



*A Division of Patten University*

# CATALOG

Academic Curriculum & Student Information

January 1, 2024 - December 31, 2024



Prospective students are encouraged to review this catalog before completing an application or signing an enrollment agreement. Prospective students are also encouraged to review our School Performance Fact Sheet which will be provided to you before signing an enrollment agreement. School Performance Fact Sheets are also available at the Elmwood Institute website on the Accreditation and Licensure page.

Elmwood Institute reserves the right to make changes to the provisions of this catalog, and its rules and procedures at any time, with or without notice, subject to licensing requirements. This catalog is neither a contract nor an offer to contract but merely an outline of the programs currently offered by the institution and its policies.

Elmwood Institute is a division of Patten University. For more information, visit [www.elmwoodinstitute.org](http://www.elmwoodinstitute.org).

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Elmwood Institute  
2433 Coolidge Ave, Oakland, CA 94601  
Phone 626-966-4576 ♦ Fax 626-915-1709



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

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## Mission

The mission of Elmwood Institute is to develop, inspire, and empower leaders to effect global and community transformation by delivering accessible, rigorous, and practical distance education in the areas of leadership, management, entrepreneurship, and technology.

## About Elmwood Institute

Elmwood Institute is a division of Patten University, which was founded in 1976 and is a private, non-profit institution owned by Patten Educational Foundation (“PEF”). Patten University is accredited by the Distance Education Accrediting Commission.

Elmwood Institute seeks to expand students’ ability to think critically and independently, acquire leadership skills and management skills, and develop technological competencies. The institution is committed to preparing students to pursue their academic and career goals, while helping them integrate social responsibility, ethical behavior, and leadership into all areas of their lives. The institution strives to serve students from a broad range of ethnic, geographic, and socioeconomic backgrounds.

The institution is dedicated to recruiting and retaining faculty and staff who are committed to mentoring and coaching, who demonstrate integrity through scholarship, institutional improvement, and service to the larger community; and employ innovative technologies and teaching methods that meet the needs of 21st century learners. In its recruitment and retention of students, faculty, and staff, Elmwood Institute maintains openness to all qualified persons and encourages academic freedom and diversity within the context of its core values of learning and community.

Elmwood Institute is a division of Patten University, which was previously named American Graduate University, and is separate from the other institution named “Patten University” founded by PEF that operated until 2020.

Since 1944, Patten Educational Foundation founded, operated and supported several educational institutions, including Oakland Bible College, Patten Academy (a K-12 school), Prison University Project, Patten University, and Elmwood Institute (a division of Patten University).



## Elmwood Institute Goals

- ◆ Meet the increasing demand for ethical leadership through relevant and rigorous education.
- ◆ Provide educational delivery methods that are flexible, student-centric, and cost-effective.
- ◆ Provide exemplary service to students, demonstrating a commitment to diversity and inclusion in a global environment.
- ◆ Foster an environment that encourages faculty and student engagement and uses feedback from its community to continuously improve the quality of its instruction, technology, and services.

## Elmwood Institute Objectives

The general objectives of Elmwood Institute are to provide for each student:

1. A foundation in ethical leadership and management principles applicable to the operation of any venture, business, or non-profit organization.
2. The opportunity for students to actively apply ethical leadership principles to their relevant field of study or chosen career.
3. A deeper comprehension of his or her own worldview in relation to leadership, business or leadership or management.
4. An increased awareness of the economic, political, technological, and social environment of business and leadership within a global context.
5. An increased ability to think critically and ethically, demonstrating improved levels of written, oral, quantitative, and technology based communication skills.
6. An enhanced capacity for research through increased breadth of knowledge, critical analysis and synthesization skills.

## Location

The institution is headquartered at 2433 Coolidge Ave, Oakland, California 94601.

## Hours of Operation

The institution is open Monday through Thursday, 9:00AM to 5:00PM and Friday 9:00AM to 2:00PM (Pacific Time).



## Accreditation and Approvals

### Distance Education Accrediting Commission

Elmwood Institute is accredited by the Distance Education Accrediting Commission (DEAC).

The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).

1101 17th Street NW, Suite 808, Washington, DC 20036

Tel: (202) 234-5100

Fax: (202) 332-1386

info@deac.org

www.deac.org

### California Bureau for Private Postsecondary Education

Elmwood Institute is a private institution approved to operate by the California Bureau for Private Postsecondary Education (BPPE). That approval to operate means compliance with state standards as set forth in the California Education Code (CEC) and 5, California Code of Regulations (CCR).

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to:

Bureau for Private Postsecondary Education

1747 North Market Street, Suite 225, Sacramento, CA 95834

Tel: (916) 574-8900 or (888) 370-7589 Fax: (916) 263-1897

[www.bppe.ca.gov](http://www.bppe.ca.gov)

#### Required statement per CEC § 94909 (a)(3)(D)

"The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888-370-7589) or by visiting ([www.bppe.ca.gov](http://www.bppe.ca.gov))."

#### Required statement per CEC §94909(a)(12):

Elmwood Institute does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).





# Leadership

## Board of Trustees

Elmwood Institute is a wholly owned subsidiary of Patten Educational Foundation, a California nonprofit corporation with a rich history of operating accredited educational institutions. The members of the Board of Trustees of Patten Educational Foundation govern the institution, and have backgrounds in industry, and higher education appropriate for the institution.

The responsibility of the Board of Trustees is to oversee the institution, appoint the President, and determine the strategic direction of the institution. The current members are:

Pastor Tobey Montgomery, Chairman  
Dr. Gary Moncher, President  
Dr. Sharon Anderson, Trustee  
Rev. Wortham Fears, Trustee  
Larry Walker, Trustee

## Administration

Jennifer Henry, Executive Director  
Keith Wade, Director of Education  
Dr. Nathan Breitling, Chief Compliance Officer  
Laurie Tarlos, Director of Admissions and Student Achievement  
Cathy Diaz, Registrar and VP of Operations

## Board of Advisors

Elmwood Institute values the input and oversight of independent leaders and practitioners. To ensure consistent input and review of the curriculum and outcomes of its programs, Elmwood Institute maintains a Boards of Advisors. The Board of Advisors represent all industries related to the institution's graduate curricula. This Board meets annually to review program outcomes and provide recommendations for curricula and course materials.

The current members are Byron Chung, MBA; Carli Kyles, Ph.D.; Lige Shao, MBA; and Juan Torres, MBA, J.D.

## Faculty

Faculty at Elmwood Institute are selected for their subject matter expertise, their innovative teaching techniques, and their ability to integrate theory and practice. The faculty of the institution have deep research and extensive practical experience in their respective areas, and have diverse personal, professional, and academic backgrounds.

Benjamin Perez, B.A., National University, M.S., National University, D.B.A., California Southern University – Professor, Devry Inc. & University of Phoenix.

◆ Area of Focus: Project Management program, Business, IT

Rob Shah, CPA, B.S., Arizona State University, M.B.A., Keller Graduate School of Management, PH.D., Northcentral University.

◆ Area of Focus: Business, General Management

Geoffrey VanderPal, B.S., Columbia College, M.B.A., Webster University, D.B.A., Nova Southeastern University, CFP®, CTP®, PMP®, SHRM-CP, CHRM-SCP – Professor, Author, and Entrepreneur.

◆ Area of Focus: Business, Contract Management, Project Management

Keith Wade, B.A., Oakland University, M.B.A., University of Detroit-Mercy, Ph.D., Argosy University – Consultant.

◆ Area of Focus: Supply Chain Management, General Management

## Student Services

Elmwood Institute offers academic advising, including course requirement reviews, course scheduling, registration assistance, course sequencing advising, and other related requests for student assistance. Placement assistance is not offered.

## Housing

Elmwood Institute does not provide housing, dormitory facilities, or assistance in locating housing for its students. However, in compliance with Cal. Code Regs. Tit. 5, § 71810(b)(13)(b), private housing is available on the open market. Median monthly rent in Oakland ranges from approximately \$1,490/month (for a studio apartment) to \$2,500/month (for a 3 bedroom apartment).

