Grading Requirements and Procedures:
Grading Criteria – Undergraduate Students
Scores in three major performance areas will determine the grades in this class: **Individual Performance**, **Team Performance**, and **Team Contribution**. The percentage of the final course grade that will be determined by each performance area will be determined through class discussion during the first class meeting. The procedure will be as follows:
1) Teams set preliminary weights in each area and select a member to meet with other team representatives.
2) Team representatives will meet in the center of the room and develop a **consensus** (i.e. each representative has to be in agreement) about the grade weights for the class as a whole.
3) The only limitations on your grade weight decisions are those identified in the chart below.

Grade Weights:	% within area	% of total
1. Individual Performance (40-80%)		_40_ %
a. Individual Readiness Assurance Tests (0-60%)	_30_ %	
b. Conversations on Leadership (10-40%)	_40_ %	
c. Reel Leadership Paper (20-80%)	_30_ %	
	100%	
2. Team Performance (10-50%)		_30_ %
a. Team Readiness Assurance Tests	25%	
b. Case Study Responses and Group Activities	25%	
c. Organization Review Project	50%	
	100%	
3. Team Contribution (10-50%)		_30_ %
Total		100%

Mid-tern Grading

Mid-term grades will be provided to undergraduate students and posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm.

Grading Criteria – Graduate Students

Scores in three major performance areas will determine the grades in this class: **Individual Performance**, **Team Performance**, and **Team Contribution**. The percentage of the final course grade that will be determined by each performance area will be determined through class discussion during the first class meeting. The procedure will be as follows:

1) Teams set preliminary weights in each area and select a member to meet with other team representatives.
2) Team representatives will meet in the center of the room and develop a **consensus** (i.e. each representative has to be in agreement) about the grade weights for the class as a whole.
3) The only limitations on your grade weight decisions are those identified in the chart below.

Grade Weights:	% within area	% of total
1. Individual Performance (40-80%)		____ %
a. Individual Readiness Assurance Tests	25%	
b. Conversations on Leadership	25%	
c. Reel Leadership Paper	25%	
d. Organizational Case Study Development	25%	
	100%	
2. Team Performance (10-50%)		____ %
a. Team Readiness Assurance Tests	25%	
b. Case Study Responses and Group Activities	25%	
c. Organization Review Project	50%	
	100%	
3. Team Contribution (10-50%)		____ %
Total		100%

NOTE: Graduate students have a slightly different grading system than undergraduates. Due to limiting factors (the extra assignment, being a part of a combined graduate/undergraduate group) they are not allowed to determine their "% within area" but can provide input on the "% of total."

Determination of Final Grades

The final grades will be determined for each student as follows: 1) a percentage score total will be computed in each performance, 2) the student's total score will be computed by multiplying the percentage score in each area by the grade "weight" set by the class, 3) the resulting percentages in each major performance area will be added and reported as a letter grade, based on the following scale: A = 100% - 94%; B = 93% - 85%; C = 84% - 75%; D = 74% - 65%; F = Below 65%.

CLD 495/775 – Leadership Power, Ethics & Impact
Spring 2012

Course Instructor
Kristina G. Ricketts, Assistant Professor
Community & Leadership Development
713 Garrigus Building
University of Kentucky
Phone: 859-257-3767
Email: k.ricketts@uky.edu

Class Meetings
Wednesdays
5:00 – 7:30 PM
Garrigus 109

Office Hours
To be set up with instructor

Course Description[1]:
Within today's society, the power, influence and ethics it takes to be an effective leader are important, barring context. Unfortunately, it is rather apparent that appropriate use of power and ethics in current society are more of the exception than the rule. So what equates an effective use of power within contemporary situations? How does a leader balance power with ethics, while successfully addressing situations dubbed "ethical dilemmas?" Finally, how does a leader utilize each of these concepts to the best of his/her ability? Using classic power theory, leadership and ethics, along with unforgettable presidential illustrations, this course addresses all of these issues, while broadening and deepening the students' understanding of the nature of leadership.

Learning Objectives:
Having successfully completed this course, students will be able to:
1. Define leadership, ethics and power and illustrate the link between these concepts;
2. Determine the role that power plays in leadership within today's society;
3. Critically think about and determine appropriate responses to ethical leadership dilemmas;
4. Clarify preferred personal power style and be able to increase personal and social power through a broader understanding of power bases;
5. Determine leadership effectiveness within the arena of presidential power;
6. Compare/contrast values and morality and establish their primary function within ethical leadership; and
7. Analyze the limitations and challenges posed by the possibility of ethical leadership and be able to propose appropriate responses.

Required Text/Supplies:
Fred I. Greenstein. (2009). The presidential difference, 3rd edition. Princeton, NJ: Princeton University Press. ISBN: 0691143838.

Deborah L. Rhode. (2006). Moral leadership: The theory and practice of power, judgment, and policy. San Francisco, CA: John Wiley & Sons. ISBN: 0787982822.

