School of Professional and Graduate Studies
Graduate School of Education

Catalog
& Student Handbook

2011 - 2012
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THE UNIVERSITY
Vision, Purpose, Mission and Values

Vision and Purpose
Baker University is a premier private university with a tradition of academic excellence and student engagement in a respectful, inviting, values-based learning community. The faculty provides creative, student-focused learning experiences challenging students to analyze issues with depth and clarity. Students fully engage in their learning; connect with peers, faculty and staff; and develop lifelong relationships with diverse groups of people. Graduates realize their potential to become confident, competent contributors to society.

Mission
Baker University is committed to assuring student learning and developing confident, competent and responsible contributors to society.

Values
In the tradition of our United Methodist heritage, Baker University values:

- **Student learning and academic excellence.** We provide quality learning environments promoting intellectual, professional and personal development resulting in lifelong learning.
- **Critical thinking, inquiry and freedom of expression.** We challenge all participants to think critically using open inquiry and freedom of expression.
- **Integrating learning with faith and values.** We expect all participants to be open to questions of faith and values as part of intellectual inquiry in the United Methodist tradition. In particular, we expect personal and professional responsibility that is based on high standards of ethical conduct.
- **Connections.** We promote a community of belonging and Baker family connections, which result in lifelong associations.
- **Inclusiveness.** We embrace diversity of community, thought and expression.
- **Service to the community.** We address the civic, social, health and environmental needs of our global community.

Structure of the University
In keeping with its mission to serve both recent high school graduates and the lifelong learning needs of adults, Baker University is comprised of the College of Arts and Sciences, the School of Professional and Graduate Studies, the School of Nursing, and the School of Education.

The College of Arts and Sciences (CAS), at the Baldwin City campus, has its own educational goals and offers the wide selection in courses of study usually associated with a superior undergraduate liberal arts education. It offers the Bachelor of Arts (B.A.), Bachelor of Music Education (B.M.E.), and Bachelor of Science (B.S.) degree programs. The School of Nursing (SON), located at the Stormont-Vail Regional Health Center in Topeka, prepares recent high school graduates and adult students for the nursing profession. It offers the Bachelor of Science in Nursing (B.S.N.) and B.S.N. completion degree programs.

The School of Professional and Graduate Studies (SPGS), with its educational goals directed to the needs of adult students, offers educational programs in Kansas City, Wichita, Topeka, and other locations in Kansas and Missouri. It offers the Associate of Arts in Business (A.A.B.), Bachelor of Business Administration (B.B.A.), Bachelor of Arts in Business Leadership (B.B.L.), Bachelor of Science in Management (B.S.M.), Bachelor of Business Information Systems (B.B.I.S.), Master of Arts (M.A.) in Conflict Management and Dispute Resolution, Master of Business Administration (M.B.A.), Master of Liberal Arts (M.L.A.), and Master of Science in Management (M.S.M.) degree programs.
The School of Education (SOE) offers over 20 undergraduate licensure programs and five graduate education programs. SOE undergraduate programs are located at the main campus in Baldwin City where students receive a B.A. or B.S. degree with majors in education and their content area of concentration. Non-traditional students who have previously earned a degree may obtain licensure in their content area. Five SOE graduate degree programs can be found in Overland Park, Wichita, and other Kansas and Missouri locations. Graduate degree programs offered include the Master of Arts in Education (M.A.Ed.), Master of Science in School Leadership (M.S.S.L.), and Doctorate of Education (Ed.D.) in Educational Leadership. The GSOE also offers a Master of Science in Special Education (M.S.S.E.) and a Master of Science in Teaching (M.S.T.) for alternative licensure in secondary education.

Accreditation
Baker University is accredited by the North Central Association of Colleges and Schools for degree programs in arts, sciences, and professional curricula at the Associate, Bachelor, Master, and Doctorate levels. Its accreditation has been continuous since first granted in 1913 and was most recently renewed in 2002.

Baker University is also accredited by the Kansas State Department of Education and the National Council for the Accreditation of Teacher Education and is a member of and approved by the University Senate of the United Methodist Church. The B.S.N. program is accredited by the Commission on Collegiate Nursing Education and the Kansas State Board of Nursing. The majors of accounting, business, and international business offered by the Department of Business and Economics in the College of Arts and Sciences at Baker University are fully accredited at the national level by the Association of Collegiate Business Schools and Programs (ACBSP). The ACBSP accreditation is limited to degree programs offered by the College of Arts and Sciences on the Baldwin City campus. The music programs—the Bachelor of Arts in Music and Bachelor of Music Education—are accredited by the National Association of Schools of Music.

The University is a member of numerous professional organizations in higher education including the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the National Association of Intercollegiate Athletics, the Kansas Independent College Association, and others.

History
Chartered on February 12, 1858, three years prior to establishment of Kansas’ statehood, Baker University is the state’s oldest university. It is named for a distinguished scholar and bishop, Osmon Cleander Baker, who presided over the first conference convened in this new region by the Methodist Episcopal Church.

Instruction began in November 1858. It was at first preparatory only, but expanded after four years to include collegiate courses. In 1866, the University awarded its first bachelor’s degrees. For most of its first quarter-century it struggled for survival in the face of almost overwhelming odds. But new leadership drew Baker out of its depression to begin an era of expansion in the 1880s. Continued growth and achievements of alumni, including two Rhodes Scholars in the class of 1907, brought the institution widespread recognition.

In 1930, Baker broadened its geographic responsibility and reach through a merger with Missouri Wesleyan College of Cameron, Missouri, and maintains that institution’s heritage as well.

Weathering the strains of both the Great Depression and World War II, Baker has maintained a record of unbroken service for over 150 years. Its rich academic tradition includes four Rhodes Scholars and a Pulitzer Prize winner. Following World War II, the University embarked upon a program of expansion of its physical facilities. During the past decades, Baker has renovated its
older structures and continued to increase its endowment through the establishment of endowed chairs and professorships and expanded student scholarship funds.

New programs to serve the changing needs of new student groups have been introduced throughout the University’s history. In 1975 Baker expanded horizons by developing a Master of Liberal Arts degree program for adult students in Kansas City. In 1988 this program was incorporated into the School of Professional and Graduate Studies, which offers graduate and undergraduate degree programs for adult students.

In August 1991, the School of Nursing was established in the Pozez Education Center at Stormont-Vail HealthCare, which serves as Baker University’s Topeka Campus. The school provides professional nursing education to meet the growing needs of the state and nation.

In 2005, the School of Education was formed with undergraduate programs provided on the Baldwin City campus and graduate programs provided on the Overland Park campus. The School of Education offers the University’s only doctoral program, Doctorate of Education (Ed.D.) in Educational Leadership.

Facilities and Locations
The Baldwin City campus of Baker University is home to the College of Arts and Sciences and the School of Education undergraduate programs. Baldwin City, Kansas, a beautiful small community of tree-line streets and rich tradition, is about 40 miles southwest of Kansas City and 40 miles southeast of Topeka. The historic campus is only a few blocks south of the old Santa Fe Trail, now followed by U.S. Highway 56. It is easily accessible from north or south by U.S. 59 and from east or west by U.S. 56.

The School of Professional and Graduate Studies and School of Education graduate program administrative offices are located in Overland Park, Kansas at 8001 College Boulevard. These offices house the School’s administrative functions including faculty services, student services, admissions, academic advising, financial aid, business office, registrar, educational resources, the Dean of the School of Professional and Graduate Studies and the Dean of the School of Education. Classes are offered in the evenings at various locations convenient to working professionals including Overland Park, North Kansas City, Lee’s Summit, Topeka, Wichita, and Kansas City, Missouri, as well as other locations. Classes may be arranged in corporate sites and other more rural areas to serve the educational needs of adult learners in the service region.

The School of Nursing is located in the Pozez Education Center of Stormont-Vail HealthCare, 1500 Southwest 10th Street, Topeka, Kansas. This modern facility provides both administrative offices and excellent educational facilities for the School of Nursing. Large modern classrooms, fully equipped clinical training rooms, and individual study areas provide functional and appealing space. A computer lab is accessible to students for both word processing and interactive tutorial programs in nursing. The Stauffer Health Sciences Library provides a strong learning resource for both students and faculty. In addition, nursing students are encouraged to use the Mabee Health and Fitness Center.

Special Collections
Baker University’s Special Collections are the results of the historic and generous support of graduates and friends with a diversity of interests. The collections range from artifacts and paintings to illuminated manuscripts and published works of scholarship. They are special assets of the University, available to enrich students’ learning.

The Elsie Nuzman Allen Art Collection is named for a graduate of 1891 who had a lifelong interest in the promotion of the arts. She was the wife of the well-known Henry Justin Allen, Kansas journalist and political figure, who was governor and United States Senator.

