Instructor Information:

Darren Pierre, Ph.D.  Office: Lewis Tower, 1148  Clinical Assistant Professor of Education  Email: dpierre1@luc.edu  Office Hours: Wednesdays 3:00pm (CT)  Zoom link (office hours) https://luc.zoom.us/j/3464201177

Required Text:


Optional Text (Choose 1 of 4):


Recommended Text:

Additional Resources:

www.myacpa.org   ACPA  College Student Educators International  
www.naspa.org     NASPA Student Affairs Administrators in Higher Education  
www.studentaffairs.com   Online Guide for Student Affairs Professionals  
www.chronicle.com   The Chronicle of Higher Education  
www.insidehighered.com   Inside Higher Education  
http://nclp.umd.edu    The National Clearinghouse for Leadership Programs  
http://www ila-net.org International Leadership Association

Course Description:

This course is intended to give you an understanding of the various theories that inform leadership education and practice. In this course, you are invited to see leadership as a discipline that transcends functional area, serving as a framework to lead and guide within higher education and beyond. As a participant in this class, you are asked to not only look at the leadership theories presented to formulate your approach as an educator, but also how you see these theories inform the ways in which you move and engage with the world around you.

Course Objectives:

1. Gaining basic understanding of leadership and the theories that construct the subject  
2. Learning to analyze and critically evaluate ideas, arguments, and points of view surrounding leadership theories  
3. Recognition of leadership as a discipline  
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course  
5. Articulate how personal developmental perspective influences philosophy and practice  
6. Personally reflect on one’s own journey of identity development and how that informs, supports, and influences practice as a leadership educator  
7. Personally reflect on one’s own journey of identity development and how that informs, supports, and influences practice as a leaders within the broader societal context  
8. Learning to apply knowledge and skills to benefit others or serve the public good
## Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignment &amp; Considerations</th>
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<tbody>
<tr>
<td>(week one)</td>
<td>Let’s have a conversation</td>
<td>Pierre (2015)</td>
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<td>Gladwell (2015)</td>
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<td>Sandberg &amp; Grant (2017)</td>
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<tr>
<td>September 1</td>
<td>Introduction to Leadership</td>
<td>Northouse (Chapter 1)</td>
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<tr>
<td>(week two)</td>
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<td>Dugan (Chapter 1-3)</td>
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<td>Roberts (Chapter 3)</td>
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<td>Roberts &amp; Ullof (1989)</td>
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<td>Guthrie &amp; Jenkins (Ch. 3 &amp; 4)</td>
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<td>Guthrie &amp; Chunoo (Ch 1 &amp; 2)</td>
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<td>Roberts (Chapter 1)</td>
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<tr>
<td>September 8</td>
<td>Authentic Leadership</td>
<td>Dugan Ch. 9</td>
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<tr>
<td>(week three)</td>
<td>Leadership Identity Development (LID) Model</td>
<td>Northouse Ch. 9</td>
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<td>Guthrie &amp; Chunoo (Ch 3 &amp; 4)</td>
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<td>Kiersch and Peters (2017)</td>
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<td>Komives, Longerbeam, Owen, Mainella, &amp; Osteen (2006)</td>
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<tr>
<td>September 15</td>
<td>Theories of Transformation</td>
<td>Dugan Chapter 7, &amp;10</td>
<td>Reaction Paper #1</td>
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<tr>
<td>(week four)</td>
<td>Servant Leadership</td>
<td>Northouse Ch. 8 &amp; 10</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Other Assignments</td>
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<tr>
<td>September 29 (week six)</td>
<td>Service Learning as Pedagogy for Leadership</td>
<td>HERI (1996) Guthrie and Jenkins (Ch. 14)</td>
<td>Blog Post Due</td>
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**September 22** (week five)
- **Deepening Understanding: Social Change Model**
- Blom & Johnson (2018)

**September 29** (week six)
- **Service Learning as Pedagogy for Leadership**
- Leadership & Learning
- French (2017)
- Dugan (2006)
- Guthrie & Jenkins (Ch. 5 & 13)
- Guthrie & Chunoo (Ch. 19)
- Odom, McKee, and Dunn (2017)
- Santulli (2018)

