

UNIVERSITY SENATE

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: Undergraduate Academic Council
University Planning and Policy Council

Date: May 8, 2017

PROPOSAL TO ESTABLISH A MINOR IN LEADERSHIP

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approve the attached proposal to create a minor in Leadership, as recommended by the Undergraduate Academic Council and University Planning and Policy Council.
2. That the program begin with the Fall 2017 semester.
3. That this proposal be forwarded to Interim President James Stellar for approval.



When submitting a program proposal to UPPC please submit this form to indicate the resource implications of the proposal.

Proposal Title: _____

College or School _____ **Department** _____

Program Director or Sponsor _____ **Email** _____

Action Category Program Proposal Does this proposal include any space resource implications? Yes
 Other (describe) Approx. sq. ft. needed: No

Action Type New Program has been identified as a **Gainful Employment Program (GEP)?** Yes
 Revision No
 Deactivation
 Other (describe)

Brief Description of Proposal: *(attach additional pages if necessary)* [↗](#)



Impact on Other Programs:

Is there an impact on other service units?

Yes

No

ITS

University Library

Scientific Core Facilities

Other services (i.e., parking, facilities, security),
please list: _____

If the answer to any of the questions listed above is **yes** has the proposer consulted with the affected service unit(s) and attached written verification (letters of collaboration/support) of such consultation?

Yes

No

Is there an impact on other academic programs?

Yes

No

If the answer to the question listed above is **yes** has the proposer consulted with the affected academic department(s) and attached written verification (letters of collaboration/support) of such consultation?

Yes

No

Faculty and Staff *(attach additional pages if necessary)*

(a) Describe new faculty hiring needed during the next 3 years

(b) Explain how program will be administered for the purposes of admissions, advising, course offerings, etc.

Discuss the available support staff. [↓](#)



Program Expenses

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
<i>(a) Personnel (including faculty and all others)</i>						
<i>(b) Library</i>						
<i>(c) Equipment</i>						
<i>(d) Laboratories</i>						
<i>(e) Supplies</i>						
<i>(f) Capital Expenses</i>						
<i>(g) Student stipends or scholarships</i>						
<i>(h) Other (specify):</i>						
Sum of Rows Above	\$	\$	\$	\$	\$	\$

APPROVALS

Department Chair _____
Department Chair _____ Date _____

Dean _____
Dean _____ Date _____

UPPC Chair _____
UPPC Chair _____ Date _____

Completed forms should be sent to the chairperson of UPPC.
It is the sponsoring department's responsibility to obtain all required signatures (with the exception of the chair of UPPC) before presenting the documentation to the council. The chair of UPPC may request additional supporting documentation prior to review by the entire council. You will be notified when the proposal is on the UPPC agenda and invited to attend the meeting.

Proposed Undergraduate Minor in Leadership
4/25/2017

Over the last several years, the Department of Educational Policy and Leadership (EPL) has been expanding its undergraduate offerings to provide new opportunities to undergraduate students to gain new knowledge about issues pertaining to educational policy and leadership and had been exploring ways to extend access to undergraduate studies in leadership more broadly. Moreover, EPL has had a long standing and strengthening relationship with the Division of Student Affairs in providing graduate education in the areas of higher education administration and leadership, with their senior staff teaching for the EPL department and many of their student staff enrolled in the EPL master's program.

In 2016, a Student Affairs compact plan for a Center for Leadership and Service was funded. This plan included funding to provide support for the development of a minor in leadership. Building off of our relationship, the staff in student affairs and the faculty of EPL came together to develop the proposed undergraduate minor in leadership. EPL will retain full authority and responsibility for ensuring the academic integrity of the program, including the hiring of faculty for the EPL courses in the minor, approval of curricular changes as well as approval of courses to be included in the minor, and overseeing advising of students. The role of the academic advisor for students in the minor will be to serve as a guide as they chart their particular path of study through the leadership minor. Advising for the program will be provided by the Department of Educational Policy and Leadership, through the support of funding via the Compact Plan resources allocated for the development of the new Center for Leadership and Service. This funding will be used either to fund a one-course reduction per year or an overload assignment for a faculty member in the department to serve as the advisor for students in the minor. The minor includes the option for students to pursue leadership courses within their particular areas of interest and those courses will be governed by the faculty in their academic homes.

