



Sam Houston
State University

Leadership in Education

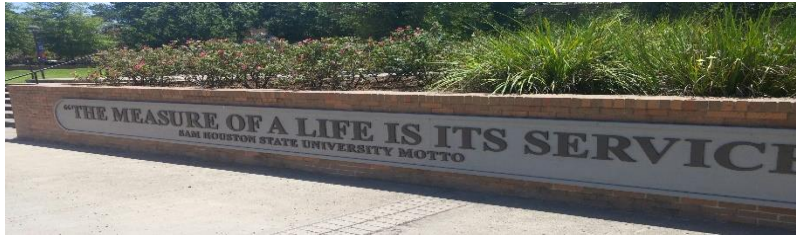
HIED 5364

Spring 2018

College of Education

Department of Educational Leadership

This course satisfies requirements for the Master's Degree in Higher Education Administration



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Email address: rxm059@shsu.edu

Preferred gender pronouns: He, Him, His

Please contact me for any course assistance

SHSU Office Hours:

Wednesdays 9:30am-3:00pm

Thursdays (TWC) 12noon-7pm

Zoom Videoconference appointments are welcomed and encouraged

Zoom Personal Meeting Room: <https://zoom.us/j/6943906775>

Virtual Office Hours (via Blackboard):

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

Fridays 9:30am-12noon

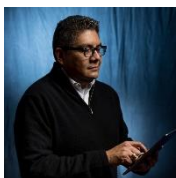
Connect with me on the following social media:

Twitter: [rmontelo](#) #SHSUHIED5364

LinkedIn: www.linkedin.com/in/rmontelo

Personal website: <http://ricmontelongo.com/>

“The Measure of a Life is Its Service” – SHSU motto



A BRIEF INTRODUCTION AND WHY I TEACH THIS COURSE: What is leadership? This rather simple question is probably one of the most difficult to answer. My name is Dr. Ricardo Montelongo (feel free to call me Dr. Ric) and I am extremely excited that we'll spend this semester exploring answers to this question. I come to this class with twenty years of leadership experience in higher education. My range of experience is very diverse and I have worked in several higher education areas, including student success and retention services, academic advising, tutorial services/supplemental instruction (S.I.), student support services (SSS/TRIO), student-athlete academic support services, institutional research, multicultural services, student activities, career counseling and residence life. My research is closely related to the topics we'll cover in this course, with emphasis on leadership gained from extracurricular activities and student organizations. I believe in preparing higher education administrators and researchers who can use theory in practice and perform strong solid research within our field. Leadership has *many* perspectives. We'll use the semester to explore several key ones used in higher education.

I. COURSE DESCRIPTION

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, 2017-2018). 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 actively use them as you collaborate with your classmates and other higher education administrators to explore a variety of ways to address leadership. This experience, it is hoped, will help you see yourself as a positive force to make a difference and to deepen your understanding of leadership in educational settings, especially on college campuses. **ACE course activities will be highlighted in this color.**



II. COURSE OBJECTIVES - In this class, we will focus on various learning objectives as listed below.

As a result of being enrolled in Leadership in Education, students will:

1. Identify major leadership theories, models, and philosophies
2. Understand the application of leadership theories, models, and philosophies to higher education/student affairs practice, as well as personal practice-philosophy
3. Explore the shifting role of leadership in higher education/student affairs given diversity and inclusion on campus and technological and digital advancements.

III. COURSE EVALUATION AND IDEA OBJECTIVES

At least three opportunities for course evaluation will be offered: 1) a pre-class survey for gathering expectations; 2) a mid-class evaluation, and 3) the end-of-session evaluation of faculty performance. Please contact me via email or phone with concerns about the class, when needed.

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; Developing skill in expressing oneself orally or in writing

IV. COURSE CONTENT AREAS

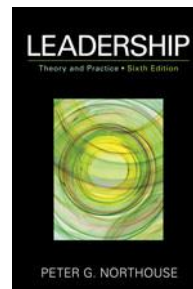
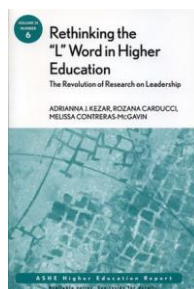
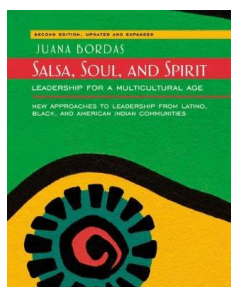
The course will be taught in a seminar format, meaning you will engage the literature on the subject matter, participate actively in class discussions, and present your work and findings to your classmates for further discussion. This course is divided into 4 areas:

- Leadership Approaches
- Leadership Practice
- Leadership Theories
- New Perspectives in Leadership

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 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 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 textbooks for this course are:



- Bordas, J. (2012). *Salsa, soul, and spirit: Leadership for a multicultural age*. Berrett-Koehler Publishers.
- Kezar, A. J., Carducci, R., & Contreras-McGavin, M. (2006). *Rethinking the “L” word in higher education: The revolution of research on leadership* by San Francisco, CA: Jossey-Bass/Wiley Periodicals.
- Northouse, P. G. (2013). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.

Additional readings will be required in the course via E-reserves. Instructions on how to obtain these supplemental readings will be available on our Blackboard site.



VI. UNIVERSITY & COURSE POLICIES

Online Course Expectations – *All students are expected to complete learning tasks on schedule.* As 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 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 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://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 (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

 **Participation** The class primarily occurs through asynchronous work with SHSU Online. You will research various theories through class readings and through group work, class writing, online discussions, or reflection exercises. I will guide seminar-format discussion of the readings and current topics in higher education. I will also make use of media, film, art, narrative, and music when applicable. 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 discussions. 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.

Synchronous Meetings – We will have two required synchronous meetings for this course. All meeting times will be in Central Time (CST):

- **Wednesday, January 24th: Time TBA**
- **Wednesday, April 4th : Time TBA (please place a hold on this date)**

A third optional synchronous meeting will be scheduled to discuss a course group activity:

- **Wednesday, February 21st: Time TBA**

Written Assignments – All written assignments are expected to be grammatically correct, typed (not handwritten) and submitted via Blackboard's assignment submission dropbox, unless otherwise stated. **Papers using Times New Roman font 12pt double-spaced on 1" margins are preferred.**

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. You should have a desk copy of these guidelines. Refer to it regularly for all written 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.

Online Civility & Emergency Notifications – Fundamental online classroom civility is expected. If at any point during the semester threatening behavior or comments are aimed at the professor, staff, or classmates, the instructor will first attempt to address the matter with the student. Further addressing of the matter after initial outreach will be noted, addressed to the department, and if necessary, directed to other authorities, including SHSU Police. For emergency notifications and campus closure information, you should sign up for Kat Safe. Online course schedule will be adjusted in event of campus closure or emergency.

Respect for Diversity* – It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for the treatment of materials related to gender, sexual orientation, different abilities, age, socioeconomic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes, body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of society). Feedback and suggestions are welcome. [**this statement adapted from Cuyjet, M.J., Howard-Hamilton, M.F. & Cooper, D.*]

Research Projects Reading **Assignments**

VIII. COURSE ASSIGNMENTS/EVALUATION

Papers: Each paper should have a cover sheet with name and assignment title, header, use 12-point common font (ex. Times New Roman), be double-spaced with numbered pages, reflect graduate level writing and thought, and follow APA 6th edition guidelines. Suggested page lengths do *not* include cover sheet and reference list.

Presentations: Group and individual presentations will be required for class. Presentations should reflect professionalism and content appropriate for research or professional conference quality. Powerpoints (or other presentation aids like Keystone, Prezi, etc.) should have font-size for clear viewing (suggest 12 point or higher). Group work preparation should be delegated equally among all group members. Creativity is welcomed and appreciated in group work.

Exploratory Essay: MLK Leadership Reflection – 20 points

To reflect on the MLK Day national holiday, our first writing assignment will have you think about the leadership ideas of Martin Luther King, Jr. You will write your thoughts on the leadership style expressed by MLK Jr. You will then select and describe a modern leader (1970's to current) who you believe espouses the leadership styles you described for MLK Jr. Describe how that individual expresses his/her/their leadership. What impact or influence did he/she/they have? How did those people around this person perceive him/her/them? To what extent does this person's story reflect some of the leadership concepts what will be discussed in this course and/or in your readings (use your initial thoughts regarding topic areas)? Gather information from published works (cite them please). Paper should be 3-4 pages in length.

Blackboard Discussion Boards – 25 points

(5 discussions @ 5 pts each)

Starting Week 4, you will be required to actively participate in the Blackboard discussion boards for weeks stated on course calendar. The Blackboard discussion boards will be linked in the stated weekly lesson modules. You will be responsible for viewing all lesson module material.