Course Policies:
The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

My expectations for you are:

---

[1]The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

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5) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

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Attendance Policy
Class attendance and participation are keys to learning. Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. Although I will not take attendance, I expect you to be here for class because we have in-class discussions and activities.

Summary of Expectations:
Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Assignments:
Article Reflections: 400 pts. (4 @ 100 pts. each)
You will be assigned 4 reflections throughout the semester. These reflections are linked directly to articles given in class. The four article reflections will be due:

	Due Date
Article #1	2/01/12
Article #2	2/22/12
Article #3	3/21/12
Article #4	4/18/12

As you reflect please focus on the three major learning modes: *Cognitive, Behavioral/Psychomotor,* and *Affective.*

Cognitive: Incorporate elements of knowledge provided in the article, what new knowledge did it provide, how did it expand knowledge you already had, what changed in terms of what you know about leadership?

Behavioral/Psychomotor: Include a summary of how you might utilize the information in the article, what skills or techniques did it present that are relevant to leaders?

Affective: Provide a brief description of your reaction to the article, what attitudes, opinions, beliefs, or changes were reinforced from reading the article?

Each section will be worth 20 points, including 20 points for how well the three areas were synthesized together, and 20 points for overall paper quality.

Group Presentation: 300 pts.
Due to the unique subject of this course, society provides us a wide variety of appropriate sources of study. For this group presentation, individuals will be broken into groups and asked to identify an ethical question they would like to explore, investigate and ultimately, develop a group presentation around. Appropriate aspects for study include (but are not limited to):

- Organizations, groups, companies
- Political opponents/parties
- Current leaders
- Societal norm or rule

The final product will be a 30-minute in-class presentation focusing on the leadership involved, how it changed/developed over time, and the ethical issues at hand. If the presentation can include different viewpoints, the group is expected to treat each side equally. This presentation must integrate leadership, ethics, and power, while presenting thorough information addressing both sides of the ethical issue.

Evaluation of this group assignment will include both instructor and peer evaluation. Specific grading criteria, as well as additional details will be provided later in the course.

Final paper (due April 25th)*:* 300 pts.
Each student will write a term paper that discusses the possibility of ethical leadership, pro and con, and draws firm, well-supported, conclusions. Specifically, each student will be allowed to choose to focus on one of the following scenarios:

- *Compare/contrast 3 presidents from the assigned text. Care should be taken to focus on ethical issues, type of leader (according to specific points made by the author), values, leadership success, etc. Also, the reason (or theme) for selection of the specific presidents should be included in the analysis.*

- *Identify 2 different leaders (one national, one international) and compare/contrast. Pay particular attention to the ethical issues in each situation.*

- *Take one ethical vs. one unethical leader – compare/contrast style, success, ability to lead, vision.*

Paper criteria will be further discussed in class, but will include:
- 8 – 10 pages
- Double-spaced
- Cover & reference pages
- **At least** 8 references (maximum of 3 web-based)
- Header including name, page number, and date

Supplementary details will be provided in class.

Total points available: 1000 points

GRADUATE STUDENTS ONLY:

Ethics Consultant Project (due April 11th*): 200 pts.
Within this course, graduate students get the unique opportunity to explore ethics and leadership a bit more thoroughly through the Ethics Consultant Project. For the project, each student will choose a business that has had a major ethical event, or a history making unethical decisions. Whatever group is chosen, it must be one with an obvious ethical issue currently (or recently) at hand. Once the business or organization is selected, students will be asked to do a "leadership needs assessment" of sorts and ultimately make recommendations based upon the identified issues. More details will be forthcoming within class.

Total points available: 1200 points (adjust grading scale below accordingly)

Grading Scale

Grade	Points Required
A	900-1000
B	800-899
C	700-799
D	600-699
F	Below 600

Course Outline

Week	Topics/Due Dates	Readings
1	Introductions, review of syllabus, assignments, expectations, etc. Introduction to Leadership	
2	The Importance of Ethics in Leadership Individual Sources of Power Classic Power Theory	Rhode, Introduction Handouts (Ciulla, Chapter 1); Machiavelli
3	Power & Ethics The Undisciplined Bill Clinton	Greenstein, Chapter 12
4	Morals for Public Officials **Reflection #1 Due**	Rhode, Chapter 4
5	Making Sense of Moral Meltdowns The Paradox of Richard Nixon	Rhode, Chapter 1 Greenstein, Chapter 7
6	Taming Power Coming to Terms with Kennedy	Rhode, Chapter 6 Greenstein, Chapter 5
7	Power and Moral Leadership FDR **Reflection #2 Due**	Rhode, Chapter 7 Greenstein, Chapter 2
8	The Psychology of Power The Unexpected Eisenhower	Rhode, Chapter 5 Greenstein, Chapter 4
9	Self-sacrifice vs. Self-interest Virtue	Rhode, Chapter 9
10	No classes – Happy Spring Break!	
11	Exercising Moral Courage **Reflection #3 Due**	Rhode, Chapter 12
12	The Instructive Presidency of Gerald Ford Moral Luck	Greenstein, Chapter 8
13	Lyndon B. Johnson & the Primacy of Politics Leadership for the Greatest Good	Greenstein, Chapter 6
14	Duties of Leaders and Followers **Grad. Student Ethics Consultant Project Due**	

