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Course Descriptions

<p align="center">ORGANIZATIONAL LEADERSHIP (ORGL)</p>

ORGL 301. The Adult Learner   3 credits

Introduces participants to lifelong learning, emphasizing learning and cognition theories, models, and principles applied to the workplace and other adult learning venues. Explores adult learning in different contexts to acquaint participants with the main debates in the field and with the philosophies and methodologies used by a variety of adult education projects. This course will additionally focus upon ethical responsibility of leadership through dimensions of promoting adult learning and practice. This includes reflecting on practicing ethics, self-examination to increase awareness and the understanding of personal values systems. Contributes to competencies of leading self with character, leading in a climate of change, and leading across boundaries. *Online.*

ORGL 302. Principles and Issues of Management   3 credits

This course introduces a broad range of concepts, theories, and practices important for understanding management principles. Students will explore the core management functions of planning, organizing, directing, and controlling. Topics focus on diversity within an organization and the environment in which managers must effectively operate. The course also addresses the practical applications of management principles and realistic situations managers encounter as they attempt to achieve organizational objectives. Explores behavioral science concepts and research findings directed toward understanding human behavior within organizations; examine and study this behavior as a function of the individual, interactive groups within the organization, and the organization itself. *Online.*

ORGL 305. Principles and Issues of Human Resources   3 credits

Study of organizational structure with emphasis on staffing management involved in recruitment, selection, training, wage and salary administration, and personnel assessment. Introduces employment, selection, and placement of personnel; usage levels and methods; job descriptions; training methods and programs; and employee evaluation systems. Includes leadership procedures for management of human resources, and uses case studies and problems to demonstrate implementation of these techniques. *Online.*

ORGL 307. Leadership   3 credits

Introduces a broad range of concepts, theories, and practices important for understanding leadership. Topics focus on various styles and environments in which effective leaders operate and manage their relationships. Emphasis is placed on the application of leadership principles to real-

world situations and problems, resulting in quality, productivity, and success as organizations strive to achieve their objectives. *Online.*

ORGL 309. Collaborative Leadership   3 credits

Addresses the need for collaborative and team-engagement skills in twenty-first century leadership. Research and the experience of leaders and scholars show that leading teams and groups to successful realization of goals and projects cannot be accomplished alone. Collaborative leadership emphasizes engagement, capacity building, diversity, social sense-making, and communication as aspects of collaborative work with groups. *Online.*

ORGL 316. Ethics   3 credits

An inquiry into diversity, the fundamental norms of conduct in any organization, and the justifications of conduct in relation to ethical theories. Gives special attention to ethical problems encountered by leaders in organizations and their relationships with members, employees, customers, administrators, and society. *Online.*

ORGL 401. The Learning Organization   3 credits

Addresses a broad range of concepts, theories, and practices from the disciplines of adult learning, organizational development, and human resource development. Emphasizes transformational leadership, how it develops, and the competencies and principles needed to reinvent or transform oneself into a leader. Students examine the change process from the perspective of the individual within an organization. They further examine a career model for improving professional development and explore basic assumptions about the contributions of individuals to organizations, with a goal of producing competent professionals who can think in action and apply their knowledge under changing conditions. *Online.*

ORGL 402. Organizational Behavior   3 credits

Addresses issues of how people live their lives at work and in organizations. An overarching theme of gaining a competitive edge through people involves understanding individuals as they function in organizations, as well as how organizations design and structure work to achieve goals. Behaviorally oriented; conceptually, combines the function of management with the psychology of leading and managing people. Emphasizes effective use of human resources through understanding diversity; human motivation and behavior patterns; conflict management and resolution; group functioning and process; the psychology of decision making; and the importance of recognizing, analyzing, and managing change. *Online.*

ORGL 406. Organizational Development and Change   3 credits

Vertically and horizontally integrates all courses in the organizational leadership curriculum. Creates synergies by presenting organizational development as a management discipline aimed at improving organizational effectiveness by increasing the use of human resources within the enterprise. *Online.*

