

College of Arts and Sciences  
Graduate Programs

**August 2025 - July 2026**

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**CAMPBELL UNIVERSITY GRADUATE BULLETIN**  
**College of Arts and Sciences**  
**Master of Science in Applied Leadership**

**August 2025 – July 2026**

**DISCLAIMER**

This Graduate Bulletin is intended as a guideline for students and should not be construed as an offer to contract or as a contract between Campbell University and any student or a warranty of any entitlements, programs, regulations, or benefits set forth herein. Campbell University, its agents, officers, and employees may rescind or modify any benefit, program, regulation, or entitlement set forth herein at any time, for any reason, with or without notice. This Graduate Bulletin supersedes all previous editions of this Graduate Bulletin.

Campbell University reserves the right to change, modify, revoke, or add to the academic, financial, and student requirements and regulations of the College of Arts and Sciences programs described in this bulletin at any time, without prior notice.

# MASTER OF SCIENCE IN APPLIED LEADERSHIP ACADEMIC CALENDAR

FALL SEMESTER	FALL I 2025	FALL II 2025
Registration Opens	Jun 1	Jun 1
Classes Begin	Aug 11	Oct 13
Classes End	Oct 5	Dec 7
Add Ends	Aug 13 at Noon	Oct 15 at Noon
Drop Ends (No financial or grade penalty)	Aug 18 at 11:59 PM	Oct 20 at 11:59 PM
Drop Ends (75% refund and no grade penalty)	Aug 22 at 11:59 PM	Oct 24 at 11:59 PM
Withdraw with a W Grade Ends	Sep 15 at 11:59 PM	Nov 17 at 11:59 PM
SPRING SEMESTER	SPRING I 2026	SPRING II 2026
Registration Opens	Nov 1	Nov 1
Classes Begin	Jan 5	Mar 9
Classes End	Mar 1	May 3
Add Ends	Jan 7 at Noon	Mar 11 at Noon
Drop Ends (No financial or grade penalty)	Jan 12 at 11:59 PM	Mar 16 at 11:59 PM
Drop Ends (75% refund and no grade penalty)	Jan 16 at 11:59 PM	Mar 20 at 11:59 PM
Withdraw with a W Grade Ends	Feb 9 at 11:59 PM	Apr 13 at 11:59 PM
SUMMER	SUMMER 2026	
Registration Opens	Mar 1	
Classes Begin	May 18	
Classes End	Jul 12	
Add Ends	May 20 at Noon	
Drop Ends (No financial or grade penalty)	May 25 at 11:59 PM	
Drop Ends (75% refund and no grade penalty)	May 29 at 11:59 PM	
Withdraw with a W Grade Ends	Jun 22 at 11:59 PM	

***Campbell University reserves the right to change the above dates, as needed.***

# ADMISSIONS

## **Equal Opportunity and Nondiscrimination Policy**

Campbell University is an equal opportunity educational institution, and in keeping with this policy, makes no distinction in the admission of students, or in any of the other of its activities, on the basis of any demographic information and/or personal identification.

Campbell University reaffirms its standing policy of nondiscrimination in employment and in all of its programs and activities, with respect to race, creed, color, sex, age, religion, national origin, and handicap. Federal law expressly recognizes some exemptions when claimed by religious institutions.

Individuals who experience or observe behavior that violates the University's Equal Opportunity and Nondiscrimination Policy may contact the University Director of Compliance and Title IX Coordinator, Danielle Evans, at 910.893.1217 or [titleix@campbell.edu](mailto:titleix@campbell.edu). Individuals may also file a bias incident report. The reporting form can be found here: <https://www.campbell.edu/life/community-and-belonging/>.

## **Requirements**

- A minimum of a bachelor's degree in any field from a regionally accredited US institution with a cumulative GPA of at least 2.5.
- Satisfy Campbell University General Admission Requirements by submitting a completed Adult and Online education application.

## **Action on Applications**

After receipt and processing of all the required documents, applicants are notified whether admission has been granted. The institution reserves the right to refuse admission to any applicant without specifying reasons. Admission to a graduate program does not constitute admission to candidacy for a graduate degree or assure recommendation for licensure for licensure candidates.

- **Admitted:** Applicants satisfy all admission requirements.
- **Not Admitted:** Applicants who are not admitted into a graduate program may reapply after 1 year.

**NOTE:** Following admission into a graduate program, if at any point the candidate exceeds longer than a calendar year without registering for courses, the candidate must reapply for admission to the College of Arts and Sciences.

## **Time Limit for Degree Completion**

Satisfactory Academic Progress (SAP) is a five-year period to complete any graduate program within the College of Arts and Sciences, beginning from the first registered course date. Under extenuating circumstances, an extension may be requested from the Dean if SAP cannot be achieved and/or maintained. This formal written request for an extension must be made by the student directly to the Dean of the College of Arts and Sciences.

Students are responsible for requesting a program extension if they have not completed the specific program requirements within the five-year time period. If

an extension is granted and program requirements have changed, the student must meet the standards of the program **at the time the extension is granted**. The length of time granted for the extension is at the discretion of the Dean of the College of Arts and Sciences in consultation with the Graduate Committee. **Failure to request a program extension may result in dismissal from the program.**

### **Assignment to an Adviser**

When students are accepted into a program, advisors are assigned based on the student's course of study. Conferences with advisors may be held in person, by telephone, virtually, or by email.

### **Transfer Credit**

Campbell University will accept up to six hours of graduate transfer credit at the time a student applies for admission to a graduate program, pending approval of those credits by the Dean of the College of Arts and Sciences.

No transfer credit will be granted for graduate courses completed through another institution after a student has been enrolled in Campbell University graduate courses, except by special permission of the Dean.

Exceptions to this policy will be considered for students who, after completing all but six hours of a program, relocate outside the commuting area of Campbell University. The Dean must approve any such exceptions.

