CO-CURRICULAR PROGRAMS

Programs have been in existence for 1 year.

- Leadership Conference
- Leadership Lecture/Workshop Series
- Positional Leader Training
- Community Service Immersion
- Women’s Leadership Program
- Multi/Cross Cultural Leadership Program

TARGET AUDIENCE
- All students
- Students with specific leadership roles or positions
- Students with certain characteristics (e.g., first year students, Greek students, Asian American Students, engineering majors)

PROGRAMS PERSPECTIVES
- Leadership can be learned
- One must be ethical to be a leader
- Management and leadership are the same

KEY LEARNING OUTCOMES
- Personal skill development
- Work effectively in groups
- Use specific organizational skills (e.g., agenda setting, public speaking, member recruitment)

THEORIES USED TO INFORM CO-CURRICULAR LEADERSHIP DEVELOPMENT
- Great man/traits theories (e.g., Stogdill & Glick)
- Behavioral/situational/contingency theories (e.g., Hersey & Blanchard, Kouzes & Posner)
- Influence/Charisma theories (e.g., Weber, House & Bass)
- Transactional/Transformational leadership (e.g., Burns, Bass)
- Servant leadership/steersmanship/followership (e.g., Greenleaf, Block, Kelly)
- Authentic leadership (e.g., Avolio; Gardner; George; Luthans)
- Emotionally intelligent leadership (e.g., Goleman; Allen, Haber-Curran, & Levy Shankman)
- Social Change Model of leadership development (e.g., Astin & HERI)
- The Relational Leadership Model (e.g., Komives, Lucas, & Mc Mahon)
- Adaptive/Chaos/Complexity leadership (e.g., Heifetz, Wheatley, Uhl-Bien)
- Organizational/systems theories (e.g., Senge, Lipman-Blumen, Yukl)
- Management models (e.g., Peters, Maxwell, Drucker)
- Personal development: StrengthsFinder, VIA
- Critical social theory (e.g., Bell, Delgado, Freire)

CURRICULAR PROGRAMS

Offers a credit-based Leadership Certificate Program called the Undergraduate Leadership Program in the School of Engineering. Also offers stand-alone leadership courses.

INDIVIDUALS INVOLVED
- Graduate Assistants/Teaching Assistants
- Adjunct/Part-time/Term faculty
- Tenured/Tenure-Track Faculty
- Student Affairs Professional Staff
- Academic Affairs Staff
- Community Members
- Alumni

THEORIES USED TO INFORM CURRICULAR LEADERSHIP DEVELOPMENT:
- Behavioral/situational/contingency theories (e.g., Hersey & Blanchard, Kouzes & Posner)
- Transactional/Transformational leadership (e.g., Burns, Bass)
- Servant leadership/steersmanship/followership (e.g., Greenleaf, Block, Kelly)
- Authentic leadership (e.g., Avolio; Gardner; George; Luthans)
- Emotionally intelligent leadership (e.g., Goleman; Allen, Haber-Curran, & Levy Shankman)
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- The Relational Leadership Model (e.g., Komives, Lucas, & Mc Mahon)

PROGRAM DESCRIPTORS
- Connects to the Co-Curriculum
- Leadership Identity Development Model (e.g., Komives et al.)
- Adaptive/Chaos/Complexity leadership (e.g., Heifetz, Wheatley, Uhl-Bien)
- Organizational/systems theories (e.g., Senge, Lipman-Blumen, Yukl)
- Management models (e.g., Peters, Maxwell, Drucker)
- Personal development: StrengthsFinder, VIA