



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

---

**Semester:** Spring 2025

**Year:** 2025

**Course Prefix:** SLSS

**Course and Section #:** 3200-X02

**Course Title:** Leader – Teacher and Mentor

**Credits:** 3 Credits

---

### ***Course Description***

Provides concurrent theoretical and engaged learning experiences that invite students to explore the notion of leader as an effective facilitator of learning and as a coach for self and others. Engages a broad range of current academic literature exploring relevant intra- and interpersonal leadership principles and their interactions within micro and macro level settings. Develops adaptable philosophical and practical toolkit to more effectively navigate within and across multiple settings as a mentor, teacher, and coach to self and others.

---

### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

---

### ***Instructor Information***

**Instructor Name:** Dr. Theresa Haug-Belvin

---

### ***Student Learning Outcomes***

1. Demonstrate effective leadership and mentoring skills
  2. Apply heightened levels of self-awareness
  3. Model effective learning skills and strategies
  4. Employ skills that facilitate learning (e.g. self-awareness, the acquisition of learning skills and strategies, etc.) in others
  5. Demonstrate increased ability to utilize and connect other students to university and other resources and opportunities
-

## ***Course Materials and Texts***

*Leadership and Self-Deception: Getting Out of the Box*, The Arbinger Institute, Publisher: Berrett-Koehler Publishers, Inc., ISBN 978-1-57675-977-6

The professor will provide other readings throughout the semester.

---

## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

#### **Grading Scale:**

The following grading standards will be used in this class:

<b>Grade</b>	<b>Percent</b>
<b>A</b>	94-100
<b>A-</b>	90-93
<b>B+</b>	87-89
<b>B</b>	83-86
<b>B-</b>	80-82
<b>C+</b>	77-79
<b>C</b>	73-76
<b>C-</b>	70-72
<b>D+</b>	67-69
<b>D</b>	63-66

<b>D-</b>	60-62
<b>E</b>	0-59

### **Late Work & Extensions:**

Because this class is an upper-division leadership course and involves quite a bit of group work, you should submit your work on time. Any assignment that involves your small group, is not eligible for an extension. It is critical for good leaders and mentors to be there for their teammates, and we look to model that behavior in this course. Therefore, **if you are scheduled to present or be an engaged group member for an assignment, those assignments are not eligible for an extension.**

However, **all other individual assignments (except for the Final Exam) are eligible for a no-questions-asked extension of up to 72 hours past the stated deadline.** For example, if something is due on a Sunday at 11:59pm, you would have until Wednesday at 11:59pm. All you need to do to secure the extension is to message me through Canvas or Microsoft Teams and let me know what assignment you are requesting the extension for. You do not have to tell me why you are requesting the extension (but if you do I might be able to offer some resources or support), and you do not have to receive a reply from me before the stated deadline for the extension to come into effect. Please note that a "zero" will show up in the gradebook if you don't submit the assignment by the original deadline, but that score will be updated once you complete the work and I score it.

### **Assignments:**

**Participation:** This class is a participation-based class! Taking it online will require great effort on everybody's part to duplicate the amazing learning experience we can have in the face-to-face class! Your thoughtful, timely and substantive online engagement are all vitally important because you will be expected to contribute in your small teams and with the entire class. These points are allotted based on your overall class participation along with the feedback I receive on you from your team members (see Periodic Self & Peer Evaluations on Microsoft Teams below) **(100 points)**

**Student-Professor Contract:** Your first course assignment asks you to confirm that you understand the requirements and responsibilities for this course. **(10 points)**

**Download Microsoft Teams:** Because we will use Microsoft Teams to meet virtually with each other, I will have you download it on one of your devices for this class during the first week. **(10 points)**

**Sign-Up for One-on-One Meeting with Mentor:** Your UVU Mentor will require you to schedule a brief one-on-one with them at the beginning of the class in order for them to get to know you better. **(10 points)**

