



**Oregon State
University**

Leadership Experience Non-Credit Course Guidelines and Template Syllabus

*****UNIT TO MODIFY AS NEEDED TO FIT PROGRAM*****

Experience Name:

Coordinating College, Department, Unit:

Time Commitment:

Instructor/advisor/mentor name:

Instructor/advisor/mentor email: Please provide a valid OSU email account.

Instructor/advisor/mentor phone:

Link to Instructor/advisor/mentor bio or website:

Teaching Assistant name and contact info:

Course Description

This leadership experience provides students with basic personal and interpersonal leadership skills that can be used within and outside of a work setting. Through practice, the leadership experience help students explore motivation, decision-making, time management, power, team building, conflict, ethics, dealing with change, communication skills, and diversity issues.

Student Learning Outcomes

Students will be able to:

- Confront current beliefs about leadership in order to be open to new growth
- Identify personal strengths, vulnerabilities, dispositions, values, beliefs, and biases as a leader
- Compare multiple theoretical, biographical, and personal perspectives about leadership
- Develop a personal meaning of leadership and leadership identity (includes guiding values)
- Espouse humility and ethical practices with a commitment to civic engagement
- Understand the benefits of different personality types and learning styles
- Gain exposure to group dynamics and the implications thereof for leaders and leadership
- Enhance interpersonal skills and the ability to build strong relationships with others including professional network: peers, industry/academic mentors, potential future employers
- Write professionally (emails, reports, resumes, and so on...)
- Speak persuasively across situations/audiences; Articulate clear and inspiring vision/mission
- Develop conflict resolution and negotiation skills; Execute crucial conversations effectively
- Understand and appreciate cultural differences; Ensure communication (written, oral, non-verbal) and environments are inclusive of all

- Gain awareness of privilege, oppression, and systems of inequality; engage in mindful processing of the implications thereof and champion social justice
- Empower others as leaders by facilitating learning opportunities, coaching/mentoring, and purposefully delegating appropriate challenges
- Process learning opportunities to examine implications for leadership and connect lessons to personal development as a leader and a professional
- Demonstrate awareness and enhanced ability with emotional and social intelligence
- Seek innovative solutions focusing on the best ideas (not just one's own)
- Gain exposure to innovation/entrepreneurship; business principles and practices

Alternate model could be a graduated outcomes approach:

- (first year) develop a sense of belonging and contribute to a diverse community.
- (second year) Identify and discuss opportunities for leadership development.
- (third year; team leadership) discuss how diverse groups of individuals can be turned into collaborative teams achieving performance through shared missions and collective responsibilities and management of challenges associated with teamwork including resistance to working on teams.
- (fourth year; self-leadership) discuss and apply self-leadership practices to their personal and professional lives after graduation such as emotional self-control, trustworthiness, conscientiousness, adaptability, optimism, achievement orientation, initiative and cultural competence.

Assessment of Student Learning

We see the value of assessment for a course like this but feel that it is best left to the supervisor most familiar with the leadership course to decide whether the student deserves notation. That said, below are suggestions:

- Creation of a culminating project appropriate to the discipline that challenges students to achieve beyond their current ability levels by integrating and applying knowledge and skills from across the program of study. Possible projects for the leadership experience include portfolios, projects in the community, or presentations.
- Three periodic and structured opportunities to reflect and self-assess that detail what students have learned at different stages through the process of completing their culminating project. Possible reflection formats include electronic journal, discussion boards, videos, or oral formats.
- A public demonstration of competence in sharing the culminating project to an audience. Thirty hours of student engagement that optimally represents an investment of time and effort over an extended period.
- Achieve a benchmark value of at least 1 in all five performance categories (connection to experience, connection to discipline, transfer, integrated communication, reflection and self-assessment) of the Integrative Learning VALUE rubric at <https://www.aacu.org/value-rubrics>.

Course Content

Week	Topic	Learning Activities	Assessment Due
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Finals			

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility

If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.