Syllabus Template for LEAD Transition Courses  
Fall 2011

Instructor: (name, office, phone, email, office hours, etc.)

Course Prefix & Title (LEAD 150-158): Band of Brothers, Secrets of Powerful Women, Going Green, A Healthier U, Global Awareness and Citizenship, Project Care, Cultural Competency and Social Action, Digital Culture, The Creative Life) (2 credit hours)

Catalog Course Description: Introduction and transition to university life and resources (academic, co-curricular, community); and the principles of leadership with a focus on concepts of gender and leadership

Expanded Course Description: This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens. This subject of this course is you. It is intentionally designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills).

PLUS: Additional thematic focus description: (Describe what makes the theme unique and what students can expect to learn and experience as they explore transitional and leadership principles through this lens.)

Textbooks:
- The Transition to College Writing by Keith Hjortshoj. (Supplemental used by some instructors)
- Optional supplemental texts/readings assigned by instructors to compliment thematic focus.

Purpose and Objectives:

The Purpose of this course is to:
(1) connect you with other students—i.e., to help you form peer-support networks and peer-learning communities;
(2) connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college curriculum (liberal arts & sciences), (b) your involvement in the co-curriculum (out-of-class experiential learning), and (c) your use of campus support services (academic-support and student-development services);
(3) connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college major, your future career path, and your life beyond college.
(4) connect you with the principles of leadership - i.e., to help you understand the importance of leadership to your college experience and your life.
Transition Objectives for the course include the following

- To help you orient yourself at WCU by making you familiar with academic policies, programs and support resources;
- To help you cope successfully with the stresses that often accompany major life transitions, such as coming to college;
- To create a context in which you can clarify values and continue to develop a sense of responsibility for your academic, personal, and career development;
- To guide you to develop empathy, respect, and appreciation for others who are different from you in terms of the ways our society defines human and group differences, including race, ethnicity, religious backgrounds, linguistic differences, socioeconomic levels, age, geography, sexual orientation, and national origins.
- This Course is meant to get you off to a good start in college, and to motivate you to successfully complete your college education. It is the place to get your questions answered, explore and establish your goals, develop connections to the campus community, and discover resources that will help you be successful. Your instructor is also a mentor, a “go-to” person, when you have questions, insecurities, indecisions, or other difficulties—please take advantage of this both in class and individually!

Leadership Objectives aim to introduce students to the following principles:

- Leadership as a relationship process; something beyond a title;
- EI (emotional intelligence)—a great skill for transitioning to college life—but also for leadership;
- Leadership traits (with emphasis on ethics, integrity, communication skills, and perseverance, since these are also essential in transitioning well to college life).

Thematic Objectives:

- Each instructor will include 3-5 objectives as appropriate to the thematic focus.

University Objectives: Instructors will make students aware of and incorporate the Learning Outcomes of the University Quality Enhancement Plan throughout the course. Students should

- Identify their aptitudes, abilities, and interests and articulate their future goals and aspirations;
- Modify their behaviors and values in response to knowledge and skills gained from their academic and co-curricular experiences; and
- Recognize the synthesis of their university experiences relative to their future education and career plans.

To achieve the expected learning goals, WCU had identified a set of core skills and behaviors (outcomes) that are central to a student’s development as an integrated, intentional learner. These core expectations include the ability to:

- Integrate information from a variety of contexts;
- Solve complex problems;
- Communicate effectively and responsibly
- Practice civic engagement; and
- Clarify and act on purpose and values

Attendance:

Much of a person’s learning and thinking originates in, and is supported by, interactions with other people. What happens inside the classroom is important for your success with the course. Therefore, your performance on in-class activities and contributions to class discussion are important to you and to your fellow students, and will be the basis for your course grade.

The University’s Undergraduate Catalog, The Record, states the following regarding class attendance: “Western Carolina University expects students to recognize the positive effect on academic success of class attendance and participation. All undergraduates are expected to attend all meetings of the courses in which they are enrolled: any absence is incurred at the student’s own risk… A student with more
unexcused absences in a 100-(freshman) or 200-(sophomore) level course than the semester hours given for the course can expect the instructor to lower the course grade.” You are encouraged to consult the complete statement of this policy in the Undergraduate Catalog.

You are allowed up to two absences provided that your instructor excuses the absence. Acceptable excuses include the following:

- Clear evidence that you are too ill or otherwise indisposed to benefit from being in class and will be a risk or distraction to others in the class;
- Documented evidence of your required presence in a court of law;
- Documented evidence of a personal or family emergency requiring your presence away from campus;
- Documented evidence of your participation in an approved university activity (field trip, athletic event, etc.; documentation will be provided by the university official in charge of the activity, and must be presented before the time of the absence);
- Other circumstances approved by your instructor, preferably prior to the absence.

