

# CURRICULUM CHANGE PROPOSAL

## APPROVAL PAGE

Proposal Title: LEAD 1300 & 2300 Addition to Core Curriculum

College: Liberal Arts      Department: Leadership Studies

### DEPARTMENT CHAIR

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I have read the enclosed proposal and approve this proposal on behalf of the department.

9/27/2021

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### COLLEGE CURRICULUM COMMITTEE CHAIR

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I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### COLLEGE DEAN

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: 09/27/2021

From: Mari Ysela Noopila, Ph.D., Leadership Studies

Through: Areli Chacon Silva, Ph.D., Leadership Studies

Through: Dr. Denis O'Hearn, Dean of the College of Liberal Arts

To: Art Duval Chair, Undergraduate Curriculum Committee

Proposal Title: **Addition of LEAD 1300 and 2300 to University Core**

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### Description:

The minor in Leadership Studies offers a flexible but in-depth study of leadership and its effects on society. The minor is designed to provide understanding of leadership theory and improves student leadership styles to develop competencies in the domain of leadership through lenses of social change, ethics, and community engagement (SEC). Further, the minor serves as a foundation for building a community of scholars whose work examines the intersection of SEC in the practice of interdisciplinary leadership. The primary educational objectives of the minor are to introduce, nurture and develop leaders who possess deep and broad knowledge of the discipline while considering concepts of social change, ethical leadership and community engagement as it applies to their primary area of study. The program seeks to open up opportunities for students to take these courses under UTEP's core curriculum options.

### Rationale:

Our goal is to meet the needs of our underrepresented and underserved student populations by offering an interdisciplinary minor to fill the gap in leadership education offerings at the undergraduate level. We are dedicated to serving all students at UTEP across majors, but we are specifically interested in the recruitment of minorities, women, lower SES, first-generation and those students who are traditionally underrepresented within the leadership realm. Through a dedication to empower students and promote social change we will incorporate Ethical Leadership and Community Engaged Leadership as underpinnings within all of our leadership curriculum. Further we will introduce fundamental principles of research, scholarly research articles, citation of research articles and a range of teachings which enable students to acquire a foundation of research to build upon. LEAD 1300 and 2300 would be excellent additions to the university curriculum core classes by expanding opportunities in the way of leadership curriculum and growth.



## **UTEP Core Curriculum Course Addition Proposal**

### **Course Prefix, Number, and Title**

LEAD 1300

CRN: 19802

Introduction to Leadership

### **Contact**

Name: Mari Noopila

Department: Leadership and Community Engagement Program

Email: mynoopila@utep.edu

Phone: 575.571.7300

### **Alternate Point of Contact**

Name: Areli Chacon Silva

Department: Leadership and Community Engagement Program

Email: achaconsilva@utep.edu

Phone: 915-747-6275

### **Course Information**

Course: LEAD 1300

Credit hours: 3

Terms Offered: Fall, Spring, Summer

TCCN:

Prerequisites: None

### **Course Description**

LEAD 1300. Introduction to Leadership. Introduction to Leadership: This course introduces you to fundamental principles of leadership. The course will further hone and develop not only your understanding of leadership theory, but also your ability to apply theory in real-world contexts. Over the course of the semester, your learning will be shaped by classroom lectures, class discussions, team building, guest speakers, and assignments. Department: Leadership Studies

### **Foundational Component Area (Select one)**

**\*Component Area** (core curriculum objectives: CT, COM, at least one additional objective)

### **Core Curriculum Objectives**

Explain how the course addresses each objective if applicable as determined by the section above. ***All courses must include critical thinking and communication skills.***

**\*Critical Thinking Skills (CT)** creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information

LEAD 1300 is designed to develop students' critical thinking skills by teaching leadership fundamentals grounded in leadership theory. Students will gain problem solving skills through thought-provoking

## Minor in Leadership Studies for UTEP Core Curriculum Course Addition Proposal

questions, discussions and review of case studies to help analyze how concepts apply to real leadership situations. Students will be encouraged to synthesize and explain their reasoning when working through challenges, and further ask critical questions about other students' ideas and reasoning.

\*Communication Skills (COM) effective development, interpretation, and expression of ideas through written, oral, and visual communication

LEAD 1300 will encourage communication of student reasoning, development and interpretation by through oral, written and presentation tasks. Students will be asked to orally explain challenges to other students and the instructor and will provide written explanations of leadership reasoning and development. Further class discussions will be used to practice communication, articulation and cooperation.