The museum complex on campus includes the Old Castle, Baker’s first home, and the old post office of Palmyra, the adjacent town preceding Baldwin that served as a station on the fabled
Santa Fe Trail. This museum complex offers many insights into the life of the early Kansas settlers as well as examples of the craftsmanship of Native Americans and is open by appointment only during the academic year. Special group tours may also be arranged.

The Quayle Collection was assembled by bishop and former Baker University student, professor, and president William A. Quayle, and given to the University upon his death in 1925. The Quayle collection contains illuminated manuscripts, early printed Bibles and early editions of the major translations of the Bible into English, and other works exhibiting the history of printing and the book arts.

The lower level of the Spencer Wing houses the Kansas Area Archives of the United Methodist Church and the Baker University Archives. The histories of Baker and the Methodist Church in Kansas are intertwined. Baker was founded by the Methodists during the Territorial period of Kansas history, and the archives contain manuscripts, diaries, photographs, records, and other documentation of the history of Kansas, the Civil War, and Baldwin City, as well as of Baker and the Methodist Church.

Clarice L. Osborne Memorial Chapel was built in 1864 as the Methodist Chapel of Sproxton, a small village in Leicestershire, England. It was served by several Methodist clergy and Mr. Alf Roberts, a lay minister and father of Lady Margaret Thatcher, former Prime Minister of England. Closed for lack of attendance, the Chapel stood unused until the summer of 1995, when it was dismantled stone-by-stone and reassembled on its present site. The Chapel, of Victorian Gothic architecture and constructed of ironstone, honors the wife of Mr. R.R. Osborne whose generosity made possible this historic and beautiful structure. The Osborne Chapel hosts University worship, weddings, and other religious activities and provides offices for the Minister to the University.

Ivan L. Boyd Woods, a 35-acre area two miles north of Baldwin, is used by biology classes and independent study students to investigate ecological phenomena common to woodland areas. The area is particularly valuable for studying patterns of succession, ecotone, and woodland species of plants and animals.

Baker Wetlands Research and Natural Area is a 573-acre area 11 miles northwest of Baldwin in the Wakarusa River floodplain. The area contains 45 acres of native wetland prairie. The remaining acreage has been restored as wetlands through a variety of federal, state, and local grants. The area was acquired by Baker University from the federal government in 1968 and is used for education and research on a variety of ecological phenomena and for preservation of the native wetland prairie. The area was identified as a National Natural Landmark by the National Park Service in 1969 and a Natural and Scientific Area by the state of Kansas in 1987. The Baker Wetlands contain one of the highest levels of biodiversity in the state.

Compliance with Federal Policies

FERPA Notification
Baker University maintains compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. FERPA defines educational requirements which are designed to protect the privacy of students concerning their records maintained by Baker University.

FERPA accords students certain rights with respect to their education records. They are:

- The right to inspect and review their records
- The right to request the amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of privacy or other rights
- The right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U. S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
Complaints may be addressed to:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

All requests to release, inspect, or review education records or to petition to amend education records should be made in writing to:
Ms. Ruth Miller
University Registrar
Baker University
P.O. Box 65
Baldwin City, KS 66006-0065

Education records may be disclosed without prior written consent to school officials having a legitimate educational interest. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee (such as a disciplinary or grievance board). A school official has a legitimate educational interest if the official needs to review an education record in order to perform a task that is his or her professional responsibility, related to a student's education, related to the discipline of a student, or necessary for supportive service to the student. Determination of legitimate educational interest will be made by the University Registrar. Education records may also be disclosed without prior written consent of students in order to comply with a judicial order or subpoena, and to various federal, state, and local authorities as outlined in the FERPA and Patriot Act statutes.

Release of Directory Information
Baker University hereby gives notice that it has designated the following categories of personally identifiable information as "Directory Information" under the Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended). This information can be released without the prior consent of students as permitted by law. Under the terms of FERPA, Baker University defines "Directory Information" as follows:
- Name
- Permanent address and telephone number
- Baker email address
- Dates of attendance
- Enrollment status
- Class level
- Major area(s) of study
- Academic honors and awards
- Degree(s) conferred (including dates)
- Date of birth
- Height and weight of athletes

In order to request that your "Directory Information" not be made available to the public (including friends, family, and current or potential employers), a signed form must be submitted to the Office of the Registrar. All inquiries regarding this policy should be directed to the University Registrar (785-594-4530 or records@bakeru.edu).
Non-Discrimination Policy
It is the policy of Baker University to afford equal opportunity for all persons without distinction or discrimination because of an individual’s race, color, sex, religion, age, national origin, handicap or disability, veteran status, sexual orientation, or other status protected by law, while making every reasonable effort to comply with the discipline of the United Methodist Church. Any person having inquiries concerning Baker University compliance with the regulations implementing Title VI, Title IX or section 504 is directed to contact the Chief Operating Officer, Baker University, P.O. Box 65, Baldwin City, Kansas 66006-0065 (785-594-8311), who has been designated by Baker University to coordinate the institution’s efforts to comply with the regulations implementing Title VI, Title IX and section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution’s compliance with regulations implementing Title VI, Title IX or section 504.

The University acknowledges that failure to implement the plan, in the absence of any previously agreed revision could constitute a violation and lead to the initiation of enforcement activity by the Office of Civil Rights.

ADA Policy
Baker University is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Students must provide appropriate documentation of the disability which should include appropriate diagnostic testing and a recommendation form prepared by qualified personnel outside of Baker University. “Reasonable accommodations” will be determined by University staff in consultation with the student, faculty and/or staff member. Accommodations are not retroactive.

Examples of accommodations include but are not limited to: advocacy, extended test time, testing environment with minimal distractions, note-taking services, assistive technology, assessment referral, registration assistance, accessibility, and liaison to University academic service areas and to community agencies.

Baker University staff provides accommodations only in the sense that they send confidential letters to faculty or administrative staff (in the cases of housing or dining services) explaining the nature of the student’s disability and suggested accommodations. These support services are designed to equalize opportunities for students with disabilities, not to lower academic standards or to alter the essential nature of the degree requirements. To that end, accommodations at Baker University do not include:

- Reduced standards of academic performance,
- Special classes or programs for students with learning disabilities,
- Evaluation or diagnostic testing of learning disabilities,
- Separate or special tutorial programs for students with disabilities,
- Waivers of essential academic courses.

Although certain facilities are not fully accessible to physically handicapped persons, Baker University will take such actions as are necessary to ensure that no qualified person is denied the benefits of, excluded from participation in, or use of any programs or activities provided by the University. Baker will meet federal standards of accessibility by reassignment of classes or other services to accessible locations, or through alterations or new construction. Structural changes to existing facilities will not be required where other methods are sufficient to comply with the federal standards as published.

Students at the Baldwin City campus seeking accommodations should contact the Student Academic Services (SAS) Office located on that campus (785-594-8352). Students at the School of Nursing (SON) should contact the Student Affairs Specialist at the SON campus (785-354-5850). Students enrolled in all other programs or campuses should contact the ADA Compliance Officer located at the Overland Park, KS campus (913-491-4432).
CATALOG POLICIES AND STUDENT RESPONSIBILITIES

It is the responsibility of each student to be aware of and to meet the catalog requirements for graduation and to adhere to all other rules, regulations, and deadlines published in this catalog and in the Student Handbook’s for the college/schools.

Students are expected to meet the graduation requirements of the catalog in effect when they first enroll at Baker; however, continuously enrolled students may elect to meet in their entirety the graduation requirements of any subsequent catalog published during their enrollment. If five years or more have elapsed since a CAS/USOE student’s last enrollment at Baker, the student will be required to meet all graduation requirements of the catalog in effect at the time of readmission. All readmitted SON students are subject to the graduation requirements in effect at the time of readmission. Readmitted SPGS/GSOE students are subject to graduation requirements as outlined in the readmission policy section of the catalog.

While academic advisors assist students in interpreting requirements and policies and making plans, final responsibility for meeting requirements and adhering to policies belongs to each student.

ACADEMIC POLICIES

CLASSIFICATION

Undergraduate degree-seeking students are classified according to the following criteria.

Freshman: 0 - 29 credit hours earned
Sophomore: 30 - 63 credit hours earned
Junior: 64 - 97 credit hours earned
Senior: 98 or more credit hours earned

COURSE LOAD

For students in the CAS/USOE/SON, the minimum full-time student load is twelve credit hours per semester. The normal course load is fifteen or sixteen credit hours. Typically, students should limit enrollment to a maximum of eighteen hours. Newly admitted freshmen should not enroll in more than eighteen credit hours. Other students who choose to enroll in more than eighteen hours must pay additional tuition (as outlined in the Tuition and Fees section of the catalog). Students who want to enroll in 21 or more hours must have administrative consent.