Week	Topics/Due Dates	Readings
15	Perspectives on Global Leadership	Rhode, Chapter 13
	George W. Bush and the Politics of Agenda Control	Greenstein, Chapter 13
	Reflection #4 Due	
16	Empowerment	
	The Presidential Breakthrough of Obama	Greenstein, Chapter 14
	Lessons from the Modern Presidency	Greenstein, Chapter 15
	Final Paper Due!	
17	Finals Week	

Note: This course outline represents an approximation of the topics to be covered, on the respective dates. Actual coverage will depend on the pace of discussion, the collective needs of students and the professor, along with the demands of time. You are expected, nonetheless, to keep pace with the calendar of assigned readings.

CLD 430 – Leading in Communities: Vision, Action & Change
Fall 2011

Course Instructor
Kristina G. Ricketts, Assistant Professor
Community & Leadership Development
304 Garrigus Building
University of Kentucky
Phone: 859-257-3767
Email: k.ricketts@uky.edu

Class Meetings
TBD

Office Hours
TBD

Course Description[1]:
Some say that leadership should be considered both an art and a science. Community leadership could be just that – the _art_ of building working relationships with community members while employing the _science_ to effectively influence these members toward a shared vision (ideally). Communities make up our lives; due to the unique venue, leadership within communities has always been considered distinctive. Elements such as power, motivation, and leadership structure interact differently within communities, when compared with other groups or organizations. The primary focus of this course is to examine the nuances of leadership within communities. To learn what makes an effective community leader and the role a leader plays in community action, students will explore the importance of framing ideas, mobilizing resources, and developing social capital. This course expands on theories to highlight correlations with servant leadership, community behavior, and collaborative leadership styles. Finally, working with community visioning, change and ambiguity will reinforce the need for flexibility within the community leader's toolkit.

Learning Objectives:
Having successfully completed this course, you will be able to:
*   Illustrate how community factors affect leadership making it unique (i.e. power, relationships, community leadership structures, etc.).
*   Identify, define, and develop community vision, mission, and goals.
*   Examine the advantages and disadvantages of working with others.
*   Successfully employ elements of collaboration within and across communities.
*   Effectively mobilize community resources, regardless of setting.
*   Recognize and be able to successfully deal with change and ambiguity.
*   Integrate main leadership concepts within case study situations.
*   Employ a variety of tools to effectively frame ideas and move a community forward.
*   Utilize various techniques to correctly evaluate and follow through towards community action.

Required Textbooks:
*   Krile, J. F. (2007). _Community leadership handbook: Framing ideas, building relationships, and mobilizing resources._ St. Paul, MN: Fieldstone Alliance. ISBN: 0940069547
*   Brown, M. J. (2008). _Building powerful community organizations: A personal guide to creating groups that can solve problems and change the world_. Arlington, MA: Long Haul Press. ISBN: 0977151808

Course Policies:
The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

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[1]The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

My expectations for you are:

1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

   Cheating and Plagiarism: Such behavior is intolerable. Students found guilty of these offenses will be punished to the fullest extent, given the penalties outlined in *Student Rights and Responsibilities* §6.4.0. The MINIMUM punishment for either of these offenses is an "E" in the course.

   Additional Information related to policies for excused absences, cheating, plagiarism, withdrawal, incompletes, exams, and grading can be found in *Student Rights and Responsibilities* www.uky.edu/StudentAffairs/Code/ and *University of Kentucky Bulletin 2009-2010* www.uky.edu/Registrar/Bulletin.htm.

2) **Electronic Communication Devices:** All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating. Computers (laptops, i-phones, i-pads, etc.) are not allowed to be in use during the class session.

3) Submit assignments to the instructor by the end of class, on the date due. **No late assignments will be accepted or graded.**

4) Come to class prepared and ready to contribute, with readings and assignments completed.

5) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

Note to students with disabilities
The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Statement of Nondiscrimination
The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state of federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Attendance Policy
Class attendance and participation are keys to learning. Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. Although I will not take attendance, I expect you to be here for class because we have in-class discussions and activities.

Summary of Expectations:
Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Assignments:
All assignments are based upon a percentage of the overall course grade. Below is the breakdown:

Attendance/Participation: 25%
Group observation project: 25%
Tests: 35%
Annotated Bibliography: 15%

More specific details about the primary assignments are described below:

Course Attendance & Participation – 25% (250 points)
Students will receive points for showing up to class prepared to discuss core concepts, by participating and providing examples that illustrate original and critical thought. Throughout the course, regular attendance will not be taken; however, there will be in-class and take-home assignments given on a regular basis. These assignments may or may not be announced, and they will all contribute towards the final grade. All assignments will be graded based on a percentage of earned versus possible points. In-class assignments **cannot** be made up; take-home assignments will only be able to be made up with by those with an excused absence. Some of the assignments are detailed below:

- **Case Studies** – Throughout the course of the class, different case studies will be provided. These studies are designed to assist students in synthesizing the leadership concepts and theories into real life situations. Case study application may include: reading and discussing within groups, analyzing and answering basic questions independently, researching and developing one's own case study on a specific topic, etc.

