ASU **College of Integrative Sciences and Arts**

Arizona State University

M.S. ORGANIZATIONAL LEADERSHIP

STUDENT HANDBOOK

2023-2024

Arizona State University
School of Applied Professional Studies
651 E University Drive
Tempe, AZ 85287-0604
480-965-1970
SAPSGrad@asu.edu

https://cisa.asu.edu/msogl

CONTENTS

INTRODUCTION

Welcome to the School of Applied Professional Studies at Arizona State University!

The faculty of the School of Applied Professional Studies are excited that you have selected the Master of Science in Organizational Leadership program. As graduate students, you will have the opportunity to interact with renowned faculty with diverse backgrounds who are committed to leadership studies. The intellectual diversity of our faculty ensures graduate students will participate in offerings that are unique, nationally recognized, and supported by Arizona State University's commitment to innovation. The graduate faculty is committed to your success and would like to recognize your efforts that bring you to the Organizational Leadership graduate program!

This handbook lays the foundation for your success in the Graduate Organizational Leadership program. It sets shared expectations for both faculty and students. It also outlines the standards and policies set by the College of Integrative Sciences and Arts and ASU's Graduate College . Please save this handbook and refer to it often. Let us know if policies seem unclear. As a graduate student it is your responsibility to make sure you are following it in letter and in spirit.

As Program Lead of the M.S. in Organizational Leadership, I speak for the graduate faculty in reiterating our commitment to an innovative and rewarding educational journey. I want to ensure students that my door (on campus or virtually!) is open, and I join our faculty in looking forward to working with you to achieve your graduate degree in Organizational Leadership and beyond.

Robert Kirsch
Program Lead of MS in OGL, School of Applied Professional Studies

GRADUATE STUDENT PLEDGE

As a graduate student in the M.S. in Organizational Leadership, I commit myself to meeting the highest standards of excellence, ethics and integrity, according to this graduate student handbook.

I also affirm the following:

1. I dedicate myself to developing as a leader, scholar, and citizen.

2. I take pride in my professionalism. I am punctual, communicative and meet deadlines. I give my work maximum effort.

3. I respect the many and varied contexts of organizational, personal, and professional backgrounds of people. I commit myself to building an inclusive leadership style, a diverse environment, and an equitable society.

4. I uphold intellectual principles of fairness and originality in all of my work.

5. I recognize that my classmates, teachers and mentors are critical to my success in this program and the rest of my career. I treat each one with respect and offer support whenever I can.

6. I appreciate that, as a graduate student of the Organizational Leadership program, I have the opportunity to shape the future of a dynamic and growing field of study, through applied projects or original research. I am prepared to experiment, adapt and support my colleagues in doing the same.

7. As a member of the School of Applied Professional Studies community, I bring a sense of curiosity and a spirit of collaboration to all that I do.

ADMISSION REQUIREMENTS

Applicants must fulfill the requirements of both the Graduate College and the College of Integrative Sciences and Arts.

Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree, in any field, from a regionally accredited institution.

Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of their first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program.

Applicants are required to submit:
1. graduate admission application and application fee
2. official transcripts
3. letter of intent
4. professional resume
5. two letters of recommendation
6. proof of English proficiency

Letter of Intent
Tell us why you want to be in this program, in particular. What classes do you want to take? What do you hope to do with this degree? What about your educational, personal, or professional background makes you a good fit for this program? This is your chance to give us the nuanced story of your background so we can make the most informed decision about admittance. This letter is your opportunity to discuss your successes and your challenges - for instance, a lower GPA or gap in your resume, and why you're still a good fit.

Additional Application Information
An applicant whose native language is not English must provide proof of English proficiency regardless of current residency.

More details can be found at https://admission.asu.edu/international/graduate-apply. The applicant is be expected to have either a TOEFL score of 600 on the traditional paper-based test or 100 on the internet-based test, or a minimum score of 105 on the Duolingo English test, or the applicant must have a passing score in the English for Graduate Admission online course through ASU Global Launch.

MyASU

Your my.asu.edu portal is your go-to place for information about courses, enrollment and class registration, transcripts, transportation, student success and support, finances, university policies and the academic calendar. Please take time to familiarize yourself with these areas:

Profile: Update your address, phone number, email information, or add guests, such as a parent, so they can look at FERPA-protected information including grades.

My Classes: Click on the name of each course to access the corresponding Canvas content. This is where you will see the syllabus, find links to readings and submit assignments. Take a few minutes to familiarize yourself with the structure of each course.

Final Transcript: If you sent in a transcript for admission to the program before you graduated, send your final transcript with your degree posted. If you submitted an unofficial transcript, you will need to send an official transcript to ASU Admissions showing that your degree has been conferred.

Academic Integrity Module: ASU Graduate College's module reviewing academic integrity expectations. Please complete as soon as possible. Please note, this module explains the university-wide policy.

Academic Calendar (bottom right box): This has important dates you need to monitor, including when classes begin, last day to register or drop/add classes, tuition and fee payment deadlines, holidays, withdrawal deadlines, schedule of classes available and when to enroll.

Campus Services: This includes Health and Wellness Resources, such as health insurance, counseling, Student Accessibility and Inclusive Learning Services (SAILS); Transportation, such as parking permits, METRO Light Rail, U- Pass and campus shuttles; Student Success and Support, such as tutoring and student success centers; and Job & Career Services. Please note these job resources are university-wide and not specific to a particular program offered by the School of Applied Professional Studies.

STUDENT CODE OF CONDUCT

All students are expected to adhere to the Arizona Board of Regents Student Code of Conduct and university policies and procedures:

https://eoss.asu.edu/dos/srr/codeofconduct

https://eoss.asu.edu/dos/srr/PoliciesAndProcedures

Students are responsible for maintaining their ASU email accounts for messages from the university and the School of Applied Professional Studies. The ASU email account is the official mode of communication and should be used instead of personal email accounts when communicating with faculty and university staff. It is expected that students regularly check their MyASU priority tasks for messages and holds from the university. Students are responsible for managing their tuition payments, finances and tracking university academic calendar deadlines.

ACADEMIC INTEGRITY

The School of Applied Professional Studies has a zero-tolerance policy toward academic dishonesty that is enforced within every course and educational activity offered or sanctioned by the college. The failure to meet these standards may result in serious consequences including suspension or expulsion from the University. At the graduate level, it is expected that students are familiar with the Academic Integrity policy and each student should take personal responsibility in their work. The University policies related to Academic Integrity can be found at this link: https://cisa.asu.edu/academic-integrity/students.

International students who violate academic integrity policies may be dismissed immediately. Being withdrawn from a degree program can have immediate consequences regarding visa status.

PROFESSIONAL ETHICS

In addition to academic integrity commitments, graduate students in the School of Applied Professional Studies programs must abide by the highest levels of academic ethics.

DEGREE OVERVIEWS

Master of Science (MS) in Organizational Leadership

Degree Requirements:

The Master of Science in Organizational Leadership Degree is a 33-credit hour program that has two culminating experiences from which students may choose – a 6 credit hour thesis or a 3-credit hour applied project. This includes 15 credits of required core courses, 3-6 credits of advanced skills electives, and 3-6 credits of culminating experience. (See Appendix A for course specifics)

An *applied project* builds a connection between the academic components of the program and applies that knowledge to a real-world context. It is an *independently* produced *deliverable* (e.g. technical manual, website, needs assessment study, diversity training seminar curriculum, etc.) that has a function within an organization and can either target an actual workplace need or serve as an exercise in gaining experience. Applied projects are aimed at two audiences; a client/workplace audience with an established need and the faculty overseeing your project in the OGL 593: Applied Project class.

A *thesis* is an academic paper that contributes to the field of Organizational Leadership. A thesis is generally a good option for students who wish to continue onto doctoral study. It requires assembling a three-person committee of faculty, proposing novel research to push the field forward, and defending that original research. The thesis audience consists of scholars in organizational leadership or cognate fields to establish the capacity to do original scholarly research. Students will assemble a committee of three faculty members, two of which, including the chair, must be in the School of Applied Professional Studies (SAPS). The third may be in SAPS but may also be external. All faculty members, SAPS or external must hold a doctoral degree. Students will confer with their committee and defend in front of their assembled committee for degree conferral.

SATISFACTORY ACADEMIC PROGRESS KEY POLICIES

All graduate students are expected to make systematic progress toward completion of their degrees. Students are responsible for verifying and tracking satisfactory progress policies as required by their degree program and the Graduate College. If a student fails to satisfy the requirements, the student may be dismissed from his/her program based on the academic unit's recommendation to the Graduate College.

These policies are outlined below and detailed on the university's Graduate College website: https://graduate.asu.edu/key-policies.

PLAN OF STUDY

The plan of study (iPOS) functions as a contract between the student, the academic unit, and the Graduate College.

School of Applied Professional Studies students must submit an iPOS before enrolling for their second term. Please note that this is very early in the program, but this is so students declare their culminating experience and build a curriculum toward that culminating experience. The Graduate College will place an enrollment hold on students' accounts if they have not submitted an iPOS by this time.

Only coursework applicable towards a student's degree must be listed on the iPOS. Detailed instructions on how to file the iPOS will be sent to students upon enrollment in the program.

The culminating experience (thesis or applied project) should be the final credits completed in the degree. Once students have completed all the requirements for their degree program, they should apply to graduate through their MyASU, making note of the applicable deadlines for their semester of graduation. If students wish to take additional courses to their program, they should apply as a non-degree seeking student to take these additional credits.

COURSES

The School of Applied Professional Studies offers graduate courses under the OGL subject code. Master's students who are interested in taking leadership related courses not listed on their curriculum sheet can do so by adding the 5XX or 6XX course to the iPOS in the *restricted electives* portion, prior to enrollment.

GPA AND COURSE GRADES

The School of Applied Professional Studies students must maintain a minimum 3.0 cumulative Grade Point Average (GPA) overall and in courses included on their plans of study. Courses taken as an undergraduate at ASU and reserved for use in a graduate degree program are included in the GPA (i.e. a "4+1" program), as are courses taken while a non-degree seeking graduate student or a graduate student in another program at ASU.

If a student's GPA falls below 3.0, the student will be notified in writing and placed on probation. If the student's GPA is not raised to at least a 3.0 by the end of the next semester, a recommendation will be made to the MSOGL Graduate Committee to remove the student from the program.

To receive their degrees, students also are required to earn at least a B (3.0) in their culminating experience of a thesis (OGL 599) or applied project (OGL 593) course.

A "D" or "E" grade cannot be used to meet the requirements for a graduate degree, but it is used to calculate the student's GPA. Students may retake the class to earn a higher grade, however both the "E" and the new grade will be used in calculating the student's GPA. If this results in the GPA falling below 3.0, a recommendation to withdraw the student from the master's program will be made to the Graduate College.

INCOMPLETE GRADES

"Incomplete" grades are rare options for unexpected circumstances and only awarded if students are in good standing in the course and have completed at least 80% of the work by the time the course ends.

Students with more than one "Incomplete" at any time will be considered "failing to make adequate progress," and will be notified and placed on probation. If the student does not complete the work to remove the incomplete and earn a letter grade by the end of the calendar year, a recommendation may be made to the Graduate College to remove the student from the program.

GRADE DISPUTES

If you disagree with a class grade you have received, you have a procedure to question and dispute it. The following steps must be followed by any student seeking to appeal a grade. (This process does not address academic integrity allegations, faculty misconduct or discrimination.) Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless of whether the student is enrolled at the university.

There are two stages to the grade grievance process: the informal process and the formal process. Begin with the informal procedure. Write a thoughtful note and email to your instructor and explain your concerns. Refer to the syllabus and to the assignment descriptions. Express why you think that the grade is incorrect. Keep your note professional, cordial, and focused on the issue. The instructor will reply to your note with explanations.

If you still disagree, contact the director and explain your situation, your original note, and the instructor's responses. This will begin the [formal process to appeal](#).

ACCELERATED MASTER'S (4+1)

Undergraduate students who meet certain criteria, will have the opportunity to complete up to 12 graduate credit hours during their senior year of their Accelerated Master's (4+1) approved Bachelor's degree. Students can share up to 9 credit hours between their undergraduate and graduate degree requirements and reserve an additional 3 credit hours which will only apply towards the student's graduate degree requirements.

Students share OGL 520, OGL 530 and OGL 540 as well as reserving one 500-level elective across the undergraduate degree and the MS in Organizational Leadership.

A student admitted into the Accelerated Master's (4+1) pathway should complete their iPOS no later than their first official semester (immediately after their undergraduate graduation term) in the MS in Organizational Leadership program.

CONTINUOUS ENROLLMENT

Once admitted to a graduate degree program, students must be registered for a minimum of one graduate credit hour each Fall and Spring semester during all phases of their graduate education.

Graduate students planning to discontinue registration for a semester or more must submit a Leave of Absence request via the iPOS system **before** the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program.

Students should contact their adviser as soon as possible if they will not be able to meet continuous enrollment.

If a student withdraws from all of their courses in a Spring or Fall semester, this is considered a break in their continuous enrollment. To rectify this, students should contact the Graduate Course Coordinator and make arrangements to ensure they maintain continuous enrollment, prior to the end of the given semester from which they have completely withdrawn.

Maximum Time Limit
All work toward a master's degree must be completed within six (6) consecutive years per ABOR policy.

TIMELINESS AND PARTICIPATION

Your success as leaders will require you to consistently meet deadlines and scheduled meetings. To this end, the School of Applied Professional Studies has a strict deadline policy. Please allow enough time to account for potential technical problems submitting work online.

ACADEMIC PROBATION

Students who fail to meet satisfactory academic progress as previously described will be placed on academic probation and notified by mail and email. Details for each situation will be provided in the letter notifying the student that he/she is on academic probation.

The Graduate College will conduct a GPA audit at the end of each semester. Any graduate student with a cumulative GPA below 3.00 will be placed on academic probation. The student will receive a notification on their MyASU and an email from the School of Applied Professional Studies. Typically, students on academic probation will have nine credit hours to raise their GPA to a minimum of 3.0 and to be reinstated to good standing.

Students on academic probation for more than two semesters may be withdrawn from their academic program upon recommendation of the School of Applied Professional Studies to the Graduate College.

For students placed on probation the previous semester who have met the condition of probation, the School of Applied Professional Studies will send a letter of reinstatement.

TRANSFER CREDIT

Graduate students in the School of Applied Professional Studies may request transfer credits for previously completed work. Transfer credits will be approved at the discretion of the Program Lead and may only be brought in as elective credits (i.e. no transfer credits may replace any required course). Please go to the Graduate College Policies webpage to see the Graduate College's policy on transfer credits.

GRADUATION AND DEGREE CONFERRAL

Students must apply for graduation at the beginning of the term in which they plan to graduate and complete their Applied Project or Thesis. You can apply for graduation through your MyASU. You can find that in My Programs, under the graduation tab. The deadlines to apply can be found on your MyASU page under the academic calendar box and are usually two-three months prior to the term end date.

If a student chooses not to attend the graduation or commencement ceremonies, they must still apply for graduation to earn their degree.

Students who do not complete all requirements (including Applied Project or Thesis) in the semester they intend to graduate will need to defer their graduation to the next semester by

emailing graduation@asu.edu; the application will not be automatically be renewed. You will also need to email the Registrar at registrar@asu.edu to have the following term activated in the system and **MUST** enroll in a minimum of one credit hour that term to graduate.

Students must have their iPOS approved before they can apply for graduation. The application to graduate should be submitted online before the application deadline to avoid late fees. For more information, please visit https://students.asu.edu/graduation-apply.