## **REGISTRATION PROCEDURES**

### **Registration for Courses**

Students must meet the requirements of the catalog in effect at the time of their acceptance into a degree program. Registration dates for upcoming semesters will be posted on the website. Students may register through self-service or through the Adult and Online Education electronic enrollment form.

### **Withdrawal from a Course**

Students must complete the appropriate Adult and Online Education form to withdraw from a course. Students shall be held to the Adult and Online Education enrollment calendar for drop and withdrawal policies.

### **Scheduling of Courses**

Campbell University reserves the right to change the course schedule at any time that student demand is insufficient to offer a course.

### **Definition of Load**

The course load for full-time students, as defined by the Campbell University College of Arts and Sciences is six credit hours during each semester of the school year. Two, three-hour courses are the maximum load for each session. *Full-time for summer is three semester hours.* Written permission of the Dean of Adult and Online Education must be obtained to take a maximum of nine credit hours in a

semester. Persons who exceed the normal load without such approval jeopardize all credits earned for that semester or summer session. Students seeking financial aid, fellowships, etc. must meet the full-time load requirements as defined by that specific criterion.

## TUITION

The cost of tuition and fees for Graduate courses per semester can be located on the [Bursar's Office page](#). Campbell University reserves the right to change the cost of instruction whenever a change is deemed necessary. Students will be billed by the University Business Office. For additional information, [contact the Bursar's Office](#).

### **Financial Assistance**

Graduate students in professional education programs may be eligible for loans and/or grants to cover part of their educational expenses. Students wishing to apply for loans or grants may send requests to the Director of Financial Aid. For additional information on Student Financial Aid, please visit the [Financial Aid Office page](#), or [contact the Financial Aid Office](#).

## LIBRARY SERVICES

Students may remotely access Campbell University's Wiggins Memorial Library through the library website or through their Blackboard™ courses. The following three links are available in the Blackboard™ course menu for Adult & Online Education classes: "Wiggins Memorial Library," "Research Assistance/Librarian," and "Need More Help?" Here, students are connected with a librarian and are provided discipline and/or course specific research help.

Instructions for off-campus access to e-resources are available at <http://www.lib.campbell.edu/off-campus-access>. After you have configured your browser, you may be asked to enter your user ID in order to authenticate your Campbell status as a current student. The user ID and password are the same as the student's Blackboard™ credentials.

Students have a variety of online resources available through the library including e-books, journals, articles, and more. A search of all materials can be completed online using the OneSearch feature available at: OneSearch allows searching through all types of media as well as advanced searches by database, peer reviewed status, dates, subject, and more.

In addition to OneSearch, LibGuides are being developed by the librarians for each course. LibGuides gather all the necessary research information for each class into one link accessible from both on and off campus.

In the rare instance that the material needed by a student is not available via electronic access, Wiggins Memorial Library also provides document delivery and interlibrary loans. Documents can be sent by email or postal service. Interlibrary



loans may be requested and managed here:  
<https://campbell.illiad.oclc.org/illiad/>.

Quick library links for distance learners may be accessed at  
<http://www.lib.campbell.edu/distance-learning>

## **ACADEMIC REGULATIONS AND PROCEDURES**

### **REQUIREMENTS FOR THE MASTER OF SCIENCE IN APPLIED LEADERSHIP:**

1. Admission to graduate study.
2. Completion of hours required for the degree.
3. Completion of all required and elective courses, with a **B average or better** and with no more than two grades of C. Three grades of C or one grade of F will lead to academic dismissal.
4. Completion of all requirements (includes comprehensive examination, portfolio, etc.) according to Satisfactory Academic Progress guidelines. Under extenuating circumstances, an extension may be requested from the Dean.

### **Grading System**

The grading system is as follows:

- A = Excellent
- B = Good
- C = Passing
- D/F = Failure

In special cases, other symbols are used:

I = Incomplete (Assigned when the student is unable to fulfill all course requirements due to reasons beyond his or her control; must be cleared no later than 30 days after the next fall or spring semester begins to avoid a grade of F).

IC = In Progress (Assigned to any research or practicum [field work] in progress; must be removed by a date acceptable to the student's instructor).

### **Absences from Class**

College of Arts and Sciences policy expects no more than one absence per course. Exceeding this limit may affect the student's grade and/or enrollment status. For 100% online course enrollment, students are expected to be engaged weekly with assignments and discussion boards to be counted as attending the course. Failure to complete work in the first week of class may result in administrative withdrawal from the course.

## ACADEMIC DISMISSAL

Academic dismissal may occur for one or more the following reasons:

1. Violating the academic [honor code](#).
2. Three grades of C or failure to maintain a B average.
3. Earning one grade of “F” in a course:
  - a. May **appeal** the grade of F by following the procedure outlined in the graduate bulletin. If your appeal is denied then:
    - i. May be dismissed from the academic program for one calendar year (ex. dismissed Fall semester you can reapply for the following Fall semester).
    - ii. Must write a letter to the Dean **requesting readmission** to the program. Readmission will be determined by the Graduate Committee.
    - iii. Must **repeat the course** for a grade of A or B if the course is a core course.

**Academic Termination:** A graduate student who has been readmitted to the program after academic dismissal due to a grade of “F” in one course will be permanently terminated from the program if they earn a second grade of F in any course and will not be allowed to apply again.

A student who receives a grade of “F” in two courses during the same grading period is permanently terminated from the program and will not be allowed to apply again. Any student who is dismissed from the program for a second time will not be allowed to reapply.

**Academic Probation.** A graduate student is put on probation if he or she does not maintain a Grade Point Average of 3.0 with the provision that a 3.0 must be attained upon completing the next nine hours.

## COMPLAINTS, GRIEVANCES, AND GRADE APPEALS

## **Student Conduct and Academic Issues**

The faculty member retains complete discretion in the awarding of grades he or she deems appropriate.

