

UNIVERSITY OF NORTH TEXAS AT DALLAS
SCHOOL OF HUMAN SERVICES
DEPARTMENT OF HUMAN SERVICES MANAGEMENT AND LEADERSHIP
HSML 4400: LEADERSHIP THEORY IN THE NONPROFIT SECTOR
(3 credit hours)
Fall 2016
Syllabus

Instructor Name:	<i>Shelia Lumar, Ph.D., LPC, LCDC, NCC, CFLE, CPM</i>	
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Office Hours:	Office Hours: Monday's, 2:00—6:00pm, Wednesday 2:00—4:00pm	
Virtual Office Hours:	Virtual Office Hours: Tuesday's 1:00—3:00pm	
Classroom Location:	<i>Blackboard Learn 100% online</i>	
Course Catalog Description:	Leadership and administrative knowledge, theory, and skills for managers and community leaders in nonprofit and volunteer organizations. Students analyze and apply theory to (a) manage organizations through leadership and strategic planning, (b) provide supervision and human resource management, (c) monitor legal and regulatory issues and risk management, and (d) manage professional development of staff. This is a 100 % online course.	
Prerequisites:	HSML Majors must complete HSML 3000 before taking this class.	
Required Text:	<ul style="list-style-type: none"> • Kouzes, James M. and Barry Z .Posner. (2012). <i>The Leadership Challenge, 5th edition</i>. John Wiley and Sons. ISBN: 978-0-470-65172-8 • Northouse, P.G. (2015). <i>Introduction to Leadership: Concepts and Practice. 3rd ed.</i> Sage Publications, Inc. ISBN: 9781452259666 	
Supplemental Readings	Additional readings will occasionally be required as indicated in the course requirements section of this syllabus. A specific reading assignment may be accessed by clicking on the link for the assignment within the module.	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com	
Course Goals or Overview:		

	<p>The goal of this course is to help you gain conceptual mastery of philosophical and theoretical underpinnings of leadership in the nonprofit sector. By the end of this course you will be able to:</p> <ul style="list-style-type: none"> Analyze leadership theories and approaches in a given scenario Apply leadership principles and strategic planning to improve management of a given organization Demonstrate supervision and human resource management strategies Evaluate legal and regulatory issues as well as risk management scenarios Strategize professional development of staff in a nonprofit organization
Learning Objectives/Outcomes: At the end of this course, the student will	
1	Explain key assumptions and components of various leadership models.
2	Connect practical uses of leadership theory to current events and other contexts
3	Evaluate your own skills relative to the leadership approaches studied.
4	Apply leadership models to real life cases or case studies in the text.
5	Analyze the conceptual framework for implementing a strategic leadership plan in the nonprofit sector.
6	Demonstrate a conscious use of professional self when engaged in leadership issues.

****This is an extremely fast paced course. Organization, focus, persistence and the incorporation of time management skills are critical to your successful completion of this course. Reviewing and looking ahead to the upcoming assignments and work is an important step to take in order to remain in sync with the work you are required to complete for this course.***

HSML Program Core Competencies

The competencies listed below are the standards that will guide your overall academic experience in this class. As you work on your assignments consider which skill sets you are developing within the specified competency. This class in the HSML program builds on these competencies developed from the Nonprofit Leadership Alliance and the Council on Standards for Human Services Education, so that at the end of your academic journey you are well prepared to complete your capstone portfolio. This course meets the academic requirement for the CNP

Nonprofit Leadership Alliance Competencies:

- **Governance, Leadership & Advocacy** - Highlights the stewardship and advocacy roles, responsibilities and leadership of the board of directors, staff and volunteers in the development of policies, procedures, and processes by which nonprofits operate and are held accountable

Council on Standards for Human Services Education:

- 12d - An introduction to the organizational structures of communities.
- 13e - Political and ideological aspects of human services.
- 15a - Knowledge and skills to analyze and assess the needs of clients or client groups.
- 15c - Skills to evaluate the outcomes of the plan and the impact on the client or client group.
- 17a
- 17b - Dealing effectively with conflict.
- 18a - Managing organizations through leadership and strategic planning.
- 18c - Planning and evaluating programs, services, and operational functions.
- 19g - Appropriate professional boundaries.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Criteria for Grading include:

1. Demonstration of ability to integrate outside Reading and classroom material into papers/projects
2. Succinct, clear and logical formulations of arguments.
3. Demonstration of independent and critical thinking skills in class participation, written assignments and projects.