For students in the SPGS/GSOE, all active, continuously enrolled degree seeking students in cohort programs are considered full-time for the purposes of enrollment verification. All active, continuously enrolled open enrollment students have enrollment status calculated on the basis of total hours of enrollment in a Baker University defined parent term (fall, spring, summer) as follows: 12 hours and above is full-time, 6-11 hours is at least half-time, 1-5 hours is less than half-time. BBA/BSM/BBIS/BBL students may request permission to take overload coursework in another Baker program (as outlined in the Course Overload section of the catalog).

LOWER AND UPPER COLLEGE COURSES

Course numbers below 100 do not count toward minimum hours needed for graduation. Certificate program courses are numbered 1000-1999. Undergraduate lower-college courses are numbered 100-299 or 1000-2999. Generally, lower-college courses are intended to serve freshmen and sophomores. Undergraduate upper-college courses are numbered 300-499 or 3000-4999. Generally, upper-college courses are intended to serve juniors and seniors. CAS/USOE freshmen and sophomores who have satisfied the prerequisites or equivalents and have consulted with their academic advisors may enroll in upper-college courses.
Graduate-level courses are numbered 500-899 or 5000-8999. Doctoral-level courses are numbered 9000-9999.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
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</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
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<tr>
<td>WF</td>
<td>0.00</td>
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</tbody>
</table>

The following grades are used at the College of Arts and Sciences and the Undergraduate School of Education:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
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<td>A-</td>
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<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**ADDITIONAL GRADING NOTATION**

- **P** - Pass (represents work at the level of “C” or above)
- **I** - Incomplete (only a temporary grade)
- **AU** – Audit
- **W** – Withdraw
- **DIST** – Distinguished (GSOE portfolio only)
- **PROF** – Proficient (GSOE portfolio only)
- () : Indicates a repeated course
- * : Indicates a grade change

The “WP” (withdrawn passing) and “WF” (withdrawn failing) grades are assessed by faculty for SPGS/GSOE students who withdraw after completion of 50% of a course. The “WF” grade is punitive (zero associated quality points).

All credits awarded by Baker University are in semester hour units. The CAS/USOE uses the plus/minus grades identified above.

The grade point average (G.P.A.) is computed as follows and includes only those courses taken on a letter grade basis and “WF”. The credits for each course are multiplied by the quality points earned for each grade received. The G.P.A. is calculated by dividing the sum of the quality points by the total number of credits attempted. The resulting cumulative or semester G.P.A. ranges from 0 to 4.0.

In computing the cumulative grade point average, all courses are included except: credit hours transferred; those with course codes below the 100-level; and those in which a grade of “P”, “NC”, “I”, “W,” or “WP” was earned. For retaken courses, each attempt will appear on the transcript. Regardless of the number of times a course is retaken, its credit hours are counted only once toward the completion of the degree.

In the CAS/USOE, a limited number of courses are offered only on a Pass/No Credit (P/NC) basis, where Pass = A, B, or C and No Credit = D or F. Students must earn a grade of C or better to receive credit for P/NC classes. Grades of D or F result in NC. In the CAS/USOE, P/NC courses are restricted to CS 141, FY 050, MA 090, MA 091, internship courses, interterm experiential learning courses, and co-curricular courses. In the SON, all clinical courses are P/NC. In the SPGS/GSOE, an administrative code of “NC” is assigned when extenuating circumstances make it impossible for a student to complete a course as determined by the director of academic advising. (See school catalog for more details.)
A passing grade for graduate students is a "C" or better. However, a graduate student in a masters program may only complete one course with a grade of "C" to be eligible for graduation. A student in the Ed.D. program may have no grades below a "B."

CAS/USOE students will receive both a midterm and a final grade for all courses although only the final course grade will appear on the academic transcript. Midterm grades are provided for informational purposes so that students are aware of their performance in a given course as of the midpoint in the semester. In addition, they are used to determine if a student should be placed on academic caution. Midterm grades or academic caution status are not recorded on a student's transcript. Only final grades and any applicable academic probation or ineligibility status designations are recorded on the transcript.

INCOMPLETE/ CHANGE OF GRADE
A grade of Incomplete "I" may be given to a student by an instructor indicating that all required course work was not completed because of emergency situations which were beyond the control of the student at the time and could not have been foreseen or planned for in advance. Students receiving an incomplete grade must make arrangements with the instructor to complete all course work within the timeframe established by the college/school as follows:

- CAS/USOE: Four weeks into the next regular semester (i.e., fall or spring).
- SON: Six weeks after the last day of class.
- SPGS/GSOE: Two weeks following the ending course date.

Failure to complete requirements within the specified time period will result in a grade of "F" for the course. In cases of extreme hardship, the student may petition in writing to the university registrar (prior to the expiration of the arranged time period) for an extension. In no case will total time allowed for removal of the grade of "I" be extended for more than an additional 2 weeks.

For CAS/USOE/SON, grade changes will not be accepted more than six months after the end of the term in which the grade was awarded. For SPGS/GSOE, grade changes will not be accepted more than sixty days after the end of a course. Change of grade requests must be based on adequate cause and be approved by the academic dean or assistant dean of the college or school.

AUDITING OF COURSES
All students who audit courses are expected to meet the audited course’s attendance requirements, but are not obligated to complete course assignments or meet requirements necessary for obtaining a grade. No credit hours are awarded and no grades are earned in audited courses.

Full-time students in CAS/USOE/SON may choose to audit up to six credit hours (not counted in the minimum twelve-hour full-time course load) in a given semester. No additional fee is charged to full-time students for auditing a course. Part-time students are charged a reduced fee and should refer to the tuition and fees section of the catalog for their college/school.

INDEPENDENT STUDY
Qualified degree-seeking students can seek a limited number of independent studies. Only in exceptional circumstance can catalog courses be taken on an independent study basis. Courses cannot be retaken on an independent study basis. Students enrolled in the MLA program who have completed 24 credit hours may plan an independent study project to complete a three credit elective.

Typically, a CAS/USOE/SON student must have a cumulative G.P.A. of 3.00 or better and a SPGS/GSOE student must have a cumulative G.P.A. of 3.50 or better to enroll in an independent study course. Generally, independent studies range from 1-3 credit hours. Depending on the program of study, students interested in pursuing an independent study should contact a designated academic administrator, supervising professor, and/or academic advisor to discuss the independent study and seek appropriate approvals. For a non-catalog course
independent study, the student in consultation with the supervising professor, is responsible for outlining the purpose, objectives, procedure and methods, evaluation criteria, and list of resources. Requirements may vary by program or school. Once the independent study is approved, enrollment must be completed before the registration deadline and arrangements made for tuition to be paid.

**COLLEGE-LEVEL LEARNING CREDIT**

CAS/USOE/SON accept College-Level Examination Program (CLEP) scores from the Computer-based testing equal to or exceeding 50 in the following areas: English, Humanities, Math, Natural Science, and Social Science. The Advanced Placement Tests are accepted with a score of 3 or better. The number of credit hours granted toward the required amount needed to graduate is determined on an individual basis. Students who have successfully completed courses in the International Baccalaureate Program may receive credit for scores of 4 and above. A fee is charged for granting college level learning credit from all these sources. Consult the fee schedule for the CAS/USOE/SON.

The SPGS defines assessed credits as those not earned at a regionally accredited college. Assessed credits may be those earned through a variety of sources. Students are referred to the SPGS/SOE catalog for further information.

**UNDERGRADUATE ACADEMIC HONORS**

**DEAN’S LIST**

At the conclusion of each semester at CAS/USOE/SON all full-time degree-seeking students earning a G.P.A. of 3.5 or higher in at least twelve hours of course work (excluding remedial courses) are placed on the Dean’s List for that semester. This designation is recorded on the student’s permanent transcript.

**SCHOLASTIC HONORS**

The determination of scholastic honors is made at the beginning of the last semester prior to graduation and does not include grades from the final semester.

At CAS/USOE, degree candidates who will have completed a minimum of 60 semester hours (exclusive of P/NC hours) of full-time resident study by the time of their graduation are considered for scholastic honors.

At SON, degree candidates who have successfully completed a minimum of three semesters of full-time study are considered for scholastic honors.

At SPGS, undergraduate degree candidates who will have completed all requirements or are within their final course toward the degree are considered for scholastic honors.

Transfer work is not included in the G.P.A. calculation and therefore does not apply toward the determination of scholastic honors. The cumulative grade point average required for scholastic honors is designated as follows:

<table>
<thead>
<tr>
<th></th>
<th>Summa Cum Laude</th>
<th>Magna Cum Laude</th>
<th>Cum Laude</th>
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<tr>
<td>CAS/USOE/SON</td>
<td>3.90 – 4.00</td>
<td>3.75 – 3.89</td>
<td>3.50 – 3.74</td>
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<td>SPGS</td>
<td>3.95 – 4.00</td>
<td>3.85 – 3.94</td>
<td>3.70 – 3.84</td>
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</table>

**ACADEMIC STANDING**

To remain in good academic standing, all undergraduate and graduate students are expected to meet the academic performance standards published in the catalog of their college/school. Students who do not meet these academic standards will be placed on academic probation or become ineligible to enroll.
GOOD ACADEMIC STANDING
To be in good academic standing, a student must be making satisfactory progress toward earning the degree and meeting the prescribed G.P.A., grade or progression standards as defined by the college/school.

