Leadership Minor Proposal
Revised 11.6.11

Leadership Minor Proposal Committee Members

Don DiPaolo, Committee Chair, College of Liberal Arts & Education
Mary Ann Hazen, College of Business Administration
Tim Hipskind, S.J., Institute for Leadership and Service
Alan Hoback, College of Engineering & Science
David Nantais, University Ministry
Kathleen Zimmerman-Oster, College of Liberal Arts & Education

The committee would like to acknowledge the contribution of
Andrew Grant, I/O Psychology G.A.
Megan Jennings, School of Dentistry
Trish Thomas, College of Health Professions & McAuley School of Nursing
I. Summary of Proposed Minor

This proposal responds to the call for innovative interdisciplinary academic minors that support the university’s Mission and Vision. In particular, the Vision states:

“The University of Detroit Mercy develops students who will lead and serve in their communities.”

Background

The Leadership Minor is part of an overall intentional process of creating a culture of leadership on campus. The former Leadership Development Institute (LDI) had evolved to the point where service learning and servant leadership were nurtured, but the broad notions of leadership and leadership development were not advanced. This past academic year, LDI was renamed the Institute for Leadership and Service (ILS) and a more integrated academic approach to leadership was adopted. The Strategic Vision is provided below.

The proposed Leadership Minor is an interdisciplinary program that fits under the column above titled “Leadership Across the Curriculum.” The leadership competencies learned while attaining the minor are inextricably linked with service learning, contribute to university culture, and will inform campus research and scholarly activity. It is a truly integrated and interdisciplinary minor.

The Institute’s Conceptual model below is based on the Social Change Model of Leadership.
(Astin, 1996). This model has been adopted at several other Catholic institutions, such as Marquette University and Gonzaga University, and advances the Catholic identity of UDM. It builds upon the core of the Jesuit and Mercy traditions. The Model is developmental in nature; it builds upon prior knowledge and experience, and is tied to other campus initiatives that encourage individual, group, and community leadership values.

Response to a Need

There has been a staggering demand for an increase in leadership education, programs, degrees and initiatives in recent years. While these programs are numerous in many areas of the country, the demand has not been addressed in this area of the Midwest.

Great care has been taken in vetting the idea for a Leadership Minor for the past two years including:

• Extensive surveying of UDM faculty members,
• Meetings with faculty and Deans from every college,
• Presentations and Focus groups with: Academic Leadership Team, President’s Council, UDM faculty, CLAE faculty, Business School faculty, Student Senate, Student Life leaders, Student Life staff, Campus Ministry Staff, Student Athletes Council.

II. Description of the Minor

3. Narrative for Catalog

The Leadership Minor is a flexible interdisciplinary program that connects undergraduate students directly to the Mission and Vision of our university. Students learn to lead and serve with integrity in ways that will transform their lives, the lives of others, and the
communities in which they live. Each student shares a common introductory course (PYC 2620/LEAD 2000 Exploring Leadership) and capstone experience (LEAD 4000 Leadership Capstone), both of which require service learning. The leadership minor serves as an important addition and compliment to any major on campus and helps prepare students for successful careers and leadership roles within their communities.

1. Courses

A. Process for initial inclusion, future additions and deletions

The Leadership Minor Committee (LMC) embraced the Social Change Model of Leadership as the conceptual frame for the minor. Courses were sought that met components of this theoretical and learning model. Faculty members at the University were surveyed regarding their assessment of the appropriateness of having their courses included in the minor. After this initial approach, members of the (LMC) met with every college leadership team and proposed courses and presented the opportunity to have courses included in the minor. Faculty members were asked to consider course outcomes and their correlation with the Conceptual Model provided (individual values, group and organizational values, community values) before nominating a course. The committee analyzed each course submitted and rated the course description and outcomes when provided. The listing of courses is included below.

Inclusion of courses is an ongoing process that will be under annual review by the Leadership Minor Steering Committee (LMSC) and the Program Director. Courses selected must significantly address one or more of the three leadership components central to our Social Change model: Individual (I), Group (G), and (C) Community leadership values. Faculty members are encouraged to propose and recommend courses annually for their addition to or deletion from the leadership minor. A Curriculum Subcommittee of the LMSC will be formed to make initial recommendations and will monitor the appropriateness of including the course based on our theoretical model. We also recognize that courses can change in emphasis depending on the instructor.