Teamwork (TW) ability to consider different points of view and to work effectively with other to support a shared purpose or goal

LEAD 1300 will develop in each student a team building approach, by working in a team challenge especially designed to enhance the essence of what teamwork means.

Personal Responsibility (PR) ability to connect choices, actions, and consequences to ethical decision-making

LEAD 1300 is designed to introduce civic responsibility and community engagement within the context of leadership. Students will be encouraged to reflect on what it means to be a community-engaged leaders, how to influence change within the community and how to get personally involved in projects and initiatives.

### **Course Assessment Plan**

**Provide examples of the major assignments referenced for each category below**

#### Critical Thinking

Critical thinking skills are assessed as elements of the assignments and exams by evaluating the quality of student leadership reasoning and using the following measures of evidence:

- Written explanations of students synthesize and reasoning when working through challenges and cases.
- Written explanations of problem-solving approaches and resources that have been used.
- Presentation of problem-solving processes to class and groups

#### Communication Skills

Communication skills are assessed by evaluating students' ability to use written or oral explanations to clarify their reasoning. This is assessed by analyzing the students' use of a narrative with correct grammar, spelling, and sound sentence structure. The arguments must also be logically organized.

- Team-led discussion presentation
- Short narratives summarizing concepts and methods in class

#### Teamwork

Teamwork will be assessed through a team challenge, especially designed for students to learn about team building.

Personal Responsibility

Personal responsibility is assessed through an ethical dilemma. T

- Writing and reflection on an ethical dilemma
- Sharing an ethical dilemma he/she has faced, how did the student approach it, and the outcome of the situation.



## MINOR IN LEADERSHIP STUDIES

COLLEGE OF LIBERAL ARTS

### Course LEAD 1300 Introduction to Leadership Studies

**Credit Hours:** 3

**Prerequisite Courses:** None

**Meets:** Mondays/Wednesdays 10:30 to 11:50 am

**Location:** BUSN Rm. 302

**Instructor:** Areli Chacón Silva, Ph.D.

**Email:** [achaconsilva@utep.edu](mailto:achaconsilva@utep.edu);

**Office phone:** (915) 747.6275

**Office:** Kelly Hall suite 223-B

**Office Hours:** Mondays/Wednesdays 12:00 to 1:30 pm

**Course Description:** LEAD 1300 introduces you to fundamental principles of leadership. The course will further hone and develop not only your understanding of leadership theory, but also your ability to apply theory in real-world contexts. Over the course of the semester, your learning will be shaped by classroom lectures, class discussions, team building, self-assessments, case studies, assignments, and exams.

#### **Learning Outcomes:**

1. Identify and apply major leadership theories
2. Recall and remember some of the major authors/thinkers paradigms, and models in leadership studies
3. Apply leadership theories to case studies; identify these theories' pragmatism to real life organizations, situations, and scenarios
4. Be able to observe, identify, and describe leadership theories, skills, and behaviors in the real world
5. Critically analyze major leadership theories' strengths and weaknesses, practicality, and personal utility through class discussion and personal reflection
6. Identify one's on leadership style and attributes and be able to articulate your personal leadership characteristics, skills, approach, and

7. Become more aware of how different types of followers react to different leadership styles, approaches, and behaviors

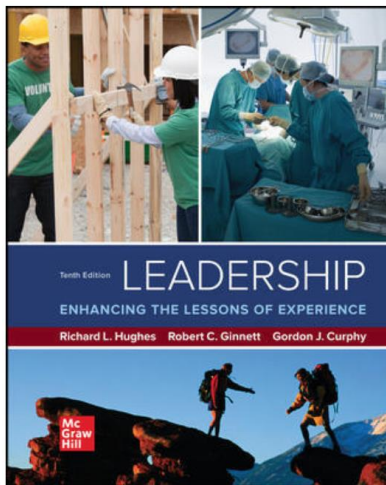
8. Be anxious to critically evaluate leaders and their decisions they encourage regularly in the public media

9. Be excited about leadership as a broad, complex, socially constructed, and multidisciplinary field of study that is more about people than procedures

10. Identify future use of resources to continue to learn about leadership

**Required Textbooks:**

Leadership: Enhancing the Lessons of Experience (10th Edition) Richard Hughes, Robert C.Ginnett and Gordon J Curphy. McGrawHill. 2022



**Attendance:** Attending lecture will boost your learning and keep you engaged in the course content. It is understandable that adversities will happen and therefore will be important to communicate with the professor in case you have to miss the classes.

