Graduate Course Number: 7452

Course Title: Help from Within: Empowering Student Leaders to Help You “Get it All Done”

Days/Times of Class Meetings: Asynchronous // June 6-July 31, 2022

Number of Credits for the course: 3 Graduate Credit

Instructor’s Contact Information and Office Hours:

Cameron W. Jenkins
601.754.2944
cwjleadership@gmail.com
Appointments available by request

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: Each hour of credit implies a 50-minute class period plus 2 hours of outside the class preparation or its equivalent. Students in compressed courses are required to prepare for the first day of classes by preparing the pre-course readings and any pre-class assignments.

Course Description: Do you wish you had more time in your day? That is an all too common and shared feeling among educators who are “overworked and overwhelmed.”

In reality, it could take much longer than expected for help to arrive from “outside” of your program. Thankfully, you have an abundance of help already within your program. When you intentionally empower your student leaders with the tools they need to lead with servitude, compassion, and clarity, you will witness more organic opportunities to properly delegate responsibilities across your program.

To summarize, we will move beyond simply naming student leaders and creating new tasks to doing a deep dive into how we provide ongoing leadership development and structure for our students to evolve as leaders. In this course, we will unpack how your student leaders are the gatekeepers of your culture and the secret agents for your next level of success. Participants will walk away with a comprehensive plan to engage, expand,
and equip their student leaders from start to finish.

**Course Learning Schedule**

Course Calendar or Schedule: Sessions are asynchronous and are organized by weekly video recordings, discussions, and topics.

**June 6-July 31, 2022**

**Week 1**  
Student Leadership - Where to Start?

**Week 2**  
Student Leadership - Training Level I

**Week 3**  
Student Leadership - Training Level II

**Week 4**  
Student Leadership - Collaboration

**Week 5**  
Student Leadership - Delegation made Easy

**Week 6**  
Student Leadership - RoadBlocks

**Week 7**  
Student Leadership – Contentious Development

**Week 8**  
Final Project “Build a Comprehensive Student Leadership Development Plan: From Start to Finish”

Students will be able to identify the areas of opportunity in their program to build and sustain student leadership capacity.

Students will be able to identify the roadblocks and “low hanging fruit” in their student leadership development process. The strength of the student leadership team will directly impact the success of the program.
Students will examine the current philosophies and trends in attracting, training, and utilizing student leaders.

Furthermore, students will suggest new considerations and action steps for building up a student leadership team in a music education program.

**Project:** “Learn their Story” Student Leadership Development Interview with a Peer, a Mentor, or a Role Model in Music Education.

**Project:** Final Project proposal.

**Final Project:** “Build a Comprehensive Student Leadership Development Plan: From Start to Finish” based on the results of the Candidates assessment of the current music program. Create action items to improve leadership development for students in your music program or a music program in your community.

**Course Requirements and Assessment:**
Regular participation in posted online forums and classroom discussions.

Reading, observing, and understanding of posted material.

**Three major projects:** “Learn their Story” Student Leadership Development Interview, Final Project Proposal, and the Comprehensive Student Leadership Development Plan.

**Grading Breakdown:**

Online Forum and Classroom Discussion: 50%  
“Learn their Story” Interview: 15%  
Final Project Proposal: 15%  
Program Diversity Improvement Proposal: 20%

**Instructional Materials:** No Required Textbook

**Attendance Policy:** Students are expected to participate in weekly online discussions at their convenience.

**Candidate Conduct**
“An important part of VanderCook’s Conceptual Framework and Candidate
Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

**Cell Phone/Computer Policy:** An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

**Health and Safety**

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

**Academic Honesty**

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program.

Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
• Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
• Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
• Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
• Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College.

Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

“No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”