

INDIVIDUAL SYLLABUS COVER SHEET – TO BE COMPLETED FOR EACH COURSE

1. Course # & Course title: MHA 5420: Leadership Development III: Informal and Collective Leadership Principles and Application			
2. Taught in Self-Study Year By: Melissa Kates			
3. Normally offered: _Fall_ _Winter_ _X_Spring _Summer			
4. Requirement status: _X_ Required since (date): 2022 ___ Elective?			
5. Prerequisites: 5020			
6. Position in typical course sequence [e.g., 2nd semester]: second semester			
7. Enrollment for 3 most recent offerings (indicate number of students and year):			
<i>Year</i>	<i>#Program Students</i>	<i># Non-Program Students</i>	<i>Total</i>
2022	18	0	18
2023	11	0	11
8. (CHECKLIST) SYLLABUS CONTAINS:			
X	Behavioral objectives	X	Course Requirements
X	Competencies	X	Performance Expectations
X	Session by Session Topics with Reading Assignments	X	Course Description

9. Learning objective links to competencies

<i>Course Objective</i>	<i>Program Competency</i>
Student will be able to apply leadership development knowledge, both personal (direct) and general (theories and best practices) to project planning and project management principles.	Demonstrate ability to be self-aware and assess oneself in areas of leadership and other professional behaviors. Engage in professional training and development opportunities
Student will integrate concepts of individual leadership development with collective/shared leadership development practices.	Demonstrate ability to apply critical thinking skills to complex healthcare issues Explore emergent trends and ideas, show aptitude for creative thinking
Student will have the ability to relate a deeper understanding of the interconnectivity of healthcare and leadership approaches.	Demonstrate inclusive behaviors, appreciation for diversity, and cultural awareness Exhibit leadership practices that support team effectiveness
Student will be able to identify key industry partners and create a communication plan for future potential projects.	Demonstrate ability to identify and engage key stakeholders Apply appropriate interpersonal communication tools to a variety of settings and audiences

10. Teaching and Learning methods used (see Criterion III.B.1)

<i>Teaching / Learning Methods</i>	<i>% of Time</i>
Higher Level (e.g. In class presentations, Cases, Team Activities, Simulations, External Field Experiences, Strategic/Consulting Projects, Reflective Learning) : Cases, reflections, application assignments	50
Lower Level (e.g. Readings, Lectures, Guest Speakers, Online/Class Discussions, Web Modules) online/class discussions, readings	50

11. Assessment methods used (see Criterion III.C.1)

<i>Assessment Methods</i>	<i>% of Grade</i>
Higher Level (e.g. Observation checklists; Case/Project review and feedback; Team effectiveness assessment; Journals; Experiential report/Portfolios; Reflective Modeling; Class participation; Strategic/Consulting Projects) Class project review and feedback, class participation, reflective modeling, strategic planning for leadership development	50
Lower Level (e.g. Pre/Post Knowledge/Skills Testing; Exams; Papers/ Reports) Papers and reports	50