



May 9, 2018

Grace Wang, Ph.D.

Interim Provost and Vice Chancellor for Research & Economic Development

State University of New York

State University Plaza

Albany, NY 12246

Dear Dr. Wang,

On behalf of the faculty at the University at Albany, I am pleased to transmit the attached proposal of revision to our existing B.S. program in Human Development to add a concentration in 'Higher Education'.

This proposal has been fully considered and approved through our campus governance system. Should there be a need for additional information or clarification to facilitate processing, please have inquiries directed to Celine LaValley at [clavalley@albany.edu](mailto:clavalley@albany.edu).

Thank you for your consideration and assistance.

Sincerely,

James R. Stellar

Provost and Senior Vice President for Academic Affairs

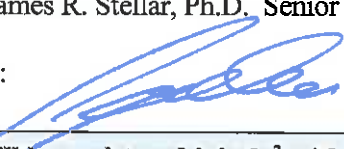
**Attachment**

- c. Vice Provost Jeanette Altarriba, Undergraduate Education  
Dean Robert Bangert-Drowns, School of Education  
Chair Kevin Quinn, Department of Educational & Counseling Psychology



**Program Revision Proposal:  
Changes to an Existing Program**  
Form 3A  
Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,<sup>1</sup> a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu).

Section 1. General Information	
<b>a) Institutional Information</b>	Institution's 6-digit <a href="#">SED Code</a> : <b>210500</b>
	Institution's Name: University at Albany
	Address: <i>1400 Washington Ave. Albany, NY 12222</i>
<b>b) Program Locations</b>	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit <a href="#">SED Code</a> ): 210500
	List the name and address of <a href="#">off-campus locations</a> (i.e., <a href="#">extension sites</a> or <a href="#">extension centers</a> ) where courses will offered, or check here [ <input type="checkbox"/> ] if not applicable:
<b>c) Registered Program to be Changed</b>	Program Title: Human Development
	<a href="#">SED Program Code</a> : 38112
	<a href="#">Award(s)</a> (e.g., A.A., B.S.): B.S.
	Number of Required Credits: Minimum [120 ] If tracks or options, largest minimum [   ]
	<a href="#">HEGIS Code</a> : 0822.00
	<a href="#">CIP 2010 Code</a> : 42.2806
	Effective Date of Change: Fall 2018
	Effective Date of Completion <sup>2</sup>
<b>d) Campus Contact</b>	Name and title: Celine LaValley, Assistant to the Vice Provost for Undergraduate Education Telephone and email: 518-442-3950 <a href="mailto:clavalley@albany.edu">clavalley@albany.edu</a>
<b>e) Chief Executive or Chief Academic Officer Approval</b>	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: James R. Stellar, Ph.D. Senior Vice President for Academic Affairs and Provost
	Signature and date:  5/9/18
	<b>If the program will be registered jointly<sup>3</sup> with one or more other institutions, provide the following information for each institution:</b>
Partner institution's name and 6-digit <a href="#">SED Code</a> :	
Name, title, and signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):	

<sup>1</sup> To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.  
<sup>2</sup> If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).  
<sup>3</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Section 2. Program Information

### Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

**a) Check all that apply. Describe each proposed change and why it is proposed.**

Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)

Elective courses have been added to the curriculum.

Changes in a program's focus or design

Adding or eliminating one or more options, concentrations or tracks

We are adding an additional concentration for students focused on Higher Education. This will allow students that are interested in working in a college or university setting to select courses tailored to their career field.

Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.

Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

**b) Provide a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.**

Human Development BS (registration May 2016)	Human Development BS (proposed revision)
<b>A minimum of 45 credits including 30 credits in the core and 15 credits in a concentration</b>	<b>No change</b>
<b><i>Foundation Courses (9 credits):</i></b>	No change
ASOC 115 Intro to Sociology (3)	No change
APSY 101 Intro to Psychology (3)	No change
EPSY 200 Intro to Psychological Process of Schooling (3)	No change
<b><i>Educational Psychology &amp; Counseling Psychology (12 credits):</i></b>	No change
EPSY224 Lifespan Development (3)	No change
EPSY 250 Understanding Research in Human Development (3)	No change
EPSY 330 Intro Statistics in Human Development (3)	No change
ECPY 360 Psychology, Cultural Diversity, and Social Justice (3)	No change

<b><i>Elective in Psychology or Sociology (3 credits). Choose from:</i></b>	<b><i>Elective in Psychology or Sociology (3 credits). Choose from:</i></b>
APSY 327 Personality (3)	No change
APSY 338 Abnormal Psychology (3)	No change
ASOC 250 Sociology of Families (3)	No change
ASOC 384 Sociology of Aging (3)	No change
	Elective choice added: APSY 270 Social Psychology (3)
	Elective choice added: APSY 329 Health Psychology (3)
	Elective choice added: APSY 333 Childhood Behavior Disorders (3)
	Elective choice added: APSY 340 Psychology of Human Sexuality (3)
	Elective choice added: ASOC 362/ A WSS 363 Sociology of Sexualities (3)
<b><i>Elective in Human Development (3 credits). Choose from:</i></b>	<b><i>Elective in Human Development (3 credits). Choose from:</i></b>
ACOM 371 Intercultural Communication (3)	No change
APSY 327 Personality (3)	No change
APSY 338 Abnormal Psychology (3)	No change
ASOC 384 Sociology of Aging (3)	No change
ECPY 410 Supporting Individual and Community Change (3)	No change
EPSY 411 Foundations of Leadership in College and University Student Organizations (3)	No change
ELTL 404 Children's Literature (3)	No change
ELTL 406 Young Adult Literature (3)	No change
HSPH 341 Promoting Healthy People and Communities (3)	No change
HSPH 342 How US Healthcare Works: Myths and Realities (3)	No change
HSPH 343 Mass Media and Health Behavior (3)	No change
RCRJ 308 Juvenile Justice Administration (3)	No change
	Elective choice added: AENG/AWSS 362 Critical Approaches to Gender and Sexuality in Literature (3)
	Elective choice added: APhi 326 Moral Philosophy (3)
	Elective choice added: APSY 329 Health Psychology (3)

	Elective choice added:APSY 333 Childhood Behavior Disorders (3)
	Elective choice added: APSY 340 Psychology of Human Sexuality (3)
	Elective choice added: ASOC 362/ A WSS 363 Sociology of Sexualities (3)
	Elective choice added: EPSY 480 Educational Psychology: Independent Study
<b>Field-Based Learning Experience (3 credits)</b>	<b>Field-Based Learning Experience (3 credits)</b>
EPSY 390 Community Service Projects (for Counseling Psychology, Education Psychology or Special Education concentrations) <b>or</b> ECPY 497 Independent Study (for Peer Assistance and Leadership concentration)	ECPY 497 removed as option – all students will take EPSY 390 Community Service Projects
<b>Dignity for All Students Act (DASA) training (0)</b>	no change
<b>Concentration (15 credits) choose one from:</b>	<b>Concentration (15 credits) choose one from:</b>
<b>Counseling Psychology Concentration</b>	no change
APSY 327 Personality (3)	no change
APSY 333 Childhood Behavior Disorders or APSY 338 Abnormal Psychology (3)	no change
ECPY 204 Principles of Career and Life Planning (3)	no change
ECPY 421 Intro to Counseling Psychology (3)	no change
APSY Elective (3)	no change
<b>Educational Psychology Concentration</b>	
EPSY400 Instructional Psychology (3)	no change
EPSY 420 Child and Adolescent Development (3)	no change
EPSY 440 Evaluation in Education (3)	no change
EPSY 441 Social Issues in Testing (3)	no change
EPSY 481 Research Project Human Development (3)	EPSY 481 Research Project Human Development (3) <b>or</b> EPSY 480 Research Apprenticeship (3)
<b>Peer Assistance and Leadership Concentration</b>	no change
ECPY 400 Foundations of Peer Assistance and Peer Education I (3)	no change
ECPY 403 Peer Assistance and Peer Education: Theory and Practice II (3)	no change
ECPY 404 Peer Assistance and Peer Education: Theory and Practice III (3)	no change
ECPY 405 Peer Assistance and Peer Education: Theory and Practice IV (3)	no change

ECPY 406 Theory& Practice in Peer Assistance & Peer Education: Peer Supervision <b>or</b> EPSY 411 Foundations of Leadership in College and University Student Organizations (3)	no change
<b>Special Education Concentration</b>	
EPSY400 Instructional Psychology (3)	no change
ELTL 404 Children’s Literature <b>or</b> ELTL 406 Young Adult Literature (3)	ELTL 404 Children’s Literature <b>or</b> ELTL 406 Young Adult Literature <b>or</b> A PSY 333 Childhood Behavior Disorders (3)
ESPE 369 Special Education for Students with Emotional and Behavioral Problems (3)	no change
ESPE 460 Intro to Human Exceptionality (3)	no change
ESPE 463 intro to Autism Spectrum Disorders (3)	no change
<b>Higher Education Concentration</b>	
	EAPS 201 College: Past, Present, and Future (3) ‘new’
	EAPS 202 Leadership in Organizations (3) ‘new’
	EAPS 300 Social Foundations of Education (3) ‘new’
	EAPS 370 Leadership in Practice (3) ‘new’
	EPSY 411 Foundations of Leadership in College and University Student Organizations (3)

- c) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

Please see Appendix 1 for four existing courses which are not included in any other registered curriculum.

- d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

There will be no additional costs because none of these courses were newly created for this program.

## Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

[ ] Program title

- [ ] Program award
- [ ] [Mode of delivery](#)

**NOTES:** (1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.

- [ ] [Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program
  - 1) State proposed format(s) and consider the consequences for financial aid
  - 2) Describe availability of courses and any change in faculty, resources, or support services.
- [ ] A change in the total number of credits in a certificate or advanced certificate program
- [ ] Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

**Section 3. Program Schedule and Curriculum**

- a) For **undergraduate programs**, complete the *SUNY Undergraduate Program Schedule* to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

**NOTES:** The *Undergraduate Schedule* must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#)—with compelling justification(s).

