

## GRADUATE CURRICULUM CHANGE MEMO

**Date:** 01/20/2021

**From:** Mari Noopila, Ph.D., Leadership Studies and Community Engagement

**Through:** Areli Chacon, Ph.D., Leadership Studies and Community Engagement

**Through:** Dennis O'Hearn, Ph.D., College of Liberal Arts

**To:** Aaron Velasco, Graduate Council

**Proposal Title:** Add 5 MLSX courses to Master of Leadership Studies

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Add an "X" designation to 5 currently existing Master of Leadership Studies (MLS) classes in the Master of Leadership Studies (MLS) curriculum, so that there are separate "MLSX" sections that can be cross-listed with their equivalent MLS title. This is an administrative necessity-the purpose is explained below.

### Explanation and Rationale:

In the MLS curriculum, there are currently 8 courses that are cross-listed with a "MLSX" section of the same course. This proposal seeks permission to create the remaining 5 MLS classes (that are already in the catalog) with a "MLSX" designation. The 5 existing MLS courses then need MLSX designation are:

MLS 5352 'Internship' needs an equivalent MLSX 5352 section  
MLS 5360 'Border Leadership' needs an equivalent MLSX 5360 section  
MLS 5361 'Lead. in Diverse Cultures' needs an equivalent MLSX 5361  
MLS 5362 'Lead. Sports, & Comm. Engagement' needs an equivalent MLSX 5362  
MLS 5380 'Special Topics' needs an equivalent MLSX 5380

Students from the U.S. Army Sergeants Major Academy (USASMA) at Fort Bliss who are admitted into the Master's of Leadership Studies (MLS) program take only MLSX designated classes. This is because the Ft. Bliss students have a reduced tuition rate provided by the Army in an Memorandum of Agreement (MOA) with UTEP, so these students are not part of state formula funding. As a result, Ft. Bliss students take sections designated with an "X" so that their numbers are not reported to the State (the "MLSX" designates self-supporting and not reliant on state funding). CIERP has informed us that we must create the DSSX designations, but UTEP scheduling will not create the sections until the request goes through the curriculum levels.

It is important to note that in content and teaching, the MLS and MLSX sections are identical. This is only an administrative and reporting purpose designation.

# CURRICULUM CHANGE PROPOSAL

## APPROVAL PAGE

Proposal Title: Creation of MLSX sections for 5 existing MLS courses

College: Liberal Arts

Department: Leadership and Community Engagement Program

### DEPARTMENT CHAIR

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I have read the enclosed proposal and approve this proposal on behalf of the department.

1/21/2021

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### COLLEGE CURRICULUM COMMITTEE CHAIR

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I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### COLLEGE DEAN

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Leadership Studies

Rationale for adding the course:

To ensure students from the US Army Sergeants Major Academy are reported correctly as a self-supported/non formula-funded population within the wider MLS program

All fields below are required

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Subject Prefix and # MLSX 5352

Title (29 characters or fewer): Internship

Dept. Administrative Code : 1735

[CIP Code](#) 30.9999.22

Departmental Approval Required  Yes  No

Course Level  UG  GR  DR  SP

Course will be taught:  Face-to-Face  Online  Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?"  Yes  No

Grading Mode:  Standard  Pass/Fail  Audit

Description (600 characters maximum):

The key objective of the MLS internship for students to apply the theory and knowledge learned in the classroom to "real. This course provides students with practical internship experience with leadership applications, selected in consultation with the MLS program coordinator. The experience consists of working hours with the selected agency. The agency supervisor is directly responsible for assignments and tasks. The internship will be under close supervision by the agency and the MLS program advisor.

Contact Hours (per week):      Lecture Hours      Lab Hours      20 Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input type="checkbox"/> A            | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input checked="" type="checkbox"/> C | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E            | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): N

TCCN (Use for lower division courses) : NA

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	GR
Major	

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College of Liberal Arts  
Syllabus

**Course Prefix and Number: MLS 5352**

**Course Title: Internship**

**Credit Hours: 3**

**Course Description:** This course provides students with practical internship experience with leadership applications, selected in consultation with the MLS program coordinator. The experience consists of at least 300 hours (twenty hours of work per week for 15 weeks or the equivalent for the summer semester) with the selected agency. The agency supervisor is directly responsible for assignments and tasks. The internship will be under close supervision by the agency and the MLS program advisor.

**Course Objective:** The key objective of the MLS internship for students to apply the theory and knowledge learned in the classroom to “real world” work experiences.

**Course requirements:** Students must complete a minimum of 300 hours with the agency. At the beginning of the internship, the student, MLS Coordinator, and supervisor must complete and sign a contract that includes the scope of work. Students will be evaluated on the following:

**Mid-semester review (15%):** The student will complete the Mid-semester Review form (attached) outlining his/her progress, accomplishment, and challenges to date. The Mid-semester Review form is due to the program coordinator via email.

