LEADERSHIP (B.S.)

Program Director: Christine Billings

Leadership is not an act, but a way of being, and it is an ongoing process. Grounded in the Jesuit leadership paradigm, this program prepares students for leadership opportunities not just at work, but also in the ordinary activities of everyday life. Central to this adult-focused interdisciplinary leadership program is the premise that the leader must know him or herself. This self-awareness stems from an ongoing ability to engage in self-reflection and discernment. This self-awareness can be utilized in all personal and professional roles and ultimately leads to a desire to work for innovation and change. Thus, the foundational philosophy of the Leadership program centers around the following tenets:

1. We are all leaders, and we are leading all the time, well or poorly;
2. Leadership springs from within and it is about who I am as much as what I do;
3. Leadership is not an act, it is my life, a way of living; and
4. One never completes the task of becoming a leader but instead, it is an ongoing process.

Program Goals:
1. Communication Skills: Demonstrate communication skills for personal and organizational leadership.
2. Ethics: Apply ethical practices in their personal and organizational life.
5. Disciplinary Competence: Articulate and apply leadership theories and practices in a variety of environments.
6. Diversity: Work collaboratively, demonstrating an awareness of and respect for the diversity of individuals.

B.S., Major in Leadership Requirements: 36 credits

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<tr>
<th>Course</th>
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<th>Credits</th>
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<td>ILS 200</td>
<td>Introduction to Integrated Leadership Studies</td>
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<td>ILS 302</td>
<td>Leadership, Planning, and Project Management</td>
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<td>ILS 303</td>
<td>Ethical Dimensions of Leadership</td>
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<td>ILS 305</td>
<td>Leadership and Social Justice: Faith Traditions and Global Perspectives</td>
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<td>or ILS 306</td>
<td>Social Justice: In Thought and Action</td>
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<td>ILS 320</td>
<td>Theories of Leadership and Organizational Change</td>
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Electives and/or Concentration
Additional 15 credits from ILS courses numbered 300 or above. Non-ILS courses with leadership relevance may be applied to major electives with approval of the program director. Students may elect one of the following 12 hour concentration tracks of electives.

Healthcare Concentration

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<td>ILS 331</td>
<td>Healthcare in Society</td>
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<td>ILS 430</td>
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Accelerated Bachelor’s to Master’s Degree Program
This program provides highly qualified and motivated students an opportunity to complete both the Bachelor of Science (Leadership) and Master of Science (Organizational Leadership) at an accelerated pace. Participating students can apply as many as 12 credit hours of graduate-level coursework toward both of their degrees.

Courses

**ILS 200. Introduction to Integrated Leadership Studies. 3 credits. FA, SP, SU**
This course provides foundational knowledge and skills for engaging in the Integrated Leadership Studies program. Students will be introduced to foundational concepts and theories of leadership and begin a process of reflection on their leadership style and its impact on their personal and professional development. Students will also gain an understanding of the expectations and purpose of the program; their responsibilities as students; the mission and values of the University, and how these align with the student’s personal and professional goals. They will be introduced to basic skills for using library electronic resources including library search strategies; review essential academic writing skills; and initiate a program portfolio; building a learning community; developing strategies for being a successful distance learner, and developing proficiency with the computer hardware and software used in this program.

**ILS 212. Conflict Engagement and Negotiation. 3 credits. SP ((Formerly NDR 212))**
Through this course students will gain an introductory understanding of conflict analysis, recognize a wide range of contexts in which conflict occurs, and understand the decision-making process involved in shaping its development. This course aims at helping students become acquainted with the commonly encountered distributive bargaining style of negotiation and an integrative style of negotiation, which aspires to result in “win-win” resolutions - and become adept at choosing between these two. The course will constantly shift students between the theoretical and practical levels: Students will be introduced to state of the art theories of negotiation, and they will implement them through interactive simulations and other forms of experiential learning. These two levels, combined, allow students to compare theory and practice as well as to reflect on their own strengths and weaknesses as negotiators.
ILS 252. Social Media Persona. 3 credits.
Do you want to appear knowledgeable, authoritative, accessible, or any combination of these in an increasingly digital and global environment? Who you are on Facebook and Twitter can be as important as who you are in business memos and project proposals. This course is designed for students to gain experience and skills in promoting an appropriate interactive identity (or persona) and reputation in what Paul Levinson coins are new new media. Students will examine identity and reputation (brand identity) via social media concepts in personal and professional scenarios. Students will have to create online biographical sound bites of themselves through various applications, not limited to email, Podcasts, LinkedIn, Facebook, Twitter, and resumes.