**EXAMPLE FOR ONE TERM: Undergraduate Program Schedule**

Term 2: Fall 20xx	Credits per classification					New	Prerequisite(s)
Course Number & Title	Cr	GER	LAS	Maj	TPath		
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

**SUNY Undergraduate Program Schedule** (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

**Program/Track Title and Award:** Human Development, Higher Education concentration, BS

- a) Indicate academic calendar type: [ X ] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):  
 b) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)  
 c) Name of SUNY [Transfer Path](#), if one exists: n/a See [Transfer Path Requirement Summary](#) for details  
 d) Use the table to show how a typical student may progress through the program; copy/expand the table as needed. Complete all columns that apply to a course.

Fall 1:								Spring 1:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
APSY 101 Intro to Psych - R	3	SS	3	3				EPSY 200 Intro to Psych Process of Schooling - R	3			3			
Nat. Science Gen Ed - RE	3	NS	3					Foreign Lang Gen Ed - RE	3	FL	3				
Arts Gen Ed - RE	3	AR	3					Basic Communication Gen Ed - RE	3	BC	3				
ASOC 115 Intro to Soc R	3	SS	3	3				Liberal Arts Elective - RE	3		3				
Liberal Arts Elective - RE	3		3					Elective - FE	3						
Term credit totals:	15	12	15	6				Term credit totals:	15	6	9	3			
Fall 2:								Spring 2:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
EPSY 224 Lifespan Development - R	3			3				EPSY 330 Intro Stats in HD - R	3			3			
Minor Course 1 of 6 (minor required)	3							Humanities Gen Ed - RE	3	H	3				
ECPY 360 Psychology,Cult Diversity and Social Justice - R	3	Local	3	3				US History Gen Ed - RE	3	AH	3				
International Perspectives Gen Ed - RE	3	OW	3					PSY/SOC Elective for major - R	3		3	3			
Liberal Arts Elective - RE	3		3					Liberal Arts Elective - RE	3		3				
Term credit totals:	15	6	9	6				Term credit totals:	15	6	12	6			
Fall 3:								Spring 3:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
EPSY 250	3			3				EPSY 390 Community Service Projects - R	3			3			EPSY 200
Concentration course 1 of 5 - R	3			3		X		Concentration course 3 of 5 - R	3			3		X	
Minor course 2 of 6 - RE	3							Concentration course 4 of 5 - R	3			3		X	
Concentration Course 2 of 5 - R	3			3		X		Minor course 3 of 6 RE	3						
Liberal Arts Elective - RE	3		3					U/L Minor course 4 of 6 - RE	3						
Term credit totals:	15		3	9				Term credit totals:	15			9			
Fall 4:								Spring 4:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Human Development Elective for major - R CHOOSE EPSY 411	3			3				Concentration Course 5 of 5 - R	3			3			
Elective	3							Elective - FE	3						
U/L Minor Course 5 of 6 - RE	3							Liberal Arts Elective - RE	3		3				
U/L Minor Course 6 of 6 - RE	3							Liberal Arts Elective - RE	3		3				
Liberal Arts Elective - RE	3		3					Liberal Arts Elective - RE	3		3				
Term credit totals:	15		3	3				Term credit totals:	15		9	3			



<b>Program Totals (in credits):</b>	<b>Total Credits: 120</b>	<b>SUNY GER: 30</b>	<b>LAS: 60</b>	<b>Major: 45</b>	<b>Elective &amp; Other: 45</b>	<b>Upper Division: 45</b>	<b>Upper Division Major:</b>	<b>Number of SUNY GER Categories:</b>
								<b>10</b>

**KEY Cr:** credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

**Section 4. SUNY Faculty Table**

- a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

<b>Faculty Member Name and Title and/or Rank at the Institution</b>  <b>(Include and identify Program Director.)*</b>	<b>% of Time Dedicated to This Program</b>	<b>Program Courses Which May Be Taught</b>  <b>(Number and Title)</b>	<b>Highest and Other Applicable Earned Degrees (include College or University)</b>	<b>Discipline(s) of Highest and Other Applicable Earned Degrees</b>	<b>Additional Qualifications: List related certifications and licenses and professional experience in field.</b>
<b>PART 1. Full-Time Faculty</b>					
*Joan Newman, Associate Professor and Division Director, Educational Psychology and Methodology	25	EPSY 224, 420	PhD, University at Albany	Educational Psychology and Methodology	
Gina Giuliano: Lecturer, Educational Policy and Leadership	12.5	EAPS 202, EAPS 300	PhD, University at Albany	Educational Administration and Policy, MPA in Public Administration	Advisor, Educational Policy and Leadership
Jason Lane: Associate Professor and Department Chair, Educational Policy and Leadership	12.5	EAPS 201, EAPS 202, EAPS 300, EAPS 370	PhD, The Pennsylvania State University	Higher Education with a disciplinary emphasis in Political Science	Current: Director of the Cross-Border Education Research Team, and Founding Executive Director of the SUNY Academic & Innovative Leadership (SAIL) Institute Previous: Deputy Director for Research at the Nelson A. Rockefeller Institute of Government and Vice Provost for Academic Planning and Strategic Leadership and Senior Associate Vice Chancellor for the State University of New York
Mitch Leventhal: Professor of Professional Practice & Entrepreneurship, Educational Policy and Leadership	12.5	EAPS 201, EAPS 202, EAPS 300, EAPS 370	PhD, University of Chicago	Higher Education	Previous: Vice Chancellor for Global Affairs for SUNY and Senior Advisor on Academic Affairs to the United Nations Global Compact (UNGC) and co-founder and past president of the American International Recruitment Council (AIRC)

Teniell Trolan: Assistant Professor, Educational Policy and Leadership	12.5	EAPS 201, EAPS 202, EAPS 300, EAPS 370	PhD, University of Iowa	Higher Education and Student Affairs	Visiting Faculty Fellow, Nelson A. Rockefeller Institute of Government, SUNY
<b>Part 2. Part-Time Faculty</b>					
Martha Asselin: Assistant Service Professor, Educational Policy and Leadership	12.5	EAPS 202, EAPS 370	PhD, University at Albany	Educational Administration and Policy	Former Interim President, Schenectady County Community College Director for the Center of Leadership and Service, UAlbany
Emily Feuer: Lecturer, Educational Policy and Leadership	12.5	EAPS 201	MS, University at Albany and Doctoral Student, University at Albany	Educational Administration and Policy	Assistant Director for Student Affairs Assessment and Planning
Dolores Cimini: Assistant Director for Prevention and Program Evaluation; Lecturer, Counseling Psychology	12.5	EPSY 411	PhD, University at Albany	Clinical Psychology	Licensed Psychologist, Director, Middle Earth Peer Assistance Program
Christne Smith: Assistant Service Professor, Educational Policy and Leadership	12.5	EAPS 201, EAPS 202, EAPS 300, EAPS 370	PhD, University at Albany	Educational Administration and Policy	Assistant Dean for Academics and Assessment, School of Education, University at Albany
Michael Christakis: Public Service Professor, Educational Policy and Leadership	12.5	EAPS 201, EAPS 202, EAPS 300, EAPS 370	PhD, University at Albany	Public Affairs and Policy	Vice President for Student Affairs, University at Albany Regional Director for NASPA - Student Affairs Administrators in Higher Education Region II
Pamela Alexander: Instructor, Counseling Psychology	12.5	EPSY 411	MS, University at Albany	Educational Administration and Policy	Director, Student Activities

University at Albany  
Program Revision Proposal  
BS in Human Development

Appendix 1

Course Syllabi

EAPS 201     College: Past, Present and Future

EAPS 202     Leadership in Organizations

EAPS 300     Social Foundations of Education

EAPS 370     Leadership in Practice

# **EAPS 201: College: Past, Present, and Future**

## *Spring 2018*

Class meetings: Wednesday 4:15pm – 7:05pm, ED 123

**Instructor:** Emily Feuer, efeuer@albany.edu

**Office Hours:** By appointment only (email instructor)

### **Course Description:**

This course introduces students to the study of higher education through various perspectives by examining higher education institutions and the effects of these institutions on individuals, groups, communities, and society. Through readings, lectures, interviews, presentations, and case studies, students will gain an understanding of the historical context, present implications, and future possibilities of higher education. Further, through self-reflection activities, students will gain a better understanding of the role of higher education in their academic, personal, familial, and economic lives.

Learning outcomes include:

- Students will demonstrate basic concepts in the history, sociology, and anthropology of higher education through writing assignments and class projects.
- Students will demonstrate the ability to think critically about present and future issues in higher education.
- Students will communicate ideas and thoughts about higher education experiences.

### **Required Textbooks:**

- DeVitis, J. L., & Boeckstedt, J. (2013). *Contemporary colleges and universities: A reader*. New York: Peter Lang.
- Horowitz, H. L. (1987). *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*. New York : A.A. Knopf

### **Grading:**

Course Attendance/Participation: 140 points

Assignments: 360 points possible

*Total Possible Points: 500 points*

<b>Assignment</b>	<b>Points Possible</b>
Current Issues Discussion	30
Reflection Paper 1	25
Movie Paper/Presentation	50
Comparisons Paper	30
Reflection Paper 2	25
Student Services/Student Life Presentation	100
Final Paper	100

Grading Scale:

<b>A</b>	471-500	<b>C</b>	411-420
<b>A -</b>	461-470	<b>C -</b>	401-410
<b>B +</b>	451-460	<b>D +</b>	391-400
<b>B</b>	441-450	<b>D</b>	381-390
<b>B -</b>	431-440	<b>D -</b>	371-380
<b>C +</b>	421-430	<b>E</b>	370 or fewer points

**Course Attendance/Participation (140 points):**

*This course requires active and consistent participation.* Participation will be assessed during each course session by the instructor using the following indicators:

- *Evidence of preparation* - Students should come to each class with 3 -5 bulleted discussion points for each reading or chapter assigned and be prepared for discussions
- *In class attentiveness* – Students demonstrate active listening, contribute to class discussions, raise questions in class, and/or discuss course material with the instructor outside of class or through email
- *Respect* – Students demonstrate respect for self, classmates, instructor, and guest speakers by limiting use of electronics and being open to differing opinions/ideas

*This course requires class attendance.* Students who miss more than 1 course session will be at risk of failing the course. Attendance will be taken at the beginning of each class.

