



Approved by the Curriculum Committee on April 7th, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: April 7, 2020

SUBJECT: Curriculum Proposal #19-20-20

The School of Business & Aviation is proposing to offer a new online adult degree completion program – Bachelor of Science in Strategic Leadership (BSSL) – through online delivery, providing an opportunity for students to obtain a bachelor’s degree who possess an associate degree from a regionally accredited institution, or who have 60 or more hours of transferable college credit at one, or more, regionally accredited institution. This degree is similar in design to the Regents Bachelor of Arts, except that it provides a specific concentration, or focus, to offer completers a credential for workplace readiness or career advancement.

The School of Business & Aviation will provide a minimum of 10 three-credit hour core online courses in strategic leadership through an eight-week format on a static rotation. This proposal requests to apply the same general education standards as the Regents Bachelor of Arts to further allow completers flexibility in attaining credits toward degree completion.

cc: Richard Harvey
Lori Schoonmaker
Laura Ransom
Cheri Gonzalez
Tim Oxley

CURRICULUM PROPOSAL
FOR
**BACHELOR OF SCIENCE IN
STRATEGIC LEADERSHIP (BSSL) DEGREE**

FEBRUARY 1, 2020
REVISION #1 – MARCH 26, 2020



Submitted by:

**Dr. Timothy R. Oxley, Interim Dean, Professor of Business
Dr. Macgorine Cassell, Professor of Business Administration**

with assistance from

**Professor M.E. Yancosek Gamble, Associate Professor of Business
Ms. Billie Shepherd, Adjunct Professor of Business
Dr. Sunil Surendran, Professor of Marketing and Management**

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Associate Provost.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Associate Provost on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 19-20-20

School/Department/Program: School of Business & Aviation

Preparer/Contact Person: Dr. Timothy R. Oxley, Interim Dean

Telephone Extension: 4239

Date Originally Submitted: _____

**Revision (Indicate date and label it
Revision #1, #2, etc.):** Revision #1 – March 26, 2020

Implementation Date Requested: Fall 2020

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The School of Business & Aviation is proposing to offer a new online adult degree completion program – Bachelor of Science in Strategic Leadership (BSSL) – through online delivery, providing an opportunity for students to obtain a bachelor’s degree who possess an associate degree from a regionally accredited institution, or who have 60 or more hours of transferable college credit at one, or more, regionally accredited institution. This degree is similar in design to the Regents Bachelor of Arts, except that it provides a specific concentration, or focus, to offer completers a credential for workplace readiness or career advancement.

The School of Business & Aviation will provide a minimum of 10 three-credit hour core online courses in strategic leadership through an eight-week format on a static rotation. This proposal requests to apply the same general education standards as the Regents Bachelor of Arts to further allow completers flexibility in attaining credits toward degree completion.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. N/A

B. Addition of course(s) or credit(s) from program(s)

Total hours added. 30

C. Provision for interchangeable use of course(s) with program(s)

Courses proposed for inclusion in the BSSL program will be reserved for students in the program. Depending on seat availability and with instructor permission, RBA and School of Business & Aviation students may be permitted to enroll in one or more for use as elective credit. BSSL courses are not intended to be used as a substitute for any core or concentration course in one of the School’s regular undergraduate degree programs.

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

Not applicable

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

None

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

Table 1 – Proposed New Courses for BSSL Program

Course Number	Title	Cr. Hrs.	Prerequisite	Status
BSSL 3100	Dimensions of Strategic Leadership	3	None	Required
BSSL 3200	Strategic Leadership: Theory and Perspectives	3	None	Required
BSSL 3300	Strategic Communication for Effective Leaders	3	ENGL 1101	Required
BSSL 3400	Negotiation & Conflict Transformation Skills for Leaders	3	BSSL 3100	Required
BSSL 3500	Group Dynamics & Team Building Efficacy for Leaders	3	BSSL 3300	Required
BSSL 3600	Cross-Cultural Leadership	3	BSSL 3200	Required
BSSL 3700	Global Business Strategies	3	BSSL 3600	Required
BSSL 3800	Leading Strategic Innovation and Change Initiatives	3	BSSL 3500	Required
BSSL 3900	Strategic Leadership: Responsible Governance	3	BSSL 3800	Required
BSSL 4000	Strategic Leadership Capstone	3	BSSL 3800	Required

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

Please refer to Appendix B for course descriptions.

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

Please refer to Appendix C for detailed course outcomes, two-level outlines, and assessment measures.

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

Please refer to Appendix D for Program Outcomes and Assessment Plan; Rotation Schedule.

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

The B.S. in Strategic Leadership is a new program requiring a total of 120 credit hours to complete. Refer to Appendix A for details.

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

According to HEPC’s 2017 Report Card, there has been a 30% decrease in the number of community college students entering baccalaureate programs during the 2012 to 2016 year period after enrolling in a community and technical college. During this same time period, a slight increase of 2.6% was reported for students who completed an associate’s degree program in a career-technical field. During the 2012 – 2016 period, a total of 12,463 degrees were awarded. Many of these associate degrees in an applied field do not have a baccalaureate option without incurring a significant number of additional credits. Examples of such fields would include Applied Manufacturing Technology, Applied Design, Emergency Medical Services, Industrial Technology, Paralegal Studies, Welding Technology, or Veterinary Technology.