To ensure that students are truly getting an interdisciplinary experience and that they can demonstrate master over a range of defined leadership skills, students will have a common introductory and capstone course. In addition, they must choose one course from each of four leadership skill areas that align with our conceptual model: Individual Leadership Skills, Group Skills, Organizational Management and Human Relation Skills, and Community Engagement Skills.

B. Initial courses for inclusion in the 18 credit Minor*

<table>
<thead>
<tr>
<th>3 Credits</th>
<th>LEAD 2000 / PYC 2620 no prerequisites</th>
<th>Exploring Leadership (Introduction Course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Credits</td>
<td>Individual Leadership Skills (3cr)</td>
<td>Interdisciplinary Listing Below</td>
</tr>
<tr>
<td></td>
<td>Group Skills (3cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizational Management &amp; HR Skills (3cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Engagement Skills (3cr)</td>
<td></td>
</tr>
<tr>
<td>3 Credits</td>
<td>LEAD 4000</td>
<td>Leadership Capstone Course</td>
</tr>
<tr>
<td></td>
<td>LEAD 2000 / PYC 2620 prerequisite</td>
<td></td>
</tr>
</tbody>
</table>

*Per UDM policy, only 6 credits of required coursework from a student’s major will also count towards the minor.
# Leadership Minor Course Matrix

<table>
<thead>
<tr>
<th>Introductory Course</th>
<th>LEAD 2000</th>
<th>Exploring Leadership (3 cr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Choose one course from each of the four Leadership Skills areas: (12 cr.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Individual Leadership Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-self awareness</td>
<td>CAS 2000</td>
<td></td>
</tr>
<tr>
<td>-character and integrity</td>
<td>CAS 3530</td>
<td></td>
</tr>
<tr>
<td>-ethics and values</td>
<td>ETH 2590</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ETH 3580</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ETH 3680</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RELS 2000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RELS 3570</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RELS 4340</td>
<td></td>
</tr>
<tr>
<td><strong>2. Group Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-communication</td>
<td>CST 2040</td>
<td></td>
</tr>
<tr>
<td>-team building</td>
<td>CST 3040</td>
<td></td>
</tr>
<tr>
<td>-developing relationships</td>
<td>CST 3050</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CST 3070</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CST 3091</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIVE 4820</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELEE 4010</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MENG 4950</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PYC 2600</td>
<td></td>
</tr>
<tr>
<td><strong>3. Organizational Management and Human Relations Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-organizational management</td>
<td>BUS 3110</td>
<td></td>
</tr>
<tr>
<td>-project management</td>
<td>BUS 3180</td>
<td></td>
</tr>
<tr>
<td>-human relations</td>
<td>BUS 3510</td>
<td></td>
</tr>
<tr>
<td>-public relations</td>
<td>CIVE 4850</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CST 2400</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENT 3000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSA 3010</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSA 3200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSA 3460</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSA 3750</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POL 3200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PYC 3700</td>
<td></td>
</tr>
<tr>
<td><strong>4. Community Engagement Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-social change</td>
<td>BIO 4990</td>
<td></td>
</tr>
<tr>
<td>-social justice</td>
<td>BUS 3190</td>
<td></td>
</tr>
<tr>
<td>-partnerships for the common good</td>
<td>BUS 4000</td>
<td></td>
</tr>
<tr>
<td>-mission and vision in broad context</td>
<td>ETH 3590</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSA 3100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSA 3300</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHL 3560</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POL 2600</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POL 3100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POL 3220</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POL 3460</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RELS 3470</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RELS 3480</td>
<td></td>
</tr>
<tr>
<td><strong>Final Course</strong></td>
<td>LEAD 4000</td>
<td>Leadership Capstone (3 cr.)</td>
</tr>
</tbody>
</table>
Catalog course descriptions included as section VI at end of proposal

College of Business Administration

BUS 3110 Organizational Management – 3 credits (G)
BUS 3180 Organizational Leadership – 3 credits (I,G)
BUS 3190 Business & Society – 3 credits (I,G,C)
BUS 3510 Human Resource Management – 3 credits (G)
BUS 4000 Global Sustainable Development – 3 credits (G,C)

College of Liberal Arts & Education

Catholic Studies

CAS 2000 Catholicism: Spirit & Methods – 3 credits (I,C)
CAS 3530 Dynamics of Spiritual Growth – 3 credits (I,C)

