



## Syllabus | Masters of Arts in Higher Education Administration

### HIED 5364: Leadership in Higher Education – Fall 2017

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Office Hours:  
By Appointment

### Course Description

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This course examines leadership theories, models, and processes with emphasis on the knowledge and skills necessary as 21st century leaders in higher education administration. Current leadership theory will be applied to emerging issues in higher education administration (SHSU Graduate Catalog, 2016-2017). The course will focus on leadership and its use within the diversity of today's higher education organizations. The primary purpose of this course is to provide master's students a foundation for using leadership theory in higher education settings, both in theoretical and practical approach. In order to inform administrative and programmatic practices, one must be well informed of and able to apply leadership theories. This course will provide activities for group work on leadership application and unique ways to define your own leadership definition(s).

HIED 5364 will be an **Academic Community Engagement (ACE)** course. In this course, you will not only learn knowledge and skills, but also practice actively applying them as you collaborate with your classmates and other higher education administrators to explore a variety of ways to address leadership challenges and work for positive change. This experience will hopefully expand your leadership experience and make a difference on your campus or in a community.

### Objectives

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In this class we will focus on various learning objectives as listed below:

- Expose students to leadership theories, models, and philosophies
- Understand the application of leadership theories, models, and philosophies to higher education/student affairs practice, as well as personal practice-philosophy

The IDEA faculty course evaluation (aka CampusLab) will focus on these major objectives:

- **Essential:** Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions)
- **Important:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; and developing skill in expressing oneself orally or in writing

### Materials

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Course Requirements – All course requirements and resources will be posted on the Blackboard page for this course. Students are expected to check Blackboard often for this course. If you have any difficulties with Blackboard you can contact SHSU Online at <http://distance.shsu.edu/current-students/> or [blackboard@shsu.edu](mailto:blackboard@shsu.edu)

Support Desk: (936) 294-2780 Mon-Sat 7:00am-Midnight.

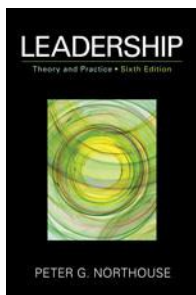
Chat available M-F 8:00am- 6:00pm.

Note: all written assignments will be submitted electronically via Blackboard.

The required textbook for this course is:

Northouse, P.G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.

Additional readings and digital media also will be required in the course. The materials will be provided or instructions on how to obtain these supplemental materials will be available on the Blackboard site.



## University and Course Policies

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**Online Course Expectations – All students are expected to complete learning modules and related assignments on schedule.** This is a graduate-level online course. It is assumed that you will complete all weekly lesson modules and tasks. 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 weekly assignments and discussion postings are to be posted online via the Blackboard course website NO LATER THAN **MONDAY AT 11:59 P.M. US Central Standard Time**.

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 the due date for alternate means of submitting your work.

**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.

**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 email and Blackboard regularly (a few times per week).

### Students with Disabilities

TDD 936-294- 3786, and e-mail <mailto: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, 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 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 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** – If 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 be allowed to continue in the program. A third C or an F grade results in an automatic termination from the program. Please review below link for additional policy information: <http://graduate-catalog-2015-2016.shsu.edu/home/degree-requirements-and-academic-guidelines.html#requirements>

**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 at <http://library.shsu.edu/services/distance/index.html>  
SHSU Reading & Writing Center at <http://www.shsu.edu/centers/academic-success-center/writing/>

## Course Expectations

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As you complete the many assignments in this course, I encourage you to utilize a variety of resources to gather articles/book chapters, particularly for the term project. Here are a few helpful ideas:

**Participation:** This class primarily occurs through asynchronous work with SHSU Online. In this course we will engage in class readings, various writings assignments, presentations, online discussions, and reflection exercises. You are expected to participate in all class assignments and discussions. Serious illnesses or emergencies are the only acceptable excuses for lack of class participation. Even then, you must communicate to the instructor before missing course assignments. Limited engagement in discussions and interactive assignments may affect your final grade.

**Emergencies:** For emergency notifications and campus closure information, you should sign up for Kat Safe. The online course schedule will be adjusted in event of campus closure or emergency.