**October 6 Week 7**
- **Person-Centered Leadership Theories**
- Theories of Production Effectiveness
- Leader Member Exchange
- Emotionally Intelligent Leadership
- Spirituality w/in Leadership
- Dugan Ch. 4 -6 (Allen, Shankman, & Miguel, 2012)
- Shankman, Allen, & Haber (Chapter 1)
- Northouse Chapter 7
- Gehrke (2008)
- Guthrie & Chunoo (Ch. 11 & 18)
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>October 13</td>
<td>Leadership &amp; Social Identity</td>
<td>Dugan (2018)</td>
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<td>(week 8)</td>
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<td>Niehaus (2018)</td>
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<td>Widner-Edlberg (2018)</td>
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<td>October 20</td>
<td>Leadership &amp; Gender</td>
<td>Northhouse Ch 15 &amp; 16</td>
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<td>(Week 9)</td>
<td>Leadership &amp; Race</td>
<td>Guthrie &amp; Chuoo (Ch 5 &amp; 6)</td>
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<td>Leadership and Class</td>
<td>Fine (2015)</td>
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<td>Dreardorff (2018)</td>
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<td><strong>Reading Group 1</strong></td>
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<td>Dugan, Komives &amp; Segar (2008)</td>
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<td>Tillapaugh &amp; Haber-Curran (2016)</td>
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<td><strong>Reading Group 2</strong></td>
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<td>Miller &amp; Voccaro (2016)</td>
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<td>Renn (2007)</td>
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<td><strong>Reading Group 3</strong></td>
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<td>Harper &amp; Quaye (2007)</td>
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<td><strong>Reading Group 4</strong></td>
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<td>Renn &amp; Lytle (2010)</td>
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<td>Tillapaugh &amp; Haber-Curran (2016)</td>
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<td>October 27</td>
<td>Leadership Educators</td>
<td>Shehane, Stutevant, Moore, &amp; Dooley (2012)</td>
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<td>(week 10)</td>
<td>Black Women &amp; Leadership</td>
<td>Posner (2009)</td>
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<td>Roberts (Ch. 6)</td>
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<td>Guthrie &amp; Jenkins (Ch. 1, &amp; 2)</td>
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<td>Guthrie &amp; Chunoo (Ch. 7)</td>
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<td><strong>Reaction Paper #2</strong></td>
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**Student Leadership Paper Proposal Due**
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>November 3</td>
<td>Designing opportunities for learning</td>
<td>Guthrie &amp; Jenkins 7 &amp; 12</td>
<td>Discussion Group</td>
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<tr>
<td>(Week 11)</td>
<td>Black Male Leadership</td>
<td>Guthrie &amp; Chunoo (Ch. 8 &amp; 15)</td>
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<td>Followship</td>
<td>Northouse (Ch. 12)</td>
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<td><strong>Recommended Read:</strong> Guthrie &amp; Jenkins (Ch. 11)</td>
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<td>November 10</td>
<td>Measuring Effectiveness &amp; Leadership Program Pedagogy</td>
<td>Guthrie and Jenkins (Ch 6, 8 &amp; 15-16)</td>
<td>Blog Post</td>
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<td>(Week 12)</td>
<td>Latinx Leadership Development</td>
<td>Guthrie &amp; Chunoo (Ch. 9 &amp; 10)</td>
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<td>November 17</td>
<td>Leadership &amp; Environments</td>
<td>Guthrie &amp; Chunoo (Ch. 14, 16 , 20 &amp; 21)</td>
<td>Student Leadership Intervention Paper</td>
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<td>Asian Leadership Development</td>
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<td>(Week 14)</td>
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<td>December 1</td>
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<td>A Conversation on Leadership</td>
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<td>(Week 15)</td>
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Assignments:

**Student Leadership Intervention Paper (Group Assignment)** – For this assignment, working in groups of 3-4 you all are asked to write a 10-15 page paper detailing a leadership program you would develop and implement for students. The program needs to be detailed with learning outcomes/objectives, metrics for success, supported in part by the readings/theories discussed in class. *Note, 10 points of your grade will come from the average scores of your respective group members. You will use the Peer Evaluation Feedback form to share your evaluation of your peers – This form can be found on Sakai under “Readings & Resources) sub-folder “Supplemental Resources” – or under Week 14 of the Week-by-Week tab. Week Nine of the course you are asked to submit your proposal for your paper. This is simply sharing who is in your leadership program group and the general area you plan to cover - 250 word max. Note, only one person from your group needs to submit this proposal.

**Leadership Philosophy Paper** - What is the leadership principles that guide you as a citizen of our world and as an educator? Relying on the readings presented in class, as well as any other relevant text, develop a leadership philosophy statement that guides how you engage with our global society; beyond that, share how that translates to your work as an educator within higher education. This paper (7-10) pages in length) should outline what theories inform your philosophy and how your lived experiences shaped the development of this viewpoint.

**Conversation on Leadership:** Leadership is not only a discipline, but it can also be argued it holds a space as a philosophy. In this one-on-one conversation – dictated by you, this offers an opportunity for you to share your own thoughts on leadership, what have the various theories done to inform your philosophy. Consider this a complement to your leadership philosophy paper.

**Reaction Papers:** The readings not only call for your comprehension, but your critique. In each reaction paper, you are invited to share how you are connecting to the readings, where are you feeling challenged by the concepts you are being presented, and how do you see them informing your practice. Each reaction paper should be 2-3 pages in length. At the end of each reaction paper, you are asked to include 2-3 questions that will lead your group discussions.

