

# INTERDISCIPLINARY LEADERSHIP (ILDS)

## ILDS 500 - ACADEMIC EXPERIENCE Y1

This dynamic three-day residency focuses on establishing essential foundations for academic and professional growth. Students attend to crucial administrative tasks, including orientation to program requirements, fundamental training on the University's Learning Management System, and gaining proficiency in accessing extensive library resources. Early discussions with faculty center around exploring potential capstone project topics. Students participate in workshops tailored to kickstart their capstone projects while also delving into practices of mindful leadership.

Credits: 1

Course Notes: First-year ILDS Ed.D. students only

## ILDS 501 - ACADEMIC EXPERIENCE 2

Residency two builds upon the foundation established in the first residency and provides a platform for collaborative learning and refining project ideas. Students will reconnect with their peers, faculty, and cohorts from earlier and later years. They will present their initial thoughts on their capstone projects to their peers and receive updates on the progress of previous cohorts while obtaining CITI certification and gaining proficiency in the Institutional Review Board (IRB) process. Students will also lead or participate in a thematic symposium featuring distinguished world leaders or subject matter experts, enriching their knowledge and global perspective.

Credits: 1

Course Notes: Open to ILDS Ed.D. year two students only. Students enrolled in this course are required to attend the three-day in-person pre-sessions.

## ILDS 502 - ACADEMIC EXPERIENCE 3

The final three-day residency of the program. During this residency, students will reconnect with peers and faculty from earlier cohorts, solidifying their connections within the program. Students will participate in peer reviews and share best practices with incoming cohorts. Students will also present their capstones-in-process. Workshop sessions with faculty will be dedicated to refining and honing capstone projects.

Credits: 1

Course Notes: Open to ILDS Ed.D. students in the final year of the program. Students enrolled in this course are required to attend the three-day in-person pre-sessions.

## ILDS 510 - ACADEMIC WRITING, PROBLEMATIZATION AND PROJECT PREPARATION

Exploration of the nature of academic writing, the process of identifying, isolating, or synthesizing appropriate variables to frame research appropriately, and to launch the project preparation for programmatic completion. Models of good research writing for research papers. All aspects of writing including structure, grammar, and proper APA style with extensive feedback. Development of research reading skills by learning to summarize, analyze, synthesize, and critique research articles that align with different research methodologies.

Credits: 3

## ILDS 511 - QUANTITATIVE RESEARCH METHODS

This course explores quantitative methods and their practical application in research, providing hands-on experience with research software and the utilization of diverse quantitative methods tailored to address specific research inquiries. Emphasizing the introduction of various quantitative research methodologies, exploration of their underlying philosophies, and sharpening of statistical analysis skills for advanced problem-solving, it focuses on using varied survey techniques and diverse data sources. Students conduct authentic quantitative studies, applying their findings directly to real-world scenarios. The course aims to develop problem-solving and decision-making skills essential for leadership in organizational development and performance enhancement.

Credits: 3

## ILDS 512 - QUALITATIVE RESEARCH METHODS

This course explores qualitative methods and their practical application in research through hands-on engagement with research software tailored to the appropriate method for each research question. The course introduces qualitative research methodologies and associated philosophies related to problem-solving. It emphasizes developing an understanding of diverse approaches to qualitative data collection and decision-making processes. Students engage in an authentic qualitative research study, acquiring skills in applying research findings to practical contexts.

Credits: 3

## ILDS 520 - LEADERSHIP

This course will enhance the understanding of the processes and structure enabling individuals within an organization to cultivate and strengthen their leadership skills and empowerment. Theoretical perspectives on the unique nature of various styles of leadership and norms of practice will be considered to illuminate the nature of shared leadership. Three goals of this course are for students to learn: 1. Leadership behaviors: how to enact the skills that contribute to a team's strongest possible performance; 2. The variety of leadership theories and appropriateness of each theory relative to team dynamics and situational influence will be investigated. This includes how to be an effective team member, a good leader, as well as a good follower and contributor, in addition to how to best design work teams; and 3. Organizational awareness: understanding organizational culture and change and its impact in a team environment and how leadership can affect this process.

