

University of Central Florida

STARS

High Impact Practices Student Showcase Fall
2024

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Fall 2024

Experiencing Opening Your Heart To Hope

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Instructor Information

Brad Crawford

Office Location: FC168

Office Hours:

By appointment, through webcourses message

Email: crawford@ucf.edu



UNIVERSITY OF
CENTRAL FLORIDA

LDR 3215 - Leadership Through Service: An Advanced Leadership Experience

Section: 0001

*College of Undergraduate Studies
Office of Interdisciplinary Studies*

Course Information

Term: Fall 2024

Class Meeting Days: T

Class Meeting Time: 12:30 - 14:20

Class Meeting Location: FC 0168E

Modality: P

Credit Hours: 2.00

Course Description

LDR 3215 UGST-INTERDISC 2(2,0)Leadership Through Service: An Advanced Leadership Experience: PR: LDR 2001 and LDR 2002. Theories, processes, and leadership role in social change will be explored, contemporary leadership theories and practices related to citizenship and civic engagement will be studied, and leadership will be practiced in various settings. Fall.

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.

Student Learning Outcomes

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

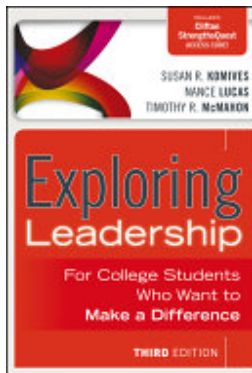
- Analyze the leadership role in the change process
- Understand the theories and processes of change in different contexts (organizations, communities, society, or political arena);
- Examine the skills and abilities involved in leading change in different contexts and
- Attempt to make a difference 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.

Course Materials and Resources



Exploring Leadership

ISBN: 9781118417485

Authors: Susan R. Komives, Nance Lucas, Timothy R. McMahon

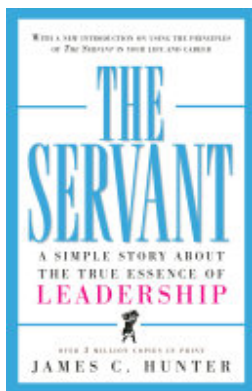
Publisher: John Wiley & Sons

Publication Date: 2013-05-17

Online Access:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=1192821>

Notes: This book is available through online access. Limited copies available from the Lead Scholars Academy



The Servant

ISBN: 9780307453563

Authors: James C. Hunter

Publisher: Crown Currency

Publication Date: 2008-06-10

Notes: This book can be checked out from LEAD Scholars.

Course Assessment and Grading Procedure

Graded Assignment	Point Value
Paper: Spiritual Autobiography	100 points
Final Exam/Service Reflection	100 points
Other Assignments: Reading Quizzes (each day a chapter's reading is due. No make-ups. Drop the lowest.)	180 points
Leadership Assignments and Reflection Papers	200 points
Project: Service Learning Showcase Poster Project (200 points total, 3 webcourse assignments)	200 points
Service Hour Verification: 25 hours minimum	100 points
Other: Attendance and Participation (see policy)	110 points
First week Financial Aid Assignment	10 points
Total Points	1000 points

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, 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.

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.

Grading Scale

Letter Grade	Percentage
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Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

Policies for Course Grade

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.

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 ONE excused absence (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. **You cannot make an A if you miss**

more than one class. Any 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)

Class Schedule

Schedule (subject to revision)

Week and Date	Content	READINGS DUE (Other Assignments on Webcourses)
8/20	Introduction to course/service projects, Review Social Change Model, Spiritual Leadership Issues	
8/27	The Servant Leadership Journey; Power and Authority: Who has it, who doesn't	
9/3	Leading by Following: The Essence of Spiritual Leadership	DUE: The Servant, Intro/Chapter 1
9/10	Service Learning Showcase Orientation	
9/17	Do Something Now: The Power of Vision	DUE: The Servant, chapter 2
9/24	Service Learning Showcase Prep	
10/1	First Job of a Leader. The Reality of Roles.	DUE: The Servant, chapter 3
10/8	Service Learning Showcase Updates Urgent/Important: A Leader's Priorities, Daily Discipline	DUE: The Servant, chapter 4
10/15	Service Learning Showcase Updates	
10/22	Dealing with Discouragement. Getting Things Done: Procrastination and The Art of Stress-	DUE: The Servant, chapter 5

	Free Productivity	
10/29	Primary Colors: The Leader's Palette Group Time: Project Posters	DUE: The Servant, chapter 6
11/5	10 Things to Remember about People Dealing with Discouragement and Opposition	DUE: The Servant, chapter 7/Epilogue
11/12	Service Learning Showcase Prep	
11/19	Principles in Pictures: Images of Leadership.	
11/26	Class Review and Debrief	
12/3	Final exam: tba/online	

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.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services \(SAS\)](#) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at [Student Conduct and Integrity Office](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
- b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
- c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
- d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

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 [Let's Be Clear](#) and [UCF Cares](#).

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

- Title IX – OIE – [Office of Institutional Equity](#) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & sas@ucf.edu
- [Access and Community Engagement](#) (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI)

Initiatives)

- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & complianceandethics@ucf.edu
- The [Ombuds Office](#) is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity [online](#) or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the [online form](#). UCF cares about you and takes every report seriously. For more information see the [Reporting an Incident or Issue Webpage](#).

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online [here](#).
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video [here](#) to learn more.
 - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
 - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.

- **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the [UCF Alert](#) system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your [contact information is up to date](#).

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.