

STUDENT LEADERSHIP, WORKSHOP, AND PROGRAM DEVELOPMENT

15:245:602

Fall 2021

Tuesdays, 5:00-8:00PM

Online + Hickman 210

Instructor: Steph Brescia, PhD (she/her/hers)	Email: stephanie.brescia@gse.rutgers.edu
Phone Number: N/A	Office Location: GSE 323
Office Hours: By appointment	Prerequisites: Course restricted to CSA students. Non-CSA students must contact the instructor for permission.
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Permission required: ___ No <input checked="" type="checkbox"/> Yes Non-CSA students must contact the instructor for permission.

Part 1: Course Description & Learning Objectives

Course Description:

This course will explore leadership theory and practice as a foundation for working with and training student leaders in higher education settings. Individual styles and skills, team development, and ethical concerns of leadership will be included. Theoretical and practical aspects of working with students in workshop and program development settings and effective evaluation and assessment of those programs are an integral part of the course.

Learning Goals:

By the completion of this course, CSA students will be able to:

- Understand leadership theories and frameworks, and how to apply these theories to their work in the field of student affairs.
- Understand the role and importance of leadership on college and university campuses.
- Identify contemporary issues facing leaders in student affairs.
- Evaluate leadership behaviors and identify ethical or contextual concerns the influence leadership behavior.
- Identify and refine beliefs and values related to one's leadership practice and identity as a leader.
- Design, facilitate, and assess leadership workshops and programs.

Learning Outcomes:

The learning outcomes for this course are derived from ACPA/NASPA's (2015) *Professional Competency Areas for Student Affairs Educators*. A variety of competencies will be addressed in this course including:

- **Leadership (LEAD) competency, which:**
Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members. (p. 13)
- **Personal and Ethical Foundations (PEF) competency, which:**
The Personal and Ethical Foundations competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship. (p. 16)

Part 2: Course Policies & Procedures

Academic Integrity:

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct.

Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution
- Re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy at:

<http://academicintegrity.rutgers.edu/>

Zoom:

Zoom Link:

<https://rutgers.zoom.us/j/5459942310?pwd=bzhqaVNFOC95SURXMkJLMmUvU3RWUT09>

Meeting ID: 545 994 2310

Password: 944116

This class will meet weekly online. However, students are permitted to use Hickman 210 for meetings or asynchronous sessions during our designated class time. Students are required to wear masks if meeting in person regardless of vaccination status.

Click on the Zoom website provided above to join class. If you are able to utilize Zoom's video feature, please do. However, I recognize that 'zoom fatigue' impacts all of us. Please feel free to turn off your video for a few minutes, take a break to use the restroom, grab water, etc. You will first be in a Zoom waiting room prior to your admittance to the class. The class sessions and discussions will not be recorded and/or archived.

If you have questions or concerns regarding technical issues, consult "Remote Technology Resources for Students:" <https://it.rutgers.edu/remote-student-resources/> and/or the Rutgers IT Student Help Desk via website <https://it.rutgers.edu/help-support/> or email help@oit.rutgers.edu or toll-free 833-OIT-HELP.

Attendance & Participation:

Students are expected to attend all class meetings and be prepared to discuss the topic scheduled for the day, including all assigned readings. The nature of this course requires a great deal of student participation and students are expected to meaningfully contribute to class discussions. Students should be mindful of their participation and ensure that there are opportunities for all voices to be heard.

If you must miss a class, arrive late, or leave early, notify the instructor in advance. Because this class meets only once a week and much of the learning takes place in class discussion, your attendance is crucial. Regardless of reasons (illness, family or work commitments, personal), you are allowed two absences. On the third absence your class grade will drop one full grade letter (e.g., an A grade will drop down to a B). The fourth absence will result in risking failing the course. You are responsible to obtain any missed information and class notes from your classmates.

Confidentiality:

Students will be sharing personal experiences throughout this course about their work, lives, interactions with students, etc. The conversations that occur in the classroom are NOT to be shared with others outside of the classroom. Please be respectful of your peers and do not disclose any personally identifiable information or discussions that take place in the course.

