

University of Central Florida

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High Impact Practices Student Showcase Fall  
2023

High Impact Practices Student Showcase

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Fall 2023

## Clean The World: A Mission for Global Sanitation

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<b>LDR 3215: Leadership And Spirituality</b> <b>An Advanced Leadership Experience</b> <b>2 credit hours</b> Lead Scholars Academy Interdisciplinary Studies University of Central Florida  <b>COURSE SYLLABUS</b>			
Instructor :	<b><i>Brad Crawford</i></b>	Term:	<b><i>Fall 2023</i></b>
Phone:	<b><i>407.496.1131 (cell)</i></b>	Class Meeting Day:	<b><i>Monday</i></b>
E-Mail:	<a href="mailto:crawford@ucf.edu"><b><i>crawford@ucf.edu</i></b></a>	Class Meeting Hours/Location:	<b><i>12:30 – 2:20</i></b> <b><i>Lead Classroom</i></b> <b><i>168E (Gold)</i></b>

## I. University Course Catalog Description

Service Learning course developed from the Social Change Model of Leadership. Prerequisites: LDR 2001 and LDR 2002; Must be a current 2<sup>nd</sup> year LEAD Scholar.

## II. Course Overview

The purpose of this course is to explore the role of spirituality in bringing about social change and to challenge students to see themselves as agents of that change. This class is geared toward helping students understand how spiritual beliefs can translate into tangible actions.

The class will examine the spiritual dimensions of leadership, giving special emphasis to the challenges and opportunities of integrating personal spiritual principles. The course also examines the process involved in becoming a servant leader and making significant investments into the lives of others.

The class will follow a service learning and seminar format with students expected to actively participate in discussions and debate, challenge assumptions and stereotypes in order to facilitate a rich learning environment, and work together to support one another's projects, offering constructive criticism and valuable input. This class is designed for students to identify and examine their personal spiritual beliefs and to challenge students to translate those beliefs into positive behaviors.

### III. Course Objectives

By the end of this course through independent research, self reflection, group discussions, projects, and graded assessments, students will be able to:

- Analyze the leadership role in the change process
- Understand the theories and processes of change in different contexts (organizations, communities, society, or political arena);
- Examine the skills and abilities involved in leading change in different contexts and
- Attempt to make a difference and take responsibility for significant issues in society.
- Understand contemporary leadership theories and practices as related to citizenship and civic engagement

#### Curriculum Goals

- Serve effectively in formal and informal leadership roles in a range of settings;
- Help others exercise leadership and hold other leaders accountable;
- Develop cooperation and teamwork while inspiring commitment and trust;
- Combine knowledge with judgment and imagination to creatively solve problems with others;
- Apply the modes of inquiry and knowledge bases of many disciplines to the study and practice of leadership;
- Think critically about leadership knowledge and practice;
- Exercise moral judgment, imagination, and courage in the practice of leadership;
- Imagine worthwhile visions of the future and inspire others to join in bringing about change when desirable or necessary
- Continue students' development as leaders by self-directed learning.

### IV. Required Texts and Materials

The Servant: A Simple Story About the True Essence of Leadership. James C. Hunter.  
ISBN-10: 0761513698

### V. Grade Policies and Expectations

1. All papers must be typed. 12-point Times New Roman font, with 1-inch margins on all four sides of paper, in APA format. Additional guidelines will be given in class.
2. There will be graded assignments. If you miss class, it is best to contact a class member to see if an assignment has been given. You are responsible for obtaining and knowing the assignments given in class and turning them in on time. All assignments must be turned in by the given date and time. Students participating in UCF officially recognized experiential opportunities may be offered a reasonable substitute for missed assignments, quizzes, or exams that is equivalent to missed work.
3. Students who desire to observe a religious holy day of their faith must notify all of the instructors teaching the class(es) from which the student desires to be excused no later than the tenth business day of the term. The student will be held responsible for any material covered during the excused absence but will be permitted a reasonable amount of time to complete any work missed.