Communication Studies

CST 2040 Interpersonal Communications – 3 credits (I,G)
CST 2400 Principles of Public Relations – 3 credits (G)
CST 3040 Small Group Communication – 3 credits (G)
CST 3050 Theories of Listening Behavior – 3 credits (I,G)
CST 3070 Organizational Communication – 3 credits (G)
   CST 3091 Persuasion – 3 credits (I,G)

Ethics

ETH 2590 Business Ethics – 3 credits (I,C)
ETH 3580 Health Care Ethics – 3 credits (I,G,C)
ETH 3590 Ethics & Public Policy – 3 credits (G,C)
ETH 3680 Catholic Health Care Ethics – 3 credits (I,G,C)

Philosophy

PHL 3560 Peace & Social Justice – 3 credits (C)

Political Science

POL 2600 Intro to Comparative Politics – 3 credits (G,C)
POL 3100 Women and Politics – 3 credits (C)
POL 3200 Public Administration – 3 credits (G,C)
   POL 3220 Public Policy – 3 credits (C)
   POL 3460 Civil Liberties – 3 credits (C)
Psychology

PYC 2600 Social Psychology – 3 credits (G)
PYC 2620 Exploring Leadership – 3 credits (I,G,C)
PYC 3700 Industrial and Organizational Psych – 3 credits (I,G)

Religious Studies

RELS 2000 Catholicism: Spirit & Methods – 3 credits (I,C)
RELS 3470 Catholic Social Thought – 3 credits (C)
RELS 3480 Justice – 3 credits (C)
RELS 3570 Spiritual Autobiographies – 3 credits (I)
RELS 4340 Christian Ethics – 3 credits (I,C)

College of Engineering and Science

BIO 4990 Biology and Social Issues – 3 credits (I,C)
CIVE 4820 Civil Engineering Senior Design Project – 3 credits (G)
CIVE 4850 Project Management and Costing – 3 credits (G)
ELEE 4010 ECE Senior Capstone Design I – 3 credits (G)
ENT 3000 Interdisciplinary Design Entrepreneurship and Service (G,C)
MENG 4950 Prototype Design II – 3 credits (G)

College of Health Professions (HSA)

HSA 3010 Overview of Health Care Systems – 3 credits (G)
HSA 3100 Health Care Law & Regulations – 3 credits (G,C)
HSA 3200 Health Services Planning and Marketing – 3 credits (G)
HSA 3300 Health in the Community – 3 credits (C)
HSA 3460 Human Resources in Health Service Administration – 3 credits (G)
HSA 3750 Management of Health Services Organization – 3 credits (G)

Academic Affairs

Leadership

LEAD 2000 Exploring Leadership – 3 credits (I,G,C)
LEAD 4000 Leadership Capstone – 3 credits (I,G,C)

Not Eligible

Undergraduate majors not eligible for the minor due to program requirements are:

Architecture
Dental Hygiene
Digital Media Studies
4. Delivery Systems

As no new courses are being proposed, the students will be taking classes at the existing scheduled University times—which include both daytime and evening classes. The committee anticipates and encourages online course delivery.

5. Academic Integrity and Intellectual Merit

The academic integrity and intellectual merit of the courses being offered have already been sanctioned by the individual departments and their faculty.

The overall minor is rooted in a Conceptual Model that embraces contemporary leadership theory and practice. The bookend introductory and capstone course allow for pre-and post-test measures of efficacy, outcomes-based assessment of themes, skills, values clarification and development.

6. Unusual or Unique characteristics

The proposed minor is unique in that it is an interdisciplinary program that will allow students to learn from and with each other in ways they may not be able to experience otherwise. This cross-pollination of people and ideas nurtures the kind of robust learning experiences that enhance student development and learning.

The minor is tied to service learning, which allows the student to demonstrate leadership skills and test leadership theory. This roots the idea of leadership in the experience of service and in the Jesuit and Mercy mission of compassionate service and commitment to justice.

The Emerging Leaders Program (ELP) serves as a pipeline to the Leadership Minor. Students who obtain the ELP Medallion are also required to take the two bookend courses and would be only four courses away from attaining the Minor.

6. Impact on Related Department or Fields

The interdisciplinary minor provides an opportunity for enhanced collaboration between students and faculty across campus.

III. Mission and Vision

The Leadership Minor is a direct embodiment of the Mission of the University. The transformational nature of the courses and learning outcomes add to the intellectual, social, spiritual and ethical development of our students.