Please consult the following link for information about the University's Medical Excuse Policy:  
[http://www.albany.edu/health\\_center/medicalexcuse.shtml](http://www.albany.edu/health_center/medicalexcuse.shtml)

## **Assignments:**

### ***Current Issues Discussion (30 points)***

At least once during the semester, you will be required to find a news article that addresses an issue in higher education and present the article to the class. Appropriate sources include but are not limited to:

*Inside HigherEd*

*Chronicle of Higher Education*

Newspapers (*New York Times, Washington Post, etc.*)

To receive full credit for the assignment you will:

- Select an article from an appropriate source that has been published within 6 months of the time you find it
- Post a link to the article in the Blackboard Current Issues Discussion Post BEFORE class begins on your assigned date.
- In class provide a verbal 1-2 minute overview of the article that includes:
  - An overview of the content/story
  - A tie-in with at least one topic or discussion we have addressed in class (you may want to consider potential issues, counter-arguments, historical context, bias, or potential solutions)
  - A question you will pose to the class about the article to help encourage class discussion

If you are having trouble finding an article, please reach out to the instructor. During each class, students will be selected to present an article the next week.

### ***Reflection Paper 1: Why are you in college? (25 points)***

You will submit a reflection on why you chose to continue education beyond high school. In your reflection, you need to address the following questions:

- Who/what did you rely on when making the decision to go to college?
- What does earning a degree mean to you?
- What is your end career or educational goal? Will a bachelor's degree get you there?

**\*\*ASSIGNMENT CONTINUED ON NEXT PAGE\*\***

To receive full credit, your paper will:

- Answer the three questions posed above
- Include at least one reference
  - Reference must be cited in-text **and** included in a works cited page in a proper citation style
- Be typed in 12pt Times New Roman font
- Be double spaced
- Be at least 500 words (not including citations)
- Be well-written, clear, organized, and free of grammatical errors

### ***Movie Paper (50 points)***

After learning about the history of higher education, you will choose a movie (old or recent) that addressed college culture. Through this assignment, you will compare and contrast the movie depiction of college to what we have learned and discussed in class. This assignment will include a written component and a presentation component.

In the paper, you need to address the following questions:

- How accurate is the movie (in its era) in depicting college culture?
- How (if at all) has college culture changed from the time period the movie is representing and/or the time the movie was made to now?

To receive full credit, your paper will:

- Answer the two questions posed above
- Provide a brief (no more than 200 words) summary of the movie
- Include at least three references (including at least two class references)
  - References must be cited in-text **and** included in a works cited page in a proper citation style
- Be typed in 12pt Times New Roman font
- Be double spaced
- Be between 750-1,000 words (not including citations)
- Be well-written, clear, organized, and free of grammatical errors

To receive full credit, your presentation will:

- Present a summary of your paper (especially focusing on your answer to the two questions above)
- Include no more than 2 minutes of a clip from the movie
- Be 3-5 minutes in length
- Be professional in nature (professional language, posture, demeanor, etc.)



You may want to consider choosing from the following movie list. Please note that some of the movies listed below are rated R. You are not required to select one from the list, but must receive instructor approval of your movie through the Movie Paper Idea Discussion Post.

Animal House  
Accepted  
Old School  
Social Network  
Pitch Perfect  
Good Will Hunting  
PCU  
22 Jump Street  
House Bunny  
Admissions  
Wonder Boys

Legally Blonde  
Against the Grain  
With Honors  
Drum Line  
Mona Lisa Smile  
Love Story  
The Waterboy  
21  
Van Wilder  
Rudy  
Or other movie approved by the instructor

### ***Comparisons of Institutions Paper (30 points)***

You will choose a unique characteristic of a community college (as you will read in *Contemporary Colleges and Universities*, Chapter 3) and compare it to a characteristic of a 4-year public or private institution. The purpose of this assignment is to get you thinking about the similarities and differences in institution types. You are encouraged to visit other college websites and use resources at the University at Albany.

To receive full credit, your paper will:

- Highlight a specific community college and a specific 4-year institution and give a brief summary of each
- Discuss a unique characteristic pointed out in *Contemporary Colleges and Universities* and compare the characteristic at the community college and 4-year institution you select
- Include at least three references (one from the community college you select, one from the 4-year institution you select, and *Contemporary Colleges and Universities*)
  - References must be cited in-text **and** included in a works cited page in a proper citation style
- Be typed in 12pt Times New Roman font
- Be double spaced
- Be between 500-750 words (not including citations)
- Be well-written, clear, organized, and free of grammatical errors

### ***Reflection Paper 2: Why did YOU Choose UAlbany? (25 points)***

You will submit a reflection on why you chose UAlbany and discuss how your choice may have been different during another time period. In your reflection, you need to address the following questions:

- What are 2-3 reasons you chose UAlbany?
- Would your college choice process have been different if you were living in a different time period? (You will need to select a specific timeframe to discuss)
- If your college choice process would have differed in your selected time period, what factors would have you considered or not considered in your selected time period?

To receive full credit, your paper will:

- Answer the three questions posed above
- Include at least one reference
  - Reference must be cited in-text **and** included in a works cited page in a proper citation style
- Be typed in 12pt Times New Roman font
- Be double spaced
- Be at least 500 words (not including citations)
- Be well-written, clear, organized, and free of grammatical errors

### ***Student Services/Student Life Presentation (100 points)***

You will conduct an interview with a professional staff member in a student service/student life office on a college campus and present your findings to the class to discover the roles and purpose of different departments on a campus (at UAlbany or another campus). For this assignment, no duplications will be allowed (you cannot choose the same office as someone else in the class). Offices will be allocated on a first-come, first-serve basis so if you know what office you would like, submit your selection on the Blackboard Student Services/Student Life Presentation Idea Discussion Post as soon as possible. In your presentation, you need to address the following questions:

- What is the purpose of the office on campus?
- How does this office serve the student population?
- What does the office do?
- What are the office goals?
- What is the office's organizational structure?
- How did the person you interviewed get their position? What is their professional background?
- What are some new things you learned about this office?
- How did the interview process go?
- If you had to conduct the interview again, what would you do differently?

To receive full credit, your presentation will:

- Answer the questions posed above
- Include at least one website link, contact information, pamphlets, or other handout
- Use a professional presentation aid (PowerPoint, Prezi, etc.)
- Be between 8-10 minutes in length
- Be professional in nature (professional language, posture, demeanor, etc.)

### ***Final Paper (100 points)***

You will write a final, comprehensive paper that addresses one area in higher education you believe can/should be improved. In your paper, you need to address the following questions:

- What is the issue?
- Why is the issue important/relevant?
- What is the history of this issue?
- Who are some of the key players in the issue (federal, state, local, individuals)?
- How is this issue being addressed by colleges and universities?
- How does this issue influence higher education or how students experience college?
- What are some possible solutions to address this issue?

To receive full credit, your paper will:

- Answer the questions posed above
- Demonstrate the skills and knowledge you have gained throughout the course
- Include at least five references (including at least three sources used in class)
  - References must be cited in-text **and** included in a works cited page in a proper citation style
- Be typed in 12pt Times New Roman font
- Be double spaced
- Be between 1,250 – 1,500 words (not including citations)
- Be well-written, clear, organized, and free of grammatical errors

### **Academic Integrity:**

Academic and professional integrity in this course is vital. It is expected that you understand and demonstrate ethical behavior in all aspects of your work for the course. Academic integrity policies can be found at:

[http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)

*Academic dishonesty of any kind will not be tolerated in this course.*

**Blackboard:**

Blackboard will be used for this course for certain readings and all assignment submissions. In the event of class cancellation for any reason, Blackboard may be used for asynchronous course activities, but further instructions will be given at that time.

**Reasonable Accommodation Policy:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please contact the Disability Resource Center (Business Administration 120, (518) 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

**Course Calendar:**

<b>DATE</b>	<b>MODULE</b>	<b>CLASS PLAN</b>	<b>ASSIGNMENTS (DUE BY START OF CLASS)</b>
<b>1/24</b>	Introduction	Course Introduction Review Syllabus Pro/Anti College Discussion	
<b>1/31</b>	History of Higher Education	Universities in the Middle Ages Colonial Universities Reflection Paper Discussion	- OUTLINE: Reflection Paper 1 (Bring to class) - Campus Life, Chapters 2 (especially pages 23 – 34) and 3 (especially pages 56 – 62)
<b>2/7</b>	History of Higher Education	Morrill Land Grant Acts GI Bill Movie Paper Introduction	- Reflection Paper 1 (Blackboard) - Campus Life, Chapter 5 (especially 108 – 117) - History of UAlbany (on Blackboard) - The Day the Purpose of College Changed (on Blackboard)
<b>2/14</b>	History of Higher Education	Higher Education for All College in Turmoil	- Movie idea due (Discussion Post) Campus Life, Chapters 9 (especially pages 193 – 212), 10, 11 (especially pages 245 – 254)

<b>DATE</b>	<b>MODULE</b>	<b>CLASS PLAN</b>	<b>ASSIGNMENTS (DUE BY START OF CLASS)</b>
<b>2/21</b>	History of Higher Education	Module Wrap-Up Movie Paper Discussion	- OUTLINE: Movie Paper (Bring to class) - Campus Life, Introduction, Chapter 12
<b>2/28</b>	History of Higher Education	Presentations	- Movie Paper Due (Blackboard) - Movie Presentation
<b>3/7</b>	Institutions of Higher Education	Admissions Types of Institutions	- Contemporary Colleges and Universities, Chapters 1, 2 and 3
<b>3/14</b>	<b>NO CLASS/ASSIGNMENTS – SPRING BREAK</b>		
<b>3/21</b>	Institutions of Higher Education	Leadership Organization Higher Ed for a Global Market How to be an Interviewer Comparisons Paper Discussion	- OUTLINE: Comparisons of Institutions Paper (Bring to class) - Contemporary Colleges and Universities, Chapter 17, 20, 24
<b>3/28</b>	Institutions of Higher Education	Curriculum	- Comparisons of Institutions Paper (Blackboard) - Student Services Office Topic Due (Blackboard) - Contemporary Colleges and Universities, Chapters 13, 14 and 15
<b>4/4</b>	Institutions of Higher Education	Retention Reflection Paper Discussion	- OUTLINE: Reflection Paper 2 (Bring to class) - Integration, Motivation, Strengths (on Blackboard) - Contemporary Colleges and Universities, Chapter 11
<b>4/11</b>	Student Services/ Student Life	Introduction to Student Services/Student Life Why Higher Education?	- Reflection Paper 2 (Blackboard) - Contemporary Colleges and Universities, Chapter 4 (especially pages 36 – 42), Chapter 30 - Perspectives on Student Affairs (on Blackboard)

<b>DATE</b>	<b>MODULE</b>	<b>CLASS PLAN</b>	<b>ASSIGNMENTS (DUE BY START OF CLASS)</b>
<b>4/18</b>	TBD		
<b>4/25</b>	Student Services/ Student Life	Presentations	Student Services/Student Life Presentation
<b>5/2</b>	Student Services/ Student Life	Presentations	Student Services/Student Life Presentation
<b>5/9</b>	Why Higher Education		
<b>FINAL</b>	Final Paper Due 5/13 (Blackboard – 11:59pm)		

\*Calendar subject to change at any time

University at Albany  
School of Education  
Department of Educational Administration & Policy Studies

**EAPS 202: Leadership in Organizations (3 credits)**

**Instructor:** Dr. Martha J. Asselin  
**Office:** Campus Center, B91  
**Email:** [masselin@albany.edu](mailto:masselin@albany.edu)  
**Phone:** 518.442.5445  
**Office Hours:** Walk-in Office Hours: Monday, Tuesday & Wednesday 5 – 6:00 p.m.  
Appointments are always welcomed – send email to schedule  
**Location:** Campus Center, B91

**Course Description:**

Introduction of foundational concepts and theories essential to understanding the role of leaders in organizational settings. Emphasizes the various definitions of leadership as well as key theories exploring how individuals lead organizations, facilitate team dynamics, and handle organizational conflict. Application of foundational knowledge will be demonstrated in written assignments and oral presentations.

