

# HIED 7377: APPLIED LEADERSHIP IN HIGHER EDUCATION SPRING, 2018

HIED 7377 is a required course for Developmental Education Administration Doctoral Program

### College of Education, Department of Educational Leadership

Instructor:

Dr. Nara Martirosyan TEC 327H P.O. Box 2119, Huntsville, Texas 77341 936-294-2493 nxm021@shsu.edu Office hours: Online and by appointment.

Class Format: Online; Synchronous sessions will be arranged and required. Class day and time: Online Class location: Online using Blackboard Course Management System

**Course Description:** This course is designed to introduce students to an array of theoretical and practical orientations to leadership in community colleges. The course content addresses current and emerging issues of leadership, administration, and management in community colleges. Students will become familiar with leadership theories and how to apply them to dynamic, multicultural, and multi-ethnic educational environment. Credit 3.

## **Textbooks:**

#### **Required:**

- Navarez, C., Wood, J. L., & Penrose, R. (2013). *Leadership theory and the community college: Applying theory to practice*. Sterling, VA: Stylus. ISBN-13: 978-1579226329
- Bensimon, E. M., Neumann, A., & Birnbaum, R. (1989). *Making sense of administrative leadership: The "L" world in higher education* (ASHE-ERIC Higher Education Report No. 1). Washington, DC: School of Education and Human Management, The George Washington University. (Note: This book is available online at http://eric.ed.gov/?id=ED316074 free of charge).

#### **Recommended Reference Book**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Objectives: The following objectives will be met during this course:

- Learn about the history and philosophy of higher education leadership and management.
- Explore various organizational and leadership theories and their applications to current higher education management.
- Recognize leadership competencies by linking theory to practice.
- Work in collaborative online environment to identify and explore various leadership and management issues through applications of case studies and class projects.



**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learn fundamental principles, generalizations, and theories.

**Important**: Learning to apply course material to improve thinking, problem solving, and decisions.

### **Course/Instructor Requirements:**

- Synchronous sessions will be arranged and required (please see the course schedule for specific dates/times). Zoom, GoToMeeting or Skype will be used for synchronous sessions.
- All assignments should be prepared in APA 6<sup>th</sup> Edition format. All outside ideas and work developed by another author must be cited, otherwise you are likely engaging in plagiarism. Plagiarism will result in a zero grade, and may have other implications as mentioned in the academic dishonesty policy. Please take this seriously. Also, be aware that all students' written work submitted via TunItIn will be automatically checked against hundreds of thousands research and scholarly works. TurnItIn will identify anything in the essay or paper that matches or closely matches with others' work and provide detailed report.
   Additionally, if you have access to TurnItIn via your institution, DO NOT submit your assignment to TurnItIn and test for possible plagiarism before submitting to this course. Any assignment submitted that way will be returned for a complete rewrite.
- All assignments should be submitted by the due date/time indicated in the Course Schedule document. Late assignments and anything submitted through e-mail (unless specifically requested) will not be accepted.
- Students' written work will be evaluated 75% on content (i.e., addresses issue, answers question, depth, detail, logic, analysis, facts) and 25% on mechanics (i.e., APA style, clarity of writing, grammar, punctuation, syntax, spelling). Evaluation of participation in asynchronous discussions will be based on the content of students' comments, the questions they raise and their responses to the questions or comments of other discussants. To receive full credit for participating in a discussion, the student must make a minimum number of substantive contributions to the discussion as specified in Discussion Forum Guidelines available on Course Website in Blackboard.
- The instructor reserves the right to make minor changes in the assignments as the course progresses. If such changes become necessary, students will be notified via the course Bb announcement section.

## **Course Outline**

#### Assignments

## Weekly Assignments/Discussions

About once each week, we will cover a new topic. There will be assignments relevant to the topic and often that will include a text-based discussion on the course platform. You will be given a chance to lead a discussion forum in this course. **Discussion Forum guidelines are posted under the Course Information section of Bb**. Although discussion forums will occur asynchronously, they will be comparable to the discussions that might take place in a traditional classroom.



