ELPS 419 - 001 Leadership in Higher Education
Water Tower Campus, Tuesdays, 7-9:30pm
Maguire Hall (1 East Pearson Street), Room 340

Instructor Information:

Dr. Karen Warren Coleman
Adjunct Faculty, Higher Education
Lewis Towers, 11th Floor
111 East Pearson Street, Chicago, Illinois 60611
773-383-7729 (mobile)
kcoleman4@luc.edu

Office Hours
Office hours are scheduled by appointment. Most of the instructor’s availability will be on Mondays and Wednesdays, but I will be flexible in order to accommodate student schedules. You can email me to schedule an appointment.

Description:

This course is designed to provide foundational grounding in leadership theory and research. Specific attention will be paid to the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, pedagogy for teaching and learning about leadership, and the leadership development process of college students. Given leadership is a contextually-bound and socially-constructed phenomenon, time will be dedicated to understanding cultural dimensions and considerations as well as examining course content using critical perspectives that allow for the deconstruction and reconstruction of leadership theory in service of social justice.

Outcome & Objectives:

Learning Outcome
Students will be able to apply critical perspectives to their understanding of leadership and leadership development in higher education.

Objectives
Upon completion of this course, students will be able to:
1. Understand the theoretical evolution characterizing the study of leadership;
2. Demonstrate competence in the critique and application of leadership theories and models to practice;
3. Understand and apply critical perspective to the study of leadership;
4. Identify a conceptualization of leadership consistent with life experiences and values;
5. Demonstrate self-efficacy for administrative leadership in the context of higher education;
6. Identify the role higher education plays in shaping the leadership development of college students.

IDEA Objectives
The following outcomes are deemed ESSENTIAL to this course:
- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Learning to analyze and critically evaluate ideas, arguments, and points of view

The following outcomes have been deemed IMPORTANT to this course:
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team

Note that course objectives will be evaluated electronically at the end of the semester. The link that follows is for the IDEA Campus Labs website: http://luc.edu/idea/. At the end of the semester you will be prompted to complete your evaluation at this site by clicking on the Student IDEA Log In.

Institutional Policies & Philosophies:

Conceptual Framework
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Social Action Through Education.” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ abilities to apply critical perspectives to their understandings of, experiences with, and enactment of leadership. This is accomplished through the study of leadership theory and development along with their application in educational contexts as means to advance social justice and equity.

This course houses a core assessment for the following Conceptual Framework Standard: CFS1: Candidates critically evaluate current bodies of knowledge in their field.

Diversity
This course addresses the myriad of ways in which diversity influences the processes of leadership and leadership development in higher education. Particular attention is directed at using critical perspectives to examine more closely the ways in which social location, and in particular social identities, influence how leadership is understood, experienced, and enacted. All of this is done to increase the ability of educators to better serve the needs of an increasingly diverse higher education context.

Dispositions
The School of Education at Loyola University Chicago requires the assessment of all students across professional dispositions associated with their field in each class. The rubric below
reflects the dispositions outlined for the Higher Education program. At the end of the semester you will be evaluated across these dispositions in LiveText. Note that dispositions will be reviewed to aid students in better meeting professional expectations.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<tr>
<td>Student meets all deadlines</td>
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<tr>
<td>Student attends class and is punctual for all professional obligations</td>
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<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<tr>
<td>Fairness</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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<tr>
<td>All students can learn</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<tr>
<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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Reading Materials:

The required texts for this course are available for purchase at the Loyola Bookstore or online. Please purchase your books as soon as possible as readings will be assigned for the second week of class.

Required Texts


Recommended Texts

Additional Readings
Additional readings will be provided in the form of documents accessible via the Sakai site for this course. A full reference list of these readings is provided at the end of the syllabus. You are not required to print or bring these to class, but are responsible for reading them. The instructor may add additional readings not listed in this syllabus during the course of the semester.

Requirements & Expectations:

Attendance
Graduate-level courses typically meet only once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. However, the expectation is that you will be present for the full class session each week. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. Within two weeks of a missed class, you are expected to send the instructor a short essay on the assigned readings for the class you missed. This essay should be between 1-3 pages, single spaced, and summarize the core content of the readings and your reactions. Note that this document will not be graded or evaluated for feedback as it is a substitute for missing a class session. Please notify the instructor via email prior to the start of class should you need to be absent. Any absence will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well.