ILS 302. Leadership, Planning, and Project Management. 3 credits.
This course introduces students to the basic concepts of strategic leadership, project planning, and management. Additionally, students will examine and consider the practical applications of strategic leadership, project planning, and project management. Students will then apply these concepts and principles in real-world scenarios.

ILS 303. Ethical Dimensions of Leadership. 3 credits. FA, SP
Leadership is not just an act but a way of being. This course will explore the ethical foundations that inform the leader’s personal and professional practices. Students will examine ethical theories and concepts applied to leadership challenges in real-world situations, including examples of their own life experience. Emphasis will be placed on understanding ethical leadership for social and organizational change that seeks the common good, the leader’s role as a moral agent, as well as the organization’s role as a moral agent in society.

ILS 304. Financial and Quantitative Dimensions of Leadership. 3 credits.
This course is designed specifically for students to gain practical and job-ready financial and quantitative analysis skills. The course incorporates real-world case studies designed to help students strengthen their quantitative and finance acumen. Students will gain an understanding of key financial terms and tools to demonstrate how they can be used in employment situations. They will also be introduced to key concepts from statistical analysis. This course provides foundational information required for leaders to successfully understand the key functional areas of business and the role of quantitative data in decision making. The course will assist students in understanding finance from a holistic perspective. The fundamentals of financial statements, the financial perspective of strategic business decisions and plans, and how to use financial information to impact performance will be addressed. The course will prepare students to interpret financial and other quantitative data and answer relevant questions related to the workplace. Students will gain the insight required to understand the advantages and disadvantages of different types of financial and quantitative data in order to identify the relevant questions to ask to accomplish specific goals of their workplace.

ILS 305. Leadership and Social Justice: Faith Traditions and Global Perspectives. 3 credits.
The primary goal of the course is to familiarize students with the ways in which religious and social justice principles of Catholic and non-Catholic faith traditions can motivate leaders in their approach to problems of social justice. Students will examine in particular Catholic social teaching about social justice, including the core principles of human dignity, common good, solidarity, and subsidiarity. Reading Chris Lowney’s book, Heroic Leadership, students will also examine how Ignatian charisms have informed specific efforts to enact social change. Students will then examine, research, and make written presentations, focusing on how other faith traditions, including their own, address questions of leadership and social justice, both historically and in contemporary society, in thought and in action. Finally, students will reflect upon how their own faith background contributes to their personal and professional development.

ILS 306. Social Justice: In Thought and Action. 3 credits.
The primary goal of the course is to familiarize students with the ways in which theories of social justice can motivate leaders in their approach to problems of social justice. Students will examine how specific movements and persons have informed efforts to enact social change. Students will reflect upon their own experiences; address questions of leadership and social justice in thought and in action; and contribute to their personal and professional development becoming change agents in their own communities. P: ILS 200.

ILS 320. Theories of Leadership and Organizational Change. 3 credits.
The Leadership and Organizational Change course is an introductory leadership course designed to prepare students to develop or improve their knowledge, understanding and skills in communication, interpersonal relationships, leadership practice, leadership theories, organizational culture and change, diversity and working with teams and small groups, so that they can be more effective in the leadership positions they currently hold, or prepare for a position to which they aspire. The course will build on and enhance the student’s preexisting leadership knowledge and experience. Students will be expected to develop and write about critical incidents/case studies based on their experiences, which will provide meaningful dialogue and discussion for each of the major topics of the course. This strategy will integrate the knowledge and experience of adult learners to the course content. Studying leadership is a journey and knowledge is socially constructed, so participation by all members of the class is required to enhance collaborative learning and provide feedback which contributes to the diversity of ideas from and across all types of leadership positions and organizations. P: One Magis Core Understanding Social Science course.

