



Welcome to History and Organization of Higher Education

HIED 5360

Fall 2017

College of Education

Department of Educational Leadership

This course satisfies requirements for the Master's Degree in Educational Administration and the Certificate in Academic Advising



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Please contact me for any course assistance

Virtual Office Hours (via Blackboard):

Monday-Friday 9:30am-3:00pm

Wednesdays 9:30am-3:00pm (Huntsville)

Thursday 9:30am-3:00pm (Woodlands Center)

In-person appointments are welcomed and encouraged.

Zoom Videoconference appointments are also available.

Connect with me on the following social media sites

Website: www.ricmontelongo.com

Twitter: @rmontelo #HIED5367

LinkedIn: www.linkedin.com/in/rmontelo

Be sure follow SHSU HIED on [Facebook](#) and [Twitter](#) for additional updates and notices



BRIEF INTRODUCTION, COURSE OVERVIEW, AND WHY I TEACH THIS

COURSE: My name is Dr. Ricardo Montelongo (most students call me Dr. Ric) and I am extremely excited that we'll be working together this semester. I come to this class with twenty years of professional experience working in higher education. Understanding the complexity of higher education organizations is essential. We will cover the organization and administrative systems of modern American higher education institutions including theories, functions, structures, processes, roles, behavior, and assessment.

Understanding the historical foundation of higher education is crucial in career advancement in student services. Knowledge of historical movements that impacted higher education is important when discussing the future of our profession. This course will trace the origins of higher education in the United States from medieval times to the pre-colonial era and up through the modern era, including important historical events and an emphasis on how society (e.g., government, laws, norms, etc.) has shaped higher education.

I. COURSE DESCRIPTION

This course provides the learner with knowledge of organizational and administrative roles in higher education. Through collaboration, research, and independent inquiry, candidates will examine organizational and administrative roles in higher education. Executive leadership issues in higher education are explored with a focus on conceptual content that prepares students for mid-level administration and management of higher education. (SHSU Graduate Catalog 2017-2018).

IMPORTANT NOTICE

II. COURSE OBJECTIVES

As a result of being enrolled in History and Organization of Higher Education, students will at the end of this course will be able to:

- Describe and apply organizational theories.
- Identify and explain organizational behaviors and change processes.
- Evaluate organizational culture and how it impacts processes, functions, and behavior.
- Identify and assess common organizational and administrative issues in higher education.
- Identify significant events in the history of American higher education.
- Explain how different societal factors have shaped American higher education.
- Identify concepts related to the overall organization and administration of higher education.

III. COURSE EVALUATION AND IDEA OBJECTIVES

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

1. Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).

IV. COURSE CONTENT AREAS

The course will be taught in an online seminar format, meaning you will engage the literature on the subject matter, discuss it with regards to how content impacts current practice, and present

your understanding of the materials to your classmates for further discussion. This course is divided into two areas:

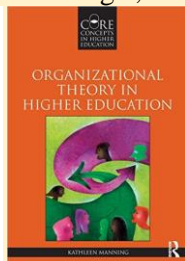
- Organizational frameworks
- History of higher education (studied through 4 periods) & its future

V. LEARNING RESOURCES AND COURSE MATERIALS

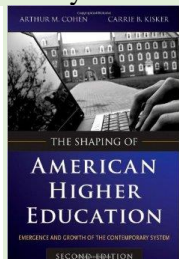
Course Requirements – All course requirements and resources will be posted on the Blackboard page for this course. Students are expected to check Blackboard often. If you have any difficulties with Blackboard you can contact SHSU Online at <http://distance.shsu.edu/current-students/> or blackboard@shsu.edu Support Desk: in order to offer additional support to students, SHSU Online is implementing an “Around the Clock” service model at the SHSU Online Support Desk. This means support is available 24 hours a day, Monday-Friday, plus 7am- midnight on Saturdays, and 1pm-midnight on Sundays. <http://online.shsu.edu/campus/support-desk/> Note: all written assignments will be submitted electronically via Blackboard.

The required textbooks for this course are:

- Manning, K. (2013). *Organizational theory in higher education*. New York, NY: Routledge., ISBN 978-0-415-87467-0



- Cohen, A. M., & Kisker, C. B. (2010). *The Shaping of American Higher Education: Emergence and Growth of the Contemporary System* (2nd ed.). San Francisco, CA: Jossey Bass. ISBN: 9780470480069



Additional readings might be offered for the session. If so, they will be available via **E-reserves**. Instructions on how to obtain these supplemental readings will be on our Blackboard site.