- **One-Minute Quiz** – At the end of class, a "one-minute quiz" may be given. This is to determine what concepts, ideas and issues are retained by students at the end of class. Students will be graded on participation, not accuracy of the answer.

Group Observation of Community Leaders in Action – 25% (250 points total)
One way to better grasp what effective community leaders act like is to see them in action. This is the basis for this group activity. Students will form groups, select their community group of choice, and then attend their chosen group's meetings in order see the "big" picture of community leadership in action.

Assignment Information: During the second class meeting, students will be assigned a group (3-4 members each). Each group will be responsible for attending a minimum of three local community group meetings throughout the semester. Teams will choose one of the following:
- City council
- Planning/zoning commission
- School board
- County fiscal courts

Groups <u>may not</u> duplicate an organization. The goal of this assignment is to allow you to observe the core concepts of community/leadership behavior you are learning about in the classroom in a "real life" situation.

Directions:
1. As a group, determine what group you want to observe. Let the instructors know the group you've selected by **XX/XX/2011**.

2. Contact the organization you wish to observe to determine when meetings are held and if you are allowed to attend. (Remember, group members must attend a minimum of two meetings and take their own notes.)

3. Dates and details of site visits are to be noted in a small notebook/journal. Information gathered will become the basis of the final project paper and presentation. Collect minutes, agendas and other material relevant to the meetings for your journals and presentations. For each entry, describe what was on the agenda for that particular meeting, what happened, your evaluation of key leaders and the actions of others in attendance, plus ideas that your group believes would improve future meetings. (Note: Your final paper will be easier to write if group members discuss their observations immediately following each meeting-**USE** the provided observation sheet to keep track of group, leader, individual behaviors, verbal and nonverbal behaviors, climate, group processes, etc).

4. Each group member must participate in the final project presentation and must find an interesting and stimulating way to present their information. Group presentations will be peer reviewed.

5. Immediately following your group presentation, a paper (up to 8-12 double-spaced, typed pages in length) is to be submitted for a group grade. <u>Also, please submit individually, a one page paper noting your individual contribution to the group project</u>.

Grading of Final Project:
Each group member will receive an individual score for their project notebook and a group score for the final paper submitted based upon the following criterion:

Project notebook: 50 points possible
Final project paper: 100 points possible

There will also be individual scores received as follows:

Peer reviewed individual presentation by your group members: 25 points possible
Instructor reviewed individual presentation: 50 points possible
Individual contribution to final project paper self-assessment: 25 points possible

Specific grading criteria, as well as additional details will be provided later in the course

Tests (Dates) – 35%
Three tests throughout the semester will be administered to examine overall retention and application of the leadership theories and concepts taught within the course. There will be no midterm exam; however the final test will be given within the final two weeks of the course, and will be cumulative. (100, 100, 150 points)

Annotated Bibliography – 15% (150 points)
Because leadership within communities can interact significantly differently than much of mainstream leadership, it is useful to get more than a superficial overview of the concept. In order to get a more thorough understanding of one aspect within community leadership, each student will develop an annotated bibliography of 6 related articles. There needs to be a common thread of the articles you choose. Review the course syllabus for some potential areas in *Community Leadership* where you may focus your search. All of the articles must be

from reliable, peer-reviewed journals; no popular press (i.e. Time, Newsweek, newspapers, etc.). Students will need to obtain instructor approval for their focus area prior to XXX (date).

Assignment Information: For this assignment, you will develop a summary of related articles. Choose and read 6 articles (with at least 4 written during the last 10 years). For each article, include the following elements:
1. Complete bibliographic information (APA style).
2. The type of article (research, theory, description, commentary, etc.).
3. The population discussed.
4. A half-page descriptive summary of the article (the "Reader's Digest version).
5. <u>Your</u> synopsis of the article. This could include strengths, weaknesses, practical applications, and particularly, <u>what you learned and could apply from the article within your own life.</u>
6. Use single-spaced 12 pt font for this assignment (double-space between elements).

Effectively addressing and including each of these elements should give you about a page for each article.

Total points available: 1000 points

Grading Scale

Grade	Points Required
A	940-1000
B	850-939
C	750-849
D	650-749
F	Below 649

Course Outline:
You will want to have all reading assignments complete before the date listed to fully participate in class activities. "CLH" is the abbreviation for the *Community Leadership Handbook*; "BP" is the abbreviation for *Building Powerful Community Organizations*. Additional readings and resources will be posted in *Blackboard*.

