This course explores the development of leadership among college students. The course is designed to provide foundational grounding in: (1) the study of leadership theory and research notably the evolution of leadership theory to the present emergent paradigm emphasizing relational/reciprocal models, (2) a focus on how leadership is learned and developed including strategies for developing leadership among college students, (3) the pedagogy of how leadership programs teach/develop leadership, (4) cultural dimensions of leadership development for diverse students, (5) the current national scene in leadership associations/programs/resources, and (6) contribute to the advancement of leadership education through class projects.

INSTRUCTOR: Daniel T. Ostick, PhD  
office:  0110 Stamp Student Union  
office phone: 301-314-1347  
cell phone: 202-365-7071 (please use sparingly)  
e-mail: dostick@umd.edu

Class E-Mail Reflector: edcp694-0101-spr13@coursemail.umd.edu  
Canvas site: elms.umd.edu  
Access to NCLP Resources: Logon: edcp Password: leader

PREREQUISITES: This course will integrate student development theory and research with the study of leadership theory and research. Those who do not have that theoretical background may wish to review the basic theory chapters of the following texts:


COURSE OBJECTIVES: Specifically, the course seeks to:

1. establish grounding in the theoretical developments of leadership as a field of study and to apply current paradigms to heterogeneous and diverse groups of students.
2. identify traditional and emergent pedagogy in developing leadership among students and to design intentional curricular or co-curricular strategies to develop leadership
3. review salient assessment, evaluation, and research methods used in student leadership programs and develop familiarity with leadership applications of key leadership instruments as well as explore applications of emergent qualitative methods
4. become familiar with various national student leadership activities including the Jepson School, the National Clearinghouse for Leadership Programs, the Eisenhower grant program, the CAS Standards, International Leadership Association, Association of Leadership Educators, Leadership Educators Institute, and the National Leadership Symposia.
5. apply critical thinking to leadership theories and practices, while honing one's own personal philosophy of leadership.
6. develop files of resources useful for a student leadership development educator.
7. develop and to model a collaborative learning community practicing shared leadership as a seminar.
8. support the continued development of the leadership field through assignments that will be posted or used by NCLP.

TEXTBOOKS AND OTHER READINGS

1. Primary texts for the course will be:


2. Many PDFs or links to web resources are on the class Canvas site. Please make sure you can open those documents. Do not wait until the night before to find out you cannot retrieve one of them.

3. A readings packet will be assembled by classmates on the topic they are exploring. Packets will be posted as pdfs on the Canvas site. Daniel may supplement readings based on the topics chosen/not chosen for the seminar.


5. Highly recommend that you begin skimming the *Journal of Leadership and Organizational Studies* (on line through UMD), *The Journal of Leadership Education* (http://www.fhsu.edu/jole/), the *Leadership Quarterly* (on line through UMD), and *Concepts & Connections* (the newsletter for the National Clearinghouse for Leadership Programs).
Class Teaching Facilitation: You will do 10-15 minute briefings for the class (and facilitate class discussion) on one or more of the class foundational approaches in the construction of leadership or other topics as assigned. Topics include trait theory, behavioral/two-factor theories, contingency/situational leadership theory, path-goal theory, chaos theory etc. Distribute an executive briefing (EB) on each. See the outline for assignments. (50 points)

Seminar Topic: Presenting/ facilitating a seminar on one of the topics the class decides it would like to develop as a focus. You will present key principles, lead discussion, and provide 4-6 select readings. Readings will be posted in a discussion board on the Canvas site the week prior to the scheduled discussion. Handout should include an ordering of the readings, any discussion questions, and identify key annotated resources/web pages for extended inquiry. At least one of the readings should contain research on that topic. All readings must contain a citation of their sources. Each discussion session will be for about 45 minutes of class. You may use learning activities to supplement the discussion if desired. Provide an executive briefing on the topic as part of your presentation; post this EB on Canvas as well. (100 points)

