COURSE GUIDE *(CSA 15:245:602)*
Student Leadership, Workshop and Program Development
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GENERAL INFORMATION

Course Title: Student Leadership, Workshop and Program Development **(CSA 15:245:602)**

Course Credit: 3 hours

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

Text/Resources: Gladwell, M. (2008). *Outliers: The story of success*. New York, NY: Little, Brown and Company. **(Required)**

Kellerman, B. (2004). *Bad leadership: What it is, how it happens, why it matters*. Boston, MA: Harvard Business School Publishing. **(Required)**

Northouse, P. (2012). Leadership: Theory and practice. Thousand Oaks, CA: Sage. **(Required)**

Proctor, S. D. (1999). *The substance of things hoped for: A memoir of African-American faith*. Valley Forge, PA: Judson Press. **(Required)**

Sandberg, S. (2013). *Lean in: Women, work, and the will to lead*. New York, NY: Alfred A. Knopf. **(Required)**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **(Optional)**

Course Goal: This course is intended to assist students to develop an understanding of contemporary leadership style and theories used to design programming and workshop initiatives across the various functional areas in the field of student affairs.

Supporting Goals:

The course goal will be achieved by addressing the following supporting goals:

1. To explore the evolution of leaderhip via contemporary and historical models.
2. To foster an understanding of leadership theory and its application in working with student organizations and student leaders.
3. To critically examine how context influences the practice of leadership.
4. To understand how to make a difference through effective leadership practices.
5. To explore factors that lead to student success and persistence.
6. To critically understand the role of leadership Student Affairs on college and university campuses.

Course Format

Given the broad scope of topics to be covered, this course will rely heavily on extensive reading as well as instructors facilitated and student-led discussions.

Unit Topics

I.   Leadership Theories
II.   Workshop and Program Development
III.   Bad Leadership

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an "A." There are seven different course requirements (with assigned point values) specified below.

Activity	Points
1. Class Participation	30
2. Literature Circle Goup Portfolio (3 @ 50 pts)	150
3. Program Development: Individual Case Study Project	100
4. Online Posting (Individual)	40
5. Leader Profile Group Paper	100
6. Leader Profile Group Presentation	20
7. Final Exam	100
Total	**540**

1. <u>CLASS PARTICIPATION</u>   **30 points**

An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion. **NOTE**: Participation includes class attendance. You automatically forfeit class participation points (2 points per class session for COMPLETE participation) when you are absent from class.

Points will be awarded for participation in class discussion as follows:
Unusually good contributions	09-10 points
Good contributions	07-08 points
Minimal, but acceptable contributions	05-06 points
Essentially no contribution	00-04 points

In arriving at this total, points will be awarded in several class discussions as follows:

Obviously well-prepared, significant contributions	09-10 points
Well prepared, good contributions	07-08 points
Some preparation, minimal contribution	05-06 points
Simply there, little or no contribution, no participation	00-04 points

Your point total is determined by averaging ratings of your contributions over several class sessions.

Note About Electronic Devices: Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted ONLY during the mid-class break. Unauthorized use of electronic devices during class will result in the COMPLETE forfeit of class participation points.

2. <u>LITERATURE CIRCLE PORTFOLIO (3 @ 50 pts each)</u>   **150 points**

As a group, you will be responsible for creating a literature circle portfolio for **each** of the Proctor, Sandberg, and Gladwell book. *Components of the portfolio must be succinctly written according to APA standards and contain no more than a total of three grammatical errors.* Portfolio must include a cover page and table of contents. Portfolio must be emailed to professors at fred.bonner@gse.rutgers.edu AND rosie.banda@gse.rutgers.edu prior to the start of class. NO EXCEPTIONS. Portfolios emailed after the start of class time will automatically be penalized 10%. You must ALSO bring one hard copy of the portfolio to submit in class. Note: Peer reviewed article will be attached as a separate attachment. Please refer to the guidelines to complete this assignment below and refer to **Appendix B** for the evaluation form. The group must address the following components:

Leadership Perspective(s): Analyze and synthesize the leadership theory or theories relevant in the book. This component requires you to connect theory (and components of theory/theories) with evidence in the book via a combination of paraphrases and direct quotes.This component should read as a concise, critical, coherent and succinctly written brief that includes in-text citations and references. *This component must be approximately two single-spaced pages.*