## Personal Leadership Development:

This is a two-part assignment. At the beginning of the semester students will self-assess their leadership competencies and set short and mid-term goals for development. At the end of the semester, students will develop a personal philosophy of leadership which will include self-assessment, goals, and a development plan for the next two years. Specifications for this assignment will be provided later.

### Mid-Term Assignment:

Students will be asked to identify and write about the leadership style of their supervisor. They will also interview their supervisor about his/her perceptions of his/her leadership style, and compare the results. Specifications for this assignment are posted on Blackboard.

#### Leadership Book Review:

Students will be asked to identify additional references for leadership theories and their applications to higher education. They will be asked to provide 1-2 page review of a leadership book, along with the full reference.

#### Personal Case Study Paper:

After responding to leadership challenges presented in case studies, students will develop their own case study from a real-life developmental education leadership context. Specifications for this assignment are posted on Blackboard.

## Grades

Students' grades will be calculated using the following scale:

A = 91% or above B = 81% - 90%C = 71% - 80%F = below 71%

Below is the summary of course assignments along with points to be awarded.

	Points
Weekly Assignments	280
Personal Leadership Development	50
Mid-term Assignment	50
Personal Case Study Part I & II	80
Leadership Book Review	40
Total	500

Schedule
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Week	Dates	Topic/Readings	Assignments	Due Date	Point
					Value
1	Jan 17-21	Syllabus/Course	1. Welcome back discussion	Jan 21	10
		Expectations/Online Meeting	board & Optional Online		
			Meeting (Jan 19, 5:30CST)		



2     Jan 22-28     Competences for Effective Leadership     2. Ladership Self-Assessment     Jan 28     25       3     Jan 29-Feb 4     Older Models of Leadership Theory; Bolman & Deal's Four Framework     3. Self-Assessment     Feb 4     20       4     Feb 5-11     Bureaucratic Leadership     4. Discussion Forum     Feb 11*     15       5     I-feb 12-18     Democratic Leadership     6. Discussion I orum     I-feb 18     15       7     Feb 12-18     Democratic Leadership     6. Discussion I orum     I-feb 18     15       6     Feb 19-25     Path Goal Leadership     9. Case Study     Feb 25     15       7     Feb 26-March 4     Situational Leadership     10. Discussion Forum     March 4*     15       8     March 5-11     Ethical Leadership     12. Discussion Forum     March 4*     15       9     March 12-18     Spring Break     Mid-Term Assignment is due     March 11     15       9     March 19-25     Leader-Member Eixchange Theory     15. Leadership Book Review     May 4     40       9     March 19-25     Leader-Member Eixchange Theory     15. Leadership Book Review     May 4     40		1 00 00	STATE UNIV		1 20	05
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		STATE UNIV	22. Case Study	April 22	15
15	April 23-29	Transformative Leadership	23. Personal Leadership	May 6	25
			Development Paper		
			Personal Case Study Part II	TBD	
			Presentation		
			Due/Synchronous Meeting		
16	April 30-May 7	Servant Leadership; Wrap-up	Leadership Book Review is	May 4	
		and completion of Leadership	due		
		Book Review and Personal			
		Leadership			
		Development Paper			
			Personal Leadership	May 6	
			Development paper is due		
			24. End-of semester reflection	May 8	10
			board		

\* Please review the discussion forum guidelines for specific due dates for your postings. The due date indicated in this document reflects the last day of the discussion.

<u>Note:</u> Discussion Leaders will get extra 15 points for leading a discussion. For more details please review the Discussion Forum Guidelines under the Course Information section of Bb.



## **University Policies**

- SHSU Academic Policy Manual-Students
  - o Procedures in Cases of Academic Dishonesty #810213
  - o <u>Students with Disabilities #811006</u>
  - o Student Absences on Religious Holy Days #861001
  - o <u>Academic Grievance Procedures for Students #900823</u>
- SHSU Academic Policy Manual-Curriculum and Instruction
  - <u>Use of Telephones and Text Messages in Academic Classrooms and Facilities</u> <u>#100728</u>
  - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.



## 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.