Student Meetings & Communication:

Students are encouraged to meet with the instructor if they need additional support understanding course content or assignments. Meetings should be scheduled at least 3-5 days in advance and will be held virtually or in person depending on scheduling and COVID-19 regulations.

Students can also communicate with the instructor via email (*preferred*) or phone with questions or concerns regarding course material. Students can expect a response within 48-72 hours. Students should not expect to receive responses to emails after 5:00pm on weekdays or at any point in time over the weekend. If a question sent via email requires a more in-depth response, a phone call or meeting will be scheduled.

Electronics Use:

The nature of an online synchronous class session mandates the in-class use of laptops, etc. However, students are expected to give their full attention to class discussion, instructors, and peers. Scrolling, texting, or searching unrelated to the class is not acceptable. Mobile phone use is permitted during synchronous class meetings only when the phone is the student's principal communication link to the class. Otherwise, turn cell phones off and put them away. You may leave your phone on during class due to professional or personal circumstances.

Classroom Environment:

We all have a shared responsibility to create and maintain an inclusive classroom environment. Everyone brings different identities and experiences to this course, which will make for a rich learning environment replete with diverse perspectives. Throughout the course we will reflect upon and discuss our diverse identities and experiences and it is everyone's shared responsibility to ensure that all members of the classroom community feel comfortable engaging in dialogue. Active listening, mutual respect, a genuine desire to understand others, the use of inclusive language, and the ability to take ownership and responsibility when mistakes are made are all critical to fostering an inclusive classroom environment where diverse perspectives are respected.

Part 3: Student Services

Rutgers offers a variety of services to support students during their enrollment. Though you have responsibilities to work with and support students in your CSA internship and field placements, please remember that you are also a student. I encourage you explore and access these resources as needed.

Students with Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

Rutgers Student Food Pantry:

848-932-5500/ 39 Union St., New Brunswick, NJ 08901/ <http://ruoffcampus.rutgers.edu/food/>

The Rutgers Student Food Pantry is dedicated to helping all Rutgers students in need of food. You will need to do bring your RUID and fill out a brief identification form once you arrive. Students will be provided with groceries that typically last about one week.

Visit <http://ruoffcampus.rutgers.edu/food/> to learn more about the Rutgers Student Food Pantry and make an appointment. The Rutgers Student Food Pantry is currently operating by appointment only from a temporary location due to the COVID-19 pandemic. For an up-to-date schedule and to make an appointment, please go to: <http://ruoffcampus.rutgers.edu/status/>.

Dean of Students Office

848-932-2300/ 88 College Ave., New Brunswick, NJ 08901/<http://deanofstudents.rutgers.edu/>

The Dean of Students Office at Rutgers University-New Brunswick provides solutions, services, and support to help students navigate Rutgers University. The Dean of Students Office can assist students experiencing food insecurity, housing insecurity, or homelessness. The Office serves as a student support network by providing advocacy, problem resolution, and critical incident intervention for those times when additional assistance is needed. Please *call* to schedule an appointment to meet with a representative from the Dean's office.

Visit <http://deanofstudents.rutgers.edu/> to learn more about the Dean of Students Office and schedule an appointment. The Office of the Dean of Students continues to work remotely for the safety of our students and staff. Hours continue to be 8:30 a.m.-5:00 p.m., Monday through Friday. It is best to reach us via email at deanofstudents@echo.rutgers.edu. Telephone, Webex, or Zoom appointments will be scheduled for all students.

Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Visit www.rhscaps.rutgers.edu/ to learn more about CAPS and schedule an appointment.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Part 4: Course Requirements

Course Texts & Required Reading:

- Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. Jossey-Bass.
- Northouse, P. G. (2021). *Leadership theory and practice* (9th ed.). Sage.
- Aiken-Wisniewski, S., Whitney, R., & Taub, D. (2021). *The missing competency: An integrated model for program development for student affairs*. Stylus.
- Additional readings and resources posted on course Canvas site, “Files” tab.