The Department is excited to be opening this new opportunity for students and to serve as a hub for bringing together the academic opportunities for students to advance their study and practice of leadership. They will also work with the other participating departments to provide a robust and engaged academic community for students enrolled in the minor.

Student Learning Objectives for the Minor

Students will be able to:

- 1) Understand the basic forms, definitions and functions of "leadership."
- 2) Discern among different types of leaders and leadership in both theory and practice.
- 3) Compare and contrast different leadership theories.
- 4) Identify and utilize sources of leadership research.
- 5) Apply critical thinking to leadership theories and practice and critically examine leaders and organizations
- 6) Identify the role of leaders in the organizational environment.

- 7) Identify their own leadership style/characteristics and apply knowledge attained to improve their skills as a leader.
- 8) Better identify sources of conflict and devise means for working with conflict.

Rationale for Support Disciplines

The concept for the Support Discipline curricular requirement of the minor mimics the requirements for the MS, CAS and PhD in the Department of Educational Policy and Leadership. Support disciplines are major components of the graduate degrees and have been for decades due to the theory that the study of leadership includes many concepts from the social sciences. In order to ensure that students understand social science concepts and insights has included support disciplines into their programs. EPL has long espoused this interdisciplinary approach to leadership and feel the component is appropriate and necessary for a Minor in Leadership. Courses selected for the Minor reflect this theory.

University at Albany – School of Education

Course and Program Action Form

Proposal No. 2017-370

Please check one: Course Proposal Program

Please mark all that apply:

<input type="checkbox"/>	New Course (Attach Syllabus)	Revision of:	<input type="checkbox"/>	Number	<input type="checkbox"/>	Description
<input checked="" type="checkbox"/>	New Program		<input type="checkbox"/>	Title	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Cross-Listing		<input type="checkbox"/>	Credits	<input type="checkbox"/>	
<input type="checkbox"/>	Shared-Resources Course		<input type="checkbox"/>	Grading		
<input type="checkbox"/>	Deactivate/Activate Course (boldface & underline as		<input type="checkbox"/>	Other		

Department EEPL Effective Semester, Year: Fall 2017

Course Number: Current: _____ New: _____ Credits: _____

Course Title: Minor in Leadership

Course Description to appear in Bulletin:

The 18-credit minor in Leadership is designed for students interested in becoming leaders in their fields. The minor combines both theory and practice allowing for a holistic approach to learning about organizational leadership. Students will learn about leadership theories and how to apply the theories to their field and themselves resulting in a better understanding of leaders and leadership. Students may not double-count credits between the Minor in Educational Studies the Minor in Leadership.

Prerequisites statement to be appended to description in Bulletin:

If S/U is to be designated as the only grading system in the course, check here:

This course is (will be) cross listed with: _____

This course is (will be) a shared-resources course with: _____

Explanation of proposal:

This minor is part of the Compact Plan awarded to the Division of Students Affairs.

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering (attach email or memo):

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:

Chair of Proposing Department	Administrative Manager or Department Secretary	Date
<i>Jason Lane</i>		<i>3/8/2017</i>
Chair(s) of Departments Having Cross Listed Course	Assistant Dean, School of Education	Date
	Chrsity Smith	<i>3/22/17</i>
Chair of Academic Council	Dean of Undergraduate or Graduate Studies	Date
<i>Kimberly Colvin</i>		<i>3/22/17</i>

Leadership Minor- 18 credits

Required courses (9 credits)

- 3 Credits EAPS 202 Leadership in Organizations
- 3 Credits RPAD 329/329Z (= R POS 329/329Z) Administrative Leadership or EPSY 411 Foundations of Leadership in College and University Student Organizations
- 3 Credits EAPS 370 Leadership in Practice or EAPS 350/AGLO 350 Global Leadership

Support Courses (9 credits- 3 credits at 300 level or above)

Only 3 credits may be experiential and cannot fulfill the upper division requirement.