Leadership Focus Paper: You will write a brief literature review and critical analysis paper relating the topic you presented and leadership theory or another topic in leadership approved by Daniel. This 12-15 page paper will include a critical analysis of the scholarship in the field ending with implications for research or practice with students. On additional pages you will include related resources on the topic (e.g. web sites, key books, associations) for possible posting on the NCLP Leadership website. Although this topic is expected to be the one of your seminar discussion, you can choose a different topic of you want to explore the literature in some other aspect of leadership – get Daniel's OK first. (100 points)

Social Change Model Rubric: You and a partner will develop an assessment rubric for one of the “C”s of the Social Change Model. Each rubric will have 5 assessment levels and cover 3-5 elements of that “C”. The set of rubrics will be edited and may be published on the NCLP SCM Ning site. You will receive a group grade for this project. (50 points)

Leadership Pedagogical Project. Your project group will use the Leadership Identity Development (LID) model or some other developmental model of your choosing to develop a developmentally based 3-4 year comprehensive leadership certificate based on a leadership theory that will be assigned to your group. The leadership theories will be the major four that are most widely used in student leadership development: The Leadership Challenge, the Relational Leadership Model (RLM), Servant Leadership, or the Social Change Model of Leadership Development. Your project should be informed by the CAS standards on leadership. You will write a group report and do a group presentation on your design. You will receive a group grade for this project. (125 points)

Participation: This will be a lively seminar and will work best if you come prepared to discuss and apply material. (75 points)

GRADING CRITERIA
All assignments will be graded with the following criteria:

Content: The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

Introspection, Elaboration and Synthesis: The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership
concepts. The degree to which the student “brings it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

Form:
The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

Class members are expected to seek approval for extensions of assignment deadlines prior to due dates. All assignments are due and will be collected during the class in which they are due (usually submitted via Canvas). Students are welcome to turn in assignments late, with the understanding that penalties will accrue. As a graduate level class, it is expected that you will be able to turn papers in on time.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100% (4.0)</td>
<td>5.0</td>
</tr>
<tr>
<td>A</td>
<td>94-96.99% (4.0)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99% (3.7)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99% (3.3)</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99% (3.0)</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99% (2.7)</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99% (2.3)</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>74-76.99% (2.0)</td>
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</tr>
<tr>
<td>C-</td>
<td>70-73.99% (1.7)</td>
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<tr>
<td>D+</td>
<td>67-69.99% (1.3)</td>
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<tr>
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<td>64-66.99% (1.0)</td>
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<td>0.7</td>
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<tr>
<td>F</td>
<td>below 60% (0.0)</td>
<td>0.0</td>
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</tbody>
</table>

EXPECTATIONS

Attendance and Participation: Being present is critical to learning from others and to let us learn from you. You are expected to read and study assigned materials and come to each seminar prepared to participate and question. Bring copies of readings with you.

APA Style: All the formal work submitted should follow APA style based on the APA Manual (6th ed.). Most of you have had extensive experience with APA style, but if not, it’s a great opportunity to practice the complexities of this style which you will use in all department papers, on your dissertation, and all your journal articles and books yet to be published! [Read the APA manual for sections on presenting research and ethics in writing as well and the newer section on citing internet courses.]

Ethical Practices: Naturally, we expect all students to practice the highest professional standards in their writing and presentation of scholarly ideas. Proper citations, paraphrasing, and proper quotations will be essential in all your work. Should any student violate standards of academic honesty (in written work, research, etc.) he or she will be held accountable through UMD procedures. Clearly we must practice and model this highest ethical standard for others. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu.

Disabilities or Special Needs: Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact me at the beginning of the semester to set up a meeting to discuss academic accommodations. To assist with this process and provide appropriate accommodations, it would be helpful to receive a copy of your accommodation letter. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students. www.counseling.umd.edu/DSS

If you have any other special needs and wish to discuss academic accommodations, please contact me as soon as possible. Should you need help with any foundation skills (e.g. mathematics, writing), I will help you seek that help as well.

Religious Observances: The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an
opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. I will be happy to work with you if class meetings or assignments conflict with your religious practices.

Responding to e-mail: We will likely use e-mail discussion and reminders on projects in that mode. You will be expected to engage in some reflection via e-mail and engage in dialogue with others. Occasional class assignments/reminders will be sent via e-mail. Please check as late as Friday for any announcements for Tuesday’s class. No requirements or changes will be sent over the weekend.