## Online Library Services

Elmwood Institute is a member of the Library and Information Resources Network (LIRN). LIRN provides a core library collection with access to:

- ◆ **Gale Cengage:** Over 40 databases including Academic OneFile, Business Collection, Business Economics and Theory Collection, Business Insights: Global, Computer Database, Gale Ready Reference Shelf, Gale Virtual Reference Library, Global Issues in Context, Information Science and Library Issues Collection, InfoTrac Newsstand, LegalTrac, Military and Intelligence Database, and the Student Resources in Context.
- ◆ **ProQuest Central:** Access to several databases with 13,000+ full-text scholarly journals; 6,500+ full-text magazines and trade journals; 2,300+ full-text newspapers; 385,000+ market and industry reports.
- ◆ **EBook Central:** Provides students with an instant, multidisciplinary library of eBooks from authoritative publishers.
- ◆ **Additional Internet Resources:**
  - **ProQuest Dissertation and Theses:** Contains over 5 million citations and 3 million full-text works from thousands of universities.
  - **ABI/Inform:** Access to thousands of full-text journals, dissertations, working papers, and key business and economics periodicals
  - **IBISWorld:** Provides market research on thousands of industries worldwide to research involving case studies or business sector analysis.
  - **Directory of Open Access Journals:** Access to full text, quality controlled scientific and scholarly journals, covering all subjects and many languages.
  - **ERIC:** A comprehensive, easy-to-use full-text database of education research and information.



Access to the online library services is 24 hours per day, 7 days a week. A qualified librarian is available for any research needs.

## Career Services

Elmwood Institute does not offer career services. It does not guarantee job placement, advancement, continued employment or level of income or wage rate upon program/course completion or upon graduation. Nonetheless, in compliance with 5 CCR §74112 (d)(3), Elmwood has identified the job classifications that each degree program may prepare its graduates for using the United States Department of Labor's Standard Occupational Classification codes (SOC).

The corresponding roles and SOC codes can be found in [Appendix I](#).



# Department Contact Information

Elmwood Institute Office of the Registrar  
2433 Coolidge Ave  
Oakland, CA 94601

626-966-4576 (phone)  
877-351-9060 (toll-free)  
626-915-1709 (fax)  
info@elmwoodinstitute.org  
www.elmwoodinstitute.org

Hours of Operation (Pacific Time)  
*Monday through Thursday*  
9:00 AM to 5:00 PM

*Friday*  
9:00 AM to 2:00 PM

## OFFICE OF THE EXECUTIVE DIRECTOR

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Jennifer Henry  
*Executive Director*  
877-351-9060 Ext. 1100  
jennifer@elmwoodinstitute.org

## ACADEMIC AFFAIRS

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Keith Wade  
*Director of Education*  
877-351-9060 Ext. 1101  
keith@elmwoodinstitute.org

- ◆ Curriculum Questions
- ◆ Grade Disputes

- ◆ Instructor Issues
- ◆ Program Changes

Dr. Nathan Breitling  
*Chief Compliance Officer*  
877-351-9060 Ext. 1002  
nate@elmwoodinstitute.org

- ◆ Institutional Effectiveness
- ◆ State Licensing

- ◆ Accreditation Management

## ENROLLMENT & STUDENT SERVICES

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Laurie Tarlos  
877-351-9060 Ext. 1007  
laurie@elmwoodinstitute.org  
studentservices@elmwoodinstitute.org

- ◆ Admission Requirements
- ◆ Transfer Credit
- ◆ Application Status
- ◆ Course Evaluations

- ◆ Exam Requests
- ◆ Graduation Requirements
- ◆ Leave of Absence
- ◆ Proctoring

## REGISTRAR

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Cathy Diaz  
877-351-9060 Ext. 1003  
cathy@elmwoodinstitute.org  
registrar@elmwoodinstitute.org

- ◆ Change of Address
- ◆ Re-Enrollments
- ◆ Billing and Payments
- ◆ LMS Support

- ◆ Course Registrations
- ◆ Grade Notifications
- ◆ Transcript Requests

## Degree Program

### Master of Leadership and Management

*Today's management environment is exceptionally turbulent. Resources are scarce, technology advances rapidly, requirements and perceived needs change quickly, the global marketplace is very competitive and the laws and regulations are becoming more numerous and more complex.*

Today's managers, both in industry and government, in order to respond effectively to the changing environment, must have two essential elements. The first is a personal value system appropriate to the problems and human expectations of the times. The second is the ability to understand and interpret basic leadership and management disciplines and technological, environmental and political trends in order to achieve organizational and societal goals.

Elmwood Institute serves as an institution of higher learning for persons engaged in the areas of leadership, management, and business. The function of the institution is to define and provide the education for successful participation in those fields. Students may take individual courses as their need dictates, or they may participate in the institution's degree programs.

Elmwood Institute offers a rigorous and intellectually demanding program leading to a Master of Leadership and Management (MLM) degree. The institution's programs are completely structured, extensively researched and documented educational programs, organized and conducted by a professional faculty with an extensive practical and theoretical background. These rigorous programs produce a management education of substance, quality, and considerable market value.

The programs of the institution provide a choice of plans for the educational development of managers based on the needs and obvious career channels of the individual firm or agency and the industry. This approach is designed to reduce the waste of scarce educational time and dollars in attendance at random courses and seminars. The program is organized so that individual managers can be the principal determinants as to what happens to them educationally, within the parameters of the needs of their organization and industry, so that their education will have meaning to all three.

### Instructional Modality

The MLM program features an online, self-paced modality, providing a high-quality and convenient method of pursuing a graduate degree. This distance education program is designed for the adult who has family, job and community responsibilities.

Courses can start each month, and are offered in 16 week terms. Students engage with the material and interact with faculty via the institution's learning management system. Student work is typically

graded within 72 hours of submission, and results are available immediately within the Learning Management System.

Course material is structured progressively, such that learning moves from the simple to the more complex, with review exercises and low-stakes assessments offered frequently to ensure that students can easily absorb the material. Additionally, a number of case studies and exercises are assigned in each course illustrating actual, real-world problems. The major objectives of the cases and exercises are to encourage the student to engage in independent thinking, apply their learning to real-world situations, and assist in developing skill in using the knowledge imparted in the course.

## Purpose of the Program

It has been said that a person can be a leader or a manager. The modern world requires that, for success in any field, people have the knowledge and skill of both. This program provides a broad-based education in leadership and management principles and practices that will enable working professionals to navigate the ever changing world of complex organizations. The program combines the traditional approaches of leadership and management with the emerging ideas necessary for leading organizations in the 21st century.

The program provides a holistic perspective to the fields of leadership and management. Certain courses explore more specialized areas such as organizational development, behavior and change management, cross-cultural management, leading innovation, negotiation and conflict management, and team building. Other courses provide a detailed knowledge of the quantitative and qualitative tools for research, critical thinking and decision-making.

The MLM program is designed to produce superior leaders with a management background and increased skills for today's marketplace.

## Program Learning Outcomes

The overall objectives of this program are for the student to be able to:

- Analyze and interpret key concepts, theories, and practices in management and leadership, integrating knowledge from diverse disciplines.
- Evaluate and apply ethical principles in communication, decision-making, and leadership, fostering integrity and authenticity in organizational settings.
- Synthesize strategies that promote creativity, adaptability, and change, while effectively navigating conflict and negotiation in diverse organizational environments.
- Design and conduct rigorous business research, and critically assess organizational behaviors and human resource strategies to enhance team dynamics and performance.
- Integrate cross-cultural management practices and critical thinking in leadership roles, promoting inclusivity and informed decision-making.

## Program Length

The Master of Leadership and Management requires the completion of 36 credits. The degree program is typically completed in three (3) years. This duration may vary depending on individual course load and any prior credits transferred. The time limit for completing the degree program is seven (7) years.

## Degree Requirements

The Master of Leadership and Management program is organized into a curriculum of leadership and management courses that stress the core principles and practices as well as new approaches to leading and managing any organization.

The student must complete a total of twelve (12) courses totaling a minimum of 36 semester credits and then complete a program comprehensive examination or complete an approved project within seven years of enrollment in the program.

The courses may all be taken through distance education. Please see [Tuition and Fees](#) section for course fees or visit Elmwood Institute's website at [www.elmwoodinstitute.org](http://www.elmwoodinstitute.org).

### Master of Leadership and Management

- |   |  |
|---|--|
| ◆ BUS 602 - Essentials of Management                    | ◆ LDR 669 - Critical Thinking and Decision Analysis  |
| ◆ BUS 607 - Communications and Ethics                   | ◆ LDR 670 - Organizational Theory, Design and Change |
| ◆ LDR 611 - Leading Creativity and Innovation           | ◆ PMP 671 - Building and Managing Project Teams      |
| ◆ BUS 612 - Leadership Principles and Practices         | ◆ LDR 676 - Advanced Approaches in Leadership        |
| ◆ PMP 636 - Negotiation and Conflict Resolution         |  |
| ◆ BUS 653 - Business Research Methods                   |  |
| ◆ BUS 659 - Organizational Behavior and Human Resources |  |
| ◆ LDR 668 - Cross-Cultural Management                   |  |

- *Comprehensive Examination or institution-approved Final Project is required.*
- *Each course is 3 semester units.*
- *Program requires completion of 36 semester units.*



## Comprehensive Exams and Final Projects

In partial fulfillment of their degree requirements, Elmwood Institute Master of Leadership and Management degree candidates must complete a Final Project or comprehensive exam.