You must request IN WRITING that each absence be excused before the next regular class period. Your written excuse must be presented to your instructor as soon as possible after the absence occurs. If you miss class for what you believe is a good reason, you still must ask, in writing, that the absence be excused—we want to see that you are acting responsibly about class attendance. Even if you miss class unexpectedly or accidentally, don’t compound the error by failing to turn in a request for an excuse; if you act responsibly, you might be granted an excuse even with a poor reason. It is up to your instructor to grant excuses, so don’t ever assume your absence won’t be excused until you have communicated with your instructor. (individual instructors should specify if they will accept emailed excuse explanations, and specify the amount of detail they want in these excuse requests)

Attendance WILL affect your final grade per course policy set by each instructor.

Keep in mind that if you miss a class meeting, you are still responsible for the material addressed during that meeting and for submitting assignments due at the meeting.

Classes meet each week as scheduled in the course calendar; in order to accommodate special activities, individual meetings with students, or meetings with small groups from a class, some class meetings will vary in location. A final assessment activity is required of all classes, to be completed according to the final exam schedule during final exam week.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Academic Integrity: Western Carolina University’s Code of Conduct, (available via the online Student Handbook at www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf) specifically prohibits “all forms of student (and faculty) academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism. Cheating is defined by the Code as follows: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Plagiarism is defined by the Code to mean “Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.”
Basis for Student Evaluation:

<table>
<thead>
<tr>
<th>Grading Standard</th>
<th>10 point scale</th>
<th>Grade percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100 = A+</td>
<td>83-86 = B</td>
<td>97-100 = A+</td>
</tr>
<tr>
<td>93-96 = A</td>
<td>77-79 = C+</td>
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<tr>
<td>73-76 = C</td>
<td>59/below = F</td>
<td>73-76 = C</td>
</tr>
<tr>
<td>70-72 = C-</td>
<td></td>
<td>70-72 = C-</td>
</tr>
</tbody>
</table>

Grade percentage Evaluation Criteria Methods/strategies *(options as appropriate to theme)*

20 % Writing Journals; Papers – research/creative/reflective
20 % Tests Core elements; Leadership Principles; Theme
20 % Documents Portfolio; Creative; Surveys; etc.
20 % Experiential Service Learning; Interdisciplinary; Departmental
20 % Collaborative Study groups; Expressive; Events

Course Content Outline:


- Academic Components/Policies
- Academic Success Centers
- Advising
- Campus Activities
- Career Counseling
- Education Briefcase
- Engagement
- Leadership
- Liberal studies
- Registration
- Responsible Living & Wellness
- Service Learning
- Synthesis
- Status Checks
- Study Skills
- Blackboard and Catamount Email
- Celebration:
  - Diversity
  - Community Building
  - WCU
  - Region
  - World View

Leadership Content (Much of the leadership content overlays with the Core Elements)

- The Seven C’s of Leadership under the Social Change Model
  - Self
  - Group
  - Community
- Current Events
- Leadership Resources
- Engagement/Involvement
- Myers-Briggs
- Leadership Practice Inventory
- Leadership vs. Followership

Thematic Content (the Thematic content is intended to be the lens through which both the Transitional and Leadership objectives are addressed – it is not intended to be extra, but to be the methodology through which to explore learning objective holistically)
LEAD 150 – Band of Brothers

2 Credit Hours

Instructors:
Brian Boyer        Phone: (828)227-7303
Office: Scott Hall Email: bboyer@wcu.edu

Michael Corelli    Phone: (828)227-3618
Office: 325 UC     Email: corelli@wcu.edu

Course Description: This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens of masculinity. This subject of this course is you. It is intentionally designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills).

Course Objectives:

1. Identify the myths/stereotypes of manhood while coping with the evolving role of men in society.

2. Explore opportunities to express emotion in an appropriate manner and in a setting where individuals rely on one another for support towards reaching and utilizing their full potential.

3. Connect you with other students—i.e., to help you form peer-support networks and peer-learning communities;

4. Connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college curriculum (liberal arts & sciences), (b) your involvement in the co-curriculum (out-of-class experiential learning), and (c) your use of campus support services (academic-support and student-development services);

5. Connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college major, your future career path, and your life beyond college.

6. Connect you with the principles of leadership - i.e., to help you understand the importance of leadership to your college experience and your life.
LEAD 151 –
*Secrets of Powerful Women: Leading change for a new generation*

2 Credit Hours
Instructors:
Sarah Carter
Office: UC- 331
Email: sacarter@wcu.edu

**Course Description:** This class focuses on the bonds that are created between female friends. Students will gain a better understanding of what it means to be a true friend. This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens of women in leadership. This subject of this course is you. It is intentionally designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills). The class will discuss issues of importance that deal with friends and the true meaning of sisterhood. In addition to the unique concept of this class, the students will also gain a general knowledge about college life and what to expect their first year of college.