**Course Objectives:**

By the end of the course, students will:

- 1) Understand identify major theories of leadership (Foundational Knowledge);
- 2) Confidently describe and apply leadership theories, skills and behaviors in real world (Application);
- 3) Critically analyze major leadership theories' strengths and weakness, practicality and personal utility through personal reflection and group interaction (Integration Learning);
- 4) Learn to view one's self-awareness for leadership and followership in meaningful ways (Human Dimension); and
- 5) Demonstrate excitement about leadership as a broad, complex, socially constructed, and multidisciplinary field of study that is more about people than procedures (Caring).

**Required Course Readings & Materials** *(These are also used in EAPS 370)*

Bolman, L.G. & Deal, T.E. (2011). *Leading with Soul: an uncommon journey of spirit*. San Francisco: Jossey-Bass. ISBN-13 9780470619001

Jerry II, R. H. (2013). Leadership and Followership. *University Of Toledo Law Review*, 44(2), 345-354. ISBN – 10 0470619007

- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco: JosseyBass. ISBN – 978 1 11927896-2
- Northouse, P. (2012). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage. ISBN – 978 1 4522 03409
- Schindler, J. H. (2015). *Followership: what it takes to lead*. New York, New York: Business Expert Press, 2015. ISBN- 13 978 160649732-6 (Also available through UAlbany Library at <https://ebookcentral.proquest.com/lib/albanyedu-ebooks/reader.action?docID=1865052>)

### **Optional and Recommended (also used in EAPS 370)**

- Williams, D.A., Berger, J.B., & McClendon, S. (2005). *Toward a model of inclusive excellence*. American Association of Colleges and Universities.
- Zhu, W., Zheng, X., Riggio, R. E., & Zhang, X. (2015). A Critical Review of Theories and Measures of Ethics-Related Leadership. *New Directions for Student Leadership*, 2015(146), 81-96.

### **Writing Expectations**

Leaders have a continuing responsibility for effective communications within their organizations and with their communities. They are frequently called upon to present concise, detailed communications that address a broad range of public and professional concerns. As a majority of these communications are written, their ability to structure ideas clearly and to express them effectively in suitable format is a major consideration in preparing students for the challenge of their professional work.

The evaluation of student work will be based on the concept of developing the student as an effective leader. To this end, the student should strive for all writing to be of a professional quality, that one would be willing to share with leaders in the workplace. All work will be evaluated based on clarity of thought and organization of paper; incorporation of salient and cogent resources and/or evidence; and assertion of autonomous judgment.

For each assignment, students are expected to draw on a breadth of materials to support arguments and ideas. Sources should generally be limited to books, peer-reviewed articles, and primary data sources. While convenient, the internet can be a precarious source of information as the accuracy of information is often questionable. Only use internet sources if you are certain of the veracity of the source. Viable internet-based sources might include electronic journals, government reports, and on-line databases such as those provided by the U.S. Census Bureau.

Finally, except when otherwise state, all papers submitted by students are expected to abide by the standards and policies of the *Publication Manual of the American Psychological Association* (Fifth Edition). **All assignments must be original work.** Students are expected to abide by professional ethics and university policies in regard to plagiarism. According to the Undergraduate Catalog (and it applies to this course): “It is every student’s responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal



pressures are not sufficient reasons for violations of academic integrity.” (For information on the University’s classification of academic dishonesty and the repercussions for engaging in such actions, please visit [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) ).

#### Basic Expectations for Student Writing

- Any paper with excessive grammatical mistakes and/or misspellings will be not be graded – be sure to proof read.
- All papers should be of a professional quality reflective of your status as an emerging leader.
- Do not make unsubstantiated claims or suppositions.
- **Properly cite everything that is not your own.**
- Ensure the paper flows smoothly between ideas and that transitions are provided to ensure uninterrupted continuance of thought.

#### **Listening and Speaking Expectations**

Respect is modeled and expected at all times. Open and honest communication is encouraged. Students will be provided an opportunity to express personal views and share personal experiences. We will embrace, honor and celebrate both diversity and commonality of the human experience. Students will be exposed to various perspectives that may differ from their own. This learning promotes deeper appreciation and understanding of differences to dispel stereotypes, and supports a climate built on trust and respect.

Not all discussions need to become debates. Students are encouraged to ‘listen and learn’. Students will listen to the perspectives of others, learn from one another, and to engage in shared ideas to grow deeper understanding and knowledge. Participants agree not to interrupt or label others’ viewpoints.

#### **Course Requirements**

##### **Candor and Respect:**

Students are expected to treat each other and the instructor in a professional, respectful, and courteous manner. While discussion and dialogue is encouraged in the course, students should respect the viewpoints of their fellow students, even should they differ.

##### **Assignments:**

*All* papers, assignments, and examinations must be completed in order to complete this course. Assignments are not option. Late assignment will result in a deduction of grade as described in the Course Syllabus below.

#### **Accommodations**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center. That office will

provide the instructor with verification of your disability, and will recommend appropriate accommodations. Please do this in a timely manner.

## **Evaluation**

### **Evaluation of Work:**

The written assignments will be evaluated based upon the above-mentioned writing criteria. This includes but is not limited to the overall quality of writing; the clarity and logical development of ideas/arguments; logic of analysis; and the appropriate use of APA guidelines (when appropriate). All other assignments (e.g. presentations) will be graded based on the criteria provided.

### **Assignment Submission:**

Except when otherwise noted, each assignment should be submitted in electronic format (Microsoft word document) via e-mail to the instructor prior to the start of the class it is due. Should an assignment be due when a student is absent from class, to avoid late penalties, it remains the responsibility of the student to send an electronic copy of the assignment to the instructor before the beginning of the class. You should receive a response from the instructor within two business days noting receipt of the assignment.

### **Late Assignments:**

All assignments turned in after the due date will lose ½ of a letter grade from the final score for each 24 hour period that passes before the paper is turned in. (For example, between one minute and 24 hours, I will deduct ½ of a letter grade. Between 24 hours and 48 hours, I will deduct an entire letter grade). If an assignment is late, it is recommended that a paper copy be placed in the instructor's mailbox and a copy be sent via e-mail so as to establish the time of submission. If no e-mail copy is sent, time of submission will be when the instructor checks his office mailbox.

## **Course Evaluation Summary**

<u>Assignment</u>	<u>Percentage of Grade</u>	<u>Due Date</u>
Leadership Profile Project	20%	November 9, 2017
Quizzes	20%	Oct. 5, 26, & Nov. 16, 2017
Self-Reflection Paper	20%	October 5, 2017
Presentation	20%	Nov. 30 and Dec. 7, 2017
Focused Dialogue/Participation	20%	each class

## Assignments

- Self-Reflection Paper: An important component of leadership development is one's ability to engage in self-reflection. Each student will be required to submit a 5-6 page paper that takes a reflective approach to analyzing the factors and influences that have shaped who you are as a leader. The following questions may help guide your reflection: What do you value? Who or what has influenced your values? What factors have shaped how you engage with the world around you? What attributes and capabilities are most important to you? What are your strengths? How do you apply your strengths in leadership settings? In this paper, you should describe how your responses to one or more of these questions shape your leadership philosophy as well as incorporate relevant material from the course readings. This is worth 20% of your course grade.
- Leadership Profile Project: The effectiveness of learning increases when students can create connections between their learning in the classroom and their life experiences (Knowles, Holton, & Swanson, 2005). Collaborating on this group project while using popular media, each student will profile a leadership theory, concept, principle **or** a character who they see as a leader from the assigned media clip. The individual profiles (should be 3-4 pages) will be compiled into a group leadership profile project. Group members will be responsible for reviewing and editing the leadership profile project prior to submission. A sample profile protocol will be developed by the class during one of the class sessions. This protocol will be based on class readings and be used to evaluate the project. The profile should use at least two leadership theories from the Northouse book to evaluate the individual's leadership style. The group's leadership profile should not exceed 15 pages (including title page and references) and are worth 20% of the course grade.
- Leadership Profile Presentation: The student will present the finding of their leadership profile project to the class. The presentation guidelines will be provided in class and the presentation will be worth 20% of the course grade.
- Quizzes: Three quizzes will be given throughout the semester. The two highest quiz grades will be worth a total 20% of the course grade.
  - Focused Dialogue: Students are expected to participate as active learners in the class through both quantity and quality of their involvement. All students are expected to attend class and should let the instructor know by noon of the day of class if they will not be able to attend class. At times, conflicts may prevent a student from attending class. If a student does miss class, it is up to the student to obtain notes and other assignments from their peers.

Your focused dialogue grade (worth 20% of the course grade) will be assigned based on the quality of your discussions (e.g., integration and consideration of course readings); respect for other's views; and consideration of others (i.e., not "hogging" the conversation, holding side conversations, or talking when others are talking).

## 15 Week Course Outline:

While changes in the schedule are not anticipated, the instructor reserves the right to rearrange the course timeline. Below is an overview of the course outline and timeline.