The comprehensive examination requires students to rigorously review their entire course of study, while the final project requires students to combine their academic experience with their life and business experience and successfully develop and implement a new effort in a real business situation. Both the comprehensive examination and the project provide students with outstanding learning experiences from which to expand and apply their professional skills. The project, however, can be a more rigorous and demanding undertaking.

The comprehensive examination takes an average of 60 hours to complete. Elmwood Institute requires that the exam be completed within 50 days of the student's receipt of the examination package. In comparison, acceptable final projects tend to take comparatively more time and commitment to complete due to the necessary planning, research, development, writing and review process. Students have 120 days to complete the project, not including final review.

### Comprehensive Exams

Students who approach their date of graduation will be contacted in advance to prepare for and schedule their comprehensive exam. Comprehensive exams consist of both multiple choice questions, short essays, and several case studies unique to the student's program of study.

#### Comprehensive Exam Learning Outcomes

By completing a Comprehensive Exam in fulfillment of an Elmwood Institute Master's Degree, students will be able to:

1. Demonstrate their structured knowledge of leadership, management, and/or program management principles and practices.
2. Analyze real-world scenarios, applying knowledge in skill to solve real problems commonly encountered in leadership, management, or project management.
3. Evaluate the organizational impact of multiple techniques used in leadership, management, or project management.

### Final Projects

The final project, as defined by Elmwood Institute, is the development, implementation, documentation, and analysis of a new business undertaking. Examples might be the development of a business plan for a new business unit, the development and implementation of a contract analysis and negotiating position, the development of a program or project plan, or the development and implementation of a new business process. Projects are limited only by the innovation and resources of individual students.

All project proposals must pass Elmwood Institute's review process.

### Final Project Learning Outcomes

By completing a Final Project in fulfillment of an Elmwood Institute Master's Degree, students will be able to:

1. Apply their structured knowledge of leadership, management, and/or program management principles and practices to a real-world business problem;
2. Demonstrate the role that research, critical analysis, and quantitative business skills play in the evolving business environment; and
3. Create a cogent, well-supported business proposal that reflects a deep understanding and awareness of today's competitive marketplace.

### Project Proposal

The first step in the project approval process is the project proposal. Degree candidates must petition Laurie Tarlos, Director of Admissions and Student Achievement ([laurie@elmwoodinstitute.org](mailto:laurie@elmwoodinstitute.org)) for project approval in writing. This communication should contain a short description of the project.

The Director of Admissions/Student Achievement will forward the student's request to the Director of Education, who will appoint a Faculty Advisor for the project. The faculty advisor will review the request and recommend to the CAO approval of the topic, or request additional information on the topic.

Within 21 days of being notified, candidates must submit a detailed project proposal outlining the project to the Faculty Advisor. Project proposals must include a detailed explanation of the project to include:

#### Purpose of the Project

This element is the basis for the project and outlines what the project intends to accomplish and its business purpose.

#### Background of the Project

This element covers why the project is important in the short or long term success of the business or government organization. What goals can be expected to be reached?

#### Research

What needs to be known? How will the information be obtained? What methods will be used?

#### Schedule

What milestones must be reached? At what milestone will the project be implemented or completed?

#### Results and Benefits

What specific results and benefits are anticipated? How will they be measured?

If the project is assigned as part of the student's regular business activities, or will become part of a business at which the student is employed, a letter from the candidate's immediate supervisor approving the effort is required.

Projects that do not directly affect a current business activity may require a defense by the student as to the importance of the project as related to the education of the student or to the body of knowledge of the project's subject area.

### Project Guidelines

Although all projects are unique, they will include some required elements. Each project will be designed in conjunction with the faculty advisor and must meet the approval of the evaluation committee.

A sample outline for the project report is furnished below. Also, the student is referred to the "Presenting Insights and Findings: Written and Oral Reports," in the BUS 653 Business Research Methods. An additional source is the "Research Project Guide" on the Oxford University website at: [https://fdslive.oup.com/www.oup.com/orc/resources/xedition/brymanbrm4exe/student/project\\_guide/index.htm](https://fdslive.oup.com/www.oup.com/orc/resources/xedition/brymanbrm4exe/student/project_guide/index.htm)

### Project Report (Sample Outline)

The body of the project report should be between 30 and 50 pages in length. A sample outline is presented below:

- Title Page
- Executive Summary
- Table of Contents
- List of Figures
- List of Tables
- Introduction
  - Purpose of project
  - Describe the problem
  - Why is this analysis appropriate?
  - Importance of the problem
  - The scope of the review
  - How the results of the review will be applied
  - Identify the research questions you hope to answer
- Methodology
  - Identify the method used to identify and locate sources
  - Explain the rationale used for selecting the sources to analyze
  - Explain the procedures to be used for analyzing the sources
  - Identify the criteria for evaluating the information found
- Analysis and Discussion (general points to consider)
  - Present evidence and ideas from sources
  - Concepts are organized by sub-topics
  - Sources are grouped by concepts instead of individual entities
  - Grouping may be related to research questions

- Validity of sources is stated to support your ultimate answers to your questions
- Cite each of your statements by placing the number(s) identifying the reference(s) which support your statement
- Conclusions and Recommendations
  - Identify and synthesize findings
  - Systematically answer your research questions
  - Provide recommendations for:
    - Future research
    - Applications
    - Policies and procedures
    - Program revisions
    - Other warranted situations
- References
  - List each of your references using APA format (<https://apastyle.apa.org/>)
  - Number each of your references so you can cite your evidence in the Analysis and Discussion section.

## Project Schedule

Like all business endeavors, the project must have a realistic schedule that also dovetails with the 120-day project schedule. Projects needing greater time periods may be too extensive for the educational goals of the student and Elmwood.

The schedule, with major milestones, must be submitted to the faculty advisor within 21 days of the project's approval. Each part of the project – each milestone, each project chapter, or each section – must be submitted to the faculty advisor for approval as they are completed. Students may, of course, continue project work while the advisor is reviewing the project submissions. Each project section will not be considered finished until the section has been approved by the faculty advisor.

It may be that there will be faculty changes or suggestions that will be returned to students for evaluation and revision. Where appropriate, these changes must be instituted before the section is considered complete. All project sections must be completed before the project can be considered completed and credit earned. Following successful completion of the project, the student may petition for awarding of the degree.

The difficulty of a project often leads to students underestimating the amount of time needed to complete. In certain instances, students may petition for additional time to complete the project. Such requests are not granted automatically, and students must prove that the additional time is needed due to business situations, rather than lack of planning or underestimation of resources by the student.

The goal of Elmwood Institute is not to force students to conform to a specific schedule for completion, but rather to avoid projects stretching out to unmanageable lengths. That is why Elmwood forces a realistic evaluation of projects prior to approval.



### Submission of Copies

Following completion of the project, the student is required to submit the project in a professional format. The final document will be archived in Elmwood Institute's records. Elmwood reserves the right to cite and quote from the final document.

### Faculty Advisor

Since all projects are unique, much project design and structure will be developed with the faculty advisor. Students will be able to communicate with their advisor by email, telephone, or video call.

### Questions

Any questions concerning the final project should be addressed to the Director of Education at [keith@elmwoodinstitute.org](mailto:keith@elmwoodinstitute.org) or (877) 351-9060 Ext. 1100.



# Academic Calendar

Elmwood Institute utilizes a flexible, overlapping term-based structure. Students may enroll in a term at the beginning of each month. Each term is 16 weeks in length, although students have access to course materials and faculty during the week after the course ends. Students may enroll in one to four courses per term (3 to 12 semester credits). Students have access to all course materials and faculty during the week after the term ends.

Term	Term Start Date	Add/Drop Deadline	Last Date to withdraw with a W	Term End Date
January 2024	01/01/2024	01/08/2024	03/24/2024	04/22/2024
February 2024	02/01/2024	02/08/2024	04/24/2024	05/23/2024
March 2024	03/01/2024	03/08/2024	05/23/2024	06/21/2024
April 2024	04/01/2024	04/08/2024	06/23/2024	07/22/2024
May 2024	05/01/2024	05/08/2024	07/23/2024	08/21/2024
June 2024	06/01/2024	06/08/2024	08/23/2024	09/21/2024
July 2024	07/01/2024	07/08/2024	09/22/2024	10/21/2024
August 2024	08/01/2024	08/08/2024	10/23/2024	11/21/2024
September 2024	09/01/2024	09/08/2024	11/23/2024	12/22/2024
October 2024	10/01/2024	10/08/2024	12/23/2024	01/21/2025
November 2024	11/01/2024	11/08/2024	01/23/2024	02/21/2025
December 2024	12/01/2024	12/08/2024	02/23/2024	03/23/2025

## Official Holidays

All offices are closed on:

- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Thanksgiving Day, and the Friday following Thanksgiving
- Christmas Eve through the first business day after New Years Day.