Course Assignment Guidelines:

All assignments are due the day and time as stated on the syllabus and must be submitted on Canvas under the “Assignments” tab. Any changes to these dates will be posted on Canvas in the “Announcements” section and assignment information. See the Course Calendar section of your syllabus for due dates.

- **Written Papers:** All papers must conform to specified in the seventh edition of the *Publication Manual of the American Psychological Association*. The Turnitin filter on Canvas will be enabled for all assignments, and students will have access to the Turnitin report for their assignments. Students may revise and resubmit an assignment in light of the Turnitin report, as long as the final submission is received by the assignment’s posted deadline.
- **Late assignments:** If you must submit an assignment late, contact the instructor to discuss the situation prior to the deadline. Documentation of the situation, such as a physician’s note, must be provided upon request of the instructor. Assignments that are submitted late without prior approval will result in a 5-point (half a letter grade) deduction or more.
- **Grading & Re-writes:** Assignments will be graded on the technical quality of the writing (or presentation) as well as accuracy and quality of the content. All written work should be carefully proofread to ensure correct spelling, grammar, syntax, and clarity of expression. Assignments containing multiple errors will be graded accordingly. At the instructor’s discretion, students may be invited to revise and resubmit an assignment for

re-grading. If the revised assignment is not received by the stipulated deadline, the initial grade earned on the assignment will stand. Students invited to re-write a paper can only re-write up to a letter grade of a 'B' on the assignment.

Course Assignments:

- **Leadership in Higher Education Article Presentation (5%):** Each week one or two students will find and read an article from Inside Higher Ed that includes leadership decision making (**hint, almost all articles include examples of leadership decision making*). The student(s) assigned for the day will come to class prepared to discuss their article for about 10 minutes. The presenting student(s) will spend the first 5 minutes summarizing the article, highlighting important points. The latter 5 minutes will be spent analyzing the article and engaging classmates in discussion. The presenting student will (1) identify who the leader(s) are in the article, (2) the challenges facing the leader(s) and/or followers and stakeholders, and (3) whether they agree or disagree with the decisions made by the leader and why. Students are encouraged to consider how context, institution type, and the needs of various internal or external stakeholders may have influenced the decision-making process of the leader. Students should also recommend different ways of approaching the situation.

Students will upload a 1 to 2-page double spaced document that includes the name of the article selected and weblink, their summary notes (bullet points are fine), and their analysis of the decision-making process. This document does not have to be in APA formatting.

Please note, even if you are assigned to a day that has more than one presenter, you will complete this assignment on your own.

- **Leadership Reflection Paper (10%):** Students will be asked to write a 3–4-page double spaced paper about their personal leadership values and perceptions. Students' papers should address the following questions:
 - What does leadership mean to you?
 - Describe your personal leadership values. How have your identities and lived experiences shaped your perception, values, and philosophy of leadership?
 - What are your strengths as a leader? What areas do you need to improve upon?
 - Who do you look up to as an effective leader? What qualities does this person possess? What actions do they take? How do they approach challenging situations?
 - Why is effective leadership important in higher education and student affairs?

Student papers must be written in APA format. Students are not required to include citations in their papers but may do so if necessary.

- **Leadership Theory Class Facilitation (20%):** Students will work in groups of 3-4 to facilitate a class lesson on a selected leadership theory. The purpose of this assignment is to help your peers understand the theory and apply it to their work with students. The class facilitation will last approximately 40 minutes and must include the following:
 - Overview and explanation of the theory, including relevant research
 - Strengths, limitations, and common critiques of the theory
 - How the theory may be applied to work in the field of student affairs. *Please keep in mind that these theories may need to be deconstructed and reconstructed in order for them to be applicable to student affairs work. Dugan will offer ideas of how to deconstruct and reconstruct theories, but groups are free to include their own ideas about how the theory can be revised to be more applicable to SA work.*
 - A 1–2-page (electronic) handout with important information
 - An activity to help facilitate student learning (*activity should be carried out with the class, not just described*)
 - Other items to help facilitate student learning such as discussion questions, additional readings, videos, take-home activities, etc. (*get creative!*)
 - Visual aid (power point, etc.)