### Thursday, August 31      Week 1      Introduction and Expectations

1. Meet your Classmates
2. What this class is (and is not).
3. Structure of the Course
4. Expectations (Broccoli and Hi-Fives)
5. Introducing Key Concepts and Resources
6. Leadership Defined
  - a Activity: Pre and postindustrial leadership
  - b Conceptualizing leadership

Assignment for next class:

Read: Northouse, Chapter 1, 2 and 3

### Thursday, September 7      Week 2      Leadership Defined: Part 1

1. Trait Approach
2. Skills Approach
3. StrengthsFinder Assessment - Guest Presenter: Cathy Parker
4. Activity – Traits and Skills of Leaders

Assignment for next class:

Read: Northouse, Chapters 4 and 5

### Thursday, September 14      Week 3      Leadership Defined: Part 2

1. Style Approach
2. Situational Approach
3. How Strengths Apply

Assignment for next class:

Read: Northouse, Chapters 6, 7 and 8

Outline for Self-Reflection Paper

### Thursday, September 21      Week 4      NO CLASS – HOLIDAY

Assignment for next class:

Read: Northouse, Chapters 9, 10, 11, and 12

Work on draft of Self-Reflection Paper

**Thursday, September 28      Week 5      Overview of Leadership Theory Families**

1. Contingency Theory (Chapter 6)
2. Path-Goal Theory (Chapter 7)
3. Leader-Member Exchange Theory (Chapter 8)
4. Transformational and Transactional Leadership (Chapter 9)
5. Servant Leadership (Chapter 10)
6. Authentic Leadership (Chapter 11)
7. Team Leadership (Chapter 12)
8. Social Change Model
9. Families of Theories

Assignment for next class:

Self-Reflection Paper – remember your StrengthsFinder results  
Be prepared for Quiz 1

**Thursday, October 5      Week 6      The Role of Leaders: Challenging the Process**

1. Confronting the Status Quo
2. Changing the Status Quo
3. Learning to Take Risks
4. **QUIZ 1**
5. Popular Media to depict leadership – setting up Groups for Leadership Profile

**Self-Reflection Paper Due**

Assignment for next class:

Read: Kouzes & Posner chapters 3 & 4  
*Optional readings: chapters 1 & 2 in Kouzes & Posner*

**Thursday, October 12      Week 7      The Role of Leaders: Inspiring a Shared Vision**

1. Envision the Future
2. Find a Common Purpose
3. Enlist the help of Others
4. The Leadership Challenge

Assignment for next class:

Read: Kouzes & Posner chapters 5  
Work on Leadership Profile Project

**Thursday, October 19      Week 8      The Role of Leaders: Enabling Others to Act**

1. Foster Collaboration
2. Create a Climate of Trust
3. Enhance Self-Determination

Assignment for next class:

Read: Kouzes & Posner chapters 6  
Work on Leadership Profile Project  
Be prepared for Quiz 2

**Thursday, October 26      Week 9      The Role of Leaders: Modeling the Way**

1. Recognize Contributions
2. Celebrate Values and Victories
3. Create a Spirit of Community
4. QUIZ 2

Assignment for next class:

Read: Kouzes & Posner chapters 7 & 8  
Work on Leadership Profile Project

**Thursday, November 2      Week 10      Leadership and Authenticity**

1. The Heart of Leadership
2. Authenticity
3. Community

Assignment for next class:

Read: Bolman and Deal, Entire Book; Northouse, Chapters 14 and 15  
Leadership Profile Project is due

**Thursday, November 9      Week 11      Culture, Diversity & Gender**

1. Women and Leadership
2. Culture and Leadership
3. Inclusive Excellence
4. **Diversity Simulation (in class)**

**Leadership Profile Project Due**

Assignment for next class:

Read: Northouse, Chapters 16 and Schindler, Chapters 1 and 2  
Be prepared for Quiz 3

**Thursday, November 16                      Week 12                      Leadership Ethics and Followership**

1. Theories and Measures of Ethics
2. Followership Theories
3. Leadership vs Followership
4. **QUIZ 3**

Assignment for next class:

*Optional readings:* Zhu, Zheng, Riggio & Zhang  
Prepare for Student Presentations

**Thursday, November 23                      Week 13                      NO CLASS - HOLIDAY**

**Thursday, November 30                      Week 14                      Student Presentations**

**Thursday, December 7                      Week 15                      Student Presentations**

**THURSDAY, December 14**

**FINAL EXAMS: 5:45 -7:45 P.M. OR 8:00 – 10:00 P.M.**

**Course Outline - EAPS 300**  
**Social Foundations of Education**  
**The University at Albany, SUNY**  
Dr. Gina Giuliano  
office: ED 313  
[ggiuliano@albany.edu](mailto:ggiuliano@albany.edu)  
Office Hours (varies by semester)

Drawing upon the disciplinary tools of the humanities and social sciences, social foundations aims to help future education professionals ask critical questions about and develop a nuanced understanding of: (1) Competing visions of the purpose(s) and practice(s) of education; and (2) The array of cultural, economic, historical, political and social ideas and contexts that inform educational structures, policies, and practices, and shape the educational experiences of individuals and social groups. It also aims to improve reading, writing, research and critical thinking skills, and foster a dialogue among participants by using teamwork, traditional and modern tools (such as Blackboard, Zoom and VoiceThread).

### **Required Books**

- Koonce, (latest edition). Taking Sides: Clashing Views on Educational Issues, McGraw Hill.
- Dufour & Curtis, (2011). Studying Education: An Introduction to the Key Disciplines in Education Studies. McGraw Hill.

Teams will choose one book and one movie from the attached list. (Most (not all) of the books are on 48-hour reserve in the library, or can be purchased at bookstores and online vendors)

Other readings will be posted in Blackboard.

### **Evaluation**

Participation: 20%; this includes attendance (10%) + all-class & Team discussion (10%)  
JiTA / Quiz: 20% (5 @ 4 points each)  
Online Discussion Journal: 15%  
Activity: 5%  
Essay: 20%  
Team Lesson Plan, Presentation & Assessment: 20%



***Class Schedule (may be adjusted by instructor occasionally):***

*A Shaded Row in the Table = Bring Book to Class*

<b>Date</b>	<b>Focus</b>	<b>Reading</b>	<b>Assignments Due</b>
	Welcome: Introduction Only A Teacher, other videos, BLS, Collaborate		
	Assign LP Teams Ice Breaker	AP article/mentors handout/ articles about teaching, College learning (in Articles folder within Learning Module 1 on on Blackboard)	
	Lesson Plan prep Hand out Lesson Plan/Presentation guidelines		1 Blackboard discussion Journal entry & 1 response post Start to think about the book & movie your Team will use for the lesson plan
	Definitions Is school enough?	Studying Education Chapter 7, Comparative Education	
	Discussion, Taking Sides Issues JiTA/Quiz 1 posted	Studying Education Chapter 7, Comparative Education Taking Sides, preface & introduction, and Issues 13, 18 & 21	1 Blackboard discussion Journal entry & 1 response post
	Only A Teacher 1	Taking Sides, Issues 6 & 20 Studying Education Chapter 7, Comparative Education	
	Discussion, Taking Sides Issues Hand out Sass guidelines	Studying Education Chapter 7, Comparative Education Taking Sides, Issues 6 & 20	1 Blackboard discussion Journal entry & 1 response post JiTA/Quiz 1 due by 1 PM
	History of Education	Taking Sides, Issues 6 & 20	

Date	Focus	Reading	Assignments Due
	Discussion, Sass timeline	Sass, American Educational History Timeline (in Mod 2 Articles on Blackboard)	The five most important events in American Educational History due by 1 PM & bring to class 1 Blackboard discussion Journal entry & 1 response post
	Only A Teacher 2 Essay handed out		
	Lesson Plan Prep JiTA/Quiz 2 posted		Deadline for any changes to lesson plan book & movie 1 Blackboard discussion Journal entry & 1 response post
	Philosophy of Education	Taking Sides, issues 1, 2, 3, 4 & 22 Studying Education Chapter 3 The Philosophy of Education	
	Discussion, Taking Sides Issues	Taking Sides, issues 1, 2, 3, 4 & 22 Studying Education Chapter 3 The Philosophy of Education	JiTA/Quiz 2 due by 1 PM 1 Blackboard discussion Journal entry & 1 response post
	Only A Teacher 3	Taking Sides, issues 1, 2, 3, 4 & 22 Studying Education Chapter 3 The Philosophy of Education	Essay Due
	Lesson Plan Prep Quiz/JiTA 3 posted		1 Blackboard discussion Journal entry & 1 response post
	Sociology of Education Pay it Forward Clips Essay handed out	Taking Sides, issues 12, 14, 17 Studying Education Chapter 5 The Sociology of Education	
	Discussion, Culture Pie	Taking Sides, issues 12, 14, 17 Studying Education Chapter 5 The Sociology of Education	JiTA/Quiz 3 due by 1 PM 1 Blackboard discussion Journal entry & 1 response post

Date	Focus	Reading	Assignments Due
	Closing the Achievement Gap video	Studying Education Chapter 4 The Economics of Education	
	Lesson Plan Prep Quiz/JiTA 4 posted	Studying Education Chapter 4 The Economics of Education	1 Blackboard discussion Journal entry & 1 response post
	Economics of Education	Taking Sides, issues 5, 10 Studying Education Chapter 4 The Economics of Education	Essay Due
	Discussion, Is the tassel worth the hassle Quiz/JiTA 5 posted	Taking Sides, issues 5, 10 Studying Education Chapter 4 The Economics of Education	Quiz/JiTA 4 due by 1 PM 1 Blackboard discussion Journal entry & 1 response post
	Educational Policy	Taking Sides Issues 8, 9, 11, 15, 16	
	Lesson Plan Prep Lesson plan assessments handed out	Taking Sides Issues 8, 9, 11, 15, 16	JiTA/Quiz 5 due by 1 PM 1 Blackboard discussion Journal entry & 1 response post
	Lesson Plan Presentations	The book your Team chose, and all lesson plan assignment handouts	Powerpoint presentations must be in by 2 pm
	Lesson Plan Presentations	The book your Team chose, and all lesson plan assignment handouts	Powerpoint presentations must be in by 2 pm 1 Blackboard discussion Journal entry & 1 response post
	No Class		Lesson Plan assessments (self, Team, peer & data entry) due
	Country Boys video clips		
	Country Boys video clips, discussion of video JiTA/Quiz 6 posted		1 Blackboard discussion post Journal entry & 1 response post

Date	Focus	Reading	Assignments Due
	Educational Technology	Taking Sides, issues 7 & 19 Studying Education Chapter 6 The Psychology of Education	Quiz/JiTA 6 due by 1 PM 1 Blackboard discussion Journal entry & 1 response post
	Finals Week - No Class		

**Written Assignments:**

Grammar, punctuation, spelling and clarity of expression matter on all written assignments. I am serious about this. For students with trouble in this area, I suggest referring to Strunk, W. and White, E.B. *Elements of Style*. New York: Macmillan Publishing. A dictionary, for example, *Webster's II New College Dictionary*, would be a good addition to your personal library.

