**Student Leadership Course TEKS Approved April 2019**

***Essential Knowledge and Skills of the course:***

1. Knowledge and Skills
   1. The student discusses basic leadership concepts. The student is expected to:
      1. determine the meaning of leadership; and
      2. discuss methods to adapt leadership to different situations and the needs of various groups; and
      3. compare leadership skills such as communication, team building, self-awareness, and planning; and
      4. analyze hazards, problems, and opportunities of leadership, and explain the leader’s role in conflict resolution, decision making, implementing change in an ethical manner.
   2. The student evaluates various leadership styles, their traits, and the steps of the decision-making process. The student is expected to:
      1. analyze autocratic, democratic, laissez-faire and servant leadership styles; and
      2. explain the purpose, benefit, and use of proper delegation; and
      3. compare the traits and qualities associated with various leadership styles including autocratic, democratic, consensual, laissez-faire, and servant leadership styles; and
      4. relate differences in leadership style to the democratic process; and
      5. determine personal leadership style; and
      6. leads a discussion regarding a decision including identification of the decision which must be made, brainstorming options, clarifying possible outcomes, and guiding the group to a collaboration decision.
   3. The student applies self-organization strategies. The student is expected to:
      1. exhibit personal time management and organization; and
      2. identify and prioritize personal commitments, both academic and non-academic; and
      3. formulate personal organizational goals and implement steps toward achievement of those goals.
   4. The student employs multiple methods for conducting a needs assessment. The student is expected to:
      1. design a survey, an interview process, or employ other methods to assess and collect information concerning areas of need; and
      2. analyze collected data to determine area or topic of greatest need; and
      3. discuss various options for meeting the identified need; and
      4. determine project goals; and
      5. use sequential project planning steps, predicting and planning for possible obstacles in completing the project; and
      6. employ various technology tools effectively to accomplish project goals and document the steps of the project.
   5. The student analyzes and demonstrates effective meeting skills. The student is expected to:
      1. coordinate and develop a meeting agenda within a team setting using appropriate technology; and
      2. lead a discussion using effective meeting skills including basic parliamentary procedure.
   6. The student understands the structure and design of student organizations. The student is expected to:
      1. identify and discuss various models for student organizations; and
      2. compare job responsibilities such as president, vice-president, secretary, or member at large in various student organizations; and
      3. explain the importance of and need for constitutions and by-laws of student organizations; and
      4. examine various voting methods and determine the appropriate method to use in a given situation; and
   7. The student recognizes the ethical and legal implications of following or not following established rules and regulations. The student is expected to:
      1. identify possible examples of ethical and unethical behavior within student organizations; and
      2. explain the consequences of unethical actions in a student organization; and
      3. explore two strategies for solving an ethical dilemma and evaluate the possible outcomes of each; and
      4. present a plan for ethical and appropriate use of social media regarding a student organization.
   8. The student participates in community and school service-learning projects. The student is expected to:
      1. recognize the difference between community service and school service-learning projects; and
      2. implement an effective method of assessing a specific need within the school or community through an appropriate needs assessment; and
      3. research and use available community and school resources to meet the assessed need; and
      4. determine the best project to implement to meet a specific need; and
      5. demonstrate appropriate and effective use of technology and social media to accomplish tasks related to the project, such as publicity, fund raising, and recruiting volunteers; and
      6. use effective goal setting, calendaring, budgeting, resource gathering, and evaluation skills to organize a community/school service project; and
      7. create and present summative evaluation of the project’s success.
   9. The student demonstrates the ability to set and realize goals. The student is expected to:
      1. Identify the elements of a SMART goal; and
      2. participate in setting clear, precise goal statements for a student group or project using the SMART goal format; and
      3. determine which goals were and were not met.
   10. The student works productively with others in a team setting in order to accomplish a common goal. The student is expected to:
       1. identify and explain the stages of team building; and
       2. analyze personality styles of self and others; and
       3. identify and explain personal strengths and challenges; and
       4. engage collaboratively in discussions by clarifying points, challenging assumptions, and providing relevant information; and
       5. participate productively in teams including building on the ideas of others, contributing useful information, solving problems, and setting ground rules for decision-making; and
       6. identify a conflict the team faced; and
       7. explain how the conflict was resolved.
   11. The student uses appropriate processes, strategies, and skills for preparing and presenting speeches. The student is expected to:
       1. develop content and ideas into an organized presentation; and
       2. analyze audience, purpose, and occasion; and
       3. communicate effectively using language and style for a specific audience; and
       4. create visual aids and use technology to enhance and clarify the message; and
       5. use language clearly and effectively; and
       6. use nonverbal strategies and vocal expression effectively.
   12. The student communicates effectively one on one and with small groups. The student is expected to:
       1. identify and discuss non-verbal communication cues; and
       2. listen for accuracy and understanding, ask and answer questions appropriately, and paraphrase to ascertain understanding; and
       3. give clear oral instructions for specific tasks.
   13. The student writes effectively in various modes in order to communicate ideas and information to specific groups and individuals. The student is expected to:
       1. write effective documents relating to various needs of a project such as requests for financial support, project proposals, and thank you letters; and
       2. edit texts for grammar, mechanics, and spelling; and
       3. produce a project plan that is accurate, organized, and reader-friendly.