

Term Information

Effective Term Spring 2024

General Information

Course Bulletin Listing/Subject Area Arts and Sciences
Fiscal Unit/Academic Org ASC Administration - D4350
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4676
Course Title Leadership Major Capstone
Transcript Abbreviation LeadershipCapstone
Course Description Students combine the Leadership studies knowledge and skills they have acquired in the major through a capstone experience.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Leadership major and junior or senior standing, or permission of instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0103
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students who complete this capstone course will have a broader understanding of their own personal strengths as leaders and followers.
- Students will have a robust understanding of leadership as a scholarly subject as well as its practical application in multiple professional environments.
- Students will demonstrate strong research, writing, oral communication, and critical thinking skills.
- Students will demonstrate competency in the Leadership major's learning goals.

Content Topic List

- Leadership
- History and Theory of Leadership
- Ethical Issues of Leadership
- Leadership in a Diverse World
- Practice of Leadership
- Leadership in Context

Sought Concurrence

No

Attachments

- Leadership Capstone Course 8.31.2023.pdf: ASC 4676 Syllabus
(Syllabus. Owner: Hanlin, Deborah Kay)
- Leadership Capstone Course Curriculum Submission.pdf: Leadership Capstone Course Submission
(Other Supporting Documentation. Owner: Hanlin, Deborah Kay)

Comments

- This is the capstone course for the new ASC Leadership Major, which will also be submitted for review this fall (AU23). *(by Hanlin, Deborah Kay on 08/31/2023 02:36 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hanlin, Deborah Kay	08/31/2023 02:36 PM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	09/20/2023 05:12 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/20/2023 05:12 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/20/2023 05:12 PM	ASCCAO Approval

Capstone Course for the Leadership Studies Major
Profs. Robin Judd, Scott Levi, Eric MacGilvray, Piers Turner
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Bulletin Description: History 4XXX: Leadership Capstone

Students combine the Leadership Studies knowledge and skills they have acquired in the major through a capstone experience.

Prerequisites: Leadership major and junior or senior standing, or permission of instructor.

Rationale:

Students pursuing the Leadership Studies will learn the core principles of leadership from an interdisciplinary perspective grounded in the liberal arts. Majors emerge from the program with a deep understanding of leadership as a scholarly subject *as well as* its practical application in multiple professional environments. Students enroll in the capstone seminar during their junior or senior years, after they have completed the four required core courses, their selected skills courses, and made significant inroads in the curricular work of their thematic specialization. The capstone seminar brings together students from across the seven thematic specializations to complete a substantial and original research project aligned with their professional interests. This course provides an opportunity for majors to combine and apply the full range of knowledge and skills they have acquired through their previous courses.

Capstone Course Learning Goals:

Students who complete this capstone course will have a broader understanding of their own personal strengths as leaders and followers. They will have a robust understanding of leadership as a scholarly subject *as well as* its practical application in multiple professional environments. They will demonstrate strong research, writing, oral communication, and critical thinking skills. Students will also demonstrate competency in the Leadership major's learning goals.

Leadership Major Learning Goals

1. **History and Theory of Leadership.** Students examine historical and contemporary paradigms of leadership and analyze them according to the theories and principles of modern leadership studies.
2. **Ethical Issues of Leadership.** Students analyze and critique historical and contemporary leadership scenarios based on ethical principles reflecting diverse cultural perspectives.
3. **Leadership in a Diverse World.** Students analyze and critique the roles leaders and leadership play in hindering or advancing social justice.
4. **Practice of Leadership.** Students apply a range of leadership tools, tactics, and styles in an ethical, equitable, and efficacious manner.
5. **Leadership in Context.** Students meaningfully engage with principle themes and ideas of the student's chosen specialization and forge connections that integrate leadership studies within the context of their field.

Credit Hours and Work Expectations:

This is a three-credit hour, graded course that meets once a week for two hours and forty-five minutes. According to Ohio State rules, one credit hour translates to three hours per week of the average student's time (<https://trustees.osu.edu/bylaws-and-rules/3335-8>).

Required Readings:

All required readings will be available on Carmen.