STUDENT SERVICES

The charter of Arizona State University declares that the university is "measured not by whom we exclude, but rather by whom we include and how they succeed." The university and the School of Applied Professional Studies are committed to providing every resource possible for students to succeed academically, personally and professionally.

Financial Services
The School of Applied Professional Studies offers a limited number of hourly student worker positions that vary in tasks by semester. As funding opportunities for MS students become available, we will let students know via the MS in OGL Canvas page announcements.

For all other financial questions, please contact ASU Financial Aid and Scholarship Services: https://students.asu.edu/financialaid

Veterans and Military
The Pat Tillman Veterans Center provides guidance and support for students who are veterans, active-duty military or military dependents. For more information, please call the office at 602 496-0152 or visit: https://veterans.asu.edu/

International Students
ASU's International Student and Scholars Center can provide support and answers to questions about visas, employment, scholarships and travel. To find more information or schedule an appointment with an ISSC adviser, visit the website: https://issc.asu.edu/

Health and Fitness
All ASU students enrolled in in-person programs have access to Sun Devil Fitness facilities on all campuses. For more information about facilities, membership and group fitness classes, please visit: https://fitness.asu.edu/

For information about health insurance and appointments with care providers, please see the ASU Health Services website: https://eoss.asu.edu/health

ASU Counseling Services
ASU Counseling Services provides confidential, time-limited counseling and crisis services for

students experiencing emotional concerns or other factors that affect their ability to achieve their goals. Support is available 24/7.

In-person counseling: Monday-Friday 8 a.m. – 5 p.m.
ASU Counseling Services,
Student Services Building 234
Tempe, AZ 85287
480-965-6146

After-hours/weekends
Call EMPACT's 24-hour ASU-dedicated crisis hotline:
480 921-1006

For life threatening emergencies
Call 911

Transportation and Parking
Students may purchase parking and public transit permits through ASU Business and Finance. To learn more, visit: https://cfo.asu.edu/pts-parking-downtown

Student Accessibility Resources
In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services (SAILS) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to SAILS. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the Student Accessibility & Inclusive Learning Services by going to https://eoss.asu.edu/accessibility (SAILS) calling (480)965-1234 or emailing Student.Accessibility@asu.edu

To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus
University Center Building, Suite 160 602-496-4321 (Voice)

Polytechnic Campus
480-727-1165
(Voice)

West Campus

University Center Building (UCB), Room 130 602-543-8145 (Voice)

Tempe Campus

480-965-1234
(Voice)

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students

APPENDIX A: MSOGL PLAN OF STUDY

SAMPLE PLAN OF STUDY (APPLIED PROJECT)

Students must maintain a 3.0 GPA.

Term 1

Required Course	OGL 520	Org. Leadership: Soc. Psych. Perspectives	3 credits
Elective Course	OGL 5--	Elective	3 credits

Term 2

Required Course	OGL 530	Critical Perspectives in Leadership Theory	3 credits
Required Course	OGL 540	Evidence-based Inquiry in Org. Leadership	3 credits

Term 3

Elective Course	OGL 5--	Elective	3 credits
Elective Course	OGL 5--	Elective	3 credits

Term 4

Elective Course	OGL 5--	Elective	3 credits
Required Methods	OGL 550	Leading Strategic Change (Required Methods Course)	3 credits

Term 5

Elective Course	OGL 5--	Elective	3 credits
Required Methods	OGL 570	Analyzing Organizations (Required Methods Course)	3 credits

Term 6

Required Course	OGL 593	Applied Project	3 credits

Total: 33 credits minimum

Students must maintain a 3.0 GPA.