ACADEMIC CAUTION/ PROBATION/ INELIGIBLE TO ENROLL
Academic caution is used at mid-term for students in the CAS, USOE, and SON as an official warning and notification that prescribed G.P.A., grade, or progression standards as defined by the college/school are not being met. Students who fail to meet the standards will either be placed on academic probation or declared ineligible to enroll.
Academic probation is a warning status to alert students when their G.P.A and/or grades have fallen below the academic performance standards as defined by the college/school.
The status 'academically ineligible to enroll' is reserved for a student who may not continue enrollment at Baker University.

GRADUATION REQUIREMENTS

CREDIT HOURS AND G.P.A. REQUIRED FOR GRADUATION
The minimum number of credit hours and minimum grade point average required for graduation with each Baker degree at each school or college are outlined in the table below:

<table>
<thead>
<tr>
<th>School or College</th>
<th>Minimum Credit Hours</th>
<th>Minimum GPA</th>
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<tr>
<td>CAS Bachelor</td>
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<td>SOE Bachelor</td>
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<td>SON Bachelor</td>
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<td>2.00</td>
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<tr>
<td>*SOE MST</td>
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For CAS and USOE, at least 39 credit hours must be taken in upper-college courses (numbered 300 and above). At CAS, no more than 50 credit hours in a single discipline may be applied toward the total hours required for graduation. Students should refer to the catalog of their specific college/school for further graduation requirements associated with their respective degrees.

ACADEMIC RESIDENCE
In order to obtain an undergraduate degree from CAS or USOE, the following residency criteria must be met:

- A minimum of 31 credit hours of course work must be completed in residence at the Baldwin City campus,
- At least 27 of the total credit hours completed must be at the upper-college level (numbered 300 or higher), and
- With the exception of students enrolled in an approved study abroad experience during their final 31 hours toward the degree, the final 31 hours of course work applied toward the degree must be completed in residence at the Baldwin City campus. Up to four credit hours of transfer work may be applied toward meeting the residency requirement without making
Introduction

special appeal. These transfer hours require prior approval by the Records and Registration staff. Upper-level course work toward the major requires approval by the major department.

- CAS provides a Professional Exception to the residency requirement for Baker students who pursue professional programs at other institutions. For more information see the Pre-Professional Programs section of the catalog.

Any student who wishes to be granted an exception to this policy must petition the Academic Standards and Enrollment Management Committee.

In order to obtain the B.S.N. degree from SON, 30 credit hours must be completed in residence.

A minimum of 36 credit hours for an Associate degree and a minimum of 41 credit hours for a Bachelor degree must be completed in residence at SPGS. All required credit hours must be completed in residence for Master and Doctoral degree programs at SPGS and SOE.

A maximum time frame of six years has been designated for completion of all graduate program requirements at SPGS and SOE. Full payment of tuition and fees and approval of the respective faculty are required of all graduation candidates from the college or school.

BOARD OF TRUSTEES

In 1858 the founders of Baker University deemed the University to be governed by an overseeing body of no more than thirty-two members elected by the annual conference of the United Methodist Church to serve a four year term. Members meet three times annually—October, February, and May—to approve University programs, budgets and faculty promotions. The Board of Trustees, made up of civic, professional and spiritual leaders, remain the highest governing body of the University.

ADMINISTRATIVE OFFICERS

PATRICIA N. LONG ................................................................. President
MARK BANDRE ......................... Vice President of Enrollment Management and Student Affairs
KATHLEEN HARR ..................... Vice President and Dean of the School of Nursing
PEGGY A. HARRIS ............... Vice President, Dean of the School of Education and the School of Professional and Graduate Studies
LYN LAKIN ............................................. Vice President of University Advancement
SUSAN LINDAHL ......................................................... Chief Operating Officer
SIMON MAXWELL ....................... Vice President of Technology and SPGS Operations
JERRY L. WEAKLEY ..................... Vice President of Endowment and Planned Giving
D. RAND ZIEGLER ...................... Vice President, Dean of the College of Arts and Sciences and University Libraries

ADMINISTRATIVE FACULTY

ROBERT W. FLAHERTY, 1995
Associate Dean of the College of Arts and Sciences
and Special Assistant to the President for Planning
and Accreditation
Professor of Psychology
B.S. University of Washington, 1989
M.A. The Ohio State University, 1991
Ph.D. The Ohio State University, 1996
M.B.A. Baker University, 2004

KATHLEEN HARR, 1997
Vice President and Dean of the School of Nursing
Professor of Nursing
B.S.N. Incarnate Word College, 1976

M.S.N. University of Texas Health Science Center,
San Antonio, 1978
D.N.Sc. University of San Diego, 1991

PEGGY A. HARRIS, 1986
Vice President and Dean of the School of
Education and the School of Professional and
Graduate Studies
Professor of Education
B.S. University of Missouri, 1971
M.S. Southwest Missouri State University, 1974
Ph.D. University of Kansas, 1998
ERIN E. JOYCE, 1999
Interim Assistant Dean of Liberal Studies
Professor of French
B.A. University of Richmond, 1991
M.A. Pennsylvania State University, 1994
Ph.D. Pennsylvania State University, 1999

PATRICIA N. LONG, 2006
President of the University
B.A. Southwest Baptist University, 1973
M.S.E. Central Missouri State University, 1978
Ed. D. University of Kansas, 1993

JUDITH A. SMRHA, 1995
Assistant Dean for Student Engagement and Success
Associate Professor of Business and Economics
B.A. Mills College, 1987
M.A. Johns Hopkins University, 1991
Ph. D. Johns Hopkins University, 1996

D. RAND ZIEGLER, 1981
Vice President and Dean of the College of Arts and Sciences
Professor of Psychology
B.A. Dickinson College, 1976
M.A. West Virginia University, 1979
Ph.D. West Virginia University, 1983
The School of Professional and Graduate Studies and The Graduate School of Education
## Baker University Instructional Sites and Programs

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>College of Arts and Sciences</th>
<th>School of Education</th>
<th>School of Professional and Graduate Studies</th>
<th>School of Nursing</th>
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Baker University SPGS and GSOE 2011-2012 - 22 -
SPGS and GSOE Educational Philosophy

Baker University School of Professional and Graduate Studies (SPGS) and the Graduate School of Education (GSOE) recognize the distinction between traditional college-age students and non-traditional, adult students who bring a wealth of professional experiences to the classroom and are self-directed in their learning. As such, the educational philosophy at SPGS and GSOE assumes adult learners:

- Bring quality and diverse life and professional experience to the classroom;
- Learn best when the subject is of immediate use and can be applied to real life;
- Are self-directed and benefit from collaborative learning experiences.

The principles of self-direction and cooperative learning are specifically addressed in the SPGS and GSOE educational framework.

Self-Direction
Students are responsible for self-directed learning. Professional and personal growth requires that individuals develop the skills necessary to manage their own learning. SPGS and GSOE students should consistently seek answers to their questions, identify and develop resources to address their concerns, and take charge of their own learning. For this reason, SPGS and GSOE designs programs to provide structure and support to encourage student independence and self-direction.

Cooperative Learning
Student learning is developed and enhanced through collaborative, group and team participation. Students are required to participate in their own educational process, and substantial responsibility is placed on the learner. Through learning teams at SPGS or group and team projects at GSOE, students are given opportunities to learn efficient problem solving from the professional and personal expertise of their peers. Rather than deriving from a single source, student learning encompasses multiple life experiences.
SPGS/GSOE Online Education

SPGS and GSOE offer online education programs to improve student access to courses, particularly for students who experience time, schedule, and geographical restraints.

Online programs allow students to learn and interact through Baker’s virtual learning environment.

All online courses meet the same academic requirements as onground courses. Online students experience the same course objectives, assignments, learning team projects, and assessment outcomes as do traditional onground students.

Course Format

Baker University offers online courses that are asynchronous, meaning that they do not meet at a predetermined time. Online classes meet for week-long modules and students attend class by logging into Moodle, Baker University’s Learning Management System. Through Moodle, students receive assignments, including reading, research, and multimedia, and participate in class discussions through online forums.

Educational Offerings

SPGS and GSOE offer the following programs online: Associate of Arts in Business (AAB), Bachelor of Business Administration (BBA), Bachelor of Business Leadership (BBL), Bachelor of Business Information Systems (BBIS), Master of Business Administration (MBA), Master of Liberal Arts (MLA), and Master of Arts in Education (MAEd) degrees. The online AAB, BBA, BBL, BBIS, and MBA programs use a cohort model design. In this model, a group of students move through a prescribed sequence of courses as a unit. Cohort groups start whenever an appropriate number of students are enrolled.

Business Concentration courses. Business concentration courses are offered in selected areas of study to compliment a degree program. Concentrations are available in: marketing, human resources, international business, finance, information systems, and accounting.

Online concentration courses are seven weeks in length. They are scheduled on a term basis with six terms per calendar year (Spring I, II; Summer I, II; Fall I, II).

Liberal Arts courses. The Master of Liberal Arts (MLA) program and undergraduate liberal arts elective courses are offered within a wide array of disciplines including: creative arts, (art, communication, film, literature, music, theatre), history and ideas (anthropology, culture, history, philosophy, religion), and natural and social science (astronomy, biology, mathematics, political science, psychology, sociology).

Online liberal arts courses are offered in six terms and an interterm during the year. Students may select and enroll in courses of their choosing.

Policies and Procedures

Refer to the Admissions, Academic Policies, Academic Records, Academic Advising, and Student Responsibilities and Rights sections of this catalog for information on online policies and procedures.
Assessments

Assessment of Student Achievement

Baker University is committed to the systematic assessment of student learning that occurs in each course and each program of study that lead to a degree awarded by the University. Assessment initiatives are dynamic and seek continuous improvement based on student, faculty and administrative staff feedback. All University constituents are encouraged and expected to participate in the collection and analysis of assessment documentation.

Assessments at SPGS and GSOE:

- Are driven by the mission of the university and SPGS and GSOE mission statements, respectively.
- Are linked closely with the specific outcomes for each SPGS and GSOE degree program.
- Are mindful that the primary purpose is to improve student learning and the quality of education (assessment is a means to an end, not an end in itself).
- Involve the entire Baker University SPGS and GSOE populations, including students, faculty, staff and administrators, alumni, and all relevant Baker constituencies.
- Recognize that educational assessment is an ongoing process that is continuously evolving.
- Recognize the key role played by faculty in the educational assessment process.
- Use existing knowledge in the field while seeking to be innovative and mindful of the specific characteristics of the institution.
- Use diverse and multi-dimensional assessment methodologies.
- Document and disseminate its functions, methods, and results.
- Are administered with integrity.

Assessment of Academic Achievement

Each degree program embraces a unique assessment plan that includes course assessments related to program outcomes, an academic portfolio, graduate survey, and other relevant assessments. The academic assessment process provides evidence of student learning primarily related to program outcomes appropriate to each degree. A number of other indicators are tracked, e.g., attendance, peer reviews, hiring assessments, end-of-course surveys, and withdrawals.

Program Assessment Measures

In-Course Assessment

All program outcomes are closely linked with the required sequence of courses in each program. Course assessments are developed for all program outcomes and data are collected on these assessments. Outcome driven assessments are administered in accordance with the program assessment matrix. Additional course assessments are used by instructors and data are not collected on these assessments.

Student End-of-Course Survey

All program participants voluntarily complete this survey for each course. Students are asked to evaluate faculty performance, curriculum quality, learning team effectiveness, and technology enhancement of learning.

End of Program Survey

All program participants voluntarily complete this survey in their last course. Students are asked to evaluate various features of the SPGS/GSOE programs, including perceptions of learning, administrative and student services, and instructional components.

Graduate Survey

Graduate surveys are administered to SPGS and GSOE alumni one year after program graduation. The survey gathers evaluative data on the graduate’s perceived competence on program outcomes.
Portfolio
All graduate students are required to submit a portfolio at the end of their program. The portfolio requires students to present program artifacts that demonstrate competence on program outcomes. Portfolios are evaluated by SPGS or GSOE faculty.

Graduate Status Report
All alumni voluntarily complete this survey after graduation. This report assesses the long-range effects of the program, and graduates are asked about their plans for continuing their education. This report is administered by the Career Development Center in Baldwin City.

Field Assessments
Select undergraduate and graduate business program cohorts are administered ETS field assessments each spring to randomly assess and compare program candidate performance with national student assessment performance.

Results of all assessments are regularly employed in goal setting, strategic planning, and implementing strategies to assure continuous improvement and enhance student learning. As data are collected and interpretations are made, information is shared with diverse constituencies, including students, individual faculty, faculty program review and assessment committees, and university administrators. The assessment system comprises a series of academic assessments gathered throughout coursework and program reviews, as well as graduate surveys designed to gather evaluative data on the graduate’s perceived competence on program outcomes.

Additional assessments are gathered and documented through ongoing program reviews scheduled in an ongoing cycle. These extensive studies analyze and evaluate total degree programs, including alignment of program and course goals; course scheduling/curriculum offerings/assessment data on student learning; and feedback provided by a range of constituents, including current students, staff, faculty, employers, and program graduates. Recommendations are submitted to Faculty Senate or the Graduate Education Committee, as appropriate.

Because the assessment process is continuously evolving, the use of specific assessment instruments is subject to change depending upon organizational need.
Admission Requirements

The School of Professional and Graduate Studies and the Graduate School of Education welcome applications from prospective students. Application forms are available online at www.bakeru.edu or can be obtained from an enrollment representative by calling 913-491-4432.

Undergraduate Business Programs

Admission to lower level bachelors degree coursework and the Associate of Arts in Business (AAB) Program

Required of all applicants:
- A completed application form and fee.
- One year of full time work experience.
- Two letters of recommendation from individuals familiar with the applicant’s professional work experience.

Required of applicants with fewer than 12 hours of transferable college credit:
- Official high school transcript or GED score report. The high school GPA must be \( \geq 2.30 \). The GED score must be 450 or the equivalent of a ‘C’ grade.

Required of applicants with credit from other institutions:
- Official transcripts from all regionally accredited institutions of higher education previously attended. The combined GPA must be \( \geq 2.00 \).

Required of applicants who were home-schooled:
- A transcript or portfolio of their home-school experience.
- Transcripts of any completed high school work.
- An original ACT score report from Educational Testing Service with a composite score of 21 (or SAT score of 510).

Admission to the Bachelor of Business Administration (BBA), Bachelor of Science in Management (BSM), Bachelor of Business Information Systems (BBIS), and Bachelor of Arts in Business Leadership (BBL) Programs

Required of all applicants:
- A completed application form and fee.
- One year of full time work experience.
- Two letters of recommendation from individuals familiar with the applicant’s professional work experience.
- Official transcripts from all regionally accredited institutions of higher education previously attended. The combined GPA must be \( \geq 2.00 \).
- Thirty-six transferable credit hours (“D” and “F” grades do not transfer. See “transfer limits” section for other restrictions).
- Three credit hours in English Composition I or an equivalent course with a grade of “C” or better.

Graduate Business and Conflict Management Programs

Admission to the Master of Business Administration (MBA), Master of Science in Management (MSM) and Master of Arts in Conflict Management and Dispute Resolution (CMDR) Programs

Required of all applicants:
- A completed application form and fee.
- Two years of full time work experience.
- Two letters of recommendation from individuals familiar with the applicant’s professional work experience.
- An official transcript indicating a bachelor degree conferred from a regionally accredited institution of higher education.
**Graduate Liberal Arts**

**Admission to the Master of Liberal Arts (MLA) Program**

*Required of all applicants:*
- A completed application form and fee.
- An official transcript indicating a bachelor degree conferred from a regionally accredited institution of higher education.

**Graduate Education Programs**

**Admission to the Master of Arts in Education (MAEd) Program**

*Required of all applicants:*
- A completed application form and fee.
- An official transcript indicating a bachelor degree conferred from a regionally accredited institution of higher education.
- A copy of a teaching license or certificate.
- Verification of one year of teaching experience.

**Admission to the Master of Science in School Leadership (MSSL) Program**

*Required of all applicants:*
- A completed application form and fee.
- An official transcript indicating a bachelor degree conferred from a regionally accredited institution of higher education, as well as official transcripts of all completed undergraduate hours.
- A copy of a teaching license or certificate.
- Two letters of recommendation that attest to a candidate’s leadership potential.
- A cumulative undergraduate GPA of 2.75. (If the GPA is below 2.75, the applicant may be provisionally admitted and required to take 9 hours of graduate credit with a GPA of 3.00, part of which must be taken at Baker University.)
- Verification of one year of teaching experience.

**Eligibility for admission to Directed Field Experience (DFE)**

- An MSSL candidate is responsible for requesting and submitting a DFE application to the GSOE.
- An MSSL candidate may apply for admission to the DFE upon completion of 12 MAS credit hours and 6 credit hours of required EDU courses.
- An MSSL candidate must have completed 15 credit hours of MAS course work and 9 credit hours of required EDU course work by the start date of the DFE.