Students still have access to their coursework during holidays.



# Admissions

## Statement of Non-Discrimination

Elmwood Institute admits students of any race, color, religion, sex, age, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to the students of the institution. It does not discriminate on the basis of race, color, religion, sex, age, handicap, disability, marital status, national and ethnic origin, nor any other characteristic protected under applicable federal, state, or local law in administration of its educational policies, admission policies, and other school administered programs.

## Admission Requirements

### Degree Requirements

To be admitted into a Master's degree program, students must hold a Bachelor's degree from an institution accredited by an institutional accrediting agency recognized by the United States Department of Education, or its international equivalent. Three years work experience is recommended, but not required.

### Official Transcripts

Official transcripts must be sent directly from colleges or universities. Electronically-issued transcripts and other documentation can be sent to [admissions@elmwoodinstitute.org](mailto:admissions@elmwoodinstitute.org).

Paper-based transcripts and records should be sent to:

Elmwood Institute - Transcript Office  
548 Market St PMB 98598  
San Francisco, CA 94104-5401

### Foreign Educational Credentials

An applicant who has completed university-level courses in a foreign country must have their educational credentials evaluated and sent to Elmwood Institute. The credit evaluation report must also include the original transcript. If the transcript is not in English, a translation must be provided. Three reputable foreign credential evaluation service providers are suggested below.

World Education Services (WES – <http://www.wes.org/>)  
Educational Credentials Evaluators, Inc. (ECE – <http://www.ece.org/>)  
International Education Research Foundation (IERF – <http://www.ierf.org/>)



Note that while Elmwood Institute accepts students from foreign countries, it does not currently provide visa services. It provides enrollment verification services upon request at no charge.

## Proof of English Proficiency

Elmwood Institute courses are offered in English. Proof of English proficiency from students for whom English is not their native language is required. Students who have earned at least 30 credits from an internationally-recognized college or university in which English was the language of instruction may have this requirement waived. In this instance, an average grade of C or higher is required for undergraduate admissions, while an average grade of B or higher is required for graduate admissions.

English Language Proficiency Test	Minimum Scores
TOEFL iBT - <a href="https://www.ets.org/toefl.html">https://www.ets.org/toefl.html</a>	Master's: 71
<u>How to Submit:</u> Select Elmwood Institute or Designated Institution Code 4620	
IELTS - <a href="https://www.ielts.org">https://www.ielts.org</a>	Master's: 6.5
<u>How to Submit:</u> Account Name: Elmwood Institute Address: Admissions and Registrar 548 Market St PMB 98598 San Francisco, CA 94104 Score Delivery: E-Delivery	
Duolingo - <a href="https://englishtest.duolingo.com/applicants">https://englishtest.duolingo.com/applicants</a>	Master's: 100
<u>How to Submit:</u> See: <a href="https://englishtest.duolingo.com/applicants">https://englishtest.duolingo.com/applicants</a>	
Pearson Test of English (PTE) - <a href="https://www.pearsonpte.com/">https://www.pearsonpte.com/</a>	Master's: 50
<u>How to Submit:</u> 1. Select Elmwood Institute as an official test score recipient from PTE's database of institutions. OR 2. Send your Score Report Code to <a href="mailto:admissions@ElmwoodInstitute.edu">admissions@ElmwoodInstitute.edu</a>	





## Technology Requirements

In order to fulfill the requirements of the Elmwood Institute course curriculum, all students are required to have access to an internet-enabled device with a web-browser, an email account, a word-processing program, and a spreadsheet program. Microsoft Office or Google Suite is sufficient.

## Admissions Policies

### Application Instructions for Admission

The application may be found on the Elmwood Institute website at [www.elmwoodinstitute.org](http://www.elmwoodinstitute.org).

### Accommodations for Students with Disabilities

Applicants and prospective or current students with disabilities who require adjustments and/or auxiliary aids throughout the admissions process, and/or throughout their studies should contact the Director of Admissions and Student Achievement ([admissions@elmwoodinstitute.org](mailto:admissions@elmwoodinstitute.org)) for assistance. It is the student's responsibility to request accommodations and to provide current and supporting documentation from a medical doctor or clinician explaining the nature and limitations of their disability. Elmwood Institute will work with the person to make reasonable accommodations and adjustments to enable him/her to fully participate in the admissions process and educational programs.

### Transfer Credit

Students may receive transfer credits for courses completed at other accredited educational institutions. Approval for specific courses will be determined individually, based on the breadth, scope, organization, and quality of the coursework in relation to the courses required by Elmwood Institute. Applicants seeking such evaluations must provide official transcripts from the transferring institution. The transfer credit is solely at the discretion of Elmwood Institute, as course content and instructional quality can vary between institutions.

Elmwood will consider transfer credit earned at institutions of higher education outside of the United States that are recognized by the Ministry of Education or equivalent authorizing agency, provided that such credits have been earned through university-level coursework and are presented with equivalent grades of "A," "B," or "C." Such credit must be evaluated by an international transcript evaluation service unless they are earned at an institution which is accredited by a US Dept of Education or CHEA recognized accreditor. The Office of Admissions and/or the Office of the Registrar will make the final determination of the award and applicability of any international credit. A certified course-by-course evaluation from an organization recognized by Elmwood is required for all post-secondary level studies completed outside of the United States at institutions that are not accredited or if the transcript is not in English. GPA and degree equivalencies must be included with



your course-by-course evaluation. All fees charged by translators or external evaluators must be paid by the student. The recognized transcript evaluation organizations are:

- [Educational Credential Evaluators](#) (ECE)
- [World Education Services](#) (WES)
- [SpanTran: The Evaluation Company](#)
- [International Education Evaluations, LLC](#) (IEE)
- Or any company recognized by the [National Association of Credential Evaluation Services](#) (NACES)

Only grades of B or higher will be considered for graduate credit. Transfer credits that are recognized and accepted by Elmwood Institute are not factored into the calculation of the student's grade point average.

No more than 50% of the credits required for a Master's degree may be fulfilled via transfer credit.

If an applicant's request for graduate-level transfer credit is denied, they may appeal the decision to the Elmwood Institute Director of Education ([keith@elmwoodinstitute.org](mailto:keith@elmwoodinstitute.org)). The appeal should include the name of the Elmwood Institute course, the name of the institution, the previous course taken, and a detailed explanation, with supporting material, of why the applicant believes the course taken at another institution is similar in content to the Elmwood Institute course.

### Experiential Credit/Credit for Prior Learning

Elmwood Institute does not accept credit for prior learning or experiential credit. Credit must come from a recognized, accredited institution, or from a provider with whom Elmwood Institute has an articulation agreement.

### First Term Registration

A newly accepted student at Elmwood Institute must enroll in their first term within 90 days of acceptance. A student is subject to unenrollment from the institution if they do not meet this requirement.

### Enrollment Prior to Admission

Students are eligible to register for a single term while they complete the application process, including providing Elmwood any required documentation for admission. Students may not enroll in a subsequent term unless or until they have met all requirements.



## Student Verification

Students are required to submit a government-issued photo ID as part of their application. The photo ID will only be used to verify identity throughout the program. All students are issued a student ID number.

## Notice Regarding Transferability of Credits Earned at Elmwood Institute

The transferability of credits you earn at Elmwood Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance or recognition of the degree you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at Elmwood Institute are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at Elmwood Institute will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Elmwood Institute to determine if your credits or degree will transfer or be recognized.



# Academic Policies

## Academic Load

Students may take between one and four courses per term (3 to 12 semester credits). A full-time course load is considered three or more courses (9+ semester credits) per term; a part-time course load is considered two or fewer courses (6 or less semester credits) per term. Because of the significant workload associated with graduate-level courses, students should consult with the Director of Admissions and Student Achievement *prior* to registering for more than three (3) courses in a term.

Each term is 16 weeks in length. Students have access to all course materials and faculty during the week after the term ends.

## Credit Hour Definition

Elmwood Institute utilizes the commonly accepted definition of semester credits (also referred to as “units”) to measure its academic courses and programs. One semester credit is the equivalent of 15 hours of academic engagement and 30 hours of preparation. Accordingly, each 3-unit course offered by Elmwood Institute is normally achieved via 45 hours of academic engagement and 90 hours of preparation.