Term 1

Required Course	OGL 520	Org. Leadership: Soc. Psych. Perspectives	3 credits
Optional Course	OGL 5--	Elective	3 credits

Term 2

Required Course	OGL 530	Critical Perspectives in Leadership Theory	3 credits
Required Course	OGL 540	Evidence-based Inquiry in Org. Leadership	3 credits

Term 3

Required Course	OGL 574	Qualitative Data Analysis in Leadership Research	3 credits
Required Course	OGL 575	Quantitative Data Analysis in Leadership Research	3 credits

Term 4

Optional Course	OGL 5--	Elective	3 credits
Optional Course	OGL 5--	Elective	3 credits

Term 5

Optional Course	OGL 5--	Elective	3 credits

Term 6

Required Course	OGL 599	Thesis	6 credits

Total: 33 credits minimum

APPENDIX B: COURSE OFFERINGS

Required Courses (A= Applied Project for 18 hours, T = Thesis for 21 hours)			
Course	**Course Title**	**Semester Offered**	**Credits**
OGL 520	Org. Leadership: Soc. Psych. Perspectives (A, T)	Fall/Spring	3
OGL 530	Critical Perspectives in Leadership Theory (A, T)	Fall/Spring	3
OGL 540	Evidenced-based Inquiry in Org. Leadership (A, T)	Fall/Spring	3
OGL 550	Leading Strategic Change (A)	Fall/Spring	3
OGL 570	Analyzing Organizations (A)	Fall/Spring	3
OGL 574	Qualitative Data Analysis in Leadership Research (T)	**Fall C Only**	3
OGL 575	Quantitative Data Analysis in Leadership Research (T)	**Spring C Only**	3
OGL 593	Applied Project (A) **(requires department consent)**	Fall/Spring	3
OGL 599	Thesis (T) **(requires department consent – limited availability)**	Fall/Spring	6
Elective Courses (15 hours for Applied, 12 hours for Thesis)			
OGL 551	Developing Leadership through Emotional Intelligence	Fall	3
OGL 552	Leading Diverse Teams	Fall	3
OGL 553	Intercultural Leadership	Spring	3
OGL 554	Learning and Development in Organizations	Spring	3
OGL 555	Leading Beyond Conflict	Fall	3
OGL 558	Leading Organizational Innovation	Spring	3
OGL 562	Resource Development in Organizations: A Multiple Capitals Approach	Spring	3
OGL 563	Leading Social Change: Community Activism	Summer	3
OGL 565	Future of Work	Fall	3
OGL 568	Women and Leadership	Summer	3
OGL 592	Research **(requires department consent)**	As Needed	1-9
OGL 598	Special Topic Elective (Study Abroad) **(requires department consent)**	As Needed	3
NLM 560	Leadership and Ethics in the Nonprofit Sector	Fall/Spring	3
NLM 570	International Non-Governmental Organizations	Spring	3
NLM 610	Executive Leadership and Governance	Summer	3

	Total required credit hours – 33 credits	

COURSE DESCRIPTIONS

REQUIRED COURSES		
Course	**Course Title**	**Credits**
OGL 520	**Org. Leadership: Soc. Psych. Perspectives** Social psychology is defined by the social influence that all people have on the beliefs, feelings, and behavior of others. This course is a graduate-level study of social influences, the behavioral ramifications associated with the psychology of social processes and the ramifications for organizations and organizational leadership. The foundations of the field of social psychology, methodological approaches, interdisciplinary perspectives and application-oriented ideas and innovations form the basis for this course that integrates scholarship and applied social psychology to gain an enhanced perspective on the social influences associated with organizational and interpersonal behavior. From a leadership perspective, the course explores ideas as diverse as interpersonal influence, attitude formation and differentiation, stereotyping and prejudice, attraction, persuasion, obedience and aggression.	3
OGL 530	**Critical Perspectives in Leadership Theory** This course engages the normative and epistemological underpinnings of many of the theories of organizational leadership studies. This critical engagement explores how assumptions about leadership and leadership theories may challenge or reinforce, overtly or not, oppressive social relations. It also seeks to place leadership studies as an academic field in a broader social, political, cultural and ethical context to best address the embedded assumptions in leadership relations.	3
OGL 540	**Evidenced-based Inquiry in Org. Leadership** This course focuses on the qualitative and quantitative research methods that are commonly used to assess organizations. The course will explore how best to frame organizational assessments and explore possible methodological choices for assessment design. Both quantitative designs and qualitative approaches to organizational assessment will be discussed. The course focuses on planning assessments, making informed research decisions, understanding the ethical implications of organizational assessment, carrying out research and reporting findings.	3
OGL 550	**Leading Organizational Change (Required Methods for Applied Project)** Organizations are a combination of structures, processes, and relationships that bring people together to achieve a common goal. However, organizations do not operate in isolation—they are embedded in complex social, political, and financial contexts. Leadership requires individuals to discern and balance competing demands and tensions inherent in organizations. This course provides an overview of organizational theories to help leaders understand and be effective in these contexts. By looking at organizations through metaphorical lenses such as machines, brains, and organisms, students will learn how to create new options for organizational success in ever-changing operating environments. Students will also apply theories to case studies to develop insights and innovative approaches	3