**Course Structure:** This is not a “sit-and-get” style lecture course. You are expected to be an active contributor and designer of your own learning, growth, and development.

**Core Curriculum Competencies**

By enrolling in **LEAD 1300: Introduction to Leadership Studies** you are also enrolling in a Core Curriculum Course that fulfills the requirements Critical Thinking Skills (CT), Communication Skills (COM), Empirical and Quantitative Skills (EQS), Teamwork (TW), Personal Responsibility (PR), Social Responsibility (SR).



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Core Objective	Definition	How the Core Objective Will be Addressed.
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	<ul style="list-style-type: none"> <li>• Written explanations of students synthesize and reasoning when working through challenges and cases.</li> <li>• Written explanations of problem-solving approaches and resources that have been used.</li> <li>• Presentation of problem-solving processes to class and groups</li> </ul>
Communication Skills	To include effective development, interpretation and expression of ideas through written, oral, and visual communication.	<p>This is assessed by analyzing the students' use of a narrative with correct grammar, spelling, and sound sentence structure.</p> <p>The arguments must also be logically organized:</p> <ul style="list-style-type: none"> <li>• Team-led discussion presentation</li> <li>• Short narratives summarizing concepts and methods in class</li> </ul>
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Teamwork will be assessed through a team challenge, especially designed for students to learn about team building.
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making.	Personal responsibility is assessed through an ethical dilemma. The student will write, reflect and share with the class an ethical dilemma he/she has faced, how did the student approach it, and the outcome of the situation.

**Course Policies:** To create and maintain a positive learning environment, you are expected to take responsibility for your learning and play an active role in developing your academic skills and your own leadership development. To this end, you are each expected to aspire to excellence.

- **Department:** Emergencies do arise and you do not need to call me if you are going to be absent; however, I appreciate an e-mail notification before class, if possible, or

soon after. Arrange with your classmates to exchange any class information that is not on the course Blackboard site. Because many discussions will take place during our class meetings, please be sure to listen (and refrain from talking) when another is speaking about class-related issues. Just as you are expected to know and practice academic civility, you are also expected to know and use appropriate Netiquette (see: <http://www.albion.com/netiquette/corerules.html>) for all on-line interactions.

- **Statement on Fair Access to All Students:** If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at **747-5148**, or by email to **cass@utep.edu**, or visit their office located in **UTEP Union East, Room 106**. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass)
- **Academic Dishonesty:** Plagiarism means using someone else's work without giving that person direct credit. This includes using written text from any source or another's ideas. Academic dishonesty is an affront to the pursuit of knowledge and a student's integrity. Acts of plagiarism and other forms of academic dishonesty are serious and will be dealt with according to UTEP's policy. UTEP students are expected to be cognizant of and adhere to university policies and professional codes of behavior regarding academic integrity and ethics.
- **Assignments:** It is expected that out-of-class written assignments will be typed (word processed – 12" font) using APA (7th edition) format, free of mechanical errors, and adhere to standards of professional writing. You should keep a copy of every assignment. Keep all returned assignments until the end of the semester. Read the directions for assignments carefully, budget your time, and start early on each assignment so you are finished and have time to proofread and edit before due dates. Starting early will allow you enough time to take your assignments through multiple drafts and to devote rigorous thought to them. An assignment that does not adhere to the directions will not receive a passing grade. If you have any questions, or if you do not know what any of the grading criteria refer to, please ask. I am available by E-mail almost anytime between the hours of 9:00 a.m. and about 9:00 p.m. and will respond as quickly as possible. *I recommend to reach out to me also via WhatsApp*

### Grading Scheme:

Assignments --	20%
Quizzes --	10%
Team Paper --	20%
Team Challenge –	5%
Case Studies --	15%
Exams --	20%
Class Exercises --	10%

### Assignments (20%)

The assignments will be based in a combination of the chapters and additional readings assigned by the professor.