Course Evaluations: As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo’s CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

You certainly have expectations of me for this course as well. You should expect that I will be prepared, read and return your work in a timely way, and be interested and engaged with your projects. I will remember that each of you bring a different background and experience with leadership to this course, but expect you will help me do that. I will learn from you and when we identify questions that need other expertise (e.g. about your topics) then I will help you find it. I will meet with you individually or in groups as you request and be available in all ways possible (in person, phone, and email). We are all teachers and learners. Together we will work hard, have fun, and be empowered to plan and engage in good research to benefit students and colleges’ efforts to develop students.

**BECOMING A LEADERSHIP EDUCATOR**

Following this course there are numerous experiences possible to continue your development as a leadership educator. You may wish to link with Leadership & Community Service-Learning to teach or team teach one of the leadership courses (e.g. EDCP 217, 315); you may wish to do programs at the Maryland Resident Life Leadership Conference or the campus leadership retreat; or you might want to do a seminar paper, thesis, or dissertation in leadership studies. You might like to link with the College Women Student Leaders conference held every June or complete an apprenticeship in one of the local college leadership programs office. You may wish to take additional leadership coursework such as higher education leadership coursework in the College of Education, through the School of Public Policy, or in the School of Business. See Daniel to develop these or other options.

**Select resources (including Web sites of interest):**

- **Center for Creative Leadership**, One Leadership Place, P. O. Box 26300, Greensboro, NC 27438-6300. [www.ccl.org](http://www.ccl.org)
- **Civic Source**: [http://civicsource.org/ResourceLibrary/highedresources.htm](http://civicsource.org/ResourceLibrary/highedresources.htm)
- **Kellogg Foundation**: [www.wkkf.org](http://www.wkkf.org)
- **Kettering Foundation**: [www.kettering.org](http://www.kettering.org)
- **National Civic League**, 1445 Market Street Suite 300, Denver, CO 80202
- **National Clearinghouse for Leadership Programs** [www.nclp.umd.edu](http://www.nclp.umd.edu)
- **PEW Foundation**: [www.pewtrusts.com](http://www.pewtrusts.com)
- **Center for Servant Leadership** - [https://www.greenleaf.org/](https://www.greenleaf.org/)
• Multi-Institutional Study of Leadership (MSL) - [http://leadershipstudy.net/](http://leadershipstudy.net/)

**POSSIBLE SEMINAR TOPICS**
- Activism
- African American Students
- Asian American Students
- Bad Leadership/Toxic Leadership
- Change/Change Agentry
- Character
- Civic engagement/Service-Learning
- Class and leadership/social capital
- Contextual leadership (e.g. military, athletics)
- E-leadership
- Emotional intelligence
- Ethics and leadership
- Followership
- Identity (choose an identity)
- International/global/cross-cultural
- Jewish Leadership
- Latino students
- Learning Organizations
- LGBT leadership
- Mentoring/modeling
- Native American Leadership
- Personality and leadership
- Positive Psychology/Appreciative Inquiry
- Power/Influence/Empowerment
- Self-efficacy for leadership
- Spirituality & leadership
- Team leadership
- Women/gender and leadership
- Youth leadership (K-16 or prior to college)

**ASSIGNMENTS DETAIL**

**Assignment 1**  Class Teaching Facilitation [individual project]

**Overview**
You will be assigned a topic to brief the class on. We will all read this original material and your work will help us focus on key dimensions in your classroom presentation. Some material will be chapters/articles of assigned readings, others will be topics Daniel will give you material on to prepare for the briefing. [individual project]

**Objective**
1. Synthesize complex material into an executive briefing (EB)
2. Succinctly present core material to classmates
3. Practice co-teaching and co-learning philosophies and strategies
4. Assemble a resource file of these briefings

**Specifics**
1. Check the syllabus for your assignment. Your name will be noted on the weekly outline.
2. Hand out a front/back copy of an EB to guide your presentation of the material. Do not read it to us but use it as a facilitative tool.
3. Post a PDF of your EB on the Canvas site under Discussions.