In addition to individuals with completed associate degrees in applied technology fields, many in West Virginia hold college-credit but do not have a completed degree. Individuals in West Virginia with at least 60 hours or more of college credit would benefit from additional options for online degree completion.

According to the U.S. Census Bureau’s 2018 American Community Survey, it is estimated that 332,568 West Virginians over the age of 25 hold some college credit or a completed associate degree representing 25.3% of the total subject population. This number represents a potential market for an online adult degree completion program. See Table 2 below.

Table 2 – West Virginia Select Educational Attainment, 2018 American Community Survey

Population Subject	Total Subject Population		Percent of Population	
	Estimate	Margin of Error	Estimate	Margin of Error
25 years and over				
Some college, no degree	240,593	+/-4,549	18.6%	+/-0.4
Associate’s degree	91,975	+/-1,894	7.1%	+/-0.1
Total	332,568		25.3%	

Source: Educational Attainment 2018 American Community Survey 5-year Estimates Data Profile, U. S. Census Bureau

West Virginians who are 25 years of age or older with a bachelor’s degree earn approximately 38% more per year than someone with some college or an associate’s degree. According to the 2010-2016 American Community Survey 5-Year Estimates, Median Earnings in the Past 12 Months, West Virginians with some college or associate’s degree have median earnings of \$30,568 versus \$42,248 for someone with a Bachelor’s degree (<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>). Payscale.com reports that the return on investment (ROI) of a bachelor’s degree is greater due to higher earning potential throughout the holder’s career than those with only an associate’s degree credential.

Nine private baccalaureate and 10 public baccalaureate granting institutions were included in a review of their websites to determine if similar adult degree completion programs are offered. Table 3 provides a summary of this information. Other than for nursing programs and Regents Bachelor of Arts, only West Liberty University offers a similar program – Bachelor of Arts in Organizational Leadership. West Liberty University’s program is offered on an accelerated format but is not an online program.

The Bachelor of Science in Strategic Leadership being proposed will be fully online with course content developed around and focused on strategic leadership as an academic discipline. It is this strategic focus of program content that will differentiate the BSSL from programs with a general business or organizational administration focus.

While management can be a passive process, strategic leadership never is. Strategic leaders by definition play an active role in guiding a business to success. These individuals develop a vision for advancement by exploring areas in which the business needs to improve and developing clear and systematic plans. As the name suggests, a strategic leader develops a defined strategy to enhance success, unlike a manager who may simply seek to keep workers in line in a more passive fashion (Schreiner, n.d.).

Reference:

Schreiner, E. (n.d.) *Differences Between a Manager & a Strategic Leader*. Retrieved from <https://smallbusiness.chron.com/differences-between-manager-strategic-leader-17461.html>

Table 3 – Institutions Offering Similar Programs

Institution Name	Degree Completion Program	Name(s) of the Program(s)
Alderson Broaddus University	Yes	LPN to BSN
		RN to BSN
		Petroleum Management
American Public University	No	
Bethany College	No	
Bluefield State College	Yes	LPN to BSN
University of Charleston	No	
Concord University	Yes	Regents Bachelor of Arts
Davis & Elkins College	Yes	RN to BSN
Glennville State College	Yes	Regents Bachelor of Arts
Marshall University	Yes	Regents Bachelor of Arts
		RN to BSN
Ohio Valley University	No	
Salem University	Yes	RN to BSN
Shepherd University	Yes	Regents Bachelor of Arts
West Liberty University	Yes	Dental Hygiene
		Bachelor of Arts in Organizational Leadership
		Regents Bachelor of Arts
West Virginia State University	Yes	Regents Bachelor of Arts
West Virginia University	Yes	RN to BSN
		Regents Bachelor of Arts
WVU at Parkersburg	Yes	RN to BSN
		Regents Bachelor of Arts
WVU Institute of Technology	No	
West Virginia Wesleyan College	No	
Wheeling Jesuit University	No	

Source: Information retrieved from each respective institution website.

- B. Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

It is anticipated that this degree program will be offered through the School of Business with existing full-time faculty augmented by adjunct faculty as needed. Program coordination will be assumed by the Dean of the School, with program oversight and advising being coordinated through Pamela Stephens, Coordinator, Regents Bachelor of Arts (RBA) Degree Program. Additional administrative and marketing materials for this new program will be covered by existing budget allocations of the School of Business & Aviation.


The required and elective courses of the BSSL program will be delivered in an online eight-week format on a cohort basis. The course rotation schedule will allow for a new cohort to be admitted each academic cycle beginning with the fall term. This approach will minimize the number of course sections needing to be offered each academic year and the number of additional faculty needed to launch the program until the program reaches a sustainable level of growth.

All courses designed for the BSSL program will meet *Quality Matters*[™] standards and will be delivered by Blackboard®, the current Learning Management System employed by Fairmont State University.

The BSSL program complements, not competes, with the Regents Bachelor of Arts. Students desiring to pursue the RBA degree, who need at least 30 or more upper division hours may benefit from having a program of study focusing on knowledge and skills applicable to mid- and upper-level managers in contemporary organizations.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Business & Aviation	Dr. Timothy R. Oxley	

It is not anticipated that the BSSL program being proposed will affect any course or program in another school outside of the Regents Bachelor of Arts program, which is administered through the Provost's office.

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

For the BSSL program to have maximum appeal to working adults as a degree completion program, the School of Business & Aviation is requesting a waiver of the institution's general studies program and instead, follow the basic general education components totaling 30 credit hours similar to that being employed by the Regents Bachelor of Arts (RBA) program. Students matriculating through the BSSL program, would be required to complete, or provide transfer credit, for the following:

Communications:	6 hours
Natural Science:	3 hours
Mathematics –	3 hours
Computer/Information Technology –	3 hours
Social Science –	9 hours
Humanities/Fine Arts –	6 hours

- VI. ADDITIONAL COMMENTS.

A student must complete a minimum of 30 hours from Fairmont State University in order to meet the residency requirement.

	SOCY 2200 or any course in VI	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	Major Course - PSYC 1101	
Attribute VIID - Natural Science		3
	Any course in VIID	
Attribute VIII – Cultural Awareness		3
	Any GEOG course in VIII	
Additional General Studies hours		X
	Major Course - PSYC 3390 writing intensive course	
TOTAL GENERAL STUDIES HOURS		39
TOTAL FREE ELECTIVES		XX
TOTAL HOURS		120

NOTE:

The text highlighted in yellow is to serve as an example. Please replace the text with your current program requirements using the format indicated. When an Attribute is satisfied by a major course, simply place an “X” in the hours column, since the hours have already been counted in the major. Otherwise, indicate how the Attribute will be satisfied and insert the hours to be counted in General Studies. Before submitting your proposal, please remove the highlighting and this paragraph.

APPENDIX A
B. S. in Strategic Leadership
Proposed Program

Required Major Courses			HRS
BSSL	3100	Dimensions of Strategic Leadership	3
BSSL	3200	Strategic Leadership: Theory and Perspectives	3
BSSL	3300	Strategic Communication for Effective Leaders	3
BSSL	3400	Negotiation & Conflict Transformation Skills for Leaders	3
BSSL	3500	Group Dynamics & team Building Efficacy for Leaders	3
BSSL	3600	Cross-Cultural Leadership	3
BSSL	3700	Global Business Strategies	3
BSSL	3800	Leading Strategic Innovation and Change Initiatives	3
BSSL	3900	Strategic Leadership: Responsible Governance	3
BSSL	4000	Strategic Leadership Capstone	3
TOTAL Required Major Courses			30
Major Electives			60
<i>Major electives will consist of previously earned/transferred college credit, general (free) electives, or additional courses suggested or recommended by the advisor to total 60 hours.</i>			
Minor Requirements/Electives (Minor Not Required)			0
TOTAL HOURS FOR MAJOR			90

Required General Studies Courses (may be satisfied from previously earned or transfer credit)	
Communications	6 hours
Natural Science	3 hours
Mathematics	3 hours
Computer/Information Systems	3 hours
Social Science	9 hours
Humanities/Fine Arts	6 hours
TOTAL GENERAL STUDIES HOURS	30
TOTAL FREE ELECTIVES – See note under “Major Electives” above	
TOTAL HOURS	120

APPENDIX B
COURSE DESCRIPTIONS

BSSL 3100 – Dimensions of Strategic Leadership **3 hrs.**

This course examines strategic leadership fundamentals and skills that enable students and practitioners to lead by working effectively with and through others. Students develop a general knowledge framework and understanding of strategic leadership and the skills possessed by authentic leaders to inspire others to attain the organization's shared vision and future direction. *PR:* None

BSSL 3200 – Strategic Leadership: Theory and Perspectives **3 hrs.**

This course provides an overview of leadership theories and dimensions as well as macro- and micro-management theories and concepts to equip students and practitioners with the theoretical background necessary to think strategically and challenge viewpoints to make transcending strategic decisions that address organizational challenges. *PR:* None

BSSL 3300 – Strategic Communication of Effective Leaders **3 hrs.**

This course equips students and practitioners with the skills to communicate effectively through clear and concise written and oral communications, persuasive delivery of reasoned and factually supported arguments, active listening skills, and thought-provoking questions to clarify understanding and seek divergent points of view. Students hone emotional intelligence skills to target messages and styles to audiences, interpret verbal and non-verbal cues, convey authentic and empathetic messages in the digital world, and adapt communications as necessary. *PR:* ENGL 1101

BSSL 3400 – Negotiation & Conflict Transformation Skills for Leaders **3 hrs.**

This course equips students and practitioners with the collaborative and agile leadership competencies necessary to exemplify commitment to collaborate and build communal spirit, identify opportunities, cultivate cross-functional and cross-organizational strategic partnerships, nurture team leadership development to encourage a combination of task and relationship leadership, and develop high performance teams to execute strategic initiatives. *PR:* BSSL 3100

BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders **3 hrs.**

This course equips students and practitioners with quintessential influential and persuasion skills requisite for strategic leaders to be transformative and encourage cooperative working relationships through creation of psychologically safe working environments, negotiating strategically and skillfully, channeling constructive conflicts into a productive exchange of ideas, and facilitating the transformation of destructive conflicts. *PR:* BSSL 3300

BSSL 3600 – Cross-Cultural Leadership **3 hrs.**

This course provides students and practitioners the opportunity to explore and develop global intercultural competence as well as the cross-cultural leadership skills necessary to be an effective global leader to inspire across differences. *PR:* BSSL 3200

BSSL 3700 – Global Business Strategies **3 hrs.**

This course examines the role of strategic leaders to drive results by examining the business environment, defining strategic measures of success, engaging in innovative decision-making, and putting strategy into leadership action. *PR:* BSSL 3600

BSSL 3800 – Leading Strategic Innovation and Change Initiatives **3 hrs.**

This course instills creative leadership competencies to perceive, analyze, and execute innovative solutions and positive and lasting change to address complex organizational problems and issues in the rapidly changing business environment. Students embrace the role of a strategic leader to inspire innovation and catalyze change, create and

sustain organizational alignment, and invest the time and effort to align stakeholders for success when implementing innovation and change initiatives. *PR:* BSSL 3500

BSSL 3900 – Strategic Leadership: Responsible Governance

3 hrs.

This course critically analyzes legal, ethical, and social responsibility dynamics to equip students and practitioners with the leadership core values and character to lead responsibly and with integrity. *PR:* BSSL 3800

BSSL 4000 – Strategic Leadership Capstone

3 hrs.

The BSSL capstone course provides students and practitioners with the opportunity to demonstrate their strategic leadership mindset and competencies through portfolio development. It is intended that this course be completed after 24 hours of required BSSL courses have been completed. *PR:* BSSL 3800

APPENDIX D

COURSE OUTCOMES, COURSE OUTLINES, and COURSE ASSESSMENTS

BSSL 3100 – Dimensions of Strategic Leadership

3 hrs.

This course examines strategic leadership fundamentals and skills that enable students and practitioners to lead by working effectively with and through others. Students develop a general knowledge framework and understanding of strategic leadership and the skills possessed by authentic leaders to inspire others to attain the organization's shared vision and future direction. *PR:* None

Course Outline:

- I. Strategic Leadership Fundamentals
 - a. Principles
 - b. "Laws"
 - c. Contexts
 - d. Fundamental Competencies

- II. Working With and Through Others
 - a. Empowerment
 - b. Coaching
 - c. Mentoring
 - d. Team Leadership
 - e. Collaboration

- III. Leadership Effectiveness
 - a. Appropriate Leadership Style
 - i. Individual Level
 - ii. Organizational Level
 - b. Embody Leadership Qualities
 - c. Assess Strategic Leadership Effectiveness

- IV. Authentic Leadership Development
 - a. Authentic Leadership
 - b. Leadership Point of View
 - c. Personal Leadership Development Plan

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Illustrate strategic leadership principles, "laws," and contexts.	PLG1 – LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS: Strategic leaders inspire others to attain the organization's shared vision and future direction.	Self-Discovery Assignments Self-Disclosure Discussions
LO2 – Examine the strategic leader's role to garner alignment between the strategic vision and operations through instilling trust, transforming the culture, and inspiring and motivating others.	PLG1 – LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS: Strategic leaders inspire others to attain the organization's shared vision and future direction.	Self-Discovery Assignments Self-Disclosure Discussions
LO3 – Examine strategic leadership's effectiveness to work with and through others utilizing empowerment,	PLG1 – LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS: Strategic leaders inspire others to attain	Self-Discovery Assignments

coaching, mentoring, team leadership, and strategic collaboration to curate a continuous learning environment.	the organization's shared vision and future direction.	Self-Disclosure Discussions
LO4 – Cultivate enhanced self-awareness and a repertoire of leadership styles and pragmatic leadership skills.	PLG1 – LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS: Strategic leaders inspire others to attain the organization's shared vision and future direction.	Self-Discovery Assignments

BSSL 3200 – Strategic Leadership: Theory and Perspectives**3 hrs.**

This course provides an overview of leadership theories and dimensions as well as macro- and micro-management theories and concepts to equip students and practitioners with the theoretical background necessary to think strategically and challenge viewpoints to make transcending strategic decisions that address organizational challenges. *PR:* None

Course Outline:

- I. Self-Awareness - Identifying Personal Styles
 - a. Personality Style Instrument
 - b. Leadership Style Instrument
- II. Early Leadership Thought
 - a. Trait Approach
 - b. Skills Approach
 - c. Behavioral Approach
- III. Evolution of Leadership Ideology
 - a. Situational Approach
 - b. Path-Goal Theory
 - c. Leader Member Exchange Theory
 - d. Contingency Theory
- IV. Transformational Leadership
 - a. Overview
 - b. Contrast Transactional Leadership
 - c. Key Competencies
- V. Contemporary/Emerging Leadership Approaches
- VI. Think Like A Strategic Leader
 - a. Drucker's Five Most Important Questions
 - b. Review of the Literature
- VII. Make Transcending Decisions
 - a. Comprehensive Decision-Making Interactive Exercise
 - b. New Venture Simulation: The Food Truck Challenge
- VIII. Experience Flow
 - a. Fligby Simulation

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Explain the breadth and depth of key leadership theories, concepts, and practices.	PLG2 - THINK STRATEGICALLY AND CHALLENGE VIEWPOINTS TO MAKE TRANSCENDING DECISIONS: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	Self-Discovery Assignments Self-Disclosure Discussions New Venture Simulation: The Food Truck Challenge Fligby Simulation
LO2 – Review strategic leadership literature to draw meaningful inferences and generalizations.	PLG2 - THINK STRATEGICALLY AND CHALLENGE VIEWPOINTS TO MAKE TRANSCENDING DECISIONS: Strategic leaders possess the academic expertise to critically analyze	Self-Discovery Assignments

	organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	
LO3 – Utilize strategic leadership acumen to engage in critical thinking and challenge existing/counter viewpoints to make transcending strategic decisions to address organizational challenges.	PLG2 - THINK STRATEGICALLY AND CHALLENGE VIEWPOINTS TO MAKE TRANSCENDING DECISIONS: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	New Venture Simulation Fligby Simulation