**Civility & Respect for Diversity:** All graduate students are expected to demonstrate respect for differences in opinion and perspective when participating in class discussions.

**Written Assignments:** All written assignments should follow the American Psychological Association (APA) style, are expected to be well organized and grammatically correct, and reflect graduate level writing. Please utilize the SHSU writing center if you need assistance with your writing. Papers should be typed (not handwritten) and submitted via

Blackboard's unless otherwise stated. **Written assignments must use WORD Times New Roman font 12pt double-spaced on 1" margins.**

**Plagiarism & Citations** – Any and all work or ideas should be your own. Turn-It-In software may be used to ensure originality of work. If ideas are taken from another writer or entity, they must be appropriately cited. Students must use the APA (Sixth Edition) format as an appropriate citation style. You should have a desk copy of these guidelines. Refer to it regularly for all written work.

## Course Assignments/Evaluation

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**DISCUSSION BOARD:** Class participation and discussion may include a variety of exercises and leadership inventories. Discussion Boards are open for and scheduled for a one-week period of time (Tuesday through Monday). In the DISCUSSION BOARD, students are required to respond to the original "prompt" question provided by Thursday. Students must respond to at least TWO postings made by fellow classmates on two different Discussion Board days remaining (Friday, Saturday, Sunday, Monday). Feel free to respond to other posts if you have input.

*Discussion Board Standards:* Your original responses to the discussion topic/question prompt should be thoughtful and thorough. Please include specific references to text and other readings followed by your own analysis of the question. Part of your points (10 points maximum) for your Discussion Board entries will be based upon how well you reference resource material from the text or other assigned readings/presentations. Meaningful responses are relevant, may quote readings or current events, share similar experiences, and relate to class material and topics. Graduate level responses are expected and should be free of typos and other errors.

In your responses to classmates (5 additional points maximum for each of the two responses), the same degree of thoroughness and thoughtfulness is expected, though you do not need to cite references in these replies. Responses such as "I agree with you on this" will not be viewed as sufficient for discussion points, so explain why you agree or disagree, and provide justification for your response.

**LEADERSHIP JOURNAL/PHILOSOPHY:** The LJ is a written document of your reflections and feelings about your "leadership journey." It is a place to record reflections on your leadership and professional development. Journaling provides an opportunity for continuous and regular analysis on what you are learning. This journal provides a place for capturing your personal reflections on issues addressed in class as well as on the broader experiences in your personal and professional life. The journal will be helpful in seeing progress in developing your skills, your thinking about leadership and your own movement toward a leadership vision for yourself. A total of four journal entries are required. The topics for each entry are provided for you.

**YOU MUST USE THE COURSE JOURNAL ICON TO COMPLETE THESE ASSIGNMENTS.** Therefore, you will not submit anything to the instructor, as the instructor will access your JOURNAL entries through the course icon.

**CASE STUDIES:** Students will be given individual case studies and asked to address/solve the issues. You may be asked to share your case and analysis with the class.

Case Study Framework:

**Step 1.** Assume the role of leader.

**Step 2.** Examine all relevant information such as setting, key characters/groups, and special circumstances.

**Step 3.** Identify the problem clearly and concisely and refer to any pertinent information found in #1 and #2.

**Step 4.** Analyze the case using multiple approaches (democratic, ethical, autocratic, etc.).

**Step 5.** Identify an overall resolution to the case study. Justify and predict the outcome.

**ARTICLE REVIEW:** A reflection/reaction to a topical article on leadership from a *higher education journal* should include an analysis of the application of theory. The article focus must be related to the topic of the course material being studied at that time. **You must use an article from a higher education journal for this assignment.** Using the reflective mode, you should include the following four components: *describe, analyze, appraise and transform*. **These four components will be the title of each section of your paper.**

As you prepare for writing the reflection, the following questions may help you focus your analysis and review:

1. What are the most important ideas expressed in the article?
2. How do I make sense of these ideas?
3. How can I relate the readings to my own personal or professional experiences?
4. What ideas are particularly interesting, new, surprising, or even confusing?
5. What new questions do the readings raise for me that I should explore further?
6. How might I apply what I read to my current job/role?