Activity/Engagement/Discussion: Create an activity to engage your colleagues in a class discussion that promotes critical thinking pertinent to the book and previous course-related material. Articulate an activity that will account for approximately 20 minutes of class time. Activity must, in other words, engage colleagues in a critical dialogue that ties in book and course material to student affairs. *This component must be one single-spaced page and contain a minimal of 500 words.*

Relevant Peer Reviewed Article: Find, read, and analyze a relevant peer reviewed article that highlights a particular leadership style presented in the respective book. You **MUST** include a *full* copy of the article with the portfolio.The article *must* have been published within the last five years (2009).You must also email your colleagues and your professors (fred.bonner@gse.rutgers.edu; rosie.banda@gse.rutgers.edu) a copy of your article via Sakai two days prior to class (before 11:59 p.m. on Monday). **Note: Failure to do so automatically forfeits the entire points for this component.** *For this component, you must complete the* **Required Reading Card Template** (**See Appendix C**) *in relation to the article and be prepared to critically discuss the article with your colleagues in class.*

Book Critique: This component requires you to offer a critical and insightful book critique. This critique should transcend a surface level discussion and rather offer a critical reflection about the underlying perspectives presented in the book. Analyze and critique the relevant perspective(s) that not only highlights

the noteworthy message(s) but also offers an alternative perspective(s) that were excluded. *This component must be approximately two single-spaced pages.*

Personal Observations: This component will be completed individually by each group member **but** must be included in the portfolio. Each group member will individually address the following two questions: 1). Did the book support or refute your personal observations and perspectives on higher education student leadership--if so, how? 2). How might you apply the information articulated in the book to your work in student affairs (presently and/or in the future)? Note: Please include your name and the office in which you currently intern. *Each question necessitates an approximate half page single-spaced response.*

Literature Circle Porfolio is worth 50 points.

3.   <u>PROGRAM DEVELOPMENT CASE STUDY PROJECT</u>   **100 points**

This course requirement is an individual project that will require you to develop a program that you deem necessary within your respective assistantship. The only **required** criterion in the development of your program is that *diversity* must be the underlying need for the program. Please see the tentative calendar **(Appendix A)** and presentation evaluation form **(Appendix D)** for further details regarding this course activity.

Case Study Requirements: This program development case study component should be **7-8 pages** (double-spaced) in length, excluding references and appendices (if applicable), follow APA standards, and include no more than three grammatical errors. In addition to diversity as an underlying premise of the development of your program, be sure to include the following: 1). Case narrative which provides contextual details about the respective office of your assistantship and a brief description of the actors in your office. 2). Include a theoretical basis, based on course discussions and literature on various leadership models, for the development of your program (e.g., explain the type of leader/leadership needed to make your program successful). 3). Identify gaps in your respective office and what other student populations could benefit from the development of your program. 4). Create a title for your program. 5). Identify and justify the student population that will benefit from your developed program. 6). Identify and include critical individuals (staffing needs) who will help manage the newly developed program. 7). Discuss areas of possible concern, specifically assessment/evaluation and budgeting/financial constraints. In this program development case study, you should, in other words, advance, discuss, and outline a particular plan of action in a clear and concise manner. **Project development case study is worth 100 points**.

4.   <u>ONLINE POSTING</u>   **40 points**

The online course session (**See Appendix A**) will require you to submit two responses to a posted PowerPoint lecture. You must submit the following: Response # 1: A 750 word (minimal) critique to the assigned course reading for that particular class. Response #2: A 500 word (minimal) response to one of the questions posed by the professors. Both responses must highlight Bloom's model to reflect application, analysis, synthesis, and evaluation of material read. Responses should be free of grammatical errors in order for full points to be awarded. Note: Both responses must be posted before the end of class time. NO EXCEPTIONS. Refer to **Appendix E** for evaluation form. Each response is worth 20 points. **Online posting is worth 40 points.**

5.   GROUP PROJECT: LEADER PROFILE BRIEF   **100 points**

As a group, you will choose to profile a leader at Rutgers or another two-year or four-year institution. For this assignment, you are to conduct an interview with a leader at the higher education institution of your choosing. **Note:** Several criteria must be addressed in the written brief component of this assignment. Please see the tentative calendar **(Appendix A)** and presentation evaluation form **(Appendix F)** for further details regarding this course activity. **Note: Brief must be electronically received by both professors prior to the start of class time on designated due date**. Failure to do so will result in an automatic 10% penalty. NO EXCEPTIONS.