**Sign-Up for One-on-One Meeting with Professor - EXTRA CREDIT:** If you would like, please schedule a time to meet with me at the beginning of the semester. I would love to get to know you better! **(10 extra credit points)**

**Connection Building Exercise: One-on-One Chats:** One of the first things you will do for this class is to schedule a time to meet with a few other students (I will make the assignments during the first week) for the purposes of getting to know them in an informal matter. This activity allows you to begin

practicing your interpersonal skills. You will ultimately write up a short reflection of your experiences (see that assignment below). **(10 points)**

**Small Group Meeting Assignments:** There are three Small Group Meeting assignments that ensure successful set-up and coordination of your small groups that begin meeting virtually during Module 5. **(30 points)**

**Periodic Self & Peer Evaluations on Microsoft Teams:** You will periodically assess your own level of engagement and the engagement of each member in your weekly Microsoft Teams meetings and submit these in the form of an assignment. You will be asked to evaluate yourself and your team members by sharing whether you and your teammates are

1. ...on time to the Microsoft Teams meetings.
2. ...actively and consistently making relevant comments.
3. ...actively and consistently asking relevant questions.

If you do not submit your self & peer evaluation assignment by the deadline, your group members will not be penalized, but *you* will receive a 0 grade for the assignment, even if you participated to any degree in your teams. You will complete four of these assessments over the course of the semester. **(3 at 10 points and 1 at 20 points = 50 points)**

**Pre-Survey & Post-Survey: Leadership Certificate for Personal and Social Impact:** Each student will take a very brief survey that identifies motivations for taking this class, how they heard about the class, and identify their baseline understanding of certain principles. **(2 surveys at 10 points = 20 points)**

**Submit top Via Strengths:** See due date in course schedule to submit your top Via strengths (in order) in Canvas. You can either copy and paste or attach the PDF you get emailed to you (the latter is preferred), but you submit in Canvas. If you completed the VIA Character Strengths Survey within the past 8 months, you can retake it to compare your results or submit your original results (if you feel they are still accurate). **(20 points)**

**Resource Share:** You will be responsible to explore a resource/service on campus and then in your Microsoft Teams group, share information about that resource with your small group. I would strongly encourage you to have some sort of visual aid (PowerPoint, show the website, etc.) and an organized presentation AND discussion on the resource you are discussing. **(50 points)**

**One-on-One Chats Reflection:** One of the best ways to get to know people is to chat with them in an informal, one-on-one setting. The UVU Mentors generally meet one-on-one all of their students in their class within the first 4 weeks. You are expected to schedule time to informally meet with an assigned group of classmates in this class within the first 4 weeks. It is probably best to conduct these through Microsoft Teams; however, feel free to work out among yourselves how you want to chat. You will submit a reflection according to the outlined date in the course schedule/Canvas, specifying who you meet with, describing how your conversations went, and what you learned (e.g. I DON'T want a summary of what they told you. I'm interested in what you learned about yourself in the process of meeting with them, facilitating informal one-on-ones, and many other possibilities). **(50 points)**

**Leadership Topic Facilitation:** You will create a simple mentoring/leadership topic facilitation, based upon topics outlined on Canvas, where you will share how this topic applies to leadership. The skill/topic must be unique/different than one already selected by your peers. Be prepared with an engaging facilitation that could include discussion, group activity, role play, etc. As the facilitator, your

goal is to engage the students in your team (not lecture) in meaningful ways and take note of comments and other insight from others. **(75 points)**

**Online Discussion Boards:** We will participate in online discussions over the course of the semester. It will be to your advantage to be timely and actively participate in these discussions, so we can all learn from one another. **Your submission and responses are due *no later than 11:59pm on Thursdays*.** You will be provided with prompts on Canvas. **(15 posts worth 10 points/1 post worth 20 points/1 post worth 30 points = 200 points)**

**Mid-Semester Feedback:** At the midpoint of the semester, I will request some feedback for you on your perceptions of the course. **(20 points)**

