

**University Nevada Las Vegas**  
**Department of Educational Psychology and Higher Education**

**COURSE** EDH 607 Leadership Development Seminar

**PROFESSOR**  
**OFFICE**

**REQUIRED TEXTs** Bradberry & Greaves, (2009). *Emotional Intelligence 2.0*. TalentSmart Publishers, ISBN – 978-0-9743206-2-5.

Northouse, (2019). *Leadership: Theory and practice*. Sage Publishers, ISBN – 97811506362311.

Various articles on Webcampus

**RECOMMENDED** APA Manual, 7<sup>th</sup> Edition (2020)

**PREREQUISITES** Must be an admitted Graduate Student – Degree or Non Degree

**COURSE SCOPE & RATIONALE**

EDH 607 Leadership Development Seminar is designed in accordance with the Professional Competency Areas for Student Affairs Practitioners as endorsed by ACPA and NASPA (2015) in the areas of Leadership and Social Justice and Inclusion:

The **Leadership competency** area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members (ACPA & NASPA, 2015).

While there are many conceptions of **social justice and inclusion** in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking **to address and acknowledge issues of oppression, privilege, and power**. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities (ACPA & NASPA, 2015).

Thus, students enrolled in EDH 607 will critically examine key leadership theories and their application to higher education contexts. Specifically, the purpose of this seminar is three-fold: (1) to survey theories of leadership, their evolution, and conceptual strengths and weaknesses; (2) to develop skills in the application of theoretical frameworks to higher education events/situations; and (3) to further develop skills in using leadership frameworks in professional practices that underscore equity-minded decision making.

**COURSE OBJECTIVES** – after completing the course, students should be able to:

- 1) Discuss the foundation of knowledge concerning leadership theories and application to higher education units;
- 2) Employ theoretical leadership frames in a situational analysis;
- 3) Identify personal leadership orientations and characteristics as well as strategies for personal and professional leadership development;
- 4) Identify critical issues salient to leadership in higher education in the 21<sup>st</sup> Century as pertains to equity, inclusion and diversity;
- 5) Apply principles from leadership theories toward the development of a solution strategy and/or strategic leadership initiative that demonstrates equity-minded leadership.

## **COURSE REQUIREMENTS**

**STUDENT WORKLOAD EXPECTATION** – As the course is a blend of synchronous and asynchronous, all Webcampus modules will open Tuesday 8 pm. Students should plan to spend approximately 6-7 hours on modules, and 2-3 hours for WebEx meetings – this includes actual meeting time and preparation, for a **total of 9 hours each week.**

**WEBCAMPUS MODULES - WEEKLY CHAPTER CASE STUDIES (25 pts)**– students will choose 1 of the 3 case studies that conclude each chapter and will complete responses to questions noted on Webcampus. Weekly case study submissions must be 2 ½ - 3 page maximum and follow APA 7<sup>th</sup> edition, double-spaced, 12 pt. Roman Times. **DO NOT INCLUDE A TITLE PAGE, please.**

- Case study responses are due via Webcampus on Tuesdays 7:30 pm.
- **Total / week – 25 points = 5 points** for each question; **5 points** for grammar, spelling and; **5 points** APA 7<sup>th</sup> ed.

**WEB-EX ARTICLE GROUP DISCUSSIONS (45 pts)** – student will engage in weekly discussions during class WebEx meetings. You will be assigned to 2 different groups and a leader will be identified for each week. Student leads will select an article that aligns with the findings from the 2020 *Survey of College and University Student Affairs Officers*, including hunger and homelessness, student mental health, race and diversity issues, free speech, sexual assault, Greek life and athletics. **All articles must come from peer-reviewed journals, and have been published within the last 5 years.** Using the Round Table Discussion (RTD) template and stems (below), students will lead a 20-minute discussion on that article.

**NOTE:** Selected journal articles must be submitted **at least 2 weeks prior** to your assigned discussion week, so that students in your group have ample time to read. In addition, RTD questions **MUST** be submitted **at least one day prior** to the discussion you will lead.

