Instructor: Benjamin P. Correia-Harker, Ph.D.
Office: 141 W. Jackson Blvd., Suite 3200
Chicago, IL 60604
Email: bcorreia@luc.edu
Skype: ben.correia
Phone: 773-885-5730 (please do not call after 10:00 PM CST)
Office Hours: By appointment

Course 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.

Course 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/](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.

Course Expectations

This class is structured as a student-centered, collaborative course. I see us as a community of scholars who are both teachers and learners at varying stages of development. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both teachers and students) for constructing and making sense of knowledge within a community of practice;
- An appreciation of and support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts;
- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

I expect each of you to take an active role in your learning both inside and outside our virtual classroom. My hope is that you will not merely try to complete the readings and assignments for the sake of completion but that you will take the time to critically read course content, write assignments, and engage in forum discussions with your peers. Failure to participate or complete activities in a timely, professional manner will likely hinder your achievement of the objectives for this course.
Preparation
This course is designed using an asynchronous, virtual format in which much of the learning emerges from forum and Twitter engagement as well as instructor feedback. 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 Monday “class”. Additionally, as a graduate-level course, lecture videos will not be directed towards dissecting each individual reading, but instead examining themes across reading and conducting critical analyses 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 format of this course, student reading/viewing of texts/videos and quality participation in forum discussions via Sakai and Twitter is critical. Participation in the virtual space prioritizes timely and quality 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, and increase the complexity and richness of the discussion. A portion of the final grade is dedicated to participation, which takes into account the degree to which student engage course materials (class readings, instructor videos, forum posts) and the timeliness and quality of forum postings.

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.

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 account and check it often. 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. You can expect that all emails to the instructor will be responded to within 48 hours (if not sooner), not including weekends.

Given the emphasis on email and Sakai communications, please make sure you:

- **Check your email** at least 3 times per week (more often is better).
- **Be patient.** Don’t expect an immediate response when sending a message. Generally, two business days is considered a reasonable amount of time to receive a reply.
- **Include “subject” headings** and use something that is descriptive and refers to a particular assignment or topic (ex., Question re: Session 3 Reflection).
- **Be courteous** and considerate. Being honest and expressing yourself freely is important, but being considerate of others online is just as important as in the classroom.
- **Make every effort to be clear.** Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- **Do not use all caps.** This makes the message hard to read and is considered by some as “shouting”. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into a forum discussion or email).
- **Break up large blocks of text** into paragraphs and use a space between paragraphs.
- **Use greetings and salutations.** Not only does this clarify to whom you are addressing messages, they are also good standards of email etiquette used in a range of professional settings.

Note: When sending emails through the Sakai system, please make sure you check the “Send a copy of this message to recipient’s email address”.

**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 Sakai site. Should papers have significant errors in APA formatting, they will not be accepted as complete. 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/).
LUC CONCEPTUAL FRAMEWORK AND DISPOSITIONS

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.

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.

Conceptual Framework Standards

This course houses a core assessment for the following Conceptual Framework Standard:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

Dispositions

The School of Education requires that assessment of all students across professional dispositions associated with their field in each class. Thus, all students in the course will be assessed across the following dispositional areas: Professionalism, Inquiry, and Social Justice. The assessments will be conducted at the end of the semester through LiveText. Note that dispositions will be reviewed to aid students in better meeting professional expectations.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml
Diversity

Loyola’s School of Education is committed to the value of diversity in all of its courses. This course presents and encourages diverse perspectives on evaluation and assessment in higher education, as well as scholarship about how to design evaluation plans that serve diverse groups of stakeholders. In our examination of program evaluation strategies, we will always emphasize the ethics of conducting quantitative and qualitative research. We will also stress the evaluator’s responsibility to engage aspects such as access to technology, religion, gender, class, ability, race and ethnicity, student academic success, funding patterns, among others, that may play an important role in the design and implementation of evaluation research. This course addresses these issues and invites students to critically reflect on them for their own current and future professional practice in higher education.

Additional SOE information and policies are included in a syllabus addendum included as Appendix A of this syllabus.
Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. **All assignments and activities are due at 11:59PM CST on the date they are due unless otherwise stated.** 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.