Preparation
This course is designed using a traditional seminar format in which much of the learning is emerged from group discussion and student engagement with each topic. As such, preparation through completion of each week’s readings as well as thoughtful reflection on the topics are critical not only for each individual’s intellectual development, but the group’s collective development as well. Readings and multimedia sources have been purposefully selected for their
relevance to the given topic and contribution to the overall literature. The philosophy employed in this course design is to carefully select significant and important core readings and provide sources for additional reading should students wish to explore the topic further. Given much thought has gone into the readings, students are expected to complete them in advance of each class. *Occasional quizzes and reading for meaning activities may be incorporated into the grading structure should evidence emerge that students are not completing the necessary reading.* Additionally, as a graduate-level course, class time will not be directed towards dissecting each individual reading, but instead examining themes across reading and conducting critical analysis of content and its application in the context of higher education. Students are encouraged to consider this as they read assigned material and use the provided guided reading questions to drill down around important themes.

**Participation**

Given the seminar format of this course design, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the *quality* of the contributions. For the purposes of this course, participation is valued in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual’s preferred learning style is addressed over the course of the semester. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed. Students will receive a mid-semester participation grade as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. The rubric for participation is listed below:

<table>
<thead>
<tr>
<th>Evaluative Dimension</th>
<th>“A” Grade</th>
<th>“B” Grade</th>
<th>“C” Grade</th>
<th>“D/F” Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness</strong></td>
<td>Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent</td>
<td>Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives.</td>
<td>Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is absent frequently</td>
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<tr>
<td><strong>Quality of Contributions</strong></td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
</tr>
<tr>
<td><strong>Significance of Contributions</strong></td>
<td>Contributions add complexity to the conversation and</td>
<td>Contributions are generally substantive, but occasionally indicate a</td>
<td>Contributions repeat what others have shared and</td>
<td>No or minimal contributions are offered</td>
</tr>
</tbody>
</table>
Civil Discourse
Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

Cell Phones/ On Call
If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undisruptive manner. Texting and/ or instant messaging are not allowed during class as a matter of respect to the learning community. Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.
Email/ Sakai
Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used as a source of continual updates about course material. Note that if you send me an email through the Sakai system it may not be sent to my email, but into a separate Sakai folder depending on how you have set up your account. Therefore, it is important that all emails be sent via my Loyola University Chicago email account and not through Sakai.

APA Style/ Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on the Blackboard site. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center (http://www.luc.edu/writing/) for assistance.

Assignments, Evaluation, & Grading:

Assignment Expectations:
Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. Any assignment submitted after the due date will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24-hour period after the original time due. Extensions will not be granted. Note that the instructor will not hunt down missing assignments and it is your responsibility to ensure that they are turned in by the stated deadlines.

Note that if an assignment fails to follow the instructions provided, a grade of zero will be assigned. This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. Detailed explanations of assignments are provided in the assignments section of the Sakai site. Students are encouraged to consult with the instructor regarding any questions associated with assignments. Additionally, most assignments will be submitted electronically through the Sakai system with clear instructions on how to do so.

For all assignments focused on writing, students will be provided substantial feedback regarding content, structure, and grammar/ APA style. It is the student’s responsibility to ensure that the feedback provided for an assignment is integrated into the next assignment. If problems repeatedly appear across assignments, the percentage of point deduction will be increased. Students will be provided with a tracking sheet to monitor feedback. They are encouraged to submit this tracking sheet with each assignment as a means to demonstrate that prior feedback has been addressed in subsequent work.
NOTE: Students should not exceed the suggested length of assignments as dictated by the full assignment descriptions. Additionally, the suggested length does not include the title page or reference pages.