Week	Day/Date	Topic/Due Dates	Readings
1	TH August 25	Introduction; Defining leadership within the context of community	
2	T	Community leadership – power, self-interest, relationships	Ch. 1 BP
	TH	Community leadership structures	
3	T	Community relationships – social capital	handout
	TH	Power within communities	
4	T	Core competencies for successful community leadership – framing ideas, mobilizing resources, social capital	Ch. 1 CLH
	TH	**TEST #1**	

Week	Day/Date	Topic/Due Dates	Readings
5	T	Tools for framing ideas	Ch. 2 CLH
	TH		
6	T	Building a community organization	Ch. 2 BP
	TH	Community vision, mission, goals	Ch. 3 BP
7	T	Community structure	Ch. 4 BP
	TH	Developing power - why recruit	Ch. 5 BP
8	T	Tools for mobilizing resources	Ch. 4 CLH
	TH	**TEST #2**	
9	T	Developing power through developing leaders	Ch. 7 BP
	TH	Tools for building and using social capital	Ch. 3 CLH
10	T	Collaborating within and across communities	
	TH		
11	T	Organizing: Pathway to change	Ch. 10 BP
	TH	Taking action, solving problems, getting results	Ch. 11 BP
12	T	Community viability, Evaluation	
	TH	Where do we go from here?	Ch. 13 BP
13	T	Leadership for the social good	handout
	TH	**TEST #3**	
14	T	Presentations/**FINAL PROJECT DUE**	
	TH	Presentations	
15	T	Presentations	
	TH	Presentations – last day of class!	

CLD 330 – Interpersonal Skills for Tomorrow's Leaders
Spring 2011

Course Instructor
Kristina G. Ricketts, Assistant Professor
Community & Leadership Development
713 Garrigus Building
University of Kentucky
Phone: 859-257-3767
Email: k.ricketts@uky.edu

Class Meetings
Tuesdays & Thursdays
12:30 – 1:45 PM
Garrigus 109

Office Hours
10 – 11:30 AM, Mondays
2 – 3:30 PM, Tuesdays

Course Description[1]:

Bernard Montgomery, a British Field Marshal, once said "Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence." This course is designed to provide the fundamental leadership theories, models and perspectives needed to provide a foundation for everything from basic leadership interaction to further leadership study. The purpose of the course is to aid students in becoming competent in conducting interpersonal relationships in their daily lives, and help students acquire skills basic to becoming a leader in their professional lives. Through dynamic interactions between the instructor, students and other experiences, each student will begin developing a foundation of practical leadership applications. Over the course of the semester, individuals will have different opportunities to practice and apply what they have learned.

Learning Objectives:

Having successfully completed this course, you will be able to:

- Appreciate your own leadership characteristics, as well as how to effectively interact with others.
- Recognize and appreciate individual and demographic differences.
- Distinguish among power, influence and influence tactics.
- Apply motivation theories and concepts and express an understanding of personal motivation.
- Employ decision-making/problem-solving principles, and work within a team to make decisions collaboratively.
- Assess leadership skills and formulate an action plan to develop these skills.
- Integrate your personal values into leadership and service.
- Recognize contemporary leadership issues and provide appropriate solutions.
- Apply practical leadership skill and knowledge into interaction with a specific community organization and the community it serves.

Required Textbook:

- Dubrin, A. J. (2009). *Human relations: Interpersonal job-oriented skills (10th ed.)* New York: Prentice Hall. ISBN: 0135019443

Course Policies:

The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

---

[1]The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

My expectations for you are:

1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

   Cheating and Plagiarism: Such behavior is intolerable. Students found guilty of these offenses will be punished to the fullest extent, given the penalties outlined in *Student Rights and Responsibilities* §6.4.0. The MINIMUM punishment for either of these offenses is an "E" in the course.

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2) **Electronic Communication Devices:** All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating. Computers (laptops, i-phones, i-pads, etc.) are not allowed to be in use during the class session.

3) Submit assignments to the instructor by the end of class, on the date due. **No late assignments will be accepted or graded.**

4) Come to class prepared and ready to contribute, with readings and assignments completed.

5) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

Note to students with disabilities
The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Statement of Nondiscrimination
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Attendance Policy
Class attendance and participation are keys to learning. Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. Although I will not take attendance, I expect you to be here for class because we have in-class discussions and activities.

Summary of Expectations:
Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Assignments:
All assignments are based upon a percentage of the overall course grade. Below is the breakdown:

Group Project: 30%
Attendance/Participation: 25%
      (Including Case Studies, Interview, Class Participation, etc.)
Blog: 10%
Quizzes: 35%

More specific details about the primary assignments are described below:

Course Attendance & Participation – 25% (250 points)
Students will receive points for showing up to class prepared to discuss core concepts, by participating and providing examples that illustrate original and critical thought. Throughout the course, regular attendance will not be taken; however, there will be in-class and take-home assignments given on a regular basis. These assignments may or may not be announced, and they will all contribute towards the final grade. All assignments will be graded based on a percentage of earned versus possible points. In-class assignments **cannot** be made up; take-home assignments will only be able to be made up with by those with an excused absence. Some of the assignments are detailed below:

- **Case Studies** – (150 points) Throughout the course of the class, different case studies will be provided. These studies are designed to assist students in synthesizing the leadership concepts and theories into real life situations. Case study application may include: reading and discussing within groups, analyzing and answering basic questions independently, researching and developing one's own case study on a specific topic, etc.