## Grading Policy

The course grade is the weighted average of the individual course module assignments, quizzes, midterm examinations, projects, final papers and/or final examinations as determined by the course syllabus. In most courses the lesson examinations (which may include a project) are worth approximately 80%, while the final examination is worth approximately 20%. Elmwood Institute calculates grades numerically, which are then converted to final letter grades. Students must receive a minimum grade of 80% for each course.

Grades	Quality Points
A (90-100%)	A = 4.0
B (80-89%)	B = 3.0
F (Below 80%)	F = 0.0

Students may view their grades at any time by logging into the Learning Management System.

## Grade of “W” (Withdraw)

Graduate students may be issued a grade of W (Withdraw) if they withdraw by midnight of the last day of Week 12 of the term (see [Academic Calendar](#)). The grade of W does not factor into the calculation of a student’s GPA.

## Grade of “F/I” (Fail/Incomplete)

Students who withdraw after the Week 12 deadline will receive the grade of F/I (Fail/Incomplete). The grade of F/I is worth zero quality points, and does factor into a student’s GPA.

## Grade of “I” (Incomplete)

A grade of I (Incomplete) may be granted, under rare circumstances, only if a student has attempted at least 60% of points for graded coursework, can provide a serious and compelling reason for an extension of the regular term length, can mathematically pass the course with a satisfactory grade on any outstanding assignment(s), and is not on academic probation.

Students must request the “Incomplete” from the course instructor and Director of Admissions and Student Achievement prior to attempting the final summative assignment of the course, who will jointly determine if an incomplete grade is warranted. Students may be allowed up to 21 days from the end of the term to resolve an incomplete, after which time the grade will be calculated based on the total points earned. A student is allowed only one attempt on a final project or final exam within the incomplete period.

## Repeating Courses

A student may choose to repeat a course if they have received a non-passing grade or if it is necessary to raise their GPA in order to meet the Elmwood Institute’s Satisfactory Academic Progress policy. When a student repeats a course and receives a higher grade, the higher of the grades will be used for calculating the GPA. Repeated courses are subject to tuition as calculated at the per-credit rate for the student’s program, as detailed in the Enrollment Agreement.

## Registration and Adding/Dropping of Courses

Students may self-register in Elmwood Institute’s Learning Management System, or may be registered by the institution’s Registrar. Students are free to add and drop classes prior to the seventh day of the term (see [Academic Calendar](#)).

To drop a class after this deadline, or to withdraw from Elmwood Institute, students must contact the Registrar at [registrar@elmwoodinstitute.org](mailto:registrar@elmwoodinstitute.org).

## Administrative Withdrawal and Attendance Policies

Elmwood Institute may administratively withdraw a student from a course from the beginning of week two through the end of week twelve if the student shows no submitted assignments in the course for 30 consecutive calendar days. Students who are administratively withdrawn may appeal within 14 days of their withdrawal. Appeals should be directed to [appeals@elmwoodinstitute.org](mailto:appeals@elmwoodinstitute.org). Upon approval, students will be reinstated in the course and must demonstrate continued progress. Students who are administratively withdrawn shall be subject to the [Tuition Refund Policy](#).

## Requirements for Graduation

To receive the degree, the student must meet the following requirements:

- ◆ Successfully complete the courses required for the degree program within seven (7) years with a GPA of 3.0 or higher for 36 credit programs..
- ◆ Successfully complete either a [Comprehensive Examination or institution-approved Final Project](#).
- ◆ Clear any past-due balances.

## Satisfactory Academic Progress Policy

Students must complete all registered courses within the standard 16 week term. Students who do not complete registered courses within this term will be subject to a grade of W, F/I, or I, depending on their date of withdrawal from the course and the institution's policy on [Incomplete grades](#).

Students must maintain a minimum cumulative grade point average of 3.0.

## Academic Probation

If a student receives a failing grade (less than 80%) in two courses within the same term, or if they fail to maintain a minimum cumulative grade point average of 3.0, they will be placed on academic probation. The student may then take only one additional course while retaking the failed courses in their subsequent term. If a student does not clear the academic probation within one calendar year, they will be subject to dismissal from Elmwood Institute.

## Unsatisfactory Progress

Students must show regular progress toward completion of their degree program by satisfactorily completing at least one course per year. Students not showing this level of academic progress are subject to dismissal from Elmwood.



## Maximum Timeframe

Students enrolled in a 36 credit degree program must complete their program within seven (7) years.

## Dismissal & Appeal

Students are subject to dismissal from Elmwood Institute if they do not resolve their academic probation status within one calendar year, do not complete at least one course per calendar year, or do not complete their program within the maximum timeframe designated for their program.

Students are eligible to appeal their dismissal with documentation of mitigating circumstances. Appeals are considered on a case-by-case basis by the Executive Director.

## Leave of Absence

Students may receive a leave of absence by contacting the Director of Admissions and Student Achievement and stating the reason for their request and the expected date of return. All leaves of absence must be approved by the institution in advance. Students are exempt from the institution's Unsatisfactory Progress policy while on Leave of Absence.

## Appeals of Dismissal

Elmwood Institute understands that its students are working adults with competing priorities and responsibilities. Elmwood Institute wants its students to succeed and to graduate, and will work to make reasonable accommodations for each student's situation. Students are eligible to appeal their dismissal with documentation of mitigating circumstances. Appeals are considered on a case-by-case basis by the Director of Education.

If a student has been dismissed from Elmwood Institute based on a violation of its Satisfactory Academic Progress policies, the student may petition the institution for readmission. Any decision to dismiss a student may be appealed to the Director of Education, Elmwood Institute, 2433 Coolidge Ave, Oakland, CA 94601 or by email to [keith@elmwoodinstitute.org](mailto:keith@elmwoodinstitute.org).

## Proctoring

Elmwood Institute requires proctored quizzes and examinations at regular intervals throughout its programs. Proctors may not be a past or present family member, a work subordinate, a current/previous student of Elmwood Institute, or related to a current/previous student of Elmwood Institute.

Before taking a proctored quiz or examination, both students and proctors electronically attest that they do not have a relationship which would call into question the proctor's impartiality. The proctor



must additionally electronically submit a Proctor Attestation Form, including a copy of both their's and the student's government-issued photo identification.

## Statement on Academic Integrity

Elmwood Institute expects its students to act with honesty and integrity in completing their course and program work. Distance learning requires a high level of self-discipline with regard to academic integrity. All work submitted by a student must represent the original work of that student. Students found to have cheated or committed plagiarism may be suspended or dismissed from Elmwood Institute.

## Student Code of Conduct and Academic Integrity Policy

Students at Elmwood Institute are expected to adhere to high standards of ethics in the pursuit of their education. As a condition of enrollment, students agree to:

- ◆ Conduct themselves with professionalism, courtesy and respect for others in all dealings with the Elmwood Institute staff, faculty, and other students.
- ◆ Observe the institutional policies and rules on submitting work, taking examinations, and conducting research.
- ◆ Never turn in work that is not their own, or present another person's ideas as their own.
- ◆ Never ask for, receive, or give unauthorized help on graded assignments and examinations.
- ◆ Never use short excerpts or quotations from books, articles or other publications without citing the publication and author.
- ◆ Never divulge the content of or answers to examinations to fellow students.
- ◆ Adhere to all required proctoring requirements.
- ◆ Never improperly use, destroy, forge or alter Elmwood Institute's documents, transcripts, or other records.
- ◆ Never divulge their online username or password.
- ◆ Always report any violations of this Code of Conduct to the Director of Education ([keith@elmwoodinstitute.org](mailto:keith@elmwoodinstitute.org)), and report any evidence of cheating, plagiarism or improper conduct on the part of any student of Elmwood Institute when they have direct knowledge of these activities.

## Student Records and Privacy

In compliance with California Education Code Sec. 94900 and 5, California Code of Regulations Sec. 71920, Elmwood Institute maintains permanent records, including transcripts, for each student. To request an official transcript, students may contact the Registrar at [registrar@elmwoodinstitute.org](mailto:registrar@elmwoodinstitute.org). Official transcripts require a nominal fee of \$20.





Elmwood Institute protects the privacy rights of its students. Student education records are held confidential in accordance with Family Educational Rights and Privacy Act (FERPA) and Elmwood best practices. Written student consent is required for access and release of student records information. Students may inspect and review their educational records upon written request to the Registrar at [registrar@elmwoodinstitute.org](mailto:registrar@elmwoodinstitute.org). Should a student find, upon review, records that are inaccurate or misleading, the student may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student may ask that a meeting be held to resolve the matter. Each student's file will contain student's records, including a transcript of grades earned. Transcripts will only be released to the student upon receipt of a written request bearing the student's signature or digital equivalent. Per CA Civil Code §1788.93, Elmwood Institute will not refuse to provide a transcript on the grounds that the student owes a debt.