VI. COURSE POLICIES

Late Assignments – *All students are expected to complete learning tasks on schedule.* As this is a graduate-level course, late assignments **will not** be accepted. All due dates are specified in the class schedule/syllabus and students are responsible for knowing and meeting deadlines. Most assignments are to be submitted online via the course website **NO LATER THAN SUNDAY 11:59PM (known as “end-of-day”)** on the due date unless otherwise stated in email or writing from the instructor.

If you have extreme personal circumstances that warrant an exception, you must contact the instructor in advance and have prior approval for any late submission. Deadlines for submission are strict and technology problems or lack of preparation are not acceptable excuses for late assignments. Should you experience technology issues that impact the submission of your work through Blackboard, you must contact the instructor **in advance** of due date for alternate means of submitting your work.

Official Communication - Blackboard and SHSU e-mail accounts are the only official forms of communication for this course. No announcements will be delivered to an e-mail account other than an SHSU or Blackboard account. Therefore, it is imperative that you check your SHSU e-mail and Blackboard regularly. I suggest you definitely check on Mondays and Wednesdays.

Student Guidelines, Code of Conduct, Academic Dishonesty, & Grievances - All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. I have a zero tolerance policy for academic dishonesty, plagiarism, mis- or non-attribution, and cheating. An excuse of “I didn’t know” is not acceptable at the graduate-school level. SHSU takes this matter seriously and do not be tempted to risk your academic and professional career. Information on academic dishonesty can be found at [Procedures in Cases of Academic Dishonesty #810213](#). Student grievances pertaining to academics may also be found in the SHSU Academic Policy Manual [Academic Grievance Procedures for Students #900823](#)

Students with Disabilities Policy – It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Information on the policy can be found in the SHSU Academic Policy Manual-Students <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures

can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: [Disabled Student Policy #811006](#)

Student Basic Needs Statement – Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the SHSU Food Pantry. You can find information at <http://www.shsu.edu/dept/fye/food-pantry/>. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess. *[statement adapted from Dr. Sara Goldrick-Rab]*

Student Absences on Religious Holy Days – Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. For a complete listing of the university policy, see: [Student Absences on Religious Holy Days #861001](#)

Academic Probation and Suspension – In case you are unfamiliar with the policy, two C’s in graduate courses results in a review by faculty as to whether or not the student should continue. A third C or an F results in an automatic termination from the program. Please review below link for additional policy information: <http://catalog.shsu.edu/graduate/academic-policies-procedures/degree-requirements-academic-guidelines/#probation-suspension>

Academic Support – Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

- Distance Learning Services at Newton Gresham Library (NGL) at <http://library.shsu.edu/services/distance/index.html>
- SHSU Reading & Writing Center at <http://www.shsu.edu/centers/academic-success-center/writing/>

VII. COURSE EXPECTATIONS

Meetings – The class primarily occurs through asynchronous work with SHSU Online. In addition, synchronous meetings could be scheduled during the course to assist students with class requirements. Advanced notice of these meetings and additional information regarding content and purpose will be provided. Each week, course content will open to students on Monday mornings and remain open for the duration of the session. Weekly materials and assignments will be posted during these times for students to access.

Participation - A significant portion of our learning will occur through online dialogue. Your learning in this class will be enhanced by your thoughts and ideas on the course topics. Therefore, you are expected to participate in all class assignments and discussion boards. Failure to

contribute to course discussions will be noted immediately and could be referred to the HIED program coordinator or department for intervention if you fail to respond to my initial outreach. Emergency or serious illnesses are the only acceptable excuses for lack of class participation. Even then, you should communicate to the instructor prior to missing course tasks. Participation points are awarded not only for logging into class, but also engagement with material and peers.

Written Assignments – All written assignments are expected to be grammatically correct, typed (not handwritten) and submitted via Blackboard’s “Assignments” tool. **Unless otherwise noted, all written work should be in APA format (12 point font, double space, 1 inch margins), and should be error free (e.g., spelling, grammar, punctuation, etc.).**

Appropriate Citation – Any and all work or ideas or ideas taken from another person or entity must be appropriately cited. Students must use the APA (Sixth Edition) format as an appropriate citation style. A support link to Purdue University’s OWL on APA-style will be in Blackboard.

Changes in Syllabus or Course Assignments – Students are responsible for any and all syllabus, schedule, or assignment changes announced on Blackboard or through SHSU email.

VIII. GRADED WORK

For most assignments, detailed instructions will be posted in Blackboard in advance of their due dates. All assignments are due by Sundays “end-of-day” = 11:59pm and must be submitted via Blackboard. If the course website is experiencing technical problems, email your assignment to rxm059@shsu by the due date and time. Technical difficulties are generally not an excuse for late work.