- **Leadership Interview** – (100 points) Throughout the semester, students will be learning about a variety of leadership practices and concepts. Toward the end of the semester, students will be asked to participate in developing an interview guide to use in interviewing a leader of their choice. Students will be responsible for identifying and then interviewing a local leader (i.e. local government, agriculture, non-profits, etc.) . Students will justify their choice of leader within their reports (NOTE: No peer interviews please.). Finally, students will summarize their interview through a 3-4 page (double-spaced) typed report which addresses the following items:
    1. Explanation of why the individual was selected (10 points).
    2. Their perceptions of the person during the interview (20 points).
    3. Key leadership characteristics displayed by this person (30 points).
    4. Evaluation of the leadership tendencies of this person (20 points).
    5. Your perception of the individual as a leader, after the interview (10 points).
    6. Spelling and grammar (10 points). Next time this course is taught, remove the leadership interview as an assignment.

Group Project – 30% (150 pts – culminating paper and log; 150 pts – final presentation)
The purpose of this project is to help students appreciate and recognize leadership's application in real world situations. More specifically, this project is meant to help students identify different leadership contributions and recognize the value of these contributions, all made by individuals within a group/team setting. Specific assignment details follow below. Require each group to attend the first one of their two meetings before Spring Break – let groups choose their members (no more than 3 or 4).

Assignment Information: Early in the semester, students will be asked to develop a group (3-4 members each). Each group will be responsible for attending a minimum of two (2) local community group meetings throughout the semester. ***NOTE: All members must attend both meetings. If one team member misses a meeting, a "make-up" meeting needs to be attended.*** Teams will be asked to choose one of the following:
- City council
- Planning/zoning commission
- School board
- County fiscal courts

Groups may not duplicate an organization. The goal of this assignment is to allow you to observe the core concepts of group/team behavior you are learning about in the classroom in a "real life" situation.

Specific grading criteria, as well as additional details, will be provided later in the course.

Directions:

1. As a group, determine what group you want to observe. Let me know the group you've selected by **2/1/2011**.

2. Contact the organization you wish to observe to determine when meetings are held and if you are allowed to attend. (Remember, group members must attend a minimum of two meetings and take their own notes.)

3. Dates and details of site visits are to be noted in a small notebook/journal. Information gathered will become the basis of the final project paper and presentation. Collect minutes, agendas and other material relevant to the meetings for your journals and presentations. For each entry, describe what was on the agenda for that particular meeting, what happened, your evaluation of key leaders and the actions of others in attendance, plus ideas that your group believes would improve future meetings. (Note: Your final paper will be easier to write if group members discuss their observations immediately following each meeting - **USE** the provided observation sheet to keep track of group, leader, individual behaviors, verbal and nonverbal behaviors, climate, group processes, etc).

4. Each group member must participate in the final project presentation and must find an interesting and stimulating way to present their information. Group members will go through a peer-review process.

5. Immediately following your group presentation, a paper (8-10 pages double spaced, typed) is to be submitted for a group grade. This should include the connection between behaviors and concepts presented in class, as well as suggestions for improvement. Also, please submit individually, a one page paper noting your individual contribution to the group project.

Grading of Final Project:

Each group member will receive an individual score for their project notebook and a group score for the final paper submitted based upon the following criterion:

> Project notebook: 25 points possible
> Final project paper: 100 points possible
> Instructor reviewed group presentation: 100 points possible

There will also be individual scores received as follows:

Peer reviewed individual contribution by your group members: 50 points possible
Individual contribution: 25 points possible

Leadership Blog – 10 % (100 points)
Throughout the semester, students will observe leadership in action, through case studies, the media, group interaction, etc. Learning from these experiences will be enhanced with critical reflection. The leadership blog assignment is intended to facilitate and capture those reflections. At least one blog entry and two responses (to other individual's blogs) are due every month. For example, everyone should have their first blog and responses posted by midnight on January 31st. The 4th blog (in April) and responses will be due midnight the night before the last day of class – or midnight on Wednesday, April 27th. Every entry should reflect concepts and ideas discussed around the time of the entry. Blog entries should follow a "what?", "so what?", "now what?" format. Specific expectations will be shared in class and on *Blackboard.*

Quizzes (February 3rd, March 10th, and April 14th) – 35%
Three quizzes throughout the semester will be administered to examine overall retention and application of the leadership theories and concepts taught within the course. There will be no midterm or final exam; however the final quiz will be given within the last two weeks of the course, and will include important concepts from throughout the semester. (100, 100, 150 points)

