UNIVERSITY OF
MARYLAND

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST

1119 Main Administration Building
College Park, Maryland 20742-5031
301.405.5252 TEL 301.405.8195 FAX

August 7, 2014

MEMORANDUM

TO: Donna Wiseman
           Dean, College of Education

FROM: Elizabeth Beise
           Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a New Upper-Division Certificate in Leadership Studies
   (PCC log no. 13018)

On March 26, 2014, Chancellor Kirwan approved your proposal to establish an Upper-Division Certificate in Leadership Studies. On July 24, 2014, the Maryland Higher Education Commission gave final approval. A copy of the proposal is attached. Please note that this proposal includes a modification to the minor in Leadership Studies.

The new program and changes to the minor are effective Fall 2014. Please ensure that the program and changes to the minor are fully described in all relevant descriptive materials.

MDC/

Enclosure

cc: Greg Miller, Chair, Senate PCC Committee
     Barbara Gill, Office of Student Financial Aid
     Reka Montfort, University Senate
     Erin Howard, Division of Information Technology
     Pam Phillips, Institutional Research, Planning & Assessment
     Anne Turkos, University Archives
     Linda Yokoi, Office of the Registrar
     Cynthia Stevens, Office of Undergraduate Studies
     Maggie McLaughlin, College of Education
     Robert Lent, Department of Counseling, Higher Education, and Special Education
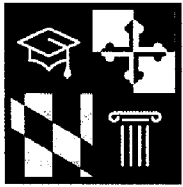
July 24, 2014

Dr. Mary Ann Rankin
Provost and Senior Vice President
Academic Affairs
University of Maryland, College Park
1119 Main Administration Building
College Park, MD 20742-5031

Dear Dr. Rankin:

The Maryland Higher Education Commission has reviewed a request from University of Maryland, College Park to offer an Upper Division Certificate (U.D.C.) in Leadership Studies.

I am pleased to inform you that the program proposal is approved. This decision is based on an analysis of the program proposal in conjunction with the law and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.03. As required by COMAR, the Commission circulated the program proposal to the Maryland higher education community for comment and objection. The program meets COMAR's requirements and demonstrates potential for success, an essential factor in making this decision.

For the purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

Program Title	Award Level	HEGIS	CIP
Leadership Studies	U.D.C.	2102-01	52.0213

Should the University of Maryland, College Park desire to make a substantial modification to the program in the future, approval from the Commission will be necessary. I wish you continued success.

Sincerely,

Catherine M. Shultz, J.D.
Acting Secretary of Higher Education

CMS:SAB:ggs

C: Mr. Mike Colson, Senior Coordinator for Academic Programs, UMCP
       Ms. Theresa Hollander, Associate Vice-Chancellor for Academic Affairs, USM

OFFICE OF THE CHANCELLOR

March 26, 2014

Dr. Wallace D. Loh
President
Main Administration Building
College Park, MD 20742

Dear Wallace:

Thank you for forwarding the request of the University of Maryland, College Park to offer a new Upper-Division Certificate (UDC) in Leadership Studies.

I am pleased to approve this recommendation. Please express my appreciation to departmental faculty for their careful work in making this decision.

Sincerely yours,

William E. Kirwan
Chancellor

cc: Dr. Joann Boughman, Senior Vice Chancellor for Academic Affairs
     Ms. Theresa Hollander, Associate Vice Chancellor for Academic Affairs
     Dr. Mary Ann Rankin, Sr. Vice President and Provost

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.
13018

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: College of Education
Please also add College/School Unit Code-First 8 digits: 012031001310701
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:
Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

X Curriculum change (including informal specializations)   X *New academic degree/award program*
☐ *Renaming of program or formal Area of Concentration*   ☐ New Professional Studies award iteration
☐ *Addition/deletion of formal Area of Concentration*   ☐ New Minor
☐ *Suspend/delete program*   ☐ Other
Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:
The Minor in Leadership Studies is proposing changes to (1) change the Minor in Leadership Studies to the name Leadership Studies; (2) reduce the Minor course requirements from 18 to 15 credit hours; (3) add a Certificate in Leadership Studies option that requires 21 credit hours; (4) add two new requires courses for the Certificate requirement to enhance the study and practice of leadership theories and models with social change and action.

===

APPROVAL SIGNATURES - *Please print name, sign, and date. Use additional lines for multi-unit programs.*

1. Department Committee Chair ___*Paul Maccini*___ 8/28/13

2. Department Chair _____ 8/28/13

3. College/School PCC Chair ___*Denis J Sullivan*___ SULLIVAN 9/19/13

4. Dean _____ 8/28/13

5. Dean of the Graduate School (if required) _____

6. Chair, Senate PCC ___*Marilee Lindemann*___ 11/1/13

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost ___*Elizabeth J Beise*___ 8/7/2014

12

Departmental Approval Form
(DAF)
Department of Counseling, Higher Education, and
Special Education Programs

Directions: As noted in the *PCC Review Process within CHSE*, step 4 involves the preparation of materials for submission to the College PCC. The College submission form requires the signatures of the Department Chair and one of the PCC representatives. The process within the Department involves preparing materials using the Campus PCC format for submission, as well as completing a Departmental Approval Form (DAF) that is signed by the Program Area Director to indicate approval at the Program level and by the Department Chair to indicate approval by the DAC. The final step is for one of the Departmental PCC representatives to sign both the DAF and the COE PCC Submission Form (provide at least 3 working days to obtain this signature). Signature by the Department PCC representative does not constitute another layer of "approval" but documents that Departmental procedures have been followed and that the proposal is sufficiently detailed to move forward for review by the COE PCC in which the representatives participate. The Departmental PCC reps may not think of everything that is important to assure that the College PCC does not see any issues within the College and that the proposal is ready for review by the Campus. However, the Departmental Reps can clarify any substantive changes requested by the COE PCC following the discussion of the College PCC. The completed DAF and completed materials will be submitted to the PCC Chair for review at the next College PCC meeting.

.

I) Course or Programmatic Information:
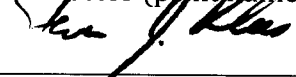
Course or Program Change: Minor in Leadership Studies Changes

Proposed by: Noah D Drezner

II) Signatures of Approval:

- Approved by Program Area:
  Program Area Director (print name and sign):
  Steve Klees
  x5-2212 / sklees@umd.edu
  Date:

- Approved by DAC:
  Department Chair (signature)_____ Date: 8/08/13

- Department PCC Representative (need only one the representatives to sign):

  Dept. PCC Chair/Co-Chair (signature)_____ Date: Aug 20/13

* Note: The Department Chair and one of the Departmental PCC representatives sign the College of Education PCC Submission Form

Date: March 29, 2013

TO: PCC and VPAC
             Via Department and College Committees

FROM: Noah D. Drezner, Assistant Professor
             Higher Education, Student Affairs, and International Education
             Counseling, Higher Education, and Special Education Department

RE: **Minor in Leadership Studies Program Revisions**

This packet contains PCC and VPAC proposals to change the name and curriculum requirements of the Minor in Leadership Studies, add a Certificate in Leadership Studies, and add two additional leadership courses to the Leadership Studies course offerings.

Rationale: The Minor in Leadership Studies has successfully grown in demand and course offerings since its start in fall 2007. To respond to growing interests in leadership studies, the Minor wants to change from a Minor in Leadership Studies to a Leadership Studies program and offer both a Minor and Certificate in Leadership Studies to undergraduate students. By changing the Minor to a Minor and Certificate offering in Leadership Studies, students have greater flexibility in deciding to what degree they want to engage in an academic leadership program. Currently, the goal of the Minor is to prepare students to serve effectively in formal and informal leadership roles in campus, local, national, and global contexts. Students learn leadership theories and models that increases their sense of intrapersonal and interpersonal development and understanding of functioning and working in groups and organizations.

Although the current Minor in Leadership Studies provides Minor students a variety of contextual applications for using leadership theories and models in students' future aspirations, the program has a strong desire to enhance the application of leadership theories and models to practice. In particular, the program will add two additional courses to increase the opportunity students have to enact and engage leadership in the context of social change. The two additional courses will be a yearlong or two-sequential-semester-experience where students research a social issue, develop a plan to utilize leadership theories to address the social issue, and implement and assess their efforts of engaging and creating social change. Instead of increasing the academic requirements of the Minor and limiting students' options for enrollment in the Minor and Minor courses, this proposal is to change the Minor in Leadership Studies to a Minor and Certificate offering in a Leadership Studies program.

The option of a Minor or Certificate in Leadership Studies provides students with greater academic choice and flexibility and allows the program to expand without a concern of limiting or restricting student enrollment. Thus, this proposal seeks to reduce the current Minor in Leadership Studies requirement from 18 to 15 credit hours and add a Certificate in Leadership Studies that is achieved with 21 credit hours. The format of altering the Minor in Leadership Studies to a Leadership Studies Program that offers both a Minor and Certificate is most similar to the University's current LGBT Studies Program that offers undergraduates a certificate and minor.

Packet: This packet contains a cover memo, a grid noting current and proposed curriculum requirements including credit hours and titles. Also, comments and rationale on the proposed changes are included. A syllabus for the new two-semester seminar course is included for new course approval. Materials for advertising the Minor to prospective students are included. PCC and VPAC forms are also included.