Credits: 3

## ILDS 521 - INCLUSIVE AND ETHICAL LEADERSHIP

The course will introduce students to contemporary frameworks for understanding the social, historical, and cultural constructions of "difference." Through case studies, role-play, and other experiential activities, students will develop the skills to communicate about diversity, equity, and inclusion effectively. Students will apply models and theoretical frameworks on individual, cultural, and social group identities to recognize and dismantle biased systems within the workplace and construct equitable organizational practices and policies. Students will also examine ethical frameworks and systems guiding organizational culture and decision-making. At the end of the course, students will be able to articulate and model social justice and ethical and inclusive leadership practices.

Credits: 3

**ILDS 522 - GLOBAL LEADERSHIP**

The course will take a problem-based approach to provide students with the framework and tools to develop the cultural intelligence and sensitivity necessary to lead, motivate, and engage with diverse groups in diverse contexts. Through case studies, experiential activities, and self-assessment, students will come to identify their cultural values and biases, understand the cultural backgrounds, beliefs, and attitudes of others, identify cultural differences, and appreciate cultural diversity. Students will plan their development and growth as global mindset leaders. The course will also explore the concept of globalization: its drivers, consequences, dimensions, interconnections, and implications for organizational policies and decision-making. Students will examine local, national, and global social justice issues and propose appropriate responses.

Credits: 3

**ILDS 523 - STRATEGIC PLANNING**

The course is designed to develop a working knowledge of strategic planning as a process that guides and shapes objectives to achieve a preferred future. The emphasis will be on pragmatic knowledge, skills, and tools relevant to practitioners across diverse sectors and industries. Effective planning for developing, adapting, and aligning organizational vision, mission, beliefs, and goals to achieve and sustain a strategic advantage will be considered.

Credits: 3

**ILDS 530 - ORGANIZATIONAL CULTURE AND BEHAVIOR**

Organization behavior is explored to ground students in concepts such as job satisfaction, trust, job attitudes, motivation, resistance to change, and constructs of group process dynamics. These constructs are viewed through the lens of organizational culture to clarify its over-arching influence in the field of organization development.

Credits: 3

**ILDS 531 - CHANGE AND TRANSITION**

Students will investigate the nature of change, change methodologies, human factors, and the nature of transition in the process. Methodologically, students will engage in classic change management theories as well as newer dialogic approaches. Human factors will include ideas around building trust, the nature of resistance, creating commitment, driving involvement, and shared vision.

Credits: 3

**ILDS 532 - DEVELOPING POLICY**

The process of making and implementing effective public policy with special attention to the influences of policies, bureaucracy, media, interest groups, and intergovernmental structure. Case studies of selected issues.

Credits: 3

**ILDS 533 - COMMUNICATION FOR EFFECTIVE LEADERSHIP**

Students will establish the connection between effective communication, leadership practices and creating change. Examination of the communication process as a foundational aspect of change will be discussed. Symbolic, non-verbal, verbal communication and ethical techniques for persuasion will also be engaged and connected to leadership approaches.

Credits: 3

**ILDS 620 - PROJECT MANAGEMENT**

Applied approach to the study of project management. An integrative framework for understanding principles and practices of project management, including origins, applications, and philosophy. The role of project management in organizations; the use of teams in and implementation of project management practices.

Credits: 3

**ILDS 621 - MANAGING CONFLICT**

Designed to introduce students to the foundation and theories of conflict management, this course includes an interdisciplinary introduction to conflict, its sources, and major theories. Students gain an understanding of various theoretical frameworks, exploring the causes and management of conflicts at various levels including the individual, community, national and international. The multi-disciplinary focus of the course allows participants to see the relationship between established theories to current conflictual situations, emphasizing conceptual explanations for the causes, courses, and management of conflict.

Credits: 3

**ILDS 622 - WORKING WITH GROUPS & FACILITATION**

In this highly interactive course, participants will learn to use facilitative skills. Students will develop skills in setting ground rules, applying communication strategies, group development, the benefits of diversity, and diagnosing and intervening barriers to positive facilitation. Virtual facilitation, as well as face-to-face facilitation, will be explored.

Credits: 3

**ILDS 630 - LEADERSHIP STYLES AND DEVELOPMENT**

Students will engage with ideas around leadership qualities, and various classical and cutting-edge leadership styles will be explored. Students will connect with their own philosophy of leadership and create a development plan to actualize this philosophy.