ORGL 408. Action Research   3 credits

Offers an immediate, localized, and actionable framework for investigating and analyzing organizations. Students learn how to conduct action research as scholar-practitioners in many diverse fields, as well as how to critically analyze an organization's operational components that impact decision making. Provides students with knowledge and practice for leading for results with resource acumen. *Online*

ORGL 413. Human Resource Development   3 credits

Addresses current human resource development practice from the perspective of the role of change agent and organizational transformation. Incorporates a broad range of concepts, theories, and practices in human resource and organizational development. Texts present real-world change agents and their attempts to deal with problems and situations. *Online.*

ORGL 415. Leadership Communication   3 credits

Expands and hones students' communication skills as they apply to leadership roles. Students develop skills for building relationships across disciplines, departments, cultures, and politics and for leading engagement and collaboration in local, global, and virtual realms. Contributes to using language and communication skills as a resource for leadership, supports leadership in climates of change, and prepares students to lead across boundaries toward coalition building; conveys core communication concepts by preparing students to connect and communicate effectively. Meets practical needs of written communication fluency for leaders, line managers, and consultants*. Online.*

ORGL 430. Practicum: Developing Teams   3 credits

This course emphasizes the practical application of leadership concepts, theories, and practices from coursework in real organizational environments and situations. Provides flexible opportunities to employ various and evolving technologies. Students design and implement team and collaborative initiatives that address an organizational problem or situation for their employer or a comparable organization. Practicum work culminates in a project that combines an academic paper and video production. *Online.*

ORGL 435. Organizational Leadership Senior Capstone   3 credits

Emphasizes the practical application of concepts, theories, and practices from program coursework and liberal learning outcomes in real organizational environments and situations. Provides flexible opportunities to employ various and evolving technologies. Students design and implement initiatives for their employer or a comparable organization. Initiatives incorporate the use of technologies as part of their evolving leadership practice. Practicum work culminates in an academic paper and digital portfolio. *Online and hybrid.*

UNIV 459. Senior Capstone   3 credits

This course offers students the opportunity to synthesize liberal learning outcomes, outcomes in the major field of study and co-curricular learning. The course provides for an overall (summative) assessment of students' learning and experience in the University curriculum. Topics

for capstone courses may include issues relating to science and society, analysis of diverse cultures and traditions, multidisciplinary approaches to a single problem, or the analysis of a single issue across national, cultural, or disciplinary lines. The Senior Capstone deals with ethical and substantive issues, problems and themes that affect the world community. Pre-requisites – demonstration of achievement of mid-level requirements in Citizenship, Communication, Creativity, Critical Thinking, Ethical Practice, and Science. **Included in the course will be substantial graded projects incorporating research.** Prerequisites: UNIV 112, COMM 101, COMM 102, SPCH 103

STRATEGIC LEADERSHIP (GSL)

GSL 510. The Art and Science of Leadership   3 Credits

Begins an in-depth analysis of the discipline of leadership as specifically related to how a leader can help ensure organizational effectiveness in an unpredictable environment. Throughout the duration of this course, we will explore the myriad concepts underlying strategic leadership. Emphasis will be placed on developing an understanding of leadership theory; particularly the development of a personal model that will be meaningful for you, now and in the future.

GSL 512. The Leadership Challenge   3 credits

This course presents a preeminent leadership model based upon the Kouzes-Posner conceptual framework and the research that supports it. This course is about being a leader. The focus is not so much on leadership in terms of theoretical constructs, but more about leadership as a relationship and a process; and about developing the understanding necessary to become a leader.

GSL 504. Organization, Group and Team Leadership   3 credits

This course concentrates on understanding the operational challenges facing the strategic leader at the group, team, and organizational level. It builds a framework for developing trust, teamwork, clear focus, confidence, and motivation by focusing on the "Be-Know-Do" of leadership theory at all levels. Leadership is most important when the stakes are highest, but it must be continuously developed, nurtured patiently, and tested with uncertainty if it is to be fully realized.