Students will be required to successfully complete all of the following assignments described below.

There are six distinct types of assignments in this course for undergraduates. All writing must utilize the American Psychological Association (APA) Style Guidelines. A good resource on APA guidelines is found here:

<http://owl.english.purdue.edu/owl/resource/560/01/>.

- **Online Discussions** of assigned chapters/readings
- **Movie, Video, and Article** reviews and discussions
- **Exams** – *written tests designed to measure knowledge of presented course material*
- **Assignments** – *written assignments designed to supplement and reinforce course material*
- **Projects** – *web development assignments designed to measure ability to apply presented course material*
- **Blackboard Learn (Class) Participation** – *participation in online class discussions*

Grading Matrix:

Instrument	Lesson Approaches	Total Points
Self-Introduction	Application	30
Discussion Board (6 @ 20pts)	Application	120
Strategic Planning Project	Skill Development	150
Final Exam		100
Quizzes 4 @ 30pts	Theory/Concepts	120
Challenge the Process Essay	Reflection	20
Participation Exercises (4 @ 10pts)	Application	40
Questionnaires 6 @ 20pts	Skill Development	
Total:		680

Grade Determination: The following grading scale will be used to determine your final grade for the course.

612—680=A

544—611=B

476—543=C

408—475=D

0-----407= F

Technical REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation of the technological aspects of the course. Hardware and software necessary to use Blackboard Learn:

PC: Windows 98 (2nd Edition), 2000, XP, Vista, Windows 7

Mac: OS 9, OSX

Internet Access with [compatible web browser](#) (Select link for Vista 8.0 SP4)

Java: Version 1.6.0 Update 24: Click [HERE](#) and choose "Download Java"

Other Minimum Technology Needed

Word Processor

Browser and computer settings check: <https://ecampusupport.unt.edu/browser>

Computer and Internet Literacy: Visit

http://www.clt.odu.edu/oso/index.php?src=pe_comp_lit Plug-ins necessary to access

course materials and resources: <https://ecampusupport.unt.edu/plugin>

Occasionally, you may need to use a scanner to submit documents. These may be available in UNTDallas computer labs on campus.

Minimum Skills Needed:

Using the learning management system

Using email with attachments

- Creating and submitting files in commonly used word processing program formats

- Copying and pasting

- Downloading and installing software

Instructor Expectations and Classroom Guidelines

Assignment Submission Instructions and Requirements: You are expected to actively participate in the teaching-learning process. This course will utilize the various instruments to determine student grades and proficiency of the learning outcomes for the course. Multi-methods may be used including lecture, activities, presentations, audiovisuals, case analysis, simulation exercises, films, debates, guest speakers and a general exchange of ideas.

All posted assignments must be double-spaced, 1-inch margins, typed using 12 inch font, use Arial or Times New Roman writing style. Handwritten assignments in any part are not acceptable. Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via email. Correct use of spelling and grammar, and professional writing skills are necessary for all course assignments, discussion boards, including emails. Having problems with the computer and/or printer, or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. All assignments are to be submitted as a Microsoft Word (.doc), Assignments Rich Text Format (.rtf), or PowerPoint. No assignment should be submitted as pdf file, Microsoft Works, Publisher, or WordPerfect, etc. File attachments (assignments submitted). Assignments are due at different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates. **All assignments schedule for this course are due on Sunday's by 11:59**

Use of Blackboard Learn/Blackboard: It is a good practice to log onto the course several times per week to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the

course, I recommend you log onto the shell four (4) to five (5) time per week, if possible. Modern technology have made it possible for you to log onto the course shell and complete assignments using smart phones and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Blackboard Learn using mobile devices such as smartphones and tablets; some of the images may be distorted, or you my have limited access to browse around the course shell. Despite the mobile device used to access the course, you are expected to submit assignments by the due date and according to the established guidelines per assignment.