**Paper requirement (60%):** A reflective paper of at least 5 pages that includes:

- A brief summary of the organization including, but not limited to, the mission, purpose and function, programs, and organizational structure.
- A discussion of your accomplishments. Include a brief description of your duties and responsibilities. Include any challenges or obstacles and strategies used to overcome them.
- Integration of theory and practice citing the literature or classroom discussions.
- Feedback from your supervisor on your strengths and weaknesses and how you plan to address the feedback.
- Your assessment of the overall experience and how the internship will further your professional goals.
- Optional: You may include any written materials you prepared during your internship in an appendix.

**Supervisor evaluation (15%):** The supervisor will be required to submit an evaluation of the student’s performance as outlined in the contract. The evaluation will be delivered to the supervisor two weeks prior to the end of the internship.

**Student evaluation (10%):** The student will be required to submit an evaluation of the internship experience as outlined in the contract.



College of Liberal Arts  
Syllabus

***All requirements including final paper requirement, supervisor evaluation and student evaluation are due by the assigned dates agreed upon by the MLS Coordinator and the student.*** Late assignments or lack of communication on the part of the student will lessen the course grade at the discretion of the instructor.

**Miscellaneous Items:**

- Emergencies- contact the MLS Coordinator and provide documentation as soon as possible.
- Plagiarism- all material paraphrased or quoted must be cited. Students are expected to be thoroughly familiar with plagiarism and how to avoid it. If you have any question about plagiarism, visit <http://www.plagiarism.org>.

**ADA:**

The MLS program seeks to maintain an inclusive environment. In doing so, the MLS complies with procedures established by the UTEP's Center for Accommodations and Support Services (CASS). If a student has a disability or suspects he/she may have a disability, and would like reasonable accommodation, it is her/his responsibility to: 1) inform the course professor at the beginning of the course and 2) contact CASS at 915.747.5148, [cass@utep.edu](mailto:cass@utep.edu), or Union East Building (Room 106). The MLS strives to accommodate students who are registered with DSSO.

## Course Add Form

### Course Information

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Subject Prefix and # MLSX 5360 TCCN (If applicable) \_\_\_\_\_

Title (29 characters or fewer): Border Leadership

Dept. Administrative Code 1735 CIP Code 30.9999.22

Course Level (UG, GR, DR, or SP): GR

Will this course be taught during a part of term in addition to a full 16-week term? (Y/N): Y

If so, what term length will this course be taught in? (e.g., 8 weeks) 8 weeks

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" (Y/N): N

Grading Mode:  Standard  Pass/Fail  Audit

### Description (600 characters maximum):

Border leadership is designed to study leadership expressions, processes, and values within the context of the US/México Border. Students will develop and analyze the processes of leadership, including but not limited to, engagement, value-sharing, motivation, and decision-making that occur within organizations whose members span the border. We will engage in the study of leadership practices, theories, and questions involving by defining and discussing how people on the border connect with others, how people on the border consider leaders and their capacity to produce change, and how people on the border become aware of the many factors that affect leadership in their communities. This course focuses on making sense of how to build better relationships with others in groups in our border communities with a social justice perspective.

Contact Hours (per week): 3 Lecture Hours  Lab Hours  Other

Types of Instruction (Schedule Type): (Underline all types of instruction which reflect how the course should be scheduled in Banner.):

<u>A</u>	Lecture	H	Thesis
B	Laboratory	I	Dissertation
C	Practicum	K	Lecture/Lab Combined
D	Seminar	O	Discussion or Review (Study Skills)
E	Independent Study	P	Specialized Instruction
F	Private Lesson	Q	Student Teaching

### Equivalent Courses

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Course Number



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**Prerequisite Course(s)**

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<u>Course Number</u>	<u>Concurrent Enrollment Permitted? (Y/N)</u>	<u>Minimum Grade Required</u>

**Corequisite Course(s):**

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<u>Course Number</u>

**Restrictions**

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Indicate which of the following registration restrictions should be implemented:

<u>Restriction</u>	<u>Yes/No</u>
Departmental Approval	Yes

<u>Restriction</u>	<u>Yes/No</u>	<u>Test Name</u>	<u>Minimum Score</u>
Placement Test	No		

<u>Restriction</u>	<u>Yes/No</u>	<u>Majors Permitted</u>
Major	No	All majors

<u>Restriction</u>	<u>Yes/No</u>	<u>Classes Permitted</u>
Classification	Yes	Graduate

**Rationale for Adding the Course**

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To ensure students from the US Army Sergeants Major Academy are reported correctly as a self-supported/non formula-funded population within the wider MLS program.