1. Students having complaints, grievances, or grade appeals (not based on academic misconduct) should make every effort to resolve the matter through an initial discussion with their instructor. Students should document the dates they discussed the matter with their instructor.
2. Students should also speak with an academic advisor for counseling before proceeding with a grade appeal.
3. If the earlier steps did not resolve the matter, then the student may appeal the grade to their Adult and Online adviser for forwarding to the appropriate member of AOE Leadership. The student must use the Adult & Online Education Grade Appeal form and fill it out completely. The form is available from the Online Education office. Supporting documentation must be attached to the form. Once completed, the form should be submitted to the Online Education Office ([online@campbell.edu](mailto:online@campbell.edu)).
4. The AOE Leadership may contact the student and the professor for more information prior to making a decision.
5. Within (5) five working days of the decision of the AOE Leadership, the student may appeal in writing to the Dean of Adult & Online Education for a review of the decision of the AOE Leadership, which review shall be on the record only.
6. The review and decision rendered by the Dean of Adult & Online Education should be considered final and binding.

## **Title IX Complaints**

Students who believe they have been subjected to discrimination or harassment in violation of Title IX should report these concerns immediately to the Title IX coordinator, Danielle Evans at 910.893.1217 or [titleix@campbell.edu](mailto:titleix@campbell.edu). The Title IX policy can be found here: <https://www.campbell.edu/policies/title-ix/title-ix-policies-and-procedures/>. Title IX prohibits retaliation by any student and/or employee against anyone who reports an alleged Title IX violation. If students, staff, or faculty members believe someone they know has experienced sexual misconduct, they should promptly report incidents to the Title IX coordinator.

All faculty and staff (including all Resident Assistants, Resident Directors, and Resident Chaplains) who observe or are aware of sexual misconduct are required to immediately report to the [Title IX coordinator](#). The faculty or staff member should not investigate or try and resolve or mediate the situation.

Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, District of Columbia Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-1475.

## **Additional Ways to File a Complaint**

### SARA-NC Complaint Process

Campbell University is a member of the [State Authorization Reciprocity Agreement – North Carolina \(SARA-NC\)](#). Students may also file a complaint through SARA-NC. SARA-NC is the portal for North Carolina. Students should follow the [SARA-NC Complaint Process](#) and use the [SARA-NC Complaint Form \(.pdf\)](#).

### **The contact information for SARA-NC is:**

North Carolina State Education Assistance Authority  
c/o SARA North Carolina  
P.O. Box 41349  
Raleigh, NC 27629

T: 855-SARA- 1-NC (727-2162)

T: 919-549- 8614, ext. 4667

[information@saranc.org](mailto:information@saranc.org)

[www.saranc.org](http://www.saranc.org)

### Consumer Protection Division, North Carolina Department of Justice

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at: <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Español (919) 716-0058.

The **online complaint form** can be accessed at <https://ncdoj.gov/file-a-complaint/consumer-complaint/>.

The **mail-in form** can be downloaded at <https://ncdoj.gov/download/16/general-information/15716/consumer-complaint-form-sh>

If you choose to mail-in a complaint, please use the following address:

Consumer Protection Division  
Attorney General's Office  
Mail Service Center 9001  
Raleigh, NC 27699-9001

### Southern Association of Colleges and Schools Commission on Colleges

Campbell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees. Individuals may submit complaints to the Southern Association of Colleges and Schools Commission on Colleges, the University's regional accrediting body. In most cases, SACSCOC complaint procedures require that the complainant exhaust all other avenues to address the complaint. Prior to filing a complaint, please carefully review the SACSCOC Complaint Procedures Policy Statement.

The links below provide information on the SACSCOC complaint policy and process.

Southern Association of Colleges and Schools Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Telephone: 404-679- 4500  
<http://www.sacscoc.org>

## **APPLICATION FOR GRADUATION**

The candidate is responsible for applying for graduation. The candidate will be able to apply through the registrar's webpage via graduation link. The candidate must satisfy all financial obligations prior to graduation.

### **GRADUATION EXERCISES**

Campbell University holds graduation exercises twice a year at the end of the fall and spring semesters. Students graduating in August are encouraged to participate in the graduation exercise in December.

Caps, gowns, and hoods must be purchased from the Campus Bookstore **60 DAYS PRIOR** to graduation. Students must bring their hood to the graduation ceremony. Students who complete their programs with a grade point average of **4.0 will graduate “with distinction.”**

### **Commencement Participation Policy**

Master of Science in Applied Leadership candidates that are on track to graduate in May or December, who are in good academic standing and missing no more than three (3) credit hours of meeting all requirements to graduate with a Master of Science in Applied Leadership degree may file a “Request to participate in Commencement.” Students with more than three (3) credit hours remaining at the May or December ceremony can participate in the next University graduation cycle. Forms requesting participation in the graduation ceremony are available from the Adult and Online Education office. Candidates applying for this exemption must also submit an Application for Graduation through the Registrar's office. If approved, the candidate will be allowed to participate in only one Commencement program for the degree in question. Candidates participating under this special exemption will not receive a diploma or Certificate of Graduation until all requirements have been met. They must

submit a new application for graduation for the term in which the degree will actually be conferred. In addition, students participating also must understand that participating in graduation does not infer that they have met all the requirements for degree certification.

## **GRADUATE STUDENTS' RIGHTS AND RESPONSIBILITIES**

### **Statement of Student Rights**

#### **(Applicable to degree and non-degree students)**

Students retain those rights common to all U.S. citizens under federal and state constitutions, and through pertinent laws. These rights include, but are not limited to the following: privacy, equal opportunity, non-discrimination, and the freedoms of speech, assembly, and association. Examples of the application of these rights in the University setting include the students' right to organize and join associations to promote their common interests; the right to engage in discussions to exchange thoughts and opinions; and the rights to speak, write, or publish on any subject in accordance with established law. Other rights include the following:

- The right to participate in University sponsored services and activities without discrimination or harassment based on any demographic information and personal identification that deprives the person of consideration as an individual.
- The right to accurate and plainly-stated information, including that relating to the maintenance of acceptable academic standing, graduation requirements, and behavioral expectations.
- The right to be evaluated in the classroom solely on the basis of academic achievement and fulfillment of educational requirements with freedom of expression protected and respected.
- The right to have all personal and academic records maintained in accordance with current year Family Education Rights and Privacy Act (FERPA) Guidelines
- The right to petition for change in either academic or non-academic regulations, procedures, or practices.
- The rights to fair and impartial treatment and due process in any action which can reasonably be expected to affect the student's status with the University, brought or taken by the University or any of its constituent parts or agencies.
- The right to use University facilities in accordance with the guidelines established for the use of those facilities.