	to organizational change. A student deliverable of this course will be the creation of a plan to map out the students' applied project in preparation for OGL 593. **(PREREQUISITE: OGL 540)**	
OGL 570	**Second Required Methods Class for Applied Project Students** **Analyzing Organizations** This course focuses on the qualitative and quantitative research methods that are commonly used to assess organizations. The course will explore how best to frame organizational assessments and explore possible methodological choices for assessment design. Both quantitative designs and qualitative approaches to organizational assessment will be discussed. The course focuses on planning assessments, making informed research decisions, understanding the ethical implications of organizational assessment, carrying out research and reporting finding. **(PREREQUISITE: OGL 550 and 21 credit hours completed)**	3
OGL 593	**Applied Project** Students in the applied project culminating experience will complete a project that emphasizes the practices of organizational leadership. It will ask students to draw on the coursework they have taken for a case study of an organization of their choosing, where they will identify the scope of the problem, the intervention to be undertaken, and the results of the intervention.	3
OGL 574	**Qualitative Data Analysis in Leadership Research** Students learn research design and research methods in leadership using qualitative approaches. **(PREREQUISITE: OGL 540) (Department Consent Required)**	3
OGL 575	**Quantitative Data Analysis in Leadership Research** The objectives of this course are to provide a broad understanding of the theoretical and methodological issues involved in basic data analysis in leadership research. As such, this course aims to expose students to the assumptions, principles and applications of basic quantitative research methods and analytical techniques, such as t-test, ANOVA and simple regression. This course uses the SPSS statistical software. **(PREREQUISITE: OGL 540) (Department Consent Required)**	3
OGL 592	**Research Hours** Requires Department Consent	3
OGL 599	**Thesis** Requires Department Consent	6

COURSE DESCRIPTIONS (continued)		
ELECTIVE (551 – 569) & METHODOLOGY (570s) COURSES		
Course	**Course Title**	**Credits**
OGL 551	**Developing Leadership Through Emotional Intelligence** This course will encourage greater knowledge of yourself through personal reflection, participation in experiential activities and numerous opportunities to make sense of your discoveries. All of this will occur within the context of expanding your knowledge of leadership skills and abilities. You are encouraged to take every opportunity to learn about you and bring your insights to bear in our classroom discussions. The goal of this course is to shape the leader within you so that you are best positioned to lead in all areas of your life. Over the next few weeks, we will explore the essential knowledge, abilities, and values relevant to effective leadership. By the end of this course you will have a greater understanding of your own leadership style and developmental plan for acquiring new leadership related knowledge and abilities throughout your career.	3
OGL 552	**Leading Diverse Teams** This course is designed to help you build more effective working relationships and to improve your ability to lead, influence, cooperate and work effectively with others in today's increasingly team-oriented organizations. This is an experiential course that may differ from previous courses you have taken. At the center of the course is an intensive, unstructured learning group experience. The primary educational tool in this class will be your experience in a group (in this class referred to as a T-Group or Training Group). Other educational resources in this class will be readings, brief theory discussions, personal journals and a personal reflection paper after the class sessions conclude. These will be fundamental for helping you to frame your learning group experience and for facilitating your learning. The emphasis of this course is on learning about oneself in the context of others based on the here-and-now experience of the group.	3
OGL 553	**Intercultural Leadership** In today's increasingly global and interconnected world it is important for leaders to understand the role that culture plays in one's leadership and communication style. Through this course students will obtain the knowledge and skills necessary to lead in culturally diverse environments. Through readings, discussions, video and interactive simulations, this course will help students to gain a concrete understanding of a variety of leadership and communication styles that are found throughout the world. Students will also increase their intercultural competencies and global awareness.	3
OGL 554	**Learning and Development in Organizations** The course focuses on adult learning interventions and professional development within the context of a learning organizational setting. Motivation and adult learning, current neuroscience, Bohm dialogue and instructional design are integrated into the course. Students will develop the knowledge and skills needed to plan, design, develop, implement and evaluate adult learning interventions (materials, courses, curricula, programs) within different forms of organizations.	3