**The University of Texas at El Paso  
College of Liberal Arts  
Leadership Studies Program  
Syllabus**

**Course Prefix and Number: MLS 5360**

**Course Title: Border Leadership**

**Credit Hours: 3**

**Prerequisite Courses: None**

**Course Description:** Border Leadership is designed for us to study leadership expressions, processes, and values within the context of the US/México Border. Students will develop and analyze the processes of leadership, including but not limited to, engagement, value-sharing, motivation, and decision-making that occur within organizations whose members span the border. We will engage in the study of leadership practices, theories, and questions involving by defining and discussing how people on the border connect with others, how people on the border consider leaders and their capacity to produce change, and how people on the border become aware of the many factors that affect leadership in their communities. This course focuses on making sense of how to build better relationships with others in groups in our border communities from a social justice perspective.

**Learning Outcomes:**

- Understand the cultural and national influences that shape organizations
- Develop messages to an identified audience that motivates change agents, creates context for decision-making; inspires organizational members to work toward identified goals
- Demonstrate ability to compare competing perspectives and approaches to communication and leadership theories to improve the lives of those on the US/México border.

**Required Materials:**

Anzaldúa, Gloria. (2012). *Borderlands/La Frontera: The New Mestiza*, 4<sup>th</sup> edition. San Francisco, CA: Aunt Lute Books.

Ernst, Chris and Chrobot-Mason, Donna. (2010). *Boundary Spanning Leadership: Six Practices for Solving Problems, Driving Innovation, and Transforming Organizations*. New York, NY: McGraw Hill.

Sweeney, Charlotte and Bothwick, Fleur. (2016). *Inclusive Leadership: the Definitive Guide to Developing and Executing an Impactful Diversity and Inclusion Strategy—Locally and Globally*. Indianapolis, IN: FT Press.

## **Course Policies: COURSEWORK**

All assignments and major projects are to be presented on the due date. An absence means forfeiting the grade for those assignments. If you cannot attend class, you should plan to submit your written work on time. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA, MLA, or Chicago style manuals for the guidelines required for college-level academic writing. I expect that the course's major speaking assignments will be well researched, rehearsed, and prepared with ample time. I will provide specific guidelines for each assignment in the course.

## **DEPARTMENT**

Emergencies do arise and you do not need to call me if you are going to be absent; however, I appreciate an e-mail notification before class, if possible, or soon after. Arrange with your colleagues to exchange any class information that is not on the course Blackboard site. Because many discussions will take place during our class meetings, please be sure to listen (and refrain from talking) when another is speaking about class-related issues. Just as you are expected to know and practice academic civility, you are also expected to know and use appropriate Netiquette (see: <http://www.albion.com/netiquette/corerules.html>) for all on-line interactions.

If you experience an extraordinary situation during the semester, one that may preclude you from completing the course, see me as soon as possible so that we may discuss options for you.

## **PLAGIARISM**

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. **Never use another student's work.** A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

## **Grading Scale**

90-100% =A

80-89% = B

70-79% = C

60-69% = D

## **OTHER POLICIES**

- Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office.

- Official UTEP email accounts are encouraged of every student. All business not dealt with in class will be conducted through UTEP email accounts and students are responsible for checking their accounts for course updates and notifications.

### **ACADEMIC MISCONDUCT**

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

### **ATTENDENCE**

Students who miss two weeks of class will earn a failure in the course. There are no excused absences (includes illnesses, athletic competition, school retreats, etc.) Therefore, it is imperative that you attend class unless you are seriously ill, have a death in your family, are called for jury/military duty, or any other such event absence.

### **Course Statements:**

**Disabled Student(s):** If you have or believe you have a disability which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the Disabled Student Services Director. You may call 915.747.5148, visit the Disabled Student Services Office (DSSO) website at: [www.utep.edu/dsso](http://www.utep.edu/dsso), or the DSSO office in 108 East Union Building. Students who have been designated as disabled must reactivate their standing with the DSSO on a yearly basis.

### **Course Schedule:**

#### **Sample Topics:**

- Introduction to border studies. Borderlands La Frontera.
- The problem of a “single story” and stereotypes.
- Leaders and organizations in the border and boundaries. The international border.
- Best practices for spanning boundaries and making organizations better.
- Positive change vs. coercion (power)
- Leaders creating bridges over frontiers. Transformational leadership.
- Inclusive Leadership and social justice, two components of Border Leadership.
- Resiliency and agents of change in the Borderlands.

# COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Leadership and Community Engagement Program

Rationale for adding the course:

To ensure students from the US Army Sergeants Major Academy are reported correctly as a self-supported/non formula-funded population within the wider MLS program

All fields below are required

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Subject Prefix and # MLSX 5361

Title (29 characters or fewer): Lead. in Diverse Cultures

Dept. Administrative Code : 1735

[CIP Code](#) 30.9999.22

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught:  Face-to-Face  Online  Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

The purpose of this course is to study the enactment of leadership to value and facilitate diversity, and the effect of diversity on the process of leadership. There are many faces of diversity that go beyond gender, race, culture and ethnicity. People in organizations and societies differ in how they were raised, who raised them, whether they are from urban and/or rural areas, the religious practices they observe if they observe such practices, and political beliefs, to name just a few sources of diversity.

Contact Hours (per week): 3 Lecture Hours      Lab Hours      Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E            | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks

TCCN (Use for lower division courses) : NA

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	GR
Major	

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# SYLLABUS FOR MLS 5361/MLSX 5361: Leadership in Diverse Cultures

Patricia D. Witherspoon, Ph.D.  
Dean Emerita and Professor  
Emerita of Communication  
[withersp@utep.edu](mailto:withersp@utep.edu); 737-757-1103  
Office Hours: Mon., Wed., Thurs., Sunday  
8-10 p.m. (CST) and by request

***A NOTE FROM DR. WITHERSPOON: WELCOME TO MLS 5361 . MY GOAL IS TO CREATE AN ENVIRONMENT THAT ENCOURAGES AND REWARDS ENGAGEMENT...WITH ME AND YOUR FELLOW STUDENTS. IF MY OFFICE HOURS ARE NOT CONVENIENT FOR YOU, PLEASE FEEL FREE TO REQUEST A DIFFERENT TIME FOR US TO EMAIL OR TALK. FOR HELP WITH BLACKBOARD, GO TO:***

***<http://help.blackboard.com/student/index.htm>***

***YOU MAY ALSO CALL THE UTEP HELP DESK WITH PROBLEMS OR QUESTIONS: 915/747-5257. I WILL CHECK INTO BLACKBOARD AT LEAST ONCE A DAY, AND WILL CHECK MY EMAIL, [WITHERSP@UTEP.EDU](mailto:WITHERSP@UTEP.EDU) SEVERAL TIMES A DAY, TO ANSWER QUESTIONS. I'LL USE BLACKBOARD TO GIVE YOU FEEDBACK ON ASSIGNMENTS AND YOUR POSTS ON OUR DISCUSSION BOARDS. ALWAYS FEEL FREE TO CONTACT ME WITH CONCERNS, QUESTIONS, IDEAS, AND OPINIONS.***

## **COURSE OVERVIEW**

The purpose of this course is to study the enactment of leadership to value and facilitate diversity, and the effect of diversity on the process of leadership. There are many faces of diversity that go beyond gender, race, culture and ethnicity. People in organizations and societies differ in how they were raised, who raised them, whether they are from urban and/or rural areas, the religious practices they observe if they observe such practices, and political beliefs, to name just a few sources of diversity. In the 21<sup>st</sup> Century, major demographic changes are occurring in the United States and organizations, nations and societies are undergoing globalization, caused by rapid and substantive changes in economic and political relationships as well as communication technologies. These phenomena require an understanding of the effect of diversity on leadership, and the importance of valuing diversity in organizational and societal life.

## **COURSE LEARNING OUTCOMES**

The learning outcomes for this course include, but are not limited to, the following stated outcomes. Upon completion of this course, you should be able to:

- Define and compare the terms “diversity” and “globalism.”
- Describe the notion of “intersectionality” and its relationship to diversity leadership.
- Describe the notion of self-awareness and its relationship to diversity leadership.
- Describe and analyze at least 3 diversity leadership styles.



- Compare and contrast the notions of “labyrinth” and “glass ceiling” as concepts related to women’s professional success in organizations.
- List and describe at least three influences cited by African-American leaders that have affected the development of African-American leadership in the U. S.
- Describe at least three Latino leadership principles, as presented and discussed by Latino leaders in the U. S.
- Describe and analyze three sets of skills possessed by culturally competent global leaders.
- Describe and analyze at least three elements of organizations that affect the leadership of diversity within them.
- Describe and analyze at least three elements of community/societal contexts that affect the leadership of diversity within those contexts.

## **COURSE TOPICS**

**March 25—Leadership and Diversity—Defined and Applied**

**April 1—Gender and Leadership**

**April 8—Race and Leadership**

**April 15—Ethnicity and Leadership**

**April 22—Leadership and Intersectionality**

**April 29—Leadership as Influenced by Globalization**

**May 6—Leading Diversity in Organizational Contexts**

**May 13—Leading Diversity in Communities and Societies**

## **READINGS, BY WEEK**

**Texts:** Diversity and Leadership, by J. L. Chin and J. E. Trimble. Sage: Los Angeles, 2015.  
On Managing Across Cultures, HBR’s 10 Must Reads. Boston: Harvard Business Review Press, 2016.