ILS 331. Healthcare in Society. 3 credits.
This course is designed to give students an overview of the state of modern healthcare including types of delivery systems, types of insurance coverage, the impact of the Affordable Care Act, and the effects a modern system has on society.

ILS 334. Healthcare Finance & Economics. 3 credits.
Students will learn the various aspects of healthcare finance including fee for service, wRVUs, finance benchmarks, insurance payments, staffing costs, and billing and coding processes. Participants will engage in budget projection and development exercises to enhance learning. P: ILS 331.
ILS 338. Quality in Healthcare. 3 credits.
With an ever-increasing emphasis on quality healthcare and pay for performance practices, healthcare leaders must have a clear understanding of quality management, assessment and reporting. This course will help students understand how to determine quality metrics, evaluate and assess performance based on those metrics, and develop and implement action plans to reach quality benchmarks. P: ILS 331.

ILS 341. Foundations of the Nonprofit Sector. 3 credits. FA
This course will provide students with an understanding of the nature, characteristics, purpose, and challenges of nonprofits as the fastest growing sector in the United States while also learning about the difference between nonprofits and the public and private sectors as well as the interconnectivity of the three sectors.

ILS 352. Emotionally Intelligent Leadership. 3 credits.
This course will focus on the core competencies of EIL, which combines the concepts of emotional intelligence and leadership in one model. In this course, students will explore the EIL model (consciousness of context, consciousness of self, and consciousness of others) and the twenty-one capacities that define the emotionally intelligent leader by experiencing, developing and applying the EIL concepts and skills that make up their emotional intelligence.

ILS 356. Coaching and Mentoring. 3 credits. SP
In this course, students will explore the role of leadership and why a good leader is also a good coach. Students will explore three core values of an effective coach: people, performance, and process. Students will describe and demonstrate the Ten Skills of Coaching. Students will conduct an effective coaching session and develop and action plan in partnership with a colleague.

ILS 357. Women in Leadership. 3 credits. FA
This course helps students understand the unique challenges and opportunities confronting women in leadership roles in today's society. Students explore factors and values affecting women's leadership development in the United States and several other countries. Students become aware of modern-day issues that affect women in their communities, nation, and world by real world case studies. Students utilize discussion boards to communicate thoughts on topics, reflection papers, conduct an interview with a woman in leadership positions, write two papers, and develop an informational "woman in leadership" presentation in partnership with colleagues.

ILS 364. The Human Capital Management Environment. 3 credits.
This course presents the organizational context of Human Resource Management, and its role in optimizing an organization's capability to meet its business objectives and achieve its mission. Students will examine the diverse philosophies and contemporary practices of multiple companies, in a variety of industries, and will gain an understanding of the effectiveness of these differing approaches. They will also be introduced to legislation affecting the management of human capital within organizations, and the HR policies that are impacted.

ILS 401. ILS Practicum. 3 credits.
Students will arrange a practical field experience to further develop their skills and abilities in a professional or organizational setting where they will be engaged in interdisciplinary leadership in action. This could include working with another person on a major project or exploring an area outside the student's own field (business, nonprofit, or health). The student will gain an understanding of researching internal or external elements related to personnel, policy, politics, economics, finance, governing relationships, elements of change, or other influences that challenge leadership, and then apply or recommend an innovative solution. The practicum experience will be arranged working with the practicum advisor.

ILS 420. Team Strategies: Implementing Projects for Process Improvement. 3 credits.
Project planning and action plans drive implementation action. Leading people to get things done through and with others dynamically aligned with the project plan requires rational tactical alignment with strategic thinking. This course will build on the basic concepts learned in Strategic Leadership and Project Management. Students will test their skills and build new experience through interactive simulation requiring decision making and critical thinking balancing speed, cost and quality improvements. P: ILS 302.

