A. Course Prefix, Number, Title and Credits

LDR 3263: Leadership Experience (3 credits)

B. Prerequisites
LDR 2101: Leadership Theory and Practice AND
LDR 2162: Leadership in Groups and Communities AND
LDR 3215: Leadership and Change OR
Permission of the Instructor

C. Objectives/Description
This experiential-based course offers participants an opportunity to put into practice the knowledge, theory, and skills they have learned in previous courses in the Certification program. Students select and create an experience, complete an experiential learning contract for the course, and do extensive reflection on their experience throughout the course.

At the end of this course, students will:
- Increase their knowledge of leadership theory by observing and experiencing theory first hand.
- Critically analyze their past and current leadership learning experiences, and examine the motivation and purposes that drive their involvement in the leadership process.
- Explore questions such as: how do you learn, what can you learn from others that will assist you in your personal leadership journey, how are leadership theories seen in action.
- Develop skills necessary to be effective in the leadership contexts of individuals and communities: discipline knowledge, systems thinking and generative leadership.
- Directly apply leadership theory to practice and enhance their leadership skills, experience and knowledge.
- Conceptually be able to discuss traditional and emerging leadership theories such as: Situational Theory, Transactional Leadership, Transformational Leadership, and Relational Leadership.
- Critically analyze their past and current leadership learning experiences, and examine the motivation and purposes that drive their involvement in the leadership process.
• Explore questions such as: who are you as a leader, what do you want to accomplish, what issues are you passionate about, and what is your personal leadership definition and paradigm.

• Develop skills necessary to be effective in the leadership contexts of individual and in partnerships including: self-awareness, critical thinking, communication, visioning/goal setting, relationship building, and ethics.

• Apply leadership theory to practice and enhance their leadership skills, experience and knowledge.

• Apply relevant areas of scholarship to produce an original project.

This course has been approved to meet FSU’s Liberal Studies Formative Experience requirement and is designed to help the student use and develop knowledge by engaging in a hands-on experience outside of the classroom.

One of the two required Scholarship in Practice courses may be fulfilled with a Formative Experience. In order to fulfill this requirement, the student must earn a “C-” or higher or an “S” in the course if taken on an “S/U” basis.

D. Required Texts, Readings, and/or other Resources
There are no required texts for this course. However, articles and other supplemental material will be provided on Canvas.

E. Topical Course Outline
This course does not meet regularly in a classroom setting. Since each student will have a unique experience, one-on-one meetings with certificate faculty several times throughout the semester will be the best way to support on this experiential journey. These one-on-one meetings can occur on Skype or phone call if face-to-face is not possible. Students will be responsible for setting up specific meeting times with their certificate faculty within the time frames listed below. If students miss meetings or deadlines, it will result in a deduction of 2% each day it is late (meetings will result in deduction from project work and assignments will result in deduction from assignment grade).

Topic 1 Course Overview and Introduction

Topic 2 Reflection: What it is, why it is important, and how to do it

Topic 3 Systems Thinking

Topic 4 Experiential Learning

Topic 5 Synthesizing Experience
F. Teaching Strategies
In effort to provide ample opportunity for various types of learning styles, various teaching strategies will be used for this online course. Methods of instruction include: Instructor Lecture through narrated PowerPoint, viewing of videos, audio lectures, Concept, Process and Issue Discussions, and a Take-Home Final Examination.

G. Field/Clinical Activities
This experiential based course will use the following methods of instruction: Instructor Lecture, Guest presentation, Experiential Learning Opportunities, Case Studies, Outside Readings, Concept, Process and Issue Discussions one-on-one with instructor, Videos and other media materials and a Final project.

H. Expectations/Attendance

University Attendance Policy
Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Netiquette Statement
Considering online classes will take place in a variety of settings, it is important to have a reference point for successful participation in this online environment.

Be mindful of the Core Rules of Netiquette taken from Virginia Shea’s Book and Website - http://www.albion.com/netiquette/corerules.html

Rule 1: Remember the Human.
Rule 2: Adhere to the same standards of behavior online that you follow in real life.
Rule 3: Know where you are in cyberspace.
Rule 4: Respect other people’s time and bandwidth.
Rule 5: Make yourself look good online.
Rule 6: Share expert knowledge.
Rule 7: Help keep flame wars under control.
Rule 8: Respect other people’s privacy.
Rule 9: Don’t abuse your power.
Rule 10: Be forgiving of other people’s mistakes.
Sexual Harassment Policy
Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.

Course Expectations

I. Grading/Evaluation

Learning Contract
10 points
The learning contract is due prior to the start of the project work. Each student is responsible for creating the contract, having it signed by all three parties (host site contact, student and instructor) and submitting it to instructor by the start of the semester in which they are enrolled. Failure to turn in signed learning contract by the end of the first week of classes will result in being dropped from the course. This assignment will be evaluated on ability to effectively communicate the project and learning objectives the student wishes to achieve, as well as the quality of writing in answering the questions.

The learning contract does not need to be in a traditional essay format, but rather in a Question and Answer format. The questions are provided below. Students should provide their own signature and that of the site contact at the end of the document. This will need to be scanned and uploaded under the assignments tab.

- General Information
  1. What are the start and end dates for your experience?
  2. Where will you physically be located to complete your hours?
  3. Who will supervise you and your work (please provide name, title, organization, phone number and e-mail address)?
  4. What is your plan to stay connected with this person; specifically when will you meet on a regular basis?
  5. Provide a brief position description for your experience.

- Learning Outcomes
  1. What are your learning outcomes for this experience? Please provide 3 learning outcomes that explain what you want to learn.
2. For EACH of the three outcomes please provide what activities you will do to support that learning and what resources you will use to support that learning (people, training manuals, etc.) for each learning outcome.

- **Assessment**
  1. How will you assess the learning outlined in your learning outcomes? Discuss how you will evaluate your learning and report that information to your supervisor.
  2. Thinking forward to your final. How will you demonstrate your overall learning in this project? What form will this take? Options include a 6-7 page paper, a website, video or any other way you feel you could demonstrate your learning from this experience. I recognize learning takes various forms for different people, so creativity is an option. However, you will need to discuss your plans here and get it pre-approved.

**Project Work- Tracking Sheets due at midterm and finals time**

30 points
A total of 120 hours are required of project work throughout the semester. Students will need to keep track of their own hours using the template provided on Canvas. At midterm time, the tracking sheet will need to be turned in. The final tracking sheet is due at end of semester. *The instructor will work with the student and site coordinator to assign the grade. This grade will be determined on the total number of hours served and interaction with site contact and staff.*

Students have three main options for project work. These include:

1. **Service-Learning Project** - Service-Learning projects equally benefit the provider and the recipient of the service, as well as ensure equal focus on both the service being provided and the learning that is occurring.
2. **Internship** - Internships are designed to help students understand and apply their leadership studies to the academic discipline/career field.
3. **Research Project** - Students will undertake independent, original research as a part of the undergraduate experience working with a faculty member.

**Learning Style Reflection Paper**

10 points
A successful leader strives to learn from each and every experience. David Kolb (1984) emphasized the central role the experience plays in the learning process. Reflecting on how one learns provides insight into how to maximize opportunities. This paper will be focused on the student’s current learning style. David Kolb’s experience learning cycle will provide the theoretical framework for this 3-4 page paper. Guiding questions for this paper is 1) What area of Kolb’s learning cycle do you feel you are most aligned with in your learning style? 2) Provide a specific example from your experience this semester that demonstrates this type of learning. Finally, 3) How does this understanding of your learning style expand or confuse your knowledge of your personal leadership journey?
This assignment will be evaluated on the ability to critically reflect and analyze Kolb’s experiential learning cycle and experiences and communicate these thoughts through the paper.

Reflection Journal Entries- 1st 15 entries due at midterm and finals time
30 points
The reflection journal assignment aims at exploring the leadership implications of the student’s personal experience. Student experiences should contain “fact” and student’s own review and critique of performance. A minimum of 30 entries are needed for this reflection journal that is equivalent to one entry for every 4 hours of work. Length of each entry should be approximately 1 page double space typewritten. Journal entries should outline what happened in 2-3 sentences and then focus on what the student learned through the experience. Entries can focus on specific situations, observations, course reading or application of previously learned theory to the student’s personal experience. Journals in the form of blogging will be accepted, just make sure the instructor is aware of this. This assignment will be evaluated on fulfilling the number and length of entries required, as well as the ability to incorporate weekly readings with service experiences. For example, if only 90% of the 30 required entries (which is 27 entries) are completed as outlined (1 page in length, discusses situations and thoughts, etc), a grade of A- would be assigned for this portion of the course grade.

Final Reflection Project
20 points
The final reflection project may take the form of a 6-7 page reflection paper, a website, video or a project of the student’s own creation. While the reflection paper is the most typical format students choose to fulfill this requirement, if students would like to create a website, video, or something else, they should talk with the instructor. A website, video or anything else will not be accepted unless pre-approved by instructor. This final project will be a reflection of the student’s experiences for the entire semester. In the final project, students are responsible for answering:
1. Provide a brief overview of the project worked on this semester and the site you worked at.
2. How do your experiences this semester connect with lessons learned in prior certificate courses?
3. What were your 3 personal learning objectives outlined in the learning contract?
4. How were your personal learning objectives accomplished?
This assignment will be evaluated on the ability to critically reflect and analyze the coursework and semester experiences and communicate these thoughts through the final paper.

GRADE SCALE FORMAT
(Total of 100 points will be given)

A   = 93-100
A-  = 90-92
B+  = 87-89
Free Tutoring from FSU On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

J. Academic Honor Policy
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.

Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy.

K. Americans with Disabilities Act
Americans With Disabilities Act:
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Student Disability Resource Center has been provided.
This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

L. Syllabus Change Policy
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.