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The following point distribution will be used to determine the final course grade:

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
</tr>
<tr>
<td>93 – 90</td>
<td>A-</td>
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<tr>
<td>89 – 87</td>
<td>B+</td>
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<tr>
<td>86 – 84</td>
<td>B</td>
</tr>
<tr>
<td>83 – 80</td>
<td>B-</td>
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<tr>
<td>79 – 77</td>
<td>C+</td>
</tr>
<tr>
<td>76 – 74</td>
<td>C</td>
</tr>
<tr>
<td>73 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>69 – 60</td>
<td>D</td>
</tr>
<tr>
<td>59 – 0</td>
<td>F</td>
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</tbody>
</table>

**Assignment Approach:**
The series of assignments identified for this course reflect student feedback on desired course outcomes, personal learning styles, and preferred mode of evaluation. They also create space for students to pursue more depth of study in particular content areas of interest. This is an opportunity to begin developing an area of expertise that connects to your professional goals and may contribute significantly to your educational portfolio.

Given the course topic of leadership, the approach to assignments and their evaluation reflects an attempt to deconstruct traditional academic evaluation structures and adopt a learner-centered orientation. This means that students will have the ability to select both the approach they would like to use in some assignments as well as the point distribution in many assignments. This allows students to weight assignments differentially so that evaluation can both push learning in areas for growth while supporting evaluation in areas of existing strength.

Assignments and potential point distributions are detailed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15 points</td>
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<tr>
<td>Twitter Engagement</td>
<td>5 - 10 points</td>
</tr>
<tr>
<td>Express</td>
<td>5 – 10 points</td>
</tr>
<tr>
<td>Theoretical Analysis Paper</td>
<td>15 – 35 points</td>
</tr>
<tr>
<td>Leadership Simulation</td>
<td>25 – 30 points</td>
</tr>
<tr>
<td>Express II</td>
<td>10 – 20 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

By the start of class (7pm) on September 6th students are expected to submit the Learning Contract form via Sakai. This form requires the student to specify the assignment options and
point distribution for the semester. As noted above, students can select the point total for several of the assignments within a stated range so that how they are being evaluated better reflects their perceived learning strengths. Students will not be allowed to alter this once it is set. Should the learning contract not be submitted by the designated time, 2 points will be deducted from the final grade in the course. An additional point reduction will be applied for each 24-hour period after the original time due.

**Twitter Engagement:**
The purpose of this assignment is threefold as it is designed to 1) increase a sense of community and personal connections over the course of the semester, 2) offer a platform to prepare for and engage with course readings outside the classroom, and 3) work on an aspect of personal development over the course of the semester. Learning outcomes for this assignment include:

- The ability to reflect in critical and meaningful ways on content related to leadership development;
- An increased capacity for self-awareness as it relates to course content;
- Demonstrated capacity to link course content to professional practice.

Specifically, students will be asked to tweet five times per week using parameters aligned with course learning objectives. The full assignment description provides an overview of this information. Twitter will also be used during class time for a number of course-related activities. Note that students do not need to have a smartphone to use Twitter as it is also accessible via any computer with an internet connection. By the start of class on August 30th students are expected to have a registered Twitter account as well as have “followed” the instructor and all students.

**Express I:**
The purpose of this assignment is to reflect on your current understanding of the concept of leadership along with what informs it. It also serves as a means to share with peers more about who you are and what you believe particularly as it relates to course themes. Learning outcomes include:

- Ability to articulate a personal definition of leadership;
- Recognition of how one’s lived experiences shape how leadership is understood; and
- Increasing competence in using technology and visual media to communicate effectively.

Students will submit a link to their Leadership Definition iMovie through the designated Sakai discussion board by the start of class on September 6th.

This preliminary assignment asks you to consider your definition of leadership in the context of your lived experiences and evolving sense of self. The assignment is also an opportunity to express yourself through a more creative medium that builds competence in the use of technology and prepares you for required elements of the final ePortfolio associated with the Higher Education program. Additionally, should you wish to apply for a Teaching Assistant position with the Undergraduate Minor in Leadership Studies, you will need to submit this assignment as part of your application.
I would urge you to be creative in how you construct this, but minimally your iMovie should use music and images to respond to the following:

“This is who I am, and these are the events that have defined my identity and how I understand, experience, and enact leadership. I want you to know that . . .”

- How do you define the term leadership?
- What has informed your definition of leadership and its meaning?

Presentations should be the length of one song, 2:30 - 3:30 minutes in length. iMovie is recommended as the program to create your movie due to its small learning curve. If you do not have a Mac, you may use one on campus or feel free to use another software program. Your movie should be posted to the designated Sakai discussion board preferably as an embedded video to avoid the potential of removal from YouTube for song copyright issues. Should you have problems posting the video, you can provide a link to a site where you choose to host it.

You can view a sample of an iMovie at the following link: https://youtu.be/Xy1od8eRUNU. Note that it is for a different project, but demonstrates the basic look and feel expected for the project. You are of course encouraged to add even greater creativity to the project.

**Theoretical Analysis Paper:**
The purpose of the theoretical analysis paper is for students to demonstrate a depth of understanding of leadership theories along with their strengths and weaknesses. Learning outcomes for the assignment include:

- The ability to synthesize various theories of leadership;
- Capacity to deconstruct and reconstruct dimensions of theory; and
- An understanding of how to apply leadership theories to professional practice.

Students will have the opportunity to select from one of two different approaches to this assignment based on their learning goals. Options include:

1. **Case Study** - The case study method reflects a deductive approach to demonstrating one’s understanding of leadership theory. Students who select this will be provided a case study set in a higher education organizational context and asked to analyze the case based on the leadership theories covered in class.
2. **Interpretive Interview** - The interview method reflects an inductive approach to demonstrating one’s understanding of leadership theory. Students who select this approach will choose a current practitioner in the field of higher education to interview. The interview will then be analyzed using the leadership theories covered in class.

Regardless of the approach selected, students will need to submit a final, written paper of approximately 10 pages in length. Either approach should be treated as an analysis paper, NOT a reflection paper and as such include clearly defined terms and citations to support claims. For those electing the interview approach, they should submit the name of the person they intend to interview in the designated Sakai discussion thread by the start of class on September 6th. Final
papers should be submitted through the assignment portal in Sakai by the start of class on November 1st as well as uploaded to LiveText. Please save your paper in the form of a word document with your last name as the file name.

**Leadership Simulation:**
The purpose of the leadership simulation is to encourage integration of course content into students’ understanding of professional practice. Learning outcomes include:

- Capacity to link course content to professional practice;
- Competence in the design of evidence-based leadership education interventions that are theoretically grounded;
- Ability to effectively communicate about and respond to questions in a manner that demonstrates an understanding of the leadership knowledge-base.

The simulation involves working in a small group to present and defend the proposal of a leadership education intervention. Your goal over the course of the semester is to identify how course content should inform this intervention. Your group will prepare a 15-minute presentation that addresses the core issue identified in the scenario. A number of guests will be invited to class to role-play institutional constituents responding to your proposal. Immediately following your presentation, you will have a 10-15-minute question and answer period about the ideas you presented. The simulation offers an opportunity to demonstrate integrated use of course content while honing your professional skills. A variety of rubrics will be used to evaluate our performance in the simulation and are provided in the full assignment description. All simulations will be conducted on November 29th. Further instructions about submitting your presentation materials can be found in the detailed assignment.

**Final Reflection/Philosophy Statement:**
The purpose of the final reflection/ philosophy statement is for students to articulate their emerging understanding of leadership. Learning outcomes include:

- Ability to articulate a philosophy of leadership grounded in course content;
- Understanding of social justice considerations in leadership and skills necessary to engage with diverse students and colleagues; and
- Recognition of issues associated with ethics in the context of leadership.

Students will submit a final, written paper of 8-10 pages in length. Final papers should be submitted through the assignment portal in Sakai by the start of class on December 6th as well as uploaded to LiveText. Please save your paper in the form of a word document with your last name as the file name.

**Express II:**
The purpose of this assignment is to get students thinking creatively on the concept of leadership and to capture their emerging philosophy in a way that is reflective of their own learning and narrative styles. Learning outcomes for the assignment include:

- The ability to articulate a personal conceptualization of leadership grounded in course content;
Understanding of how one’s philosophy of leadership reflects personal life experiences and social identities; and
Identification and application of social justice/ethics considerations in leadership.

Students will submit their express projects through the assignment portal in Sakai by 4:15 pm on December 13th as well as uploaded to LiveText. Please be sure to make arrangements with the professor in advance if this mode of submission will not work.

Evaluative Rubrics:
Assignments in this course will be graded according to rubrics provided in advance. This should aid students in focusing on the specific areas of evaluation. Different assignments draw on different educational objectives with specific evaluative criteria outlined in the detailed assignment descriptions.
### Sequence/ Weekly Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
<th>GUIDING QUESTIONS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30</td>
<td>Introduction to Leadership in Higher Education</td>
<td>Print and bring a copy of the syllabus and assignment descriptions to class</td>
<td>▪ What does the topic of leadership mean to you?</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td>Watch the Following Video: <a href="#">The Danger of a Single Story</a></td>
<td>▪ What do you need to feel successful in the course?</td>
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<td>▪ What does a single story mean for you? How will we avoid that in examining the literature of this course?</td>
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<tr>
<td>September 6</td>
<td>Why Leadership, Defining Concepts, &amp; Key Questions</td>
<td>Course Learning Contract Due by start of class</td>
<td>▪ How is leadership conceptualized and what influences these conceptualizations?</td>
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<tr>
<td>Week 2</td>
<td>▪ Dugan Chapter 1, The Evolving Nature of Leadership</td>
<td>First Week of Tweeting</td>
<td>▪ What is the central purpose of leadership?</td>
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<td>▪ Heifetz, 2010</td>
<td>Express Assignment I Due by start of class</td>
<td>▪ What is the role of leadership in higher education?</td>
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<td></td>
<td>▪ Eagly &amp; Chin, 2010</td>
<td>Submit interview subject via the Sakai discussion board if doing that assignment [as part of the Theoretical Analysis Assignment]</td>
<td>▪ How have you come to understand what leadership means to you?</td>
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<td>▪ Komives et al. Chapter 1</td>
<td>Watch the Movie: <a href="#">The Square</a> (available via Netflix)</td>
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<td></td>
<td>▪ Northouse (pp. 1-17)</td>
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<td>Extended Reading:</td>
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<td>▪ Astin &amp; Astin, 2000 (pp.1-31 ; pp. 32-97)</td>
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<td>▪ Burns, 1977</td>
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<td>▪ Rost, 1991</td>
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| September 13 | Deconstructing & Reconstructing Leadership Theory | Watch the Following Video: [Why Ordinary People Need to Understand Power](#) | ▪ What are the key tenets of critical social theory and how might they be applied to leadership?  
▪ How might you envision deconstructing and reconstructing theory?  
▪ What benefits are accrued from applying critical perspectives?  
▪ What narratives are present and which ones are neglected in the leadership literature? |
| Week 3       | ▪ Dugan Chapter 2, Critical Perspectives as Interpretative Frameworks  
▪ Dugan Chapter 3, Interpreting Leadership Theory Using Critical Perspectives  
▪ Leonardo, 2004  
▪ Preskill & Brookfield, 2009 (Chapter 3)  
▪ Hong, 2013  
▪ Levinson, 2011 | ▪ Alvesson & Spicer, 2014  
▪ Collinson, 2014 |
| Extended Reading | ▪ Dugan Chapter 2, Critical Perspectives as Interpretative Frameworks (continued from Week 3)  
▪ Dugan Chapter 3, Interpreting Leadership Theory Using Critical Perspectives (continued from Week 3) | ▪ Pages, 2010  
▪ Anderson et al., 2008  
▪ Hoyt & Blascovich, 2007 |
| September 20 | Leadership Efficacy | Watch the Following Video: [Listening to Shame](#)  
Complete Efficacy Worksheet Prior to Class and bring a copy with you (printed or available for you to refer to on your laptop/device) | ▪ What are the key ways in which efficacy differs from other domains of leadership?  
▪ What factors might empower or constrain efficacy beliefs?  
▪ What key influences have shaped your sense of leadership efficacy? |
| Week 4       | ▪ Hannah et al., 2008  
▪ Machida & Schaubroeck, 2011  
▪ Anzaldúa, 2010  
▪ Lorde Poem  
▪ Dugan Chapter 2, Critical Perspectives as Interpretative Frameworks (continued from Week 3)  
▪ Dugan Chapter 3, Interpreting Leadership Theory Using Critical Perspectives (continued from Week 3) | ▪ Pages, 2010  
▪ Anderson et al., 2008  
▪ Hoyt & Blascovich, 2007 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Theories &amp; Approaches Part I</th>
<th>Instructions</th>
<th>Questions</th>
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</table>
| September 27 | Week 5 | - Dugan Chapter 4, Person-Centered Theories (Trait, LPI, EIL, Strengths)                     | Print and Bring Completed LPI Survey to class                                | How would you approach deconstructing and reconstructing this set of theories?  
|            |        | - Northouse (pp. 71-82), Behavioral                                                          |                                                                             | What are the implications for applying these theories to practice based on the above? |
|            |        | - Northouse (pp. 93-103), Situational                                                        |                                                                             |                                                                           |
|            |        | - Northouse (pp. 115-125), Path-Goal                                                          |                                                                             |                                                                           |
|            |        | - Ayman & Korabik, 2010                                                                     |                                                                             |                                                                           |
|            |        | - Kouzes & Posner, 2007                                                                     |                                                                             |                                                                           |
| October 4  | Week 6 | - Northouse (pp. 71-82), Behavioral                                                          |                                                                             |                                                                           |
|            |        | Extended Reading:                                                                           |                                                                             |                                                                           |
|            |        | - Greenleaf, 2007                                                                           |                                                                             |                                                                           |
|            |        | - Tierney, 1989                                                                             |                                                                             |                                                                           |
| October 11 | Week 7 | FALL BREAK – NO CLASS                                                                       |                                                                             |                                                                           |
| October 18 | Week 8 | Theories & Approaches Part III                                                               | Case Study Distributed at End of Class for Those Electing This Approach for the Theoretical Analysis Paper (due 11/1) | How would you approach deconstructing and reconstructing this set of theories?  
|            |        | - Northouse (pp. 257-279), Adaptive                                                          |                                                                             | What are the implications for applying these theories to practice based on the above? |
|            |        | - Wagner, 2009, Social Change Model                                                            |                                                                             |                                                                           |
|            |        | - Cilente, 2009, Social Change Model                                                          |                                                                             |                                                                           |
|            |        | - Ospina et al., 2012 (pp. 255-258, 268-279), Strategic Social Change                       |                                                                             |                                                                           |
|            |        | - Northouse (pp. 195-220), Authentic                                                          |                                                                             |                                                                           |
|            |        | - Jones et al., 2012                                                                         |                                                                             |                                                                           |
|            |        | Extended Reading:                                                                           |                                                                             |                                                                           |
|            |        | - Avolio & Gardner, 2005                                                                     |                                                                             |                                                                           |
|            |        | - Astin, 1996                                                                               |                                                                             |                                                                           |
| October 25  
Week 9 | **Ethics, Justice, & Leadership**  
- Northouse (pp. 329-349), Leadership Ethics  
- Lipman-Blumen, 2005  
- Friere, 2000  
- Boggs & Kurashige, 2012  