You will provide two responses minimum for each week: an original post by Wednesday and one additional response by Sunday end-of-day. Additional responses to discussions are highly encouraged. Points earned will reflect your participation, depth of response, and professionalism.

Mid-Semester Examination: Northouse Readings – 40 points

There will be one online mid-semester examination to review key concepts of chapters in the Northouse textbook. The purpose is to encourage careful and detailed reading of the text and recall essential leadership concepts presented as they relate to the various approaches discussed. The exam will have multiple-choice, T/F, and short answers. A review guide will be provided.

Explanatory Essay: Multicultural Leadership Competence

This paper will have two options*: 1) attendance at the SHSU Diversity Leadership Conference February 23rd & 24th -or- 2) visit a multicultural services center on campus or in the community. Both options will have you write a short paper (3-4 pgs) on what you observed, saw, and heard via discussions to learn more about leadership in a multicultural competence lens. Option #2 will require a short interview with the leader of the center you visit. Additional details for the paper will be posted soon in Blackboard. **You should begin considering which option is possible for you early. If you select visiting a center, schedule an appointment on your interviewee's calendar to avoid last minute stress. Please be mindful of the busy schedules kept by your potential interviewee! Be sure to keep your appointment as agreed upon.*

Leadership Challenge - Case Analysis of Current Higher Education Leadership Issues – 30 points total

This will be an Academic Community Engagement (ACE) assignment. Students in this class will have a unique opportunity to serve as "leadership advisors" to a current higher education administrator at an institution. Current administrators will provide our class real current challenges facing their programs and constituents. Small groups will be assigned one issue and

then address it using specific leadership frameworks used by the administrators. Blackboard discussion boards will be available for everyone for class discussions.

As a small group, you will review your specific case and discuss. You will work to explore the challenges faced by contributor and offer potential options for solutions. Case contributors will be aware that this is a class assignment and they will be supportive of any recommendations and will encourage you in your approaches as part of community and professional development.

Each group will use the aspects of the case and develop a consensus group position. Groups will discuss and defend your position by submitting a group collaborative paper (it is suggested Google Docs or other shared document programs be used). Each group member will contribute to the final paper with thoughts and possible solution(s) for the contributor. On Wednesday of the assignment week, a synchronous meeting will be scheduled to address any questions or for clarification regarding the assigned leadership challenge.

The administrator will receive executive summaries and provide feedback on your group approaches (tentative). Points earned based on overall group paper description and individual contribution. Additional assignment details will be provided on Blackboard. Estimated time to complete this ACE assignment = 4-5 hours

Leadership Podcast – “What is leadership in Higher Education?” – 30 points

This will be an Academic Community Engagement (ACE) assignment. You are asked to select a seminal (classic) leadership book to read in addition to our required textbooks for the course – OR- one of the chapters from the Northouse text that is covered in the syllabus. You will summarize key information via a video podcast. The podcast will then be shared to your peers in the SHSU Higher Education master’s program via the Weekly Announcements and be placed in a new “Leadership Resources” section in the Master’s Blackboard Community. The podcast should be aimed at a general audience and similar to a TEDTalk should be “as long as it needs to be and not a minute more” (i.e. if you have 10 minutes of content, make your episode 10 minutes). We’ll discuss this further during the semester. More details will be provided in Blackboard. Points earned based on quality of contribution. More details will be posted soon on Blackboard. Estimated time to complete this ACE assignment = 4-5 hours

ACE Activity Reflection Paper – 15 points

This will be an Academic Community Engagement (ACE) assignment. You will provide a short reflection paper on the ACE activities performed during the semester. You will provide thoughts on your experiences, what you gained from the activities, and how you will apply what you experienced to your professional practice. You will also provide feedback on the activities. Estimated time to complete this ACE assignment = 1-2 hours

Expository Essay: Personal Philosophy of Leadership – 50 points

This project will serve as the capstone to this course. You will write a pre-and post-semester reflection on your own leadership knowledge. The class will use StrengthsFinder (tentative) to learn more about personalized leadership strengths. After completion and consultation, you will write a response to your own StrengthsFinder report. You will then select a leadership frame(s) from course material that you believe apply to your leadership style and strengths. You will then apply your ideas and philosophy to address a short scenario provided to you by the instructor. The scenario will involve a common HIED leadership barrier. Additional assignment details will be provided on Blackboard.