Students will be asked to submit their handout and power points slides (or any other visual aids used) on Canvas (one submission per team).

- **Leader in Student Affairs Interview & Paper (20%):** All students will interview a leader in student affairs via Zoom or over the phone. The leader can work at Rutgers or elsewhere but cannot be someone that you work with or have worked with in your internship or field experience placement. Though leadership roles can be formal or informal, for the purposes of this assignment, you want to interview someone in a formal leadership role. You should solicit interviews from folks that have at least 3 or 4 years of full-time professional experience working in higher education (*LinkedIn in an excellent way to gauge this!*).

Your interview should last approximately 30 minutes and you are **NOT** permitted to record the interview. You **SHOULD** take notes during the interview and journal for one hour post interview (this will help you document your immediate thoughts, reactions, what stood out to you, etc.). Below are some questions you may want to consider asking, but you are free to ask additional questions that will further your understanding of the role of leadership in higher education. If you would like the instructor to review your interview questions, share them via email.

- Can you tell me a little bit more about your current role?
- How do you define leadership?
- How would you describe your personal approach to leadership or your leadership style?

- What are some of the most rewarding experiences you have had as a leader?
- What are the most challenging situations you faced as a leader? How did you navigate these challenges?
- What skills are important for student affairs leaders to possess?
- What leadership advice would you offer to an incoming student affairs professional?

Students will need to schedule their interview **as soon as possible**, especially since calendars tend to fill quickly. Students will be required to inform the instructor of the name and title of their interviewee as well as their scheduled interview date and time by October 5th.

All students will write a 5–6-page double spaced paper that (1) summarizes interview findings and (2) allows students to reflect on the interview. The interview summary should be approximately 3 pages with the remainder of the paper used for reflection. Students may want to consider what they learned about leadership from the interview, how their interviewee’s views of leadership are similar or different than their own, and which leadership theories inform the work of their interviewee. The paper must conform to APA formatting.

- **Student Leadership Development Workshop Paper & Facilitation (30%):**

Throughout the course, students will gain a deep understanding of leadership theory as well as program and workshop development. In teams of approximately 3 students, groups will be tasked with developing and facilitating a student leadership development workshop.

Students will have 50 minutes to facilitate their leadership workshop for the class. Please note, this presentation is an *active facilitation* of the workshop, not a description of the workshop plans. Students should reference Aiken-Wisniewski et al. (2021) when working on this project.

In addition to facilitating an in-class leadership workshop, students will also produce a **written document** that describes the workshop. The document must include:

- Workshop title
- Workshop budget (*if needed*)
- Detailed information about the intended audience and the context in which the workshop will be presented
- Short summary description of the workshop
- Flyer and or social media posts advertising the workshop to the intended audience
- Workshop purpose
- Workshop goals, objectives, and outcomes

- Proposed format (*Please note, you will be conducting your workshop virtually, so please ensure your format is suitable for zoom. You can include information about how your workshop may look different if conducted in person.*)
- Workshop outline, including time tags, facilitator notes and roles, supplies etc.
- Workshop evaluation plan, including metrics for success
- Strategies to address diversity, equity, and inclusion in the facilitation
- Theories that informed the creation of this workshop
- Facilitation materials (e.g., power point slides or Prezi, etc.)

**Please note, there is no page limit on this assignment as it will contain multiple written documents. It is estimated that your paper should be around 8-10 pages excluding the flyer and/or social media posts and the facilitation materials (slides). Points will not be deducted if your paper is longer or shorter than this estimated page count. The important part is that all aspects identified in the list above are addressed.*

- **Personal Leadership Philosophy Statement (15%):** Due on the last day of class, students will synthesize their learning and reflect on their personal leadership through the creation of a 1–2-page double spaced Leadership Philosophy statement. This succinct document will summarize how students think about, approach, and practice leadership. It will include their leadership values and beliefs, leadership approach, and how these values, beliefs, and approaches inform their work in the field of student affairs. Students may also want to include which leadership theories inform their approach to leadership. This paper must be written in APA format.