## Student Complaints and Grievances

In the event that any student has a complaint, grievance, or dispute with the Elmwood Institute's procedures, policies, or decisions, the student has the right to seek a satisfactory resolution.

First, the student should discuss the matter directly with the instructor or Elmwood Institute staff member. The instructor or staff member will attempt to resolve the matter professionally and in good faith. If the matter cannot be settled at this level, the second step is for the student to file a written complaint to Elmwood Institute Student Services, 2433 Coolidge Ave, Oakland, CA 94601, or at [studentservices@ElmwoodInstitute.org](mailto:studentservices@ElmwoodInstitute.org). The complaint should include a description of the specific allegations and the desired remedy, accompanied by any necessary documentation. Student Services can, if necessary, submit the complaint to Elmwood's Executive Director for final resolution. Student Services or the Executive Director will issue a formal reply to the student within ten working days.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the Bureau's internet website ([www.bppe.ca.gov](http://www.bppe.ca.gov)).

Additionally, a complaint can be filed with Elmwood Institute's accrediting agency, the Distance Education Accrediting Commission (DEAC) through the DEAC website (<http://www.deac.org/Student-Center/Complaint-Process.aspx>), or 1101 17th Street NW, Suite 808, Washington, DC 20036.

For students residing outside of California, there may be additional resources for filing grievances/complaints. Please see the State Higher Education Executive Officers Association website: [http://www.shceo.org/shceo\\_surveys/](http://www.shceo.org/shceo_surveys/).



## Tuition and Fees

Students who enroll at Elmwood Institute assume responsibility for the payment of all tuition and fees in accordance with the policies set forth below.

### Degree Tuition

Students are charged tuition on a per-term basis. Each term is 16 weeks in length. Standard tuition is \$25 per credit hour (\$75 per course).

Total estimated charges below are based on on-time completion of the program. Actual costs may vary due to transfer credit or repeated courses.

Master of Leadership and Management  
(36 credits, 12 courses)

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*Tuition:* \$25 per credit hour or \$75 per course

Total estimated charges for the program for domestic students  
completing on time: \$900

### International Student Tuition

The tuition for international graduate students is \$25 per credit hour (\$75 per course).



## Withdrawals and Refunds

After the add/drop period of 7 days from the first day of the term, during which the student may [cancel their enrollment agreement](#) or adjust the number of courses for which they are registered, the student may withdraw from Elmwood Institute and receive a pro rata refund if they have completed 60% or less of the term.

For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in this institution's catalog. Students who withdraw or are administratively withdrawn will receive a refund of tuition according to the following table:

Week of Withdrawal	Tuition Refund	Week of Withdrawal	Tuition Refund
Week 1	100%	Week 9	50%
Week 2	100%	Week 10	43%
Week 3	88%	Week 11	0%
Week 4	81%	Week 12	0%
Week 5	75%	Week 13	0%
Week 6	69%	Week 14	0%
Week 7	62%	Week 15	0%
Week 8	56%	Week 16	0%

For example, if a student who is registered for 6 units and paid \$150 withdraws from the institution during their fifth week of the term, the student would receive a refund of \$112.50:

$$\begin{array}{r} \$150.00 \quad \times \quad \begin{array}{c} 75\% \\ \text{(Student withdraws during Week 5} \\ \text{of the term)} \end{array} \quad = \quad \$112.50 \end{array}$$

If the institution cancels or discontinues a course or education program, the school will make a full refund of all charges.

All refunds will be paid within 30 days of cancellation or withdrawal.



If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. However, Elmwood Institute does not participate in federal and state financial aid programs.

## Student's Right to Cancel

Students have the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

If a student cancels their enrollment agreement, they may obtain a refund of 100% of charges paid, if notice of cancellation is made prior to midnight of the seventh day of the term. Cancellation is effective on the date written notice is sent to the institution.

A cancellation may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. Students wishing to cancel their enrollment agreement must be made in writing through email, mail, or fax to: Elmwood Institute, Attn: Registrar, 548 Market St PMB 98598, San Francisco, CA 94104-5401; Phone: (626) 966-4576, ext. 1003; Fax: (626) 915-1709; E-mail: [registrar@elmwoodinstitute.org](mailto:registrar@elmwoodinstitute.org).

After the seventh day of enrollment of the term, a student may withdraw for a partial refund. See [Withdrawals and Refunds](#). All refunds will be paid within 30 days of cancellation.

## Student Loans

Elmwood Institute does not offer student loans and does not participate in federal or state student financial aid programs. If a student obtains a loan to pay for an education program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- ◆ The federal or state government or a loan guarantee agency may take action against the student, including apply any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- ◆ The student may not be eligible for any other federal student aid at another institution or other government assistance until the loan is paid.

If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds. Elmwood Institute does not participate in federal or state student aid programs.

## Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school.

Questions regarding the STRF may be directed to:

The Bureau for Private Postsecondary Education  
1747 North Market Blvd., Suite 225 Sacramento, CA 95834  
(916) 574-8900 or (888) 370-7589

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- ◆ The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- ◆ You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- ◆ You were enrolled at an institution or a location of an institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before the closure.
- ◆ The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- ◆ The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

- ◆ You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- ◆ You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number of a taxpayer identification number.

# Course Descriptions

## BUS 602 - Essentials of Management

Semester Units: 3

Prerequisite: None. Required to be taken in the first term for all students.

A demand for a new kind of manager has come to the forefront because business organizations are being challenged more than ever before to develop new resources and markets in a global economy. Whether a front line supervisor or the top executive of an enterprise, the functions of a manager are essentially the same. The manager must be able to make decisions and communicate these decisions to his organization. In order to do this, they must have the knowledge and ability to use today's most effective management techniques in a new and exciting era of technological change.

This course is designed to present the operational theory of management and furnish a framework of management organization. It is designed around the management functions of planning, organizing, staffing, directing and controlling. The objective of the course is to provide the student with a well- structured and varied knowledge of management disciplines.

The course covers: Management in a Global Environment – Managing Work and Organizations – Managing People in Organizations – Managing Production and Operations.

### Course Learning Outcomes

- Define the skills required to be an effective manager.
  - Discuss how an organization's culture affects its response to its external environment.
  - Summarize the processes by which decisions are made in organizations.
  - Describe how strategic planning should be integrated with tactical and operational planning.
  - Identify actions managers can take to manage with the environment in mind.
  - Examine ways in which cultural differences across countries influence management.
  - Explain how managers of large companies can foster entrepreneurship.
- Analyze how differentiation and integration influence an organization's structure.
  - Highlight strategies and dynamic organizational concepts that can improve an organization's responsiveness.
  - Summarize how unions and labor laws influence human resources management.
  - Detail how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
  - Illustrate key behaviors that will make you a better leader, and identify when the situation calls for them.
  - Discuss ways in which people's individual needs affect their behavior on the job.
  - Distinguish the new team environment compared to that of traditional work groups.
  - Identify ways to become a better "sender" and "receiver" of information.
  - Describe the basic types of financial statements and financial ratios used as controls.
  - Explain the key strategies to manage technology for competitive advantage.
  - List the approaches which are commonly used to manage change within an organization.

## BUS 607 - Communication and Ethics

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

This is a three-part course. The first part covers all aspects of business communication. The second and third parts concentrate on business ethics.

Communication in business consists of different skill sets. The ability to communicate is essential to success in today's business environment. This part of the course is organized around the traditional content of a business communications course, including written and oral communication, global and multicultural issues, legal and ethical situations, and technology in communication.

The ethics part of the course presents a comprehensive review of current ethical issues from a global perspective of ethics. The course highlights both the positive and negative consequences of ethical behavior. The primary focus is to prevent potential ethical dilemmas that decision-makers may face in a number of different business areas.

### Course Learning Outcomes

- Identify and apply foundational principles of business communication, such as adapting messages and employing appropriate language, to effectively convey information in diverse professional contexts.
- Evaluate various business communication methods and formulate effective strategies for different business scenarios.
- Explain the role of ethics in business decision-making, including the implications of ethical behavior on stakeholders and organizational culture.
- Analyze the foundational concepts of ethical thought, the complexities of business ethics, and corporate social responsibility.
- Apply ethical principles in business decisions related to IT, HR, and financial reporting.

## LDR 611 - Leading Creativity and Innovation

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

Effective leaders embody the spirit of Creativity and Innovation. As a result, they use flexible and adaptive thinking to introduce change and innovation, instilling a vision and sense of purpose to a sometimes chaotic environment. The goal of this course is to provide leaders with the knowledge and tools which will enable them to add Creativity and Innovation as core competencies to their already developed skill sets. This course will influence leaders by deliberately facilitating creative change and enforcing a productive sense of focus in their role of developing science and technologies for organizational growth.