The following is one of the MOST IMPORTANT ASPECTS of this course: All written work except the journal must be properly researched and cited! I cannot emphasize this enough. You should use references even when the assignment is based solely on assigned readings. Please use APA format for citations, although if you are more comfortable with Turabian, MLA, Chicago, or some other, that is all right with me, also. For students who are unfamiliar with citation style, I suggest taking a look at the *Publication Manual of the American Psychological Association* (5th edition) (2001). If you need assistance with citing Internet pages, visit the American Psychological Association's web site.

In terms of format, margins, fonts, etc.: your choice, provided it is legible. Word count is more important than number of pages. Assignments should be submitted via Blackboard (electronically) and attachments should follow a file naming convention: firstnamelastnameessaynumber (.doc, .docx, .wpd, .rtf).

Essays on reading:

Students will be given a question or a few questions to choose from to reflect on with the expectation that essays will be prepared in response. Students must use formal citations to class reading (meaning TS **and** D&C) as well as one scholarly “outside” source. In addition to including citations, a complete works cited list must be attached. (Online cites should be more than the URL.)

Please name the file yourfirstnameyourlastname. So, using my name as an example, if I saved the file in RTF (you are welcome to use Word DOC or DOCX, or WordPerfect WPD – no Works or Pages) the essay would be called ginagiuliano.rtf

**Lesson Plan and Presentation on an education themed book and movie:**

Lesson Plan Teams will verbally present the results of a lesson plan they develop about one of the 30 books and 30 movies on the list. A Powerpoint presentation must be part of the presentation, and this must be sent to me electronically (call it geest300roupnumber.ppt). I will be posting them

on Blackboard. Teams must let me know which book and movie they are choosing - each Team must present on a different book and movie so I will approve the choices. (It might be a good idea to have more than one book and movie in mind for this reason.) A Team cannot choose the same book and movie. Guidelines for this assignment will be handed out, and I will also provide you with resources that should be incorporated.

You will be given some time in class to work on the Lesson Plan and Presentation. I expect you will have to meet a few times outside of class as well.

The dates listed are the original publication dates; you may find a later edition, which is OK. Purchase a copy yourself (they are easy to find at bookstores and online vendors), or read one of the copies that are on 48-hour reserve in the University at Albany uptown campus library. Some of the books, and all of the movies are not on reserve. Don't procrastinate!

*Lesson Plan/Presentation Assessment:*

Students will complete Self/Peer and Team assessments of the lesson plan/presentation assignment. Forms will be handed out. Do not "cop out" by giving all Teams or all peers exactly the same score. The Team and self/peer paper forms will be submitted in class, and the data will also be entered in Blackboard.

**Blackboard:**

This class has a page in Blackboard, and also one in the University at Albany's Eres service. Students should regularly access the Blackboard site for class materials. (Eres is rarely used.)

**Online Discussion Journal and Dialogue:**

Students should make one original entry per week (14 entries total). The syllabus calendar lists it on specific dates, but this is simply to remind you to do it; you can make entries any time during the week. The journal should focus on educational issues, **sparked** by class, the reading, the newspaper or other media, other classes you are taking or have taken\*\*, and life experiences. Tangents, on occasion, are OK also, as long as your journal generally addresses educational themes. Do not multiple submit work you have completed for another class, such as your EEDU 390 journal or something you submitted in EPSY 200 -- that is considered academic dishonesty. Grammar, spelling, punctuation and clarity of expression matter in the discussion area and on all written assignments, including the journal.

Watch the typos! The content of your individual entries, as well as the journal as a whole, will be taken into consideration; but use 250 words per entry as a guideline for the "floor" for post length. Avoid excessively short journal entries - if your post are too short, you will not receive full credit. If you have to worry about counting words or sentences, your entry is probably not substantive. You will not be evaluated on your opinions, but on performing the assignment during each module, and on your ability to reflect on and to convey material.

Students should also respond to other students' discussion journal once per week (a total of 14

times throughout the semester - the syllabus lists specific dates in the calendar, but this is just to remind you to do it; they can be made at any time during the week. **Your posting should be consistent throughout the semester – do not procrastinate).**

So, your direct journal/blog posts plus responses to the blogs of others =  $14 + 14 = 28$  entries and comments throughout the semester. Responses must be substantive, but do not need to be as long as your original journal/blog posts. The discussion journals should be a dialogue.

### **Class Participation:**

Students are expected to complete all assigned readings and to be prepared to discuss them in class. I will take attendance, and it will count towards participation grade in this class; participating in the Blackboard discussion will count toward participation, the Team discussion exercises will count toward participation. The Blackboard site will contain a lot of important supplementary materials. Students are encouraged to participate there and in the classroom, but are expected to stay focused, on task, and to be courteous and respectful at all times to the instructor and to all other students.

### **Attendance:**

Attendance will be taken every week, and it counts. Taking attendance helps me to learn your name. **There really are no “excused” absences in this class.** If you are ill, please use your own judgment (I would rather not catch something, and will try not to expose students if I am sick.) Notes explaining absences for athletic reasons, deaths of friends or family, and medical reasons should come from the appropriate office (ie, Undergraduate Studies etc.) and they will be taken into account to some small degree, but students with excessive amounts of absences, regardless of whether they are “excused” cannot receive full credit for participation and Team activities, and do not translate to automatic extensions on assignments. So if your team membership, a family obligation or some planned surgery is going to mean that you miss a lot of classes, perhaps it would be better to take this class during the “off” season, once you have recovered, or when your wedding duties are finished. Don’t bother me with justifications such as court appearances for driving infractions and leaving early for vacation. The Lesson Plan presentation cannot be rescheduled, and if you miss it, it is a deal-breaker; there is a major point loss on the assignment, regardless of the reason you missed class.

### **Team Exercise:**

Each class where there is team discussion, I will assign you to a small Team of 4-6 members, tell you the material on which your Team should focus, and outline the parameters of the assignment. Teams will have time to meet during class, and they will be responsible for the discussion and completing the activity assigned. Students should come to class prepared - **this means having done the reading.** You should bring your book to class unless you have a great memory for reading. Teams will hand in a brief written document at the end of each discussion.

### **Just in Time Assessment and Quizzes:**

Several times per semester, I will post reading-based questions on Blackboard that you answer as

a JiTA, or I will post a brief multiple choice quiz on the reading. You must submit your responses electronically through BLS to me by 1 PM on the day they are due. You will be given at least a week to do the questions. Late JiTAs and Quizzes will not count, no exceptions. There will be six, so the lowest grade will be dropped. Quizzes will be more common than JiTAs.

**Assessment:**

Students will submit assessments during the semester for the Lesson Plan assignment. The assessments are: 1) A form assessing your own and the other Teams' presentations; 2) A form assessing your own individual and your peers in your own Team on the project.. The self/peer and Team assessments will be submitted both on paper, and entered into an electronic "quiz."

**Deadlines:**

Please respect the deadlines! There is a penalty for late work. That said, I would rather you asked for an extension, than resorted to cheating. However, no extensions are possible on the Lesson Plan presentations, JiTA and Quiz cannot be made up. When the assignment is handed in on paper (for instance, the assessments): the deadline is the date it is due in class. When an assignment is submitted electronically (essays, the lesson plan itself), the deadline is 11:59 pm on the date it is due. For the required powerpoint component of the lesson plan, the deadline is 10 am for the day class, and 2 pm for the evening class, on presentation day. For JiTA and Quiz, the deadline is 1 PM on the date it is due, and late submissions do not count. Blackboard discussion journal and dialogue posting should be done consistently throughout the semester. Students who wait until the last minute of the semester to make all or many of their posts will not receive very much credit.

**Electronic Submission:**

Electronic submission is required for JiTA (please don't use fancy fonts, bullets, etc. for JiTA), Quiz, essays, journal/blog, and the lesson plan presentation. I prefer assignments be submitted via Blackboard. Please follow the rules for naming electronic files. For individual assignments it is always yourfirstnameyourlastname and then some indication of the type of assignment (1 or 2 for the essays, jitanumber for jita, peer, Team and self for the assessments). For the lesson plan presentation it should be semesterteamnumbereest300. (For example, fall2015team3eest300.ppt.) I require attachments (rather than text typed in the body of emails), with Word (DOC), WordPerfect (WPD), or Rich Text Format (RTF) for word processing files. I require Powerpoint or Prezi for the presentations. If you use something else, such as Works (WPS) or Pages please convert it to RTF before sending it to me.

**Academic Dishonesty:**

Academic honesty is essential, and assumed. The written assignments (essays, self assessment, journal), quizzes and assessments in the class should be your independent work. They must reflect your own effort. The sole assignment in class that is truly collaborative is the team work. Academic dishonesty includes multiple submission – handing in work you created for and submitted in another class. The online discussion journals should not be multiple submissions from another class, nor are they collaborative;. They do have a dialogue requirement (in that you must comment on the blog posts of other students), but aside from that, they should be original

work. Plagiarism or cheating of any kind will result in course failure, and referral to the University's Office of Community Standards, where the penalty may include being expelled from the university (as several students have learned the hard way, I have zero tolerance for academic dishonesty). Refer to the university's Undergraduate Bulletin if you are in doubt about the policy.