*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 will be provided in the assignments section of the Sakai site. Students are encouraged to consult with the instructor regarding any questions.

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 should not exceed the suggested length of assignments. 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.

**Grading:**

- Total points for an A: 94-100
- Total points for an A-: 90-93
- Total points for a B+: 87-89
- Total points for a B: 84-86
- Total points for a B-: 80-83
- Total points for a C+: 77-79
- Total points for a C: 74-76
- Total points for a C-: 70-73
- Total points for a D: 60-69
- Total points for a F: 0-59

**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 ePortfolio.

The approach to assignments and their evaluation reflects an attempt to deconstruct traditional academic evaluation structures and adopt a learner-centered orientation. Students will have the ability to select the point distribution in many assignments. This allows students to weight assignments differentially so that evaluation can create room for greater risk in areas for growth while supporting 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>10 points</td>
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<tr>
<td>Leadership Video</td>
<td>5 - 10 points</td>
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<tr>
<td>Twitter Engagement</td>
<td>5 - 10 points</td>
</tr>
<tr>
<td>Theoretical Analysis Paper</td>
<td>20 – 35 points</td>
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<tr>
<td>Leadership Simulation</td>
<td>15 – 30 points</td>
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<tr>
<td>Leadership Expression</td>
<td>10 – 20 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
</table>

Students are expected to submit the Learning Contract form via Sakai on Tuesday, September 5th. This form requires the student to specify the assignment 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.

**Leadership Video**

The purpose of this assignment is to share with the class your current understanding of the concept of leadership and reflect on what informs this understanding. 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 Video through the designated Sakai discussion board on Tuesday, September 5th.
Twitter Engagement

The purpose of this assignment is to 1) increase a sense of community, 2) make connections between lived/professional experiences and course content, and 3) work on an aspect of personal development over the course of the semester. Learning outcomes include:

- The ability to reflect in critical and meaningful ways on content related to leadership;
- 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. 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 Tuesday September 5th students are expected to have a registered Twitter account as well as have “followed” the instructor and all students.

Theoretical Analysis Paper

The purpose of the theoretical analysis paper is for students to demonstrate a depth of understanding of leadership theories along with the ability to highlight the strengths and weaknesses to their interpretation and application. 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 advance equity and justice in professional practice.

For this assignment, students will have the opportunity to conduct an interpretive interview with a practitioner of their choosing. The interpretive interview method reflects an inductive approach to demonstrating one’s understanding of leadership theory. Students will choose a current practitioner in the field of higher education to interview and analyze the interview using leadership theories covered in class. Students should email the name of the person they intend to interview to the instructor by Monday, September 11th.

Students will need to submit a final, written paper of approximately 10 pages in length. Keep in mind; this is not a reflection paper. The goal is that students will use analytical skills. Students should provide clear definitions of terms and cite appropriately. Final papers should be submitted through the assignment portal in Sakai on Monday, October 23rd 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 (e.g., Correia Harker Theoretical Analysis).
**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 is to identify how course content informs this intervention. Your group will prepare a 15-minute presentation that addresses the core issue identified in the scenario. Guests will be invited to role-play institutional constituents responding to and asking questions about your proposal. You will then be expected to respond to each question posed about the ideas you presented. The simulation offers an opportunity to demonstrate integrated use of course content while honing your professional skills. All simulations are due on Monday, November 27th.

**Leadership Expression**

The purpose of this assignment is to get students thinking creatively on the concept of leadership and to capture their evolving 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 expression projects through Sakai by Sunday, December 10th. Please be sure to make arrangements with the professor in advance if this mode of submission will not work.