**March 25**—HBR essays on pp. 1 and 47  
 Chin & Trimble, Chaps. 1, 2, 3

**April 1**—Chin & Trimble, Chaps. 4 and 5

**April 8**—Chin & Trimble, Chapt. 8

**April 22**—HBR essay on p. 35  
 Chin & Trimble Chaps. 9 and 10

**April 29**—HBR essays on pp. 75, 85, 117, 129

**May 6**—Chin & Trimble, Chapt. 6  
 HBR essays on p. 17 and 139

**May 13**—Chin & Trimble, Chapt. 7

### **MINI-LECTURE TOPICS BY WEEK**

**March 25—The Depth and Breadth of Leadership and Diversity**

**April 1—Gender and Leadership**

**April 8—Race and Leadership: African American Leadership**

**April 15—Latino/a Leadership**

**April 22— Ethnicity and Gender: One Look at Intersectionality and Leadership**

**April 29—Leadership and Globalism**

**May 6—Enacting Diversity Leadership in Organizations: Key Factors**

**May 13—Enacting Diversity Leadership in Communities and Societies: Key Influences**

### **COURSE ASSIGNMENTS**

**-Assigned readings from texts**

**-Viewing of videos accessed through Blackboard**

**-Reading of mini-lectures prepared by Dr. Witherspoon**

**-2 Discussion Posts per week (for 7 weeks). (EACH POSTING SHOULD BE THE EQUIVALENT OF ONE TYPED PAGE.) ONE POSTING WILL ADDRESS A QUESTION PROVIDED BY DR. WITHERSPOON. THE OTHER POSTING WILL BE A RESPONSE TO A POSTING THAT WEEK FROM ANOTHER STUDENT.**

**- Four Response Papers (EACH 3-4 PAGES IN LENGTH) on a topic from that week's reading or mini-lecture. Students will select the topic on which they wish to write.**

**-An Essay due the last day of class. Students will select one question on which to write from those provided by Dr. Witherspoon.**

### **METHODS OF EVALUATION**

**There will be seven discussion posts in this course, each worth 5% of the final grade, for a total of 35% of the final course grade. These posts will respond to a question posed by Dr. Witherspoon at the beginning of each week. Each student also should respond each week to another student's post. These posts among students will not be graded, but they will enhance interactive learning within the class.**

**There will be four response papers, on a topic discussed in the readings or minilecture for that week. Students can select the topic and offer his/her opinions/ideas/solutions, etc. on that topic. Each paper is worth 10% of the final grade (total of 40% of final grade). Citing material from the class is not required for the response papers.**

**Finally, there will be an essay due on May 17, the last day of class, worth 25% of the final grade. Questions will be provided during the first week of class, and each student can select the question he/she wishes to address. The essay should include information from the readings, mini-lectures, videos to support the student's opinion. This essay is to assess your analysis of, and ability to address, questions related to the readings and mini-lectures. The essay should be a minimum of 4 typed, double-spaced pages.**

Grading Scale: A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

**OUR LEARNING SYSTEM: BLACKBOARD LEARN**  
**YOU'LL NEED A COMPUTER WITH BASIC AUDIO/VIDEO OUTPUT EQUIPMENT, A STRONG INTERNET CONNECTION, AND MICROSOFT OFFICE OR SIMILAR SOFTWARE.**

## **ACADEMIC DISHONESTY**

Academic dishonesty is prohibited and is considered a violation of rules articulated in UTEP's Handbook of Operating Procedures. It is also contrary to the process of organizational leadership itself, and includes, but is not limited to, cheating, plagiarism, and collusion.

- *Cheating* may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports.
- *Plagiarism* occurs when someone intentionally or knowingly represents another person's words or ideas as his or her own.
- *Collusion* involves the unauthorized collaboration with another person or group to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. More information can be found in the UTEP *Handbook of Operating Procedures*, under the heading "[Alleged Student Scholastic Dishonesty](#)" and the UT System [Regents' Rules and Regulations](#).

## **AMERICANS WITH DISABILITIES ACT AS APPLICABLE TO THIS CLASS**

This law requires that all materials needed for a course be made available to all students in that course, whether it is a face-to-face class or an online course. Please contact me at the beginning of the semester if you need accommodations; I am happy to work with the office on campus that provides accommodations to students with disabilities. That office is the Center for Accommodations and Support Services (CASS) at 747-5148, or you can contact staff via email at [cass@utep.edu](mailto:cass@utep.edu). The office is located in UTEP Union East, Room 106.