Brief Requirements: Please provide a **7-8 page** (single-spaced) **brief** that profiles your chosen leader. Be sure to include the following: 1) Descriptive narrative that provides biographical account of leader; 2). Information pertinent to the leadership position; 3). Leadership style of chosen leader; discussion should integrate literature from course readings (use APA citation style); 4). Description and method of a specific program developed during the leader's tenure in her/his respective position; and 5) Key findings from the general interview (e.g., greatest accomplishment, greatest challenge, views on thefuture of leadership in his/her respective field/higher education, advice for future leaders, especially student affairs). *NOTE: Brief must also include an attached appendix of the interview protocol utilized*. **Brief is worth 100 points.**

6.   LEADER PROFILE PRESENTATION   **20 points**

This presentation requires a PowerPoint format to provide a condensed **but creative** overview of the Leader Profile paper. You must include ALL of the **brief requirements** as outlined in the previous section in your presentation. Presentations must be 30 minutes with an additional Q&A session of 15 minutes to follow. Groups must email profesors and colleagues a copy of the PowerPoint prior to the start time of class on the respective assigned presentation date. Groups must also bring three hard copies of PowerPoint to class for professors. Note: Group presentations *must* be effectively and seamlessly presented with each member equally contributing. Please refer to **Appendix G** for evaluation form. **Presentation is worth 20 points.**

7.   FINAL EXAM   **100 points**

Final exam will be cumulative and will consist of a combination of multiple choice, short answer, and essay question(s). Breakdown of point distribution for the aforementioned will be announced closer to date of final exam. **Final exam is worth 100 points.**

GRADES

Final grades will be assigned as follows:

For a grade of:
"A"   At least 486 total points
"B"   An accumulated point total between 432 and 485
"C"   An accumulated point total between 378 and 431
"D"   An accumulated point total between 324 and 377
"F"   Any point total below 323

OTHER

Class Attendance

If you must miss class, please let us know in advance by contacting either instructor at **(848)932-0867 (Dr. Bonner), (848)932-0811 (Dr. Banda)** or **Edrice Wyatt** at **(848)932-0850**. You are responsible for all materials covered in class and for completing any work assigned.

Class Procedures

You are expected to turn in all assignments by the dates outlined in the tentative course calendar (**Appendix A**). Extenuating circumstances will be evaluated on an individual basis.

Tentative Course Calendar

Appendix A lists the *tentative* course calendar. Please note that this calendar *is subject to change*. Any necessary amendments will be announced in class.

Academic Dishonesty

Matters relating to academic dishonesty will be handled in accordance with the guidelines specified in the Rutgers University Academic Integrity Policy (http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf).

Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This office is located in the Rutgers Office of Disability Services (dsoffice@rci.rutgers.edu), Lucy Stone Hall, 54 Joyce Kilmer Avenue, Suite A145, Suite A145, Piscataway, New Jersey 08854. They may be contacted directly at (848) 445-6800.

Conferences with the Instructors

We will be available to meet with students during regularly scheduled office hours or by appointment. We will also be available for conferences immediately before or after class. If you need to reach us by telephone or e-mail, our number and address are below.

> **Graduate School of Education (GSE)**
> Room 350
> (848)932-0867   (office number)
> fred.bonner@gse.rutgers.edu (e-mail address)
>
>
> **Graduate School of Education (GSE)**
> Room 346
> (848)932-0811   (office number)
> rosie.banda@gse.rutgers.edu (e-mail address)