**Admission to Directed Field Experience**

*Required of all applicants:*
- Completion of the required 15 MAS credit hours and 9 EDU credit hours.
- A cumulative GPA in the MSSL program of ≥ 3.25.
- A composite average of ≥ 3.50 in the Professionals Skills Survey.

**Admission to the Master of Science in Teaching (MST)**

*Required of applicants who have successfully completed the Restricted Licensure program with Baker University:*
- A completed application form and fee.
- A copy of a teaching license or certificate.

**Admission to Restricted Licensure (RL)**

*Required of all applicants:*
- A completed application form and fee.
- An official transcript indicating a bachelor degree or higher in a content area.
- A cumulative GPA of ≥ 2.75 in the final 60 hours of college work (undergraduate and graduate).
- A current resume that includes three references from people other than the writers of the letters bulleted below.
- Two satisfactory letters of recommendation.
- Satisfactory admissions interview.
Prior to entering the Restricted Licensure program:
- A passing score on the Praxis II Content Assessment.

Admission to the Master of Science in Special Education (MSSE) Program

Required of all applicants:
- A completed application form and fee.
- Two satisfactory letters of professional recommendation.
- An official transcript indicating a bachelor degree from an accredited college or university.
- A copy of a teaching license or certificate.
- Verification on a transcript of completion of a course covering the exceptional child.
- A cumulative undergraduate GPA of > 2.75 on a 4.0 scale.
- Completed Felony Disclosure form.

Doctoral Studies in Education

Admission to Doctor of Education in Educational Leadership (Ed.D) and District Leadership Licensure (DLL) programs

Required of all applicants:
- An official transcript showing completion of a graduate degree from a regionally accredited institution with a final GPA equal to or greater than 3.50 (on a 4.0 scale).
- Evidence of three years of experience as an educational professional in a K-16 program that is accredited by an institution recognized by a state.
- Three letters of recommendation and rating forms that attest to the candidate’s leadership potential.
- A reflective essay.
- A score on a writing sample that demonstrates advanced writing skills.
- A score on a university critical thinking instrument that demonstrates well developed critical thinking and problem solving skills.
- A score on a dispositions activity that demonstrates professional beliefs, values and insights important to educational leadership.

Required of License-seeking applicants only:
- Evidence of completion of a state approved building administrator program.

Admission to the Ed.D. or DLL Program is a competitive process. Application materials are reviewed by a Screening Committee.

Ed.D/DLL Program Options

Applicants meeting the above requirements are considered for admission under one of the following options:

- **Ed.D. program:** Applicants who possess a Master’s degree are eligible for admission as a candidate for the Ed.D. degree, which can lead to District Leadership Licensure (for those holding building leadership licensure). The program includes 59+ credit hours as defined in this Catalog. The total program costs are set annually by the University.

- **Ed.D. program with district licensure and Specialist degree:** Applicants who possess a Specialist degree in Educational Administration and hold District Leadership Licensure issued by Kansas and/or Missouri are eligible for admission. The program includes a minimum of 48 credit hours as defined in this Catalog. The total program costs will be reduced at the per credit cost for 11 credit hours. If the candidate is required to take more than 48 credit hours to complete the program, the candidate pays the existing credit hour charge.

- **Ed.D. program with district licensure and Master’s degree:** Applicants who possess a Master’s degree in Educational Administration and hold District Leadership Licensure issued by Kansas and/or Missouri are eligible for admission. The program includes a minimum of 51 credit hours including coursework and clinical research. The hours required are determined after a review of the applicant’s transcript. Current program costs will be reduced at the per credit cost for 11 credit hours. If the candidate is required to take more than 51 credit hours to complete the program, the candidate pays the existing credit hour charge.
review of the applicant's transcript. Current program costs will be reduced at the per credit cost for 8 credit hours. If a candidate is required to take more than 51 credit hours to complete the program, the candidate pays the existing credit hour charge.

**Admission Policies**

If an applicant is lacking one or more of the admissions requirements, the admission file is reviewed by the SPGS or GSOE Admissions Committee. Upon completion of the review, the applicant may be (1) admitted, (2) admitted on a provisional basis, or (3) denied admission to the program. Should the applicant be admitted to the program, he/she has until the last day of the third course to satisfy the provisions of admission. Failure to satisfy the provisions results in administrative withdrawal from the program.

**Admission Appeal Process**

Any applicant who has been denied admission has the right to appeal the decision. All appeals, including any evidence to be considered, must be submitted in writing to the Dean. The written appeal may consist of a letter explaining academic or other admission deficiencies and any other factors that may be helpful. The Dean carefully reviews all materials submitted and notifies the applicant of a decision within ten working days.

**Re-entry and Readmission Policy**

All degree-seeking students who have officially withdrawn, been administratively withdrawn, or who have not been enrolled in courses at Baker University for one year or more must contact academic advising and complete a re-entry application.

- Undergraduate students who did not complete the core program during the previous enrollment are subject to the graduation requirements in effect at the time of readmission.
- MLA and GSOE graduate-level students who are in good academic standing, have had a self-imposed break of enrollment, and are within the six-year window for completion of the graduate degree for which they were previously enrolled may re-enter under the degree requirements in effect at the time of their initial enrollment.
- MLA and GSOE graduate-level students who officially withdrew or who were administratively withdrawn are subject to graduation requirements in effect at the time of readmission.
- Business graduate-level students are subject to graduation requirements in effect at the time of readmission.

Official transcripts must be submitted for all college coursework taken during the student's absence. Former students who have not been enrolled at Baker University for three years or more may be required to resubmit all official transcripts of previous college coursework taken. In such cases these transcripts are re-evaluated according to the graduation requirements in effect at the time of readmission or re-entry.

Applicants for readmission are expected to have been in good academic standing at the time of their last enrollment at Baker University. Those who are not in good standing must petition for readmission. (See the *Academic Performance Policies & Procedures* section of this catalog for details about this process).

**International Student Admission**

International students must meet the admission requirements as set forth for the degree program to which they apply.

After the Office of the Registrar has received all required documents, the applicant is considered for admission as a full-time student. If admitted, the candidate receives an official letter of acceptance, an I-20 for entry into the United States, and additional information regarding the SEVIS I-901 fee.

**Requirements of Non-Citizens and International Students for Admission to all Baker University Programs**

**Application:** Complete the application for admission and pay the application fee. All applicants who plan to attend Baker University with an F or J visa must supply a foreign address at the time of application.
Proof of Residency: Permanent Residents of the United States must provide a photocopy of the Permanent Resident Card. If Permanent Resident status has been granted but the Permanent Resident card has not been received by an applicant, an I-551 stamp on the applicant’s foreign passport or I-94 Departure Record suffices as temporary proof of permanent residence.

Political Refugees/Asylees must provide a photocopy of the I-94 Departure Record with an Asylum Stamp.

All other Non-Resident International Applicants must provide a copy of the identity page of a valid passport. Applicants residing in the United States must provide a valid copy of the passport identity page and a copy of a current United States visa.

Official Transcripts: Applicants must submit official transcripts for all university-level studies, both international and at United States institutions. Transcripts from institutions outside of the United States must be reviewed by Educational Credential Evaluators, Inc. at the student’s expense (www.ece.org). Official transcripts from U.S. institutions are reviewed by Baker University.

Proof of English Proficiency: All new applicants to Baker University SPGS/GSOE whose native language is not English are required to present an official TOEFL score report as evidence of proficiency in the English language. A list of TOEFL examination testing locations is available online at www.ets.org/toefl or may be obtained from U.S. consulates and embassies. The following are the minimum scores required for admission:

- 600 on the Paper-Based Test,
- 250 on the Computer-Based Test, or
- 100 on the Internet-Based Test.

The intent of this policy is to ensure students have a reasonable chance to succeed academically based on their ability to comprehend and use spoken and written English.

Applicants who have completed a High School Diploma (not GED), Associates Degree, Bachelors or Graduate level degree in the United States are exempt from TOEFL.

Confidential Financial Statement and Supporting Documents: Applicants must submit documentation proving sufficient availability of liquid assets to pay for at least one year of tuition, fees, and living expenses.

Check-In: Within fifteen days of beginning courses at Baker University SPGS/GSOE, all non-resident international students must present themselves in person with their original passport and visa to check-in with the International Student Designated School Official. Failure to do so may result in the termination of the applicant’s SEVIS I-20 records and the rescinding of admission to Baker SPGS/GSOE.

Throughout the international student’s course of study the Designated School Official must be notified when he/she drops below full-time enrollment, changes degree plans, postpones studies for any length of time, resumes study after a postponement, changes foreign or U.S. address, or changes the projected date of graduation.
External Sources of Credit

Assessed Credit - Assessed credits at Baker University are credits not earned at a regionally accredited college. They may be assessed and awarded at the undergraduate level for college level learning gained through prior learning experiences. Submission of a Prior Learning Portfolio is required for the assessment and awarding of credit. Students may earn a maximum of sixty credits through assessed credit toward a bachelor’s degree. Credit awarded is recorded as assessed credit and a grade of “CR” is assigned. All stipulations for acceptance of transfer credit apply to assessed credit.