This course equips students and practitioners with the skills to communicate effectively through clear and concise written and oral communications, persuasive delivery of reasoned and factually supported arguments, active listening skills, and thought-provoking questions to clarify understanding and seek divergent points of view. Students hone emotional intelligence skills to target messages and styles to audiences, interpret verbal and non-verbal cues, convey authentic and empathetic messages in the digital world, and adapt communications as necessary. *PR: ENGL 1101*

Course Outline:

- I. Core Leadership Communication
 - a. What is Leadership Communication?
 - b. Leadership Communication Strategy and Structure
 - c. The Language of Leaders
 - d. Social Media and Other Leadership Correspondence
 - e. Leadership Documents and Reports
 - f. Leadership Presentations in Person and Online
 - g. Graphics with a Leadership Edge
 - h. Emotional Intelligence and Interpersonal Skills for Leadership
 - i. Diversity and Intercultural Communication Leadership

- II. Group and Organizational Leadership Communication
 - a. High-Performing Team Leadership
 - b. Meetings: Leadership and Productivity
 - c. Leadership in an Organizational Context
 - d. Leadership through Strategic Internal Communication
 - e. Leadership through Effective External Relations

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Develop your ability to use clear, concise, and grammatically correct language in multiple business communication modalities.	PLG3 - Demonstrate the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	Discussions Board assignments; Written Assignments; Self-Assessments; Video recorded presentations;
LO2 – Develop your ability to orally deliver information in a businesslike and professional manner.	PLG3 - Demonstrate the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	Video recorded presentations
LO3 – Develop your ability to exercise effective interpersonal communication skills in business and organizational contexts	PLG3 - Demonstrate the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	Discussions Board assignments; Written Assignments; Self-Assessments; Video recorded presentations; Communication Analysis Paper

BSSL 3400 – Negotiation & Conflict Transformation Skills for Leaders**3 hrs.**

This course equips students and practitioners with the collaborative and agile leadership competencies necessary to exemplify commitment to collaborate and build communal spirit, identify opportunities, cultivate cross-functional and cross-organizational strategic partnerships, nurture team leadership development to encourage a combination of task and relationship leadership, and develop high performance teams to execute strategic initiatives. *PR:* BSSL 3100

Course Outline:

- I. Persuade Artfully
 - a. Influence: The Psychology of Persuasion
 - i. Cialdini's Six Principles of Influence
 - ii. Applicability of the Principles
 - b. Interpersonal Influence Inventory
- II. Negotiate Skillfully
 - a. Getting to Yes: Negotiating Agreement Without Giving In
 - i. Principled Negotiation
 - ii. Six Integrative Negotiation Skills
 - b. Negotiating Style Profile
 - c. Strategy Simulation: The Negotiator's Dilemma
- III. Transform Conflict
 - a. Conflict Resolution Theory & Practice
 - b. Conflict Transformation
 - c. Comprehensive Difficult Interactions Interactive Exercise
- IV. Promote Fearless Organizations
 - a. Psychologically Safe Workplaces
 - i. Voice
 - ii. Impact on Continuous Learning, Innovation, and Growth
 - b. Creation of Fearless Organizations

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Illustrate the role of power and strategic influence to leadership as well as the nuances underlying negotiation and conflict transformation.	PLG4 – BE TRANSFORMATIVE: Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
LO2 – Examine strategic leadership's effectiveness in utilizing artful persuasion to motivate and inspire others to work cooperatively, engage in integrative problem-solving to satisfy strategic initiatives, negotiate skillfully, and facilitate the transformation of conflicts.	PLG4 – BE TRANSFORMATIVE: Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
LO3 – Examine the strategic leader's role to nurture a healthy, psychologically safe climate to transcend conflicts and foster a fearless organization.	PLG4 – BE TRANSFORMATIVE: Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
LO4 – Apply theories and concepts of negotiation and conflict transformation to real-life scenarios.	PLG4 – BE TRANSFORMATIVE: Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation

BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders**3 hrs.**

This course equips students and practitioners with quintessential influential and persuasion skills requisite for strategic leaders to be transformative and encourage cooperative working relationships through creation of psychologically safe working environments, negotiating strategically and skillfully, channeling constructive conflicts into a productive exchange of ideas, and facilitating the transformation of destructive conflicts. *PR: BSSL 3300*

Course Outline:

- I. Team Ice Breaker
 - a. Determine Personal Team Member Style
 - b. Tsunami Survival Situation Team Simulation
- II. Collaborate Effectively Utilizing The Strategic Doing Cycle
 - a. 4 Questions and Ten Rules
 - b. Team Presentation
- III. Work Cohesively With All
 - a. Working With Diverse People
 - b. Global Collaboration Team Simulation
- IV. Overcome Team Dysfunctions
 - a. Overcome 5 Dimensions of a Team Dysfunctions
 - b. Minimum Effort Team Simulation
- V. Team Synergy
 - a. Comprehensive Team Management Interactive Exercise
 - b. Evaluate Team Synergy
 - i. Team Simulation Reflection Paper
 - ii. Team Effectiveness Questionnaire