Grading Rubrics for Written & Oral Presentations:

Rubric for Written Assignments:

Category	Description	Points Allocated
Meets Syllabus and Assignment Guidelines	The paper meets all syllabus guidelines, including but not limited to, answering all prompts/questions, staying within the allocated page range.	15
Structure, organization, and flow	Paper is appropriately structured (includes introduction, content, and conclusion) and contains sections/headings/subheadings if needed. The organization of the paper is logical. There is a consistent and logical progression from one idea to the next. Transitions are used appropriately.	15
Clarity	Ideas and concepts are expressed clearly. Ideas are easy for the reader to understand.	15
Evidence/content	Ideas and concepts are expressed thoroughly using sufficient evidence to support claims. Sources of information are	25

	integrated throughout the paper to provide evidence for arguments.	
Voice, tone	Author's voice and tone matches that of the intended audience.	10
APA Formatting	All elements of APA 7 th Edition style and formatting are followed.	10
Grammar, syntax, spelling	Proper grammar is used throughout the paper; there are no spelling errors; sentences are appropriately structured.	10
TOTAL:		100

Rubric for Presentations:

Category	Description	Points Allocated
Meets Syllabus and Assignment Guidelines	The presentation meets all syllabus guidelines, including but not limited to, answering all prompts/questions, staying within the allocated presentation time range, etc.	15
Structure, organization, and flow	Presentation is appropriately structured. The order in which materials are presented is logical. There is a consistent and logical progression from one idea to the next. Transitions are used appropriately.	10
Clarity	Ideas and concepts are expressed clearly. Ideas are easy for the audience to understand.	10
Evidence/content	Ideas are expressed thoroughly using sufficient evidence to support claims. Sources of information are integrated throughout the presentation to provide evidence for arguments.	25
Applicability to practice	Opportunity's help the audience apply learning to their own practice are provided or discussed.	10
Creativity/originality	Creative approaches are used to present information.	10
Audience engagement	Presentation provides multiple opportunities for audience members to be engaged in the presentation. This could include the incorporation of breakout discussion, group discussion, activities, etc. for audience members.	10
Supplementary materials	Supplementary materials, such as handouts or visual aids, are used to support the presentation.	10
TOTAL:		100

Course Evaluation and Grading:

Rutgers GSE Grading System:

Grade	Points	Description	Percent
A	4.0	Outstanding	90-100
B+	3.5		85-89
B	3.0	Good	80-84
C+	2.5		75-79
C	2.0	Satisfactory	70-74
F	0.0	Failing	Below 70

**D grades are not given in graduate courses. For more information about GSE grading standards, please see http://catalogs.rutgers.edu/generated/gse_current/pg27.html*

Leadership Grading:*

Description of Assignment	% of Final Grade
Leadership in Higher Education Article Presentation	5%
Leadership Reflection Paper	10%
Leadership Theory Class Facilitation (85% facilitation, 15% handout & slides)	20%
Leader in Student Affairs Interview & Reflection Paper	20%
Student Leadership Development Workshop Paper & Facilitation (60% facilitation, 40% paper)	30%
Personal Leadership Philosophy Statement	15%

**All course assignments will be scored out of 100 points unless otherwise indicated in the assignment description.*

- *Core Course:* This is a core course for the Ed.M. in College Student Affairs and requires a B or better. **Earning below a B will result in being placed on Academic Probation.**
- *Incomplete Grade:* **An INC (incomplete) must be negotiated prior to the end of the semester and will not be granted without agreement between instructor and student prior to the end of class.** An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester. In addition, earning an INC will result in being placed on Academic Probation.
- *Grade Grievances:* If you have grievances with your final grade, you are welcome to due process. First, you will need to contact me to ask about your grade and I will provide your scores and details. If you are not satisfied with my response, you will need to contact the Chair of the Educational Psychology Department, Angela O'Donnell (angela.odonnell@gse.rutgers.edu) and not the program coordinator with your grievance. You will receive additional information from there.