**Assignment 2**  Seminar Topic Facilitation [individual project]

**Overview**
Prior to the class you selected topics of interest to explore regarding leadership. You will explore this literature, identify and post class readings, and facilitate a 45 minute discussion on the topic. [individual project]

**Objective**
1. Explore a personal topic of interest - personalizing the course.
2. Identify salient resources on that topic for class readings
3. Make critical decisions about readings to select attending to their content, sequence, and learning objectives for classmates
4. Build resource files with key readings

**Specifics**
1. Decide how to approach a lit review on your topic. See Daniel for leads and resources.
2. Select 4-6 readings (one should be a chapter of a book and one should be a research article).
3. Plan a facilitated discussion on this topic and readings. Your discussion can include activities you may wish us to experience. This should not all be lecture; you may use ppt to facilitate your session; post discussion questions or otherwise involve classmates.
4. Post your readings and resources used in the class discussion (e.g. ppt) on the Canvas site.
5. All readings must contain a citation of their sources.

**Assignment 3 Literature focus paper on seminar/special topic [individual project]**

**Overview**
You will conduct a literature review and write a critical analysis paper relating the topic you presented in Assignment #2 and leadership theory or another topic in leadership approved by Daniel. Although this topic is expected to be the one of your seminar discussion, you can choose a different topic if you want to explore the literature in some other aspect of leadership – get Daniel's OK first to shape the topic. [Individual project]

**Objective**
1. Explore a topic of interest to you- personalizing the course.
2. Identify and read in depth in a body of literature.
3. Engage in critical analysis of this literature.
4. Consider applications of this literature to pedagogical practices or student development.

**Specifics**
5. This 12-15 page paper will include a critical analysis of the scholarship in the field ending with implications for research or practice with students.
6. On additional pages you will include related resources on the topic (e.g. web sites, key books, associations) for possible posting on the NCLP Leadership Wiki.
7. Use APA style and attach the Maryland Academic Honesty statement.

**Assignment 4 Social Change Model Rubric [small group project]**

**Overview**
Assessment of student skill or progress on skill development is central to leadership development programs. Rubrics are a direct assessment measure involving informed professionals observations about student’s evidence of skills (behaviors). [small group project]

**Objective**
1. Develop rubrics to be useful to leadership educators.
2. Further develop resources for the Social Change Model of Leadership Development.

**Specifics**
1. Work with your partner(s) to read in depth about the one social change value you will be developing.
2. Identify 3-5 key elements to that value.
3. Develop a five level rubric for each of the key 3-5 elements. Include an overall dimension as the final rating.
4. Write a 1-2 page report that includes a brief overview of the “C” you are assessing (1 paragraph) and presents your rubric. Include your names. Bring enough copies (front to back) for each class member.
5. Use the rubric to assess 2-4 volunteers (e.g., students in your GA role, classmates) and see if the person observed agrees with your assessment. Pick some who may be more in mid-range levels to experience the validity of the measure. Attach these anonymous assessments to your report.

**Assignment 5 Leadership Pedagogical Project [small group project]**

**Overview**
Use the Leadership Identity Development (LID) model or some other
A developmental model of your choosing to develop a developmentally based 3-4 year comprehensive leadership certificate based on a leadership theory that will be assigned to your group. The leadership theories will be the major four that are most widely used in student leadership development: The Leadership Challenge, the Relational Leadership Model (RLM), Servant Leadership, or the Social Change Model of Leadership Development. Incorporate the CAS Standards for Leadership Programs in your design.

**Objective**

1. Explore issues in applying a developmental model to teach a particular leadership theory.
2. Experience evidence based practice (designing based on research)
3. Design pedagogical practices that should result in desired outcomes.
4. Apply CAS Standards in practical applications.
5. Support leadership educators with useful resources. Your reports may be posted on the NCLP website.