### **Statement of Student Responsibilities**

#### **(Applicable to degree and non-degree students)**

Students enrolled in any graduate program in the College of Arts and Sciences have the following responsibilities.

- To assume the primary responsibility for directing and monitoring his or her educational program. This includes seeking out information, advice,

and experiences needed to meet personal educational goals. Although professors, advisors, and staff members are expected to provide guidance, the student is expected to take the initiative in seeking out such information and assistance.

- To become familiar with the content of the official Bulletin that describes their contract with the University and specifically the College of Arts and Sciences. They must also attend to the manual(s), memoranda, and forms pertinent to their programs. They should also seek out ways to remedy any personal or academic deficiencies and weaknesses. It is strongly recommended that students maintain their own records that, to the degree possible, duplicate the files maintained in the Dean's Office.
- To be aware of the rules and regulations concerning the use of University computing, library, and other facilities, as set out in published material.
- To meet deadlines for all relevant administrative and academic documentation as required by faculty and staff.
- To submit original work for assessment without plagiarizing or cheating. The [honor code](#) for the College of Arts and Sciences graduate students defines cheating on exams and plagiarism and describes the consequences of such infractions: (1) being dropped from the class, (2) receiving an "F" for the course, (3) being removed from the graduate program, (4) having the matter referred to the Dean and the Executive Council, and (5) having a report inserted in the cumulative file.
- To provide feedback regarding courses and instructors by completing a course/instructor evaluation at the end of each semester.
- To be aware of the University's commitment to equal opportunity and to demonstrate tolerance and respect for all members of the University community.
- To respect the right of faculty, administration and students to express differing views and opinions.
- To respect the working environment of others in all areas of the University.

### **Statement of Academic and Behavioral Offenses**

#### **(Applicable to degree and non-degree students)**

The following list provides examples of actions for which disciplinary action may be taken.

- Aiding another during an exam or on another assignment in a manner not authorized by the instructor.
- Copying from another student's paper, lab report or test.
- Attempting to give or receive information relative to assignments, paper, quizzes, exams, etc. in a wrongful and inappropriate ways.
- Providing specific information about previous test, project, other assignment which could thereby result in another person gaining an unfair advantage.
- Allowing one's work to be presented as the work of someone else.
- Providing any unauthorized papers, notes, materials, etc. for another person.
- Using the words, ideas, or information of another source directly without properly acknowledging that source. This includes work (or data) from, another student, another author, the internet commercial services etc., it also includes any portion of a computer program or data file.

- Artificial Intelligence programs that generate text, images, or other products through artificial intelligence may not be used in academic submissions of any kind (including discussion posts) without explicit faculty permission.
- Utilizing at any time in any manner not previously authorized by the faculty member any portion of an exam or other material intended to be used for evaluation purposes in advance of its administration.
- Submitting the same work for multiple classes without the knowledge and permission of all involved faculty.
- Attempting to influence or modify grade or academic record in inappropriate or unfair ways.
- Consulting with other students on projects, papers, labs, assignments, etc. where such collaboration is not allowed by the professor.
- Inappropriately using technology in such a manner as to gain unfair or inappropriate advantage.
- Forging, falsifying, or fraudulently using university documents.
- Recording, scanning, or taking pictures of lectures/ exams/ quizzes/ etc. without permission and utilizing them for private or public purposes.
- Disclosing confidential information to an unauthorized source.
- Failing to report instances of academic misconduct to appropriate officials.
- Lying in official matters, such as purposely furnishing false information.
- include travel that takes place off campus sponsored by the University.
- Students found with illegal drugs on campus will automatically be referred to the Executive Student Conduct Committee for a formal hearing.
- All allegations of sex discrimination, including sexual harassment or sexual violence will be referred to the Title IX Coordinator and handled in accordance with the Title IX Policy.
- Any disruptive act/activity which is offensive or annoying to others, including, but not limited to nuisance activities, excessive noise, vulgar language, shouting, horseplay, practical jokes, and disrespect for authority.
- Fighting
- Bullying, intimidation, and harassment
- Stalking
- Personal Offenses, including, but not limited to gambling, lying, the possession of pornography or other sexually explicit material
- Property and Environmental Offenses, including, but not limited to computer misuse, arson, property damage, theft, or trespassing.
- The possession of firearms, weapons, explosives, or fireworks on campus.

### **Student Evaluation**

Campbell University Graduate Programs evaluate academic and professional performance through systematic student assessment throughout each program. Student evaluations include the assessment and measurement of: (1) key performance indicators in knowledge-based core areas and respective student



specialties, (2) key performance indicators of student learning outcomes in primarily skills-based course assignments, (3) and key performance indicators of student professional dispositions.

Graduate Programs faculty will, as a component of their responsibilities to students, their profession, and the eventual consumers of the services provided by graduates, monitor student's academic progress. Faculty make judgments as to students' progress based on the benchmarks listed below. These judgments will be reflected in the following:

- grades assigned by faculty
- summative and formative feedback as part of course engagement, both scheduled and spontaneous.
- evaluation forms from fieldwork supervisors (when applicable)
- faculty and supervisor completion of the Notice of Professional Concerns (NOPC) form.