- RTD's will be submitted via Webcampus by 4 pm on Monday.
- Journal articles must be submitted no less than 2 weeks prior to discussion
- **Articles and RTDs not received by the noted times will render the assignment missed.**

**YOUR PERSONAL LEADERSHIP REFLECTION** – While there are MANY ways to ascertain one's leadership style, I believe that the foundation of ANY style rests on one's knowledge of self. To that extent, you will engage in self-reflection throughout the term using the, *Emotional Intelligence 2.0* book. You will

utilize the access code to complete the personal online assessment; you will then be given access to a full personal report, you will then;

- Review the personal report and read the sections of the book that help you understand your emotional intelligence;
- **Write a 4-5-page reflection paper** including 1) your overall perception of the accuracy of the assessment, 2) how your strengths could be beneficial relative to your career interest area in higher education, 3) how this understanding could help you work as a leader in higher education, and 4) how you are better understanding your emotional intelligence supports your equity-minded decision making and leadership development – additional detail forthcoming.
- **Create a Play List** - Students will have the opportunity to develop a playlist which reflects their pathway of understanding as they progressed through this course. Students are asked to select 5 songs they feel adequately detail their learning as it pertains to their self-reflection and leadership–details in Webcampus.

**MODULE ACTIVITIES**– throughout each module there will be additional **LIMITED** learning exercises, video clips, etc. for students to engage the course material. **Point values will vary.**

**LEADER PROFILE (75 pts)** – Students will research and interview a current leader in higher education, who is in a position you would like to hold in 10 – 15 years (e.g. president, chancellor, athletic director, scholar). You will write a 3,000-word paper that discusses the individual’s approach to leadership based on **at least 2 but no more than 4 theories and models** discussed in class. This may be done with active or passive research meaning that you can incorporate relevant information from media sources (newspaper, T.V., internet, etc.) to support your interview and analysis. The paper should discuss information gained from the personal interview regarding the individual’s work history, current position, and involvements, one significant professional challenge, along with a discussion of their strategy to remedy the issue, professional contributions to the field, and his/her perceived leadership style, qualities, and motivation. Guidelines will be provided on web-campus and discussed in class. **You will submit a paper as well as conduct a 10-minute presentation of your profile during final exam week.**

#### **ADDITIONAL COURSE INFORMATION**

1. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Exceptions will be made in extreme emergencies or a University excused absence only.
2. **ALL ASSIGNMENTS MUST** be submitted to Webcampus **ONLY.**
3. **ALL ASSIGNMENTS MUST BE TYPED UNLESS OTHERWISE NOTED-** 12 POINT, TIMES NEW ROMAN, DOUBLE SPACED, and follow **APA 7<sup>th</sup> edition**, PLEASE. THANK YOU. Assignments not typed following the above criteria **WILL NOT BE GRADED.**

#### **GRADES**

Grades will be based on total points possible and will be based on accumulated point totals of all course experiences. The percentage/letter grade exchange will be as follows:

100-94%	A
93-90%	A-
89-88%	B+
87-84%	B
83-80%	B-
79-78%	C+

77-74%	C
73-70%	C-
69-68%	D+
67-60%	D
59% & Below	F

**NOTE:** Students may select S/U for the spring 2021 term - If students request a change to S/U grading for any course, the Office of the Registrar will make changes according to the following equivalencies:

S = B- or better for graduate students

U = C+ or lower for graduate students

### PROFESSOR PARTICULARITIES

1. **CAMERA'S ON PLEASE** – when meeting in our virtual space, I kindly ask that you have your camera turned on and your mic's muted. Thank you.
2. **TARDINESS**- Please do your best to arrive to any virtual or face to face experience on time. I understand stuff happens, but this is a pet-peeve of mine. Please arrive early and / or on time. Thank you.
3. **COLLEGIALITY**- In addition to completing the required course work, I encourage you to begin to look upon your classmates not simply as classmates, but as colleagues. Therefore, you are encouraged to begin to develop relationships with each other that will support discussion of your profession. The saying, "No man is an island", is true. We cannot exist, much less, thrive individually. It is only through networking and cooperation that we can truly grow and develop into **MASTER PROFESSIONALS. This is predicated on the premise that we each learn to respect, listen and encourage each other inside as well as outside of class.**

## UNLV Policies

### UNLV Policies

#### Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

#### Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

#### Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

### Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>.

### Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

### Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

### Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered

an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

#### Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

#### Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

#### Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

#### Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official

University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

#### Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

#### UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

*Optional statement for inclusion in syllabi.*

#### **Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

**Course Outline**  
**EDH 607 Leadership Development Seminar**

<b>Date</b>	<b>Topic</b>	<b>Readings, et al.,</b>	<b>Group Discussion Leads</b>
<b><u>Module 1</u></b>	Introduction to the Course	<ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Student Introductions - Webcampus</li> </ul>	
<b><u>Module 2</u></b>	Leadership Considered	<ul style="list-style-type: none"> <li>• Northouse Ch. 1</li> <li>• College and University Student Affairs Officers (2020). Inside Higher Education, 1-35.</li> </ul>	•
<b><u>Module 3</u></b>	Culture and Leadership	<ul style="list-style-type: none"> <li>• Northouse Ch. 16</li> <li>• Barnett, R.M. (2020). Leading with meaning: Why diversity, equity and inclusion matters in US Higher Education. <i>Perspectives in Education</i>, 38(2), 20-35.</li> </ul>	•
<b><u>Module 4</u></b>	Gender and Leadership	<ul style="list-style-type: none"> <li>• Northouse Ch. 15</li> <li>• O'Connor, C.M. (2018). Women of vision: Understanding the ways women lead change. <i>Christian Higher Education</i>, 17(4), 198-214.</li> </ul>	•
<b><u>Module 5</u></b>	Trait Approach	<ul style="list-style-type: none"> <li>• Northouse Ch. 2</li> <li>• Group article</li> </ul>	1. 2.
<b><u>Module 6</u></b>	Skills Approach	<ul style="list-style-type: none"> <li>• Northouse Ch. 3</li> <li>• Group article</li> </ul>	1. 2.
<b><u>Module 7</u></b> Behavioral Approach		<ul style="list-style-type: none"> <li>• Northouse Ch. 4</li> <li>• Group article</li> <li>• <b>DUE – Emotional Reflection ☺</b></li> </ul>	1. 2.
<b><u>Module 8</u></b>	Situational Approach	<ul style="list-style-type: none"> <li>• Northouse Ch. 5</li> <li>• Group article</li> </ul>	1. 2.
<b>March 16</b>	Spring Break	No Class	
<b><u>Module 9</u></b>	Transformational Leadership	<ul style="list-style-type: none"> <li>• Northouse Ch. 8</li> <li>• Group article</li> </ul>	1. 2.
<b><u>Module 10</u></b>	Authentic Leadership	<ul style="list-style-type: none"> <li>• Northouse Ch. 9</li> <li>• Group article</li> </ul>	1. 2.
<b><u>Module 11</u></b>	Servant Leadership	<ul style="list-style-type: none"> <li>• Northouse Ch. 10</li> <li>• Group article</li> </ul>	1. 2.
<b><u>Module 12</u></b>	Adaptive Leadership	<ul style="list-style-type: none"> <li>• Northouse Ch. 11</li> <li>• <b>DUE - Playlist</b></li> </ul>	1. 2.
<b><u>Module 13</u></b>	Leadership Profile	<ul style="list-style-type: none"> <li>• <b>No Class</b></li> <li>• <b>Work on Profile</b></li> </ul>	
<b><u>Module 14</u></b>	Leadership Ethics	<ul style="list-style-type: none"> <li>• Northouse Ch. 13</li> <li>• <b>Due - Leadership Profile Paper</b></li> </ul>	
<b><u>Module 15</u></b>	Team Leadership	<ul style="list-style-type: none"> <li>• Northouse Ch. 14</li> </ul>	



<b><u>Module 16</u></b>	Final	Leadership Presentations	

**NOTE** – The professor reserves the right to change course readings AND will do so with a minimum of 2-week notice.