Instructor Name:	*Shelia Lumar, Ph.D., LPC-s, LCDC, NCC, MAC, CPM*
Office Location:	*DAL, Office: 105G*
Office Phone:	*972-338-1377*
Email Address:	*Shelia.Lumar@untdallas.edu*
Office & Virtual Hours:	Thurs. 2:00p—5:00p
Virtual Office Hours:	*N/A*
Classroom Location:	**Canvas**
No Specific Meeting Days & Times:	**Online Class Meeting Wednesday, Mar. 20th 6:30p**
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 the professional development of staff. This is a 100 % online course.
Prerequisites:	HSML Majors must complete HSML 3000 before taking this class.
Required Text:	- Kouzes, James M. and Barry Z .Posner. (2023). *The Leadership Challenge: How To Make Extraordinary Things Happen In Organizations 7th edition.* John Wiley and Sons. ISBN 13: 978-1119736127 - Northhouse, P.G. (2020). *Introduction to Leadership: Concepts and Practice. 6th ed.* Sage Publications, Inc. ISBN: 978-154435151999
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:	

	The goal of this course is to help you gain conceptual mastery of the philosophical and theoretical underpinnings of leadership in the nonprofit sector. By the end of this course, you will be able to: • Analyze leadership theories and approaches in a given scenario • Apply leadership principles and strategic planning to improve the 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 to remain in sync with the work you are required to complete for this course.**

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 complete all of the following assignments described below successfully. There are six distinct types of assignments for undergraduates in this course.

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 the ability to apply presented course material.*
- **Canvas (Class) Participation** –*participation in online class discussions.*

Grading Matrix:

Instrument	Lesson Approaches	Total Points
Self-Introduction	**Application**	30
Discussion Board (**4** @ 20pts)	**Application**	80
Strategic Planning Project	**Skill Development**	100
Final Exam		50
Case Studies 2 @ 25pts	**Theory/Concepts**	50
Reflection Papers 3 @ 10	**Reflection**	30
Questionnaires 4@ 20pts	Skill Development	80
Total:		**420**

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

378—420=A

336—377=B

294—335=C

252—293=D

0-------351= F

Instructor Expectations and Classroom Guidelines

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

All posted assignments must be double-spaced, with 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, and

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 Microsoft Word (.doc), Assignment Rich Text Format (.rtf), or PowerPoint. No assignment should be submitted as a pdf file, Microsoft Works, Publisher, WordPerfect, etc. File attachments (assignments submitted). Assignments are due at different dates throughout the semester. I recommend you download the course syllabus, and pay attention to assignment instructions and due dates. **All assignments scheduled for this course are due on Sundays by 11:59 pm. Once the assignment is closed, then you must follow late assignment submission guidelines as stated below.**

Use of Canvas Learn/Canvas: 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) times per week, if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smartphones and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Canvas 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.

Late Assignment Submission Guidelines: Late assignments are not accepted. However, medical, or related family emergencies or university university-sponsored events, are considered excuses for absences. Students must submit supporting documentation from a medical provider of university-related faculty staff, etc supporting the absence. Students are required to inform the professor in advance of the late assignment submission. If permission is granted to submit an assignment past the due date, the late assignment must be submitted up to 3 business days after the original assignment deadline expired. Assignments submitted after the 3-day limit will not be accepted and zero will be recorded as the assignment score. Be sure to send late assignments directly to the professor's email through Canvas.

Turnitin: Turnitin software will be used to ensure the 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 sparklingly. Your work should reflect a scholarly dance between your voice and the voice of other authors which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA manual that clearly defines 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 Canvas 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 required 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-point deduction from the total points earned. No assignments will be accepted via email. On occasion, Canvas 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.