Part 5: Course Calendar

Week	Topic, Readings, Assignments
Class 1: Tues 9/7	WELCOME! <i>Readings due today:</i> <ul style="list-style-type: none"> • None
Class 2: Tues 9/14	INTRODUCTION TO LEADERSHIP <i>Readings due today:</i> <ul style="list-style-type: none"> • Dugan, J. (2017), Chapter 1 • Northouse, P. (2021), Chapter 1 • Souba, W. W., & Souba, M. H. (2018). Challenging your implicit leadership theory. <i>Journal of Leadership Education</i>, 195-207. <i>Leadership in Higher Education Presenters: Lauren & Ariel</i>
Class 3: Tues 9/21	CRITICAL PERSPECTIVES <i>Readings due today:</i> <ul style="list-style-type: none"> • Dugan, J. (2017), Chapters 2 & 3 • Dugan, J. P., & Leonette, H. (2021). The complicit omission: Leadership development's radical silence on equity. <i>Journal of College Student Development</i>, 62(3), 369-382. (available on Canvas) • Selingo, J. (2020, August 1). Colleges are deeply unequal workplaces. <i>The Atlantic</i>, 1-4. <i>Leadership in Higher Education Presenters: Juliesy & Kelsey</i> Assignments due today by 4pm: <ul style="list-style-type: none"> • Leadership Reflection Paper
Class 4: Tues 9/28	PERSON-CENTERED THEORIES & THEORIES OF PRODUCTION <i>Readings due today:</i> <ul style="list-style-type: none"> • Dugan, J. (2017), Chapters 4 & 5 • Northouse, P. (2021), Chapter 5* (<i>optional for students that are not presenting on this topic</i>) <i>Leadership Theory Presentation(s):</i> <ul style="list-style-type: none"> • Situational Leadership (Group 1) <i>Leadership in Higher Education Presenters: Alcedos</i>
Class 5: Tues 10/5	GROUP CENTERED THEORIES & FOLLOWERSHIP <i>Readings due today:</i> <ul style="list-style-type: none"> • Dugan, J. (2017), Chapter 6 • Northouse, P. (2021), Chapter 13, Followership • Titus, S., & Sanaghan, P. (2021, August 5). The importance of not only good leaders but also good followers (opinion). <i>InsideHigherEd</i>. https://www.insidehighered.com/advice/2021/08/05/importance-not-only-good-leaders-also-good-followers-opinion

	<ul style="list-style-type: none"> • Northouse, P. (2021), Chapter 16, Team Leadership* (<i>optional for students that are not presenting on this topic</i>) <p><i>Leadership Theory Presentation(s):</i></p> <ul style="list-style-type: none"> • Team Leadership (Group 2) <p><i>Leadership in Higher Education Presenters:</i> Angel</p> <p>Assignments due by 4pm today:</p> <ul style="list-style-type: none"> • Leadership interviewee name & title; date and time of scheduled interview
<p>Class 6: <i>Tues 10/12</i></p>	<p style="text-align: center;">THEORIES OF TRANSFORMATION & RELATIONSHIP CENTERED THEORIES</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Dugan, J. (2017), Chapters 7 & 8 • Northouse, P. (2021), Chapter 10, Servant Leadership • Northouse, P. (2021), Chapter 8, Transformational Leadership (<i>optional for students that are not presenting on these topics</i>) <p><i>Leadership Theory Presentation(s):</i></p> <ul style="list-style-type: none"> • Transformational Leadership (Group 3) <p><i>Leadership in Higher Education Presenters:</i> Jherel</p>
<p>Class 7: <i>Tues 10/19</i></p>	<p style="text-align: center;">VANGUARD THEORIES & EFFECTIVE COMMUNICATION</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Dugan, J. (2017), Chapter 9 • Ruben, B. D., & Gigliotti, R. A. (2016). Leadership as social influence: An expanded view of leadership communication theory and practice. <i>Journal of Leadership & Organizational Studies</i>,23(4), 467-479. • Northouse, P. (2021), Chapter 11, Adaptive Leadership • Northouse, P. (2021), Chapter 9, Authentic Leadership (<i>optional for students that are not presenting on this topics</i>) <p><i>Leadership Theory Presentation(s):</i></p> <ul style="list-style-type: none"> • Authentic Leadership (Group 4) <p><i>Leadership in Higher Education Presenters:</i> Ryan</p>
<p>Class 8: <i>Tues 10/26</i></p>	<p style="text-align: center;">JUSTICE-BASED LEADERSHIP & INTEGRATION</p> <p><i>Guest Speaker:</i> Arian L. Bryant, Director of Residence Life and Education, University of Central Florida</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Dugan, J. (2017), Chapters 10 & 11