OGL 555	**Leading Beyond Conflict** Today's leaders are increasingly confronted with conflicts that escalate into issues that could result in costly litigation. The course will comprise of a review and analysis of contemporary methods of alternative dispute resolution, including arbitration, negotiation and mediation, with a strong focus on mediation. Through this course, students will learn about the alternatives to costly litigation and develop working strategies to take advantage of these alternatives.	3
OGL 558	**Leading Organizational Innovation** Every modern organization, regardless of sector or mission, must have leaders who understand the impacts of continuous innovation on organizational success and sustainability. Students will develop an understanding of the levels at which innovation occurs in organizations, the impact of various leadership behaviors on organizational innovation, make connections among organizational structures, processes, and procedures that foster innovation in organizations, and develop conceptual models from the literature.	3
OGL 562	**Resource Development in Orgs: A Multiple Capitals Approach** Many types of resources are needed for organizations to achieve long-term sustainability. This course surveys various capital resources firms need to succeed. Students will learn about tools such as the International Integrated Reporting Council's six capitals framework (financial, manufactured, intellectual, human, social, natural) and theories that undergird these models. Through readings, case studies, and assignments, students will learn about the process of value creation; the relationship between resources and an organization's business model; how the various forms of capital can be measured and reported; and what leaders can do to intentionally develop multiple forms of capital in a way that creates financial returns for the organization.	3
OGL 563	**Leading Social Change: Community Activism** This course focuses on methods used to reform social, cultural or political norms, beginning at the local level and connecting with movements for broader social change. Grassroots movements arise on all sides of the political spectrum, and local movements can unite activists around common goals despite larger ideological differences. The term "grassroots" is a misnomer, however, in that it implies the lack of leaders or of institutional support, whereas in reality, leaders attempting to change society must learn to network with a variety of stakeholders, from the level of individual neighbors to political leaders and large institutions. Students look critically and creatively at the ways local leaders have worked on a daily basis to promote community-based causes, in order to become more effective local activists, organizers, and civic and community leaders.	3
OGL 565	**The Future of Work** This course focuses on the dynamic nature of work, labor, and occupations related to social and technological change, the impacts on workers, management, and society. New and changing occupations and leadership roles related to new economies of scale are also addressed.	3

OGL 568	**Women and Leadership** This course is designed for students who want to increase their understanding of how gender is produced, operationalized, and reified in the workplace. The content of the course is specific to the role of women at work and in leadership. An emphasis is placed on understanding the reproduction of gender inequality with a focus on how commonly shared beliefs about gender and other social categories operate through interaction to differentially affect the experiences of men and women in ways that often disadvantage women. Despite majority representation across a range of public and private sectors, women continue to be visibly absent from leadership roles. Although some purport that progress has been made to narrow the existing leadership gap for women, more men than women achieve leadership roles and assume these positions at a faster pace than their female counterparts.	3
OGL 598	**Special Topic Omnibus (Offered on special occasions)** These one-time special topics electives will be offered periodically based on instructor interest and student demand.	3