**PADM 4200 Leadership Theory for Volunteer Managers**

#  Syllabus, Spring Fall 2023

**Instructor:**

Norman Dolch, Ph.D.

Adjunct Professor

Telephone: 972-369-2395(C)

Email: norman.dolch@unt.edu

Campus Office Hours: please use email or

telephone me because I am located in Central Texas

pronouns: He, him

**Course Description:**

This is a 100 %, asynchronous, internet course. The focus of the course is to apply the theories and research on leadership to developing leadership in each person taking the course. Students will have an opportunity to provide leadership in their family, work setting, or a community organization and this will allow for recognition and application of knowledge and skills from the course.

**Books:**

There are three books required for this course. Students who purchase other editions of the books may find themselves at a distinct disadvantage in the course. The earlier Northouse editions lack some new chapters in the Fifth Edition.

Leadership Theory, Research, and Practice

Peter G. Northouse. 2021. *Introduction to Leadership: Concepts and Practice, Fifth Edition.* Thousand Oaks, CA: Sage Publishing. (eBook available and recommended. Please see this web site:

<https://us.sagepub.com/en>[-us/nam/product/Northouse](https://us.sagepub.com/en-us/nam/product/Northouse)

Nonprofit Cases (NP)

Norman Dolch, Julianne Gassman, Ann Marie Kinnell, Stephanie Krick, Regan Schaffer, Sue Ann Strom, Susan Cruise, and Ronald Wade. 2021*. Leadership Cases in Community Nonprofit Organizations,3rd Edition.* Dubuque, Iowa: Kendal Hunt. (only available as an eBook) Please see the following web site:

[https://he.kendallhunt.com/product/leadership-cases-community-nonprofithttps://he.kendallhunt.com/product/leadership-cases-community-nonprofit-organizationsorganizations](https://he.kendallhunt.com/product/leadership-cases-community-nonprofit-organizations)

Nongovernmental Organization Cases (NGO)

Roseanne Mirabella, Ann Marie Kinnell, and Norman Dolch.

*Nongovernmental Organization Case Studies in Leadership from Around the World, Second Edition.*Dubuque, Iowa: Kendal Hunt. (only available as an eBook) Please see the following web site:

.<https://he.kendallhunt.com/product/nongovernmental>[-organization-case-studieshttps://he.kendallhunt.com/product/nongovernmental-organization-case-studies-leadership-around-worldleadership-around-world](https://he.kendallhunt.com/product/nongovernmental-organization-case-studies-leadership-around-world)

The first casebook is on USA based nonprofit organizations. The second casebook is on nongovernmental organizations, which are the equivalent of USA nonprofits. It was selected to give the course a global orientation since students are increasingly interested in nongovermmental (NGO) and nonprofit (NP) organizations working worldwide in the areas of health, human trafficking, and refugees. The NGO case book allows students in the course to directly apply material on leadership to these types of organizations rather than governmental or business organizations.

An important and interesting aspect of *Leadership Cases in Community Nonprofit Organizations* is that it tells the story of several nonprofits and their response to COVID-19 with insights into leadership for their organization and communities. It also allows students to compare the crisis response of organizations to COVID-19 with the financial crisis of the Great Depression of 2007.

**Course Pre-requisites, Co-requisites, and/or Other Restrictions:**

There are no pre-requisites or restrictions.

**Course Learning Objectives:**

A student who has successfully completed the course should be able to:

 Identify and analyze theoretical bases of leadership

 Examine and apply enduring insights and research on leadership.

 Identify personal characteristics associated with various leadership styles. Apply leadership skills needed by nonprofit professionals



 **Student Evaluation Procedures:**

Students will be required to do the following in the course as described below:

Discussions:

Class discussions occur each week through Packback. Discussions count 31% of your course grade and the grading guidelines (rubric) are explained in Backpack. Packback Questions is an online community where you canbe fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Your participation on Packback will count toward 29% of your overall course grade. There will be a Weekly Saturday at 11:59PM CSTdeadline for submissions. In order to receive full credit, you should submit the following per each submission:

* 1 open-ended Question every week with a minimum Curiosity Score of 70, worth 10pts of each assignment grade
* 2 Responses every week with a minimum Curiosity Score of 70, worth 20pts of each assignment grade
* Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

Determination of the scores is explained in Packback. Please note and follow the guides of Packback carefully. These guides will be the same for every course discussion.

Here is how you register to do your discussions on Packback:

Note: Only access Packback through Canvas for PADM4200, Section 900 (8006) in order to ensure your grades sync properly

1. Click the Packback assignment link within PADM4200, Section 900 (8006) to access the community
2. Follow the instructions on your screen to finish your registration.
3. In order for your grade to be visible inPADM4200, Section 900 (8006), make sure to click each Packback assignment link as you post your Packback submissions.

Packback access is provided by DSI CLEAR, the division of UNT responsible for CANVAS and online instruction

How to Get Help from the Packback Team: If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](http://help.packback.co/). If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmikrD68>

Questionnaires:

There are questionnaires at the end of each chapter in the Northouse text. You are required to complete them and submit them as assigned. In the Canvas modules you will find them as pdf files.

Essays

Students will write three Autobiographical Qualitative Research Technique based essays on their leadership experiences. This is where you have an opportunity to analyze an experience providing leadership in your family, with your peers, in a work setting, or a community organization, The essay will focus on your recognition and application of knowledge and skills from the course. The technique is explained in the START HERE lesson for the first week of the course. These essays replace a midterm exam in the course. The grading rubric will be provided in the assignment.

Exams

There will be a final exam worth 200 points. More information will be provided towards the end of the course during week 15. The exam provides an opportunity for students to demonstrate their learning from the semester by making explicit references to material from the beginning to the end of the course. The expectation is a 3-page, double spaced answer in 12 point font. . Due May 10, 2022 by 11:30 pm.

Bonus Point Opportunity

Students may elect to keep a learning journal in which they record the information from the text and Canvas Module material. In the journal, students will record information that they consider important for future use in leading others. The weekly journal will be submitted in the weekly module. The format provided for the journal must be explicitly used. The optional weekly learning journal is worth 7 bonus points in the course. It provides a quick reference for you regarding assignments in the course and a future reference on leadership as you apply the course material in your personal and work life. Earlier students in the course report it worthwhile keeping the learning journal and you are encouraged to do it. Please pay special attention to the sample journal in the Start Here Module. The format must be explicitly followed or no bonus points will be awarded for a submission.

 **Course Writing:**

All writing must utilize the American Psychological Association (APA) Style Guidelines. A good resource on APA guidelines is found at this web site:

<https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html>

 A sample student paper is provided with the proper formatting, internal citation, and references. Use it as an example for your writing in the course, especially for writing the ADRQ Essays and citing references. Also use them for other writing in the course such as on the discussion boards when citing sources and providing references.

**Course Grades:**

Grades are based on a percentage breakdown of the total points earned in the course as follows:

**Breakdown of Total Points for Grading in the Course**

##  Activity Points

Exercises

Chapter Questionnaires (10 points each).……………… 130

 3 AQRT Essays (100 points each)…………………………. 300

 Discussion Boards

1 self- introduction (using Packback).………………….. 30

11 NP, NGO, & Crisis Case Studies (20 points each).…. 330

 1 discussion board on NP & NGO Differences.………… 30

Exam

Final (Essay………………………………………………….. 200

  **Total: 1,020**

Bonus Points (Learning Journal)

Student Learning Journal (7 points possible each). …….……….. 98

(note: If you do all the learning journals, you can raise your course grade by one letter grade. Journals must be submitted on a weekly bases, not all at once at the end of the course..

Final course grades will be assigned on the basis of a percentage breakdown of the 0 points in the course as follows: 100-90%= A, 89-80%= B, 79-70%= C, 6960%= D, and 59% and below= F.

**TECHNICAL REQUIREMENTS / ASSISTANCE**

The following information is provided to assist you in preparation for the technological aspect of the course.

Hardware and software necessary to use:

<http://www.unt.edu/helpdesk/>

Computer and Internet Literacy: <http://clt.odu.edu/oso/index.php?src=pe_comp_lit>

**Minimum Technical Skills Needed:** *Examples include:*

*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*

*Using spreadsheet programs*

**ACCESS & NAVIGATION**

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System named Canvas. To get started with the course, please go to Canvas Basics in MODULES located on the left margin of the course page.

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: [http://ams.unt.edu.](http://ams.unt.edu/)

**Student Resources**

As a student, you will have access to a web page provided by the publisher of the Northouse text called Edge:  [https://edge.sagepub.com/northouseintro4e.](https://edge.sagepub.com/northouseintro4e) The site includes flashcards on key concepts, quizzes to asses’ mastery of material, video and audio resources, access to full-text journal articles, and other useful material.

**Being a Successful Online Student**

What makes a successful online student**?**

 [**http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp**](http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp)

Self-evaluation for potential online students:

 [**http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp**](http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp)

# **Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <https://www.ice.gov/sevis/schools/reg#f6iv>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

 **Success at UNT**

Please see this website:

 [https://success.unt.edu/succeed-at-unt?](https://success.unt.edu/succeed-at-unt)

**Student Support**

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

 Regular hours are maintained to provide support to students. Consult this website

for updated hours:

<http://www.unt.edu/helpdesk/hours.htm>

**Course Policies:**

This course will be governed by all policies in the current Faculty Handbook and the Student Guidebook of the University of North Texas.

 Students are prohibited from soliciting and /or receiving outside assistance for this class unless they have received prior approval from the instructor.

 Any and all deviations from this syllabus must be obtained from the instructor IN WRITING through the Instructor's e-mail.

 Students with acceptable reasons will be permitted to make

 up missed work. Examples include sickness, work,

 related issues, family crises, etc. Contact your instructor as

 soon as the problem arises.

 All students must abide by the Internet Policies and Procedures as outlined in their enrollment agreements. Please note that students may be dropped for non-attendance in this course. In this Internet class non-attendance will mean that a student has not posted any assignments by the 12th day audit or will have exceeded 3 unauthorized absences during the semester. It is the student's responsibility to watch the University official "drop" dates.

 A Notice of Unsatisfactory Progress may be sent to students who have either an attendance or grade problems.

 Syllabus subject to change by the instructor. Students will be notified by a course announcement and often an email if this occurs.

 **Academic Integrity:**

Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonestly will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations.

**Student Behavior in the Classroom:**

Students are expected to be courteous and always exhibit their best manners. Anyone with unacceptable behavior as determined by the professor will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at  [www.unt.edu/csrr.](http://www.unt.edu/csrr)

 Netiquette is very important. The course asks you to follow the Core Rules of *Netiquette* from the book *Netiquette* by Virginia Shea. Please go to <http://www.albion.com/netiquette/corerules.html>

Your instructor values the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please contact me immediately by telephone, text, or email and let me know. We are all learning together*.*

Please note that disability accommodations are not retroactive.

 Accommodations will be made only after a disability is officially verified.

Here is the UNT ADA accommodation statement and it applies to this course:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

**Fundamental Principles of Life, Liberty, Equality, Equity, and in doing good to all people:**

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

·         We believe in the importance of diversity and inclusion.

·         We believe in fairness and equity for all faculty and students in and out of class.

·         We believe in mutual respect and civility for all students and faculty.

·         We believe that faculty and students have a right to a redress of grievances.

·         We believe that students and faculty should be actively engaged in good works.

**Artificial Intelligence (AI)Policy for the Course**

**Why is this Generative AI Policy so important?**

This course has a generative AI policy to acknowledge that technology, including AI, can play a supportive role in the learning and feedback process. While the course does not mandate the use of generative AI, I am open to its application provided that you provide proper citations and acknowledge the assistance received from AI tools. The goal is to encourage you to explore various learning aids, including generative AI-powered tools, while still maintaining academic integrity.