ILS 430. Legal and Regulatory Aspects of Healthcare. 3 credits.
As regulations on the healthcare industry become more complex, it is vital that leaders understand these regulations and how they are implemented into healthcare operations. In this course students will explore various regulations applied to the healthcare industry and discuss their implementation in day to day operations. P: ILS 331.

ILS 442. Volunteer Recruitment, Training and Management. 3 credits. FA
Volunteers are essential to the nonprofit sector for a variety of reasons including financially and strategically. This course will discuss the important role of volunteers as an extension of the nonprofit human resource prowess; integral for delivery of programs and services while also promoting and reinforcing its mission within the greater community. P: ILS 341.

ILS 445. Nonprofit Governance: Board Development and Strategic Planning. 3 credits. SP
Nonprofit organizations have a unique governance model that requires thorough understanding. This course will introduce the students to effectively recruiting, training, and managing board members. Also, the students will learn about strategic planning as an imperative for running a sustainable and mission-centered organization. P: ILS 341.

ILS 449. Fundamentals of Nonprofit Resource Development. 3 credits. SP
Resource development is one of the most challenging yet vital aspects of nonprofit organizations and professionals in the field are arguably one of the most coveted yet short-lived members of a nonprofit staff. This course will provide an understanding of the role philanthropy for nonprofits, explore issues that hinder success for fundraising, and offer ideas and solutions for overcoming the obstacles. P: ILS 341.
ILS 458. Organizational Messaging. 3 credits. SU
Organizational rhetoric is the strategic use of symbols to generate meanings—the communication processes through which formal organizations exert influence on popular attitudes and public policies. In this course, we explore how people within organizations use language to generate collective identities, communicate with stakeholders, and reinforce particular organizational values and goals. We will learn different theories and approaches to analyzing rhetoric in order to engage and critique particular “artifacts” created by organizations (e.g., handbooks, websites, letters, press releases, public relations efforts, policies) using appropriate methods. We will take an evaluative approach (i.e., was the rhetoric successful?) as well as a critical approach (i.e., is there a power differential?) toward organizational rhetoric.

ILS 462. Acquiring and Selecting Human Resource Capability. 3 credits.
This course introduces the student to workforce planning and considerations in staffing the organization. Job analysis, which is considered to be the capstone of human resource management, is explained and demonstrated, along with the components of effective job design. Various methods of recruiting staff are presented for students to evaluate. The selection process is examined, and the key legal considerations impacting staffing are identified. P: ILS 364.

ILS 465. Developing and Managing Talent. 3 credits.
This course is designed to introduce the student to a strategic approach for training and developing an organization’s human capital. Training needs analysis is discussed, and the various methodologies and considerations are examined to address both short and long-term training and development goals, including leadership development objectives. Effective talent management begins with communicating performance expectations, and providing feedback on progress. Various methods of performance evaluation are presented to the student to accomplish performance improvement goals. P: ILS 364.

ILS 468. Compensating and Managing Human Capital. 3 credits.
This course is designed to introduce the student to effective compensation plan design. Differing philosophies in total rewards are presented, and system design components are examined. The job evaluation process is explained, and a basic pay system is demonstrated. Legally-mandated benefits are defined, and the variety of additional benefits employers offer are explored. P: ILS 364.

ILS 469. Engaging and Retaining Human Capital. 3 credits.
This course is focused on evaluating the effectiveness of an organization’s human resource programs in motivating and retaining employees. The topics of employee motivation, satisfaction and commitment are discussed. HR policies that meet organizational needs, are legally compliant, and are viewed by employees to be fair are examined. P: ILS 364.

ILS 495. Directed Independent Study. 1-3 credits. OD
May be repeated to a limit of six hours. P: DC.

ILS 499. Capstone. 3 credits. FA, SP
This course will allow students to prepare and formally present the portfolio they have been building during their journey through the program. The portfolio will become an integral part of the student’s learning experiences. The portfolio should be regarded much like an artist’s portfolio, building it continually through the student’s program. P: ILS 200; Sr. stdg.