General Assignment Submission Guidelines

1. Writing and referencing should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (5th ed.)*.
2. Double space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style and one inch margins.
3. Use a Title Page, and make it APA style with assignment/project title, your name, the date, the course.
4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.
6. A full page equals 22-23 lines of content.
7. *Caveat for all assignments and projects:* Please be careful and attend to issues of good grammar, spelling, and presentation.
 - a. **DO NOT USE CONTRACTIONS** in academic writing. This course's writing is academic and scholarly.
 - b. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second, or first person voice) throughout papers.
 - c. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, student who make such efforts tend to earn higher grades.
 - i. *Do not cite* Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (*need I go on?*). *It is not good academic*

form; the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.

No assignment should be submitted as pdf file, Microsoft Works, Publisher, or WordPerfect, etc. Assignments are due at different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates. **All assignments schedule for this course are due on Sunday's by 11:59pm (unless otherwise noted). LATE ASSIGNMENTS NOT ACCEPTED!**

Turnitin: Turnitin software will be used to ensure originality of your work. As you draw on research information publicized as journal articles, books, websites, etc, Be sure to use your own words by paraphrasing the author's work and including a citation. Limit the use of quotations. As a rule of thumb, use quotations sparingly. Your work should reflect a scholarly dance between your voice and the voice of other authors for which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA manual that clearly define and explains what plagiarism is and how to avoid committing

Required Filename Format for Word Attachments Submitted Online:

For this course, all written assignments created as Word documents and submitted to Blackboard Learn must be saved utilizing the following filename format:

Example: YourLastNameFirstInitial_Name of Assignment

LumarS_Week 1 Assignment (your filename attachment should look like this example)

To save your work according to the correct filename follow the instructions below.

1. Open a word document
2. Click on save as
3. Title/save the document according to the require filename format.

Example: LumarS_Leadership Analysis paper

4. Then click the save as button.

Failure to save and submit your document according to the guidelines will result in an automatic 3 points deduction from the total points earned. No assignments will be accepted via email. On occasion, Blackboard Learn (and some email programs) have problems with file attachments that include symbols in the filename. Avoid use of periods, hyphens, ampersand &, slash marks / \, pound sign #, at sign @, etc.

Communications With Professor. When communicating with professor using email, please send emails through the Blackboard Learn system instead of sending emails to the professor's UNT Dallas email address. You can expect your emails to be answered within 3 business days (M-F) after receipt of your email. Emails sent after 12 noon on Friday's will not receive a response until the following Monday. If the following Monday is a holiday, then your email receive a response on the following Tuesday, or thereafter. Please note that emails will NOT be responded to on the weekends or on holidays. Students will use Blackboard Learn to send emails to me or other students in this course.

Be sure to format your email communications using the following guidelines below:

1. In the subject line of the email state the course you are registered and the purpose for the email. (Example: HSML 1234 Question about an assignment)
2. Address the email by stating the professor's name you are sending the email to.
Example: Dr. Lumar or Professor Lumar. Do not state Mrs. or Ms. Lumar because these suffixes are not the professor's professional title
3. In the body of the email state your question. Be clear and specific
4. Make sure emails are free of spelling, grammatical and capitalization errors

close the email by including your first and last name and student ID #

Emails not correctly formatted will not receive a response from the professor. When communicating with classmates, please exercise courtesy and respect whether you are sending a classmate a direct email or responding to discussion assignments.

Notifications: Any changes to the course schedule will be posted on Blackboard Learn Announcements. Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Blackboard Learn course by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades to the grade Center.