**Extended Reading:**  
- Brown, 2004  
- Genovese & Rioux, 2010  
- Kellerman, 2004 | **Watch the Following Video:** The Dangers of Willful Blindness | **What roles do ethics and justice play on leadership theory and practice?**  
- What do our relationships with authority frame in terms of our responses to leadership?  
- What are the implications of situating leadership as inherently positive?  
- What does it mean to suggest that critical reflection is normative? |
| November 1  
Week 10 | **Gender & Leadership**  
- Muhr & Sullivan, 2013  
- Eagly & Carli, 2007a, Chapter 1  
- Sanchez-Hucles & Davis, 2010  
- Eagly & Carli, 2007b, Chapter 10  
- Northouse, pp.397-411, Gender and Leadership  

**Read two of the following:**  
- Arrendondo, 2011  
- Clayborne & Hamrick, 2007  
- Vasquez & Comas-Díaz, 2007  
- Hall et al., 2007  
- Kawahara et al., 2007  
- Kidwell et al., 2007  
- Banks & Mona, 2007  
- Baker & Greene, 2007 | **Watch the Following Video:** Why We Have Too Few Women Leaders  
**Theoretical Analysis Assignment Due** | **What factors contribute to the positioning of gender as a dominant influence in leadership?**  
- What factors contribute to maintaining gender-based leadership approaches?  
- What factors contribute to resiliency? |
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<th>Date</th>
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<th>Questions</th>
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<tbody>
<tr>
<td>November 8</td>
<td>Cultural Considerations in Leadership</td>
<td>Northouse (pp. 427-452), Culture and Leadership</td>
<td>▪ In what ways does culture influence leadership?</td>
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<td>Ospina &amp; Foldy, 2009</td>
<td>▪ How have the three approaches to exploring race and leadership influenced knowledge?</td>
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<td>Ospina &amp; Su, 2009</td>
<td>▪ How might the literature on leadership better advance identity-based narratives?</td>
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<td>Fassinger et al., 2010</td>
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<td>Chang &amp; Bowring, 2015</td>
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<td>Extended Reading:</td>
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<td>▪ Kezar, 2000</td>
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<td>▪ Kohn, 2010</td>
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<td>▪ Curry, 2010</td>
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<td>November 15</td>
<td>Research on College Student Leadership</td>
<td>Komives et al. Chapter 3</td>
<td>▪ What dimensions of students’ collegiate experiences influence leadership development?</td>
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<td>Dugan et al., 2013</td>
<td>▪ How can educators structure the learning environment to maximize educational impact related to leadership development?</td>
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<td>Owen, 2012</td>
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<td>Read three of the following:</td>
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<td>▪ Arminio et al., 2000</td>
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<td>▪ Boatwright &amp; Egidio, 2003</td>
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<td>▪ Campbell et al., 2012</td>
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<td>▪ Domingue, 2015</td>
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<td>▪ Dugan, Bohle et al., 2011</td>
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<td>▪ Dugan, Rossetti Morosini et al., 2011</td>
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<td>▪ Dugan &amp; Komives, 2010</td>
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<td>▪ Kezar &amp; Moriarty, 2000</td>
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<td>▪ Kodama &amp; Dugan, 2013</td>
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<td>▪ McCormick et al., 2002</td>
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<td>▪ Onorato &amp; Musoba, 2015</td>
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<td>▪ Posner, 2009</td>
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### November 22

#### Week 13

**Leadership Development**
- Komives et al. Chapter 4
- Komives et al., 2009
- Day et al., 2009 (chapter 2)
- Hannah & Avolio, 2010

**Extended Reading:**
- McCallum & O’Connell, 2008
- Komives et al., 2006
- Komives et al., 2005

**Questions:**
- What developmental influences might play out in the leadership development process?
- How can educators more purposefully target leadership development?
- How can educators structure the learning environment to maximize educational impact related to leadership development?

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### November 29

#### Week 14

**Leadership Program Design**
- Komives et al. Chapter 5
- Komives et al. Chapter 6
- Komives et al. Chapter 7
- Komives et al. Chapter 10
- Komives et al. Chapter 13

**Extended Reading**
- Komives et al. Chapter 11
- Komives et al. Chapter 12
- CAS, 2009
- ILA, 2009
- Zimmerman & Oster-Burkhardt, 1999

**Simulation Presentations in Class**
[Submit your presentation materials via Sakai by December 2 at 6pm; see assignments tab]

**Questions:**
- What are the core features of an effective leadership development program?
- What considerations should go into the design and delivery of leadership education?
| December 6  |
| Week 15    |
| **Wrap-Up**|
| ▪ Heifetz & Linsky, 2002 |
| ▪ Preskill & Brookfield, 2009b (chapter 9) |
| **Final Reflection/Philosophy Statement Due** |
| ▪ What is at the heart of leadership for you? How will that manifest in your career? |
| ▪ Why is it crucial to differentiate forms of hope? |

| December 13 |
| NO CLASS |
| FINALS WEEK |
| Express Assignment II Due by 4:15pm |
Full Readings Reference List:


Understanding the social change model of leadership development (pp. 43-78). San Francisco, CA: Jossey-Bass.


IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.