Course Requirements: Your grade for the course will be based on the following:

1. **Attendance & Participation** This is a seminar-style course. Effective participation requires that you complete the readings and are prepared to discuss your questions and comments with your fellow students. Students missing more than one class meeting without an excused absence will incur a grade penalty. In case you need to miss class due to illness or another emergency, please email me in advance of our class meeting.
2. **Introductory Paragraph:** I teach best when I have a sense of who my students are. Please introduce yourself. What would you like to be called? (Whether you go by your given name or some other name, how would you like to be known in this class? And if you think that I might not know how to pronounce the name you'd like to be called, please give me some guidance.) What are your preferred personal pronouns? Where are you from (hometown)? What do you study? Do you have any special concerns that I should know about? Why did you choose the Leadership major and what are you hoping to learn from the major and/or this class? Submit as a .doc, .docx, or .pdf attachment to the Assignment in CARMEN. 12-point font with 1-inch margins, double spaced and 250-500 words.
3. **Written/Verbal Reflection – Reading Core Courses:** Central to this course is the opportunity to reflect on the work you have done in your leadership major. Consider the readings you did in each of your four core courses. Choose one reading from two of the core courses that either you wish to revisit OR that you think was particularly salient. On the first day of class, we will divide the four core courses among the group, so that everyone is responsible for presenting and writing an abstract on 2 readings.
 - a. Précis/abstract. Write a 250-500 word abstract summarizing the reading and its argument. (2 abstracts, date to be assigned on the first day of class)
 - b. Presentation. In 3 minutes or less, explain to the seminar why the group should read or revisit the reading you have chosen. The class will then choose 1 or 2 readings from each core course and everyone will read those selected readings. We will then discuss those readings together in a subsequent class. (2 presentations, date to be assigned on the first day of class)
 - c. Analysis. After the class discussion, the student will pick a leadership scenario (from a list provided by the instructor) and analyze that scenario utilizing the readings and discussions for that particular core (4 analyses, 500-750 words).

4. **Written/Verbal Reflection – Specialization Courses:** Central to this course is the opportunity to reflect on the work you have done in your leadership major. Consider the readings you did in your specialization courses. Choose one reading from these courses that either you wish to revisit OR that you think was particularly salient.
 - a. Précis/abstract. Write a 250-500 word abstract summarizing the reading and its argument.
 - b. Presentation. In 3 minutes or less, explain to the seminar why the group should read or revisit the reading you have chosen. The class will then choose 2 readings and everyone will read those selected readings. We will then discuss those readings together in a subsequent class.
 - c. Reflection. After the class discussion, the student will write a short reflection (500-750 words) considering their specialization courses in relationship to principles they have learned in their four core courses. What themes and trends from the core courses do you see as particularly important and relevant to your specialization?

5. **Written Reflection – Written Work** Central to this course is the opportunity to reflect on the work you have done in your leadership major. Choose one of the essays or short papers (shorter than 5 pages) you submitted in one of your core or specialization courses.
 - a. Reflection. Write a short, one paragraph reflection (approx. 250 words). In re-reading this paper, what do you think are the paper's strengths? What do you wish you had done differently?
 - b. Upload the original paper on Carmen; a peer will help you workshop your paper, and you will read a peer's paper.
 - c. Revise the paper and resubmit.
 - d. Reflection 2. Now that you have revised the paper, consider the process of revisions and reflection. Write a one paragraph reflection (approx. 250 words). What changed? Did you integrate new readings? Wordsmith? Add new content?

6. **Reflection – Skills** Of the methodologies and skill sets that you gained or developed in your skills courses, internship, and/or certification, what was the most important? Why? In a 4 minute presentation, explain to the seminar what skill or methodology you chose, in what context you gained or developed it, and why you think it will be useful for you as you navigate the workforce

7. **Disc Assessment** – Take a disc assessment (or a 360 assessment). Write a short reflection piece (500-750 words). What did you learn about yourself? What was spot on? What do you wish to further change or develop?

8. **Final Project** Students will complete a substantial and original research project aligned with their professional interests (Note: details on the final project can be found pages 9-10 of the syllabus). A fuller description of the projects and necessary submissions can be found on Carmen, but students will have two options:

- a. “Traditional” Project: Students will generate a podcast, digital map, or final paper concerning a topic of your choice.
- b. Leadership in Practice Project: Students already involved in a university-recognized club can submit a project concerning that organization.

9. Presentation: In 6-8 minutes, you (and your group members if you worked in a team) will present your final project to the seminar; your presentation not only will introduce your project, but it also will speak how your project is directly linked to the goals of the leadership major.