How Students Should Proceed Each Week for Class Activities: Each week you must access Blackboard Learn and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of required assignments. Assignments are due by **Sunday evening at 11:59pm except the final week's assignments.**

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Overall Course Participation

Students will often be required to communicate regarding course concepts through discussion board, exercises, and assignments. Make every effort to understand the expectations for these postings and assignments. Remember to use proper etiquette and protocol for participating in the on line discussion boards and activities: be respectful, courteous, and professional!

Schedule of Assignments Course Projects and Assignments

1. Participation, Professional Conduct (SLO measured: 3 & 6)

Your contribution to the class is essential. Each week you must access Blackboard Learn and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. **Carefully review the Exercises, Discussion Board and Major Assignments located in the ASSIGNMENT Folder within each module for a description of required work each week.** These assignments are generally due weekly and must be submitted on time.

You must also keep track of other major projects or assignments as specified in this syllabus. Your written participation must show evidence of critical thinking and you will be graded accordingly. You must also integrate and refer to the readings to demonstrate your understanding and knowledge base. You will lose points for disrespectful behaviors; lack of participation in activities or exercises; lack of respect for others opinions or differences; and violating class confidentiality guidelines. Participation points will be earned for those students making efforts to contribute to the learning community.

2. Strategic Planning Project (SLO measured: 3, 5 & 6) (150pts)

The Strategic Planning Project takes place as a multi-step process that includes the completion of **five (5) Activities** throughout the semester. This assignment is labor intensive and will be completed and submitted in parts.

Instructions: For this assignment you are to pretend that you are performing in a role of a community-based, nonprofit services provider interested in developing a human services program designed to address a particular social problem negatively impacting on individuals, or children or families within a community. You have discovered an emerging social problem which there are no established community services to assist those effected by the social problem. Your goal as a community-based nonprofit services provider includes developing a fake human services program or designed specifically to assist those effected by the identified social problem. You also have the option to use a real, established human services program for this assignment. In the process of developing a human services program, you must first create a strategic plan that identifies and effectively address the social problem.

2.1—Skill Development Activity #1: Choose a **social problem** about which you feel a sense of passion. For example, you may have a passion for fostercare youth leaving the fostercare system at age 18 with limited to no life skills to sustain personal needs as a young adult (25pts).

2.2—Skill Development Activity #2: Identifying a human service program or create your own fake human service program to address a particular social problem.(25pts)

2.3—Skills Development Activity #3: Identifying the specific objectives and activities that will make goal achievement possible. (25pts)

2.4—Skill Development Activity #4: Identify internal and external stakeholders and their influences on the human services program. (25pts)

2.5—Activity # 5: You are to use the first 4 SD Activities to help develop SD Activity 5. Ultimately you will create a clear strategic plan for the program you identified or created. You will (a) Construct the purpose/rationale for the program by highlighting the social problem that the program will address, (b)present the program's mission, goals and objectives, (c) analyzes the strengths and shortcomings of proposed program using the SWOT analysis method, (d) explains the leadership principles that are needed considering the stakeholders, staff, volunteers, clients and need for cultural competency, (e) describes a strategic plan for improvement, and (f) recommends strategies for implementing. (50pts)

Please note: *The idea is for you to be able to develop implementation plans in response to what you have learned throughout the course. Each week you will work on some aspect of the overall Strategic Plan project, so it will be very important that you turn each assignment in for evaluation and consistent feedback. You will be coming back to your program periodically*

via the **Skill Development Activities** so that you can apply what you have learned. By the end of the course you should be able to pull all the activities together and thereby submit a completed strategic plan as a final project. the strategic plan. **(Additional instructions provided in the Assignment Folder in Blackboard Learn)**

3). Questionnaires (6 @ 20 pts each, SLO measured: 1, 2 4 & 6): complete six (6) questionnaires related to course content. Review the course syllabus for due dates.