Regarding the Vision, the Leadership Minor and the Institute for Leadership and Service are the stated Vision of UDM.

IV. Outcomes and Assessment
Outcomes

By completion of the Leadership Minor, students will:

1. Be able to articulate the role of leadership within the vision of the university.
2. Be able to demonstrate and reflect on ethical leadership as a student leader.
3. Contribute to a “Culture of Leadership” on campus by participating in curricular and co-curricular activities that provide practical opportunities to demonstrate leadership skills.
4. Know, understand and demonstrate core leadership competencies at the individual, group and organization/community level.
5. Know and understand integral leadership theories and communicate an emerging personal leadership philosophy.
6. Be able to demonstrate how the university vision of leadership and service can transform their lives and the lives of others.
7. Understand issues of social justice, the dynamics of diverse communities, the needs for social change and the role of transformational and adaptive leadership in these areas.
8. Understand and articulate the importance of personal leadership values and how their personal behavior impacts social justice, engagement with diverse communities, and creates social change through leadership and service.
9. Explore, understand and reflect on how leadership intersects personal spirituality and beliefs.
10. Create and participate in service projects that demonstrate leadership skills in the community.
11. Understand how organizations manage change and respond to leadership styles.
12. Create and present a Leadership Portfolio that pulls together their leadership experiences, notions and hopes.

Assessment of the learning outcomes of the minor as a whole, will include:

1. The notion that assessments will focus on the components of the Social Change Model of Leadership (Astin, 1996), as individual (I), group (G) and organization/community (C) competencies are interwoven throughout the entire minor experience.
2. Student portfolios presented in the capstone course.
3. UDM’s continued participation in The Multi-Institutional Study of Leadership (MSL) that we first administered in 2008 to gather baseline data on student leadership participation and practices.
4. Introductory and capstone courses as critical sites for a whole host of pre and post-test measures of student mastery of core competencies.
5. Completion of, reflection on, and presentation of community-based leadership and service projects that demonstrate application of in-class learning.
6. A Leadership Minor Journal that documents student growth from entering to exiting the program will highlight the importance of reflection throughout the minor.
7. Surveys and logs will document the ways that Leadership Minor students give back to the university and its leadership programs in a number of ways, including: leading student leadership seminars, mentoring emerging student leaders, serving in...
a variety of leadership roles on campus, presenting at conferences and community events.

8. Various other measures to assess student performance will be used in the initial and final courses, as well as the elective courses. These may include test performance, leadership skills assessments, case studies, group projects and presentations.

V. Minor New Resources

At this point, we do not see a need for significant new resources, however a Director of the Leadership Minor might seek funding for projects and initiatives through a variety of sources: grants, donors, and for-fee activities. Requests for financial support, on a limited scale, will be made to the Director of the Institute for Leadership and Service.

Although we are not asking for new resources, per se, we would like to address the issues below:

1. Market and Need

It is clear that there is a general market and need for leadership studies and education. Through two years of focus groups and presentations to virtually all constituents of the university, we have uncovered a universal excitement for and support of leadership development and a leadership minor at UDM. This is supported in the Faculty Leadership Survey Results conducted in March 2009. Student interest in leadership (nationally, at Catholic universities, and at UDM) is demonstrated in the results of the Multi-Institutional Study of Leadership Survey that UDM participated in during 2009, with strikingly high response rates from our students. Copies of these are available upon request. Through a variety of avenues, it is clear that students, faculty, staff, administration and even parents are eager to engage.

2. Students

It is anticipated that a leadership minor can be an important addition and compliment to any major at UDM. It connects the student and their major directly to the Mission and Vision of UDM, but also better positions the student for employment opportunities and community leadership roles. Although there are some students who will not be able to participate easily in a Leadership Minor because of their major requirements, we have designed the Minor to be as accessible as possible.

3. Faculty

Faculty already teaching courses will be the de facto faculty in the Leadership Minor. The introductory course is cross-listed as psychology and leadership and the academic home for the Minor will be under the umbrella of the AVP.

4. Administration and Support (Director)

We see the potential for large numbers of students seeking a Leadership Minor. There will need to be a Director who coordinates and communicates with faculty, collaborates with the
leadership of the Institute for Leadership and Service, supports the students as they advance through their course of studies, tracks student progress and verifies completion of requirements, assists in a regular review of curricular offerings, and monitors outcomes and assessment tools.