**Quizzes (10%)**

Quizzes are designed to test your knowledge and comprehension of chapters. These quizzes are meant to ensure you are understanding the chapters. The format will be in paper and will be a mix of open-ended and multiple choice questions.

**Team Paper(20%)**

You will form groups and make a written analysis of the leadership attributes and styles of the characters in the movie *Remember the Titans (2000)* (refer to course schedule for dates).

**Team Challenges (5%)**

You will form groups and each group will plan a leadership activity to conduct during class time. This will be a valuable activity since it will put into practice your creativity and your teamwork skills.

**Case Studies (15%)**

Most of the case studies will be taken from book chapters. The professor will provide a list of questions to help you reflect on your takeaways of the case studies and how they can help you in your own leadership journey.

**Exams (20%)**

There will be a mid-term and a final exam. The mid-term will cover chapters 1-7 and the final exam will cover chapter 8 and chapters 12-18. Each exam will be worth %. The final exam will not be comprehensive, however, the professor will identify topics from the mid-term that are essential to leadership and therefore will also be tested in the final exam.

**Class exercises (10%)**

Short narratives summarizing concepts and methods in class. Written explanations of your reasoning when working through challenges and cases. Written explanations of problem-solving approaches and resources that have been used. Presentation of problem-solving processes to class and groups

**Course Schedule:**

Week	Date	Topic	Reading /Assignment
1	Aug 23	Welcome. Course syllabus review. Introductions. Blackboard page review.  Chapter 1: What do we mean by Leadership?	Read Chapter 1.
	Aug 25	Chapter 1: What do we mean by Leadership?	Read Chapter 1.

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			<p>Individual Ice break class exercise</p> <p>HW: Solve the case study of Laura Yeager located at the end of Chapter 1. Answer the 4 questions.</p> <p>Due Monday Aug. 30</p>
2	Aug 30	<p>Chapter 1: What do we mean by Leadership? Women and Leadership</p> <p>TED talk Video by Sheryl Sandberg</p>	<p>Discussion of Case Study Laura Yeager</p> <p>Read Chapter 2: Leader Development for next class</p>
	Sep 1	Chapter 2: Leader Development	<p>Assignment #1: Write about an experience when you were in a Leadership position.</p> <p>Due: Wednesday Sept. 8<sup>th</sup>.</p>
3	Sep 6	***NO CLASS- LABOR DAY***	
	Sep 8	Read- sharing with the class Assignment #1. Individual stories about leadership positions.	Read Chapter 3: Skills for developing yourself as a Leader for next class
4	Sep 13	<p>Chapter 3: Skills for developing yourself as a Leader</p> <p>TED talk video by Itay Talgam</p>	HW: Fill out the LTQ self-assessment and ask one other person to do the assessment based on her perception of you. Due Sept 20.
	Sep 15	Chapter 3: Skills for developing yourself as a Leader	Reminder: Fill out the LTQ self-assessment and ask one other person to do the assessment based on her perception of you. Due Sept 20.
5	Sep 20	<p>Leadership Traits approach.</p> <p>Review of individual self-assessment.</p>	HW: Read Chapter 4: Power and Influence for next class
	Sep 22	Chapter 4: Power and Influence	Quiz # 1 about Chapter 4.

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			HW: Read Chapter 5: Values, Ethics, and Character for next class
6	Sep 27	Read Chapter 5: Values, Ethics, and Character  Active discussion on ethical dilemmas, stereotypes and prejudice	Write about an ethical dilemma you have faced in your life and how did you solve it? Due Sept. 29
	Sep 29	Chapter 5: Values, Ethics, and Character  Class presentation Ethical Dilemmas and how did we solve them.	HW: Read Chapters 6: Leadership Attributes and Chapter 7: Leadership Behaviors for next class
7	Oct 4	Chapters 6 and 7: Leadership attributes and behaviors	Movie Remember the Titans (2000)  Assignment 2: After watching the movie Remember the Titans, write a team paper explaining the Leadership Attributes and Behaviors shown in the movie by Coach Boone and Coach Yoast and the different players from the Titans. Due Wednesday October 13.
	Oct 6	Chapters 6 and 7: Leadership attributes and behaviors	Reminder work on you Assignment #2: Due Wednesday October 13.
8	Oct 11	Review for Midterm exam.	NO CHAPTER- MIDTERM WEEK
	Oct 13	Midterm Exam	HW: Read Chapter 8: Skills for building personal credibility and influencing others for next class  Instructions for Team Challenge, due Monday Oct. 25