Besides these formal assessment points, faculty and advisors will meet informally with students who demonstrate a need for guidance and/or remediation throughout the duration of training. ***If these attempts are ineffective as evidenced by no observable changes or limited observable changes based on the expectations for change, the student will be asked to meet with faculty members to formally develop a remediation plan or to be dismissed from their program. This process is outlined below in the section entitled Student Remediation and Retention.***

## PROFESSIONAL DISPOSITIONS AND SKILLS STANDARDS

In addition to maintaining high scholastic standards, students enrolled in all Graduate Programs at Campbell University must, as part of their academic training, develop professional dispositions and skills necessary to work effectively with people with diverse needs. ***Professional behavior is assessed throughout Graduate Programs and is considered an essential element of the academic programs. A student's failure to demonstrate appropriate professional behaviors consistently may have a negative impact on the student's academic progress. Below is a list of expected professional behaviors. Please note that this list is not exhaustive, and additional expectations/requirements may be communicated to students during their program.***

- The student relates to peers, professors, and others in an appropriate professional manner in all courses.
- The student complies with legal, ethical, and programmatic standards during the training program.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.

### Student Remediation

A student's acceptance into the program as a candidate does not ensure a

right to remain in the program, and retention in the program is dependent upon the student continuing to meet the scholastic and professional requirements of the program. Academic progress includes not only coursework and scholarship, but also the professional dispositions and skills that will affect their professional performance (as discussed in the Student Evaluation section above). These dispositions and skills can enhance the student's professional capacity. The assessment of these dispositions and skills necessarily involves subjective academic judgment by the faculty.

When a student's academic or dispositional progress does not meet program expectations as delineated above, faculty will undertake steps toward remediation. The purpose of remediation is to support student growth and professional development.

If a faculty member has a concern about a student's progress and/or behavior, the faculty will take steps toward remediation. These steps may include talking one-on-one with the student to discuss concerns, offering written and verbal feedback, and other methods consistent with the area of instruction.

During the remediation process, the faculty member may deem that a Notice of Professional Concern (NOPC) is warranted. Such a notice is provided on a form discussed in the section below. If, in the academic judgment of the faculty, remediation attempts are not successful, evaluation of the student's fitness to continue the program will begin (see Formal Retention Process section below).

### **Formal Review Process**

Remediation and/or dismissal may be appropriate when a student's action or failure to act does not meet the generally accepted standards of a graduate student. Generally accepted standards include, but are not limited to, the standards of practice recognized by professional organizations, state and national licensing boards, and other program-specific entities. If a student exhibits low grades, poor skills, poor personal and professional dispositions, and/or other behaviors that are of concern and remediation is unsuccessful, the Formal Evaluation process will ensue.

A Notice of Professional Concern (NOPC) form will be completed by faculty within the College of Arts and Sciences when student behavior is outside the generally accepted standards of the graduate program. This form may be completed as documentation of remediation efforts or as an indication that the Formal Evaluation Process is warranted. There is a wide range of behaviors that can elicit a Notice of Professional Concerns. Examples of behaviors that may warrant a Notice of Professional Concern include, ***but are not limited to:***

- Behaviors that can reasonably be predictive of unsatisfactory future professional functioning, such as a consistent pattern of lateness and tardiness
- Frequent excuse-making when tasks, assignments, appointments,

and other obligations are not completed in a timely manner

- Lack of insight into negative consequences of one's own behavior
- Inability and/or refusal to exercise sound judgment and adequate interpersonal skills
- Noncompliance with supervisory requirements
- Inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency
- Inability or refusal to receive and apply constructive feedback or supervision
- Inability or refusal to tolerate different points of view
- Assigning blame for one's own failures to others
- Interpersonal problems
- Interpersonal behaviors that impair one's professional functioning
- Dishonest academic practices, including but not limited to plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents
- Threatening behavior
- Violations of professional standards of ethical conduct

Upon receipt of a Notice of Professional Concern, the Graduate Programs Chair will determine whether the situation is a Departmental matter for the student's specific program (e.g., an academic issue and/or a personal or professional disposition issue) or is a matter of general student misconduct (e.g., criminal activity such as theft). If the concern is a matter of general student misconduct, the student's conduct will be referred for possible sanctions pursuant to Graduate Bulletin provisions applicable to the College of Arts and Sciences.

Once a Notice of Professional Concern (NOPC) has been written, reviewed, and signed by both the instructor and student, a hard copy will be placed in the student's academic folder in the College of Arts and Sciences offices. For some programs, a digital copy of the signed document will be added to the student's digital folder, which will be housed in Egnyte.

If the matter is a Graduate Programs academic concern, the Graduate Programs Chair will determine whether a Formal Review Committee is needed to explore the matter. In this case, the Graduate Programs Chair will convene a Review Committee to conduct a formal meeting with the faculty and the student. The committee will consist of the Graduate Programs Chair and two additional College of Arts and Sciences faculty members.

This meeting may be held in-person, via phone conference, or using an online platform. All committee members must be impartial and able to render a just and fair recommendation. A member unable to do so should recuse himself or herself.

Furthermore, the student may request that the Graduate Programs Chair remove someone whom the student feels is unable to render a just and fair decision. The student must demonstrate the basis for and provide evidence to support this request. The Graduate Programs Chair will decide if the student's

request will be granted.

The Graduate Programs Chair will act as the Chair of the Review Committee. The duties of the Chair of the Review Committee will include:

- Organizing the Graduate Committee review meeting which will include both the instructor and student
- Notifying the instructor and the student of the Graduate Committee review meeting in writing
- Facilitating the Graduate Committee review meeting
- Communicating Graduate Committee determinations and recommendation(s) to the Dean of the College of Arts and Sciences

A student who has received a Notice of Professional Concern (NOPC) may request to have a Review Committee meeting even if the Graduate Programs Chair does not deem it necessary. The request must be received by the Graduate Programs Chair within five (5) business days of the student receiving the Notice of Professional Concern.

A student who receives a third Notice of Professional Concerns will automatically require a Graduate Committee meeting, even if the student has already had a Graduate Committee meeting for one or more of the previous Notices of Professional Concern.