4. Quizzes (6 @ 20pts each, SLO measured 1, 2 & 4):

Quizzes will be scheduled as noted on the class schedule. Quizzes will usually be multiple choices and they will be short answer essay and they will be timed for 1 hour.

5. Discussion Board (6 @ 20pts each, SLO measured: 1, 2, 5 & 6): There will be discussion board assignments in which students are expected to participate. Generally speaking, I expect you to make insightful comments on the discussion board postings and in your group work on Blackboard Learn. The desired length of responses and feedback is 150 - 200 words. It is recommended that you type your response in a word document to verify spelling and length and then copy it into the discussion post.

You are also required to respond to 2 of your peers' postings. Make every effort to understand the expectations for postings in the course discussion boards. Students must be actively engaged in discussion forums and demonstrate critical thinking, clarity, timeliness, integration of readings, and reflect quality (not quantity). Carefully review the grading rubric for discussion boards so that you understand how you will be evaluated (located in folder entitled "General Information" on the home page). It is also critical that you do not wait until the last minute to engage in a discussion. Note that the discussion board will lock and close at the designated times indicated in this syllabus; late postings will not be graded.

Blog Exercises (4 @ 20pts, each, SLO measured: 1, 2, 3, 4, & 6): You will be required to complete **Think-Jot-Share (TJS) activities** following selected chapter readings. These activities allow you to engage in the reflection, application, and evaluation process as you read through the text.

6. Final Exam (ONLINE) (100pts LO 3, 5 & 6) This will be 2-3 pages essay exam. The question will be comprehensive in nature and students may have a choice of questions. It will be due at the time and date specified on the course schedule. Explicit references to course material are required, therefore you will need to include a reference page formatted according to APA 6th. Additional material that distinguishes this answer as truly outstanding will make it worthy of 90-100percent and this material should be presented in a direct and obvious manner. A paper using distinguishing material for 90-100percent must have an explicitly labeled section in their exam with this wording "Additional Distinguishing Material"

COURSE SCHEDULE

Weekly Lessons & Modules		Categories	Activities
Week #1 Aug. 22 nd —28 th	Module #1 Weeks 1-3	PREPARATION: DB #1 ASSIGNMENT: EXERCISE:	Review Start HERE , Course Information, Blooms, Competencies Course Syllabus, and Instructor Information VIDEO: Top 10 Characteristics of a Leader , Madness and Leadership: Hand in Hand Self-Introductions Conceptualizing Leadership Questionnaire, Paragraph, and Reflection BLOG: T-J-S Elements of Leadership All Week #1 Assignments Due: Sun. Aug. 28th by 11:59pm
Week #2 Aug. 29 th —Sept. 4 th		PREPARATION DB 2: PREPARATION	Read: Northouse: Recognizing Your Traits, PPTs Case Study: “Person of the Year” Video: What is Strategic Planning Review Article: “Strategic Planning in Smaller Nonprofit Organizations” All Week #2 Assignments Due: Sun. Sept.4th by 11:59pm
Week #3 Sept. 5 th —11 th		PREPARATION: ASSIGNMENT: EXERCISE: QUIZ 1:	Read: Northouse : The Philosophy and Style of Leadership Video: Leadership Styles ; With Leadership Questioned: President Obama ; Slice of Life Skills Building Activity 1 – Conceptualizing a H.S. Program T-J-S BLOG: The Big 5 Model of Personality Online Test All Week #3 Assignments Due: Sun. Sept. 11th by 11:59pm
Week #4 Sept. 12 th —18 th	Module #2 Weeks 4-6	PREPARATION: DB #3	Read Northouse: Attending to Tasks and Relationships Video: View You tube: Task Focus vs People Focus FILM CRITIQUE: “ Coach Carter “ – Analyzing Leadership All Week #4 Assignments Due: Sun. Sept. 18th by 11:59pm
Week #5 Sept. 19 th —25 th		PREPARATION: EXERCISE: ASSIGNMENT:	Read Northouse: Developing Leadership Skills, Video: Social Intelligence and Leadership , T-J-S BLOG: Why Twitter’s CEO Demoted Himself Skills Development Activity 2 – Conceptualizing a HS Program All Week #5 Assignments Due: Sun. Oct. 25th by 11:59pm
Week #6 Sept. 26 th —Oct. 2 nd		PREPARATION: ASSIGNMENTS: QUIZ 2:	Read: Outline: Team Leadership and Self-Managed Teams, PPTs Videos: Steve Jobs Talks About Managing People The Leadership Analysis Paper Online Test