**Resources**

1. Re-read the Leadership Identify Development model
2. Re-read the leadership theory your group is assigned
3. Read ahead to Handbook Chapter 3 on research findings to use as a basis of your design
4. Review CAS Standards for Leadership Programs (focus on Mission and Program)
5. Skim both Handbook (2nd edition), Chapters 4 on Considerations of Student Development in Leadership (Wagner), and Chapter 5 Considerations of Student Learning in Leadership (Owen) for the design of your certificate

**Specifics**

1. Design learning objectives and student outcomes for each stage of your certificate.
2. Explicitly link the pedagogical practices to those desired outcomes.
3. Identify possible assessment methods for this design.
4. Complete a group report (paper) with scholarly support for your design and specifics of the stages in the certificate. You need not develop each specific element within each developmental stage but should annotate how that element would be implemented.
5. You may do web research on other campuses certificate programs for ideas on this assignment. Be sure to credit any that are adapted or taken from other sources.
6. Present a 20 minute summary with an EB to the class on this design.
**COURSE OUTLINE**

Notes:
- A1, A2, etc, refer to assignment numbers; get more details from the set of assignments.
- C&C refers to *Concepts and Connections* – leadership newsletter from the National Clearinghouse for Leadership Programs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Focus and Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 Jan 29</td>
<td>Getting Started</td>
<td>Introductions; building our agenda; review assignments; describe executive briefings.&lt;br&gt;What makes a theory?&lt;br&gt;Begin history of leadership theory&lt;br&gt;● Komives, Lucas, &amp; McMahon, <em>Exploring Leadership</em> (Preface, Ch. 1 &amp; 2)&lt;br&gt;Overview of the status of college student leadership development programs.&lt;br&gt;● Handbook (2nd ed) Chapter 1 <em>Advancing Leadership Education</em> (Komives)&lt;br&gt;● Carry, Shaping the Philosophy (skim: overview as a resource) (Canvas)</td>
<td>Assignment 1 (A1): executive briefing for each overview; post on Black Board&lt;br&gt;10-15 minute briefings in class</td>
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<td></td>
<td>Relational Leadership Model&lt;br&gt;● Komives, Lucas &amp; McMahon (Read Chapter 3)</td>
<td>Assignment 1 (A1): executive briefing for each overview; post on Black Board&lt;br&gt;10-15 minute briefings in class</td>
</tr>
<tr>
<td></td>
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<td>Social Identity and Leadership (Canvas-skim)&lt;br&gt;● Hall, Self-awareness, identity, and leadership development (Canvas)&lt;br&gt;● Day, Harrison, and Halpin (C5 Identity Development) (Canvas)</td>
<td>Assignment 1 (A1): executive briefing for each overview; post on Black Board&lt;br&gt;10-15 minute briefings in class</td>
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<td></td>
<td>Leadership Identity Development (Read)&lt;br&gt;● Komives, Owen, Longerbeam, Mainella, and Osteen- Read both articles-</td>
<td>Assignment 1 (A1): executive briefing for each overview; post on Black Board&lt;br&gt;10-15 minute briefings in class</td>
</tr>
</tbody>
</table>
| Class 3 | Feb 12 | History of Leadership Theory Part I  
- Industrial approaches | - Northouse (Chapter 1 & Chapters on Trait, Skill, Style, Situational, Contingency, and Path-Goal)  
* Take the tests/surveys at the end of each Northouse chapter to connect with the theories | Briefings (all Northouse)  
A1 Trait: Laura  
A1 Skill: Katlin  
A1 Style: Morgan  
A1 Situational/Contingency: Kalindi  
A1 Path-Goal: Kalindi |
| Class 4 | Feb 19 | History of Leadership Theory Part II  
- Industrial and post industrial approaches | - Northouse, (Chapters on Leader-Member Exchange, Transformational Leadership, and Psychodynamic Approach)  
- Sorenson, “An Intellectual History of Leadership Studies: The Role of James MacGregor Burns” (Canvas)  
- Kezar et al (pp. 31-69) | Briefings (cont.) (all Northouse)  
A1 Leader-Member Exchange: Travis  