The primary means of learning for HIED 5360 will be through dialogue on the Blackboard discussion and Google+ community boards. Each week by Tuesday, podcast presentations to the content area covered by your assigned readings will be provided by 12noon. At the end of the week, as needed, I will post a brief video giving feedback and thoughts with discussions that occurred during the week. Frequent checking of your Blackboard is required and necessary for success in this online course.

Introductory Activities – 6 points

At the start of the semester, you will be provided tasks that will get you prepared for the course. This will include an introduction activity so that we can get to know you, completing a course expectations questionnaire, and a preference survey for a future assignment.

Organization & History Community Discussions – 90 points total (6 discussions @ 15 points each)

Discussions for the organization component of the course will use Blackboard discussion boards. For the history component of the course, you will be invited to a Google+ Community. Google+ Communities are formatted like most social media communities and allows easy navigation of posts. You will also be able to provide links, as needed. All discussions will start on Mondays and end on Sundays: **your first original response to the community board should post by Wednesday end-of-day; at least one additional response by Sunday end-of-day.** You can find the discussion # in parentheses in course calendar. You are encouraged to post early and check discussions often, if not daily, to respond to questions and comments. More detailed instructions will be discussed during the first synchronous meeting.

Syllabus Quiz + Organizational Theory Examination – 28 points (syllabus quiz 3 points + exam 25 points)

At the beginning of the semester, students will complete a brief quiz covering syllabus information and course expectations. Students will be expected to prepare for a timed midterm examination, administered online beginning June 28th 8am and will be available until July 5th end-of-day. You will have 90 minutes to complete the exam and the Blackboard timer will start once you open. Once opened, you will need to complete the exam during that time. This midterm will focus on the organizational theories and concepts learned in course readings and podcasts up to that point. Students may use their text during the midterm.

Institutional Comparison Slideshow: Minority-Serving Institutions (MSIs) in the U.S. – 25 points

In the United States, there are several colleges and universities that are considered “Minority-Serving Institutions” or MSI’s. In this course, I want you to become more knowledgeable on MSI’s and how they are similar and different compared to other institutions. This project will involve you researching an MSI and comparing the institution with another institution (non-MSI) in the United States. During Week 2, each student will let the instructor know which type of MSI they want to learn more about for this assignment. Each student will then be assigned the comparison institutions. You will create a slideshow (PowerPoint preferred) analyzing organizational components of each. More detailed instructions will be posted in Blackboard.

Higher Education History Article Review – 25 points

There are numerous journal articles that provide additional information on higher education history on a number of topics. This assignment will provide you an opportunity to seek out scholarly articles related to the time frames presented in this course as outlined in the syllabus. Articles selected must come from a professional or history-related journal. The article should be published not before 2005. You will provide a two-page (maximum) summary of the article.

Campus History Project: Research Paper – 30 points

As a final project for the history component of this course, students will select a college campus of their choosing. Based on your interest of the campus, you will select a “historic moment” that is significant for the institution. You will use the “moment” to learn more about the institution and describe it using the appropriate time period addressed in our history textbook. Your paper should include visual aids (photos, document scans, images, audio, film, etc). Planning for the project will be discussed in the first scheduled synchronous meeting. Detailed instructions will also be posted in Blackboard.

Campus History Project: Synchronous Presentation & Reflection – 10 points

At the end of the semester, students will provide a brief presentation on their Campus History Project. The presentation will also include concluding thoughts on the future work and research in higher education administration. Presentations should be five-minutes (maximum).

Professionalism & Participation – 20 points

Points will be considered when you initiate and sustain constructive, insightful, and respectful dialogue in our online class. Everyone will start off the semester with 16 points. Simply posting random thoughts on discussion boards to not earn the full points possible. Participation and engagement in the course will also be reviewed. Only a select few will earn the full points based on reflection by the course instructor. After all assignments are completed, these points will be assessed and placed in the overall course grade.

VIII. POINT VALUES

Introductory Activities	6 pts
Organization & History Community Discussions	90 pts. (6 discussions @ 15 pts each)
Syllabus Quiz + Org Theory Exam (syllabus quiz 3 pts + exam 25 pts)	28 pts
Institutional Comparison Slideshow	25 pts
History Article Review	25 pts
Campus History Project: Paper	30 pts
Campus History Project: Presentation	10 pts
Professionalism & Participation	20 pts (1.25 pt/week + 1 bonus pt)
TOTAL	235 pts

The grade scale for this course:

A = 211.50–235.00 total points

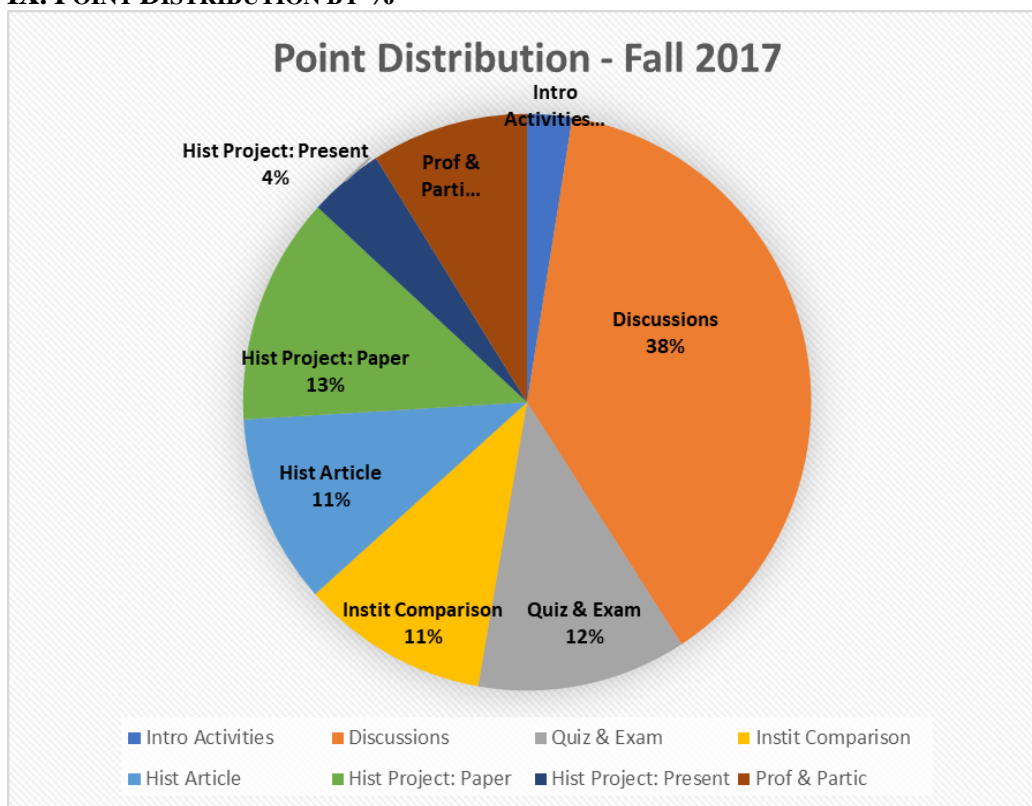
B = 188.00–211.49 total points

C = 164.50–187.99 total points

D = 141.00–164.49 total points

F = below 141 total points

IX. POINT DISTRIBUTION BY %



X. USEFUL WEB RESOURCES:

- American College Personnel Association: <http://www.acpa.nche.edu>
- American Council on Education: <http://www.acenet.edu>
- American Association for Higher Education: <http://www.aahperd.org/aahe/>
- Association of American Universities: <http://www.aau.edu/>
- American Association of University Professors: <http://www.aaup.org/>

- Association of Governing Boards: <http://www.agb.org/>
- Association of Institutional Research: <http://airweb.org/>
- Association for the Study of Higher Education: <http://www.ashe.ws/>
- Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org/>
- Council for Higher Education Accreditation: <http://www.chea.org/>
- National Academic Advising Association: <http://www.nacada.ksu.edu>
- National Association of College and University Business Officers: <http://www.nacubo.org/>
- National Association of Diversity Officers in Higher Education: <http://www.nadohe.org/>
- National Association of State Universities and Land Grant Colleges: <http://www.nasulgc.org/>
- National Association of Student Personnel Administrators: <http://www.naspa.org/>
- National Center for Public Policy and Higher Education: <http://www.highereducation.org>
- American Indian Higher Education Consortium <http://www.aihec.org/colleges/>
- Asian American & Pacific Islander Association of Colleges and Universities <http://www.apiacu.org/>
- Campus Pride – LGBTQI College Resource <http://www.campusprideindex.org/>
- Hispanic Association of Colleges and Universities (HACU) www.hacu.net
- United Negro College Fund (UNCF) Historically Black Colleges & Universities Resource Page http://www.uncf.org/sections/MemberColleges/SS_AboutHBCUs/about.hbcu.asp
- National Conference on Race and Ethnicity in American Higher Education (NCORE) <https://www.ncore.ou.edu/en/about/>

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency. Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional AssociationS (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey focuses on the preparation received at SHSU. Students' responses to these surveys is critical to SHSU program excellence.