Participation & Professionalism – 10 points

Points will be considered when you initiate and sustain constructive, insightful, and respectful dialogue in our online class. **EVERYONE will start the semester with 8 points.** These points include the Module 1 first week introduction activities & syllabus quiz. ***What you decide to do throughout the semester will determine if points are kept, increased or reduced.*** Late work, missed quizzes, and weak discussion board participation will guarantee a deduction of points. Work exceeding minimum requirements will likely increase points. Only a select few who go above and beyond minimum will earn the full 10 points. After all assignments are completed, these points will be assessed and placed in the overall course grade.

IX. POINT VALUES

MLK Leadership Reflection – exploratory essay	20 points
Discussion Boards	25 points (5 discussions @ 5 pts each)
Mid-semester Examination	40 points
Multicultural Leadership Competence – explanatory essay	20 points
Leadership Challenges - Case Analysis of Current Higher Education Leadership Issues*	35 points
Leadership Podcast – Resources for SHSU HIED Program*	35 points
ACE Activity Reflection Paper*	15 points
Leadership Audit – expository essay	50 points
Participation & Professionalism (includes Week 1 activities & syllabus quiz)	10 points
TOTAL	250 points

*ACE course activities

The grade scale for this course:

A = 225–250 total points

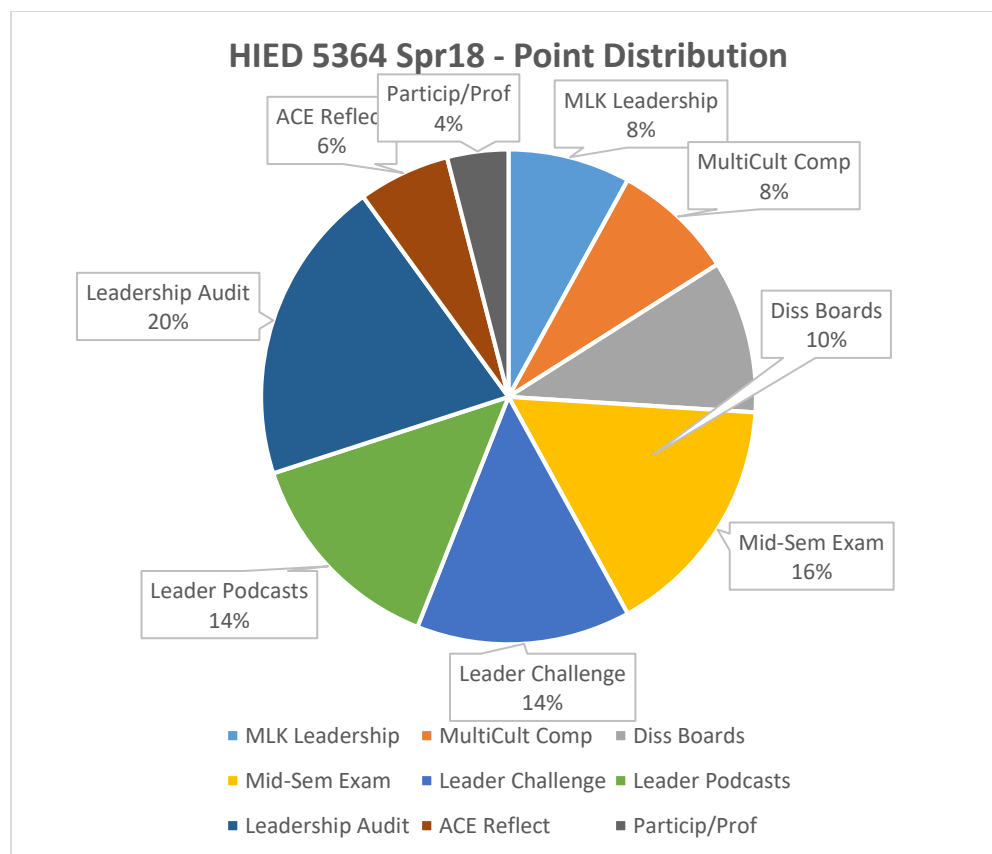
B = 200–224.99 total points

C = 175–199.99 total points

D = 150–174.99 total points

F = below 150 total points

X. POINT DISTRIBUTION (CONTINUED ON NEXT PAGE)



XI. 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>

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 ([TEA](#)). 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 requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.