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9	Oct 18	Chapter 8: Skills for building personal credibility and influencing others	HW: Read Chapter 12: Groups, teams, and their Leadership for next class
	Oct 20	Chapter 12: Groups, teams, and their Leadership	HW: Solve the case study of Integrating Teams at Hernandez & Associates located at the end of Chapter 12. Answer the 4 discussion questions.  Due Monday Oct. 27
10	Oct 25	Chapter 12: Groups, teams, and their Leadership	Team challenge is due. Team presentations of the challenges during class.  HW: Read Chapter 13: Skills for developing others
	Oct 27	Chapter 13: Skills for developing others	Movie Glory Road and solve the Discussion Questions related to Coach Don Haskins. Deadline: Monday Nov. 8.
11	Nov 1	Chapter 13: Skills for developing others	Movie Glory Road and discussion questions about Coach Don Haskins  Assignment 3: Individual Community Leader Interview
	Nov 3	Chapter 13: Skills for developing others	Quiz # 2 about Chapters 12 and 13  HW: Read Chapter 14: The Situation for next class
12	Nov 8	Chapter 14: The Situation	Discussion Questions about Glory Road and Don Haskins are due.  Class discussion.
	Nov 10	Chapter 14: The Situation	HW: Read Chapter 15: Contingency Theories of Leadership for next class

13	Nov 15	Chapter 15: Contingency Theories of Leadership	Assignment 3: Individual Community Leader Interview is due.  Individual Presentations.  HW: Read Chapter 16: Leadership and Change for next class
	Nov 17	Chapter 16: Leadership and Change	HW: Read Chapter 17: The Dark side of Leadership for Monday December 1
14	Nov 22	**Class Review**	HW: Read Chapter 17: The Dark side of Leadership for next class Monday Dec. 1
	Dec 1	Chapter 17: The Dark Side of Leadership	Review for final exam  HW: Read Chapter 18: Skills for optimizing Leadership as situations Change
15	Dec 6	Chapter 17: The Dark Side of Leadership  Chapter 18: Skills for optimizing Leadership as situations Change	Final discussion and class critique

### Student Resources

UTEP wants you to succeed in your career and it provides a variety of resources for your personal and professional success. Here are some of them:

- **University Writing Center (UWC):** Submit papers to the Writing Center for assistance with writing style and formatting, ask a tutor for help and explore other writing resources like APA format. (915) 747-5112, <https://www.utep.edu/uwc/>
- **UTEP Library:** Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. (915) 747-5672. <https://www.utep.edu/library/>
- **Military Student Success Center:** UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff are here to help personnel in any branch of service to reach their educational goals. (915) 747-5342, <https://www.utep.edu/student-affairs/mssc/>
- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus. 915-747-4357 [https://www.utep.edu/technologysupport/TSCenter/tsc\\_helpdesk.html](https://www.utep.edu/technologysupport/TSCenter/tsc_helpdesk.html)

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).



## **UTEP Core Curriculum Course Addition Proposal**

### **Course Prefix, Number, and Title**

LEAD 2300 Community Work/Community Service

### **Contact**

Name: Mari Noopila

Department: Leadership and Community Engagement

Email: mynoopila@utep.edu

Phone: 575.571.7300

### **Alternate Point of Contact**

Name: Areli Chacon Silva

Department: Leadership and Community Engagement

Email: achaconsilva@utep.edu

Phone: 915-747-6275

### **Course Information**

Course: LEAD 2300

Credit hours: 3

Terms Offered: Fall, Spring, Summer

TCCN:

Prerequisites: None

### **Course Description**

Community Service: Community Work/Community Service is an introduction to community engaged pedagogies, knowledge, skills and competencies for responsible service and leadership in diverse communities. This course prepares students for engaged, honorable and active community involvement and leadership. The purpose of this course is to prepare students for a lifetime of engaged, responsible and active community involvement and leadership.