The use of generative AI in this course is allowed provided that you properly cite the AI-generated content and use it responsibly. While it is not a requirement, AI can serve as a useful tool to support your learning experience. You may choose to use generative AI to gain insights, receive feedback, or generate ideas, but always remember to give credit where it is due and ensure your work reflects your own originality.

**How can generative AI be used? Here are some examples:**

**Use it as a brainstorming tool.** Generative AI can help spark ideas and provide examples that can help you get started on writing assignments.

You share the paper topic & thesis with AI, and you ask AI for a few ideas for a paper title

You should not use AI to generate any content for your paper, YOU should be the author of your paper’s content.

If you use generative AI to write a title for your paper, please disclose this in your AI-disclosure statement

**Build outlines for a paper**: with a short description and a thesis statement, ask AI to provide an outline for the paper.

Make sure to thoroughly review the outline and make modifications as necessary. Generative AI is known for lack of accuracies.

If you use generative AI to create an outline, please disclose this in your AI-disclosure statement.

**Ask for explanations**. You can ask generative AI to explain concepts or summarize background information on a topic you are studying. This can help their understanding, especially in regards to difficult text or concepts, but you still need to do the learning yourself!

“Explain Beowulf Chapter 13 to me like I’m 5”

“I’m having a hard time understanding [x], can you share a few analogies that can help me better understand this concept?”

**Get writing suggestions.** You can get writing feedback from AI. Ask for grammar review, readability feedback, and the strength of your thesis/arguments. But the actual writing should be done by you, the student.

“Read my paper and let me know if you read any grammatical errors”

“I’m writing a paper with the thesis statement [x], can you give me feedback on my thesis statement?”

“I’m writing a paper with the thesis statement [x], and here are my arguments. Please give me feedback on my arguments, and let me know if there are any logical fallacies present?”

If you use generative AI for writing feedback, please disclose this in your AI-disclosure statement

**Get writing feedback using your rubric**. You can upload the assignment rubric, the writing prompt, and your paper and ask the AI to highlight any missing rubric categories or any rubric category that needs further development.

You can also email a file of your paper to your instructor for the same review. Remember to allow 24-48 hours for feedback.

If you do use AI as a “grader/reviewer”, please disclose this in your AI-disclosure statement

**Generative AI and Academic Ethics**

If you choose to use generative AI as a learning aid, it is essential to disclose its use on your assignments to maintain academic integrity. If you use generative AI, make sure to add “Generative AI Disclosure:” at the bottom of your assignment. Your disclosure should share what program you used and how you used it. Properly citing the AI-generated content allows me to understand your process better and gives credit to the assistance received from these tools.

The following is an example of a disclosure statement: Generative AI Disclosure: This assignment was supported by use of the AI platform, ChatGPT. Specifically, I used GPT 3.5 to assist in the title creation (link here), although the final title was modified slightly. I also used ChatGPT to give me grammar feedback (link here). I implemented the chatbot’s recommendations.'

Please note the disclosure statement asks for a link to the generative AI package used.

If a student is suspected of using AI inappropriately without proper disclosure in this course, your professor will conduct a fair and transparent investigation into the matter. It is essential for students to be open and honest about their use of AI in assignments. If the suspicion is conﬁrmed and the student failed to disclose the AI use, the appropriate course of action will be taken. This may involve discussing the issue with the student, providing guidance on proper AI usage, and potentially a revision of the assignment with proper disclosure. The goal of using AI in this course is to help students understand the importance of academic integrity and responsible use of AI.

According to UNT Policy 06.003 on [Student Academic Integrity,](https://vpaa.unt.edu/fs/resources/academic/integrity) academic dishonesty occurs when students engage in behaviors including, but not limited to: cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. Using proper AI disclosure protects one from academic dishonesty which may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**Bias, Discrimination and Falsehood**

Always check and verify information from generative AI by consulting your text book, professional journals, and other reputable sources. In addition, exercise critical thinking to identify and address any inaccuracies. Remember, AI is not flawless.

# Course Schedule

In 100% online courses, your attendance measured by doing the assignments. Success in the course is most likely for those who check the course daily or at least every two days.

## Week 1, August 21- 25, 2023

|  |  |
| --- | --- |
| Module  | Start Here  |
| Reading  | Begin reading chapter 1 in NP Dolch & Associates |
| Discussion  | Week 1 Self Introduction (30 pts./ 2.94% of course grade) |

## Week 2, August 28 - September 1, 2023

|  |  |
| --- | --- |
| Module 1  | Northouse Chapter 1: Understanding leadership and Differences Between Nonprofit and Business Leadership  |
| Text Reading  | Northouse Chapter 1 / NP Dolch & Associates Chapter 1/ NGO Mirabella & Associates, Chapter 1  |
| Questionnaire (found in Northouse Chapter 1 and also located in the Module where it should be submitted)  | Conceptualizing Leadership Questionnaire(10 pts./0.98% of course grade)  |
| Discussion (located in the Module)  | Week 2: [NP & NGO differences and leadership](https://learn.unt.edu/webapps/discussionboard/do/forum?action=list_threads&nav=discussion_board_entry&course_id=_91206_1&conf_id=_172021_1&forum_id=_279220_1) (30 points/ 2.94% of course grade) |
| Learning Journal (Located in the Module)  | Northouse Chapter 1 and Module Material (7 bonus pts./ /0.68% of course grade) |

## September 4, 2023 Labor Day

## Week 3, September 5 – 8, 2023

|  |  |
| --- | --- |
| Module 2 | Northouse Chapter 2 Recognizing Your Traits |
| Text Reading | Northouse Chapter 2 and NP Dolch & Associates Chapter 2 |
| Questionnaire found in Northouse (Chapter 2 and also in Module 2) | Leadership Traits Questionnaire |
| Discussion | Week3: Np Dolch & Associates Chapter 2 Literacy Plus(30 points/ 2.94% of course grade) |
| Learning Journal (located in Module 2) | Chapter 2 Northouse and COURSE DOCUMENTS(7 bonus pts./ /0.68% of course grade) |

**Week 4, September 11-15, 2023**

|  |  |
| --- | --- |
| Module 3  | Northouse Chapter 3: Understanding Philosophy and Styles |
| Text Reading | Northouse Chapter 3NP Dolch & Associates chapter 3 |
| Questionnaire | Leadership Styles Questionnaire |
| Discussion | Week 4: NP Dolch & Associates: Out of Homelessness(30 points/ 2.94% of course grade) |
| Learning Journal | Chapter 3 and Module Material(7 bonus pts./ /0.68% of course grade) |

|  |  |
| --- | --- |
| Module 4  | Northouse Chapter 4. Attending to Tasks and Relationships  |
| Text Reading  | Northouse Chapter 4 |
| Questionnaire  |  Task and Relationship Questionnaire  |
| AQRT Essay 1.   | AQRT Essay 1- relate 3 aspects of chapters 1-4 to your personal life (100 pts./ 9.17% course grade) |
| Learning journal   | Chapter 4 and Module Material (7 bonus pts./ /0.68% of course grade) |

**Week 5, September 18 – 22, 2023**

**Week 6, September 25 – 29, 2023**

|  |  |
| --- | --- |
| Module 5 | Northouse Chapter 5.Leadership Skills |
| Text Reading | Northouse Chapter 5/ Mirabella, NGO Cases, Chapter 6, Sweden  |
| Questionnaire | Leadership Skills Questionnaire |
| Discussion | Week 6: Mirabella NGO Cases, Chapter 6, Sweden(30 points/ 2.94% of course grade) |
| Learning Journal | Chapter 5 and Module Material(7 bonus pts./ /0.68% of course grade) |

**Week 7, October 2 – 6, 2023**

|  |  |
| --- | --- |
| Module 6  | Northouse Chapter 6: Engaging Strengths  |
| Text Reading  | Northouse Chapter 6 |
| Questionnaire  | Leadership Strengths Questionnaire  |
| Discussion  | Analyze the case in NP Dolch & Associates Gulf Coast Shelter (30 points/ 2.94% of course grade)  |
| Learning Journal Submit under COUSE DOCUMENTS  | Chapter 6 Northouse & Module Material (7 bonus pts./ /0.68% of course grade) |

**Week 8, October 9 – 13, 2023**

|  |  |
| --- | --- |
| Module 7 | Creating a Vision  |
| Text Reading  | Northouse Chapter 7, NP Dolch & Associates Chapter 5  |
| Discussion  | Week 8: Case Study: “Stop Growling Stomachs” from NP Dolch & Associates (Chapter 5) (30 points/ 2.94% of course grade) |
| Learning Journal  | None  |
| Questionnaire | Vision Questionnaire |

**Week10, October 16 – 20, 2023**

|  |  |
| --- | --- |
| Module 8 | Northouse Chapter 8: Establishing a Constructive Climate |
| Text Reading | Northouse Chapter 8 |
| Questionnaire  | Organizational Climate Questionnaire |
| AQRT Essay 2   | AQRT Essay 2- relate 3 aspects of chapters 5-8 to your personal life (100 pts./ 9.17% course grade) |
| Learning Journal | Chapter 8 and Module Material(7 bonus pts./ /0.68% of course grade) |

**Week 11, October 23 – 27, 2023**

|  |  |
| --- | --- |
| Module 9 | Chapter 9. Embracing Diversity and Inclusion  |
| Text Reading  | Northouse Chapter 9/ Mirabella, NGO Cases: Chapter 12 Services for the Disabled  |
| Questionnaire  |  Cultural Diversity Awareness Questionnaire  |
| Discussion  | Week 12: Mirabella, NGO Cases: Chapter 12 Services for the Disabled(30 points/ 2.94% of course grade)  |
| Learning Journal  | Chapter 9 and Module Material (7 bonus pts./ /0.68% of course grade) |

**Week 12, October 30 - November 3, 2023**

|  |  |
| --- | --- |
| Module 10  | Northouse Chapter 10: Listening to Outgroup members  |
| Text Reading  | Northouse Chapter 10 Mirabella, NGO Cases, Chapter 2 Mexico  |
| Questionnaire  | 10.2 Building Community Questionnaire |
| Discussion  | Week 13: Mirabella, NGO Cases, Chapter 2 Mexico (30 points/ 2.94% of course grade) |
| Learning Journal   | Chapter 10 and Module Material (7 bonus pts./ /0.68% of course grade) |

**Week 13, November 6-10, 2023**

|  |  |
| --- | --- |
| Module 11 | Crisis Leadership |
| Text Reading | Dolch & Associates, final chapter |
| Questionnaire | None |
| AQRT Essay 3 | Write about leadership you have experienced in a crisis and reference material from this module and the final chapter of Dolch & Associates.(100 pts./ 9.17% course grade) |
| Learning Journal | none |

**Week 14, November 13 – 17, 2023**

|  |  |
| --- | --- |
| Module 12  | Northouse Chapter 11 Managing Conflict |
| Text Reading  | Northouse Chapter 11 Mirabella, NGO Cases Chapter 7 Latvia  |
| Questionnaire  | Conflict Style Questionnaire  |
| Discussion  | Week 14: Mirabella, NGO Cases Chapter 7 Latvia(30 points/ 2.94% of course grade) |
| Learning Journal  | Chapter 11 and Module Material (7 bonus pts./ /0.68% of course grade) |

**Thanksgiving Break November 20-26, 2023**

**Week 15, November 27 – December 1, 2023**

|  |  |
| --- | --- |
| Final Exam Assigned | The final exam is a take-home exam and due on May 10 at 11:59 pm |
| Module 13  | Northouse Chapter 12 Ethics  |
| Text Reading  | Northouse Chapter 12Dolch & Associates Chapter 7 Community Center |
| Questionnaire  |  Ethical Leadership Style Questionnaire(Chapter12  |
| Discussion  | Week 14: Dolch & Associates Chapter 7 Community Center (30 points/ 2.94% of course grade) |
| Learning Journal  | Northouse Chapter 12 and Module Material (7 bonus pts./ /0.68% of course grade) |

**Week 16, December 4 – 8, 2023**

|  |  |
| --- | --- |
| Final Exam | Due on December 12, 2023 at 11:59 pm |
| Module 14  | Northouse Chapters 13 & 14 on Overcoming Obstacles and Exploring Destructive Leadership |
| Text Reading  |  Northouse 13 Overcoming Obstacles and Northouse 14 Exploring Destructive LeadershipMirabella NGO Cases Chapter 5 Finding True North |
| Questionnaire  |  Path-Goal Styles Questionnaire  |
| Discussion  | Mirabella NGO Cases Chapter 5 Finding True North(30 points/ 2.94% of course grade) |
| Learning journal   | Northouse chapter 13 & 14 and Module Material  |

**Week 17, May 8-12, 2023**

|  |  |
| --- | --- |
| Final Exam | Due on May 10 at 11:59 pmSubmit in Module 15(200 pts./ 18.3% course grade |
| Module 15 | Professor’s final Comment |

 **Calendar for Fall Semester 2023**

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Semester Dates** | **Full Term August 21 - December 15** | **8 Week 1 Session August 21- October 13** | **8 Week 2 Session October 16-December 15** |
| **Schedule of Classes Available on myUNT** | March 6 | March 6 | March 6 |
| **Registration Opens**for specifics by student group/class: <https://registrar.unt.edu/when-can-i-register> | March 20 | March 20 | March 20 |
| **Regular Registration Ends**See [Student Accounting](https://sfs.unt.edu/) for payment deadlines. | Aug 17 | Aug 17 | Oct 12 |
| **Late Registration - For Students not Registered for the Term**Students registering late will incur a late registration fee of $75. See [Student Accounting](https://sfs.unt.edu/) for payment deadlines. | Aug 18– Aug 25 | Aug 18– Aug 25 | Oct 13–20 |
| **Last Day to Withdraw from Entire Term on myUNT**Courses do not appear on the transcript. After this date see Dean of Students to withdraw from the entire term. | Aug 20 | Aug 20 | Oct 15 if only 8WK2 |
| **Classes Begin** | Aug 21 | Aug 21 | Oct 16 |
| **Last Day to Add a Class Section**See [Student Accounting](https://sfs.unt.edu/) for payment deadlines. | Aug 25 | Aug 25 | Oct 20 |
| **Census - Official Enrollment Determined**Last day to drop a course section to no longer appear on the official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.) | Sept 1 | Aug 26 | Oct 21 |
| **Drop with a Grade of W Begins**Beginning this date students can drop a course with a grade of W. The course appears on the transcript with a grade of W and tuitions fees remain. (Dropping courses may impact financial aid and degree completion. See advisors.) | Sept 2 | Aug 27 | Oct 22 |
| **Last day to change to pass/no pass grade option (undergrads)** | Sept 29 | Sept 8 | Nov 3 |
| **Midpoint of the semester** | Oct 13 | Sept 15 | Nov 10 |
| **Last day for a student to drop a course or all courseswith a grade of W** | Nov 10 | Sept 29 | Dec 1 |
| **First day to request a grade of Incomplete** | Nov 11 | Sept 30 | Dec 2 |
| **Pre-Finals Days** | Dec 6-7 | NA | NA |
| **Last Regular Class Meeting** | Dec 7 | Oct 12 | Dec 14 |
| **Reading Day - No Classes** | Dec 8 | NA | NA |
| **Final Exams** | Dec 9-15 | Oct 13 | Dec 15 |
| **Last Day Term** | Dec 15 | Oct 13 | Dec 15 |
| **University Grade Submission Deadline 4pm** | Dec 18 | Oct 16 | Dec 18 |
| **Grades/Academic Standing posted on the Official Transcript** | Dec 20 | Dec 20 | Dec 20 |

### Fall 2023 Holidays

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| --- | --- |
| **Labor Day-No Classes-University Closed** | Sep 4, 2023 |
| **Thanksgiving Break-No Classes** | Nov 20-26, 2023 |