

# Unconventional Strategies for College Student Leadership

## Special Topics in College Student Affairs:

### Student Leadership & Learning

#### 15:245:643:03

#### **Course Description:**

The purpose of this course is to encourage students to think critically about their responsibilities and commitments in the context of leadership for the common good and for purposeful change. The course is grounded in learning the concept of relational leadership, and applying their knowledge of relational leadership to contemporary perspectives on leadership. Thoughtful analysis and reflection will be used to ensure the application of their knowledge and understanding.

The first four weeks of the course is devoted to the students learning the relational leadership model. This is a leadership model grounded in theory and research that will give the students a lens in which to view multiple contemporary perspectives on leadership practices. The following 10 weeks are designed to ensure the students are able to generate meaning and synthesize what they have learned about the relational leadership model in the context of modern day leadership perspectives. The readings were intentionally chosen to represent varying view points and highlight innovative practices. The relational leadership model is based on five principles: leadership is *purposeful, inclusive, empowering, ethical, and process oriented*.

#### **Prerequisites:**

Working in a Student Life department office or holding a leadership position in a Student Life directly advised organization.

#### **Course Objectives and Goals:**

By the end of this course, students will be able to

- Define leadership in a relational context
- Use the Relational Leadership Model as a means to analyze varying perspectives on leadership
- Explain the purpose of orientation programming
- Identify personal core values that guide their practice as a student leader.
- Analyze existing processes in organizations or systems to which they belong and evaluate how they reflect inclusiveness, empowerment, and ethics, as well as leading to fulfill the group's purpose.
- Identify critical issues related to the populations served by New Student Orientation.
- Explain the role of key partners in the New Student Orientation program

#### **Course Readings**

Komives, S. R., Lucas, N., & McMahon, T.R. (2007). *Exploring Leadership: For College Students Who Want to Make a Difference* (2<sup>nd</sup> edition). San Francisco: Jossey-Bass.

See additional readings included in the course binder.

#### **Course Requirements/Policies:**

**Academic Integrity:** Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University.

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

**Accommodating Students with Disabilities:** Rutgers University is committed to providing an environment where all students can equally participate in the academic experience. In effect, every individual and every administrative unit is

pledged to make a good faith effort to provide equality of educational access/opportunity to qualified students with disabilities by making reasonable accommodations. <http://www.rci.rutgers.edu/~polcomp/fachand.shtml>. If you require special assistance, please see the instructor as soon as possible.

**Grading:**

Participation	30 points	10%
Experiential Checklist and Blog Posts	55 points (15 points per post, 10 points for sample/grading criteria)	15%
Reflection Paper	15 points	5%
Instruction Project	60 points	20%
Resource Video	40 points	15%
Philosophy Paper	70 Points	45%
Philosophy Presentation	30 Points	10%
Total Possible Points	300 Points	

**Grading Scale:**

- **A** 93 – 100 points
- **B +** 89 – 92 points
- **B** 83 – 88 points
- **C+** 78 – 82 points
- **C** 70 – 77 points
- **D** 61 – 69 points
- **F** 0 - 60 points