For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

## **LIBRARY INFORMATION**

Access the UTEP Library by visiting <http://libraryweb.utep.edu/>

## COURSE ADD

All fields below are required

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College : Liberal Arts

Department : Leadership and Community Engagement

Rationale for adding the course:

To ensure students from the US Army Sergeants Major Academy are reported correctly as a self-supported/non formula-funded population within the wider MLS program

All fields below are required

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Subject Prefix and # MLSX 5362

Title (29 characters or fewer): Lead. Sports, & Comm. Engage

Dept. Administrative Code : 1735

[CIP Code](#) 30.9999.22

Departmental Approval Required  Yes  No

Course Level  UG  GR  DR  SP

Course will be taught:  Face-to-Face  Online  Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?"  Yes  No

Grading Mode:  Standard  Pass/Fail  Audit

Description (600 characters maximum):

This course is a study of leadership theory and its application to sports both within the industry and throughout the surrounding community. MLS 5362 is designed to help sport administrators, physical educators, coaches, athletes, athletic training specialists, sport activists, and others interested in leadership to more effectively understand this complex topic and to use that knowledge to help enhance the performance of themselves, their students, athletes or clients/consumers, and to create a positive impact in their communities.

Contact Hours (per week): 3 Lecture Hours      Lab Hours      Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E            | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks

TCCN (Use for lower division courses) : NA

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	GR
Major	

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# MLS 5362: Leadership, Sports & Community Engagement

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**Instructor:** Art A. Aguirre, Ph.D.  
[aaaguirre@utep.edu](mailto:aaaguirre@utep.edu)  
Office: Kelly Hall, RM 220

## Course Description:

This course is a study of leadership theory and its application to sports both within the industry and throughout the surrounding community. MLS 5362 is designed to help sport administrators, physical education instructors, coaches, athletic training specialists, and others interested in leadership to more effectively understand this complex topic and to use that knowledge to help enhance the performance of themselves, their students, athletes or clients/consumers. This course will introduce you to a broad range of theoretical and applied leadership questions, including investigating major leadership theories and paradigms, identifying primary leadership strategies, discussing important measurement issues, comparing the effectiveness of the most influential sports leadership development techniques, and applying leadership theory to developing and leading sports organizations.

## Learning Outcomes:

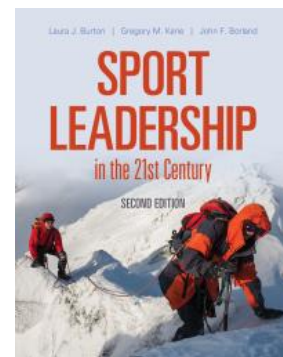
- Develop an understanding of the role of leadership in effective sport organizations
- Analyze how communication and identity affect the formation of leadership styles
- Discuss tools for building and sustaining effective and forward-thinking teams
- Examine the role of strategic thinking in managing organizations
- Analyze sports organizations to identify key determinants of success/failure outcomes

## Required Text:

Burton, L.J., Borland, J.F., & Kane, G.M. (2018) *Sport leadership in the 21<sup>st</sup> century*. (2<sup>nd</sup> ed.) Burlington, MA. Jones & Bartlett Learning.

Access to a computer, a printer, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary. I will be posting additional course materials online for students to access.

**\*\*Please note - This syllabus is a guide and may be changed by the instructor, but notice will be provided. Guest presenters for lecture presentations may be added to the schedule and other tentative additions to the syllabus.\*\***





## **Course Requirements:**

### **Blackboard Discussions [160 points (20 pts. X 8 weeks)]**

I will be posting a discussion post every week to Blackboard on an issue relating to the readings and/or other relevant topics. You must post your original response by Sunday at 11:59pm MST. I will be looking for you to contribute with ideas from the readings as well as your personal experience. Please keep in mind these posts should be well thought out and carefully constructed.

### **Research Analysis & Discussion (140 points)**

Each student will bring an academic article to class and present a summary of the article as well as your major and minor takeaways and critiques. This is an informal presentation and does not require a visual presentation. However, I do expect a thorough discussion as well as follow-up questions to lead the class in a small discussion.

### **Leadership Demonstration (300 points)**

During the semester, each student will be leading the class in a 12-minute leadership facilitation. The session will briefly cover a key concept in sports leadership and engage the class in a demonstration of the concept "in action." I encourage students to be creative with their facilitations and try to choose a task or project that clearly incorporates the sports leadership concepts from the course. Each student will be graded on how well they are able to effectively and ethically communicate to the group, how well they administer the procedures of the task/project, and how well they incorporate concepts into the facilitation.