Credits: 3

**ILDS 631 - DESTRUCTIVE LEADERSHIP PRACTICES**

The nature, causes, and outcomes of destructive leadership are explored in this course. The outcomes of destructive leadership practices, such as workplace bullying, counterproductive workplace behavior, turnover, "quiet quitting," and burnout, are discussed while looking toward solutions to create change.

Credits: 3

**ILDS 640 - HIGHER EDUCATION IN GLOBAL CONTEXT -HISTORY, ORGANIZATION, AND DRIVERS**

The course provides an overview of the history of American higher education, from its colonial college origin to the complex system of research universities, community colleges, professional schools, liberal arts colleges, and virtual universities it now represents. Students will become aware of and examine the processes, structures, policies, and norms that govern colleges and universities and the nature of shared leadership. The course will introduce students to educational systems that exist around the world and the external forces (social, political, economic, technological, legal, and international) that characterize the global post-secondary system. Students will examine current and emerging threats facing higher education institutions.

Credits: 3

**ILDS 641 - THE ENGAGED COLLEGE STUDENT**

This course will explore how higher education institutions can successfully serve their diverse student population. Students will become aware of the diversity of college student populations and their expectations for post-secondary institutions. Students will explore the contexts of development and learning for diverse student populations and identify issues that impact student engagement and academic success. Students will review, analyze, discuss, and apply current research and theories on college students' cognitive and social development to develop inclusive & equitable structures, policies, and practices for student engagement and persistence.

Credits: 3

**ILDS 642 - FINANCIAL MANAGEMENT AND DECISION MAKING FOR EQUITY AND ACCESS IN HIGHER EDUCATION**

The course covers major elements of finance and fundraising in higher education, exploring how budget activities impact planning and operations within institutions. Using case analysis, students identify opportunities to advance equity and access through budgeting and financial protocols. They analyze revenue structures, global trends, and reforms in post-secondary finance and management to drive forward institutional goals related to equity and access.

Credits: 3

**ILDS 650 - LEADERSHIP FOR EQUITABLE AND INCLUSIVE HIGHER EDUCATION POLICIES AND LEGISLATION**

This course examines the current state of equity and inclusion within existing policies, legal frameworks, and educational systems. Students connect law to analyzed cases from diverse perspectives, including those of marginalized populations such as persons with disabilities and ethnic or religious minorities, exploring issues within post-secondary education's political and social context. Additionally, students explore local, state, and federal opportunities to advance equity and inclusion within the political, social, and legal spheres of post-secondary education.

Credits: 3

**ILDS 651 - LEADERSHIP FOR EQUITABLE ACCESS AND PARTICIPATION OF DIVERSE LEARNERS IN HIGHER EDUCATION**

Explore institutional mechanisms involved in producing social and economic outcomes for diverse learners. Students assess the efficacy of admissions and financial aid policies, examining their role in providing equitable access to diverse populations. Leveraging data and assessment tools, students identify barriers to completion and degree attainment, gaining insights into inequities, biases, and power differentials within academic and student affairs. They develop action plans to dismantle practices that hinder equitable participation and outcomes for all populations.

Credits: 3

**ILDS 680 - CAPSTONE PROBLEMATIZATION**

The course assists each student in outlining their project, selecting a chair and committee members, formulating an appropriate research question, determining a workable methodology, completing the necessary research approvals, outlining the project, and drafting the initial proposal.

Credits: 3

Course Notes: Open to second-year students in the ILDS Ed.D. program

**ILDS 690 - DOCTORAL PROJECT PREPARATION**

Individually guided research to refine and defend the capstone project. Participate in the fall pre-session forum with year one and year two cohorts and share best practices. The course is open for enrollment until the capstone project defense. Three credit hours maximum.

Credits: 1

Course Notes: Open to ILDS Ed.D. year three students only. One credit hour is required each semester until the student completes the capstone project defense.

**ILDS 690Z - DOCTORAL PROJECT CONTINUATION**

Continuation of Doctoral Project Preparation Main Course.

Credits: 0

Course Notes: Open to ILDS Ed.D. students only.