### **Accommodations for Students with Disabilities:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

### **Class Ground Rules:**

Turn off your cell phones. **Do not text message during class.** The use of smart phones and tablets for social communication distracts me. If you bring a computer to class, do not use it for Instant Messaging, emailing, surfing the Internet, using facebook, playing computer games, etc. during class. Naturally I understand the need to get up occasionally to go to the bathroom or vending machines, but I really dislike the classroom becoming a revolving door. It is very distracting, so keep these sorts of interruptions to a minimum. Be courteous to me and to your peers; what this means is that you should not be rude when you do not agree with something (although feedback and civil debate are encouraged), and should **avoid side chats**, making a lot of noise, packing up your things, or showing signs of impatience when someone else is speaking. **Come to class prepared; this means you should do the reading.**

Finally: there are four what I call deal-breaker issues in this class that may result in a major point loss.

1. Violation of Academic Integrity
2. Missing or being a free rider on the Team Lesson Plan Presentations
3. Submitting unacceptable essay or not submitting an essay at all
4. Failing to submit Assessments (peer, team, self)

### **Book & Movie List for the Lesson Plan Presentations:**

Key: \* = book is not on reserve. Two teams cannot choose the same book or movie. In some cases I am aware that there are both a book and a movie available by that title. If you see one on either list that you would rather use as a book, or as a movie, but it is on the opposite list, that's acceptable, but let me know. (You will still be required to choose a book off the list if you ask to select Blackboard Jungle as a movie instead of a book, for instance.) I will also consider reasonable proposals for alternative books or movies.

The books:

Teacher (1963, Ashton-Warner),  
Teacher Man (2006, McCourt),



The Water is Wide (1972, Conroy),  
A Separate Piece (1963, Knowles)\*,  
Educating Esme (1999, Codell),  
High School Confidential (2007, Iversen)\*,  
Blackboard Jungle (1954, Hunter)\*,  
How Children Fail (1964, Holt),  
Up the Down Staircase (1963, Kaufman),  
Savage Inequalities (1992, Kozol)  
Homeschooling for Excellence (1988, Colfax),  
How Children Learn (1990, Holt),  
To Sir with Love (1959, Braithwaite)\*,  
Among School Children (1990, Kidder),  
Holler If You Hear Me (1999, Michie),  
My Freshman Year: What a Professor Learned by Becoming a Student (2005, Nathan),  
Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had (2005, Cohen),  
The Process of Education (1960, Bruner)\*  
The Foundation of a Liberal Education (1954, Hutchins)\*

The movies: (none are on reserve)

Stand and Deliver (1988)  
School of Rock (2003)  
Kindergarten Cop (1990)  
Billy Madison (1995)  
Precious (2009)  
Never Been Kissed (1999)  
Mr. Holland's Opus (1996)  
Music of the Heart (2000)  
Stand and Deliver (1988)  
Lean on Me (1989)  
Dangerous Minds (1995)  
10 Things I Hate about You (1999)  
Freedom Writers (2007)  
Dead Poet's Society (1989)  
Emperor's Club (2002)  
Mean Girls (2004)  
Akeelah and the Bee (2006)  
October Sky (1999)  
Waiting for Superman (2010)

## **EAPS 370: Leadership in Practice**

**A Blended Course** (meets online and face-to-face)  
**Meets face-to-face weeks: 1, 4, 7, 10, 14, and 15**

Spring 2017  
Thursdays 4:14 – 7:00 p.m.  
ED 0123

**Instructor:** Dr. Martha J. Asselin  
**Office:** Campus Center, B91  
**Email:** [masselin@albany.edu](mailto:masselin@albany.edu)  
**Phone:** 518.442.5445  
**Office Hours:** Mondays and Wednesdays 5 – 6:00 p.m.  
Appointments are always welcomed –email to schedule  
**Location:** Campus Center, B91

### **Course Description:**

EAPS 370: Leadership in Practice is a 15 week, blended online learning along with six (6) face-to-face experiences on weeks 1, 4, 7, 10, 14 and 15. The course is designed to help students develop skills to recognize and analyze leadership styles and characteristics through examination of leaders, research and organizations. The course uses case studies, individual reflection and exercises as the material for applying leadership to practice.

### **Course Prerequisites:**

EAPS 202 and RPAD 329/329Z (= R POS 329/329Z) or EPSY 411

### **Course Objectives:**

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

- Recognize different leadership styles in a practical setting.
- Apply theories from prior course work to their own experiences.
- Identify their own leadership style/characteristics.
- Critically examine leaders and organizations.
- Identify sources of leadership research.

## **Required Course Readings & Materials** *(These are also used in EAPS 202)*

- Bolman, L.G. & Deal, T.E. (2011). *Leading with Soul: an uncommon journey of spirit*. San Francisco: Jossey-Bass.
- Burnette, J. L., Pollack, J. M., & Forsyth, D. R. (2011). Leadership in extreme contexts: A groupthink analysis of the May 1996 Mount Everest disaster. *Journal of Leadership Studies*, 4(4), 29-40. Retrieved at [http://www.academia.edu/2841758/Leadership\\_in\\_extreme\\_contexts\\_A\\_groupthink\\_analysis\\_of\\_the\\_May\\_1996\\_Mount\\_Everest\\_disaster](http://www.academia.edu/2841758/Leadership_in_extreme_contexts_A_groupthink_analysis_of_the_May_1996_Mount_Everest_disaster).
- Community Tool Box. *Ethical Leadership*. Chapter 13, Section 8. <http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/ethical-leadership/main>.
- Hollander, E. P. (1995). Ethical challenges in the leader-follower relationship. *Business Ethics Quarterly*, 5(1), 55-65. Retrieved at <https://www.jstor.org/stable/pdf/3857272.pdf>.
- Jerry II, R. H. (2013). Leadership and Followership. *University Of Toledo Law Review*, 44(2), 345-354. Retrieved at <https://scholarship.law.ufl.edu/cgi/viewcontent.cgi?article=1319&context=facultypub>.
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco: Jossey-Bass.
- Northouse, P. (2012). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage.
- Schindler, J. H. (2015). *Followership: what it takes to lead*. New York, New York: Business Expert Press, 2015. (Available through UAlbany Library at <https://ebookcentral.proquest.com/lib/albanyedu-ebooks/reader.action?docID=1865052>)
- Waggoner, Jessica, "Ethics and Leadership: How Personal Ethics Produce Effective Leaders" (2010). CMC Senior Theses. Paper 26. [http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1025&context=cmc\\_theses](http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1025&context=cmc_theses)

## **Recommended Additional Readings:**

- Carman, J. G. (2011). What you don't know can hurt your community: Lessons from a local United Way. *Nonprofit Management & Leadership*, 21(4), 433-448
- Harbin, J., & Humphrey, P. (2015). J. C. Penney and Ron Johnson: A case of failed leadership: lessons to be learned. *Journal of the International Academy for Case Studies*, 21(5), 95-101.
- Nahavandi, A. (2012). *The Art and Science of Leadership* (6th edition). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Williams, D.A., Berger, J.B., & McClendon, S. (2005). *Toward a model of inclusive excellence*. American Association of Colleges and Universities.
- Zhu, W., Zheng, X., Riggio, R. E., & Zhang, X. (2015). A Critical Review of Theories and Measures of Ethics-Related Leadership. *New Directions for Student Leadership*, 2015(146), 81-96.

## **Assignments-**

All assignments are due on Blackboard no later than 11:00 p.m. on the day they are due.

## **Writing Expectations**

Leaders have a continuing responsibility for effective communications within their organizations and with their communities. They are frequently called upon to present concise, detailed communications that address a broad range of public and professional concerns. As a majority of these communications are written, their ability to structure ideas clearly and to express them effectively in suitable format is a major consideration in preparing students for the challenge of their professional work.

The evaluation of student work will be based on the concept of developing the student as an effective leader. To this end, the student should strive for all writing to be of a professional quality, that one would be willing to share with leaders in the workplace. All work will be evaluated based on clarity of thought and organization of paper; incorporation of salient and cogent resources and/or evidence; and assertion of autonomous judgment.

For each assignment, students are expected to draw on a breadth of materials to support arguments and ideas. Sources should generally be limited to books, peer-reviewed articles, and primary data sources. While convenient, the internet can be a precarious source of information as the accuracy of information is often questionable. Only use internet sources if you are certain of the veracity of the source. Viable internet-based sources might include electronic journals, government reports, and on-line databases such as those provided by the U.S. Census Bureau.

Finally, except when otherwise state, all papers submitted by students are expected to abide by the standards and policies of the *Publication Manual of the American Psychological Association* (Fifth Edition). **All assignments must be original work.** Students are expected to abide by professional ethics and university policies in regard to plagiarism. According to the Undergraduate Catalog (and it applies to this course): “It is every student’s responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.” (For information on the University’s classification of academic dishonesty and the repercussions for engaging in such actions, please visit [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) ).

### Basic Expectations for Student Writing

- Any paper with excessive grammatical mistakes and/or misspellings will be not be graded – be sure to proof read.
- All papers should be of a professional quality reflective of your status as an emerging leader.
- Do not make unsubstantiated claims or suppositions.
- **Properly cite everything that is not your own.**
- Ensure the paper flows smoothly between ideas and that transitions are provided to ensure uninterrupted continuance of thought.

## **Listening and Speaking Expectations**

Respect is modeled and expected at all times. Open and honest communication is encouraged. Students will be provided an opportunity to express personal views and share personal experiences. We will embrace, honor and celebrate both diversity and commonality of the human experience. Students will be exposed to various perspectives that may differ from their own. This learning

promotes deeper appreciation and understanding of differences to dispel stereotypes, and supports a climate built on trust and respect.

Not all discussions need to become debates. Students are encouraged to ‘listen and learn’. Students will listen to the perspectives of others, learn from one another, and to engage in shared ideas to grow deeper understanding and knowledge. Participants agree not to interrupt or label others’ viewpoints.

### **Course Requirements**

#### **Attendance at all Face-to-face Class Sessions**

Students are required to attend all six (6) face-to-face classes and come PREPARED. We will be discussing the case studies assigned for that day so if you are not prepared, you will not be able to participate/contribute.

#### **Candor and Respect:**

Students are expected to treat each other and the instructor in a professional, respectful, and courteous manner. While discussion and dialogue is encouraged in the course, students should respect the viewpoints of their fellow students, even should they differ.

#### **Assignments:**

*All* papers, assignments, and examinations must be completed in order to complete this course. Assignments are not option. Late assignment will result in a deduction of grade as described in the Course Syllabus below.