### **Final Paper (400 points)**

This 10 to 12-page essay will ask you to synthesize concepts and theories from the course with a case study, personal experience, or other extended example. You will be graded on your ability to elaborate on key issues in sports leadership, demonstrate ethical and effective leadership skills in your responses, and synthesize concepts in leadership with real world issues. Students will be graded on the quality of the writing, the depth of critical thinking presented in the essay, and on the overall organization of the essay's main ideas. I ask that you use proper citation formatting (MLA or APA).

## **Instructor Policies**

### **Coursework**

All assignments and major projects are to be presented on the due date. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA, MLA, or Chicago style manuals for the guidelines required for college-level academic writing.

## **Plagiarism**

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. **Never use another student's work.** A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

## **Participation Norms and Expectations**

You are expected to treat the instructor and classmates with respect. This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. This course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating. *If I find that you consistently disrespect anyone or any group of people in the class, I will speak with you one-on-one to discuss how to remedy the situation. If the problem persists, I will drop you from the course.*

## **Students Accommodations and Support Services**

If you have a documented disability that may influence your performance in this class, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Following the meeting, please make an appointment me during the first weeks of the class, in person, and provide documentation from Center. I will make any reasonable accommodations necessary to assure your success in this course.

## **Student-Teacher Communication**

I do not use the Blackboard messaging function. I like to respond as quickly as I can to any student questions I may get, so please be sure to use my email for course messaging. And of course, you have the communication options listed above for my online and in-person office hours. Additionally, my job as your instructor is to help and guide you. However I won't know you need help or guidance if you do not communicate that to me. I try make myself available as often as possible, so please make sure you're reaching out when you need help.

## **Etiquette for Online Discussions**

- Always consider your audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment, flaming, or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face to face situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for participation and for the discussion. Pay close attention to the posted deadlines.

### **Participation/Attendance**

Students who miss more than 3 deadlines during the term will earn a failure in the course. Therefore, it is imperative that you participate in the class discussions unless you are seriously ill, have a death in your family, are called for jury/military duty, or any other such event requiring your absence.

### **Other Policies**

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office.

### **Academic Misconduct**

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

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### **Grading Scale**

90-100% =A

80-89% = B

70-79% = C

60-69% = D

## Course Schedule

Date	Objectives	Readings to be completed before class & activities in class	Assignments
<b>Week 1</b>	Introduction, course syllabus, class expectations. Discussion of leadership experience, expectations, and set some goals for the term.	Course introductions	Discussion board
<b>Week 2</b>	Leadership Theories Positive Leadership Theory	Chapters 1 & 2	Discussion board
<b>Week 3</b>	Understanding the difference between leadership and management  Leadership and motivation	Chapters 3 & 4	Discussion board
<b>Week 4</b>	Leadership communication & crisis management  Applying a principled and ethical approach to sport leadership  <b>Research analysis &amp; discussion DUE</b>	Chapters 5 & 6	Discussion board
<b>Week 5</b>	Strategic leadership  Forging significant change  Fostering innovation	Chapter 7-9	Discussion board
<b>Week 6</b>	Team leadership and group dynamics  Shepherding sport for development organizations	Chapters 10 & 11	Discussion board
<b>Week 7</b>	Case studies	Articles on Blackboard	Discussion board
<b>Week 8</b>	Addressing the gender gap in sport leadership  Lingering issues in race and leadership  Leading athletes with disabilities	Chapters 12-14	Discussion board  <b>Final essay due by Sunday at 11:59pm</b>

## Grading Rubric

Grade	Content	Form	Mechanics
A	Shows outstanding comprehension of material covered; exceptional insight and originality. "This was awesome."	Superbly organized; reflects a logical, coherent flow within paragraphs and major sections. "A joy to read."	Contains no major errors in grammar and form (including spelling, punctuation, word usage, sentence structure, paragraphing).
B	Shows very good coverage of material; "competently done" but not "exceptional." "This was good."	Reflects an overall logical flow, although it could be clearer and more coherent. "A good read."	Contains few major errors in grammar and form
C	Shows adequate coverage of material. "You completed the task."	Suffers from problems in coherence and organization. "I had to work to get through it."	Contains several major errors in grammar and form.
D	Shows some knowledge of material, but coverage is inadequate (incomplete or shallow). "You put forth an effort."	Suffers from major problems in organization and coherence. "I really struggled to follow you."	Contains serious, persistent problems in grammar and form.
F	Coverage of material is unacceptable, indicating little or no comprehension of what is covered.	Problems in organization render the paper virtually incoherent.	Contains numerous major problems in grammar and form.