**Course Texts**

**Required Texts**


**Recommended Text**  

In addition to the textbooks, I have assigned several required readings that are available on the Sakai course website. While most readings should be immediately available, I may adapt some of the content for later sessions based on class needs. If this is the case, I’ll let you know ahead of time.
## COURSE OUTLINE

***All activities/assignments are due at 11:59PM CST on due date unless otherwise specified***

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
<th>GUIDING QUESTIONS?</th>
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</thead>
<tbody>
<tr>
<td>August 28</td>
<td>Introduction to Leadership in Higher Education</td>
<td>Read Syllabus</td>
<td>▪ What does the topic of leadership mean to you?</td>
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<td>Week 1</td>
<td></td>
<td>Video Introductions due Wed 8/30</td>
<td>▪ What do you need to feel successful in the course?</td>
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<td>Watch the Following Video: The Danger of a Single Story</td>
<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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<td>September 4</td>
<td>Why Leadership, Defining Concepts, &amp; Key Questions</td>
<td>Course Learning Contract Due on Tues 9/5</td>
<td>▪ How is leadership conceptualized and what influences these conceptualizations?</td>
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<td>Week 2</td>
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<td>Leadership Video Due on Tues 9/5</td>
<td>▪ What is the central purpose of leadership? What is the role of leadership in higher education?</td>
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<td>Responses to videos due Thurs 9/7</td>
<td>▪ How have you come to understand what leadership means?</td>
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<td>▪ What are the key tenets of critical social theory and how might they be applied to leadership?</td>
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<td>▪ How might you envision deconstructing and reconstructing theory?</td>
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<td>▪ What benefits are accrued from</td>
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<td>September 11</td>
<td>Critical Perspectives as Interpretive Lenses</td>
<td>Watch the Following Video: Why Ordinary People Need to Understand Power</td>
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<td>Week 3</td>
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<td>Submit interview subject for Theoretical Analysis</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading/Roles</td>
<td>Assignments</td>
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<td>September 18</td>
<td>Why Critical Perspectives Matter: Implicit Leadership Theory &amp; Leadership Efficacy</td>
<td>Levinson, 2011</td>
<td>Paper by Mon 9/11&lt;br&gt;First Week of Tweeting&lt;br&gt;Forum Post due Wed 9/13; Responses due Fri 9/15</td>
</tr>
<tr>
<td>September 25</td>
<td>Theories &amp; Approaches Part I</td>
<td>Dugan Chapters 3, Machida &amp; Schaubroeck, 2011, Anzaldúa, 2010</td>
<td>Submit Tweets&lt;br&gt;Forum Post due Wed 9/20; Responses due Fri 9/22</td>
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<tr>
<td>October 2</td>
<td>Theories &amp; Approaches Part II</td>
<td>Dugan Chapters 7-10, Cilente, 2009- Social Change Model</td>
<td>Complete Implicit Bias Tests&lt;br&gt;Watch the Movie: The Square (available via Netflix)</td>
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**Extended Reading**

- Hannah et al., 2008
- Hoyt & Blascovich, 2007
- Ayman & Korabik, 2010
- Kouzes & Posner, 2007-LPI
- Greenleaf, 2007
- Tierney, 1989
- Jones et al., 2012
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>Questions</th>
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<tr>
<td>October 9</td>
<td>No Class - Fall Break</td>
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<td>Week 7</td>
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| October 16 | Ethics, Inclusion, & Justice in Leadership                   | ▪ Avolio & Gardner, 2005  
▪ Astin, 1996  
▪ Johnson (Chapters 5 & 6)  
▪ Gallegos, 2014  
▪ Friere, 2000  
▪ Boggs & Kurashige, 2012  
▪ Brown, 2004  
▪ Kellerman, 2004  
▪ Ferdman, 2014 | Watch the Following Video: [The Dangers of Willful Blindness](#)  
Submit Tweets  
Forum Post due Wed 10/18; Responses due Fri 10/20 | ▪ What roles do ethics and justice play in leadership theory and practice?  
▪ What underlies a movement from the consideration of basic ethics to justice in leadership? |
| Week 8     |                                                              |                                                                          |                                                                                                         |                                                                                                       |
| October 23 | Social Identity & Leadership                                 | ▪ Sinclair & Evans, 2015  
▪ Muhr & Sullivan, 2013  
▪ Eagly & Carli, 2007 Chapter 1  
▪ Sanchez-Hucles & Davis, 2010  
▪ Ospina & Su, 2008  
▪ Chang & Bowring, 2015  
▪ Eagly & Carli, 2007 Chapter 10  
▪ Fassinger et al., 2010 | Theoretical Analysis Assignment Due  
Activity due Wed 10/25; Insights post due Fri 10/27 | ▪ What factors contribute to the positioning of social identity as a dominant influence in leadership?  
▪ How might the literature on leadership better advance identity-based narratives? |
### October 30
**Week 10**