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

PC: Windows 98 (2nd Edition), 2000, XP, Vista, Windows 7
Mac: OS 9, OSX
Internet Access with a 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://ecampussupport.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://ecampussupport.unt.edu/plugin

Occasionally, you may need to use a scanner to submit documents. These may be available in UNT Dallas 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

Online Communication Etiquette Instructions:

All students pay tuition and deserve a positive and courteous learning environment. You should be aware that your behavior impacts other people, even online. My goal is for this course to be a positive & supportive environment where courtesy is extended among fellow students (and your instructor). Due to the nature of the online environment, there are some things to remember:

- **Always think before you write.** In other words, without the use of nonverbals (winking, smiling, etc) with your message, your message can be misinterpreted. So please think twice before you hit submit.
- **Keep it relevant**. The *Open Forum Discussion* and *Who's Online* features are available to the entire class. These are places where you can interact with one another

for fun everyday stuff and/or seek information from others. Collaboration is a necessity in the professional world - use the 50-something other students in the class to get the fastest answer to your questions. Be sure to stay on topic in all assigned discussion areas.

- **Never use all caps.** This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
- **Make sure that you are using grammar and language structure appropriate to the professional setting.** In other words, avoid using "R U" instead of "Are you". There are people in the class who may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile ☺ is welcome, anything offensive is not.
- **Treat people the same as (or better than) you would face-to-face.** In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
- **Respect the time of others.** You will be required to engage with your peers throughout the semester. Always remember that you are not the only person with a busy schedule, so be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse.

Based on the work of Melissa Landin, Instructor, Dept. of Communication, Inver Hills Community College

Communications with the Professor

When communicating with the professor using email, please send emails through the Canvas 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 hours (M-F) after receipt of your email. Emails sent after noon on Fridays will not receive a response until the following Monday. If the following Monday is a holiday, then your email receives a response on the following Tuesday, or thereafter**.** Please note that emails will NOT be responded to on the weekends or holidays. Students will use Canvas 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 for and the purpose of the email. (Example: HSML 4400 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 Canvas Learn Announcements. 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 Canvas Learn course by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: I will do my best to have your assignments graded promptly, 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 Canvas Learn and the materials in this course to be successful. Read the Learning Modules and assigned readings to contribute 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 at 11;59 pm **except the final week's assignments, which are due by Friday at 11:59 pm. Your assignments** must be submitted on time. You must also keep track of other major projects or assignments as specified in this syllabus.

Overall Course Participation
Students will often be required to communicate regarding course concepts through discussion boards, 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 online 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 Canvas and the materials in this course to be successful. Read the Learning Modules and assigned readings to contribute to weekly course activities such as discussions, exercises, activities, and/or tests. **Carefully review the 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. See the course timeline for assignment due dates

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

Skill Development Activity #2.1: Choose a Social Problem (25pts)
The first step is selecting a **social problem** that is relevant and resonates with you. You will focus on how this problem impacts individuals, families, or entire communities. Consider:

- **What social problem** do you feel most passionate about?
- **Why is this issue important to you?**
- **How does this issue affect the community?**

Some examples to explore include:

- **Foster youth aging out of the system**: These youth often lack the resources, support systems, and skills needed to thrive as independent adults. They are at risk of homelessness, unemployment, or involvement with the criminal justice system.
- **Mental health issues among adolescents**: Particularly in underserved communities, where access to resources for counseling, therapy, or prevention programs is limited.
- **Food insecurity**: In urban or rural areas where access to nutritious food is limited, impacting both physical and mental health.
- **Domestic violence survivors**: Survivors need housing, legal support, job training, and mental health resources to escape abuse and rebuild their lives.

Example: Let's say you choose **foster youth aging out of the system** as your social problem. You'd explain:

- **Why it's an issue**: Many youth in foster care lack the basic life skills needed to live independently when they turn 18. They may struggle to find stable housing, employment, or education opportunities. Be sure to use reference sources to support your position as to why the social problem is an issue for the identified population.

Skill Development Activity #2: Identifying or Creating a Human Service Program (25pts)
Now that you've chosen a social problem, you need to identify a program or create a new Human Service program to address this issue.
Program Design:

- **Name of Program**: Choose a meaningful and clear name. For example, **"Pathways to Independence"** for a program designed to help foster youth.

- **Mission & Vision Statement**: State the purpose of your program. For example: *"Pathways to Independence provides life skills training, mentorship, and career development opportunities to foster youth transitioning out of the system to ensure successful, independent futures."*
- **Target Population**: Identify who your program serves. For instance, your program might target youth aging out of the foster care system between the ages of 18-25.