	<i>Leadership in Higher Education Presenters: Samantha</i>
Class 9: <i>Tues 11/2</i>	<p>STUDENT LEADERSHIP DEVELOPMENT & INTRO TO WORKSHOP DEVELOPMENT</p> <p><i>Guest speaker:</i> Krista Klein, Assistant Dean for Student Support & Inclusive Communities, Rutgers Honors College</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Bertrand Jones, T., Guthrie, K. L., & Osteen, L. (2016). Critical domains of culturally relevant leadership learning: A call to transform leadership programs. <i>New Directions for Student Leadership</i>, 152, 9-21. • Harper, J., & Kezar, A. (2021). Leadership development for racially minoritized students: An expansion of the Social Change Model of leadership. <i>Journal of Leadership Education</i>, 156-169. • Miller, R. A., & Vaccaro, A. (2016). Queer student leaders of color: Leadership as authentic, collaborative, culturally competent. <i>Journal of Student Affairs Research and Practice</i>, 53(1), 39-50. • Aiken-Wisniewski, S. (2020), Chapters 1-4 <p><i>Leadership in Higher Education Presenters: Sierra</i></p>
Class 10: <i>Tues 11/9</i>	<p>WORKSHOP DEVELOPMENT PART II: PROGRAM PLANNING</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Aiken-Wisniewski, S. (2020), Chapters 5-6 <p><i>Leadership in Higher Education Presenters: Domenic</i></p> <p><i>Assignments due today at 4pm:</i></p> <ul style="list-style-type: none"> • Leader in Student Affairs Interview & Reflection Paper
Class 11: <i>11/16</i>	<p>WORKSHOP DEVELOPMENT PART III: IMPLEMENTATION & ASSESSMENT</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Aiken-Wisniewski, S. (2020), Chapters 7-9 • Jenkins, D. M., & Allen, S. J. (2017). Aligning instructional strategies with learning outcomes and leadership competencies. <i>New Directions for Student Leadership</i>, 156, 43-58. <p><i>Leadership in Higher Education Presenters: Alexys</i></p>
Class 12: <i>Tues 11/23</i>	<p>ASYNCHRONOUS WORKING SESSION</p> <p><i>Students will meet with their groups online or in-person to work on their leadership workshops.</i></p>
Class 13: <i>Tues 11/30</i>	<p>LEADERSHIP WORKSHOPS</p> <p><i>Leadership Workshop Presentations:</i></p> <ul style="list-style-type: none"> • Groups 1 & 2 <p><i>Assignments due today by 4pm:</i></p> <ul style="list-style-type: none"> • Leadership workshop papers, Groups 3 & 4

Class 14: <i>Tues 12/7</i>	<p style="text-align: center;">LEADERSHIP WORKSHOPS</p> <p><i>Leadership Workshop Presentations:</i></p> <ul style="list-style-type: none"> • Groups 3 & 4 <p><i>Assignments due today by 4pm:</i></p> <ul style="list-style-type: none"> • Leadership workshop papers, Groups 1 & 2
<i>Tues 12/14</i>	<p><i>Assignments due today by 4pm:</i></p> <ul style="list-style-type: none"> • Leadership Philosophy Statement

**Course schedule is subject to change.*

Syllabus Acknowledgements: This syllabus was modeled based on prior iterations of this course, including courses designed and taught by Ebelia Hernandez. Assignments and select readings for this course were designed by Sara Spear and used/adapted with her permission.