



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: SD 135

Course Number: Leadership and Service Learning I

Credit Hrs. 2 Lecture Hrs. 2 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 2 Total Contact Hours: 35.2
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Develops student leadership skills through the utilization of service learning. This is enhanced by linking academic coursework, group dynamics, and volunteerism to benefit both the student and the community.

Prerequisite(S): None

Co-requisite(S): None

Course Objectives:

- Use effective writing and speaking.
- Apply critical and analytical thinking.
- Discover a sense of civic responsibility.
- Practice a life-long interest in learning.
- Apply real-world application of knowledge.
- Employ group or individual leadership skills.
- Use organizational and presentation skills.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



North Central Michigan College Master Course Syllabus

PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 17: Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.

- Use effective writing and speaking.

Lumina DQP Outcome 18: Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.

- Apply critical and analytical thinking.
- Apply real-world application of knowledge.

Lumina DQP Outcome 19: Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

- Discover a sense of civic responsibility.
- Practice a life-long interest in learning.
- Employ group or individual leadership skills.
- Use organizational and presentation skills.



North Central Michigan College Master Course Syllabus

Suggested Methods of Instruction:

Group or individual projects, journal writing and presentation.

Suggested Methods of Assessment and Evaluation:

Participation, attendance, journal writing presentation.

Adopted Text at Time of Course Adoption/Revision:

The Student Leadership Challenge: Five Practices for Exemplary Leaders by J M Kouzes and B Z Posner

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

WEEK 1	Introduction
WEEK 2	Team Building Exercises
WEEK 3	Leadership Development/Civic Responsibility Part I
WEEK 4	Leadership Development/Civic Responsibility Part II
WEEK 5	Project Development – Meet with selected community organizations
WEEK 6	Decision making criteria – group or individual project development
WEEK 7	Final project decision
WEEK 8	Project planning and components
WEEK 9	Preliminary Plans Due
WEEK 10	Meet with organization and team to finalize action and evaluation plan
WEEK 11	Meet with organization and team to finalize action and evaluation plan
WEEK 12	Meet with organization and team to finalize action and evaluation plan
WEEK 13	Meet with organization and team to finalize action and evaluation plan
WEEK 14	Meet with organization and team to finalize action and evaluation plan
WEEK 15	Present action and evaluation plan
WEEK 16	Present action and evaluation plan

Section 1 & Section 2 approved by CRDAP on: 03 25 14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



North Central Michigan College Master Course Syllabus

PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012