### Course Learning Outcomes

- Evaluate leadership styles and decision-making processes in contemporary contexts, demonstrating an understanding of design-driven leadership and its influence on the evolving nature of work.
- Analyze the integration and implications of human-centric values and ethical considerations in the leadership practices of contemporary figures.
- Synthesize principles of creative leadership and evolving leadership trends, demonstrating an ability to integrate theoretical frameworks with real-world perspectives from contemporary discussions.
- Conceptualize advanced leadership strategies addressing the imminent trends and challenges in the contemporary business milieu, evidencing a proactive approach to organizational evolution.
- Analyze the nuances of ethical dilemmas emerging from digital advancements and synthesize strategies for principled leadership in this complex domain.
- Apply integrated leadership strategies to simulate decision-making in complex business environments that require ethical discernment, sustainability considerations, and workforce diversity management.



## BUS 612 - Leadership - Principles and Practices

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

This course covers the concepts, principles and skills of leadership in a manner that is appropriate for both new and experienced leaders. A thorough assessment of advanced leadership skills, the role and function of leadership and the impact on individual organizations and society is presented. Various leadership models and their effectiveness are discussed. Topics include leadership variables, ethics, leadership principles and approaches, team leadership and critical issues in leadership.

### Course Learning Outcomes

- Discuss what factors influence the leadership process.
- Identify the traits of an effective leader.
- Explain the characteristics of followers that influence the leadership process.
- Discuss the importance of having a vision.
- Identify the basic motives for leadership.
- Discuss the patterns of leadership.
- Describe the evolution of the Trait Theory through the 20th century.
- Describe how the Skills Approach works.
- Compare and contrast the management skills necessary at various levels of an organization.
- Define the Style Approach and its overall concept.
- Specify the instruments used by researchers to assess the styles of leadership.
- Discuss how the Situational Approach works and define its strengths and weaknesses.
- Illustrate how leadership behavior influences employee conduct.
- Outline the principles of ethical leadership.
- Evaluate the history of the quality movement.
- Validate Quality Synthesis and how it works.
- Define the importance of good human relations in the work setting.
- Describe the dimensions of team leadership.
- Discuss the qualities needed to be a competent team member.
- Discuss how leader traits/behaviors are related to leadership effectiveness.
- Describe how styles and situations impact leadership.
- Discuss the idea behind Path-Goal Theory.
- Analyze the strengths and criticisms surrounding the LMX Theory.
- Describe the Transformational Leadership process.
- Discuss the similarities between Transformational and Charismatic Leadership.

- Evaluate the factors that influence Authentic Leadership.
- Validate the various strategies used in managing diversity.
- Discuss the rules associated with effective delegation.
- Compare the principles, methods, and techniques for developing others.
- Analyze the role of the leader as teacher and developer of employees.
- Discuss the importance of performance management.
- Identify the principles of effective discipline.

## PMP 636 - Negotiation and Conflict Resolution

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

Project managers exercise their negotiation skills every day. They negotiate with functional and other project managers within their own organization over time, scope, budget, schedules and change orders. Outside the organization they negotiate with customers, vendors, suppliers and subcontractors. Project managers negotiate during every phase of a project from the start-up, during performance, and right through the close-out.

This course provides the project manager the skills required to: negotiate schedules, change orders, estimates and contracts; resolve conflict; negotiate multi-party agreements; and build better teams. Strategy in negotiation is explored and the key role that planning and preparation play in a negotiation is emphasized. The dynamics of communication in negotiation are examined with special attention to the role of power and ethics.

The dynamics of negotiation that involves teams and groups is highlighted. Factors central to all negotiations as well as factors and dimensions strongly shaped by national and cultural style are also presented. Quite often negotiation strategies and tactics do not work the way they are intended to. Conflict resolution tactics are discussed which negotiators can use to help put derailed negotiations on track and keep a conflict from becoming increasingly destructive. Finally, the use of third parties to resolve breakdowns in negotiations is explored.

### Course Learning Outcomes

- Demonstrate a comprehensive understanding of the fundamental principles, strategies, and dynamics of negotiation.
- Develop, implement, and adapt effective negotiation strategies across various scenarios, considering the dynamics of power, influence, and ethical considerations.
- Analyze and manage the roles of perception, emotion, communication, and relationships in shaping negotiation outcomes, and navigate the complexities introduced by multiparty and group contexts.
- Recognize and adapt to the nuances introduced by gender, personality, and culture in negotiations, ensuring effective communication and strategy in diverse settings.
- Identify and overcome challenges in negotiations using best practices, tools, and techniques, while maintaining a strong ethical stance.

## BUS 653 - Business Research Methods

Semester Units: 3  
Prerequisite/Corequisite: None

This course is designed to provide a working knowledge of research methods and analytical techniques as they are used in business and government as tools for implementing a systematic approach to planning policies, programs and projects. It combines in one course the study of research methodology, the planning and design of research, and the management science tools that are used and the nature of decisions to which the research and analysis contribute. Modern decision theory which treats managerial problem solving as the selection of the best solution from a set of alternatives is emphasized. The course is not concerned with abstract statistical concepts but, rather, with the applicable techniques and their use in solving practical business problems.

In addition to providing a working knowledge of research methods and design, the course includes a brief, but thorough description of forty (40) tools of analysis with a description of the technique and its application. None of the techniques require sophisticated mathematical or computer implementation. Emphasis is placed on how the techniques are used and how to implement the results.

### Course Learning Outcomes

- Describe the research process.
- Illustrate the general format and types of research requests and proposals.
- Demonstrate the need for ethics in the research process.
- Characterize the various types of research designs and identify their corresponding data types.
- Describe the types of data measurement methodologies and explain their various strengths and weaknesses.
- Explain the general methodologies used in data preparation and exploration.
- Define a hypothesis and describe the process of hypothesis testing.
- Illustrate the methods and best practices for presenting research findings.

## BUS 659 - Organizational Behavior and Human Resources

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

This course is based on the modern philosophies, research and practice concerning individual, interpersonal and organizational behavior. The course focuses on leadership techniques and on understanding and managing the behavior of individuals and groups, the human resources through which the manager gets things done; and on the organization design tools the manager can use to solve the series of major and recurring problems that occur in complex organizational life.

The course objectives are to provide the student with the skills to manage individual, interpersonal and group behavior, to develop the ability to diagram the causes of human problems in the work environment, and to develop judgmental skill in taking action to improve the motivation, effectiveness and satisfaction of working groups and individuals. The course considers a wide array of tools such as structural change, measurement systems, reward systems and educational methods for solving organizational problems.

### Course Learning Outcomes

- Determine methods for applying organizational behavior principles for the improvement of any organization.
- Assess the current state of an organization's culture based on key metrics the organization has agreed to.
- Deduce the stress process within an organization and devise strategies to counter the stressors.
- Construct an effective organizational communication strategy to adequately inform all stakeholder and organizational goals and strategies.
- Appraise an organization's Strengths, Weaknesses, Opportunities and Threats based on a SWOT analysis and adjust organizational strategy accordingly.

## LDR 668 - Cross-Cultural Management

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

This course focuses on the challenges and opportunities associated with organizational management and business strategy in the global environment. The course is intended to be a challenging advanced management course for the graduate business student. Students will gain a general overview of the process and effect of internationalization in contemporary business, along with an introduction to theories, concepts and skills relevant to managing effectively in today's global environment. Students will be challenged to integrate knowledge they have gained from other business core courses and apply their accumulated knowledge to business case studies. Students will engage in active research and analytical problem solving related to managing in the international environment and will be called upon to apply this theory in their work.

### Course Learning Outcomes

- Explain the ethical, social, and environmental implications of decisions made by multinational corporations in diverse geopolitical and cultural contexts.
- Interpret the challenges and opportunities associated with managing global virtual teams and formulating international expansion strategies of multinational corporations, drawing on concepts from cross-cultural communication, cultural dynamics, and organizational strategy.
- Analyze multinational corporations' strategic decisions and adaptability in diverse international markets, applying concepts of strategy formulation, market entry techniques, political risk management, and organizational decision-making processes.
- Evaluate the human resource, motivation, and leadership strategies of multinational enterprises in diverse cultural contexts, incorporating the principles of cross-cultural HR management, global leadership practices, and motivational techniques across cultures.
- Synthesize insights from cultural dimensions and real-world business practices to propose evidence-based strategic recommendations for global enterprises operating in culturally distinct regions.
- Formulate strategies for cross-cultural leadership and human resource management within a multinational corporation, demonstrating an in-depth understanding of the intricacies of varying cultural norms and their implications on organizational practices.

