Master Course Syllabus

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

Semester: Spring
Course Prefix: SLSS
Course Title: Leadership Capstone: Lifelong Change Agent

Year: 2025
Course and Section #: 4800 X02
Credits: 4

Course Description

This course brings together three key components: experiential learning, service, and leadership. It offers students the chance to demonstrate their knowledge and skills in core Leadership Certificate areas through practical application. Students can propose projects aligned with their academic or professional goals, subject to approval by faculty.

As the final capstone experience, this course provides an opportunity to apply all the principles and outcomes from the program (PLOs).

Leadership Certificate Outcomes

- Identify personal strengths and ways to use them to coach self and others to increased performance.
- Build interdependence by investing in mutually supportive relationships, while helping others to do the same.
- Take personal responsibility by accepting their primary roles in determining the outcomes and experiences in their lives.
- Develop an increasingly inclusive mindset that leads to increased quantity and quality of contributions in the community (i.e., local, regional, national and/or international).
- Enhance the ability to accomplish tasks by successfully navigating varying hierarchical relationships within and across organizations.

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: CC Franklin

Student Learning Outcomes

Upon successful completion of this course, students will be able to:
- Design an experience that synthesizes the Leadership Certificate programmatic outcomes through a service-leadership experience.
- Integrate the application of personal leadership theory into a service-leadership experience.
- Develop personal strengths in a service-leadership experience.
- Demonstrate effective oral and written communication across multiple organizational hierarchies.

Course Materials and Texts

Students do not need to purchase a textbook for this class. There are, however, several required readings throughout the course that will be available in each module.

Course Requirements

Course Assignments, Assessments, and Grading Policy
Assignments/Deliverables:
Leadership Portfolio: This leadership portfolio is all about connecting the dots between what you've learned about leadership in the past, how you're applying it now, and how you plan to use it in the future. You'll create a personal portfolio that shows off your understanding of leadership principles, highlights your experiences and achievements, and sets some goals. Think of it as both a personal reflection and a shareable slide deck that you can use to showcase your leadership skills for jobs, grad school, or other opportunities.
Group Project: This semester, you and your team will work together to create and execute a real, tangible project, not just a hypothetical one like you may have done in SLSS 2500 and 3200. This is your chance to apply everything you've learned in a practical, hands-on way—this is the real deal! Every task and assignment tied to the capstone project and the design thinking process will be referred to as "Deliverables." These Deliverables will guide you through each stage of your project, helping you stay on track and produce meaningful, impactful results.
Team Role Quizzes: Throughout the semester, everyone will rotate through different roles—team leader, note-taker, and team member—multiple times. Each week, everyone will complete a team role quiz, no matter your role for that week. These quizzes aren't just about accountability; they're also a chance to check in with me about how your team is doing and bring up any questions or concerns you might have.
Discussions:
The discussions in this class are focused on leadership topics and provide an opportunity for us to have a dialogue as an entire class.
Discussions are opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit.*** It is okay to disagree in a discussion. In fact, much learning happens

when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial post date which is usually a **Thursday.** Follow up comments are due by **Sunday.** Follow-up posts are expected to be after the due date and are not marked late. Discussions conclude by the **Sunday** following the due date. After this, posts will be marked late.

Assessments:

Final Presentation: At the end of the semester, your team will showcase your final project in an exciting recorded video! You'll share it on a discussion board where the entire class can watch, celebrate your hard work, and provide feedback.

Required or Recommended Reading Assignments

Students do not need to purchase a textbook for this class. There are, however, several required readings throughout the course that will be available in each module.

Activity: Teams Participation Quizzes - 25%
Activity: Assignments/Deliverables - 40%
Activity: Discussions - 25%
Activity: Capstone Final Presentation - 10%

Grading Scale:
- A: 94-100
- A-: 90-93
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-69
- D: 63-66
- D-: 60-62
- E: 0-59

General Description of the Subject Matter of Each Lecture or Discussion

Module 0: Prepares you for success by introducing course tools, setting notifications, starting your Leadership Portfolio, and discussing ambiguity.

Module 1: Focuses on team setup, defining roles, and fostering collaboration with tools like When2Meet, Microsoft Teams, and a leadership self-assessment.

Module 2: Delves into leadership and teamwork, integrating design thinking to creatively solve problems.

Module 3: Emphasizes empathetic leadership and trust-building through real-life empathy interviews with your target population.

Module 4: Defines the problem using "How Might We" statements and gathers feedback on leadership through a 360 Degree Questionnaire.

Module 5: Focuses on ideation—generating creative solutions, conducting a competitive analysis, and learning about giving direct feedback.

Module 6: Involves creating a storyboard to visualize your solution and reflecting on your leadership through the 360 feedback.

Module 7: Centers on iteration—refining and testing your solution, creating a project timeline, gathering feedback, and reflecting on your leadership and social impact.

Module 8: Culminates in the Capstone Final Presentations, where you present your project, receive and give feedback, and complete leadership assessments.

Module 9: Finalizes your Leadership Portfolio, reflects on achievements, expresses gratitude, and assesses leadership and social impact through the LPSI Post-Survey.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 20% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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 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

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 – 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. 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.