### **Foundational Component Area (Select one)**

**\*Social and Behavioral Sciences** (core curriculum objectives: CT, COM, EQS, SR)

### **Core Curriculum Objectives**

Explain how the course addresses each objective if applicable as determined by the section above. ***All courses must include critical thinking and communication skills.***

**\*Critical Thinking Skills (CT)** creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information

LEAD 2300 is designed to develop students' critical thinking skills by teaching leadership fundamentals grounded in leadership theory. Students will gain problem solving skills through thought-provoking questions, discussions and review of case studies to help analyze how concepts apply to real leadership

situations. Students will be encouraged to synthesize and explain their reasoning when working through challenges, and further ask critical questions about other students' ideas and reasoning.

\*Communication Skills (COM) effective development, interpretation, and expression of ideas through written, oral, and visual communication

LEAD 2300 will encourage communication of student reasoning, development and interpretation by through oral, written and presentation tasks. Students will be asked to orally explain challenges to other students and the instructor and will provide written explanations of leadership reasoning and development. Further class discussions will be used to practice communication, articulation and cooperation.

\*Empirical and Quantitative Skills (EQS) manipulation and analysis of numerical data or observable facts resulting in informed conclusions

LEAD 2300 will meet this objective through the teaching of research methods and procedures for making inferences about leadership. Further, the courses will provide students with strategies for assessing the quality of leadership research and developing students' empirical and quantitative skills within the leadership realm.

\*Social Responsibility (SR) intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

LEAD 2300 is designed to introduce intercultural competence, civic responsibility, and community engagement within the context of leadership. Students will be encouraged to reflect on what it means to be a responsible member of the society, how to influence change within the community and how to get personally involved in projects and initiatives.

## **Course Assessment Plan**

**Provide examples of the major assignments referenced for each category below**

### Critical Thinking

Critical thinking skills are assessed as elements of the assignments and exams by evaluating the quality of student leadership reasoning and using the following measures of evidence:

- Written explanations of students synthesize and reasoning when working through challenges and cases.
- Written explanations of problem-solving approaches and resources that have been used.
- Presentation of problem-solving processes to class and groups

### Communication Skills

Communication skills are assessed by evaluating students' ability to use written or oral explanations to clarify their reasoning . This is assessed by analyzing the students' use of a narrative with correct grammar, spelling, and sound sentence structure. The arguments must also be logically organized.

- Team-led discussion presentation
- Short narratives summarizing concepts and methods in class

### Empirical and Quantitative Skills

Empirical and quantitative skills are assessed through written assignments to include:

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- Written assignments, short essays, reflections assignments, discussion boards.
- Quizzes and exams

### Social Responsibility

Social responsibility will be assessed through:

- Written assignments to include reflection papers and final community engagement leadership papers
- Participation hours in community engagement



## **MINOR IN LEADERSHIP STUDIES**

### **COLLEGE OF LIBERAL ARTS**

**Sample Syllabus**  
**Community Work/Community Service**  
**College of Liberal Arts**  
**University of Texas El Paso**  
**LEAD 2300**

#### **Course Description:**

Community Work/Community Service is an introduction to community engaged pedagogies, knowledge, skills and competencies for responsible service and leadership in diverse communities. This course prepares students for engaged, honorable and active community involvement and leadership. The purpose of this course is to prepare students for a lifetime of engaged, responsible and active community involvement and leadership.

#### **Textbooks:**

Required:

\*\*Núñez, Guillermina and Azuri Gonzalez. Community Engagement and High Impact Practices in Higher Education. Kendall Hunt, 2018.

\*\*Supplementary readings on Blackboard.

\*\*Please have access to a computer, a printer, a jump drive, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary.

#### **STUDENT'S LEARNING OBJECTIVES/RESPONSIBILITIES**

Please read the materials covering a particular subject prior to discussions. Your active participation in class discussions is expected as a demonstration of your grasp of the material and is part of your grade. The success of this class is dependent upon the preparation of its members. Please contact me if you have any concerns about the material, the format or environment of the class. Upon completion of the course, students should understand:

- Gain an understanding of service and leadership;
- Analyze the settings in which service takes place;
- Gain hands on knowledge, skills, and experience about a specific community service organization; and

- Develop their own leadership styles and skills in a community setting.

**IMPORTANT:** Distance education demands a lot of self-discipline and motivation. There is flexibility in when you study and work on the course, but you must meet deadlines. If you require the structure of the classroom in order to stay engaged, the on-line courses are not for you. You must set up dedicated times to focus on the course materials in order to succeed in the course. Do not wait until the end of the section to do your work as discussion occurs all throughout the section. You balance many issues in your life and can fit distance learning to your individual circumstances.