5. Library

We believe current library holdings and online resources to be sufficient during the initial stages of the minor. Since courses already exist, all materials for those courses have been developed at the library. Any new directions that are developed may need expansion of library holdings.

6. Facilities

There will be no additional request for facility space at this time. The Faculty Director of the Leadership Minor will use his/her office for advising. Also, there will be coordination with the office that houses the Institute for Leadership and Service.

7. External support

There are two main leadership and leadership education professional organizations that can serve as support for the overall initiative. The Association of Leadership Educators and the International Leadership Association are the best external supports. More locally, the minor can be supported by a number of grants and provides terrific development opportunities for UDM. In terms of human resources, engaging UDM alumni/ae is an exciting and critical component of the success of the minor.

8. Operating revenue and costs

There are no new operational funds being requested. The revenue is impossible to determine at this time and not perceived as necessary to the approval stage.

9. Approval process

The Leadership Minor Committee has received support and approval for moving ahead with a proposal from all Department Chairs and Deans who have courses being included in the minor. In addition, the ALT and PC+ have also expressed enthusiastic support.

10. Lines of Reporting

The Leadership Minor Director will report to the Co-Director of The Institute for Leadership and Service (specifically, the Director of Research, Evaluation and Leadership Development—currently Kathleen Zimmerman-Oster, Ph.D.). The Co-Directors of ILS report to the Vice President for Academic Affairs.

11. Sample Advising Sheet
Declaration of Leadership Minor Form

Student Name: ____________________________________________________________

Student ID: ______________________________________________________________

E-mail Address: ____________________________________________________________

Phone: ________________________________________________________________

Permanent Mailing Address: _____________________________________________

Current Address: _________________________________________________________
(if different from above)

Major: _________________________________________________________________

Date of Declaration of Leadership Minor: _________________________________

Major Advisor: __________________________________________________________

Minor Advisor: __________________________________________________________

☐ Leadership Minor Requirements/Brochure provided to student
☐ Copy of Leadership Minor Declaration Form provided to major advisor
☐ UDM Academic Standards for Minors information sheet provided to student

Student Signature _______________________________ Date _____________________

Leadership Minor _______________________________ Date _____________________

Director Signature _______________________________ Date _____________________

Notes:
Leadership Minor Tracking Form
The Leadership Minor requires that all students seeking the minor be tracked by the Leadership Minor Director.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>E-Mail Address:</td>
</tr>
<tr>
<td>Date Declared Minor:</td>
<td>Declaration Form in Student File?</td>
</tr>
<tr>
<td>Major:</td>
<td>Expected Graduation Date:</td>
</tr>
<tr>
<td>Major Advisor:</td>
<td>Leadership Minor Advisor:</td>
</tr>
</tbody>
</table>

Required Coursework
All students are required to take the introductory course (LEAD 2000/PYC 2620) and concluding capstone course (LEAD 4000). In addition, students are to select four courses (12 credits) from the approved list for the minor. Students may only count 2 courses (6 credits) from their major toward their minor. At least 3 courses (9 credits) must be upper division courses (3000 or 4000 level).

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Instructor</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 2000/PYC 2620</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective #1:</td>
<td></td>
<td>(Individual skills)</td>
<td></td>
</tr>
<tr>
<td>Elective #2:</td>
<td></td>
<td>(Group skills)</td>
<td></td>
</tr>
<tr>
<td>Elective #3:</td>
<td></td>
<td>(Organizational Mgt. &amp; HR skills)</td>
<td></td>
</tr>
<tr>
<td>Elective #4:</td>
<td></td>
<td>(Comm. Engagement skills)</td>
<td></td>
</tr>
<tr>
<td>LEAD 4000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All listed courses will be checked for accuracy on the student transcript in order to confirm completion of course requirements for the Leadership Minor.

