



Leadership Education and Development

Coordinators

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CORE Syllabus

Introduction

Consider CORE an introductory seminar on leadership and its applications. In addition to academic leadership theory, students will explore a multitude of topics in the social sciences and psychology, focusing on how those topics relate to leadership. Furthermore, students will construct an understanding of their own positions on complex issues in leadership. Heavy emphasis is placed on peer-to-peer facilitation and engaging discussion when in the classroom environment. Facilitators will not lecture, and students are expected to become active participants in their own education. The purpose of CORE is not to memorize leadership content, but rather to equip students with the tools necessary for successful leadership. Ultimately, students will better comprehend their own identities as leaders.

Module Progression

- 0 Saturday Session (Introduction to LEAD)
- 1 Evolution of Leadership Theory
- 2 Psychodynamics and Leadership
- 3 Religion and Leadership
- 4 Social Movements and Leadership
- 5 Communication and Leadership
- 6 **CORE Application Presentation (Auditorium)**
- 7 Gender and Leadership
- 8 Culture and Leadership
- 9 Group Dynamics
- 10 Education and Leadership
- 11 Class Presentations
- 12 **Final Competition (Auditorium)**
- 13 Solutio-thon (Problem Solving) and Elective Introduction

Student Expectations

→ *General Expectations*

Students are expected to be aware, engaged, and willing participants during all LEAD modules. The following behaviors are expected:

- **Punctuality.** Do not be late to class. Modules start promptly at 8:00 P.M.
- **Participation.** Do not be silent. You have valuable thoughts. Share them.
- **Collaboration.** Do not sit still. Discuss with your neighbors and debate your solutions.
- **Attention.** Do not use laptops when not asked. Do not use phones when not asked. Pay attention.
- **Respect.** Encourage others. Be a supporter. Help others reach their goals. Do not push anyone down.
- **Passion.** This is your time to create a change. Embrace it.

→ *Assignment Expectations*

Late and incomplete assignments will be monitored and dealt with on a case-to-case basis between the facilitators and student. If late or incomplete assignments become a recurring issue, the problem will be escalated to the LEAD Coordinators. If the issue persists, the matter will be escalated to the LEAD Advisor and may be grounds for course failure. Assignments are expected to be turned in through the Google Drive (your facilitators will go over this).

→ *Attendance Expectations*

It is a student's responsibility to arrive on time to all LEAD modules and events. Lateness and absences will be recorded in a point-based system, where points contribute to a student's failure to complete LEAD. The attendance policy differs slightly from that of IMSA's Student Handbook.

- If they are tardy, but no more than 10 minutes late, they will be marked with an unexcused tardy and given 1 attendance point.
- If they are more than 10 minutes tardy, they will be marked with an unexcused absence and given 3 attendance points.
- A student will fail to complete LEAD if they accumulate 12 attendance points.

When a student accumulates 9 points, a conference will be scheduled between them, the LEAD Advisor, and the LEAD Coordinators. Absences and tardies can be excused only by Andrea Stuibler (astuibler@imsa.edu), the LEAD Program Coordinator. Please inform your facilitators and Andrea Stuibler in a timely manner before the module if you will need an excused absence or excused tardy. Examples of excusable absences or tardies include: sports, illness, death in the family, religious holidays, school-sponsored activities, medical appointments and family emergencies. Examples of inexcusable absences include: attendance in-halls, study hours, clubs, and Residential Life programming.