*NOTE: A sample Article reflection is included in the course menu. It includes the proper format and provides a good example of what each section should include:*

**Describe.** This section includes a basic description or **summary** of the article/research content.

**Analyze.** This step involves digging deeper. The "**why**" of the research or author's content/perspective and the "how" it relates to leadership issues, theories, and/or circumstances. In this section, you will **determine the author's purpose**—why did he/she believe that this research/content needed to be done—this is the author's justification for the content of the article. Therefore, focus on how the author justified his work—not whether or not you agree. That comes in the next section.

**Appraise.** The actual assessment as **you interpret and make a judgment** about the author's methodology, sample choice, conclusions, significance to or impact on higher education leadership, etc. This is the section where **you are critical** (or supportive) of how the author came to his/her conclusion or position, did he/she use a good research method and have enough people in his sample, did he/she contribute anything useful to the study of higher education leadership, etc.

**Transform.** This section presents an opportunity for growth. *Here you describe what you learned and how you can apply this to your current position or development as a higher education leader.* Use insight gained from reflection of your own opinions, perspectives, and practices as a leader. Did the information from this article transform you? Remember—you can learn both what to do and what not to do from the article.

**LEADER PROFILE:** One of the best ways to study leadership is through the study of individuals. *The objective of this activity is to learn about another's approach to and philosophy about leadership.* Identify someone who you consider to be an effective higher education leader. I would suggest that you choose someone that is not necessarily convenient to access, but someone whom you admire and might pattern your own leadership style after Set up a 20-30 minute

interview with this leader (online or face-to-face). In advance of the interview, prepare your questions. You will write a 4 or 5-page report on the individual's accomplishments, leadership style and philosophy, any unusual issues that impacted his/her professional development (situational/environmental/political/historical), and career influences.

You should gather this information from **first-person interviews** with the individual **and** those who work with them. Good profiles tell a story as well as analyzing and documenting. Think about how the individual experienced his/her own leadership as well as how those around the individual portrayed him/her. Was there drama in this story? Why did you find this person compelling enough to study? What did you learn about leadership from this profile? Does this person's story reflect some of the leadership concepts discussed in this course? Use leadership theories from class readings for your analysis. The citations should include writings on your chosen leader (if they exist) as well as the course readings. You may also use other sources outside of the course readings that support your analysis. **Please do NOT include a lengthy description/list of the individual's positions or accomplishments. This assignment should go much deeper than a summary of the person's career.**

#### CRITERIA FOR GRADING WRITTEN ASSIGNMENTS

- **Mechanics:** Is there an absence of spelling, grammatical, and typographical errors?
- **Writing Style:** How well organized, well written, and readable is the material?
- **Documentation:** Is there evidence of original thinking? How adequately is literature reviewed? How adequately are the references cited in the text? Do references and citations follow APA guidelines?
- **Presentation:** How complete is the treatment of the problem or topic? Does the paper develop a thesis in a logical fashion, elaborating points as necessary?
- **Analytical Thought:** How adequate is the analysis of information presented? Is the presentation accurate and free of bias and/or how well supported is the analysis?

NOTE: No one activity or project makes or breaks your grade in this class. Realizing that some assignments are worth more than others, you should **balance** the energy you devote to each project, keep up with due dates, and make sure you come "to class" a couple of times per week.

Activity	Point Values
Case Studies (3 @ 20 pts each)	60
Leadership Journal (3 @ 20 pts) + (1 @ 40 pts)	100
Discussion Boards (4 @ 20pts)	80
Article Reviews (2 @ 45 pts)	90
Leader Profile	70
<b>TOTAL</b>	<b>400</b>

**A=400-372 (93%) B=371-336 (84%) C=335-292(73%)**

#### College of Education Information

Becoming an engaged professional involves connecting with many resources available. Here are some suggested Higher Education & Student Affairs Resources you may find helpful.

## 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 ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (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.

## Useful Web Resources

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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>