**2015-2016 Service Learning Course Proposal Form**

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**Department Chair:** Keith Carroll, Ph.D.

**Campus: Chicago** LA Irving DC Online

**Status:** Adjunct Faculty / Program Faculty /**Affiliate Faculty**/ Administrative Faculty (circle one)

**Faculty Rank:** Assistant / Associate / **Full** (circle one)

**Community Partner Site:** TBD

**Course Title:** OL551, Group and Team Leadership

**Description of the service project:** Describe the service project that will be integrated into the course. Explain what specific community needs will be addressed.

This course focuses on the building blocks for effective teams and teamwork. Students will observe client teams in action, or interview team leaders whose teams are not functioning as they would like, and then provide feedback on strengths and areas for improvement.

**Logistics of the service project:** Include information on timeline, schedule, name of the community site that you will partner with, on-site supervision, and any transportation information.

It would be helpful if clients can come to TCS to enable student interviews. If a client prefers, students may be invited to observe teams on site at the client’s location.

**Course design:** Explain the rationale for the specific project as it relates to the course curriculum (e.g., Why the service project is relevant to the course curriculum? Why it enhances students’ learning of the course content?) If the project is a revision of an existing service learning course, please explain in detail the changes and/or improvements.

The course currently draws on literature and personal experiences in teams to provide information on building effective teams. This project would add a new dimension of observation and/or consultation to allow students to identify issues in ineffective teams and provide consultation on how to improve that team’s effectiveness.

**Reflective activities:** Describe the reflective activities and assignments pertaining to the project and course material. How will you create the bridge between service experience and academic learning?

Students will read about and discuss effective/ineffective teams throughout the course. The ability to observe teams first-hand, or talk to leaders facing team challenges, will enhance their understanding of dysfunctions to watch for in a team, and how to address them.