Notice of the formal meeting shall be in writing (email is sufficient) at least five business days before the meeting and should include:

- the time and date for the meeting
- the specific reasons for the meeting
- a copy of the relevant Notice of Professional Concern
- an indication that the student may be accompanied to the meeting by a non-attorney as an advisor or a support person
- an indication that the meeting presents an opportunity for the student to be heard on the matter and to present his/her version of the facts, but that ***if the student fails to attend the meeting, the Graduate Committee will proceed to evaluate the matter in the student's absence***

The author of the Notice of Professional Concern and the student who received the notice must attend the Review Committee meeting. During the review, the individual who raised concerns will summarize the concerns to the Review Committee. The student will have the right, within reason (as determined by the Review Committee Chair), to question anyone presenting information to the committee. In addition, the student will have the opportunity to speak on his or her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the committee.

After meeting, the Review Committee will determine whether the allegations have been substantiated by a preponderance of the evidence. If the Review Committee determines the burden has not been met, no action will be taken. If the burden has been met, the Review Committee will either create a remediation plan for the student, recommend suspension, or propose full dismissal. A

remediation plan may include, but is not limited to, the following:

- requiring a course be satisfactorily repeated
  - placing the student on a behavioral contract with stipulated conditions for remaining in the program
  - suspension of academic and/or applicable fieldwork.
- Suspension may be for a specified or unspecified length of time with or without stipulations for re-admission. Dismissal of the student constitutes permanent exclusion from the program.

Once a decision has been rendered to remediate and/or terminate a student, the Chair of the Review Committee will provide the student with the written decision within five (5) business days of the review or as soon thereafter as may be practicable. Students must notify the Review Committee Chair within five (5) business days and in writing (email is acceptable) that the student accepts the remediation plan. If the student does not accept the remediation plan, the student will be dismissed from the program. The student's faculty advisor will monitor any remediation requirements.

### **Student Dismissal**

In light of the necessity of the ongoing evaluation of graduate students, the faculty will consider skills and professional dispositions of students as an academic progress matter. ***When a student's performance or behavior raises concerns about their ability to function as a professional in the area of study, that performance or behavior will be considered as grounds for academic discipline.***

The faculty also recognizes their obligation to:

- assist students in obtaining remedial assistance where warranted by the circumstances
- consult with colleagues and document their decisions to refer students for remediation or dismissal from the program
- assure that students have adequate recourse to address decisions made.

After following the remediation and formal retention processes discussed above, faculty may conclude that permanent dismissal is appropriate.

In certain situations, a student's behavior may be so egregious as to warrant immediate formal dismissal. In such a case, the student will be accorded the process as described in other applicable policy documents, such as Campbell University Graduate Bulletin. Examples may include, but are not limited to, felony charges, and academic dishonesty.

Students who are charged with misconduct or violating general standards set forth in the Campbell University Graduate Bulletin, including the University Anti-Discrimination Policy, will be referred to the appropriate University officials. The student's misconduct will be addressed in accordance with applicable policies, such as Title IX, or where no stand-alone policy applies, Graduate Bulletin procedures.

# **APPEAL POLICIES**

## **Remediation and Dismissal Appeals**

Students will receive a remediation or dismissal decision via email sent to the student through their Campbell University email account. A student may appeal a remediation or dismissal decision by filing a written appeal with the Dean of the Adult and Online Education within five (5) business days of receipt of the decision. The decision of the Dean regarding an appeal is final. A student appealing a dismissal decision may remain in classes until any appeals have been completed EXCEPT in the case of experiential coursework and EXCEPT in the case of immediate formal dismissal (as described above).

## **Termination Appeals**

A student wishing to appeal the decision to terminate admission must submit a letter detailing the basis for the appeal and any other documentary evidence to the Dean of the Adult and Online Education within five (5) business days of notification of withdrawal or rescission of admission. The Dean of the College of Adult and Online Education must respond to this letter within three (3) business days of receipt. A student will then be afforded the opportunity to present his/her case for readmission to the Dean. The Dean's decision is final.

Although a student may attend classes during the appeals process, if the appeal is denied, the student will be required to withdraw from class immediately and may not receive a full tuition refund. Some courses (such as those with practical, experiential, and/or remote fieldwork components) may require a student to discontinue activity during the appeal process.

## **Family Education Rights and Privacy Act of 1974**

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and/or in compliance with federal law and regulation, and will use "Directory Information" in the best interests of the student. For more information please visit <https://www.campbell.edu/registrar/family-education-rights-and-privacy-act-ferpa/annual-notification-of-rights-under-ferpa/>

## **Rehabilitation Act of 1973**

In accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Employee or applicant inquiries may be directed to the Director of Human Resources, Main Campus, Buies Creek, NC 27506, [telmore@campbell.edu](mailto:telmore@campbell.edu). Students or applicants for admission may direct their inquiries to Ms. Laura Rich in the Office of Disability Services, [lrch@campbell.edu](mailto:lrch@campbell.edu).

## **Americans with Disabilities Act of 1990 (ADA) as amended (ADAAA)**

Campbell University does not discriminate on the basis of disability and will

provide reasonable accommodation to qualified individuals with disability, except as provided by law. Student inquiries may be directed to Ms. Laura Rich, Student Counseling Center, Main Campus, Buies Creek, North Carolina 27506 or [richl@campbell.edu](mailto:richl@campbell.edu); faculty and staff inquiries may be directed to Mr. Trent Elmore, Director of Human Resources, Main Campus, Buies Creek, North Carolina 27506 or [telmore@campbell.edu](mailto:telmore@campbell.edu).

## **Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681, et seq)**

Campbell University is committed to equality of educational opportunity and providing a safe and non-discriminatory learning, living, and working environments for all members of the University community in accordance with Title IX of the Education Amendments of 1972 (“Title IX”). Campbell University does not discriminate on the basis of sex or gender in its education programs or activities, including admission and employment. The University will not tolerate acts of sex-based discrimination, including sexual harassment, sexual violence, or gender-based harassment. The University’s nondiscrimination policy is seen at <https://campbell.edu/policies/discriminationand-harassment/>. All members of our community are expected to conduct themselves in a manner that reflects personal integrity and a respect for others. To report information about conduct that may constitute sex discrimination under Title IX or to make a complaint of sex discrimination, contact the University’s Title IX Coordinator: Danielle Evans, [titleix@campbell.edu](mailto:titleix@campbell.edu), 910.893.1217. Inquiries about the application of Title IX may be referred to the Title IX Coordinator or the Office for Civil Rights, or both. Academic Facilities

Academic facilities at Campbell University are designated primarily for use in the education of Campbell University students; other uses, although quite worthy in themselves, and of benefit to the community, will not be allowed to interfere with that primary function.