Leadership Minor Director Signature for Verification of Completion of Requirements for Minor

Date
VI. Course Descriptions

College of Business Administration

BUS 3110 Organizational Management
The development of organizations is studied, emphasizing structures, processes, and the behavior of people at work. (Requires Junior or Senior standing)

BUS 3180 Organizational Leadership
Traditional and current theories of leadership are studied and applied to the person in interpersonal, organizational, and social contexts. (Requires BUS 3110)

BUS 3190 Business & Society
Sustainable operations of the business firm in society are studied: integrity, globalization, consumerism, governance of the firm, transparency with all stakeholders, business-government relations, resource and energy policy, environment, and the strengths and weaknesses of free markets. Personal values and goals, moral maturity, ethics, exemplary business leaders and their innovative business ventures are also examined. Service learning is part of the course. (Requires BUS 3110)

BUS 3510 Human Resource Management
This course is a survey of the full range of Human Resources functions in the modern traditions of Human Resources Management. (Requires BUS 3110)

BUS 4000 Global Sustainable Development
The course is comprehensive study of sustainable development. The three dimensions of sustainable development are discussed: economic, social, and environmental. The objective is to recognize the challenges of sustainable development; the opportunities and limits for the private sector in meeting these challenges; and prepare the student for the application of these concepts in functional business topics. (Requires BUS 3120, BUS 3130, BUS 3190, ECN 3050)

College of Liberal Arts and Education

Catholic Studies

CAS 2000 Catholicism: Spirit & Methods

This course is a basic introduction to Catholicism. It covers such topics as faith, the Gospels and Jesus, the Christian God, community, sacrament, liturgy and worship, the meaning of church, spirituality, Catholic Social Teaching, and the "Catholic Imagination."
CAS 3530 Dynamics of Spiritual Growth

This course examines in depth the spiritualities of the founders of the Jesuits and Sisters of Mercy as models for understanding spirituality in general. Through this study students will explore the meaning of spirituality, spiritual growth, and applications and integration of spirituality with other aspects of life.

Communication Studies

CST 2040 Interpersonal Communications

Examination of the theories, research and evidence bearing on various topics, including friendships, conflict, love, and relational development. The active learning approach is used.

CST 2400 Principles of Public Relations

Introduction to public relations which includes its evolution, needs, environments, and basic practices of public relations. Exposes students to PR writing assignments through the use of case studies. The first of a group of public relations courses and a useful elective for those who wish to gain an acquaintance with PR.

CST 3040 Small Group Communication

Examination of variables related to communication in small problem-solving groups: task, group composition, group climate, role structure, leadership, norms and group development. Both task and interpersonal aspects of group communication are studied. Experiential activities in group problem-solving provides data for examining group processes.

CST 3050 Theories of Listening Behavior

Study of listening behavior from three perspectives: (a) listening behavior and its role in the communication process; (b) major social and psychological processes involved in the selection and cognition of aurally received data; and (c) remedial measures for both speaker and auditor.

CST 3070 Organizational Communication

Examination of current theory and research on communication-based problems of organizations; upward, downward, and horizontal communication; communication breakdown; problems of communication patterns in human relations.

CST 3091 Persuasion

A public speaking course involving examination of the major logical, psychological, sociological and cultural variables which underlie persuasion in contemporary society. The course focuses on the student as a creator and consumer of messages. Students study theories of persuasion and their application to messages designed to alter attitudes or behaviors relative to matters of economic, political and social significance. (Requires CST 1010)
Ethics

ETH 2590 Business Ethics

An introduction to the ethical discussion of issues relating to business and economics. This course examines the dilemmas facing employers and employees in light of primary religious values: human dignity, a just response to the poor, concern for the common good, and care of the earth. The course focuses on how issues effect society as a whole as well as on personal ethical dilemmas.

ETH 3580 Health Care Ethics

An examination of moral issues in health care delivery, health care policy, and biomedical research. Discussion will focus on moral theories, principles and values and their application to such issues as professional-patient relationships, euthanasia, abortion, human experimentation, and access to health care.

ETH 3590 Ethics & Public Policy

An analysis of moral norms and values that form the content of public policy. Attention will be given to current and competing political philosophies and the values implicit in them. Discussion will focus upon contemporary public policy issues such as economic policies, poverty and welfare, abortion, the death penalty, warfare, etc.

ETH 3680 Catholic Health Care Ethics

An examination of moral problems in health care from the perspective of Catholic moral theology and selected Church writings. Fundamental moral concepts in the Catholic tradition are applied to topics such as reproductive technology, end-of-life care, physician-assisted suicide, abortion, contraception and resource allocation. The course will also expose students to moral views from other faith traditions as well as from secular health care ethics literature.