4. Late Work Policy: There are no make-ups for writing assignments, presentations, or projects; however, exceptions may be granted by the instructor in extreme circumstances. You will lose points equivalent to one letter grade if your assignment is late and one letter grade per business day for assignments turned in any time after the next class period.
5. If a submitted assignment does not meet requirements, it will be graded accordingly. If you have any questions regarding an assignment, contact me ASAP.
6. Rewrite Policy: Rewrites may be granted by the instructor on an individual basis.
7. Class assignments and topics are subject to change as needed and timely notice will be provided.
8. Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.
9. Group Work Policy: Everyone must take part in a group project. Once formed, groups cannot be altered or switched, except for reasons of significant extenuating circumstances.
10. Grades are non-negotiable.

## VI. Grade Dissemination

You can check your assignment scores at any time by accessing your grades in Webcourses. Please note that scores and grades are unofficial until posted to MyUCF at the end of the term. If you need help accessing your grades, please contact your professor.

## VII. Basis for Final Grade

Spiritual Autobiography	100 points
Reading Quizzes (each day a chapter's reading is due. No make-ups. Drop the lowest.)	180 points
Leadership Assignments	200 points
Attendance/Participation in class	120 points
Service Learning Showcase Poster Project (200 points total, 3 webcourse assignments)	200 points
Final Service Hour Verification (25 hours minimum by end of semester)	100 points
Final Exam	100 points
<b>Total Available</b>	<b>1000 points</b>

Grades of A-F will be assigned during each semester in LEAD Scholars Program courses. Grades will be based upon such activities as tests, papers, class participation, attendance, and assignments. Each faculty

member is responsible for determining the respective percentages of course grade weighted for each activity. Therefore, while you may find assignments similar across sections of this course, individual faculty members determine their grading policies for their courses. Final grades (based on an approximate 10% scale of points, as indicated below) for the course will result in one of the following unless you withdraw from the course:

<b>A</b>	930-1000	<b>B+</b>	870-899	<b>C+</b>	770-799	<b>D+</b>	670-699		
<b>A-</b>	900-929	<b>B</b>	830-869	<b>C</b>	730-769	<b>D</b>	630-669	<b>F</b>	0-599
		<b>B-</b>	800-829	<b>C-</b>	700-729	<b>D-</b>	600-629		

## VIII. Course Policies: Technology and Media

Various learning methods will be used to achieve the course objectives, including:

- Selected readings
- Multi-media (Ted talks, videos, etc.)
- Leadership assessment inventories
- Case studies and articles
- Class discussions and experiential learning
- Additional readings or other assignments

**UCF Webcourses:** Assignments, supplemental materials, announcements, rubrics, course grades, and all the information you need to be successful in this course is contained in UCF Webcourses. Logging in, you will need your NID and NID password.

<https://Webcourses.ucf.edu/>

## IX. Course Policies: Student Expectations

**Attendance and Participation:** Class contributions are based on your active, quality participation in the class. Students will be evaluated on their contribution to class discussions. Each student is expected to attend class on time and stay for the full class. Lateness or early departure from class severely decreases your participation grade. Attendance is not equal to class participation. In order to receive a good grade for class participation, you must actively and regularly contribute to class discussions and activities. You are allowed excused absences only (but you are still responsible for any assignments and material on all days you miss class). **Absences after your first excused absence will impact your final grade.** Only documented medical and family emergencies and other extenuating circumstances are considered in evaluating attendance. **Students who put in effort will be successful in this class.**

“LEAD Scholars Academy is committed to creating a culture of engaged learning and establishing a climate of inclusion and harmony. We are all here to learn from each other. In this spirit, we will work to actualize our community standards of integrity and respect by practicing active listening and respectful communication. By acknowledging differences amongst us in our backgrounds, skills, interests, and values, we will collectively grow and improve our understanding of the world. Together, we strive to cultivate a camp where each individual feels a sense of belonging and well-being. This atmosphere is most conducive to teaching, learning, and building community.”