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Explain internal group dynamics and the benefits of high performing teams.	PLG5 - COLLABORATE : Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	Self-Discovery Assignments; Self-Disclosure Discussions; Team Simulations; Team Presentation
LO2 – Examine strategic leadership’s effectiveness to employ agile leadership abilities to engage in complex, strategic collaborations with internal and external stakeholders at all levels, and create an inspiring environment that fosters synergistic problem solving, innovation, and ownership to deliver value.	PLG5 - COLLABORATE : Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	Self-Discovery Assignments; Self-Disclosure Discussions; Team Simulations; Team Presentation
LO3 - Collaborate effectively to develop a high performing team, monitor team performance, and resolve common culprits in dysfunctional teams.	PLG5 - COLLABORATE : Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	Self-Discovery Assignments; Team Simulations; Team Presentation

This course provides students and practitioners the opportunity to explore and develop global intercultural competence as well as the cross-cultural leadership skills necessary to be an effective global leader to inspire across differences. *PR:* BSSL 3200

Course Outline:

- I. Social Identity
 - a. Significance of Social Identity Theory
 - b. In-group/Out-group Phenomenon
 - c. Personal Social Identity Map
- II. Triggers and Faultlines
 - a. Five Types of Triggers
 - b. Triggers at the Personal, Organizational, and Societal Levels
 - c. Faultlines
 - d. Two Types of Conflict in Faultline Groups
 - e. Leadership Styles and Strategies to Address Faultlines
- III. Leadership Response Cycle
 - a. Collective Responsibility to Recognize Identity Based Conflict in Organizations
 - b. Six Step Leadership Response Cycle
 - c. Three Predominant Beliefs Concerning the Organization’s Role in Managing Cross-Group Relationships
 - d. Leadership Practices for Managing Social Identity Conflict
- IV. Cultural Values & Tolerance
 - a. Cultural Values
 - b. Cultural Value Dimensions Influence on Leadership
 - c. Xenophobia and Allophilia in Organizations
- V. Cultural Intelligence
 - a. Emotional Intelligence vs. Cultural Intelligence
 - b. Four-Factor Model of Cultural Intelligence
- VI. Social Justice, Dignity, & Equality
 - a. Systems of Privilege and Oppression
 - b. Personal and Professional Impact of Social Identity
 - c. Miasma in Organizations
 - d. Mitigating Miasma
- VII. Cultural Identity & Cross-Cultural Adaptability
 - a. Self-Concept
 - b. Analyze Cross-Cultural Adaptability Inventory Results
 - c. Action Plan Development
- VIII. Leading Through Paradox
 - a. Authentic Leaders in Organizations
 - b. Importance of Paradoxical Mindset and Improvisational Routines to Effectively Lead in a Globally Diverse World
- IX. Global Intercultural Competence
 - a. Comprehensive Diversity Interactive Exercise
 - b. Group Presentation

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Identify global cultural differences.	PLG6 – INSPIRE ACROSS DIFFERENCES: Strategic leaders capitalize on diversity.	Self-Discovery Assignments; Self-Disclosure Discussions ; Group Presentation

<p>LO2 – Examine strategic leadership's effectiveness in utilizing cultural intelligence; cross-cultural adaptability; and a paradoxical mindset to inspire across differences and promote social justice, dignity and equality for all.</p>	<p>PLG6 – INSPIRE ACROSS DIFFERENCES: Strategic leaders capitalize on diversity.</p>	<p>Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation</p>
<p>LO3 – Apply global intercultural competence and skills to cross-cultural scenarios.</p>	<p>PLG6 – INSPIRE ACROSS DIFFERENCES: Strategic leaders capitalize on diversity.</p>	<p>Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation</p>
<p>LO4 – Cultivate the personal leadership skills necessary to succeed in multicultural environments.</p>	<p>PLG6 – INSPIRE ACROSS DIFFERENCES: Strategic leaders capitalize on diversity.</p>	<p>Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation</p>

This course examines the role of strategic leaders to drive results by examining the business environment, defining strategic measures of success, engaging in innovative decision-making, and putting strategy into leadership action.
 PR: BSSL 3600

Course Outline:

- I. Section A: Concepts and Techniques for Crafting and Executing Strategy Section A: Introduction and Overview
 - a. What is Strategy and Why is it Important
 - b. Charting a Company's Direction
 - c. Evaluating a Company's External Environment
- II. Section B: Core Concepts and Analytical Tools
 - a. Evaluating a Company's External Environment
 - b. Evaluating a Company's Resources, Capabilities, and Competitiveness
- III Section C: Crafting a Strategy
 - a. The Five Generic Competitive Strategies
 - b. Strengthening a Company's Competitive Position
 - c. Strategies for Competing in International Markets
 - d. Corporate Strategy
 - e. Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy
- IV. Section D: Executing the Strategy
 - a. Building an Organization Capable of Good Strategy Execution: People, Capabilities, and Structure
 - b. Managing Internal Operations
 - c. Corporate Culture and Leadership

Course Outcomes & Assessments

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Analyze and develop vision and mission statements.	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
LO2 – Evaluate industry structure	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
LO3 – Evaluate internal environment	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
LO4 – Formulate global business strategies	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component

LO5 - Assess implementation strategies	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
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BSSL 3800 – Leading Strategic Innovation and Change Initiatives**3 hrs.**

This course instills creative leadership competencies to perceive, analyze, and execute innovative solutions and positive and lasting change to address complex organizational problems and issues in the rapidly changing business environment. Students embrace the role of a strategic leader to inspire innovation and catalyze change, create and sustain organizational alignment, and invest the time and effort to align stakeholders for success when implementing innovation and change initiatives. *PR: BSSL 3500*