## **Overview of Campbell University**

### **Brief History of Campbell University**

On Jan. 5, 1887, James Archibald Campbell—a 26-year-old Baptist minister—welcomed 16 students to a small church in Buies Creek, North Carolina, for the first day of classes, thus marking the founding of Buies Creek Academy. From that humble beginning, Buies Creek Academy evolved to become Campbell Junior College (1926), Campbell College (1961), and Campbell University (1979). Throughout these transformations, the institution has remained true to its founding principles to address the most pressing needs of North Carolina and to educate men and women for Christian service and leadership around the world. The University enjoys an autonomous and voluntary relationship with the Baptist State Convention of North Carolina.

The founding principles still guide Campbell University today. In 2013, Campbell launched the Jerry M. Wallace School of Osteopathic Medicine, North Carolina’s first new medical school in over 35 years. In August 2016, the Catherine W. Wood School of Nursing—housed within the College of Pharmacy & Health

Sciences—welcomed its first cohort. Simultaneously, Campbell opened its School of Engineering, which was only the second engineering school at a private university in North Carolina. They joined Campbell's other established colleges and schools: the College of Arts & Sciences, the Norman Adrian Wiggins School of Law (1976), the Lundy-Fetterman School of Business (1983), the School of Education (1985), the College of Pharmacy & Health Sciences (1985), and the Divinity School (1996).

In addition to its main campus in Buies Creek, Campbell University has off-campus instructional sites in Camp Lejeune (Jacksonville), Fort Liberty & Pope (Fayetteville), Raleigh (2009 relocation of the law school), and a vibrant online presence through Campbell Online.

Today, Campbell University enrolls approximately 5,000 students per year, including more than 2,000 undergraduate and graduate students on its main campus. Over 100 degree programs in the liberal arts, health sciences, fine arts, and professions are offered to them, continuing Campbell's tradition of preparing students for purposeful lives and meaningful service.

### **Campbell University Mission Statement**

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

#### **To fulfill its mission, the University:**

1. Presents a worldview informed by Christian principles and perspectives;
2. Affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
3. Influences development of moral courage, social sensitivity, and ethical responsibility;
4. Gathers a diverse community of learners;
5. Delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels through traditional, extended campus, and online programs;
6. Transfers to students the vast body of knowledge and values accumulated over the ages;
7. Encourages students to think critically and creatively;
8. Fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
9. Forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
10. Provides students with servant leadership opportunities;
11. Cooperates with other educational institutions to expand learning opportunities for students;
12. Offers service and other opportunities to the greater community through athletics, continuing education, and cultural enrichment programming.



## **THE COLLEGE OF ARTS AND SCIENCES**

The primary function of the College of Arts & Sciences at Campbell University is twofold. First, the College provides the general education component (the “general college curriculum”) of a liberal arts education to all undergraduate programs of the university. Second, the College provides a large array of undergraduate programs in the traditional arts and sciences disciplines. The major objective of the College of Arts & Sciences is to accomplish these functions in an excellent manner consistent with the Christian mission and purpose of Campbell University.

The College’s location on a pedestrian campus that includes schools of Business, Education, Engineering, Divinity, Law, Osteopathic Medicine and Pharmacy & Health Sciences offers students the opportunity to meet with and learn from undergraduate and graduate students and faculty representing a myriad of disciplines and professions.

The College of Arts & Sciences’ influence and reach extend far beyond the University’s main campus. Educational opportunities for non-traditional students are available online and at prime locations in North Carolina, including Raleigh, Fort Liberty and Camp Lejeune. Through this unique relationship, the College of Arts & Sciences provides courses of study leading to the Bachelor of Science degree.

## **ADULT AND ONLINE EDUCATION**

The mission of Adult & Online Education (AOE) is to extend the opportunities of Campbell University to adult learners through extension campuses at selected locations in North Carolina and online. Our mission is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service, implementing the Campbell University mission. AOE supports higher education for service-connected students at a variety of military locations.

### **Accreditation**

For information regarding Campbell University accreditations, please visit <http://www.campbell.edu/accreditation>

# **MASTER OF SCIENCE IN APPLIED LEADERSHIP (MSAL)**

## **Housed within Campbell Adult and Online Education (AOE)**

The mission of the Master of Science in Applied Leadership program is to develop students' leadership skills across a range of disciplines. This program develops research-based skills needed to lead in many contexts, from non-profits to corporations, and from community groups to educational institutions and the U.S. Military.

This program embeds real-world experience by bringing in experts in a variety of leadership roles across many fields. The curriculum and assessment both focus on the application of concepts and are based on the premise that everyone can develop strong leadership capabilities.

### **2 Concentrations Available:**

- Data Analysis and Decision Making
- Organizational Leadership

Courses are designed in eight-week accelerated terms to allow flexibility for adult learners.