**Core Curriculum Competencies**

By enrolling in **LEAD 2300: Community Work/Community Service** you are also enrolling in a Core Curriculum Course that fulfills the requirements Critical Thinking Skills (CT), Communication Skills (COM), Empirical and Quantitative Skills (EQS), Teamwork (TW), Personal Responsibility (PR), Social Responsibility (SR).

Core Objective	Definition	How the Core Objective Will be Addressed.
Critical Thinking Skills (CT)	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	<ul style="list-style-type: none"> <li>• Written explanations of students synthesize and reasoning when working through challenges and cases.</li> <li>• Written explanations of problem-solving approaches and resources that have been used.</li> <li>• Presentation of problem-solving processes to class and groups</li> </ul>
Communication Skills (COM)	To include effective development, interpretation and expression of ideas though written, oral, and visual communication.	<p>This is assessed by analyzing the students’ use of a narrative with correct grammar, spelling, and sound sentence structure.</p> <p>The arguments must also be logically organized:</p> <ul style="list-style-type: none"> <li>• Team-led discussion presentation</li> <li>• Short narratives summarizing concepts and methods in class</li> </ul>
Empirical and Quantitative Skills (EQS)	To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	<p>Empirical and quantitative skills are assessed through leadership self-assessments and written assignments to include:</p> <ul style="list-style-type: none"> <li>• Short essays, reflections assignments, discussion boards.</li> <li>• Leadership Traits Questionnaire (LTQ)</li> <li>• Two quizzes and two exams (midterm and final)</li> </ul>

<p>Personal Responsibility (PR)</p>	<p>To include the ability to connect choices, actions and consequences to ethical decision-making.</p>	<p>Personal responsibility is assessed through an ethical dilemma. The student will write, reflect and share with the class an ethical dilemma he/she has faced, how did the student approach it, and the outcome of the situation.</p>
<p>Social Responsibility (SR)</p>	<p>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</p>	<p>Social responsibility will be assessed through:</p> <ul style="list-style-type: none"> <li>•The interview to a community leader. The student will design questions and will write a reflective essay about the leader’s legacy in the community.</li> </ul>

**Faculty Availability and Responsiveness:**

Available by appointment, please contact me to arrange a meeting time. I will typically be on post at the learning resource center, 2<sup>nd</sup> floor of the library before class. Any correspondence should be through email or Blackboard email. You can expect a response from me within 24-48 hours during the regular Monday-Friday week, please allow more time during the weekend for correspondence.

**Teaching Philosophy:**

My classroom is one of respect, competence, and forward thinking. As an educator-scholar my classroom, whether it be face-to-face, hybrid, or online is one that recognizes everyone brings a unique lived experience and knowledge to the table. I make sure that students feel comfortable with sharing their experiences, and I encourage that students let their voice be heard. By consideration of the diverse classroom dynamics that the environment consumes, I seek to establish a supportive, collaborative, encouraging places where all students have the opportunity and desire to thrive. In my classroom, students are in a safe space where they are encouraged to

share, take risks, and reflectively learn from their experiences. Through innovative instruction, a commitment to diversity, equity, and inclusion, my classroom uses technology-enhanced learning, service learning and professional development, and a continuous dedication to rigorous research. My role in the classroom is that of an engaged facilitator who involves students in the experiential application of leadership concepts and theories.

### **Course Policies and Expectations:**

All assignments and major projects are to be presented by the due date. An absence means forfeiting the grade for those assignments. If you cannot attend class, you should plan to submit your written work on time. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA style manuals for the guidelines required for college-level academic writing. I expect that the course's major speaking assignments will be well researched, rehearsed, and prepared with ample time. I will provide specific guidelines for each assignment in the course.

**Multiple submissions:** All work submitted in class must be original work. Please do not submit work that you have submitted in another course.

**Incomplete grades:** An incomplete may be given if a student provides evidence of a documented illness or family crisis that the instructor believes genuinely precluded successful completion of the course.

**Late work:** There will be a 15 point deduction for any work that is submitted late. All work must be submitted within a week of the deadline, anything submitted late after a week of the original deadline will earn a 0.

**Make-up work:** No make-up work will be accepted. If you miss the deadline for a submission you will receive a 0 for that assignment.