Total points available: 1000 points

Grading Scale

Grade	Points Required
A	940-1000
B	850-939
C	750-849
D	650-749
F	Below 649

Course Outline*

Date	Topic(s)	Readings/Assignments
1/13	Introduction to the course/syllabus The importance of interpersonal leadership	
1/18-20	Understanding individual differences Kiersey-Bates Temperament Sorter	Chapter 2/(Handout)
	NO CLASS – 1/20/2011	
1/25-27	Building self-esteem & self-confidence	Chapter 3 **Blog – 1/31/11**
2/1-3	Interpersonal communication theory Importance of nonverbal communication in groups/teams	Chapter 4/(H C2, C6) **QUIZ 1 – 2/3/11**
2/8-10	Developing teamwork skills	Chapter 5
2/15-17	Group problem-solving & decision-making	Chapter 6

| 2/22-24 | Cross-cultural relations and diversity | Chapter 7 |

Leadership Interview development – 2/24/11
Blog – 2/28/11

Date	**Topic(s)**	**Readings/Assignments____**
3/1-3	Becoming an effective leader	Chapter 9
3/8-10	Resolving Conflict Motivating others	Chapters 8 & 10
		QUIZ 2 – 3/10/11
3/15-17	**Spring Break! – NO CLASS**	
3/22-24	Helping others develop & grow Positive political skills	Chapters 11 & 12
3/29-31	Coaching, counseling & teaching	Chapter 10
		Blog – 3/31/11
4/5-7	Enhancing ethical behavior	Chapter 14
4/12-14	Job search/Career management skills	Chapter 16
		QUIZ 3 – 4/14/11
4/19-21	Improving productivity in groups and teams	(Handout – C 11)
4/26-28	Leadership Perspectives - Final group presentations	
		Blog – 4/27/11

*NOTE: The course outline represents an approximation of the topics to be covered and the respective dates. True coverage will depend on the pace of discussion, the collective needs of students and the professor, and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings.

From:	Umbrell, Shawn
Sent:	Wednesday, October 09, 2013 10:20 AM
To:	Richardson, Jayson
Cc:	Rous, Beth; Hansen, Gary L
Subject:	RE: Support from Military Sciences for the Undergraduate Certificate in Leadership Studies

Team,

We concur with your plan and are glad to be included.

Respectfully,

SHAWN UMBRELL
MAJ, US Army
University of Kentucky Professor of Military Science

shawn.umbrell@uky.edu
Cell: 931-561-0582

From: Richardson, Jayson
Sent: Monday, October 07, 2013 4:12 PM
To: Umbrell, Shawn
Cc: Rous, Beth; Hansen, Gary L
Subject: Support from Military Sciences for the Undergraduate Certificate in Leadership Studies

Hello Shawn,

My name is Jayson Richardson. I am an Associate Professor in Educational Leadership Studies in the College of Education. I have been in close collaboration with faculty in Community and Leadership Development in College of Agriculture to build an Undergraduate Certificate in Leadership Studies. We are currently under review with Undergraduate Council. They asked that I reach out to you to ensure Military Sciences is still OK with us proceeding. In short, we just need an email confirmation.

To give you some background, we have been in discussion Lt. Col. Cummings from Military Sciences about the program. On February 21st, 2013, we met with Mr. Cummings to discuss our proposed Undergraduate Certificate in Leadership. In attendance were Scott Kelly from Gatton Business School; Gary Hanson and Kris Ricketts from the College of Agriculture; Anne Bosch from the College of Arts and Sciences; Ben Withers, Director of UK Honors Program; and Randolph Hollingsworth, Assistant Provost of Undergraduate Education. The purpose of the meeting was to ensure that we were not duplicating efforts across the college. We all left the meeting with the understanding that all colleges / programs represented were Ok with us moving forward.

Since Jason is no longer at UK (from what I can see), can we get an email confirmation that Military Sciences is Ok with us to proceed with this proposal?

I attached a copy of the current proposal. Note too that we added three potential AMS courses as electives. This was per the suggestion of Mr. Cummings. Can you also confirm that you are Ok with us including these courses as potential electives?

Best regards,

Jayson W. Richardson, Ph.D.
Associate Professor | Department of Educational Leadership Studies
Director of the Center for the Advanced Study of Technology Leadership in Education (CASTLE)
Director of Online Teaching and Learning
Taylor Hall, Room 151G |University of Kentucky | Lexington, KY 40506-0017
P: 001.859.379.9097| E: jayson.richardson@uky.edu | W: www.jaysonrichardson.com

From:	Real, Kevin
Sent:	Wednesday, October 09, 2013 10:47 AM
To:	Richardson, Jayson
Subject:	RE: Undergraduate Certificate in Leadership

Hi Jayson,
Thanks for being such a good colleague. We are happy with the changes you have made.
Best
Kevin

From: Richardson, Jayson
Sent: Tuesday, October 08, 2013 5:59 PM
To: Real, Kevin
Subject: RE: Undergraduate Certificate in Leadership

Hello Kevin,

Thanks or the chat today. We decided to change the course name to: EDL403: Leadership Context & Styles.

I attached the syllabus and the new Program of Study.

Please let me know via email if you and the Department are OK with the new name change.