**Course Objectives:**

1. Examine the role of and issues for women in leadership within the context of the individual, group affiliations, and communities including the global community.

2. Examine how individuals and cultures measure success as it pertains to women and how an individual can define her own measures of success.

3. Examine questions surrounding what it means to be a successful woman in the new millennium: what a successful woman looks like; how she acts; and the role the media plays in these definitions.

4. Connect you with other students—i.e., to help you form peer-support networks and peer-learning communities;

5. Connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college *curriculum* (liberal arts & sciences), (b) your involvement in the *co-curriculum* (out-of-class experiential learning), and (c) your use of *campus support services* (academic-support and student-development services);

6. Connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college *major*, your future *career* path, and your life beyond college.

7. Connect you with the principles of *leadership* - i.e., to help you understand the importance of leadership to your college experience and your life.
LEAD 152 – Going Green: Leadership and environmental responsibility

2 Credit Hours
Instructors: TBA
Office: TBA
Email: TBA
Phone: TBA

Course Description: This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens of sustainability. This subject of this course is you. It is intentionally designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills).

Course Objectives:

1. Examine concepts of sustainable development and global climate change.

2. Examine the ecological and economical benefits of conserving energy; examine methods on how to reduce energy consumption; and have a positive impact on long term energy consumption habits of our university community.

3. Examine the Social Change Model of Leadership Development within the context of energy consumption and how it affects the economy, environment and our overall footprint on the Earth.

4. Connect you with other students—i.e., to help you form peer-support networks and peer-learning communities;

5. Connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college curriculum (liberal arts & sciences), (b) your involvement in the co-curriculum (out-of-class experiential learning), and (c) your use of campus support services (academic-support and student-development services);

6. Connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college major, your future career path, and your life beyond college.

7. Connect you with the principles of leadership - i.e., to help you understand the importance of leadership to your college experience and your life.
LEAD 153 –
Global Awareness & Citizenship: Leadership from a global perspective

2 Credit Hours
Instructors: TBA
Office: TBA
Email: TBA
Phone: TBA

Course Description: This course is designed to incorporate college success topics with a global perspective and multi-cultural awareness. It encourages participation in a context of cross-cultural acceptance and adaptability focused on personal growth combined with the acquisition of leadership skills and self-directed knowledge. This course will integrate an introduction to university life, leadership concepts, and introduce concepts of global literacy and awareness. Among other topics, the course will explore the concept of the Hero’s Journey to the college experience as it relates to integrating international learning into your academic and career goals. This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens of personal development and campus engagement and will focus around the concepts of leadership as it relates to a global setting. It is designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills).

Course Objectives:

1. Examine International Travel Tips & Safety.
2. Explore the Global Community within the frameworks of Engagement, Diversity, and Inter-cultural and Cross-cultural Communication.
3. Explore opportunities at WCU for Study Abroad, including: Academic focus, Internships, Service Learning & Volunteering.
4. Connect you with other students—i.e., to help you form peer-support networks and peer-learning communities.
5. Connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college curriculum (liberal arts & sciences), (b) your involvement in the co-curriculum (out-of-class experiential learning), and (c) your use of campus support services (academic-support and student-development services).
6. Connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college major, your future career path, and your life beyond college.
7. Connect you with the principles of leadership - i.e., to help you understand the importance of leadership to your college experience and your life and within the global community.
LEAD 154 – A Healthier U: Leadership and wellness

2 Credit Hours
Instructors: TBA
Phone: TBA
Office: TBA
Email: TBA

Course Description: This class will explore Western from a wellness perspective. Through self-discovery and campus exploration students will realize the internal and external tools essential for developing a lifestyle of balance, growth, and success. This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens of wellness. This subject of this course is you. It is intentionally designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills).

Course Objectives:

1. Explore the skills necessary to build a lifestyle of balance and healthy living.
2. Examine the concept of health from a holistic perspective – in other words, how do environmental and social and cultural factors impact physical well-being.
3. Consider your role among peers to advocate for healthy habits and wellness.
4. Connect you with other students—i.e., to help you form peer-support networks and peer-learning communities;
5. Connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college curriculum (liberal arts & sciences), (b) your involvement in the co-curriculum (out-of-class experiential learning), and (c) your use of campus support services (academic-support and student-development services);
6. Connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college major, your future career path, and your life beyond college.
7. Connect you with the principles of leadership - i.e., to help you understand the importance of leadership to your college experience and your life.
Syllabus - Fall 2011

LEAD 155: Project Care: African-American leadership and retention

2 Credit Hours
Instructors:
Yolany Gonell
Office: UC-332
Email: ygonell@wcu.edu
Phone: 828/227-2615

Course Description: This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens of African-American student populations. This subject of this course is you. It is intentionally designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills). We will discuss issues involved in the transition from high school to college and what it means to belong to a community.