Contents

Leadership Studies
Curricular Program Requirement Changes

MINOR Requirement Changes

Course (credit)	Current Course title	Proposed	Comment
EDCP 217 (3)	Introduction to Student Leadership	EDCP 217 (3)	No change
EDCP 315 (3)	Student Leadership in Groups and Organizations	EDCP 315 (3)	No change
EDCP 318 (3)	Applied Contextual Leadership	EDCP 318 (3)	No change
EDCP 418 (3)	Special Topics in Leadership	EDCP 418 (3)	No change
EDCP 417 (3)	Advanced Leadership Seminar	EDCP 417 (3)	No change
One Elective Course from preapproved listing, online (3 credit hours)			Reduce from Two required electives to One (6 credits hours to 3 credit hours)

CERTIFICATE Requirement Changes, includes all courses listed above plus the courses listed below

Two Elective Course from preapproved listing, online (6 credit hours)			Require Two elective courses (6 cred hours), taken from original Minor requirements (adds one additional elective from proposed Minor requirement)

Add

EDCP 320 (2)	Social Action Seminar	EDCP 321 (2)	Add and Regularize as "Social Action Seminar"; new seminar course to research and develop a social action plan using leadership models and theories
EDCP 320 (1)	Advanced Social Action Seminar	EDCP 321 (1)	Add and Regularize as "Advanced Social Action Seminar"; new seminar course to implement and assess a social action plan using leadership models and theories

Current MINOR Course Requirement	Proposed MINOR Changes to Course Requirement
The Minor in Leadership Studies consists of **18 credit hours**. No more than six credits can also be applied to a student's major, and no more than six credits may be taken at an institution other than the University of Maryland College Park. No course with an earned grade below C- may count towards the minor.	The Minor in Leadership Studies consists of **15 credit hours**. No more than six credits can also be applied to a student's major, and no more than six credits may be taken at an institution other than the University of Maryland College Park. No course with an earned grade below C- may count towards the minor.
Required Courses:	Required Courses:
• EDCP 217 - Introduction to Leadership (3 credits) • EDCP 315 - Leadership in Groups and Organizations (3 credits) • EDCP 318 - Applied Contextual Leadership OR EDCP 418 - Leadership and Identity (3 credits) • EDCP 417 - Advanced Leadership Seminar (3 credits) • Two elective course, from a pre-approved elective list found online (total 6 credits) (See Addendum B)	• EDCP 217 - Introduction to Leadership (3 credits) • EDCP 315 - Leadership in Groups and Organizations (3 credits) • EDCP 318 - Applied Contextual Leadership OR EDCP 418 - Leadership and Identity (3 credits) • EDCP 417 - Advanced Leadership Seminar (3 credits) • **ONE** elective course, from a pre-approved elective list found online (total 3 credits) (See Addendum B)

4

Current MINOR Course Requirement	Proposed CERTIFICATE Course Requirement
The Minor in Leadership Studies consists of **18 credit hours**. No more than six credits can also be applied to a student's major, and no more than six credits may be taken at an institution other than the University of Maryland College Park. No course with an earned grade below C- may count towards the minor. Required Courses: • EDCP 217 - Introduction to Leadership (3 credits) • EDCP 315 - Leadership in Groups and Organizations (3 credits) • EDCP 318 - Applied Contextual Leadership OR EDCP 418 - Leadership and Identity (3 credits) • EDCP 417 - Advanced Leadership Seminar (3 credits) • Two elective course, from a pre-approved elective list found online (total 6 credits) (See Addendum B)	The Certificate in Leadership Studies consists of **21 credit hours**. No more than six credits can also be applied to a student's major, and no more than six credits may be taken at an institution other than the University of Maryland College Park. No course with an earned grade below C- may count towards the minor. Required Courses: • EDCP 217 - Introduction to Leadership (3 credits) • EDCP 315 - Leadership in Groups and Organizations (3 credits) • EDCP 318 - Applied Contextual Leadership OR EDCP 418 - Leadership and Identity (3 credits) • EDCP 417 - Advanced Leadership Seminar (3 credits) • *EDCP 320 – Social Action Seminar (2 credits)* • *EDCP 321 – Advanced Social Action Seminar (1 credit)* • **TWO** elective course, from a pre-approved elective list found online (total 6 credits) (See Addendum B)

Description

The EDCP Minor in Leadership Studies promotes college student leadership development by educating undergraduate students *for* and *about* leadership in a complex world. The goal of the minor is to prepare students to serve effectively in formal and informal leadership roles in campus, local, national, and global contexts. Faculty and students in the minor are dedicated to advancing the field of leadership studies by building upon and critically evaluating existing theoretical, research-based, and practical knowledge. Core courses in the minor are sequenced to meet increasingly complex sets of learning outcomes across cognitive, personal development, and group/organizational domains. Students in the minor are exposed to diverse theories and perspectives on leadership and are encouraged to apply analytical skills to develop their own working philosophy of leadership that will serve them in organizational and career contexts. Civic engagement and multicultural competence are viewed as necessary requirements for leadership.

Eligibility

In order to apply for the minor in Leadership Studies, students must have:
1. Completed at least 30 credit hours prior to application to the program.
2. Be in good academic standing.
3. Completed EDCP 217 with a C- or better.
4. Been admitted into the Minor prior to the completion of the final 9 credits of Minor coursework and no later than one full academic year before the expected date of graduation.

The EDCP Minor in Leadership Studies consists of **18 credit hours**. No more than six credits can also be applied to a student's major, and no more than six credits may be taken at an institution other than the University of Maryland College Park. No course with an earned grade below C may count towards the minor.

Application Process

Applications are made available as an online form, during select times each semester, for a period of two weeks. The application will ask eligible students to identify demographic information, a list of (on and off-campus) involvements (if any), and respond to three short-essay questions. Applicants must also provide a resume and an unofficial University transcript. The online form will be made available on the following days:

- Fall 2013 :
    o opening Friday, September 20th at 12:00 p.m.
    o closing Friday, October 4th at 11:59 p.m.

After the closing application date, applications will be reviewed and applicants will be notified within two to three weeks by email.

Selection Criteria:

- Demonstrates a commitment or experience in leadership, either in studying or practicing leadership
- Increases the diversity of students in the Minor

- Illustrates capacity to utilize leadership theories and skills
- Exhibits a commitment to intrapersonal and interpersonal growth and development through the study of leadership

Required Courses

- EDCP 217 - Introduction to Leadership
- EDCP 315 - Leadership in Groups and Organizations
- EDCP 318 - Applied Contextual Leadership
          OR
- EDCP 418 - Leadership and Identity
- EDCP 417 - Advanced Leadership Seminar

Elective Courses

Students must choose two 3-credit courses; at least one of the courses must be at the 300 level or higher, from an approved list of electives.

Pre-Approved Elective Courses

African-American Studies Department (AASD), Asian
American Studies (AAST), College Park Scholars Program (CPSP), East Asian
Studies, Latin American Studies (LASC), Lesbian, Gay, Bisexual, and Transgender
Studies Program (LGBT), Women's Studies (WMST).

EDCP courses
Courses in education and counseling expose students to theories of influence, attribution, individual and collective efficacy, interaction and social learning theories, all which shape student leadership development.

EDCP 220 - Introduction to Human Diversity in Social Institutions
EDCP 310 - Peer Counseling Theory and Skills
EDCP312 - Multi Ethnic Peer Counseling
EDCP318 - Applied Contextual Leadership
EDCP 386 - Experiential Learning**
EDCP418 - Special Topics in Leadership
EDCP 420 - Advanced Topics in Human Diversity and Advocacy
EDCP 470 - Introduction to Student Personnel
EDCP 489 - Field Experiences in Counseling and Personnel Services**
EDCP 498 - Special Problems in Counseling and Personnel Services

subject for approval

Agriculture & Natural Resources
Colleges of agriculture/extension have long been a home for youth leadership education. Courses focus on developing leadership in youth and contemporary issues in leadership.

AGNR 323 - Developing Youth Leadership Programs

Behavioral and Social Sciences
Courses from the behavioral and social sciences focus on the processes of leadership - the behaviors, skills, and styles that are useful in accomplishing tasks and developing people.

*BSOS 301 - Leadership in a Multicultural Society

Business and Management
The functions of leadership and management are overlapping - both processes involve influencing a group of individuals toward goal attainment. Courses such as entrepreneurship address the role of vision and change in leadership processes.

*BMGT 361 - Entrepreneurship
*BMGT 364 - Management and Organization Theory

Communication
Leadership is often referred to as a special form of communication that modifies the attitudes and behaviors of others in order to meet shared group goals and needs (Hackman & Johnson, 2004). By studying intrapersonal and organizational communication, students learn to analyze processes of influence essential to leadership.

COMM 330 - Argument and Public Policy
COMM 420 - Theories of Group Discussion
COMM 424 - Communication in Complex Organizations
COMM 461 - Voices of Public Leadership in the Twentieth Century
COMM 469 - The Discourse of Social Movements

Higher Education, Student Affairs, and International Education
EDHI 338 Teaching and Learning about Cultural Diversity through Intergroup Dialogue (Note: This is usually a 1-credit course. If you take this course as an elective for the Minor you will still need at least 2 additional credits at the 300/400 level to fulfill one elective course.)

Gemstone
*GEMS 208 - Special Topics in Leadership and Team Development

Journalism
The investigation of ethics is critical when focusing on leadership. Issues such as the moral development of individuals, the influence of role models, values-driven leadership, and creating ethical organizations all must be addressed. Examining the application of ethics in a particular discipline, field, or context is essential to answering the question of "leadership for what purpose?"

*JOUR300 - Journalism Ethics

Psychology
The study of psychology and psychodynamics sheds insight into individual motives for leadership as well as how leadership occurs in groups and organizations. The pathology of leadership has also been examined.

PSYCH221 - Social Psychology
PSYC334 - Psychology of Interpersonal Relationships
PSYC361 - Survey of Industrial and Organizational Psychology

Public Policy
Courses in public policy address political theories of leadership, conflict and coalition-building, and systems of governance.

*PUAF 201 - Leadership for the Common Good
*PUAF 202 - Contemporary Issues in Leadership and Public Policy
PUAF 359C - Contemporary Issues in Political Leadership and Participation: Advocacy in the American Political System
PUAF 359R - Contemporary Issues in Political Leadership and Participation: African American Leadership
PUAF 359W - Contemporary Issues in Political Leadership and Participation: Women in Leadership

Women's Studies

WMST 250 - Introduction to Women's Studies

Current Summary of Credit Hours Required In the Minor

Total Credit Hours Required

Required Core Courses	12
Electives	6
TOTAL CREDIT HOURS	18

Academic Term Starting First in Sophomore Year Fall Term	Course Number
Fall #1	EDCP 217
Spring #1	Apply to the Minor and EDCP 315
Fall #2	EDCP 318 or 418
Spring #2	Elective #1
Fall #3	EDCP 417

Academic Term Starting Second Year/Sophomore Year, second semester	Course Number
Spring #1	EDCP 217
Fall #1	Apply to the Minor
Spring #2	EDCP 315 and EDCP 320
Fall #2	EDCP 318 or 418 and EDCP 321
Spring #3	EDCP 417

The proposed EDCP 320 and EDCP 321 sequence totals 3 credit hours and may count as the 1 elective requirement in the proposed Minor curriculum.