- ACOM 201 Interpersonal Communication
- ACOM 204 Group Communication
- ACOM 212 Argumentation and Debate
- ACOM 304 Conference and Group Leadership +
- ACOM 369 Theories of Organizational Communication +
- APHI 114 Morals and Society
- ASOC 326 (= A WSS 326) Sociology of Race, Gender, and Class +
- ASOC 342/342Z Organizations in Society
- AWSS 100 Women creating Change
- AWSS 101 Introduction to Feminisms
- AWSS 202/202Z Introduction to Lesbian, Gay, Bi-sexual, Transgender and Queer Studies (LGBTQ)
- AWSS 240 Classism, Racism, and Sexism: Issues
- CEHC 389 (= H SPH 389) Introduction to Emergency Health Preparedness and Response
- CEHC 455 (= R PAD 455) Disaster, Crisis and Emergency Management and Policy
- EAPS 120 Toleration
- EAPS 201 College: Past, Present, and Future
- EAPS 300 Social Foundations of Education
- EAPS 301 Current Issues in American Higher Ed
- EAPS 400 United States Educational Governance, Policy, and Administration
- ECPY 301 Methods in Peer Helping I
- EPSY 411 Foundations of Leadership in College and University Student Organizations
- HSPH 341 Promoting Healthy People and Communities
- HSPH 343 Mass Media and Health Behavior

Experiential courses:

- EAPS 390 Internship in Higher Ed
- EAPS 456 Introduction to Peer Education
- EAPS 457 Advanced Peer Education
- ECPY 302 Methods in Peer Helping II
- ECPY 303 Methods in Peer Helping III
- ECPY 311 Helping Skills in Human Services: Sexuality and Young Adults
- ECPY 312 Service Learning: Designing Sexuality Education and Peer Helping Programs
- ECPY 400 Foundations of Peer Counseling and Peer Education
- ECPY 406 Theory and Practice in Peer Counseling and Education: Peer Supervision

+ Prerequisites

Note: Students may not double-count credits between the Minor in Educational Studies and the Minor in Leadership.

University at Albany – School of Education

Course and Program Action Form

Proposal No. _____

Please check one: Course Proposal Program

Please mark all that apply:

<input checked="" type="checkbox"/> New Course (Attach Syllabus)	Revision of:	<input type="checkbox"/> Number	<input type="checkbox"/> Description
<input type="checkbox"/> New Program		<input type="checkbox"/> Title	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Cross-Listing		<input type="checkbox"/> Credits	
<input type="checkbox"/> Shared-Resources Course		<input type="checkbox"/> Grading	
<input type="checkbox"/> Deactivate/Activate Course (boldface & underline as		<input type="checkbox"/> Other	

Department EEPL Effective Semester, Year: Fall 2017

Course Number: Current: _____ New: 202 Credits: 3

Course Title: Leadership in Organizations

Course Description to appear in Bulletin:

This course is an introduction of foundational concepts and theories essential to understanding the role of leaders in organizational settings. It emphasizes the various definitions of leadership as well as key theories exploring how individuals lead organizations, facilitate team dynamics, and handle organizational conflict

Prerequisites statement to be appended to description in Bulletin:

If S/U is to be designated as the only grading system in the course, check here:

This course is (will be) cross listed with: _____

This course is (will be) a shared-resources course with: _____

Explanation of proposal:

This course will be part of the proposed Leadership minor and can be used towards the current Education minor

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering (attach email or memo):

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:

Chair of Proposing Department	Administrative Manager or Department Secretary	Date
<i>Jason Lane</i>		<i>3/8/2017</i>
Chair(s) of Departments Having Cross Listed Course	Associate Dean, School of Education	Date
Chair of Academic Council	Dean of Undergraduate or Graduate Studies	Date

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

EAPS 202: Leadership in Organizations

Instructor:
Office:
Email:
Phone:
Office Hours:
Location:
Time:

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.

Course Objectives:

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

- 1) Understand the basic forms, definitions and functions of "leadership."
- 2) Discern among different types of leaders and leadership.
- 3) Compare and contrast different leadership theories.
- 4) Identify the role of leaders in the organizational environment.
- 5) Better identify sources of conflict and devise means for working with conflict.
- 6) Apply critical thinking to leadership theories and practice

Required Course Readings & Materials

These are also used in EAPS 391

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

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

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>)

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."

(See http://www.albany.edu/undergraduate_bulletin/regulations.html for information on the University's classification of academic dishonesty and the repercussions for engaging in such actions).

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.
- Ensure the paper flows smoothly between ideas and that transitions are provided to ensure uninterrupted continuance of thought.