APPENDIX A
*TENTATIVE CALENDAR

Date	Topics
Sept. 3	Introduction and Overview **(ASSIGN LITERATURE CIRCLE GROUPS; ASSIGN LEADERSHIP PROFILE GROUPS)**
Sept. 10	Psychodynamic Approach (Northouse)
Sept. 17	Servant Leadership (Northouse)
Sept. 24	Transformational Leadership (Northouse)
Oct. 1	Program Development: GUEST SPEAKER
Oct. 8	Situational Contingency & Path Goal (Northouse)
Oct. 15	Culture & Leadership (Northouse) **[Due: Program Development Paper]**
Oct. 22	Literature Circle 1: Proctor book **[Due: LC Group Portfolio]**
Oct. 29	Bad Leadership (Kellerman)
Nov. 5	**ONLINE MEETING**: Bad Leadership (Kellerman)
Nov. 12	Literature Circle 2: Sandberg book **[Due: LC Group Portfolio]**
Nov. 19	Literature Circle 3: Gladwell book **[Due: LC Group Portfolio]**
Nov. 26	**NO CLASS**
Dec. 3	**LEADER PROFILE PRESENTATIONS [Due: Leader Profile Group Paper]**
Dec. 10	**LEADER PROFILE PRESENTATIONS**
Dec. 17	**FINAL EXAM**

*Subject to change

NOTE: All Assignments Are Due Electronically Prior to the Start of Class Time on Designated Date

APPENDIX B
LITERATURE CIRCLE PORTFOLIO EVALUATION FORM

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PRESENTER (S)

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
ACCEPTABLE - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT 5.0 POINTS	GOOD 3.0 POINTS	ACCEPTABLE 1.0 POINT	INADEQUATE 0.0 POINTS	COMMENTS
LITERATURE CIRCLE PORTFOLIO (50 POSSIBLE POINTS)					
LEADERSHIP PERSPECTIVE					
1. EFFECTIVELY ANALYZE AND SYNTHESIZE THE LEADERSHIP THEORY(THEORIES, IF APPLICABLE) THAT CONNECTS EVIDENCE FROM BOOK (E.G., PARAPHRASE, DIRECT QUOTES)?					
ACTIVITY/ENGAGEMENT/DISCUSSION					
2. ACTIVITY PROMOTES CRITICAL DIALOGUE WITH COLLEAGUES?					
RELEVANT PEER REVIEWED ARTICLE					
3. COMPONENTS OF HANDOUT EFFECTIVELY AND THOROUGHLY COMPLETED?					
BOOK CRITIQUE					
4. PROVIDES AN ANALYTICAL AND REFLECTIVE CRITIQUE OF PERSPECTIVES AND OFFERS AN ALTERNATIVE PERSPECTIVE(S) THAT WAS EXCLUDED?					
OVERALL TECHNICAL REQUIREMENTS					
5. INCLUDES COVER PAGE AND TABLE OF CONTENTS ACCORDING TO APA STANDARDS?					
6. EACH COMPONENT MET LENGTH REQUIREMENT?					
7. WRITTEN IN A SUCCINCT, EFFECTIVE, AND CONCISE MANNER WITH NO MORE THAN A TOTAL OF THREE GRAMMATICAL ERRORS?					
PERSONAL OBSERVATIONS (INDIVIDUAL)					
8. PROVIDES SUPPORT AND/OR REFUTES PERSONAL OBSERVATIONS AND PERSPECTIVES ON HIGHER EDUCATION?					
9. ARTICULATES AND CONNECTS THE INFORMATION IN THE BOOK TO WORK IN STUDENT AFFAIRS?					
10. MET WORD REQUIREMENT AND FREE OF GRAMMATICAL ERRORS?					

TOTAL POINTS/GRADE: TOTAL GROUP POINTS _____ + INDIVIDUAL PERSONAL OBSERVATIONS = _____ TOTAL POINTS
COMMENTS/SUGGESTIONS:

APPENDIX C
REQUIRED READING CARD TEMPLATE

Presenter(s): _____

Full APA Reference of Article:	
Purpose of Article/Study:	
Method/s Used:	
Findings:	
Conclusions:	
Your reactions to the article/study:	
How article/study informs a better understanding of leadership:	
How article/study relates to the student affairs profession:	
Reflections on your article summary:	

*EHRD 651-Reading Log Assignment Template & Guidelines
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*Template adapted specifically for CSA 15:245:245:602-Fall 2014