Course Outline:

- I. Personal Change
 - a. Covey's 7 Habits of Highly Effective People
- II. Organizational Change
 - a. Kotter's 8-Step Process for Successful Change
- III. The Leadership Challenge's 5 Practices of Exemplary Leadership
 - a. Practice 1 - Model the Way
 - b. Practice 2 - Inspire a Shared Vision
 - c. Practice 3 - Challenge the Process
 - d. Practice 4 - Enable Others to Act
 - e. Practice 5 - Encourage the Heart
- IV. Creative Leadership
 - a. Innovation & Creative Leadership
 - b. Pixar's Success Story
- V. Develop Strategic Change Competencies
 - a. Assess Personal Skill Level & Develop 5 Behaviors of Effective Change Leaders
 - b. Change Management Simulation: Power and Influence
 - c. Comprehensive Change Management Interactive Exercise

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Demonstrate the complexity and dynamics of strategic change initiatives.	PLG8 – ALIGN STAKEHOLDERS FOR SUCCESS: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	Self-Discovery Assignments Self-Disclosure Discussions Simulation
LO2 – Examine the strategic leader's role to assess the need for innovation or change; strategically forecast; collaborate with stakeholders to inspire a shared vision and foster alignment to overcome resistance; and construct effective innovation and change initiatives despite ambiguous, complex, or volatile conditions.	PLG8 – ALIGN STAKEHOLDERS FOR SUCCESS: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	Self-Discovery Assignments Self-Disclosure Discussions Simulation
LO3 – Examine strategic leadership's effectiveness to lead change by establishing a process framework for leading the strategic change initiative, motivating and mobilizing the organization, sustaining the momentum of the change over time, and continuously adapting change strategies and personal leadership accordingly.	PLG8 – ALIGN STAKEHOLDERS FOR SUCCESS: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	Self-Discovery Assignments Self-Disclosure Discussions Simulation

BSSL 3900 – Strategic Leadership: Responsible Governance

3 hrs.

This course critically analyzes legal, ethical, and social responsibility dynamics to equip students and practitioners with the leadership core values and character to lead responsibly and with integrity. PR: BSSL 3800

Course Outline:

- I. Foundations of the Legal and Regulatory Environment
 - a. Law, Value Creation, and Risk Management
 - b. Ethics and the Law
 - c. Sources of Law, Courts, and Dispute Resolution
 - d. Constitutional Bases for Business Regulation
 - e. Agency
 - f. Administrative Law
- II. The Legal Environment
 - a. Contracts
 - b. Sales, Licensing, and E-Commerce
 - c. Torts and Privacy Protection
 - d. Product Liability
 - e. Intellectual Property
- III. Human Resources
 - a. The Employment Agreement
 - b. Civil Rights and Employment Discrimination
- IV. The Regulatory Environment
 - a. Criminal Law
 - b. Antitrust
 - c. Consumer Protection
- V. Corporate Governance, Ownership, and Control
 - a. Forms of Business Organizations
 - b. Directors, Officers, and Controlling Shareholders
- VI. Securities and Financial Transactions
 - a. Public and Private Offerings of Securities
 - b. Securities Fraud and Insider Trading
- VII. Introduction to Ethics in Business
 - a. Ethics and Business
 - b. Ethical Decision Making: Personal and Professional Contexts
- VIII. Origins of Ethical Decision Making
 - a. Philosophical Ethics and Business
- IX. Corporate Applications of Ethics
 - a. The Corporate Culture - Impact and Implications
 - b. Corporate Social Responsibility
- X. Application of Ethical Decision Making in Business Environments
 - a. Ethical Decision Making: Employer Responsibilities and Employee Rights
 - b. Ethical Decision Making: Technology and Privacy in the Workplace
 - c. Ethics and Marketing
 - d. Ethical Decision Making: Corporate Governance, Accounting, and Finance

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Explain legal concepts and terminology related to business	PLG9 - Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
LO2 – Explain elements of Constitutional authority, individual rights, law, and their implication in the business context	PLG9 - Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
LO3 – Apply a process for ethically responsible decision-making in personal and professional contexts.	PLG9 - Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
LO4 – Examine the role of ethics and corporate social responsibility in today’s business environments.	PLG9 - Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions

The BSSL capstone course provides students and practitioners with the opportunity to demonstrate their strategic leadership mindset and competencies through portfolio development. It is intended that this course be completed after 24 hours of required BSSL courses have been completed and serve as a summative program assessment. *PR:* BSSL 3800

Course Outcome:

1. Students will demonstrate their knowledge and skills of strategic leadership through development of a comprehensive capstone portfolio addressing each of the ten program outcomes:
 - a. The ability to lead by working effectively with and through others.
 - b. To think strategically and challenge viewpoints to make transcending decisions.
 - c. The ability to communicate effectively: Strategic leaders are powerful, influential communicators.
 - d. Skills needed to be transformative: Strategic leaders possess formidable negotiation and conflict transformation skills.
 - e. Leader’s role and abilities needed to collaborate.
 - f. Personal leadership skills to inspire across differences.
 - g. Strategies to drive results.
 - h. Align stakeholders for success.
 - i. Lead responsibly and with integrity.
 - j. Demonstrate strategic proficiency.