Continuing Education Units (CEU) – CEUs are not accepted in direct transfer. A student may petition for credit through the Prior Learning Assessment (PLA) portfolio.

Course Transfer Credit – Credit must be from a regionally accredited institution. If the school is not regionally accredited, the student may petition for credit through the PLA portfolio. See below for limitations on technical courses.

Field Experience (FIE) – Six credit hour limit. Included are courses such as internships, practicums, clinical, on-the-job training.

Technical (TEC) – Twelve credit hour limit. Technical courses are usually narrow in focus with limited application beyond the context of the training and are used in a specific field or profession. These are typically specialized courses that are not liberal arts based and are considered to be equivalent at the undergraduate lower-college level. Examples: computer repair, aircraft maintenance/repair, courses with a significant “hands on” component.

Vocational (VOC) – Baker University SPGS does not accept vocational coursework for credit. This includes courses normally found in certificate or diploma programs that provide students with occupational skills. Course content is specialized and the accompanying training emphasizes procedural rather than analytical skills.

Examples: automotive mechanics, career development, electrician, carpentry, welding, culinary, practical nursing, cosmetology, assertiveness training.

Transfer Credit - Undergraduate

Courses taken at regionally accredited or candidate-status post-secondary institutions are granted full credit in transfer with the following limitations:
- Only courses in which a grade of “C” or higher was earned are transferred.
- Technical courses are accepted up to a limit of twelve credit hours for general education and elective requirements.
- Physical education (PE) activity courses are accepted up to a limit of eleven credit hours. Only eight credit hours of PE activity courses are used in computing the admission GPA.
- Field experience or internship courses are accepted up to a limit of six credit hours.

Courses are evaluated on an individual basis to determine their transferability as general education requirements.

Non-Transferable Credit - Undergraduate

Transfer credit is not awarded for the following course categories or types of credit:
- Any course that duplicates coursework previously completed, whether the course is taken at the same institution or a different institution. If a course is repeated, credit is awarded once, with the most recent grade calculated into the GPA.
- Coursework that is pre-college in content. This includes math courses preceding the College Algebra level and English courses preceding the Freshman English I level.
- Courses taken primarily for self-improvement. This includes, but is not limited to, dressing for success, posture...
and poise, assertiveness training, and job-entry skills.

- Orientation to a specific college or freshman orientation. (However, orientation to a student’s major area of study is transferable.)
- Vocational courses, generally those which prepare a student in a skill or trade.
- Unacceptable grades. Coursework that meets transfer guidelines with grades of D or F are not applied to the total credit hours transferred, but are computed in the total credit hours attempted for calculation of the admission GPA. D or F grades received in nontransferable courses are not included in the calculation of the admission GPA. Courses with grades of “Incomplete,” “In Progress,” “Not Passed,” “Unsatisfactory,” “No Credit,” “Withdrawal,” or “Audit,” are not transferred or computed in the admission GPA.
- Continuing education units (CEUs). Coursework is not transferred when credit is awarded in CEUs. The student may apply for credit for these courses through the Prior Learning Assessment process.

### Credit through Assessment for Undergraduate Students

Assessed credits include military experience, standardized college examinations (e.g., CLEP, DSST), college credits evaluated by the American Council on Education (ACE) and published by the National College Credit Recommendation Service, business and professional courses documented through Prior Learning Assessment (PLA) Portfolio, professional licenses, and college level learning essays documented through the PLA Portfolio method.

**Prior Learning Assessment Portfolio**

Undergraduate SPGS students may earn academic credit hours as a result of professional training (business and professional courses, seminars, other institutionally sponsored course work) or college level learning gained through experience. Students receive an overview of the assessment process and instruction about portfolio preparation at an academic advising session and in the first course in the program. (See section on Academic Advising.)

Students who wish to have their personal and professional learning experiences assessed for equivalence to academic credit must compile a portfolio. The portfolio contains detailed evidence of learning outcomes, supporting documentation, and descriptions of personal and professional learning experiences. Students may contact the Prior Learning Assessment Center at the Overland Park office for information on the PLA Portfolio. See Financial Information section for more information pertaining to fees.

**Standardized Examination Programs (CLEP, DSST)**

The Prior Learning Assessment Center administers CLEP and DSST exams in Overland Park and Topeka. The Wichita site administers DSST only. Students must register for the exam at least three days prior to the test date. A $20.00 non-refundable Baker University administrative fee per exam must accompany the registration. Students must cancel and reschedule the exam at least twenty-four hours in advance of the test date in order for the test administration fee to apply to the future test date. If students do not contact the Prior Learning Assessment Center in advance, they have to register for the exam again. The national organizations also charge for the exam; fees are subject to change annually. Testing dates and registration forms are posted on the SPGS Student Information website or a copy may be obtained from the Prior Learning Assessment Center at the Overland Park office.

Credit for CLEP, DSST, and other standardized examination programs recognized by the American Council on Education are evaluated only from official score reports sent directly to Baker University. Credit is not awarded for exams reflected on other college or university transcripts. Baker University awards credit hours for CLEP and DSST based on score recommendations from the Commission of
Educational Credit, American Council on Education (ACE). Credit hours earned through standardized examinations are subject to the transfer credit policy. See Financial Information section for more information pertaining to fees.

**Credit for Continuing Education**

If Credit is awarded in CEUs (continuing education units), the credit needs to be included in the Prior Learning Assessment process.

**Credit by Institutional Examination**

Credit awarded by another regionally accredited college/university on the basis of examination (challenge exams, departmental exams) is considered transferable. Credit for the exam must equate to specific courses offered by the granting institution. Official transcripts from the granting institution must show course numbers fulfilled by the exam and credit hours awarded.

**Credit for Military Experience**

All military experiences are evaluated in the office of the Registrar to determine transferability and for individual course evaluation.

**Credit through Approved Partners for Undergraduate Students**

Undergraduate students may earn academic credit for courses taken through approved partners who have been evaluated and approved to deliver college-level curriculum and/or certifications in areas such as business, technology, and professional course work. Students may earn a maximum of sixty credits through approved partners toward a bachelor’s degree.

**Transfer Credit – Graduate**

**Business Programs**

Transfer credit is not applicable to graduate level programs in Business Administration (MBA), Management (MSM) or Conflict Management/Dispute Resolution (CMDR).

**Master of Liberal Arts**

Graduate courses taken prior to application to the MLA program are evaluated upon request at the time of application to the MLA program. Students cannot use transfer credit hours to satisfy the twenty-one credit core requirement. Baker University considers up to six graduate semester credit hours for transfer into the MLA degree program, provided the courses

- Were taken for graduate credit from a regionally accredited institution of higher education;
- Received a grade of “A” or “B;”
- Are germane to the MLA curriculum;
- Were not used in acquiring any other degree; and
- Are not outdated in content (not more than six years old).

A student may be asked to provide a course description from the catalog in effect when the course was taken, and the student must have an official transcript sent from the granting institution to Baker University. Courses taken prior to starting the degree program which were offered through Baker University’s continuing education program may also be requested to apply toward education electives. The total number of transfer credit hours from another institution, Baker continuing education, or a combination of the two may not exceed six credit hours.

**Education Programs**

Graduate courses taken prior to application to a graduate education program are evaluated upon written request after application to the program. Up to six graduate semester credit hours may be considered for transfer into a graduate education degree program, provided these courses

- Were taken for graduate credit from a regionally accredited institution of higher education;
- Received a grade of “A” or “B;”
- Are germane to the student’s program curriculum;
- Were not used in acquiring any other degree;
- Are not outdated in content (not more than six years old); and
- Were not earned through correspondence study or independent study.
Additionally, a course description from the catalog in effect at the time the course was taken must be on file, and an official transcript sent directly from the granting institution must be received. Courses taken prior to starting the degree program which were offered through Baker University’s continuing education program may also be requested to apply toward the education electives. The total number of transfer credit hours from another institution, Baker continuing education, or a combination of the two may not exceed six credit hours. Transfer credit hours may not satisfy the twenty-one credit administrator core requirement (for MSSL applicants) or the eighteen credit education core requirement (for MAEd applicants).
Grading Systems and Practices
(additional information)

No Credit (NC)
A student may petition for an administrative code of “NC” when extenuating circumstances make it impossible to complete a course. To be considered for an “NC,” a student must be earning at least a grade of “C” or higher for the course. Additionally, full payment must have been made for the course. When an “NC” is approved, funds for the course are maintained at the SPGS/GSOE office and applied to the course when the student retakes it. These funds may not be transferred to any other course.