Thanks for your help!

Jayson

Jayson W. Richardson, Ph.D.
Associate Professor | Department of Educational Leadership Studies | University of Kentucky

From: Real, Kevin
Sent: Tuesday, October 08, 2013 3:54 PM
To: Richardson, Jayson
Subject: RE: Undergraduate Certificate in Leadership

Hi Jayson,
Good to hear from you. Yes, I hope to be able to attend one or both of the upcoming China events.
Thanks for working with me here. Maybe we could chat on the phone? I just tried to reach you. My cell is 859-967-6946.
Kevin

From: Richardson, Jayson
Sent: Monday, October 07, 2013 5:50 PM
To: Real, Kevin
Subject: Undergraduate Certificate in Leadership

Hello Kevin,

I hope all is well! I look forward to seeing you one or both of our upcoming China events!

Undergrad Council asked that I reach out to you regarding our proposal for the Ungrad Certificate in Leadership Studies that I am putting together with the College of Ag. Specifically they asked about getting a letter of support from COM regarding our EDL403 course. I understand your department might have issue with the name? If so, I am flexible if you have suggestions. Thoughts?

I look forward to hearing from you soon.

Regards,

Jayson

Jayson W. Richardson, Ph.D.
Associate Professor | Department of Educational Leadership Studies
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From:	Brass, Dan
Sent:	Wednesday, October 09, 2013 11:12 AM
To:	Richardson, Jayson
Subject:	RE: Undergraduate Certificate in Leadership Studies

Hi Jayson,
Yes, I'm OK with including the potential electives, and the proposed program of study.
Dan

From: Richardson, Jayson
Sent: Monday, October 07, 2013 4:27 PM
To: Brass, Dan
Subject: Undergraduate Certificate in Leadership Studies

Hello Dan,

My name is Jayson Richardson. I am an Associate Professor in Educational Leadership Studies in the College of Education. I have been in close collaboration with faculty in Community and Leadership Development in College of Agriculture to build an Undergraduate Certificate in Leadership Studies. We are currently under review with Undergraduate Council. They asked that I reach out to you to us proceeding. In short, we just need an email confirmation. They also asked that we include two of your courses as electives. We are glad to do that!

I attached a copy of the current proposal (note that includes the two courses suggested by your department).

Can you also confirm that:
- You are Ok with us including these courses as potential electives; and
- You are OK with our proposed program of study.

Best regards,

Jayson

Jayson W. Richardson, Ph.D.
Associate Professor | Department of Educational Leadership Studies
Director of the Center for the Advanced Study of Technology Leadership in Education (CASTLE)
Director of Online Teaching and Learning
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April 29, 2014

To Whom it May Concern:

As the Chair of the Department of Educational Leadership Studies in the College of Education, I am writing to indicate that my department is willing and able to work with the College of Education to host the Undergraduate Certificate in Leadership Studies. This Undergraduate Certificate is in collaboration with the Department of Community & Leadership Development out of the College of Agriculture, Food and Environment.

Please feel free to contact me if you have questions or need additional information.

Regards,

Beth Rous
Chair and Professor
Department of Educational Leadership Studies
College of Education
University of Kentucky

April 28, 2014

To: Lee Blonder, Chair
        Senate Council

From: Gary L. Hansen, Chair
        Dept. of Community & Leadership Development

Re: Undergraduate Certificate in Leadership Studies

I am writing to express the Department of Community & Leadership Development's support for the proposal to create an undergraduate certificate in Leadership Studies as amended at today's meeting of the Senate Council. The amended version will "house" the certificate in the College of Education rather than in the Division of Undergraduate Education. Please contact me if I can provide additional information.

April 29, 2014

MEMORANDUM

TO: Senate Council Chair Lee Blonder

FROM: Nancy Cox, Dean of the College of Agriculture, Food and Environment   *Nancy M. Cox*

RE: Support for Housing Leadership Studies Certificate in the College of Education

C: Gary Hansen, Larry Grabau

We have recently learned that housing the above certificate in Undergraduate Education will not be possible, as originally intended. Thus, this collaborative effort between our College and the College of Education needs a college home. In the spirit of cooperation, we are agreeable to the placement of this certificate in the College of Education. We believe this certificate will become a model of cross-college collaboration for certificate development, implementation, and delivery.

April 29, 2014

Dr. Lee Blonder
University Senate Council Chair
201 Main Building
University of Kentucky
Lexington, KY   40506

Dear Dr. Blonder:

As the Dean of the College of Education, I support that the Department of Educational Leadership Studies, a unit in the College of Education, will host the Undergraduate Certificate in Leadership Studies. This undergraduate certificate is in collaboration with the Department of Community & Leadership Development in the College of Agriculture, Food and Environment. The Undergraduate Certificate in Leadership Studies is an excellent example of intercollege collaboration around leadership studies and will provide undergraduate students with the opportunity to expand their knowledge, skills and dispositions regarding school and community leadership.

Sincerely,

Mary John O'Hair

Mary John O'Hair
Dean and Professor