APPENDIX D
PROGRAM DEVELOPMENT CASE STUDY EVALUATION FORM

_____
PRESENTER (S)

RATING DEFINITIONS

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
ACCEPTABLE - OK, BUT ROOM FOR MUCH IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

FINISH _____ START _____	EXCELLENT 10.0 POINTS	GOOD 7.0 POINTS	ACCEPTABLE 4.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
PROJECT DEVELOPMENT CASE STUDY PAPER (100 POSSIBLE POINTS)					
1. EFFECTIVELY INFUSE DIVERSITY AS THE UNDERLYING FOUNDATION OF DEVELOPED PROGRAM?					
2. PROVIDE A GOOD NARRATIVE OF THE CONTEXT OF THE CASE?					
3. PROVIDE AN ADEQUATE THEORETICAL BASIS?					
4. IDENTIFY GAPS IN RESPECTIVE OFFICE?					
5. CLEARLY IDENTIFY AND JUSTIFY STUDENT POPULATION THAT BENEFITS FROM PROGRAM DEVELOPMENT?					
6. INCLUDE KEY INDIVIDUALS WHO WILL MANAGE DEVELOPED PROGRAM?					
7. DISCUSS AREAS OF POSSIBLE CONCERNS SPECIFICALLY ASSESSMENT/EVALUATION, FINANCIAL/BUDGET?					
8. PROVIDE A GOOD SUMMARY OR CONCLUSION?					
9. WRITTEN IN A CLEAR AND CONCISE MANNER WITH FEWER THAN THREE GRAMMATICAL MISTAKES?					
10. PROPER USE OF APA?					

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:

APPENDIX E
ONLINE POSTING

PRESENTER (S) _____

RATING DEFINITIONS

EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT 10.0 POINTS	GOOD 7.0 POINTS	FAIR 4.0 POINT	INADEQUATE 0.0 POINTS	COMMENTS
POSTING (40 TOTAL POSSIBLE POINTS)					
RESPONSE #1					
1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSIS?					
2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?					
RESPONSE #2					
1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSIS?					
2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?					

TOTAL POINTS/GRADE: RESPONSE #1 _____ + RESPONSE #2 _____ = _____ TOTAL POINTS
COMMENTS/SUGGESTIONS:

APPENDIX F
LEADER PROFILE PAPER EVALUATION FORM

PRESENTER (S) _____

RATING DEFINITIONS

EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT 20.0 POINTS	GOOD 15.0 POINTS	FAIR 10.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
BRIEF (100 TOTAL POSSIBLE POINTS)					
1. PROVIDE A GOOD DESCRIPTIVE NARRATIVE OF BIOGRAPHICAL ACCOUNT OF LEADER/POSITION?					
2. PROVIDE A GOOD DISCUSSION AND INTEGRATION OF LITERTATURE PERTINENT TO THE LEADERSHIP STYLE OF CHOSEN LEADER?					
3. PROVIDE AN ADEQUATE EXAMPLE OF A PROGRAM EITHER DEVELOPED/SUPPORTED BY LEADER?					
4. INCLUDE FINDINGS AND INTERVIEW PROTOCOL FROM THE INTERVIEW OF LEADER?					
5. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN THREE GRAMMATICAL ERRORS WITH APPROPRIATE USE APA?					

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:

APPENDIX G
LEADER PROFILE GROUP PRESENTATION

PRESENTER (S) _____

EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

Start Time: _____ End Time: _____	EXCELLENT 4.0 POINTS	GOOD 3.0 POINTS	FAIR 1.0 POINT	INADEQUATE 0.0 POINTS	COMMENTS
PRESENTATION (20 TOTAL POSSIBLE POINTS)					
1. PROVIDE A GOOD DESCRIPTIVE OF PAPER THAT INCLUDED ALL BRIEF REQUIREMENTS?					
2. PROVIDE A GOOD ANALYSIS AND INTEGRATION OF LITERATURE PERTINENT TO LEADERSHIP?					
3. ALL GROUP MEMBERS EQUALLY, EFFECTIVELY, AND SEAMLESSLY PRESENTED?					
4. THOROUGHLY ADDRESSED QUESTIONS OFFERED IN Q&A SESSION?					
5. CREATE A CREATIVE AND EFFECTIVE POWERPOINT; MET TIME REQUIREMENT?					

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS: