SOCIAL SCIENCES

COURSE: LEAD2001 Foundations of Leadership Studies

FACULTY: Scott Papp, Department of Social Sciences, College of Arts & Sciences

COURSE DESCRIPTION: This course draws upon a variety of research-based theories and applications germane to the study of leadership. Theoretical paradigms of motivation are discussed and applied to communication styles, decision making, risk taking, team building, conflict resolution, negotiation, diversity and inclusion. Leadership traits, leadership styles and roles are examined in the context of ethics, power and social responsibility.

COURSE OBJECTIVES:
1. Articulate the differences between the disciplines of leadership and management.
2. Discuss leadership in the context of the trait, behavior, and situational models.
3. Define various leadership styles and determine their applicable use in business/organizational/team settings.
4. Analyze and apply motivational theories of leadership to various organizational environments.
5. Demonstrate through oral/written presentation and classroom interaction various communication models of effective leadership.
6. Compare and contrast ethics theories and their appropriate applications to leadership in social, business, and community settings.
7. Analyze and discuss the need, importance, and challenges of building and maintaining a workforce around culture and diversity.

CBEE PROJECT: The Leadership Mentoring Program is a year-long curriculum-based program with Foundations of Leadership Studies LEAD2001 students teaching in at-risk low-income 5th-grade classrooms. The lessons taught to the children mirror and reinforce critical lessons in leadership including: teamwork, conflict resolution, communication, ethics, culture and diversity, and social responsibility. The service-learning experience provides students with course-specific experiential learning in a community setting. The curriculum was originally written by a leadership faculty member as a pedagogical tool to bring about greater learning outcomes in the JWU classroom and to provide needed lessons to the Providence fifth graders. The course integration varies by faculty member but in addition to any class conversation/reflection, all students are required to write journals or issue-based research papers about their experiences in the program, which are meant to deepen the experience.

As a result of a longstanding collaboration with the principal and school, FCSC staff serve as the liaisons with the school principal and fifth grade teachers. FCSC staff also give an orientation and reflection in addition to the reflection assignments given by the faculty member, and FCSC
staff handles program logistics including: scheduling, transportation, background checks, program budgeting, and curriculum/supplies preparation. FCSC staff also designate and train classroom leaders (JWU Student Assistants, work studies, Scholarships for Service students and student volunteers) who stay with the year-long program, which greatly improves the relationship with the children and the classroom teacher.

COURSE: CSLG1001 Introduction to the Helping Professions

FACULTY: Mari Dias, Allison Kramer, Cheryl Almeida, Heather Cosimini, Michaela DeCataldo, Heather Cosimini

COURSE DESCRIPTION: This course is designed to develop familiarity with the specialty of the helping profession including its professional practices and issues, its basic concepts, its relationship to other specialties and fields within psychology, and its scientific and research bases. In addition, the American Counseling Association’s code of ethics will be introduced.

COURSE OBJECTIVES:
1. Define and apply the core competencies and qualities of an entry-level human service worker within the context of one’s personal, social and cultural values.
2. Describe and evaluate the legal and ethical considerations for entry-level paraprofessionals providing counseling services.
3. Describe and evaluate the role of human services.
4. Demonstrate, analyze, and evaluate the role of multi-cultural issues in the counseling profession.
5. Describe and evaluate the philosophy, mission, programs and services of all major local human service providers using appropriate terminology found in human service fields.
6. Compare and contrast the similarities and differences between the roles in the three tracks: Addiction counseling, Mental Health Counseling and Career and School Counseling.

CBEE: Service/Shadowing, Site Visits

COURSE: SOC2040 Community Leadership

FACULTY: Nancy Northrop Wolanski, Christine Stamm

COURSE DESCRIPTION: This interdisciplinary course [sociology, leadership and service learning] is designed to provide students with the opportunity to combine theoretical learning with actual volunteer work at a non-profit organization. Through student-initiated placement at one of the many pre-designated sites, students will be exposed to various aspects of the not-for-profit industry including administrative, fundraising, and community outreach responsibilities as well as having personal contact with the organization’s clientele.

COURSE OBJECTIVES:
1. Apply either the Structural Functionalist or the Conflict Theory sociological paradigm to analyze the volunteer organization and root causes of the issues it seeks to address.
2. Fully itemize and describe the ways in which specific skills acquired in his/her academic program have been effectively incorporated into the volunteer experience.
3. Clearly identify and define specific skills acquired on the volunteer site that have further supplemented his/her knowledge about the workforce/nonprofit sector.
4. Assess the leadership style of the site supervisor and indicate how his/her style influences the overall effectiveness of the organization.
5. Identify and describe the remaining organizational hierarchy and conduct a thorough SWOT analysis.
6. Compare the institutional similarities and differences between for-profit and not-for-profit organizations.
7. Identify and fully describe the modes of fundraising employed by the nonprofit organization.
8. Provide a definitive written profile of the population being served by the nonprofit organization and clearly distinguish between truths and popular myths that exist regarding this group.
9. Expound on that which he/she has learned about his/her own leadership style as a result of the volunteer experience.

CBEE PROJECT: Leadership project addressing need at the organization. Past projects have included: development of workshops, curricula and enrichment programs; volunteer manuals; promotional materials; grant applications; revision of agency materials, etc.

Reference Articles, Books and Links:


Todd, Reese H.; Brinkman, Stephanie Gray. “Service Learning in a Social Studies Methods Course: Experience and Place-Based Curriculum.” Educational Forum, v72 n1 p79-91 2008
When an instructor reframed the social studies methods course to include a service-learning project, both education certification students and a museum’s outreach program benefited. University students gained practical teaching experience leading a children's summer class about local prairie dogs, and the museum gained quality teachers. Enthusiastic responses promoted future partnerships between the university and the museum. Project evaluation addressed the role of field experiences in teacher preparation, museum education partnerships, service-learning pedagogy, and place-based curriculum content.