

LEADERSHIP STUDIES (LEAD)

LEAD 101 Introduction to Leadership Studies (3)

Introduces the concepts of leadership through research and reflection to students engaged in the course. Leadership is often seen as a role taken only by a few, and only by those in a formal position of leadership. Through this course students gain an understanding of the many facets and styles of leadership which allow one to lead from a variety of positions within an organization, school, or social group. This process focuses on self-examination and reflection of topics/skills such as empathy, group development, paradigm development, conflict management, and the relational leadership model. This course utilizes individualized assessments (conflict styles, StrengthsFinder, stress measurements) along with reflection journals and leadership action plans to help students process their own ability and opportunities to lead. This course intends to satisfy the General Education Requirement of Social Awareness and the General Education Outcomes of Teamwork, and Foundations & Skills for Life Long Learning.

Meets general education requirements: GE-Social Awareness

LEAD 162 High School Leadership Seminar (1)

Advanced students will be responsible for planning and hosting a leadership conference for area High Schools. Students will plan the entire event and design seminar modules in leadership development and facilitation skills, and obtain speakers from the Joliet area to present on various areas of leadership.

LEAD 201 Principles of Peer Facilitation (1)

The focus of this course is on student development theory and its application in a residence hall setting. Emphasis is on effective interpersonal communication, the potential for influence as a leader, methods to encourage an appreciation for individual differences within a diverse population, and peer-counseling techniques. The focus of this course is on the importance of the roles of the RA in creating and maintaining community in the residence halls is explored.

LEAD 212 Student Orientation Board (1)

This course emphasizes that a leader is someone who is able to effect positive and significant change for the betterment of others, the community and society. Leadership involves collaboration, teamwork and establishing relationships that can lead to positive and transformational change. The primary objective of this course is to introduce students to leadership while facilitating learning opportunities and experiences that will assist them in becoming a highly effective Orientation Board Leader with vast knowledge of the University, its programs, services and people. The course helps students gain a better understanding of the importance of the University experience while acquainting them with programs and resources available at the University. Additionally, students learn about themselves, their peers, and other members of the Orientation Board, reflecting on their own personal leadership skills and attributes as they contribute to a team.

LEAD 213 Leadership in Global Community (3)

This course introduces and discusses the impact of culture and context on the concept of leadership and development of individuals as intercultural leaders. Globalization has created the need for leaders to become competent in cross-cultural awareness and practice. It is important for leaders to: 1) understand political and cultural environments world-wide, 2) learn perspectives of other cultures, 3) be able to work and do business with other cultures and learn to relate to people from other cultures from a position of equality rather than cultural superiority.

LEAD 225 Women and Leadership (3)

Offers an opportunity to examine the roles of gender in leadership including the advantages and obstacles it brings to leadership. The course provides insights to stretch the understanding of gender differences in leadership styles. Reading, class exercises, guest speakers and interviews offer skills to develop leadership capacities and opportunities for today's world.

Meets general education requirements: GE-Social Awareness

LEAD 235 Tutor Training (1)

This course continues training for tutors. Student will develop, model, practice, and evaluate tutoring strategies that apply good learning principles. Earlier topics will be explored in more depth and additional topics may include cultural awareness, dealing with tutoring problems, brain dominance learning, self-regulated learning, and supervisions and reporting. This course will also review the positive effects of tutoring on the tutor, their own learning, and personal development. The course provides credit toward College Reading and Learning Association (CRLA) Tutor Certification at Advanced or Master Levels. The course is open to anyone who wished to learn tutoring techniques. Student who wish to become ARC tutors must meet additional requirements including faculty recommendation. See the Academic Resource Center for details.

LEAD 250 Leadership Development & Practice (3)

The purpose of this course is to assist students to identify the tools and skills necessary to step up to and into the role of leadership. The Five Practices of Exemplary Leadership provides the framework for this course of study, which will allow our students to be the next generation leaders. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Students will also identify and develop their own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill application through course activities.

LEAD 300 Team Facilitation and Leadership Principles (3)

In this course, students learn to facilitate team building experiences. The course covers theory and philosophy of experiential education, activity design and process, facilitation techniques and methods, discussion leadership and processing skills, stages of group development, and risk management. This course involves two field trips and five (5) or more hours of field experience.

LEAD 320 Field Experience (3)

Provides students with a minimum of 50 hours of experiential learning opportunities to practice leadership and followership in a USF environment or community based organization at local, regional, or national levels. Leadership engagement is followed by an in-depth classroom discussion. An emphasis is placed on Advanced Leadership Theory and applying theory to practice. Scholarly articles and presentations are a component of this practicum.

LEAD 335 Advanced Tutor Mentorship (1)

This course continues training for tutors. Students will develop, model, practice, and evaluate tutoring strategies that apply good learning principles. Earlier topics will be explored in more depth and additional topics may include cultural awareness, dealing with tutoring problems, brain dominance learning, self-regulated learning, and supervision and reporting. This course will also review the positive effects of tutoring on the tutor, their own learning, and personal development. This course provides credit toward College Reading and Learning Association (CLRA) Tutor Certification at Advanced or Master Levels