10. Final Reflection: Students will have a final opportunity to reflect on their experiences in the capstone and the major. Write a short reflection piece considering what you have you learned (500-750 words). What did you find most valuable? What skills and knowledge are you most excited to take with you beyond the university?

Assignment	Details	Points
Attendance & Participation		80
Introductory Paragraph	250-500 words	20
Core Précis/abstract	2 assignments, 250-500 words each	120
Core Presentation	2 assignments, approx. 3 minutes each	120
Core Analysis	4 assignments, 500-750 words	120
Specialization Précis/abstract	250 - 500 words	40
Specialization Presentation	approx. 3 minutes	40
Specialization Reflection	500-750 words	20
Written Work Reflection 1	approx. 250 words	20
Written Work Peer Review		60
Written Work Revision		60
Written Work Reflection 2	approx. 250 words	20
Skills Reflection	approx. 4 minutes	40
Disc Assessment	500-750 words	40
Final Project	see Final Project for more details	140
Final Presentation	6-8 minutes	40
Final Reflection	500-750 words	20
Total		1000

Meeting and Work Schedule

Week #	Topic	In Class Activities	Work & Reading Due
1	Introduction	*Syllabus Review *Looking Ahead – Final Project *Sign Up for Reflections	*Introductory Paragraph due

		* <i>Leadership on the Ground</i> – a conversation with the Dean of the College	
2	What is a Leader, Anyways?	*Discussion of Keohane Reading *Core 1 Presentations *Seminar Vote on Readings *panel: how to choose a final project topic	*Nannerl O. Keohane, introduction, chapter 1 and chapter 2, <i>Thinking About Leadership</i> *Core 1 Abstracts due
3	Revisiting the Core	*Core 2 Presentations *Seminar Vote on Readings * individual meetings: narrowing down topics * <i>Leadership on the Ground: What is a Disc Assessment? Or a 360 Review?</i>	*Core 2 Abstracts due
4	History and Theory of Leadership	*Discussion of Core 1 Readings * <i>Leadership on the Ground – What is the Trustee’s Student & Academic Life Committee</i> a conversation with Linda Kass and Jeff Kaplan	*Core 1 Readings *Final Project - Topic Due
5	Ethical Issues of Leadership	*Discussion of Core 2 Readings * Core 3 Presentations * Vote on Core 3 Readings *in class, peer review	*Core 2 Readings *Core 3 Abstracts Due * Upload Paper for written reflection * Submit initial reflection on essay/paper chosen * Core Analysis 1 Due
6	Revisiting the Core & Pathways	*Presentations on Core 4 *Vote on Core 4 Readings *Presentations on pathway readings * vote on pathway readings * in class meetings – project’s progress	*Core 4 Abstract due *Pathways Abstract due *TP, Bibliography Due *LP, Organization Mission/Values statement * Core Analysis 2 Due
7	Leadership in a Diverse World	*Panel: Specializations	*Core 3 Readings due * LP, Project Plan due

		*Revisiting Core 3 Readings *discussion of sources	* LP, upload source
8	The Practice of Leadership	*Discuss Core 4 Readings * in class meetings - projects	*Core 4 Readings due * Core Analysis 3 Due
9	Leadership on the Ground	* <i>Leadership on the Ground</i> – Columbus Organizations and Foundations, a Discussion with xxx	*Rewritten paper due * Second Reflection on written work * Core Analysis 4 Due
10	Leadership in Context	*Discuss Specialization Readings	*Specialization Readings *Disc Assessment Reflection Due *TP Outline Due * Update/Reflection
11	Final Projects #1	Independent meetings	*Project Progress Update due
12	Final Projects #2	Presentations	Presentations
13	Final Projects #3	In class writing workshop	*TP Draft due
14	Final Projects #4	Presentations	Presentations * Final Reflection Due
Finals Week			* Final Projects Due

Important Information

ABILITY AND ACCESS: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Academic Misconduct: *It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and*

dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Changes to Syllabus: The syllabus is subject to change; any change that I make will be indicated on Carmen. If you have any questions about the content or conduct of the course, please do not hesitate to contact me at judd.18@osu.edu

Communication: I will use email, Carmen messenger, and Carmen's announcements to share additional information with the class. The quickest way to contact me is by email, and you may usually expect a reply within 24 hours. When you craft your messages, kindly include a descriptive subject line ("Question about Leadership assignment"), begin with a respectful salutation ("Dear Professor Judd") and conform to standard English with proper punctuation and capitalization. For an excellent overview of how students can most effectively use email with their professors, "How to e-mail a professor" <<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>>

Counseling and consultation services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Grade Grievances and Other Academic Complaints: Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the History Department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the History Department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Grading: A 100-point scale is used, 10 points for each letter grade. Grades are not rounded up. An **A** indicates excellence of the highest quality. A **B** indicates above average work, meeting more than the minimum. A **C** indicates that the student minimally does the requirements of the course. A **D** indicates that the student fell shy of the requirements.