Evidence and artifacts from each BSSL course will be incorporated into the capstone portfolio. The evidence and artifacts to be included will be determined by faculty for each course and highlighted in their respective syllabi. Students are expected to retain artifacts for incorporation into their portfolio. Artifacts may include formal writing assignments, research notes or papers, reflective writing, recorded video, or written exam responses. The capstone portfolio should demonstrate a progression of learning throughout the program.

2. Students will demonstrate their professional readiness through the development of a showcase portfolio which may be used to leverage entry into, or augment, their career.

Evidence and artifacts from their BSSL coursework will be chosen by the student to exemplify their best work and performance as a student. The evidence and artifacts for this showcase portfolio is intended to highlight the student’s knowledge, skills, or experiences most related to their intended employment opportunity or current position. Artifacts would include a variety of assignments including, but not limited to, written assignments, research assignments, reflective assignments, recorded videos, and positive feedback from course instructors.

3. Students will formulate a written reflection on their professional self, including their values, ethics, goals, and experiences, and the perceived impact their participation in the program will have on their professional self.
4. Students will create a professional resume suitable for presentation to prospective or current employers in their chosen fields.

Course Assessment:

A comprehensive rubric will be developed to assess the quality of each of the components of the capstone course. The final grade of this course will consist of a weighted score on each component:

1. Capstone Portfolio	30%
2. Showcase Portfolio	25%
3. Written Reflection	25%
4. Professional Resume	20%

APPENDIX D

PROGRAM OUTCOME AND ASSESSMENT PLAN; COURSE ROTATION SCHEDULE

Graduates with a B. S. in Strategic Leadership will be able to:

1. **Demonstrate the ability to lead by working effectively with and through others:** Strategic leaders act with integrity and inspire others to attain the organization’s shared vision and future direction.
2. **Explain essential concepts to think strategically and challenge viewpoints to make transcending decisions:** Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.
3. **Demonstrate the ability to communicate effectively:** Strategic leaders are powerful, influential communicators.
4. **Examine skills needed to be transformative:** Strategic leaders possess formidable negotiation and conflict transformation skills.
5. **Evaluate leader’s role and abilities needed to collaborate:** Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.
6. **Develop personal leadership skills to inspire across differences:** Strategic leaders capitalize on diversity
7. **Formulate strategies to drive results:** Strategic leaders put strategy into leadership action.
8. **Evaluate the leader’s role to align stakeholders for success:** Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.
9. **Apply a process to lead responsibly and with integrity:** Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.
10. **Demonstrate strategic proficiency:** Strategic leaders can translate strategic thinking into aspired outcomes.

COURSE ROTATION:

Course Rotation Schedule				
Fall Term		Spring Term		Summer Term
1 st 8- Weeks	2 nd 8-Weeks	1 st 8-Weeks	2 nd 8-Weeks	Full Term
BSSL 3100 <i>Dimensions of Strategic Leadership</i>	BSSL 3300 <i>Strategic Communication for Effective Leaders</i>	BSSL 3500 <i>Group Dynamics & Team Building Efficacy for Leaders</i>	BSSL 3700 <i>Global Business Strategies</i>	BSSL 3900 <i>Strategic Leadership: Responsible Governance</i>
BSSL 3200 <i>Strategic Leadership: Theory and Perspectives</i>	BSSL 3400 <i>Negotiation & Conflict Transformation Skills for Leaders</i>	BSSL 3600 <i>Cross-Cultural Leadership</i>	BSSL 3800 <i>Leading Strategic Innovation and Change Initiatives</i>	BSSL 4000 <i>Strategic Leadership Capstone</i>

ASSESSMENT PLAN:

PROGRAM OUTCOME	COURSE	METHODS
11. <u>Demonstrate</u> the ability to lead by working effectively with and through others: Strategic leaders act with integrity and inspire others to attain the organization's shared vision and future direction.	BSSL 3100 – Dimensions of Strategic Leadership	Self-Discovery Assignments; Self-Disclosure Discussions
12. <u>Explain</u> essential concepts to think strategically and challenge viewpoints to make transcending decisions: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	BSSL 3200 – Strategic Leadership: Theory and Perspectives	Self-Discovery Assignments; Self-Disclosure Discussions; Simulations
13. <u>Demonstrate</u> the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	BSSL 3300 – Strategic Communication of Effective Leaders	Written Assignments; Video recorded presentations
14. <u>Examine</u> skills needed to be transformative: Strategic leaders possess formidable negotiation and conflict transformation skills.	BSSL 3400 – Negotiation & conflict Transformation Skills for Leaders	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
15. <u>Evaluate</u> leader's role and abilities needed to collaborate: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders	Self-Discovery Assignments; Team Simulations; Team Presentation
16. <u>Develop</u> personal leadership skills to inspire across differences: Strategic leaders capitalize on diversity.	BSSL 3600 – Cross-Cultural Leadership	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation
17. <u>Formulate</u> strategies to drive results: Strategic leaders put strategy into leadership action.	BSSL 3700 – Global Business Strategies	Exam Questions; Discussion Thread; Research Paper component
18. <u>Evaluate</u> the leader's role to align stakeholders for success: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	BSSL 3800 – Leading Strategic Innovation and Change Initiatives	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
19. <u>Apply</u> a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	BSSL 3900 – Strategic Leadership: Responsible Governance	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
20. <u>Demonstrate</u> strategic proficiency: Strategic leaders can translate strategic thinking into aspired outcomes.	BSSL 4000 – Strategic Leadership Capstone	Portfolio Components