Service Delivery: What type of services will be offered an how will the program deliver its services?
Examples

- o Life skills workshops (budgeting, cooking, self-care, etc.)
- o One-on-one mentorship to help with personal development and career planning
- o Job training and placement assistance
- o College application assistance or vocational training support
- o Emotional support through therapy and counseling
- **Program Goals**: describe specific, measurable outcomes you want to achieve to determine if the program is effective. For instance:
  - o **Goal 1**: 90% of participants will complete life skills workshops.
  - o **Goal 2**: 75% of participants will secure stable employment or enroll in education programs within six months of program completion.

Skill Development Activity #3: Identifying Specific Objectives and Activities (25pts)
For each of your program goals, identify specific **objectives** and **activities** that will help achieve them. Here's how you can do that:
Examples:
Program Goal 1: Life Skills Workshops

- **Objective 1**: Provide life skills workshops on topics such as budgeting, cooking, and personal care to at least 90% of participants.
  - o **Activities**:
    - ▪ Schedule monthly workshops.
    - ▪ Hire qualified trainers or educators in life skills.
    - ▪ Partner with local experts or community organizations to offer workshops at no cost.

Program Goal 2: Employment or Education Placement

- **Objective 2**: Help 75% of participants secure employment or enroll in a post-secondary education program within six months of program completion.
  - o **Activities**:
    - ▪ Offer resume-building and interview skills workshops.
    - ▪ Provide job fairs or career exploration events.
    - ▪ Partner with local businesses for job shadowing or internship opportunities.
    - ▪ Offer scholarships or tutoring support for college-bound participants.

Skill Development Activity #4: Identifying Internal and External Stakeholders (25pts)
Stakeholders are individuals or groups who have a vested interest in your program. These stakeholders influence or are impacted by the program's success.
Internal Stakeholders:

- **Staff**: Program coordinators, life skills instructors, mentors, counselors.
- **Volunteers**: Individuals who assist with workshops, provide mentorship, or offer career guidance.
- **Board Members**: Those responsible for overseeing the nonprofit's mission, fundraising, and governance.

External Stakeholders:

- **Community Organizations**: Local nonprofits or churches that could partner to provide resources or volunteers.
- **Government Agencies**: Local child welfare agencies or educational institutions that may support foster youth.
- **Donors**: Individuals, corporations, or foundations that might fund the program.
- **Beneficiaries**: The foster youth who will receive the program's services.

Influences:

- Internal stakeholders can shape the program's success through the quality of service delivery and ensuring alignment with the program's mission.
- External stakeholders may provide funding, community connections, or resources to expand or improve the program.

Skill Development Activity #5: Leadership Principles, Program Organizational Chart, Implementation Plan: **Leadership Type**: Discuss your leadership style based on the course textbook. **(25pts)**

- o **Employment Positions**: What type of employment/volunteer positions are needed for the organization. Provide a brief overview of the each position the type(s) of duties assigned and employment qualification.
  - o **Organization Chart:** create a detailed organization chart demonstrating the roles/titles of the employees/volunteer with the organization:
- **Implementation Strategies**:
  - o Develop a detailed timeline of activities (workshops, mentorship programs, job fairs).
  - o Create a marketing plan to recruit participants and volunteers.
  - o Identify and pursue funding sources (grants, individual donors, corporate sponsorships).

Budget: provide a detailed budget highlighting the expenses and cost for operating your organization. The operating budget should include the following

- Provide an operating budget highlighting the costs associated with building rental, utilities, liability insurance, employment salaries, materials, supplies, food, etc.
- Develop two fundraising opportunities
- Any other operational expenses needed

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 for a completed strategic plan.*

3). Questionnaires (4 @ 25 pts each, SLO measured: 1, 2 4 & 6): complete six (6) questionnaires related to course content. Review the course syllabus for due dates.

4) Reflection Papers 4 @ 20 pts each, SLO 1, 2, 5, & 6) Reflection papers provide students an opportunity to reflect on personal experiences and apply these experiences to the content for the class.