Course Requirements

Candor: Students are expected to treat each other and the instructor in a professional and courteous manner. While discussion and debate 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. Late assignment will result in a deduction of grade as described 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%	
Quizzes	20%	
Self-Reflection Paper	20%	
Presentation	20%	
Focused Dialogue	20%	

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 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 you 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? Weaknesses? 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:* Each student will profile someone who they see as a leader within a government, educational, non-profit, or for-profit organization. This written profile could be based on someone you know personally or someone whom you have read about. 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 written profile should not exceed 7 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).

Projected Course Outline:

While changes in the schedule are not anticipated, the instructor reserves the right to rearrange the course timeline.

Week 1 Introduction

1. What this class is (not).
2. Structure of the Course
3. Introducing Key Concepts and Resources

Read: Northouse, Chapter 1

Week 2 Leadership Defined: Part 1

1. Trait Approach
2. Skills Approach

Read: Northouse, Chapters 2 & 3

Week 3 Leadership Defined, Part 2

1. Style Approach
2. Situational Approach

Read: Northouse, Chapters 4 & 5

Week 4 Leadership Theories: Part 1

1. Contingency Theory
2. Path-Goal Theory
3. Leader-Member Exchange Theory

Read: Northouse, Chapters 5, 6, 7

Week 5 Leadership Theories: Part 2

1. Transformational Leadership
2. Authentic Leadership
3. Team Leadership

Read: Northouse, Chapters 9, 10, 11

Week 6 The Role of Leaders: Challenging the Process

1. Confronting the Status Quo
2. Changing the Status Quo
3. Learning to Take Risks

QUIZ 1

Read: Kouzes & Posner chapters 3 & 4

Optional readings: chapters 1 & 2 in Kouzes & Posner

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

Read: Kouzes & Posner chapters 5 & 6

Week 8 The Role of Leaders: Enabling Others to Act

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

Read: Kouzes & Posner chapters 6 & 7

Week 9 The Role of Leaders: Modeling the Way

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

QUIZ 2

Read: Kouzes & Posner chapters 7 & 8

Week 10 Leadership and Authenticity

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

Read: Bolman and Deal, Entire Book

Week 11 Culture, Diversity & Gender

1. Women and Leadership
2. Culture and Leadership
3. Inclusive Excellence

Read: Northouse, Chapters 13 & 14
Diversity Simulation (in class)

Week 12 Leadership & Ethics

1. Theories
2. Measures

Read: Zhu, Zheng, Riggio & Zhang

Week 13 Followership

1. Followership Theories
2. Leadership vs Followership
3. Need for Followers

QUIZ 3

Read: Schindler, Chapters 1 & 2, Jerry (entire article)

Week 14 Student Presentations

Week 15 Student Presentations

University at Albany – School of Education

Course and Program Action Form

Proposal No. _____

Please check one: Course Proposal Program

Please mark all that apply:

<input checked="" type="checkbox"/> New Course (Attach Syllabus)	Revision of:	<input type="checkbox"/> Number	<input type="checkbox"/> Description
<input type="checkbox"/> New Program		<input type="checkbox"/> Title	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Cross-Listing		<input type="checkbox"/> Credits	<input type="checkbox"/>
<input type="checkbox"/> Shared-Resources Course		<input type="checkbox"/> Grading	
<input type="checkbox"/> Deactivate/Activate Course (boldface & underline as		<input type="checkbox"/> Other	

Department EPL Effective Semester, Year: Fall 2017

Course Number: Current: _____ New: 370 Credits: 3

Course Title: Leadership in Practice

Course Description to appear in Bulletin:

EAPS 370 is designed for students to gain hands-on experience with a leadership lens. The goal of the course is to allow students the opportunity to reflect critically and constructively on leadership in various organizations. The course has two components. (1) Interviews with leaders in their field of interest as an exploration of leadership styles. (2) Complete online assignments and discussions that are related to leadership. Students will 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 and identify sources of leadership research.

Prerequisites statement to be appended to description in Bulletin:

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

If S/U is to be designated as the only grading system in the course, check here:

This course is (will be) cross listed with: _____

This course is (will be) a shared-resources course with: _____

Explanation of proposal:

Support experiential learning on campus and a requirement for a new minor in Leadership

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering (attach email or memo):

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:

Chair of Proposing Department	Administrative Manager or Department Secretary	Date
<i>Jason Lane</i>		<i>3/8/2017</i>
Chair(s) of Departments Having Cross Listed Course	Associate Dean, School of Education	Date
Chair of Academic Council	Dean of Undergraduate or Graduate Studies	Date

EAPS 370: Leadership in Practice
Blended
Meets face to face weeks:
3, 6, 9, 14, 15

Christine Smith, PhD
ED 211
442-4986, csmith2@albany.edu

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

Course Goals and Learning Objectives: Upon completion of this 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.