			All Week #6 Assignments Due: Sun. Oct. 2nd by 11:59pm
Week #7 Oct. 3 rd –9 th	Module #3 Weeks 7-9	PREPARATION:	Read Northouse: Creating a Vision (Strategic Planning) Webinar: Strategic Planning in Nonprofit Organizations
		EXERCISE: DB #4:	T-J-S BLOG: Changing Missions for Nonprofits The Story: Swimming the River All Week #7 Assignments Due: Sun. Oct. 9th by 11:59pm
Week #8 Oct. 10 th —16 th		PREPARATION:	Read Northouse: Setting the Tone/Constructive Climate
		DB #5	Case Study: Friends, Volunteers, and Adversaries: Sorting Out The Players All Week #8 Assignments Due: Sun. Oct. 16th by 11:59pm
Week #9 Oct. 17 th —23 rd		PREPARATION:	Read: Kouzes & Posner CH 5-7 Inspire and Challenge the Process
		ASSIGNMENTS:	Skill Development Activity #3 “Reflect and Apply” – Challenge the Process
		QUIZ 3:	Online Test All Week #9 Assignments Due: Sun. Oct. 19th by 11:59pm
Week #10 Oct. 24 th —30 th	Module #4 Weeks 10-12	PREPARATION:	Read Northouse: Handling Conflict VIDEO: How to Handle Conflict – Thomas Kilmann Explained
		EXERCISE:	T-J-S: Case Study: Camp Robinson All Week #10 Assignments Due: Sun. Oct. 24th by 11:59pm
Week #11 Oct. 31 st —Nov. 6 th		PREPARATION:	Read Northouse: Overcoming Obstacles VIDEO: Summary: Path-Goal Leadership
		ASSIGNMENTS:	Path*Goals Style Questionnaire and Reflections Skill-Development Activity 4, Leadership And Working with Stakeholders All Week #11 Assignments Due: Sun. Nov. 6th by 11:59 pm
Week #12 Nov. 7 th —13 th		PREPARATION:	Read Northouse: Addressing Ethics in Leadership VIDEO: P.F. Cheng’s
		DB # 6 QUIZ 4	Case Study: P.F. Cheng’s – Cooking up Success Online Test All Week #12 Assignments Due: Sun. Nov. 13th by 11pm
Week #13 Nov. 14 th —20 th	Module #5	PREPARATION: DB #7	Read: Kouzes & Posner CH 11-13 Thoughts on Encouraging the Heart and Leadership for Everyone Share a Victory Celebration Involvement – Encouraging the heart. All Week #13 Assignments Due: Sun. Nov. 20th by 11pm
Week #14		ASSIGNMENT:	Major Assignment: Skill Development Activity 5 – Implementation

Nov. 21 st —27 th	Weeks 13-15		All Week #14 Assignments Due: Sun. Nov. 27th by 11:59pm
Week #15 Nov. 28 th — Dec. 4 th		ASSIGNMENT:	The Final Exam TBA All Week #15 Assignments Due: Sun. Dec. 4th by 11pm

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

You are expected to actively participate in the teaching-learning process. This course will utilize the various instruments to determine student grades and proficiency of the learning outcomes for the course. Multi-methods may be used including lecture, activities, presentations, audiovisuals, case analysis, simulation exercises, films, debates, guest speakers and a general exchange of ideas.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Participation Policy:

The University attendance policy is in effect for this course. Class participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.