**Grades:** All work must be submitted on time and using APA style format. Excessive spelling and grammar errors and late papers will impact your grade.

**Electronic Devices:** Please do not use your mobile phones in the class. If you need to take or receive a call, please step outside of the class to do so. Absolutely no recording or photographing of the instructor or classmates is permitted in this classroom.

**Participation:** Each student is expected to read assigned materials on the dates given and to come to class prepared to discuss the assigned content. Students are expected to actively and intently participate in the class discussions, critically engage with the readings, and work collaboratively in the weekly writing activities to learn and to support the learning of peers.

## **Course Tentative Schedule: Under Development for Spring**

### **Plagiarism:**

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. Never use another student's work. A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

### **Other Policies:**

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office, also online <http://catalog.utep.edu/grad/welcome-to-utep/academic-calendar/>.

No competing audio/visual technology in class. Laptops and smart phones may be utilized during our course, but these moments are integrated into the curriculum. Usage of these devices, apart from the course design, will be considered competing.

Official UTEP email accounts are encouraged of every student. All business not dealt with in class will be conducted through UTEP email accounts and students are responsible for checking their accounts for course updates and notifications.

For direction about online course etiquette please visit UTEP's netiquette guide for online courses: <https://www.utep.edu/extendeduniversity/cid/Files/docs/netiquette-guide-for-online-courses.pdf>

### **Student Conduct:**

Students should familiarize themselves with the UTEP Handbook of Operating Procedures <https://www.utep.edu/vpba/hoop/>. Violation of procedures will result in failure of the class.

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of social responsibility. Any student who engages in conduct that is prohibited by the Board of Regents' *Rules and Regulations* or University rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. All students are expected and required to obey the



law, to show respect for properly constituted authority, and to observe correct standards of conduct.

The University of Texas at El Paso (UTEP) administers student discipline according to established procedures of due process. Procedures are defined and described in the Regents' *Rules and Regulations*, Rule 50101, and in the UTEP's [Handbook of Operating Procedures](#).

The Regents' Rules and Regulations

“All students at the University of El Paso are expected to have read and understood The Regents' *Rules and Regulations*.”

“The official copy of the Regents' *Rules and Regulations* is maintained by the Office of the Boards of Regents. The *Rules and Regulations* of the Board of Regents of The University of Texas System for the Government of The University of Texas System were reissued on December 10, 2004.”

Handbook of Operating Procedures

Students at the University of Texas at El Paso are encouraged to engage their campus in a positive way. By staying educated on policy and procedure, students can ensure a healthy and productive education at the University of Texas at El Paso.

The UTEP's [Handbook of Operating Procedures](#) contains official policies and procedures for the governance of UTEP. The rules and regulations constituting the HOP must not conflict with any rule or regulation in the Regents' Rules and Regulations.

If you have any questions, please contact the Office of Student Conduct and Conflict Resolution (OSCCR). [Avoiding Plagiarism \(PDF\)](#)

**Academic Misconduct:**

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

**Students in need of accommodations and other support services:**

If you have a documented disability or feel that you need accommodations, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Please find contact information below.

The Center for Accommodations and Support services (CASS)

<https://www.utep.edu/student-affairs/cass/ada-policies/>

The University of Texas at El Paso

The Center for Accommodations and Support Services (CASS)

Union East Bldg. Room 106

P.O. Box 609

El Paso, Texas 79968-0609

E: [cass@utep.edu](mailto:cass@utep.edu)

P: (915) 747-5148

F: (915) 747-8712

## Student Resources

UTEP wants you to succeed in your career and it provides a variety of resources for your personal and professional success. Here are some of them:

- **University Writing Center (UWC):** Submit papers to the Writing Center for assistance with writing style and formatting, ask a tutor for help and explore other writing resources like APA format. (915) 747-5112, <https://www.utep.edu/uwc/>
- **UTEP Library:** Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. (915) 747-5672. <https://www.utep.edu/library/>
- **Military Student Success Center:** UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff are here to help personnel in any branch of service to reach their educational goals. (915) 747-5342, <https://www.utep.edu/student-affairs/mssc/>
- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus. 915-747-4357 [https://www.utep.edu/technologysupport/TSCenter/tsc\\_helpdesk.html](https://www.utep.edu/technologysupport/TSCenter/tsc_helpdesk.html)

### COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you

with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).