Philosophy

PHL 3560 Peace & Social Justice

An exploration of the philosophical insights of key peace and justice activists such as Mohandas K. Gandhi and Martin Luther King Jr., as well as insights by academic philosophers who address peace and justice issues. The course will discuss concepts such as justice, human dignity, freedom, equality, and the common good. Applied topics covered include the moral challenges of inequalities in our society (poverty, racism, sexism, etc.), problems of violence and war, and the quest for peace. Note: This course fulfills Objective 6b of the University Core Curriculum.
Political Science

POL 2600 Intro to Comparative Politics

Through the use of political system types and representative country studies, this course explores the historical and cultural sources of politics in contemporary nation-states. Topics include the institutional and behavioral dimensions of politics, the making of public policy, and the challenge of change in a variety of settings.

POL 3100 Women and Politics

An examination of the role of women in American political life; the suffrage movement; gender differences in attitudes and voting; and employment and economic status. The approach will be both historical and contemporary.

POL 3200 Public Administration

The interface of politics and administration, value and fact are examined in order to understand the unique characteristics of the environment of decision-making experienced by public and quasi-public administrators, including those serving in health care organizations and welfare agencies. Topics include legislative relations, budgeting, organization theory, personnel and labor relations, conflict resolution and collective bargaining decision-making, and administrative law.

POL 3220 Public Policy Analysis

An examination of the basic concepts of and methods for analyzing public policy making in the United States. Identification of the important factors at every step, including interested public and private groups, governmental decision-makers, bureaucrats, and program evaluators. Examination of selected policy issues facing our political system.

POL 3460 Civil Liberties and Equality

A case law course examines the recent developments and court decisions on the frontiers of civil rights and liberties. Recent cases such as abortion, homosexuality, right-to-die, the limits of protected speech and artistic expression, and the conflict of religious values and state authority are discussed as is the evolving multi-tiered standards of equality under current interpretations of the 14th Amendment.

Psychology

PYC 2600 Social Psychology

Study of social-psychological theories to understand human thought and behavior as they influence and are influenced by others in actual or implied social and cultural situations. This course explores contemporary studies of attitudes, communication and group influences on perception, emotion, motivation, conformity, cooperation, competition, altruism, aggression, prejudice, and attribution.
PYC 2620 Exploring Leadership

This course/seminar will involve student discussion, exercises, role plays, structured experiences, and interactive projects as methods of learning about the theories and practices of leadership. Students will learn that leadership is a body of knowledge that can be taught and learned by anyone. "Leadership is a process of visioning, initiating, guiding, and encouraging a group to accomplish positive change."

PYC 3700 Industrial and Organizational Psych

This course surveys major topics in I/O psychology, including motivation, stress, job satisfaction, selection and placement, job design, performance appraisal, organizational structure, and training and development. Emphasis is on understanding research and practice at the levels of the individual employee, work group, and organization.

Religious Studies

RELS 2000 Catholicism: Spirit & Methods

This course is a basic Introduction to Catholicism. It covers such topics as faith, the Gospels and Jesus, the Christian God, community sacrament, liturgy and worship, the meaning of church, spirituality, Catholic Social Teaching, and the "Catholic Imagination".

RELS 3470 Catholic Social Thought

An examination of the positions major Christian thinkers have proposed on the responsibility of men and women towards each other, government, the legitimacy of dissent, and issues of justice.

RELS 3480 Justice

An examination of contemporary problems of justice in the areas of economics, law, government, and international relations. These issues are analyzed in the light of philosophical and religious theories of justice.

RELS 3570 Spiritual Autobiographies

A careful reading of some of the great religious autobiographies, beginning with The Confessions of St. Augustine and proceeding on to such 20th century classics as the works of Gandhi, Dorothy Day, and Anne Frank. Each student also writes an account of his or her own spiritual journey up to the present.

RELS 4340 Christian Ethics

An introduction to the foundations of Christian morality in the New Testament and their later development, including contemporary theology and present-day issues and questions.
College of Engineering and Science

BIO 4990 Biology and Social Issues

An examination of the effect of science on society and of social attitudes on the practice of science. The course is required of all biology majors during their final year. Open only to Biology majors with senior status. (Requires Junior/Senior standing as Biology major with BIO 1200 and BIO 1220)

CIVE 4820 Civil Engineering Senior Design Project

Supervised design projects applying the fundamentals of engineering science and the concepts of planning and systems analysis in the design of practical engineering works. The scope includes needs analysis, formulation of the design problem statement and evaluative criteria; analysis of alternative solutions and the generation of specifications. Economic, social, environmental, aesthetic and safety constraints are considered. Practicing professional engineers are invited to serve as consultants. Written and oral reports are required. (Seniors)

CIVE 4850 Project Management and Costing

General project management concepts including bidding, scheduling, progress monitoring, and closeout. Organizational structures within the engineering discipline including corporate or government and teams within corporations or governmental agencies. Economic analysis or projects including initial cost estimates and life-cycle cost analysis. Project networks including resource scheduling.