**Midterm Reflection:** You will have the opportunity to submit an in-depth reflection on your learning from the first half of the semester. **The reflection is due *no later than 11:59pm on the assigned date*.** You will be provided with prompts on Canvas. The purpose of this reflection is to explore your learning about self, facilitating, and life in general. You will be expected to write 1-2 pages. **(60 points)**

**Empathy Map Interview:** As part of your final group project, you will be asked to interview an individual who meets the criteria for the audience your group project is seeking to serve. **(50 points)**

**Acknowledge Practice Presentation:** This assignment ensures you know you need to record yourselves delivering your practice presentation **(10 points)**

**Final Project Practice/Final Recordings:** You will earn points by submitting your practice/final presentation recording **(20 points)**

**Group Project Activity/Presentation:** As a Microsoft Teams group you will develop your own mentoring program in any setting or your final project. You will hear more about this in Canvas. You will be expected to take time in your weekly Microsoft Teams meetings to discuss and prepare for this final presentation. **(100 Points)**

**Final - Reflection:** Your final for this class will be a meaningful reflection on your overall learning experience with this class. **(100 points)**

**Extra Credit Opportunity:** If at least 70% of the class completes the SRI by the last day of class, everyone will receive 10 bonus points.

---

## **Required or Recommended Reading Assignments**

*Leadership and Self-Deception: Getting Out of the Box*, The Arbinger Institute, Publisher: Berrett-Koehler Publishers, Inc., ISBN 978-1-57675-977-6 (Purchase)

Mentoring Mindset, Skills, and Tools by Ann Rolfe – Introduction – Chapter 2; Chapters 7 & 10

[Why Mentoring is Essential Today](#)

The Peer Mentor Companion by Marni Sanft, Michael Jensen, and Eldon McMurray, Chapter 3

Those Who Lead, Mentor by Lois Zachary and Lory Fischler

### **General Description of the Subject Matter of Each Lecture or Discussion**

Week 1: Course Introduction

Week 2: Introduction to Mentoring

Week 3: Mentoring Roles

Week 4: Lesson Preparation & How We Learn

Week 5: Overview of Leadership & Self-Deception Text

Week 6: Mentoring, Leadership, and Our Strengths

Week 7: Connecting Mentoring & Leadership

Week 8: Mid-Term (wrap up Resource Share Presentations, Leadership Topic Facilitations & mid-Term Reflections)

Week 9: Introduction to Final Project & UVU Mentor Program (applications open in Spring)

Week 10: Design Thinking & Building Trust/Listening/Questioning

Week 11: Dealing with Conflict as a Leader/Mentor

Week 12: Design Thinking Process Wrap-Up

Week 13: Final Project Visual Aid & Feedback

Week 14: Practice Projects & Feedback

Week 15: Final Projects

Week 16: Final Exam

---

### ***Required Course Syllabus Statements***

#### **Generative AI**

Artificial intelligence is growing rapidly both inside and outside of educational settings. Because of the nature of this course, I don't believe most assignments will lend themselves well to AI use, given the personal nature of the reflections and the specific examples I am asking you to provide in your writings.

However, I recognize that AI is a tool that many of us use in a variety of ways, and it can be appropriate, within limits. For example, if your group wants to use AI to generate some mentor program ideas for your final project, that would be appropriate. What would not be appropriate is if you asked AI to write an entire presentation for you. And, frankly, it wouldn't do a very good job.

Whatever you do, do not submit work directly from an AI as your assignment submission and claim it as your own - this is a violation of academic integrity. Not only will it likely not be what you need to do well on an assignment (it might surprise you just how bad AI can be sometimes), but you will also lose a valuable opportunity to gain new knowledge and skills in losing a modern tool.

If you do choose to use an AI tool in an assignment, there are two requirements: 1): please make sure you check and edit it appropriately, and 2) please note on an assignment (or submission comment) what tool you used and what role it played in your assignment. This is both for transparency of work and for us to all learn more about what these tools are good for.

---

#### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of

---

remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

---

## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

---

### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

---

### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office



for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

---

### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.