**Group Discussion & Blog Post:** To complement the conversations that you have in your discussion groups, you are asked to write a blog reflecting on the main points of the conversation and any new insights you gained from the discussion. Blog posts are less formal in tone than scholarly or academic writing. Therefore, you do not need to fully adhere to APA format. Additionally, you should use APA guidelines for any in-text citations or direct quotes that you use within your blog. If you are using a source within your blog, please include the full APA citation at the bottom of your blog posting for that week. You are not required to make your blog public. However, you are welcome to share certain entries or the entire blog with your classmates if you choose to do so. Blog posts should be no longer than 750 words. *Go to Week 5 & 11 (respectively) of the Week-by-Week tab on Sakai to see who is part of your discussion group(s).
Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Student Leadership Intervention Paper</td>
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<tr>
<td>Leadership Philosophy Paper</td>
<td>30%</td>
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<tr>
<td>Reaction Paper(s)</td>
<td>10%</td>
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<tr>
<td>Group Discussion &amp; Blog Post</td>
<td>20%</td>
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<tr>
<td>Conversation on Leadership</td>
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Final grades will be determined by totaling the points received on each of the assignments above (100-94=A, 93.9-90=A-, 89.9-86=B+, 85.9-83=B, 82.9-80=B-, 79.9-77=C+, 76.9-74=C, 73.9-70=C-, 69.9-65=D+, 64.9-61=D, 60.9-58=D-, 57.9>=F).

*all assignments are due on Sakai by 11:30pm (CT) of the date they are assigned – late work will be graded at the discretion of the instructor.

*Note 10 points of the Student Leadership Intervention Paper will come from the average scores of the members of your group.

Class Gatherings

This course will meet on Tuesdays at 3:15pm (CT) for optional synchronous class sessions. For those who are not able to attend the Class Gatherings. You are asked to add a post to the Forums section of Sakai. Each week within 24 hours of the synchronous gathering, a discussion post prompt will be added to the Forums section for you to respond to – the discussion post will be based on the general themes of the Class Gathering from the day before. To participate, you will need to go to Sakai, click on the Forums tab, click on the Discussion Week and then click “Start New Conversation,” *Post should be at least 200 words in length. Post should be completed within 72 hours of that week’s synchronous session.
Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at the [http://luc.edu/sswd/index.shtml](http://luc.edu/sswd/index.shtml)

Conceptual Framework:

Our Conceptual Framework —Social Action through education is exemplified within the context of this course. This course pays special attention to the role diversity and social justice play in the context of leadership education.

- You are invited to critically evaluate the theories and concepts introduced in this course
- You are asked to apply culturally responsive practices that engage diverse communities
- With this and every course you are asked to demonstrate knowledge of ethics and social justice
- You are expected to engage with local and/or global communities in ethical and socially just practices.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.
Here is a link to access the School of Education Policy on Cyberbullying: [http://luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
Here is a link to access the School of Education Netiquette Guidelines: [http://luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf](http://luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
Here is a link to access Information Techology Services Policies and Guidelines: [http://luc.edu/its/itspoliciesguidelines/index.shtml](http://luc.edu/its/itspoliciesguidelines/index.shtml)
EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

For More information, visit: https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html

Diversity & Inclusion

This course’s content and design are intended to celebrate the aims of diversity inclusion. Conversations on difference based on social identity, or viewpoint are illuminated to further ideals rooted in a more socially just society. You are asked to respect the identities and viewpoints you hold, and offer that same level of respect to others while in this class. When these intentions are not met, you are asked to share those, so as a community we can address concerns.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.
Professional Dispositions
Loyola University of Chicago
Higher Education Program

Dispositions
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit **professionalism**, pursue **inquiry**, and enact **social justice** prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes.

- **Diversity.** This course will examine the voices that have been part of leadership education, and those voices limited in the conversation on leadership. Within the course, students are asked to respect the diverse views, experiences, and backgrounds held by their peers.

- **Social Justice.** As educators, students are invited to see the role you play in agitating environments to be just in the representation of all individuals, to advocate for equity in the communities they serve, and to see the ways in which systems of power and privilege have historically served as voices within the discussion and development of leadership education and development.

Each course you take in the School of Education is evaluated through the IDEA system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**LiveText**
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](http://www.luc.edu/education/live-text/).

**Syllabus Addendum**
- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)
  This link directs you to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**
*Class Conduct*

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support*

Special Circumstances - Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

*School of Education Commitment - COVID-19*: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cur a Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.
*COVID-19 Reporting Protocol:* In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

*Center for Student Access and Assistance (CSAA)*

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.
Reading List:


Reading List Continued:


Reading List Continued:


*Note, the syllabus is subject to change*
Syllabus Statement
In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Copyright
Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to [please insert standards appropriate to your discipline, e.g., MLA guidelines]. Read more about LUC’s copyright resources online.

Intellectual Property
All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

Fall 2020- Syllabus: ELPS 419 Sec. 001: Leadership in Higher Education
Darren Pierre, Ph.D. -Instructor Amended August 17, 2020
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