(Adapted from the U-M Biological Station)

**Professionalism Policy:** Per university policy and classroom etiquette; mobile phones, *etc.* **must be silenced** during all classroom lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade. **Be respectful of others in the class—both their opinions and comments. Approach each class with a positive attitude and an eagerness to learn.**

It is fundamental to the University of Central Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

**In-class Recording:** Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with **Student Accessibility Services** (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

**Academic Conduct Policy:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult *The Golden Rule*, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, *The Golden Rule* Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing

grade for the course. Confirmation of such incidents can also result in expulsion from the University.

**Deployed Active Duty Military Students:** If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://uwc.cah.ucf.edu/> or call 407.823.2197.

### Campus Safety Statement

Emergencies on campus are rare, but if one should arise, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://ehs.ucf.edu/automated-external-defibrillator-aed-locations>
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### Safety at UCF

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, or UCF's complaint processes contact:

Title IX – EO/AA - <https://www.oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)

University Ombuds Office – <https://ombuds.ucf.edu>

UCF Compliance and Ethics Office - <https://compliance.ucf.edu>

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit **UCFCares.com** if you are seeking resources and support or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to academic distress, homelessness, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8am and 5pm by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811 or please call 911.

### **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## **X. Important Dates to Remember/Financial Aid Note**

The University academic calendar can be found by selecting the current term at [calendar.ucf.edu](http://calendar.ucf.edu). Dates for drop/swap, adding, withdrawing, finals, etc. can be found on the calendar.

Course dates and assignments listed below are tentative, and can be changed at the discretion of the professor. Adequate notice will be given in class and/or through UCF webcourses.

*\*All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you must complete the Financial Aid Assignment on webcourses no later than Friday of the first week of classes. Failure to do so may result in a delay in the disbursement of your financial aid.*

## **XI. Course Schedule (subject to revision)**

The schedule, topics, and assignments on the following page are subject to revision by the instructor. Readings, assignments, and due dates are contained in webcourses.



## Schedule (subject to revision)

Week and Date	Content	READINGS DUE (Other Assignments on Webcourses)
8/21	Introduction to course/service projects, Review Social Change Model, Spiritual Leadership Issues	
8/28	The Servant Leadership Journey; Power and Authority: Who has it, who doesn't	
9/4	<b>Labor Day – No Class</b>	
9/11	Leading by Following: The Essence of Spiritual Leadership	<b>DUE: The Servant, Intro &amp; chapter 1</b>
9/18	Do Something Now: The Power of Vision	<b>DUE: The Servant, chapter 2</b>
9/25	<b>Service Learning Showcase Prep</b>	
10/2	First Job of a Leader. The Reality of Roles.	<b>DUE: The Servant, chapter 3</b>
10/9	<b>Service Learning Showcase Updates</b>	
10/16	Urgent/Important: A Leader's Priorities, Daily Discipline. [Group Time: Project Posters, tentative]	<b>DUE: The Servant, chapter 4</b>
10/23	Dealing with Discouragement. Getting Things Done: Procrastination and The Art of Stress-Free Productivity	<b>DUE: The Servant, chapter 5</b>
10/30	Primary Colors: The Leader's Palette Group Time: Project Posters	<b>DUE: The Servant, chapter 6</b>
11/6	10 Things to Remember about People Dealing with Discouragement and Opposition	<b>DUE: The Servant, chapter 7/Epilogue</b>
11/13	<b>Service Learning Showcase Prep</b>	
11/20	Principles in Pictures: Images of Leadership.	
11/27	Class Review and Debrief	
12/4	<b>Final exam: tba/online</b>	

Refer to webcourses for the most current requirements regarding assignments and due dates. Information updated on webcourses takes precedence over information posted in this schedule.