A:	93 and above	B-:	80-82.9	D+:	67 -69.9
A-:	90-92.9	C+:	77-79.9	D:	63-66
B+:	87-89.9	C:	73-76.9	E:	below 63
B:	83-86.9	C-:	70-72.9		

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

Learning Community: The success of our course depends on our ability to create an inclusive and safe learning community for all students. We will enjoy students from a variety of different identities and backgrounds. In order to respect your classmates and improve your own learning experience, I ask that you open your minds to new and different perspectives, to be kind, and to enter into our class discussions in good faith.

Office Hours: My (in person) office hours are on xxx from xxx-xxxx; you do not need to make an appointment. If you cannot attend my office hours but wish to meet with me, simply send me an email so that we can find another time to meet.

Phones in class: The use of phones in class is prohibited under all circumstances.

Title IX: *Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu*

Written Work: All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page and all pages should be numbered. The deadlines for materials (and how you should be submitting them) can be found in the schedule above.

Final Project

Students will complete a substantial and original research project aligned with their professional interests.

Students can choose to complete a “traditional” project or a “leadership in practice” project.

“Traditional” Project (TP): Students will generate a podcast or final paper (15-20 pages) concerning a topic of your choice.

Topic & Medium: What do you hope to study? Why is this topic worth pursuing? Will you write a paper or produce a podcast? (week 4)

Working Bibliography: What secondary and primary sources do you wish to rely on? You will need to include at least 6 sources (they cannot be encyclopedia articles) (week 6)

Source: Upload a copy of one of your primary sources and come to class prepared to discuss it with your colleagues. Why this source? Where did you locate it? What is its value? (week 7)

Outline: What do you hope your paper’s or podcast’s structure will look like? (week 10)

Draft: Submit at least 10 pages of your written paper or at least half of your podcast transcript. (week 13)

Peer Review: peer review a draft or report (week 13)

Presentation: In 6-8 minutes, present your work; how did your project directly link with the goals of the major? (weeks 12 and 14 points)

Final Project Due April x at x (finals week)

"Traditional" Project			
Assignment	Details	Due Date	Points
Topic & Medium	250-500 words	Week 4	10
Working Bibliography	6 sources	Week 6	20
Source		Week 7	10
Outline		Week 10	20
Draft	10 pages	Week 13	20
Peer Review		Week 13	20
Presentation	6-8 minutes	Weeks 12, 14	40
Final Project	15-20 pages	Finals Week	40

Leadership in Practice Project (LP): Students involved in a university-recognized club can submit a project concerning that organization. If you plan an event or activity, it must take place by the 13th week of the semester

Topic & Medium: What do you hope to study? Why is this topic worth pursuing? Will you write a paper or produce a podcast? (week 4)

Value Statement & Organizational description: Which organization will you be working with? What is its organizational and leadership structure? How would you describe its membership? What is your role in the organization? What are the organization’s mission and values? (week 6)

Project Plan: What do you hope to accomplish? Will it be an event? Something else entirely? When will it take place? Who will attend? What needs to be in place for this to occur? What does your calendar look like to make sure that this event is a success? How will you measure “success”? (week 7)

Update: Write a brief, 1 page update of how your project is unfolding. Who have been your allies? Your detractors? What challenges do you see ahead? (week 10)

Draft: Submit a draft of your final Project Report (week 13)

Peer Review: peer review a draft or report (week 13)

Presentation: In 6-8 minutes, present your work; how did your project directly link with the goals of the major? (weeks 12 and 14 points)

Final Project Report Due April x at x (Finals Week)

Leadership in Practice Project			
Assignment	Details	Due Date	Points
Topic & Medium	250-500 words	Week 4	10
Value Statement/Org. Desc.	500-750 words	Week 6	20
Project Plan		Week 7	20
Update		Week 10	10
Draft		Week 13	20
Peer Review		Week 13	20
Presentation	6-8 minutes	Weeks 12, 14	40
Final Project Report		Finals Week	40