



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: EDHE

Course and Section #: 6440 601

Course Title: Leadership in Higher Education

Credits: 3

Course Description

Examines organizational theory, models, governance, and management processes in higher education, leadership perspectives and leadership theory. Explores leadership as a discipline that transcends functional area, serving as a framework to lead and guide within higher education. Investigates leadership theories and formulates personal approach as an educational leader.

This is a core course for the Master of Higher Education Leadership Program. This course supports students' leadership growth through analysis of a variety of leadership approaches, and provides opportunity for application through the final project in an area and approach of the students choice.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: Required course for the Masters of Higher Education Leadership

Instructor Information

Instructor Name: Sean Crossland, PhD

Student Learning Outcomes

- Synthesize fundamental principles, generalizations, and theories of leadership
 - Evaluate ideas, arguments, and points of view surrounding leadership theories
 - Evaluate personal leadership identity development, style, tendencies, and skill development needs
 - Investigate ways in which diverse higher educational settings create unique challenges to leadership
 - Apply personal leadership philosophy in addressing current higher education issues
 - Apply links between the theory and practice of higher educational leadership
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Course Materials and Texts

n/a

Course Requirements

Course Assignments, Assessments, and Grading Policy

- Learning Journal Entry (x10)
 - Discussion (x2)
 - Meeting Observations (x3)
 - Final Project (topic and approach, final project, self grade)
 - Leadership Interview
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Required or Recommended Reading Assignments

Introduction to Praxis

Leadership Models

Emotional Intelligence

Conflict and Change Management

Student Activism

Democracy & Higher Education

Systems Thinking

Network Organizations

Shared Governance

Academic Freedom

Navigating Politics

Future Thinking

General Description of the Subject Matter of Each Lecture or Discussion

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|----------------------------------|--|
| 07JAN | Module 1: Intro to Praxis |
| 14 JAN | Module 2: Leadership Models |
| 21 JAN | Module 3: Emotional Intelligence |
| 28 JAN | Module 4: Conflict and Change Management |
| *04 FEB* | Module 5: Higher Education Management |
| *11 FEB* | Module 6: Student/ campus activism |
| 18 FEB | Module 7: Social Justice Leadership |
| *25 FEB* | Module 8: Democracy and Higher Education |
| 04 MAR | Module 9: |
| Spring Break, March 10-14 | |
| 18 MAR | Module 10: Network and Membership Organizations |

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|-----------------|--|
| 25 MAR | Module 11: Shared Governance |
| x01 APRx | Module 12: Academic Freedom and Free Speech |
| 08 APR | Module 13: Navigating Politics |
| *15 APR* | Module 14: Future Thinking |
| 22 APR | Module 15: Final Project |
| 29 MAR | Finals |

Required Course Syllabus Statements

Generative AI

**adapted from [Temple University](#) statement on AI in classes.*

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Any use of AI must be referenced and cited appropriately.

Using Remote Testing Software

This course does not use remote testing software.

□ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment,

admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.