A1 Transforming and transformational (Burns & Northouse): Adrian  
A1 Psychodynamic: Corin |
| Class 5 | Feb 26 | History of Leadership Theory Part III  
- Post Industrial era (cont); Visit from Susan Komives from 9:00-10:15am! | - Allen, K. E., & Cherrey, C. (2000). Systemic leadership: Enriching the meaning of our work. American College Personnel Association, National Association for Campus Activities. Washington, DC: University Press. [read Chapter 1; skim Chapters 2-5] (Canvas)  
- Northouse (Chapter on Authentic Leadership)  
- Kouzes and Posner “Five Practices of Exemplary Leadership” (Canvas)  
- Kezar et al (skim pp. 101-136)  
- Complete VIA Signature Strengths Questionnaire on the http://www.authentichappiness.sas.upenn.edu/Default.aspx website | Briefings (cont.)  
A1 Chaos theory [selections in Komives et al (C2), Allen and Cherry]: Laura  
A1 Authentic leadership (See Canvas for additional materials): Katlin |
<p>| March 5 | ACPA | NO CLASS |</p>
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 6</td>
<td>March 12</td>
<td>Leadership for Diverse Populations</td>
<td>From 10-11am, we’ll have a panel of leadership educators join us (Confirmed: Jude Paul Dizon, Marsha Guenzler-Stevens, Pamela Hernandez, Brandon Dula) • Northhouse Chapters on women and leadership &amp; culture and leadership • Bordas – Salsa, Soul, &amp; Spirit: “Introduction: Diversity is Transforming Leadership” (Canvas) • Komives, Lucas, &amp; McMahon, (Skim C. 5) • Kezar, A., &amp; Moriarty, D. (2000). Expanding our understanding of student leadership development: A study exploring gender and ethic development. <em>Journal of College Student Development, 41</em>, 55-69. (Canvas) • Ohlott, Single Identity Development (Canvas) • Handbook (2nd ed) Chapter 14 Considerations for Culture and Social Identity Dimensions- Ostick &amp; Wall</td>
<td>Panel of EDCP 418 Leadership &amp; Identity instructors A1 Northouse - women: Adrian A1 Northouse – culture: Melanie</td>
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<tr>
<td>March 19</td>
<td></td>
<td>Spring Break &amp; NASPA</td>
<td>NO CLASS</td>
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<tr>
<td>Class 7</td>
<td>March 26</td>
<td>Leadership in Focus Seminar</td>
<td>A2 Topic #1: A2 Topic #2: A2 Topic #3: A2 Topic #4:</td>
<td>Read packets for leadership in focus conversation</td>
</tr>
<tr>
<td>Class 8</td>
<td>April 2</td>
<td>Leadership in Focus Seminar</td>
<td>A2 Topic #5: A2 Topic #6: A2 Topic #7: A2 Topic #8</td>
<td>Read packets for leadership in focus conversation</td>
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<tr>
<td>Class 10</td>
<td>April 16</td>
<td>Leadership Pedagogies and Practices</td>
<td>• Parks, Leadership Can Be Learned (Canvas) • CAS standards for Student Leadership Programs (Canvas) • Roberts &amp; Ullom – Student Leadership Program Model (Canvas)</td>
<td></td>
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| Class 11  | April 23 | Leadership Development Programs | Handbook (2nd ed) Chapter 6 Establishing and Advancing a Leadership Program (Arminio)  
Handbook (2nd ed) Chapter 7 Inclusive Design (Munin and Dugan)  
Handbook (2nd ed) Chapter 10 Formal Leadership Program Models (Haber)  
Boatman, Leadership Audit (Canvas)  
SKIM Handbook (2nd ed) C 11 curricular programs and C 12 co-curricular programs | A1 Inclusive Design: Morgan |
| Class 12  | April 30 | Assessing Leadership | Handbook (2nd ed) Chapter 3 Research on College Student Leadership Development (Dugan)  
Handbook (2nd ed) Chapter 8 Assessment and Evaluation (Owen)  
The Multi-Institutional Study of Leadership  
- C&C – MSL Overview (Canvas)  
Complete and score Socially Responsible Leadership Scale (get access code) |
| Class 13  | May 7 | Applications to practice & Final thoughts on leadership and future of Leadership Pedagogical Project Group Reports | TBD  
TBD  
TBD | A5 Written project due |
<table>
<thead>
<tr>
<th>leadership studies</th>
<th>• Kezar et al (pp. 157-176)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Course Evaluation</td>
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