**You are reasonable to follow the Standards of Academic Integrity Policy**  
**([www.albany.edu/studentconduct/standards\\_of\\_academic\\_integrity.php](http://www.albany.edu/studentconduct/standards_of_academic_integrity.php))**

**Violations may result in a failing grade for the course.**

### **Accommodations**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center. That office will provide the instructor with verification of your disability, and will recommend appropriate accommodations. Please do this in a timely manner.

### **Evaluation**

#### **Evaluation of Work:**

The written assignments will be evaluated based upon the above-mentioned writing criteria. This includes but is not limited to the overall quality of writing; the clarity and logical development of ideas/arguments; logic of analysis; and the appropriate use of APA guidelines (when appropriate). All other assignments (e.g. presentations) will be graded based on the criteria provided.

#### **Assignment Submission:**

Except when otherwise noted, each assignment should be submitted in electronic format (Microsoft word document) via e-mail to the instructor prior to the start of the class it is due.

Should an assignment be due when a student is absent from class, to avoid late penalties, it remains the responsibility of the student to send an electronic copy of the assignment to the instructor before the beginning of the class. You should receive a response from the instructor within two business days noting receipt of the assignment.

### **Late Assignments:**

All assignments turned in after the due date will lose ½ of a letter grade from the final score for each 24 hour period that passes before the paper is turned in. (For example, between one minute and 24 hours, I will deduct ½ of a letter grade. Between 24 hours and 48 hours, I will deduct an entire letter grade). If an assignment is late, it is recommended that a paper copy be placed in the instructor's mailbox and a copy be sent via e-mail so as to establish the time of submission. If no e-mail copy is sent, time of submission will be when the instructor checks his office mailbox.

## **Course Evaluation Summary**

### **Leader Interview (30 points each= 90 total):**

Every leader is different. But, you can learn from others' styles and they can help you develop your leadership style. Pick three people that you see as a leader in the field you are interested in entering. Interview them about their leadership style. Some questions to ask (but you are not limited to these)

What is your role in the organization?

Do you feel like you are a leader? Why?

How would others describe your leadership style?

What leadership skills do you look for when hiring staff?

Have you taken any courses/training/workshops on leadership? If so, were these helpful?

What words of advice can you give someone wanting to be a leader in this field?

Can you give me an example when you failed as a leader? Succeeded?

You must submit via Blackboard a written narrative of your interview AND reflect on the interview using readings. This must be 3-5 pages and include readings/theories from EAPS 202 and this course. Please be sure to include the person's name, job title, and why you selected him/her. All assignments are due on Blackboard no later than 11:00 p.m. on the day they are due.

Please inform him/her that you will posting this for class and ensure that they are ok with it.

### **Journals (10 points each=60 total)**

Each journal is assigned a theme based on a leadership theory. Briefly describe the theme/theory and address how you would or would not use elements from that theory. Using real life examples, where do you see this theme occurring in real life. Are there public figures that fit this theme? What behaviors have you seen that fit elements of the theme/theory?

Journals must be 2-3 pages long and poste via blackboard. All assignments are due on Blackboard no later than 11:00 p.m. on the day they are due.

**Presentation (40 points)**

You will be responsible for a 10-15 minute presentation on your final paper topic on one of the last days of the course. Rubric posted on Blackboard.

**Discussion Posts (10 points each= 80 points)**

Unless noted, assignments should be posted via the Discussion Board as a post. Feedback will be given back on the board so be sure to check back! All assignments are due on Blackboard no later than 11:00 p.m. on the day they are due.

**Final- Due last day of class (80 points)**

The culminating project of the course is a reflection paper about your experience. This paper should be 5-7 double spaced pages on a pre-approved topic about leadership. You must use at least 5 scholarly sources AND use examples from your practicum. Please use APA citation formatting. **Due on Blackboard by the last day of classes.**

**Case Studies/Class Participation (10 points each= 60 total)**

You must attend all six (6) face-to-face classes and come PREPARED. We will be discussing the case studies assigned for that day so if you are not prepared, you will not be able to participate/contribute.

**Grading Scale**

297-320=	A	233-245=	C
288-296=	A-	224-232=	C-
278-295=	B+	214-223=	D+
265-277=	B	201-213=	D
256-264=	B-	192-200=	D-
246-255=	C+	Grade < 192=	E

**You are reasonable to follow the Standards of Academic Integrity Policy ([www.albany.edu/studentconduct/standards\\_of\\_academic\\_integrity.php](http://www.albany.edu/studentconduct/standards_of_academic_integrity.php))**

**Violations may result in a failing grade for the course.**

**15 Week Course Outline:**

While changes in the schedule are not anticipated, the instructor reserves the right to rearrange the course timeline. Below is an overview of the course outline and timeline. Again, all assignments are due on Blackboard no later than 11:00 p.m. on the day they are due (refer to the schedule below for all due dates).

## **Week 1- Introduction, Expectations and Activity**

**Thursday, Jan. 25**

### **Face-to-face class**

Due:

- Discussion Post #1:
  - ❖ Introduce yourself with a picture
  - ❖ What is your major?
  - ❖ Why do you choose to study leadership?
  - ❖ Have you been a leader? In what context?
  - ❖ Based on what you learned in previous classes that addressed leadership, such as EAPS 202, how would you describe your leadership style?
  - ❖ Describe 3 desirable and three undesirable characters that you think a good leader should and should not have.
  - ❖ Name a leader you admire and explain why.
  - ❖ Provide feedback on at least three other student posts.

## **Week 2- Definition and Significance of Leadership**

**Thursday, Feb. 1**

Read: Bolman and Deal (Chapters 1 - 12)

Northouse (Chapter 1: Introduction and 14: Team Leadership)

Due:

- Discussion Post #2:
  - ❖ Watch 2 TED Talks at [https://www.ted.com/playlists/140/how\\_leaders\\_inspire](https://www.ted.com/playlists/140/how_leaders_inspire). State which two you watched, then summarize them each in a paragraph addressing which one best fits you as a leader, what criticisms might have of the speaker's philosophy or theory; and how can you apply their leadership principles in your leadership life.

## **Week 3- Power, Culture and Leadership**

**Thursday, Feb. 8**

Read: Bolman and Deal (Chapters 13 -19)

Northouse (Chapters 13 and 15)

Due:

- Leader Interview 1
- Journal #1
  - ❖ Theme: Team Leadership

## **Week 4- Participative Management and Leading Teams**

**Thursday, Feb. 15**

### **Face-to-face class**

Due:

- Discussion Post #3:
  - ❖ Visit The Moth at [www.themoth.org](http://www.themoth.org) and listen to 2 stories that depict leadership. State which two you listened to, then summarize them each in a paragraph addressing how leadership was depicted in the story; how you know this to be leadership and apply leadership principles that you have learned.
- Case Study 1-
  - ❖ Dean Shepherd. How do we learn from failure? Retrieved from <https://www.youtube.com/watch?v=IDixuVrDABY>



- ❖ Dev Patnaik, CEO of Jump Associates and author of Wired to Care, on Microsoft: A Case Study in Corporate Success (And Failure). Retrieved at <https://www.youtube.com/watch?v=cVfOHN5jqms>.

### **Week 5- Ethics and Leadership**

**Thursday, Feb. 22**

Read: Northouse (Chapter 16)  
 Read: Waggoner  
 Read: Hollander  
 Read: Community Tool Box

Due:

- Journal #2
  - ❖ Theme: Leadership and Ethics

### **Week 6- Leadership and Followership**

**Thursday, March 1**

Read: Schindler  
 Read: Jerry II, R. H. (2013). Leadership and Followership. *University Of Toledo Law Review*, 44(2), 345-354. Retrieved at <https://scholarship.law.ufl.edu/cgi/viewcontent.cgi?article=1319&context=facultypub>.

Due:

- Discussion post #4:
  - ❖ What is your final paper topic?
  - ❖ Why did you choose it?
  - ❖ What theories do you think you will use?

### **Week 7- Taking Risks and Embracing Opportunities**

**Thursday, March 8**

#### **Face-to-face class**

Read: Leadership Challenge (Chapters 7 and 8)

Due:

- Case Study 2
  - ❖ Burnette, J. L., Pollack, J. M., & Forsyth, D. R. (2011). Leadership in extreme contexts: A groupthink analysis of the May 1996 Mount Everest disaster. *Journal Of Leadership Studies*, 4(4), 29-40
- Discussion Post #5:
  - ❖ List of 5 scholarly resources for final paper and a two-paragraph summary of each

### **Week 8- SPRING RECESS**

**Thursday, March 15**

### **Week 9- Using Resources Effectively**

**Thursday, March 22**

Read: Leadership Challenge (Chapters 9 and 10)

Due:

- Interview 2
- Journal #3
  - ❖ Theme: Leaders as Enablers

**Week 10- Individual Differences and Traits****Thursday, March 29****Face-to-face class**

Due:

- Case Study 3
  - ❖ Carman, J. G. (2011). What you don't know can hurt your community: Lessons from a local United Way. *Nonprofit Management & Leadership*, 21(4), 433-448
- Discussion Post #6
  - ❖ Self-Assessments
- Journal #4
  - ❖ Theme: Who you are as a leader and why?

**Week 11-****Thursday, April 5**

Due:

- Discussion Post #7
  - ❖ Draft of final paper posted on the Discussion board. YOU MUST READ AND PROVIDE CONSTRUCTIVE FEEDBACK TO THREE (3) OTHER PERSON'S DRAFTS BY WEEK 13. AND YOU MUST RESPOND TO THE FEEDBACK YOU RECEIVE FROM CLASSMATES.

**Week 12- Followership****Thursday, April 12**

Due:

- Leader Interview 3
- Journal #5
  - ❖ Theme: Followership

**Week 13- Strategic Leadership and the Future of Leadership****Thursday, April 19**

Due:

- Discussion Post #8
  - ❖ Visit The Moth at [www.themoth.org](http://www.themoth.org) and listen to 2 new stories that depict leadership. State which two you listened to, then summarize them each in a paragraph addressing how leadership was depicted in the story; how you know this to be leadership and apply leadership principles that you have learned.
  - ❖ Comments on someone else's draft (respond to their original post)
- Journal #6
  - ❖ Theme: Taking Risks as a Leader

**Week 14-****Thursday, April 26****Face-to-face class**

Due:

- Presentations

**Week 15-****Thursday, May 3****Face-to-face class**

Due:

- Presentations
- FINAL and course evaluation