Academic term	Course number
Incoming First Year Freshman Year, first semester	
Fall #1	EDCP 217
Spring #1	Apply to the Minor and EDCP 315
Fall #2	EDCP 318 or 418 and EDCP 320
Spring #2	Elective #1 and EDCP 321
Fall #3	Elective #2
Fall #3	EDCP 417

Academic term	Course number
Starting Second Year Sophomore Year, second semester	
Spring #1	EDCP 217
Fall #1	Apply to the Minor and Elective #1
Spring #2	EDCP 315 and EDCP 320
Fall #2	EDCP 318 or 418 and EDCP 321
Spring #3	Elective #2 and EDCP 417

The proposed EDCP 320 and EDCP 321 sequence totals 3 credit hours. The semester after enrollment in the Leadership Studies program students will be encouraged to enroll in the Social Action or EDCP 320 and EDCP 321 sequence, to ensure that EDCP 320 and 321 are taken in consecutive semesters.

11

Background:

The EDCP Minor in Leadership Studies was approved in May of 2007 and began accepting students during the fall of that year. The Minor promotes college student leadership development by educating undergraduate students *for* and *about* leadership in a complex world. The goal of the minor is to prepare students to serve effectively in formal and informal leadership roles in campus, local, national, and global contexts. Faculty and students in the minor are dedicated to advancing the field of leadership studies by building upon and critically evaluating existing theoretical, research-based, and practical knowledge. Core courses in the minor are sequenced to meet increasingly complex sets of learning outcomes across cognitive, personal development, and group/organizational domains. Students in the minor are exposed to diverse theories and perspectives on leadership and are encouraged to apply analytical skills to develop their own working philosophy of leadership that will serve them in organizational and career contexts. Civic engagement and multicultural competence are viewed as necessary requirements for leadership.

More information on the Minor in Leadership Studies can be found at:
http://www.education.umd.edu/CHSE/academics/degree_programs/MinorLeadershipStudies.html

Abstract of Request:

The current Minor in Leadership curriculum requires Minor students successfully complete 9 courses for a total of 18 credit hours. Instead of increasing the credit hour requirement of the Minor, this proposal is to reduce the Minor requirement from 18 to 15 credit hours and add a Certificate in Leadership Studies. The Certificate in Leadership Studies will require Leadership Studies students to successfully complete 21 credit hours; which increases the original Minor requirement by 3 credit hours. The additional 3 credit hours for the Certificate will come from two new seminar courses that bridge leadership to practice or social action and change.

The two-semester seminar course focuses on bringing leadership and leadership theory into practice through the exploration of a social issue. Students will (1) identify a current and compelling social issue; (2) explore the historical, social, and political aspects of social issues; (3) identify and select applicable leadership theories to confront the social issue; (4) create and develop a plan that integrates leadership theories and the social issue; and (5) implement and evaluate the overall social action project. This course spans two consecutive semesters with students registering for two academic credits in the first semester and one academic credit in the second semester. During the first semester, students will explore, identify, and plan their social action project through a series of readings and assignments. With the development of a social action plan, over the course of the second semester, students will continue to work collaboratively to implement their plans. The two-semester sequence provides students time and opportunity to craft and implement their understanding of leadership and leadership theories in the context of a social issue (see Addendum A for complete syllabus); which is difficult to accomplish in one regular academic semester. This new two-semester seminar course relates to the core values of the Leadership Studies program; which promotes leadership theories in multiple contexts and seeks students to embrace leadership for the purpose of social change and civic engagement. The two new courses are also only made available to students in Leadership Studies.

Impact of Changes:

The proposed changes will not impact any current students enrolled in the Minor. The proposed changes, if approved before fall 2013, will be advertised and implemented for all newly enrolled fall 2013 and future applicants. The application process, that was approved fall 2012, will remain the same. However, instead of applying the Minor in Leadership Studies, students will apply to a Leadership Studies program and self-select if they want to complete the Minor or Certificate option.

Changing the existing Minor requirement, without adding a Certificate, may limit and restrict the number of students interested or able to complete the Minor. Thus, offering a Minor and Certificate increases the ways Leadership Studies students engage with the Program and still allows the Leadership Studies program to offer the two additional social action courses without concern of decreasing student enrollment.

In addition, the option of moving from a Minor that requires 18 credit hours to 15 credit hours better meets the needs of students who may struggle to meet 18 credit hours due to traveling abroad or other course requirements of their major and academic course plan. For students who may travel abroad, the Certificate option may prove to be more difficult since the EDCP 320 and EDCP 321 (two-semester Social Action Seminar) must be completed in consecutive semesters. However, traveling abroad will not impede students from engaging in the program. This demonstrates that a Minor and Certificate option in Leadership Studies only expands students' options and opportunities of graduating with a Minor or Certificate in Leadership Studies.

All current Minor in Leadership Studies eligibility requirements and application processes will remain the same. The current eligibility requirements are the following:

In order to apply for the minor in Leadership Studies, students must have:

1. Completed at least 30 credit hours prior to application to the program.
2. Be in good academic standing.
3. Completed EDCP 217 with a C- or better.
4. Been admitted into the Minor prior to the completion of the final 9 credits of Minor coursework and no later than one full academic year before the expected date of graduation.

After admission in the Leadership Studies program students must indicate if they are interested in the Minor or Certificate track, but students can change their decision while in enrolled as a Leadership Studies student. In addition, in the event a student fails a course in the Leadership Studies program, the student is still bound by the program requirement of completing requirements with at C- or better. That is, no course with an earned grade below C- may count towards the certificate or minor. Students must also have a 2.0 GPA in all courses used to meet the requirements for the certificate program.

ADDENDUM A:
Social Action Seminar & Advanced Social Action Seminar Syllabi

EDCP 320: Social Action Seminar
and EDCP 321 Advanced Social Action Seminar

COURSE OVERVIEW

Course Description

The purpose of these courses is to use leadership theories to inform the practice of addressing social issues in society, on campus, or within the surrounding community. Through this course, students will (1) identify a current and compelling social issue; (2) explore the historical, social, and political aspects of social issues; (3) identify and select applicable leadership theories to confront the social issue; (4) create and develop a plan that integrates leadership theories and the social issue; and (5) implement and evaluate the overall social action project. Students will begin their investigation of social issues by reviewing theories and models of leadership that promote social action and change. Using models of social change, students will work collaboratively in small teams to navigate the process of putting theory into action. Students will spend a significant amount of time outside-of-class investigating their selected social issue, developing a social action plan, implementing their plan, and assessing their overall project.

This course spans two semesters with students registering for two academic credits in the first semester and one academic credit in the second semester. During the first semester, students will explore, identify, and plan their social action project through a series of readings and assignments. With the development of a social action plan, over the course of the second semester, students will continue to work collaboratively to implement their plans. The two-semester sequence provides students the time and opportunity to both craft and implement their understanding of leadership and leadership theories in the context of a social issue.

Course Instructor (Office Hours by Appointment)
Daniel Ostick, Ph.D.
Coordinator for Leadership Curriculum Development and Academic Partnerships
Adele H. Stamp Student Union-Center for Campus Life
0110 Stamp Student Union
301-314-1347 (office)
dostick@umd.edu

Course Materials (instructors will supply students with all required text):

Additional readings will be available via Canvas (umd.instructure.com)

Course Learning Objectives
Through active participation in this class, students will:
- Develop an understanding of social action and the relationship between social action and leadership
- Explore the relevance of addressing social issues, problems, and topics
- Foster a sustained commitment towards a social issue that can lead to enhanced awareness around other causes
- Identify and apply leadership theories that can inform and guide the experience of addressing a social issue
- Develop and identify challenges in integrating theory into practice
- Acquire program evaluation and assessment skills through evaluating the limitations and successes of the project
- Gain an understanding around the differences and similarities with leading, participating, and evaluating a long-term project
- Clarify one's leadership self-efficacy, values, and ability to work collaboratively in groups and teams
- Identify and reaffirm a leadership philosophy and lifelong commitment towards leadership

15

Class Seminar
Our learning community will engage in active learning. We will work together to raise the collective level of meaning of the class content. We will all have the responsibility to advance our understanding of the material in its application to your internships and the world. The class will be based on case study methodology, peer-to-peer knowledge dissemination, teamwork, lectures, and group discussions.

Code of Academic Integrity:
Students will conduct themselves with the highest standards of academic integrity. The UMCP Code of Academic Integrity defines academic dishonesty as "cheating," "plagiarism," "fabrication," or "facilitating academic dishonest." Academic dishonesty is a serious offense, which will not be tolerated in this class and may result in suspension or expulsion from the University. For more information, see p.43-46 of the University Catalogue; contact the Office of Student Judicial Programs and Student Ethical Development at 301-314-8204; or visit their website at www.inform.umd.edu/jpo/code_acinteg.html. Students are asked to submit the following honor pledge on all papers, assignments, and tests:

I pledge on my honor that I have not given or received any unauthorized assistance on any assignment or examination. – Sign your name

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

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

Students with Disabilities:
Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

Students in Need of Assistance:
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services** (LAS) offers services and programs on writing skills, English as a second language, study and time management skills, math skills, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

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

Learning Assistance Services (LAS)	Counseling Center
2201 Shoemaker Hall	Shoemaker Hall
Email – LAS-CC@umd.edu	Phone – 301-314-7651
Phone – 301-314-7693	Website – www.counseling.umd.edu

Website – www.counseling.umd.edu/LAS

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

Participation and Attendance:
Your participation grade is based on several factors:
1. Attendance – your attendance is vital to your class participation grade. If you are more than ten minutes late for a class period, your attendance for that class will not count. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness.
2. Reading – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
3. Raising and answering questions
4. Sharing ideas, observations, and personal experiences
5. Relating and synthesizing ideas of others
6. Pointing out relationships to earlier discussions
7. Helping others develop their views and ideas
8. Successfully completing non-graded assignments for class.
9. Meeting one on one with your instructor(s) during the semester.
10. Working collaboratively with others in your social action project teams.

You are not expected to have all the "right" answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussion. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class. Thus, your participation can be based on contributions to in-class discussions, sharing your ideas and work experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material.

Attendance at all class sessions is expected. Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your participation grade. Excused absences will only be provided on a limited basis for illness (self or dependant), religious observations, participation in university activities at the request of university authorities, or compelling circumstance beyond the student's control. Absences will only be excused with prior notice, in writing, except in case of emergency. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html.

Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops) is not permitted during class time, unless permission was obtained from the instructors.

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

Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

Expectations of Instructors

Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students' interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period. Students are encouraged to make extensive use of instructors in and outside class sessions.

| COURSE ASSIGNMENTS |

FIRST SEMESTER ASSIGNMENTS

Social Action Brief: (15 points)

You will identify readings and resources that assist you with understanding and defining the term "social issue" and/or "social action". Create a 1-2 page executive briefing on how you conceptualize what constitutes social issue, social action, and a social action project. This executive brief ought to be clear, concise, and succinct. You will share your briefing with your classmates to identify similarities and differences in understanding and defining the term "social issue" and/or "social action".

Individual Annotated Bibliography: (30 points)

Create an annotated bibliography on a selected social issue. Research and review existing literature on your topic to gain a breadth and depth of understanding around the social issue you will address and investigate throughout this two-semester seminar. This annotated bibliography must include at least 5-8 scholarly readings. For each individual reading, you will provide a brief summary of the article, identify central points, and describe how the social issue or topic is addressed in your reading. You will also generate a list of campus and community organizations that engage in social change related to your topic. In your listing of organizations, you will want to describe and identify how the organization does or does not address your topic. Remember, your individual annotated bibliography is intended to help you explore your selected social issue in more breadth and depth. So, to achieve this outcome, you may choose to identify additional points of interest in your readings beyond what is recommended here.

Identify Leadership Theories: (30 points)

Using resources from past leadership courses and additional research on leadership theories or conceptual frameworks, identify leadership theories or conceptual frameworks that are specifically applicable to your group's social action project. The selected theories and conceptual frameworks will inform and guide your project. As a group, you will create a 4-5 page summary of selected theories or conceptual frameworks and identify how they are applicable to your social action project. This summary should convey (1) a clear description of the selected theories or frameworks; (2) examples of how the theory is used in other forms of practice, action or research; and (3) how will you use the selected theories as a guide to inform your project.

Preliminary Plan: (30 points)

Your group will create a 2-3 page social action plan (single-spaced). This plan needs to address the following questions: (1) what is the social issue your group is addressing and why; (2) what leadership theory (or theories) will your group use to inform and guide your plan; (3) what do you hope to accomplish; (4) how will your group implement a plan; (5) how will you assess the effectiveness of the plan; and finally (6) what are the challenges and limitations of the overall plan. This plan must include a timeline that indicates when and what your group will be doing with the project throughout the year. This is not a traditional research paper – it should be in the format of a report/plan.

Potential Partner Interviews: (20 points)

After identifying a social issue and drafting a preliminary plan, your group will identify an organization or department who addresses an issue closely aligned with your group's issue. Each group member will interview individuals who work with the organization and ideally participate or volunteer with the organization's services in some way. The objective of this immersion experience is to explore how an existing organization addresses either the same or a similar social issue.

18

This will help your group enhance the preliminary social action plan. Be prepared to share reflections of this experience during class.

Revised Plan: (15 points)
Based on instructor and peer feedback and the immersion experience, revise your preliminary social action plan. This revised plan must demonstrate an integration of ongoing feedback and experiences that will improve and enhance your group's ability to implement your social action project.

Journal Entries: (20 points)
Throughout the courses, individually, you will maintain a journal and provide ongoing reflections on the process of leading and participating in the social action project. These journal entries must reflect your group's ongoing progress and challenges and successes of working with your group members and on the project itself. To provide structure, you may choose to follow the following format:

> **What** did you do over the past few weeks to enact Social Action Plan? (this section should be relatively short, just enough so that we know what it is that you have done)
> **So What?** What did you learn from those experiences? Are these activities helping you to achieve your goals? How does it relate to class discussions and/or readings? You do not receive a grade based on what you did, but rather for what you learned.
> **Now What?** What is next in the implementation of your plan? What might you do in the future (both this semester and beyond) to further your global leadership development?

SECOND SEMESTER ASSIGNMENTS

Digital Images Storyboard Outline: (25 points)
As a group, you will develop a storyboard or outline for presenting your social action project. You will receive feedback about the structure, technology, and reflective learning components from others.

Continue Journal Entries: (20 points)
Throughout the courses, individually, you will maintain a journal and provide ongoing reflections on the process of leading and participating in the social action project. These journal entries must reflect your group's ongoing progress and challenges and successes of working with your group members and on the project itself. To provide structure, you may choose to follow the following format:

> **What** did you do over the past few weeks to enact Social Action Plan? (this section should be relatively short, just enough so that we know what it is that you have done)
> **So What?** What did you learn from those experiences? Are these activities helping you to achieve your goals? How does it relate to class discussions and/or readings? You do not receive a grade based on what you did, but rather for what you learned.
> **Now What?** What is next in the implementation of your plan? What might you do in the future (both this semester and beyond) to further your global leadership development?

Impact Interviews: (25 points)
Each group member will interview and engage with people affected by your social action project. Individually, create a 2-3 page reflection paper on how your group's social action project is influencing and affecting others. This reflection should follow the format of a journal entry, but with more clarity and focus on what you learned from other people.

Presentation on Project Update and Beginning of Digital Story : (30 points)
Your group will create a presentation that provides updates on the overall social action project. Updates will include: (1) overview of accomplishments, (2) challenges thus far with the project, (3) applicability of selected leadership theories, (4) a summary of interviews and engagement with others on how the social action project influences them, (5) any proposed adjustments, and (6) review unfinished elements of the project. The presentation will also include the beginning work on the final digital story presentation.

Digital Story: (50 points)

Your group will develop a short digital story that documents your social action project. This short film (5-7 minutes) will document your work over the past semester and year on your group's social action project. The film tells us the story of your group project, the importance of the social issue, and how leadership theories can inform a social action project.

Public Showcase

The showcase is a chance to share your experiences with other Minor students, the campus community, and any community agencies with which your group worked for the social action project.

Specifics about this project will be discussed throughout the semester. Additional formal expectations and a grading rubric will be provided.

GRADING & ASSESSMENT

Format: Written assignments should be submitted in person during class. Papers should be written double-spaced in 12pt Times New Roman font with one-inch margins unless noted otherwise (NOTE: MS Word does not automatically set 1-inch margins, so please check to be sure that your margins are correct).

Citations: Although much of the work you do for this class will be self-reflective in nature, at times you will find it necessary to consult our text book, readings, or other outside sources of information in completing an assignment. When you do so, it is essential that you properly quote, paraphrase, and give credit to the material that you have consulted. Although APA style is preferred for citations, you may also use MLA or Chicago style if you are more comfortable with one of those styles. Regardless of what style you use, you MUST use a recognized style and you MUST properly cite any material used that is not your own. Failure to do so may be considered a violation of the honor code. If you need assistance in properly citing sources, please visit the Writing Center for help.

Due dates and late assignments: Assignments turned in late will result in the loss of 10% of the total points for the assignment, plus an additional 10% for each subsequent 24-hour period after the due date time. **If you anticipate having trouble turning an assignment in on time, please make arrangements with your instructors in advance.** Computer and printing problems are **not** acceptable excuses for late papers.

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

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

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

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

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

Fall Semester

Social Action Brief	15 points
Individual Annotated Bibliography	30 points
Identify Leadership Theories	30 points
Preliminary Plan	30 points
Partner Interviews	20 points
Revised Plan	15 points
Participation Points	50 points
Journal Entries	20 points (2@ 10 points each)
Total Points	**210 points**

Spring Semester

Digital Images Story Board Outline	25 points
Journal Entries	20 points (2 @ 10 points each)
Impact Interviews	25 points
Plan Update	30 points
Digital Story	50 points
Participation	50 points
Total Points	**200 points**

97 – 100% = A+
94 – 96.99% = A
90 – 93.99% = A-
87 – 89.99 = B+
84 – 86.99% = B
80 – 83.99% = B-
77 – 79.99% = C+
74 – 76.99% = C
70 – 73.99% = C-
67 – 69.99% = D+
64 – 66.99% = D
60 – 63.99% = D-
59.99% and below = F

Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.

COURSE CALENDAR – SEMESTER ONE, meeting once a week for 2hours

Class	Topic	Readings/Assignments
Week 1	Introductions Overview of Syllabus Introduction to Social Action	
Week 2	Review and Define Social Action/Change/Justice	*Leadership for Better World*, Chapter 1 *Leadership for Better World*, Chapter 12 Astin, H. S. (1996). Leadership for Social Change. *About Campus*, *1*(3), 4-10. DUE: Social Action Brief
Week 3	Explore Social Issues Get into Groups	*Johnson*, Chapter 9 *Reading for Diversity and Social Justice*, Chapter 3 & 4
Week 4	Identify Social Issues	Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education*, *38*(2), 103-109. Shields, C. M. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly*, *40*(1), 109-132
Week 5	Review Leadership Theories, Part I	Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology*, *60*, 421-449. DUE: Individual Annotated Bibliography
Week 6	Review Leadership Theories , Part II	van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly*, *15*(6), 825-856.
Week 7	Social Action Constituents	King, B. (2008). A social movement perspective of stakeholder collective action and influence. *Business & Society*, *47*(1), 21-49. DUE: Leadership Theories
Week 8	Social Action Influence (in surrounding communities)	DUE: Preliminary Plan
Week 9	Explore Social Change	*Leadership for a Better World*, Chapter 4 *The Heart of Change*, Chapter 1
Week 10	Present Preliminary Plan & Implementing Social Action	DUE: Journal #1
Week 11	Challenges and Limitations with Social Action	
Week 12	Report on Partner Interviews	DUE: Partner Interviews
Week 13	Assessing Social Action	*Leadership for the Common Good*, Chapter 11
Week 14	Present on Revised Plan	DUE: Journal #2 & Revisited Plan

COURSE CALENDAR – SEMESTER TWO, meeting once every other week for 1 hour

Class	Topic	Readings/Assignments
Session 1	Doing Social Action Project Address Digital Storyboarding	
Session 2	Types of Change & Maintaining Action (individual, community, institutional, cultural, and systemic)	*The Heart of Change,* Chapter 8 & Conclusion DUE: Digital Storyboard
Session 3	Personal Narratives in Social Action	Nash, R. J. (2008). A personal reflection on educating for meaning. *About Campus, 13*(2), 17-24. DUE: Journal #3
Session 4	Social Action – Reciprocity?	*The Dance of Change,* section VII DUE: Impact Papers
Session 5	Presentations & Peer Feedback	 DUE: Plan Updates Presentations
Session 6	Sustaining Social Action & Leaving a Legacy	DUE: Journal #4
Session 7	Wrap-Up	 DUE: Digital Story
Date? Time?	Public Showcase	

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

University Career Center and The President's Promise

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

Readings

Adams, M., Hackman, H. W., Peters, M. L., & Zúñiga, X. (2000). *Readings for diversity and social justice.* W. J. Blumenfeld, & R. Castañeda (Eds.). New York, NY: Routledge.

Astin, H. S. (1996). Leadership for Social Change. *About Campus, 1*(3), 4-10.

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology, 60,* 421-449.

Bryson, J. M., & Crosby, B. C. (1992). *Leadership for the common good.* San Francisco, CA: Jossey-Bass.

Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education, 38*(2), 103-109.

Johnson, A. G. (2006). *Privilege, power, and difference.* Boston, MA: McGraw-Hill.

King, B. (2008). A social movement perspective of stakeholder collective action and influence. *Business & Society, 47*(1), 21-49.

Komives, S. R., & Wagner, W. (2012). *Leadership for a better world: Understanding the social change model of leadership development.* Jossey-Bass.

Kotter, J. P., & Cohen, D. S. (2002) *The Heart of change: Real-life stories of how people change their organizations.* Boston, MA: Harvard Business School Press.

Nash, R. J. (2008). A personal reflection on educating for meaning. *About Campus, 13*(2), 17-24.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The Dance of change: The Challenge to sustaining momentum in learning organizations.* New York, NY: Doubleday.

Shields, C. M. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly, 40*(1), 109-132

van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly, 15*(6), 825-856.

ADDENDUM B:
ELECTIVE COURSES

Students must choose two 3-credit courses; at least one of the courses must be at the 300 level or higher, from an approved list of electives.

Pre-Approved Elective Courses

African-American Studies Department (AASD), Asian American Studies (AAST), College Park Scholars Program (CPSP), East Asian Studies, Latin American Studies (LASC), Lesbian, Gay, Bisexual, and Transgender Studies Program (LGBT), Women's Studies (WMST).

EDCP courses
Courses in education and counseling expose students to theories of influence, attribution, individual and collective efficacy, interaction and social learning theories, all which shape student leadership development.

EDCP 220 - Introduction to Human Diversity in Social Institutions
EDCP 310 - Peer Counseling Theory and Skills
EDCP312 - Multi Ethnic Peer Counseling
EDCP318 - Applied Contextual Leadership
EDCP 386 - Experiential Learning**
EDCP418 - Special Topics in Leadership
EDCP 420 - Advanced Topics in Human Diversity and Advocacy
EDCP 470 - Introduction to Student Personnel
EDCP 489 - Field Experiences in Counseling and Personnel Services**
EDCP 498 - Special Problems in Counseling and Personnel Services

**subject for approval

Agriculture & Natural Resources
Colleges of agriculture/extension have long been a home for youth leadership education. Courses focus on developing leadership in youth and contemporary issues in leadership.

AGNR 323 - Developing Youth Leadership Programs

Behavioral and Social Sciences
Courses from the behavioral and social sciences focus on the processes of leadership - the behaviors, skills, and styles that are useful in accomplishing tasks and developing people.

*BSOS 301 - Leadership in a Multicultural Society

Business and Management
The functions of leadership and management are overlapping - both processes involve

25

influencing a group of individuals toward goal attainment. Courses such as entrepreneurship address the role of vision and change in leadership processes.

*BMGT 361 - Entrepreneurship
*BMGT 364 - Management and Organization Theory

Communication
Leadership is often referred to as a special form of communication that modifies the attitudes and behaviors of others in order to meet shared group goals and needs (Hackman & Johnson, 2004). By studying intrapersonal and organizational communication, students learn to analyze processes of influence essential to leadership.

COMM 330 - Argument and Public Policy
COMM 420 - Theories of Group Discussion
COMM 424 - Communication in Complex Organizations
COMM 461 - Voices of Public Leadership in the Twentieth Century
COMM 469 - The Discourse of Social Movements

Higher Education, Student Affairs, and International Education
EDHI 338 Teaching and Learning about Cultural Diversity through Intergroup Dialogue (Note: This is usually a 1-credit course. If you take this course as an elective for the Minor you will still need at least 2 additional credits at the 300/400 level to fulfill one elective course.)

Gemstone
*GEMS 208 - Special Topics in Leadership and Team Development

Journalism
The investigation of ethics is critical when focusing on leadership. Issues such as the moral development of individuals, the influence of role models, values-driven leadership, and creating ethical organizations all must be addressed. Examining the application of ethics in a particular discipline, field, or context is essential to answering the question of "leadership for what purpose?"

*JOUR300 - Journalism Ethics

Psychology
The study of psychology and psychodynamics sheds insight into individual motives for leadership as well as how leadership occurs in groups and organizations. The pathology of leadership has also been examined.

PSYCH221 - Social Psychology
PSYC334 - Psychology of Interpersonal Relationships
PSYC361 - Survey of Industrial and Organizational Psychology

Public Policy

Courses in public policy address political theories of leadership, conflict and coalition-building, and systems of governance.

*PUAF 201 - Leadership for the Common Good
*PUAF 202 - Contemporary Issues in Leadership and Public Policy
PUAF 359C - Contemporary Issues in Political Leadership and Participation: Advocacy in the American Political System
PUAF 359R - Contemporary Issues in Political Leadership and Participation: African American Leadership
PUAF 359W - Contemporary Issues in Political Leadership and Participation: Women in Leadership

Women's Studies

WMST 250 - Introduction to Women's Studies

UNIVERSITY OF
MARYLAND

<u>VPAC Main Page</u>

Add Course Proposal Data Entry Form

Required fields are marked by an asterisk. **Please be sure to complete all required information to avoid a delay in processing. New courses must be accompanied by a syllabus.**

Testudo and the Student Information System (SIS) are both good sources for information on existing courses. In particular, the following SIS screens may be helpful: Approved Course (APCRS); Approved Course Notes (APNOTES); Course (CRS).

Action: *Add Course* General Course Information

(*) College: **College of Education**

(*) Department: **Counseling, Higher Education, and Special Education**

(*) Course Prefix and Number: **EDCP 320**

(*) Proposed Effective Term: **FALL 2013**

(*) Course Title: **Social Action Seminar**

(*) Transcript Title: **Social Action Seminar**

Credit Information

(*) Credits: Minimum Credits: **2**   Maximum Credits: **2**
(*) Repeatable to a maximum of __0__ hours if content differs.

ATTENTION:
Repeatable courses must use a course number that ends in "8" or "9", e.g., FMST 498. Please consider the appearance of a student's transcript upon graduation when setting the repeatable credit maximum.

(*) Hour commitment per week:
Please see Course Policies page for more information on "contact hours" requirements.

Lecture: Internship: Discussion: Laboratory: Seminar: **2 hours**

AP and CORE

(*) Can Advanced Placement (AP) or International Baccalaurate (IB) be attributed to this course?
Please see the <u>CORE website</u> for information on CORE approval. Proposal forms may be obtained through the Faculty Affairs section of <u>ARES.</u>

Yes ⊂   No ⊙

(*) Has this course been approved to fulfill a CORE distributive requirement?

Yes ⊂   No ⊙

PCC

(*) Will this change affect the requirements of an academic degree program?
Contact Academic Planning & Programs for more information 301-405-5626

Yes ⊙   No ⊂

If so, has a PCC proposal been submitted?

Yes ⊂   No ⊙

Specific Course Information

(*) Grading Method:
Please see Course Policies page for more information

Regular/Audit (R/A)

Prerequisite(s):
Please use specific course numbers if possible

EDCP 217

Corequisite(s):

Recommended course(s): **N/A**

Restrictions:
For example: "For BIOE majors only," "Junior standing" or "Not open to students who have completed MATH 220"

Limited to Minor in Leadership Studies students only

Formerly: **N/A**

Crosslisted with: **N/A**

Shared with: **N/A**

Credit will be given for only one of the following courses: **N/A**

Will this course be offered at another location or through an alternate delivery method? If so, please describe briefly in the comments section.
For example: offered at Shady Grove, online, or in an accelerated format (excepting standard Winter and Summer formats)

Yes ⌐ No ☞

Description and Comments

(*) Catalog description:
Keep descriptions short and do not begin with "This course will..." Do not include pre/co-requisite information or title. Sample description (for HIST 344: Revolutionary Russia): An exploration of the roots, dynamics, and consequences of the Russian Revolution of 1917. Major interpretations of the fall of tsarism, social and political forces at play, Leninism and Stalinism.

The purpose of these courses is to use leadership theories to inform the practice of addressing social issues in society, on campus, or within the surrounding community. Throughout this course provide students will (1) identify a current and compelling social issue; (2) explore the historical, social, and political aspects of social issues; (3) identify and select applicable leadership theories to confront the social issue; (4) create and develop a plan that integrates leadership theories and the social issue; and (5) implement and evaluate the overall social action project.

Reason for proposal/comments:

This proposal is to add Social Action Seminar as a required course in the Minor in Leadership Studies curriculum.

Learning outcomes
Outcomes Statement:
A statement of the learning outcomes and related objectives for the course, including the kinds of skills and/or knowledge the students are to take away from the course.

The learning outcomes for this course include developing and fostering a practice for bridging leadership theories and models into action in the context of social issues. Students will explore and identify social issues and create a social action plan to select social issues.

Through active participation in this class, students will:

- Develop an understanding of what is social action and the relationship between social action and leadership
- Explore the relevance of addressing social issues, problems, and topics
- Foster a sustained commitment towards a social issue that can lead into enhanced awareness around other causes
- Identify and apply leadership theories that can inform and guide the experience of addressing a social issue
- Develop and identify challenges in integrating theory into practice
- Acquire program evaluation and assessment skills through evaluating the limitations and successes of the project
- Gain an understanding around the differences and similarities with leading, participating, and evaluating a long-term project
- Clarify one's leadership self-efficacy, values, and ability to work collaboratively in groups and teams
- Identify and reaffirm a leadership philosophy and lifelong commitment towards leadership

Assessment
Assessment Policy:
How will student grades be determined? Assessment policies (including the policy on religious observance) should be explicitly stated, including the attendance policy, if applicable, and the final examination plans for the course.

Evaluation and assessment of students' work in the course will utilize the following criteria: ability to incorporate individual ideas; soundness of arguments and use of evidence (i.e., theories, literature, examples, and empirical research) to justify claims; and writing style (i.e., organization, coherence, transitions, clarity, engagingness, use of headers, logical flow, word choice, free from grammatical and spelling errors).

In accordance with University's policy on attendance, students are required to provide appropriate documentation for illness (of the student or dependent), religious observance, participation in University activities at the request of University authority, and compelling circumstances beyond the students' control. Documentation should align with the date(s) of the absences. Absences without appropriate documentation will affect students' participation grade for the course since a significant part of the course relies on in-class participation. Additionally, students must attempt to notify the instructor as soon as possible that they will be absent from class with a rationale and plans to show the instructor documentation.

Texts/Resources Materials
Provide Examples:
Examples of text, readings, or other resource materials that will be used. (It is understood that the specific texts are subject to change. Examples should, however, provide a representative sample.)

Adams, M., Hackman, H. W., Peters, M. L., & Zúñiga, X. (2000). *Readings for diversity and social justice*. W. J. Blumenfeld, & R. Castañeda (Eds.). New York, NY: Routledge.

Astin, H. S. (1996). Leadership for Social Change. *About Campus, 1*(3), 4-10.

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology, 60*, 421-449.

Bryson, J. M., & Crosby, B. C. (1992). *Leadership for the common good*. San Francisco, CA: Jossey-Bass.

Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education, 38*(2), 103-109.

Johnson, A. G. (2006). *Privilege, power, and difference*. Boston, MA: McGraw-Hill.

King, B. (2008). A social movement perspective of stakeholder collective action and influence. *Business & Society, 47*(1), 21-49.

Komives, S. R., & Wagner, W. (2012). *Leadership for a better world: Understanding the social change model of leadership development*. Jossey-Bass.

Kotter, J. P., & Cohen, D. S. (2002) *The Heart of change: Real-life stories of how people change their organizations*. Boston, MA: Harvard Business School Press.

Nash, R. J. (2008). A personal reflection on educating for meaning. *About Campus, 13*(2), 17-24.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The Dance of change: The Challenge to sustaining momentum in learning organizations*. New York, NY: Doubleday.

Shields, C. M. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly, 40*(1), 109-132

van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly, 15*(6), 825-856.

Course Pedagogy and Format
Provide Overview:
An overview of the course structure, format, and pedagogies. For example, would the course involve lecture; discussion; laboratories; student presentations; written examinations; oral examinations; papers; homework assignments; or use of the Internet or other IT resources for research, chat rooms, or listservs. A week-by-week schedule would be appropriate.

The premise of this course is to understand and learn about the use of leadership theories and models in promoting and addressing social issues. Knowledge for this course is a joint venture between the instructor and students. The plan for the course is divided into multiple parts. One part is to review and select a leadership theory or model that is applicable to addressing a social issue. Another part is to define and identify relevant social issues where students can use their knowledge of leadership theories and models as a conceptual roadmap and framework for taking action. A third part of the seminar will be to draft a social change plan of action.

For assignments in the course, students will complete written reflections and papers, and develop in-class presentations.

Week 1: Introductions, Overview of Syllabus, Introduction to Social Action
Week 2: Review and Define Social Action/Change/Justice
Week 3: Explore Social Issues, Get into Groups
Week 4: Identify Social Issues
Week 5: Review Leadership Theories, part I
Week 6: Review Leadership Theories, part II
Week 7: Social Action Constitutents
Week 8: Social Action Influence
Week 9: Explore Social Change
Week 10: Present Preliminary Plan & Implementing Social Action
Week 11: Challenges and Limitations with Social Action
Week 12: Report on Partner Interviews
Week 13: Assessing Social Action
Week 14: Present Revised Plan

Other Policies:
The University of Maryland has a range of policies pertaining to academic courses. It is the responsibility of the academic Unit offering a course to ensure that these policies are followed. Please check off the boxes below to indicate that the unit understands and will enforce the relevant policies:

Early Warning Grades? X
Procedures for inclement weather? X
Academic Integrity, including the Honor Pledge X
Accommodations for students with disabilities X

UNIVERSITY OF
MARYLAND

VPAC Main Page

Add Course Proposal Data Entry Form

Required fields are marked by an asterisk. **Please be sure to complete all required information to avoid a delay in processing. New courses must be accompanied by a syllabus.**

Testudo and the Student Information System (SIS) are both good sources for information on existing courses. In particular, the following SIS screens may be helpful: Approved Course (APCRS); Approved Course Notes (APNOTES); Course (CRS).

Action: *Add Course* General Course Information

(*) College: **College of Education**

(*) Department: **Counseling, Higher Education, and Special Education**

(*) Course Prefix and Number: **EDCP 321**

(*) Proposed Effective Term: **FALL 2013**

(*) Course Title: **Advanced Social Action Seminar**

(*) Transcript Title: **Adv. Social Action Seminar**

Credit Information

(*) Credits: Minimum Credits: **1**   Maximum Credits: **1**
(*) Repeatable to a maximum of __0__ hours if content differs.

ATTENTION:
Repeatable courses must use a course number that ends in "8" or "9", e.g., FMST 498. Please consider the appearance of a student's transcript upon graduation when setting the repeatable credit maximum.

(*) Hour commitment per week:
Please see Course Policies page for more information on "contact hours" requirements.

Lecture: Internship: Discussion: Laboratory: Seminar: **1 hours**

AP and CORE

(*) Can Advanced Placement (AP) or International Baccalaurate (IB) be attributed to this course?
Please see the <u>CORE website</u> for information on CORE approval. Proposal forms may be obtained through the Faculty Affairs section of <u>ARES.</u>
Yes ⊂ No ⊙

(*) Has this course been approved to fulfill a CORE distributive requirement?
Yes ⊂ No ⊙

PCC

(*) Will this change affect the requirements of an academic degree program?
Contact Academic Planning & Programs for more information 301-405-5626
Yes ⊙ No ⊂

If so, has a PCC proposal been submitted?
Yes ⊂ No ⊙

Specific Course Information

(*) Grading Method:
Please see Course Policies page for more information

Regular/Audit (R/A)

Prerequisite(s):
Please use specific course numbers if possible

EDCP 217 and EDCP XXX

Corequisite(s):

Recommended course(s): **N/A**

Restrictions:
For example: "For BIOE majors only," "Junior standing" or "Not open to students who have completed MATH 220"

Limited to Minor in Leadership Studies students only

Formerly: **N/A**

Crosslisted with: **N/A**

Shared with: **N/A**

Credit will be given for only one of the following courses: **N/A**

Will this course be offered at another location or through an alternate delivery method? If so, please describe briefly in the comments section.
For example: offered at Shady Grove, online, or in an accelerated format (excepting standard Winter and Summer formats)

Yes ⟨ No ⊙

Description and Comments

(*) Catalog description:
Keep descriptions short and do not begin with "This course will..." Do not include pre/co-requisite information or title. Sample description (for HIST 344: Revolutionary Russia): An exploration of the roots, dynamics, and consequences of the Russian Revolution of 1917. Major interpretations of the fall of tsarism, social and political forces at play, Leninism and Stalinism.

The purpose of these courses is to use leadership theories to inform the practice of addressing social issues in society, on campus, or within the surrounding community. Throughout this course provide students will (1) identify a current and compelling social issue; (2) explore the historical, social, and political aspects of social issues; (3) identify and select applicable leadership theories to confront the social issue; (4) create and develop a plan that integrates leadership theories and the social issue; and (5) implement and evaluate the overall social action project. This advanced seminar course mainly focuses on executing, implementing, and assessing a social action project in small groups and teams.

Reason for proposal/comments:

This proposal is to add Advanced Social Action Seminar as a required course in the Minor in Leadership Studies curriculum.

Learning outcomes
Outcomes Statement:
A statement of the <u>learning outcomes</u> and related objectives for the course, including the kinds of skills and/or knowledge the students are to take away from the course.

The learning outcomes for this course include developing and fostering a practice for bridging leadership theories and models into action in the context of social issues. Students will explore and identify social issues and create a social action plan to select social issues.

Through active participation in this class, students will:

- Develop an understanding of what is social action and the relationship between social action and leadership
- Explore the relevance of addressing social issues, problems, and topics
- Foster a sustained commitment towards a social issue that can lead into enhanced awareness around other causes
- Identify and apply leadership theories that can inform and guide the experience of addressing a social issue
- Develop and identify challenges in integrating theory into practice
- Acquire program evaluation and assessment skills through evaluating the limitations and successes of the project
- Gain an understanding around the differences and similarities with leading, participating, and evaluating a long-term project
- Clarify one's leadership self-efficacy, values, and ability to work collaboratively in groups and teams
- Identify and reaffirm a leadership philosophy and lifelong commitment towards leadership

Assessment
Assessment Policy:
How will student grades be determined? Assessment policies (including the policy on religious observance) should be explicitly stated, including the attendance policy, if applicable, and the final examination plans for the course.

Evaluation and assessment of students' work in the course will utilize the following criteria: ability to incorporate individual ideas; soundness of arguments and use of evidence (i.e., theories, literature, examples, and empirical research) to justify claims; and writing style (i.e., organization, coherence, transitions, clarity, engagingness, use of headers, logical flow, word choice, free from grammatical and spelling errors).

In accordance with University's policy on attendance, students are required to provide appropriate documentation for illness (of the student or dependent), religious observance, participation in University activities at the request of University authority, and compelling circumstances beyond the students' control. Documentation should align with the date(s) of the absences. Absences without appropriate documentation will affect students' participation grade for the course since a significant part of the course relies on in-class participation. Additionally, students must attempt to notify the instructor as soon as possible that they will be absent from class with a rationale and plans to show the instructor documentation.

Texts/Resources Materials
Provide Examples:
Examples of text, readings, or other resource materials that will be used. (It is understood that the specific texts are subject to change. Examples should, however, provide a representative sample.)

Adams, M., Hackman, H. W., Peters, M. L., & Zúñiga, X. (2000). *Readings for diversity and social justice.* W. J. Blumenfeld, & R. Castañeda (Eds.). New York, NY: Routledge.

Astin, H. S. (1996). Leadership for Social Change. *About Campus, 1*(3), 4-10.

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology, 60,* 421-449.

Bryson, J. M., & Crosby, B. C. (1992). *Leadership for the common good.* San Francisco, CA: Jossey-Bass.

Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education, 38*(2), 103-109.

Johnson, A. G. (2006). *Privilege, power, and difference.* Boston, MA: McGraw-Hill.

King, B. (2008). A social movement perspective of stakeholder collective action and influence. *Business & Society, 47*(1), 21-49.

Komives, S. R., & Wagner, W. (2012). *Leadership for a better world: Understanding the social change model of leadership development.* Jossey-Bass.

Kotter, J. P., & Cohen, D. S. (2002) *The Heart of change: Real-life stories of how people change their organizations.* Boston, MA: Harvard Business School Press.

Nash, R. J. (2008). A personal reflection on educating for meaning. *About Campus, 13*(2), 17-24.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The Dance of change: The Challenge to sustaining momentum in learning organizations.* New York, NY: Doubleday.

Shields, C. M. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly, 40*(1), 109-132

van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly, 15*(6), 825-856.

Course Pedagogy and Format
Provide Overview:
An overview of the course structure, format, and pedagogies. For example, would the course involve lecture; discussion; laboratories; student presentations; written examinations; oral examinations; papers; homework assignments; or use of the Internet or other IT resources for research, chat rooms, or listservs. A week-by-week schedule would be appropriate.

The premise of this course is to understand and learn about the use of leadership theories and models in promoting and addressing social issues. Knowledge for this course is a joint venture between the instructor and students. The plan for the course is divided into multiple parts. The first part is executing and implementing a social action plan in small groups and teams. The second part is to evaluate their social action project. The third part is to develop a digital story to present and speak about their overall social action experiences.

For assignments in the course, students will complete written reflections and papers, and develop in-class presentations.

Session 1: Doing Social Action Projecti and Address Digital Storyboarding
Session 2: Types of Change and Maintaining Action
Session 3: Personal Narratives in Social Action
Session 4: Social Action – Reciprocity
Session 5: Presentations and Peer Feedback
Session 6: Sustaining Social Action and Leaving a Legacy
Session 7: Wrap Up

Other Policies:
The University of Maryland has a range of policies pertaining to academic courses. It is the responsibility of the academic Unit offering a course to ensure that these policies are followed. Please check off the boxes below to indicate that the unit understands and will enforce the relevant policies:

Early Warning Grades? X
Procedures for inclement weather? X
Academic Integrity, including the Honor Pledge X
Accommodations for students with disabilities X

EDCP 320: Social Action Seminar
and EDCP 321 Advanced Social Action Seminar

COURSE OVERVIEW

Course Description

The purpose of these courses is to use leadership theories to inform the practice of addressing social issues in society, on campus, or within the surrounding community. Through this course, students will (1) identify a current and compelling social issue; (2) explore the historical, social, and political aspects of social issues; (3) identify and select applicable leadership theories to confront the social issue; (4) create and develop a plan that integrates leadership theories and the social issue; and (5) implement and evaluate the overall social action project. Students will begin their investigation of social issues by reviewing theories and models of leadership that promote social action and change. Using models of social change, students will work collaboratively in small teams to navigate the process of putting theory into action. Students will spend a significant amount of time outside-of-class investigating their selected social issue, developing a social action plan, implementing their plan, and assessing their overall project.

This course spans two semesters with students registering for two academic credits in the first semester and one academic credit in the second semester. During the first semester, students will explore, identify, and plan their social action project through a series of readings and assignments. With the development of a social action plan, over the course of the second semester, students will continue to work collaboratively to implement their plans. The two-semester sequence provides students the time and opportunity to both craft and implement their understanding of leadership and leadership theories in the context of a social issue.

Course Instructor (Office Hours by Appointment)

Daniel Ostick, Ph.D.
Coordinator for Leadership Curriculum Development and Academic Partnerships
Adele H. Stamp Student Union-Center for Campus Life
0110 Stamp Student Union
301-314-1347 (office)
dostick@umd.edu

Course Materials (instructors will supply students with all required text):

Additional readings will be available via Canvas (umd.instructure.com)

Course Learning Objectives

Through active participation in this class, students will:
- Develop an understanding of social action and the relationship between social action and leadership
- Explore the relevance of addressing social issues, problems, and topics
- Foster a sustained commitment towards a social issue that can lead to enhanced awareness around other causes
- Identify and apply leadership theories that can inform and guide the experience of addressing a social issue
- Develop and identify challenges in integrating theory into practice
- Acquire program evaluation and assessment skills through evaluating the limitations and successes of the project

- Gain an understanding around the differences and similarities with leading, participating, and evaluating a long-term project
- Clarify one's leadership self-efficacy, values, and ability to work collaboratively in groups and teams
- Identify and reaffirm a leadership philosophy and lifelong commitment towards leadership

COURSE POLICIES & PROCEDURES

Class Seminar
Our learning community will engage in active learning. We will work together to raise the collective level of meaning of the class content. We will all have the responsibility to advance our understanding of the material in its application to your internships and the world. The class will be based on case study methodology, peer-to-peer knowledge dissemination, teamwork, lectures, and group discussions.

Code of Academic Integrity:
Students will conduct themselves with the highest standards of academic integrity. The UMCP Code of Academic Integrity defines academic dishonesty as "cheating," "plagiarism," "fabrication," or "facilitating academic dishonest." Academic dishonesty is a serious offense, which will not be tolerated in this class and may result in suspension or expulsion from the University. For more information, see p.43-46 of the University Catalogue; contact the Office of Student Judicial Programs and Student Ethical Development at 301-314-8204; or visit their website at www.inform.umd.edu/jpo/code_acinteg.html. Students are asked to submit the following honor pledge on all papers, assignments, and tests:

I pledge on my honor that I have not given or received any unauthorized assistance on any assignment or examination. – Sign your name

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

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

Students with Disabilities:
Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

Students in Need of Assistance:
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services** (LAS) offers services and programs on writing skills, English as a second language, study and time management skills, math skills, and issues for

students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

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

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

Counseling Center
Shoemaker Hall
Phone – 301-314-7651
Website – www.counseling.umd.edu

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

Participation and Attendance:

Your participation grade is based on several factors:

11. Attendance – your attendance is vital to your class participation grade. If you are more than ten minutes late for a class period, your attendance for that class will not count. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness.
12. Reading – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
13. Raising and answering questions
14. Sharing ideas, observations, and personal experiences
15. Relating and synthesizing ideas of others
16. Pointing out relationships to earlier discussions
17. Helping others develop their views and ideas
18. Successfully completing non-graded assignments for class.
19. Meeting one on one with your instructor(s) during the semester.
20. Working collaboratively with others in your social action project teams.

You are not expected to have all the "right" answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussion. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class. Thus, your participation can be based on contributions to in-class discussions, sharing your ideas and work experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material.

Attendance at all class sessions is expected. Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your participation grade. Excused absences will only be provided on a limited basis for illness (self or dependant), religious observations, participation in university activities at the request of university authorities, or compelling circumstance beyond the student's control. Absences will only be excused with prior notice, in writing, except in case of emergency. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html.

Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops) is not permitted during class time, unless permission was obtained from the instructors.

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

Expectations of Instructors
Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students' interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period. Students are encouraged to make extensive use of instructors in and outside class sessions.

COURSE ASSIGNMENTS

FIRST SEMESTER ASSIGNMENTS

Social Action Brief: (15 points)
You will identify readings and resources that assist you with understanding and defining the term "social issue" and/or "social action". Create a 1-2 page executive briefing on how you conceptualize what constitutes social issue, social action, and a social action project. This executive brief ought to be clear, concise, and succinct. You will share your briefing with your classmates to identify similarities and differences in understanding and defining the term "social issue" and/or "social action".

Individual Annotated Bibliography: (30 points)
Create an annotated bibliography on a selected social issue. Research and review existing literature on your topic to gain a breadth and depth of understanding around the social issue you will address and investigate throughout this two-semester seminar. This annotated bibliography must include at least 5-8 scholarly readings. For each individual reading, you will provide a brief summary of the article, identify central points, and describe how the social issue or topic is addressed in your reading. You will also generate a list of campus and community organizations that engage in social change related to your topic. In your listing of organizations, you will want to describe and identify how the organization does or does not address your topic. Remember, your individual annotated bibliography is intended to help you explore

your selected social issue in more breadth and depth. So, to achieve this outcome, you may choose to identify additional points of interest in your readings beyond what is recommended here.

Identify Leadership Theories: (30 points)
Using resources from past leadership courses and additional research on leadership theories or conceptual frameworks, identify leadership theories or conceptual frameworks that are specifically applicable to your group's social action project. The selected theories and conceptual frameworks will inform and guide your project. As a group, you will create a 4-5 page summary of selected theories or conceptual frameworks and identify how they are applicable to your social action project. This summary should convey (1) a clear description of the selected theories or frameworks; (2) examples of how the theory is used in other forms of practice, action or research; and (3) how will you use the selected theories as a guide to inform your project.

Preliminary Plan: (30 points)
Your group will create a 2 -3 page social action plan (single-spaced). This plan needs to address the following questions: (1) what is the social issue your group is addressing and why; (2) what leadership theory (or theories) will your group use to inform and guide your plan; (3) what do you hope to accomplish; (4) how will your group implement a plan; (5) how will you assess the effectiveness of the plan; and finally (6) what are the challenges and limitations of the overall plan. This plan must include a timeline that indicates when and what your group will be doing with the project throughout the year. This is not a traditional research paper – it should be in the format of a report/plan.

Potential Partner Interviews: (20 points)
After identifying a social issue and drafting a preliminary plan, your group will identify an organization or department who addresses an issue closely aligned with your group's issue. Each group member will interview individuals who work with the organization and ideally participate or volunteer with the organization's services in some way. The objective of this immersion experience is to explore how an existing organization addresses either the same or a similar social issue. This will help your group enhance the preliminary social action plan. Be prepared to share reflections of this experience during class.

Revised Plan: (15 points)
Based on instructor and peer feedback and the immersion experience, revise your preliminary social action plan. This revised plan must demonstrate an integration of ongoing feedback and experiences that will improve and enhance your group's ability to implement your social action project.

Journal Entries: (20 points)
Throughout the courses, individually, you will maintain a journal and provide ongoing reflections on the process of leading and participating in the social action project. These journal entries must reflect your group's ongoing progress and challenges and successes of working with your group members and on the project itself. To provide structure, you may choose to follow the following format:

> **What** did you do over the past few weeks to enact Social Action Plan? (this section should be relatively short, just enough so that we know what it is that you have done)
> **So What?** What did you learn from those experiences? Are these activities helping you to achieve your goals? How does it relate to class discussions and/or readings? You do not receive a grade based on what you did, but rather for what you learned.
> **Now What?** What is next in the implementation of your plan? What might you do in the future (both this semester and beyond) to further your global leadership development?

SECOND SEMESTER ASSIGNMENTS

Digital Images Storyboard Outline: (25 points)

As a group, you will develop a storyboard or outline for presenting your social action project. You will receive feedback about the structure, technology, and reflective learning components from others.

Continue Journal Entries: (20 points)

Throughout the courses, individually, you will maintain a journal and provide ongoing reflections on the process of leading and participating in the social action project. These journal entries must reflect your group's ongoing progress and challenges and successes of working with your group members and on the project itself. To provide structure, you may choose to follow the following format:

> **What** did you do over the past few weeks to enact Social Action Plan? (this section should be relatively short, just enough so that we know what it is that you have done)
>
> **So What?** What did you learn from those experiences? Are these activities helping you to achieve your goals? How does it relate to class discussions and/or readings? You do not receive a grade based on what you did, but rather for what you learned.
>
> **Now What?** What is next in the implementation of your plan? What might you do in the future (both this semester and beyond) to further your global leadership development?

Impact Interviews: (25 points)

Each group member will interview and engage with people affected by your social action project. Individually, create a 2-3 page reflection paper on how your group's social action project is influencing and affecting others. This reflection should follow the format of a journal entry, but with more clarity and focus on what you learned from other people.

Presentation on Project Update and Beginning of Digital Story : (30 points)

Your group will create a presentation that provides updates on the overall social action project. Updates will include: (1) overview of accomplishments, (2) challenges thus far with the project, (3) applicability of selected leadership theories, (4) a summary of interviews and engagement with others on how the social action project influences them, (5) any proposed adjustments, and (6) review unfinished elements of the project. The presentation will also include the beginning work on the final digital story presentation.

Digital Story: (50 points)

Your group will develop a short digital story that documents your social action project. This short film (5-7 minutes) will document your work over the past semester and year on your group's social action project. The film tells us the story of your group project, the importance of the social issue, and how leadership theories can inform a social action project.

Public Showcase

The showcase is a chance to share your experiences with other Minor students, the campus community, and any community agencies with which your group worked for the social action project.

Specifics about this project will be discussed throughout the semester. Additional formal expectations and a grading rubric will be provided.

GRADING & ASSESSMENT

Format: Written assignments should be submitted in person during class. Papers should be written double-spaced in 12pt Times New Roman font with one-inch margins unless noted otherwise (NOTE: MS Word does not automatically set 1-inch margins, so please check to be sure that your margins are correct).

Citations: Although much of the work you do for this class will be self-reflective in nature, at times you will find it necessary to consult our text book, readings, or other outside sources of information in completing an assignment. When you do so, it is essential that you properly quote, paraphrase, and give credit to the material that you have consulted. Although APA style is preferred for citations, you may also use MLA or Chicago style if you are more comfortable with one of those styles. Regardless of what style you use, you MUST use a recognized style and you MUST properly cite any material used that is not your own. Failure to do so may be considered a violation of the honor code. If you need assistance in properly citing sources, please visit the Writing Center for help.

Due dates and late assignments: Assignments turned in late will result in the loss of 10% of the total points for the assignment, plus an additional 10% for each subsequent 24-hour period after the due date time. **If you anticipate having trouble turning an assignment in on time, please make arrangements with your instructors in advance.** Computer and printing problems are **not** acceptable excuses for late papers.

Grading Criteria:
All assignments will be graded with the following criteria:
> **Content:**
>> The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

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

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

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

Fall Semester

Social Action Brief	15 points
Individual Annotated Bibliography	30 points
Identify Leadership Theories	30 points
Preliminary Plan	30 points
Partner Interviews	20 points
Revised Plan	15 points
Participation Points	50 points
Journal Entries	20 points (2@ 10 points each)
Total Points	**210 points**

Spring Semester

Digital Images Story Board Outline	25 points
Journal Entries	20 points (2 @ 10 points each)
Impact Interviews	25 points
Plan Update	30 points
Digital Story	50 points
Participation	50 points
Total Points	**200 points**

97 – 100% = A+
94 – 96.99% = A
90 – 93.99% = A-
87 – 89.99 = B+
84 – 86.99% = B
80 – 83.99% = B-
77 – 79.99% = C+
74 – 76.99% = C
70 – 73.99% = C-
67 – 69.99% = D+
64 – 66.99% = D
60 – 63.99% = D-
59.99% and below = F

Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.

COURSE CALENDAR – SEMESTER ONE, meeting once a week for 2hours

Class	Topic	Readings/Assignments
Week 1	Introductions Overview of Syllabus Introduction to Social Action	
Week 2	Review and Define Social Action/Change/Justice	*Leadership for Better World*, Chapter 1 *Leadership for Better World*, Chapter 12 Astin, H. S. (1996). Leadership for Social Change. *About Campus*, *1*(3), 4-10. DUE: Social Action Brief
Week 3	Explore Social Issues Get into Groups	*Johnson*, Chapter 9 *Reading for Diversity and Social Justice*, Chapter 3 & 4
Week 4	Identify Social Issues	Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education*, *38*(2), 103-109. Shields, C. M. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly*, *40*(1), 109-132
Week 5	Review Leadership Theories, Part I	Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology*, *60*, 421-449. DUE: Individual Annotated Bibliography
Week 6	Review Leadership Theories , Part II	van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly*, *15*(6), 825-856.
Week 7	Social Action Constituents	King, B. (2008). A social movement perspective of stakeholder collective action and influence. *Business & Society*, *47*(1), 21-49. DUE: Leadership Theories
Week 8	Social Action Influence (in surrounding communities)	DUE: Preliminary Plan
Week 9	Explore Social Change	*Leadership for a Better World*, Chapter 4 *The Heart of Change*, Chapter 1
Week 10	Present Preliminary Plan & Implementing Social Action	DUE: Journal #1
Week 11	Challenges and Limitations with Social Action	
Week 12	Report on Partner Interviews	DUE: Partner Interviews
Week 13	Assessing Social Action	*Leadership for the Common Good*, Chapter 11
Week 14	Present on Revised Plan	DUE: Journal #2 & Revisited Plan

COURSE CALENDAR – SEMESTER TWO, meeting once every other week for 1 hour

Class	Topic	Readings/Assignments
Session 1	Doing Social Action Project Address Digital Storyboarding	
Session 2	Types of Change & Maintaining Action (individual, community, institutional, cultural, and systemic)	*The Heart of Change,* Chapter 8 & Conclusion DUE: Digital Storyboard
Session 3	Personal Narratives in Social Action	Nash, R. J. (2008). A personal reflection on educating for meaning. *About Campus, 13*(2), 17-24. DUE: Journal #3
Session 4	Social Action – Reciprocity?	*The Dance of Change,* section VII DUE: Impact Papers
Session 5	Presentations & Peer Feedback	DUE: Plan Updates Presentations
Session 6	Sustaining Social Action & Leaving a Legacy	DUE: Journal #4
Session 7	Wrap-Up	DUE: Digital Story
Date? Time?	Public Showcase	

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

University Career Center and The President's Promise

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

Readings

Adams, M., Hackman, H. W., Peters, M. L., & Zúñiga, X. (2000). *Readings for diversity and social justice*. W. J. Blumenfeld, & R. Castañeda (Eds.). New York, NY: Routledge.

Astin, H. S. (1996). Leadership for Social Change. *About Campus, 1*(3), 4-10.

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology, 60*, 421-449.

Bryson, J. M., & Crosby, B. C. (1992). *Leadership for the common good*. San Francisco, CA: Jossey-Bass.

Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education, 38*(2), 103-109.

Johnson, A. G. (2006). *Privilege, power, and difference*. Boston, MA: McGraw-Hill.

King, B. (2008). A social movement perspective of stakeholder collective action and influence. *Business & Society, 47*(1), 21-49.

Komives, S. R., & Wagner, W. (2012). *Leadership for a better world: Understanding the social change model of leadership development*. Jossey-Bass.

Kotter, J. P., & Cohen, D. S. (2002) *The Heart of change: Real-life stories of how people change their organizations*. Boston, MA: Harvard Business School Press.

Nash, R. J. (2008). A personal reflection on educating for meaning. *About Campus, 13*(2), 17-24.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The Dance of change: The Challenge to sustaining momentum in learning organizations*. New York, NY: Doubleday.

Shields, C. M. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly, 40*(1), 109-132

van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly, 15*(6), 825-856.