**Research on College Student Leadership**
- Komives et al. Chapter 3
- Dugan et al., 2013
- Owen, 2012

Read two of the following:
- Arminio et al., 2000
- Boatwright & Egidio, 2003
- Campbell et al., 2012
- Cress et al., 2001
- Domingue, 2015
- Dugan, Bohle et al., 2011
- Dugan, Bohle et al., 2014
- Dugan, Rossetti Morosini et al., 2011
- Dugan et al., 2012
- Dugan & Komives, 2010
- Kezar & Moriarty, 2000
- Kodama & Dugan, 2013
- McCormick et al., 2002
- Onorato & Musoba, 2015
- Posner, 2009
- Renn, 2007
- Renn & Bilodeau, 2005
- Renn & Lytle, 2010
- Renn & Ozaki, 2010
- Smart et al., 2002

Submit Tweets

- Forum Post due Wed 11/1; Responses due Fri 11/3
- Introduction of simulation project; select groups of 3 by next week.

- What dimensions of students’ collegiate experiences influence leadership development?
- How can educators structure the learning environment to maximize educational impact related to leadership development?

### November 6
**Week 11**

**Leadership Development**
- Komives et al. Chapter 4
- Komives et al., 2009
- Reichard & Walker, 2016
- Day et al., 2009 (chapter 2)

Submit names of group members to instructor via email by 11/6

Submit Tweets

- What developmental influences might play out in the leadership development process?
- How can educators more purposefully target leadership
<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Extended Reading:</th>
<th>Forum Post due Wed 11/8; Responses due Fri 11/10</th>
<th>development?</th>
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</thead>
<tbody>
<tr>
<td>November 13</td>
<td><strong>Leadership Program Design</strong></td>
<td>Komives et al. Chapter 5</td>
<td>Simulation Work Sessions (No Forum Posts or Tweets)</td>
<td>What would it look like to apply critical perspectives to leadership development?</td>
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<td>Week 12</td>
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<td>Komives et al. Chapter 6</td>
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<td>Komives et al. Chapter 7</td>
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<td>Komives et al. Chapter 10</td>
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<td>Komives et al. Chapter 13</td>
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<td><strong>Extended Reading</strong></td>
<td>Komives et al. Chapter 11</td>
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<td>Komives et al. Chapter 12</td>
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<td>CAS, 2009</td>
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<td>ILA, 2009</td>
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<td>November 20</td>
<td><strong>No Class- Thanksgiving Break</strong></td>
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<td>Week 13</td>
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<td>November 27</td>
<td><strong>Leadership Intervention Simulations</strong></td>
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<td>Simulation Presentation due on Mon 11/27; responses to guest questions due Fri 12/1</td>
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<td>Week 14</td>
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<td>December 4</td>
<td><strong>Wrap-Up</strong></td>
<td>Dugan Chapter 11</td>
<td>Submit Tweets</td>
<td>What would you identify as the major gaps and areas of opportunity in leadership?</td>
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<tr>
<td>Week 15</td>
<td></td>
<td>Heifetz &amp; Linsky, 2002</td>
<td>Forum Post due Wed 12/6; Responses due Fri 12/8</td>
<td>What is at the heart of leadership for you? How will that manifest in your career?</td>
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<td>Preskill &amp; Brookfield, 2009 (chapter 9)</td>
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<td>Why is it crucial to differentiate forms of hope?</td>
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<td></td>
<td><strong>Reconstruct in Context of Building Own</strong></td>
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<td><strong>Leadership Model</strong></td>
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- Komives et al., 2006
- Komives et al., 2005
- CAS, 2009
- ILA, 2009
- Dugan Chapter 11
- Heifetz & Linsky, 2002
- Preskill & Brookfield, 2009 (chapter 9)
| December 11  
| Week 16 | **NO CLASS**  
| FINALS WEEK | Final Leadership Assignment Due on Sun 12/10 |
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, Inquiry, and Social Justice. 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. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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.