Readings:

- 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.
- 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
- Community Tool Box. *Ethical Leadership*. Chapter 13, Section 8. <http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/ethical-leadership/main>
- 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.
- Hollander, E. P. (1995). ETHICAL CHALLENGES IN THE LEADER-FOLLOWER RELATIONSHIP. *Business Ethics Quarterly*, 5(1), 55-65.
- Nahavandi, A. (2012). *The Art and Science of Leadership (6th edition)*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Waggoner, Jessica, "Ethics and Leadership: How Personal Ethics Produce Effective Leaders" (2010). CMC Senior Theses. Paper 26. http://scholarship.claremont.edu/cmc_theses/26

The following readings from EAPS 202 should be referenced during assignments and discussions in addition to the required readings:

- Bolman, L.G. & Deal, T.E. (2011). *Leading with Soul: an uncommon journey of spirit*. San Francisco: Jossey-Bass.
- Jerry II, R. H. (2013). Leadership and Followership. *University Of Toledo Law Review*, 44(2), 345-354.
- 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>)

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 8:00 am the day they are due.

Week 1- Introduction

Due:

- Discussion Post:
 - ❖ 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 EAPS 202, how would you describe your leadership style?
 - ❖ List 3 desirable and three undesirable characters that you think a good leader should and should not have.

Week 2- Definition and Significance of Leadership

Due:

- Read Nahavandi Chapter 1
- Assignment:
 - ❖ Answer Questions 5-8 from Nahavandi Review and Discussion Questions
- Discussion Post:
 - ❖ Watch two TED talks at https://www.ted.com/playlists/140/how_leaders_inspire and 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- Face to Face Power and Leadership

Due:

- Read Nahavandi Chapter 4
- Case Study 1-
 - ❖ 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.

Week 4- Participative Management and Leading Teams

Due:

- Read Nahavandi Chapter 7
- Interview 1
- Journal
 - ❖ Theme: Team Leadership

Week 5- Ethics and Leadership

Due:

- Read Waggoner
- Read Community Tool Box

- Journal
 - ❖ Theme: Leadership and Ethics

Week 6- Face to Face

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

Week 7-

Due:

- Discussion Post:
 - ❖ List of 5 scholarly resources for final paper and a two-paragraph summary of each

Week 8- **Using Resources Effectively**

Due:

- Read Nahavandi Chapter 5
- Interview 2
- Journal
 - ❖ Theme: Leaders as Enablers

Week 9- Face to Face

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

Week 10- **Individual Differences and Traits**

Due:

- Read Nahavandi Chapter 3
- Discussion Post
 - ❖ Self-Assessments at end of chapter
- Journal
 - ❖ Theme: Who you are as a leader

Week 11-

Due:

- Discussion Post
 - ❖ Draft of final paper posted on the Discussion board. YOU MUST READ AND PROVIDE FEEDBACK TO ONE OTHER PERSON'S DRAFT BY WEEK 13

Week 12- **Followership**

Due:

- Read Hollander
- Interview 3
- Journal
 - ❖ Theme: Followership

Week 13- **Strategic Leadership and the Future of Leadership**

Due:

- Read Nahavandi Chapter 9 and 10
- Discussion Post
 - ❖ Self-Assessment at the end of Chapter 9
 - ❖ Comments on someone else's draft (respond to their original post)
- Journal
 - ❖ Theme: Taking Risks as a Leader

Week 14-Face to face

Due:

- Presentations

Week 15-Face to face

Due:

- Presentations
- Final

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.

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.

Presentation (20 points)

You will be responsible for a 10 minute presentation on your final paper topic. Rubric posted on Blackboard.

Discussion Posts (10 points each= 70 points)

Unless noted, assignments should be posted via the Discussion Board as a post. Feedback will be given back on the board s be sure to check back!

Final- Due last day of class (40 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= 40 total)

You must attend all four 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)
Violations may result in a failing grade for the course.

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.