Course Objectives:

1. Demonstrate empathy, respect, and appreciation for others who are different from you in terms of the ways our society defines human and group differences, including race, ethnicity, religious backgrounds, linguistic differences, socioeconomic levels, age, geography, sexual orientation, and national origins.

2. Examine diversity and ethical considerations within the context of your role as a student and scholar.

3. Examine how society groups and individuals measure success as it pertains to people of color and of different cultural and social origins and the role individuals play in those measures.

4. Connect you with other students—i.e., to help you form peer-support networks and peer-learning communities;

5. Connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college curriculum (liberal arts & sciences), (b) your involvement in the co-curriculum (out-of-class experiential learning), and (c) your use of campus support services (academic-support and student-development services);

6. Connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college major, your future career path, and your life beyond college.

7. Connect you with the principles of leadership - i.e., to help you understand the importance of leadership to your college experience and your life and within the global community.
LEAD 156: Cultural Competency and Social Action: Leadership in diversity and social justice

2 Credit Hours
Instructors: TBA
Office: TBA
Email: TBA
Phone: TBA

Course Description: Participants in this course will be challenged to look at the world through different eyes and think critically about differences they see. Students will delve into issues of diversity, civic engagement, globalization and personal responsibility with results that are sometimes surprising, often controversial, but never boring! This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens of cultural competency and social justice. This subject of this course is you. It is intentionally designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills).

Course Objectives:

1. Explore and celebrate the rich diversity of our culture and our world.
2. Examine how to deal with complex issues from a position of strength.
3. Find your own voice and become empowered to lead and serve.
4. Demonstrate respect and appreciation for the values others bring to the table.
5. Connect you with other students—i.e., to help you form peer-support networks and peer-learning communities.
6. Connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college curriculum (liberal arts & sciences), (b) your involvement in the co-curriculum (out-of-class experiential learning), and (c) your use of campus support services (academic-support and student-development services).
7. Connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college major, your future career path, and your life beyond college.
8. Connect you with the principles of leadership - i.e., to help you understand the importance of leadership to your college experience and your life.
9. You understand the importance of leadership to your college experience and your life.
LEAD 157: Digital Culture: Leadership and technology

2 Credit Hours
Instructors:
Chad Wilson
Office: Balsam Hall 154
Email: mcwilson@wcu.edu

Course Description: This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens of technology and social media. This subject of this course is you. It is intentionally designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills).

Course Objectives:

1. Demonstrate a proficiency in writing, reading, and interpreting various methods of electronic communication.

2. Examine the impact and use of technology within the context of learning, both in and out of the classroom and the ways in which digital technology has changed how individuals create, communicate and interact.

3. Examine responsible use of technology as it relates to academic and personal integrity.

4. Examine the ways in which digital technology has informed and influenced social interaction, culture, social issues, and identity.

5. Connect you with other students—i.e., to help you form peer-support networks and peer-learning communities.

6. Connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college curriculum (liberal arts & sciences), (b) your involvement in the co-curriculum (out-of-class experiential learning), and (c) your use of campus support services (academic-support and student-development services).

7. Connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college major, your future career path, and your life beyond college.

8. Connect you with the principles of leadership - i.e., to help you understand the importance of leadership to your college experience and your life and within the global community.
LEAD 158: The Creative Life: Leadership and the arts

2 Credit Hours
Instructors:
Glenda Hensley
Office: HF Robinson 550
Email: ghensley@wcu.edu

Course Description:
This course provides an introduction and opportunity for you to transition to university life, as you discover the resources available (academic, co-curricular, community). You will examine the principles of leadership through the thematic lens of the arts. This subject of this course is you. It is intentionally designed to promote your self-awareness and personal success—in college and in life after college—by empowering you with flexible skills and strategies that are applicable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills).

Course Objectives

1. Explore and appreciate the diversity of arts opportunities available on campus – as a participant and as witness.

2. Explore the various methods by which to express and communicate with the arts: as a collaborative process and as an individual.

3. Examine how the arts inform and are informed by social, cultural, and personal stories.

4. Examine the impact the arts have on the human condition and how to harness that power to communicate effectively and responsibly within the context of leadership and advocacy.

5. Connect you with other students—i.e., to help you form peer-support networks and peer-learning communities.

6. Connect you with the college—i.e., to promote (a) your appreciation of the meaning and relevance of the college curriculum (liberal arts & sciences), (b) your involvement in the co-curriculum (out-of-class experiential learning), and (c) your use of campus support services (academic-support and student-development services).

7. Connect your present college experience with your future goals and plans—i.e., to help you relate your current college experience with your upcoming decisions about your college major, your future career path, and your life beyond college.

8. Connect you with the principles of leadership - i.e., to help you understand the importance of leadership to your college experience and your life.