GSL 507. Reframing Leadership   3 credits

This course is the genesis of a process of reframing our leadership model into one that incorporates the context of organizations in its broadest possible conception. Leadership, strategic or otherwise, exists because of organized activity. "The proliferation of complex organizations has made almost every human activity a collective one. We are born, raised, and educated in organizations. We work in them and rely on them for goods and services. We learn in schools and universities. We play sports in teams. We join clubs and associations. Many of us will grow old and die in hospitals or nursing homes. We build organizations because of what they can do for us. They produce consumer goods; bring entertainment into our homes, provide education and health care, and deliver the mail." (Bolman & Deal, 1997: 7). It is imperative that leaders understand the importance of reframing their view of leadership and the organizational activities which necessitate them.

GSL 506. The Human Side of Organizations   **3 credits**

This course is an in-depth study of the critical components of the strategic leadership of human capital. Essential to this concept is to identify and implement organizational practices and designs that are beneficial to both individuals and organizations in a way that actually produces long-term payoffs for organizations and the people who work in them.

GSL 601. Organizational Theory   **3 credits**

This course provides an interdisciplinary application of psychological principles and methods to a wide variety of problems that develop within the context of work. It emphasizes the application of psychological facts and principles as they apply to people operating in business and industry.

GSL 605. Organizational Performance   **3 credits**

One role of leaders is to move organizations and stakeholders toward known goals and objectives in pursuit of a larger mission and vision. It is also a truism that what gets measured gets managed/done/improved (Drucker/Sharma). This course addresses the concepts and methods necessary for leaders to create organizational effectiveness through superior performance. These include measuring individual and organizational performance as well as leading for transformation. Rooted in Quality Management, the Balanced Scorecard, the Baldridge Process and measurement frameworks, performance measurement is concerned with the behavioral skills leaders use energize their organizations into a strategy of competitive advantage by broadening its ability to achieve goals and by influencing and working effectively through others. It is a profoundly social process.

GSL 610. Strategic Thinking   **3 credits**

This course concentrates on business decision-making under conditions of uncertainty. The development of mission statements, strategic goals, control mechanisms, and alternative levels of strategy will be explored. Students learn the analytical process firms use to determine the parameters of their strategic plan, the problems firms encounter in formulating their plan, and the methods firms use to ensure that their strategic plan is implemented efficiently.

GSL 629. Research Methods   **3 credits**

Students will examine and analyze qualitative, quantitative, and mixed methods in the investigation of phenomena relevant to ethical evidence-based practice and research in organizational leadership. Based on a critical analysis of relevant scholarly literature and practices, students will learn how to formulate a researchable problem and an appropriate investigation strategy. Course topics include basic research designs, the development of sound research questions, measurement, data collection techniques, data analysis methods.

SLSP 640. Strategy as Practice: Understanding Strategy in Context   **3 credits**

This course continues the understanding of strategic leadership and the importance of context. Organizational development and change provide the backdrop of the applicability of contextually dependent views of successful leadership. How does the context of a leader's organization, both internal and external, shape their practices and behaviors? This course emphasizes the practical application of the concepts, theories, and practices which students learn from their coursework by applying them in real organizational environments and situation, with a special focus on understanding strategic context including the role of financial data in making strategic decisions.

SLSP 650. Strategy as Practice: Value and Customers   **3 credits**

This course focuses on adding value for customers by being proactive and continuously innovative so that the organization captures customers' stated, unstated, and anticipated requirements, expectations, and desires. Focusing on the customer is a strategy to fundamentally align the organization's products and services with the wants and needs of its most valuable customers. The organization collects and analyzes customer data in order to build and maintain relationships, increase customer engagement, and ensure the long-term sustainability of the organization.

SLSP 690 Strategic Leadership: Strategy as Practice Capstone   **3 credits**

This course is the culmination of the capstone project that began with the Baldridge Criteria for Performance Excellence as the project framework. The strategic leadership outcomes of the program should be demonstrated in the final report and its presentation. The focus of this course is to design an action learning project that is determined by one of the opportunities for improvement identified from the organization's leadership, strategy, customer focus, knowledge management, workforce, or operations. The student, in conjunction with organization stakeholders, makes recommendations for future actions based on strategic leadership theories and relevant literature. Students will prepare a project report, and present their findings in both a written document and orally with an electronic presentation to their facilitators, peers, and organizational executives if possible.