5). Discussion Board (6 @ 20 pts each, SLO measured: 1, 2, 5 & 6): Students are required to complete four (4) Discussion boards throughout the course. Each discussion board relates to weekly readings and lectures about chemical and behavioral addictions. Respond to each of the DB issues/question(s) with no less than 300 words. In your response(s) to the *discussion question(s)*, include at least one APA formatted reference source to support your information. **If you use the course textbook as a reference citation/source to support your information, include an additional reference citation/source.**

Respond to two (2) classmates' original posts with at least 100 words. You are not required to include an APA reference source when responding to classmates. **Responses to discussion board questions are due on Fridays by 11:59 pm, while responses to classmates' posts are due on Sundays by 11:59 pm. Do not post attachments to the discussion boards. Use reference sources published within the last 5 years.** Relevant APA standards apply. DB's are worth 25 points.

Discussion Boards will be graded using the following rubric:
15 points = Original post (Must be at least 300 words, using critical thinking skills and a correct format reference according to APA guidelines. Posts that include incorrectly formatted APA reference sources will have points deducted.
5 points = Responses to two classmates. (Each response to a classmate must be at least 100 words, using critical thinking skills).
5 points=original post contains an APA correctly formatted reference source(s)

6) Case Studies (25 pts): Students will complete 4 case studies worth 25 points each. Read each case study in detail. Complete the questions at the end of the case study. Be sure to follow the directions as stated.

7). Final Exam (ONLINE) (100pts LO 3, 5 & 6) This will be a 2–3-page essay exam. The questions will be comprehensive, 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.

Week	Course Activities & Assignment	Assignments	Due Date

Week #1 Mar. 17th –23rd **Zoom Meeting: Wed. Mar. 19th @6:30p**	Read Course Syllabus Read Chapters 1 & 2 of the North House and Kouzes & Posner Texts Read all supplemental readings for Module #1	Module #1 Assignments: Video Self-Introduction Reflection #1: My Leadership Experiences NorthHouse: 1.3 Conceptualizing Leadership Questionnaire	Assignments for Week #1 due on Sun. Mar. 23rd by 11:59pm
Week #2 Mar. 24th –30th	Read Chapters 3 & 4-Northhouse and 3 & 4-Kouzes & Posner	Leadership Traits Questionnaire Db #1 Responses to Db questions due Mar. 28th Responses to classmates due Mar. 30th 2.1 Skills Development Activity	Assignments for Module #2 Activities due. Mar. 30th by 11:59pm (Except for responses to discussion board questions which are due on Friday.)
Week #3 Mar. 31st-- Apr.6th	Read Chapters 5 & 6-Northhouse and 5 & 6-Kouzes & Posner	2.2 Skills Development Db #2 Coach Carter Responses to Db questions due Apr 4th Responses to classmates due Apr. 6th by 11:59pm. Case Study #1	Assignments for Module #3 Activities due April 6th by 11:59pm (Except for responses to discussion board questions which are due on Friday.)
Week #4 Apr. 7th –13th	Read Chapters 7 & 8-Northhouse and 7 & 8-Kouzes & Posner	2.3 Skills Development Activity Reflection Paper #2	Assignments for Module #4 Activities due April 13th by 11:59pm

		Group Leadership Questionnaire	
Week #5 Apr. 14th—20th	Read Chapters 9 & 10 - Northhouse and 9 & 10-Kouzes & Posner	Db #3 Responses to Db questions due Apr 18th th Responses to classmates due Apr. 20th by 11:59pm. Case Study#2 Cultural Awareness Questionnaire	Assignments for Module #5 Activities due April 20th by 11:59pm (Except for responses to discussion board questions which are due on Friday.)
Week #6 Apr. 21st —27th	Read Chapters 11 & 12- Northhouse and 11 & 12-Kouzes & Posner	Reflection Paper #3 2.4 Skills Development	Assignments for Module #6 Activities due April 27th by 11:59pm
Week #7 Apr. 28th –May 4th		Skills Development #5 Questionnaire Db #4 Responses to Db questions due Friday May 2nd by 11:59pm: responses to classmates posted due Sun. May 4th by 11:59pm	Assignments for Module #7 Activities due May 4th by 11:59pm(Except for responses to discussion board questions which are due on Friday.)
Week #8 May 5th—9th	Final Exam		May 6th due by 11:59pm.

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 with 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 various instruments to determine student grades and proficiency in the learning outcomes for the course. Multi-methods may be used including lectures, 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, received, or 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.