ELEE 4010 ECE Senior Capstone Design I

A capstone design course which integrates materials from all areas of Electrical Engineering. This course provides an engineering design experience comparable to that encountered in industry. Students have an opportunity to participate in a creative and realistic design effort requiring written, oral, and visual communication skills, as well as teamwork and planning. Literature search, feasibility studies, prototype development, and initial design are undertaken. (Requires ELEE 2640, ELEE 3540, ENL 3010)

ENT 3000 Interdisciplinary Design Entrepreneurship and Service

This single semester design course has a lecture/studio-lab model. It consists of students in their sophomore or junior year from architecture, business administration, digital media, psychology, engineering and health professions forming teams to work on socially beneficial projects. It emphasizes social responsibility, teamwork and communication presentations. Topics include the basics of product development, the different aspects of creative thinking in design and the basics of entrepreneurship and business plan development.
MENG 4950 Prototype Design II

The second half of the two-term sequence that begins with MENG 4930. This course must be taken in the same academic year as MENG 4930. The fabrication and testing of a working prototype is emphasized. The methods for the presentation of results and alternative solutions are central to the sequence. (Requires MENG 4930)

College of Health Professions (HSA)

HSA 3010 Overview of Health Care Systems

Overview of the structure and function of the health care system. Basic knowledge of health organizations’ roles and relationships of consumers and providers of health services, as well as the various types of health care facilities, will be studied. Introduction to Internet access to health system resources and online course work.

HSA 3100 Health Care Law & Regulations

Legal relationships among health providers, regulatory agencies and society. Selected aspects of the legal system related to the delivery of health services are reviewed. The dynamics of governmental institutions at all levels and the regulatory process impacting health services are examined. The Internet will be utilized for research and other online coursework.

HSA 3200 Health Services Planning and Marketing

An introduction to the concepts and techniques of health services planning and marketing. Conceptual issues include theories of planning, planning methods, history and development of health planning, and the application of marketing within health care institutions. Emphasis is placed on the process and methods of strategic/marketing planning in health service organizations. The Internet will be utilized for research and other online coursework.

HSA 3300 Health in the Community

Introduction to public health measures, community health concepts, as well as healthier community approaches to improving the health status of urban and rural communities. The structure and services of various official and voluntary health agencies are discussed. Community structure and decision-making, accessibility and acceptability, and the epidemiological basis and methods of health care planning are explored.
HSA 3460 Human Resources in Health Service Administration

This course analyzes the role of human resource management in contemporary health services organizations. It examines the changing human resource needs, critically evaluates the organizational benefits of an effective work force, provides insight into the efficient merging of management objectives with human needs and wants, and discusses issues related to the recruitment, selection, motivation and retention of human resources. Excel spreadsheets and the Internet will be utilized in the course. The Internet will be utilized for research and other online coursework.

HSA 3750 Management of Health Care Organizations

A survey of concepts and methodologies basic to a variety of managerial disciplines that are directly applicable to the management of health service organizations. Emphasis is placed on the development of a decision-making approach to current issues in the management of health service organizations through the use of case studies. Effective oral and written communication skills, including use of word processing, are required. The Internet will be utilized for research and other online coursework.

Academic Affairs

Leadership

The two leadership (LEAD) courses will be presented to the AVP for approval as they are part of an interdisciplinary minor not housed in any college. The first course is cross-listed with PYC 2620 Exploring Leadership. The second is the capstone.

LEAD 2000 Exploring Leadership

This course/seminar will involve student discussion, exercises, role plays, structured experiences, and interactive projects as methods of learning about the theories and practices of leadership. Students will learn that leadership is a body of knowledge that can be taught and learned by anyone. "Leadership is a process of visioning, initiating, guiding, and encouraging a group to accomplish positive change."

LEAD 4000 Leadership Capstone

A capstone course under the direction of a faculty member for students seeking the Leadership Minor. Students must obtain written permission of the Leadership Minor Director to enroll. (Requires PYC 2620 or LEAD 2000)