### **The MSAL Curriculum Courses You Will Take:**

- Lead 601: Ethics and Leadership
- Lead 602: Leadership Foundation and Theories
- Lead 603: Building Trust and Effective Communication
- Lead 604: Leading Teams and Collaborations
- Lead 605: Change Management and Creativity
- Lead 606: Overcoming Challenges, Conflict and Courage
- Lead 701: Capstone: Implementing Leadership Skills

### **Concentration 1: Data Analytics and Decision Making**

- Lead 501: Data Analytics I
- Lead 502: Data Analytics II
- Lead 510: Problem-Solving and Root Cause Analysis

### **Concentration 2: Organizational Leadership**

- Lead 520: Financial Management for Non-Financial Leaders
- Lead 551 (MBA 751): Project Management
- Lead 552 (MBA 752): Human Resources Management

## **Skills You Will Learn**

The curriculum in the Master of Science in Applied Leadership prepares you to lead in a wide range of areas and disciplines. You will develop both knowledge and real-world skill, applying concepts and theories to both cases and aspects of your life. This program will give you the knowledge, skills, and grounding in your personal life so you can lead with purpose. In addition, each course emphasizes skill development in:

- Ethical Leadership Theories
- Classical and Contemporary Leadership Approaches
- Proficient and Artful Communication
- Theories and Practices for Implementing Organizational Change, Prioritizing the Importance of a Culture that Supports Innovation and Creativity
- How to Handle Challenges, Deal Effectively with Conflict, and Find the Courage to Make and Implement Difficult Decisions and to Deal with Difficult People
- Understanding the Role of Teams and Teamwork in Contemporary Organizations

## **Information and Contact Options:**

[Master of Science in Applied Leadership - Adult & Online Education | Campbell University](#)

# COURSE DESCRIPTIONS

**NOTE:** After each course title is the number of semester hours the course carries. When possible, the term or terms in which the course is offered is noted at the end of the course description; please be advised, however, that this information is subject to change.

## **LEAD 601: Ethics and leadership (3)**

This course surveys major ethical theories relevant to leadership skills and applies them to case development, situational analysis, and real-world decision making.

## **LEAD 602: Leadership Foundation & Theories (3)**

The course examines leadership from the perspective of various theories and frameworks beginning with classical approaches and progressing to more contemporary approaches. At each stage, students will study and describe theoretical concepts, assess supporting empirical evidence, and apply the findings to their own organizational contexts. Students will also assess, refine, and articulate their own personal leadership approaches.

## **LEAD 603: Building Trust & Effective Communication (3)**

This course examines and nurtures competencies necessary to become a leader people want to follow by focusing on one of the most crucial characteristics of good collaborative leaders: proficient and artful communication. Students will learn to connect with people to build trust and loyalty, how to employ power with strategies in team environments, how to surmount cultural and generational distances, how to lead in periods of change and crisis, and how to use these competencies to reach consensus, build teams and develop better followers.

## **LEAD 604: Leading Teams & Collaborations (3)**

This course provides students with an understanding of the role of teams and teamwork in contemporary organizations and develops their skills for working and leading in team contexts. Students will practice their team skills by collaborating with their peers and applying course concepts to real-world scenarios.

## **LEAD 605: Change Management and Creativity (3)**

For an organization to thrive, it must respond to changes in its environment by changing itself – whether in terms of its technology, structure, policies and procedures, personnel, or other ways. However, in most cases, individuals resist change, leading in the long term to failure. This course provides theories and practices for implementing organizational change, prioritizing the importance of a culture that supports innovation and creativity. We will delve into key activities and best practices that support change, those needed to identify and address

resistance to change, and factors that support individual, team and organizational capacity for creativity.

### **LEAD 606: Overcoming Challenges, Conflict & Courage (3)**

Leadership requires the ability to manage conflicts and challenges, while maintaining organizational effectiveness and meeting mission goals. This is easy and fun when things are going well – but of course, things don't always go well. An effective leader must be able to make the best of a bad situation. They must be able to handle challenges, deal effectively with conflict, and find the courage to make and implement difficult decisions and to deal with difficult people. They must be able to acquire and use power wisely, to build trust, and to effectively communicate up and down the leadership chain. To deal successfully with challenges, leaders need to build an infrastructure ahead of time to see them through, including ethical touchstones, a clear mission, trusting relationships and courage.

### **LEAD 701: Capstone: Implementing Leadership Skills (3)**

The capstone is a discipline-specific, synthesizing experience. In this course you will apply the knowledge you have gained throughout the course of the Master's in Leadership curriculum. The course also serves as a springboard from the curriculum into your career, and will allow you to synthesize, integrate and apply what they have learned into practice.

### **LEAD 501: Data Analytics I (3)**

The course provides students with basic understanding of business data analysis tools and techniques. This course utilizes Excel as its tool to transform data into information.

### **LEAD 502: Data Analytics II (3)**

The course provides students with basic understanding of business data analysis tools and techniques. This course will utilize Excel and Tableaux as tools for turning data into information.

### **LEAD 510: Problem-Solving and Root Cause Analysis (3)**

Managers need great skill in solving organizational problems and making good decisions. This process often requires hard data that is analyzed, to truly understand the scope and nature of the problem. However, sometimes problems require qualitative analysis to truly understand and resolve them. This course guides students through understanding and developing skills at root cause analysis (RCA), which is essential to eliminate problems in the long-term and to enhance operational success. Students will practice several key qualitative techniques of conducting RCA in a managerial context, including the 5-Y's and change/event analysis. They will learn about biases that can affect the processes of identifying and making decisions in organizations, and how to avoid them, and apply their skills to a real-world problem.

### **LEAD 520: Financial Management for Non-Financial Leaders (3)**

The course provides students with applications of financial management tools, techniques and concepts to improve financial decision-making processes; specifically, with emphasis on the time value of money, bond and corporate valuation, risk and reward, investment decisions, budgets as well as capital financing.

**LEAD 551: Project Management (3)**

This course will explore the many dilemmas faced by managers overseeing special projects and will teach students how to break down a complex project into manageable segments, while also helping them develop skills to lead a diverse project team, and learn to effectively use tools to ensure that the project meets its deliverables and is completed within budget and on schedule.

**LEAD 552: Human Resource Management (3)**

This course addresses the human resource function as a key strategic function in successful organizations. The course recognizes the dynamic relationship between strategy, people, technology, and the processes that drive organizations. Key topic areas include: employment law, staffing, compensation, human resource development, and performance management. The course uses readings, lectures, class discussions, and application activities. The application activities will help students apply the concepts to their workplaces. The course prepares the student to participate in strategic business decisions on a global basis.