## LDR 669 - Critical Thinking and Decision Analysis

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

The overall objective of this course is to improve the student's abilities in both critical thinking and decision-making. Critical thinking is the art of analyzing and evaluating thinking and argument with the purpose of improving it. Decision-making can be defined as the process of identifying alternatives, evaluating the alternatives, and choosing between the alternatives. Critical thinking and decision-making processes are intertwined. The critical thinking segment of this course provides a guide to the analysis, reconstruction, and evaluation of arguments designed to help students distinguish good reasoning from bad. The decision-making segment shows how decision analysis can be applied so that decisions are more effective by providing numerous usable decision analysis approaches.

### Course Learning Outcomes

- Recognize arguments in academic, literary, and popular prose.
- Identify the main conclusions of arguments.
- Express the logical structures of arguments.
- Identify assumptions and unstated premises in argumentative writing.
- Evaluate the credibility and persuasiveness of arguments.
- Identify common fallacies in reasoning.
- Differentiate between necessary and sufficient conditions.
- Interpret the formal validity of deductive arguments and the inductive strength of probabilistic arguments.
- Explain how quantitative tools and analysis may lead to improved decision-making.
- Identify which decision-making situations are most appropriate for the application of decision analysis.
- Explain the key steps in the decision analysis process.
- Demonstrate use of SMART for decision-making problems.
- Develop decision trees and influence diagrams and use them to solve decision problems under uncertainty.
- Discuss how probability can be used to provide a measure of uncertainty.
- Explain how probability can be applied to problems where a decision has to be made under conditions of uncertainty.

## LDR 670 - Organizational Theory, Design and Change

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

This course explores how organizations understand and integrate with their environments. Theories are valuable and important because they help us explain and control our surroundings. Thus, organizational theory is important and valuable because it can explain how organizations view themselves and help us bring control to how they interact with their environment. When we design organizations, theory can bring a logical foundation to our design efforts. It can help us put in place mechanisms to control those organizations to meet their goals. Finally, this course will examine the constant need to understand and approach vital changes that must be made if organizations are to remain dynamic and vital. Change in organizations is the way they respond to, and shape, their environment. How will organizations take control of how and when they change? Students will be able to identify relevant organizational theories that will allow them to design effective organizations, and construct change strategies that can keep organizations viable in changing environments.

### Course Learning Outcomes

- Describe the relationship between organizational theory and organizational design and change.
- Differentiate between organizational structure and culture.
- Identify various stakeholder groups and their interests or claims on an organization.
- List the forces in an organization's specific and general environment that give rise to opportunities and threats.
- Describe the four basic organizational design challenges confronting managers and consultants.
- Explain why a hierarchy of authority emerges in an organization and the process of vertical differentiation.
- Explain why most organizations initially have a functional structure and why, over time, problems arise with this structure that requires change to a more complex structure.
- Differentiate between values and norms.
- Describe the way culture is shared by an organization's members, and why organizations have different types of culture.
- Identify the ways managers can use functional-level strategy to develop core competencies that allow an

organization to create value and give it a competitive advantage.

- Identify what technology is and how it relates to organizational effectiveness.
- Analyze the relationship among organizational change, redesign, and organizational effectiveness.
- Describe the typical problems that arise as an organization grows and matures, and how an organization must change if it is to survive and prosper.
- Differentiate among several models of decision-making that describe how managers make decisions.
- Describe how innovation and technological change affect each other.
- Explain how and why individuals and subunits engage in organizational politics to enhance their control over decision-making and obtain the power that allows them to influence the change process in their favor.
- Explain the importance of managing an organizations' power structure to overcome organizational inertia and to bring about the type of change that promotes performance.

## PMP 671 - Building and Leading Project Teams

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

Project management takes place in a dynamic, complex and changing environment. Successful project management depends on the people and process skills of a project manager, the project team, and the performing organization managers who support the project. These skills must be integrated with the business and technical skills necessary to lead any successful project and achieve the cost, schedule and technical objectives with maximum customer satisfaction.

### Course Learning Outcomes

- Define project management, the project management process, and the role of project management in the workplace.
- Explain classical organizational theory and how it relates to project management and project teams.
- Identify types of authority found in projects and differentiate between explicit and implied power.
- Explain classical management principles and identify the management functions.
- Describe human motivations and behaviors and how they relate to the project environment.
- Outline various formal and informal relationships found in projects.
- Identify the three classical theories of management and the various theories of motivation.
- Differentiate between leadership and management, identify the myths of leadership, and name the leadership traits and characteristics.
- Define teams, identify the types and names of teams, and have a working understanding of the advantages and disadvantages of various teams.
- Acquire a working facility with the five-step team building model, and be able to apply the method to specific projects.
- Identify communications systems, types of communication, their impact on the project management process and demonstrate a working knowledge of communications and listening techniques and skills.
- Outline the process of problem identification and definition, identify closed versus open-ended problems, and contrast problem-solving models.
- Name the different approaches to decision making and identify the appropriate use of each.
- Name the types of conflict and the benefits and risks associated with each.
- Describe the nature of organization process, be able to define the parameters of and appropriate uses of negotiation as a tool in the project management process.
- Develop a personnel and personal improvement action plan, set realistic growth goals and establish productivity strategies.
- Plan and hold successful meetings, identify alternatives, and avoid the common meeting errors.
- Apply handle change in project organizations.
- Design an appropriate project performance management program
- Identify the influence cultural and ethnic differences have on project teams and to identify the resources for developing a successful international project team.

## LDR 676 - Advanced Approaches in Leadership

Semester Units: 3  
Prerequisite/Corequisite: BUS 602

Using empirical studies, interesting anecdotes, stories, and findings, this course will expand your knowledge of leadership, building upon the foundations you have already developed through experience and academic coursework. This course will enhance your understanding of leadership at the Personal, Interpersonal, Team and Organizational (PITO) levels, and the complex array of leader-follower-situation (LFS) variables that influence the process of leadership at each of these levels. It will guide you in critically evaluating the strengths and limitations of your own leadership style, as it applies to both personal and interpersonal leadership; while applying your understanding of the tools and techniques used for developing your leadership skills, to include the Action-Observation- Reflection (A-O-R) model, and its utilization in journaling, mentoring, and evaluating case studies and personal experiences.

### Course Learning Outcomes

- Discuss leadership correlation to concepts such as management and followers.
- Explore the interactional framework for analyzing leadership.
- Describe the elements of the leadership equation.
- Summarize how the spiral of experience helps you develop as a leader.
- Appraise the concepts behind the Action-Observation-Reflection (A-O-R) model.
- Define the five interrelated phases that contribute to development planning.
- Appraise the skills required to achieve technical competence and how those skills will benefit you in training followers.
- Discuss French and Raven's power taxonomy.
- Debate the Thematic Apperception Test.
- Interpret Kohlberg's six stages of moral development.
- Explore the importance of moral reasoning in the process leaders use to make decisions.
- Analyze the role of personality, intelligence, creativity, and emotional intelligence as they relate to leadership effectiveness.
- Interpret the relationship between assertiveness, acquiescence, and aggression.
- Assess the six steps for improving followers' motivation and performance levels using operant principles.
- Appraise the concepts involved in Ginnett's Team

Leadership Model (TLM).

- Define the five steps involved in the Coaching Process.
- Assess the Rocket Model and its use in the development of high performance teams.
- Describe the situational factors that affect leaders' behaviors.
- Interpret the competing values framework.
- Interpret each of the five contingency theories of leadership.
- Evaluate Vroom and Yetton's leadership decision tree.
- Appraise all three aspects of the leader-follower-situation model.
- Discuss common characteristics of charismatic and transformational leaders.
- Analyze Bass's theory of transformational and transactional leadership.
- Discuss Thomas' conflict resolution strategies.
- Analyze the components of a leader's vision.
- Discuss Hackman's tripwire lessons for executive teams.

# APPENDIX I

## Standard Occupational Classification Codes

While Elmwood Institute does not guarantee job placement, advancement, continued employment or level of income or wage rate upon program/course completion or upon graduation, in compliance with 5 CCR §74112 (d)(3), the institution has identified the job classifications that each degree may prepare its graduates for using the United States Department of Labor’s Standard Occupational Classification codes (SOC).

Master of Leadership and Management	
<u>Occupation</u>	<u>SOC Code</u>
Program Manager	11-1021.00
Regional Manager	11-9199.00
Division Chief	11-1011.00
Management and Program Analyst	13-1111.00
Department Manager	11-2021.00
Operations General Manager	11-2021.00
Business Manager	11-1021.00
Business Operations Specialist	13-1199.00
HR Administration Director	11-3121.00
HR Generalist/Specialist	13-1071.00
Business Development Director	11-2021.00