## Course Add Form

### Course Information

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Subject Prefix and # MLSX 5380 TCCN (If applicable) \_\_\_\_\_

Title (29 characters or fewer): Special Topics

Dept. Administrative Code 1735 CIP Code 30.9999.22

Course Level (UG, GR, DR, or SP): GR

Will this course be taught during a part of term in addition to a full 16-week term? (Y/N): Y

If so, what term length will this course be taught in? (e.g., 8 weeks) 8 weeks

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" (Y/N): N

Grading Mode: X Standard \_\_\_\_\_ Pass/Fail \_\_\_\_\_ Audit

#### Description (600 characters maximum):

Special topics to be evaluated by University College Curriculum Committee to meet needs of clients/students enrolled in professional and development programs. Prerequisite: Departmental approval.

Contact Hours (per week): 3 Lecture Hours \_\_\_\_\_ Lab Hours \_\_\_\_\_ Other

Types of Instruction (Schedule Type): (Underline all types of instruction which reflect how the course should be scheduled in Banner.):

<u>A</u>	Lecture	H	Thesis
B	Laboratory	I	Dissertation
C	Practicum	K	Lecture/Lab Combined
D	Seminar	O	Discussion or Review (Study Skills)
E	Independent Study	P	Specialized Instruction
F	Private Lesson	Q	Student Teaching

### Equivalent Courses

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<u>Course Number</u>

### Prerequisite Course(s)

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<u>Course Number</u>	<u>Concurrent Enrollment Permitted? (Y/N)</u>	<u>Minimum Grade Required</u>


**Corequisite Course(s):**

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<u>Course Number</u>

**Restrictions**

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Indicate which of the following registration restrictions should be implemented:

<u>Restriction</u>	<u>Yes/No</u>
Departmental Approval	Yes

<u>Restriction</u>	<u>Yes/No</u>	<u>Test Name</u>	<u>Minimum Score</u>
Placement Test	No		

<u>Restriction</u>	<u>Yes/No</u>	<u>Majors Permitted</u>
Major	No	All majors

<u>Restriction</u>	<u>Yes/No</u>	<u>Classes Permitted</u>
Classification	Yes	Graduate

**Rationale for Adding the Course**

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To ensure students from the US Army Sergeants Major Academy are reported correctly as a self-supported/non formula-funded population within the wider MLS program.

## Degree Programs

The Master in Leadership Studies (MLS) is a program preparing its graduates for positions of responsibility in education, military, private industry, government and the not-for-profit sectors dedicated to the improvement of both the substance and processes of leadership in a variety of roles. The Master in Leadership Studies degree provides professional education for students interested in leadership careers. The interdisciplinary program is designed to emphasize the knowledge, skills, values, and behaviors essential to the successful organizational leader. Some flexibility in curriculum is permitted to meet the diverse educational needs of students at different points of time in their careers and in need of specialization in light of their career goals. The curriculum components are designed to produce professionals capable of intelligent and creative analysis, communication, and action in leadership functions.

## Admission Requirements

1. Submission of transcripts according to the requirements of the Graduate School.
2. Bachelor's degree from an accredited college or university.
3. Demonstration of academic achievement and potential as indicated by the results of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) and upper-level undergraduate and graduate coursework.
4. A one- to two-page statement of purpose that addresses educational and career goals and reasons for pursuing an MLS degree.
5. Three letters of recommendation from instructors, job supervisors, or others in a position to evaluate the student's ability to succeed in a MLS program.
6. A current resumé reflecting career and volunteer experience.
7. For international students, a score of 600 on the TOEFL and an in-person or telephone interview.

## Degree Plan

### M.A. in Leadership Studies

Required Credits: 33

Code	Title	Hours
<b>Leadership Studies Core (All courses require a grade of C or better)</b>		
<b>Required Courses:</b>		
<a href="#">MLS 5300</a>	Contemp Concepts of Leadership	3
<a href="#">MLS 5303</a>	Applied Research Methods	3
<a href="#">MLS 5315</a>	Org Theory and Behavior	3



<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">MLS 5321</a>	Leadership in Complex Org.	3
<a href="#">MLS 5326</a>	Leadership-Organizatnl Change	3
<a href="#">MLS 5331</a>	Leadership Communications	3
<a href="#">MLS 5340</a>	Team Based Leadership	3
<a href="#">MLS 5351</a>	Ethics & Leadership-Capstone	3
<b>Total Hours</b>		<b>24</b>

Course List

### **Community Engagement Concentration**

[MLS 5352/ MLSX 5352](#) Internship

[MLS 5360/ MLSX 5360](#) Border Leadership

[MLS 5361/ MLSX 5361](#)-Lead. in Diverse Cultures

[MLS 5362/ MLSX 5362](#) Lead. Sports, & Comm. Engage

[MLS 5380/MLSX 5380](#)-Special Topics