Incomplete (I)
Students who, due to extenuating circumstances, fail to complete all course requirements by the last day of the course may request in writing to the faculty member that the faculty member grant a grade of “I.” Should the faculty member consider the request valid, he or she must then request approval of the “I” grade from the university registrar. Keeping in mind that SPGS/GSOE programs are accelerated and that cohort programming is sequential, the student must complete the “I” course within the next two weeks following the ending course date.

If, at the end of the time frame, the student has failed to complete all course requirements, the grade of “I” will become an “F.” Undergraduate and graduate students will be required to repeat the course at their own expense. If the course will not be offered again, a course may be substituted by the university registrar to fulfill the requirement.

In cases of extreme hardship, the student may petition in writing to the university registrar (prior to the expiration of the arranged time period) for an extension. In no case will total time allowed for removal of the grade of “I” be extended for more than an additional two weeks.

Course Overload
Course Overload is defined as taking more than one course at a time.

Associate Degree:
Taking more than one course at a time discouraged. Students should contact an academic advisor if considering doubling-up in any courses.

Bachelor Degree and Graduate Business, CMDR Degree:
Students may request permission to take overload coursework. Due to the intense and accelerated nature of these programs, student requests are evaluated individually. Each student desiring to enroll in an overload must complete a registration form and submit it to academic advising. This request will be approved or denied based on the academic plan and academic performance of the student requesting the overload. If approved, overload enrollment is limited to two courses at a time and strictly for the purpose of picking up additional credits (undergraduate electives or concentration courses). No student in any SPGS program is allowed overload enrollment for the purpose of early completion of the core program. Students will not be allowed to take overload coursework for an extended period.

MLA and Graduate School of Education Degree:
No student in any program may take more than six credit hours per term.

Second Bachelor’s Degree Policy
An individual who has earned a bachelor’s degree from Baker University or another regionally accredited institution may be
eligible to earn a second different bachelor’s degree from the Baker University School of Professional and Graduate Studies. Candidates for a second bachelor’s degree must meet all admission requirements as set forth in the Admission Requirements section of the catalog.

Second bachelor degree candidates with an earned bachelor’s degree from another regionally accredited institution must complete a minimum of the core/major residency requirement beyond the credit hours earned for the first degree. The total number of core/major credit hours required varies by program and is considered the residency requirement. Candidates for a second bachelor’s degree will be exempt from general education and elective requirements unless specific general education or elective courses are required by the degree.

Previous Baker bachelor degree graduates will have their coursework evaluated on a course-by-course basis for the core/major requirements. If identical core/major courses completed for the first Baker SPGS bachelor’s degree are also required for the second bachelor’s degree, those courses will be counted toward the core/major requirements for the second bachelor’s degree.

All students seeking a second bachelor’s degree must earn a minimum of 30 additional upper college-level semester credit hours in residency through Baker University SPGS after completing the first degree. Combined credit hours for both degrees must equal at least 154 semester credit hours.

### Undergraduate Academic Performance Policies and Procedures

All undergraduate students are expected to meet the academic performance requirements of Baker University during enrollment.

**Good Academic Standing**
To be in good academic standing, a student must be making satisfactory academic progress toward earning the degree as defined by the University. An undergraduate student must maintain a cumulative grade point average of 2.50 or higher and earn a passing grade in all core courses. A passing grade for undergraduates is a D or better in Baker coursework. A student who fails to meet the requirements for good academic standing will be placed on academic probation or declared academically ineligible to continue at the University.

An undergraduate student must also achieve a cumulative core program grade point average of 2.50 or higher in order to graduate.

**Academic Probation**

*Academic Probation* is a warning status to alert students when they are no longer considered in good academic standing at the University. Undergraduate students are placed on academic probation when their cumulative grade point average falls below 2.50.

Students on probation will be restored to good academic standing when they achieve a 2.50 cumulative grade point average.

**Academically Ineligible to Continue**
This status is reserved for a student who is ineligible to continue enrollment at Baker University. Undergraduate students will be declared *Academically Ineligible to Continue* at Baker University when
1) they earn an F or WF in the first course in the core program, or
2) while on probation, after completing three additional courses they do not raise their cumulative grade point average to 2.50 or higher, or
3) they earn three grades of any combination of F or WF during the program.

Academically Ineligible to Continue is noted on the student's Baker University transcript. A student declared academically ineligible to continue must wait a minimum of four months to apply for readmission. An application for readmission, official transcripts of college coursework completed during the ineligible period, and a letter
requesting readmission are required. The letter requesting readmission should outline
1) reasons for the scholastic deficiencies;
2) the manner in which the intervening time has been spent preparing for return to the academic environment; and
3) why favorable consideration for readmission should be given.

The readmission letter and materials are reviewed and approved or denied by the SPGS Admissions Committee. Please see the Readmission section for more information.

Undergraduate students granted approval for readmission must first retake cohort courses in which grades of F or WF were earned before advancing in the program with a new permanent cohort. Students must contact the academic advising office to schedule courses to be repeated. Students who have successfully completed all cohort courses with a 2.50 or better cohort GPA and were taking elective or concentration courses are not required to retake poor academic performance courses before enrolling in additional coursework. Students may wish to contact the academic advising office to discuss strategies for success.

Upon readmission, students are subject to current tuition, fees, policies, and program requirements.

### Graduate Business and CMDR Academic Performance Policies and Procedures

All graduate students are expected to meet the academic performance requirements of Baker University during enrollment.

**Good Academic Standing**

To be in good academic standing, a student must be making satisfactory academic progress toward earning the degree as defined by the University. A graduate Business or CMDR student must maintain a cumulative grade point average of 3.00 or higher with no more than one grade of C. A student who fails to meet the requirements for good academic standing will be placed on academic probation or declared academically ineligible to continue at the University.

A Graduate Business or CMDR student must also achieve a cumulative core program grade point average of 3.00 to be awarded the degree.

**Academic Probation**

Academic Probation is a warning status to alert students when they are no longer considered in good academic standing at the University. Graduate Business or CMDR students are placed on academic probation when
1) their cumulative grade point average falls below 3.00; or
2) they earn more than one C grade, or
3) they earn a grade of D, F, or WF.

Students on probation will be restored to good academic standing when they achieve a 3.00 cumulative grade point average and pass the next two courses with grades of B or higher.

**Academically Ineligible to Continue**

This status is reserved for a student who is ineligible to continue enrollment at Baker University. Graduate Business or CMDR students will be declared Academically Ineligible to Continue at Baker University when
1) they earn a D, F, or WF in the first course of the core program; or
2) while on probation, they fail to pass the next two courses with grades of B or higher; or
3) while on probation, after completing three additional courses they do not raise their cumulative grade point average to 3.00 or higher; or
4) they earn three grades of any combination of C, D, F, and WF during the program.

Academically Ineligible to Continue is noted on the student’s Baker University transcript.

A student declared academically ineligible to continue must wait a minimum of four months to apply for readmission. An application for readmission in addition to a letter requesting readmission is required. The letter requesting readmission should outline
1) reasons for the scholastic deficiencies;
2) the manner in which the intervening time has been spent preparing for return to the academic environment; and
3) why favorable consideration for readmission should be given.

The request for readmission is reviewed and approved or denied by the SPGS Admissions Committee. Please see the Readmission section for more information.

Graduate Business and CMDR students granted approval for readmission must first retake cohort courses in which grades of C, D, F, or WF were earned before advancing in the program with a new permanent cohort. Students must contact the academic advising office to schedule courses to be repeated.

Upon readmission, students are subject to current tuition, fees, policies, and program requirements.

**SPGS Academic Misconduct Policy**

All work submitted by a student must represent the student’s original work. Work created and submitted in one course cannot be submitted for another course. All forms of student dishonesty, including cheating, fabrication, plagiarism, and/or facilitating any academic dishonesty, are forbidden. In addition, forgery, alteration or misuse of Baker University documents, records, or identification or knowingly furnishing false information is considered cause for disciplinary action.

SPGS academic misconduct cases should be reported to the Director of Instruction and Curriculum or the Executive Director or Academics. Disciplinary actions are considered by the Academic Standards and Enrollment Management Committee. A disciplinary action may result in administrative withdrawal from the program. Appeals should be addressed to the Dean.

Any form of academic misconduct which results in administrative or academic withdrawal is noted on the student’s transcript.

**SPGS Academic Grievance Policy**

Students must attempt to resolve grievances of an academic nature with the individual instructor. If the student feels the matter has been unsatisfactorily resolved, the student may contact an academic advising representative for information about the grade protest process. The Chair of the Academic Grievance Committee provides the student with the formal Grade Protest form and guides the student through the process. The following are the steps and procedures.

1. The Grade Protest forms must be received by the Academic Grievance Committee within three months of the last date of the course to be processed.
2. The faculty member is provided the student's completed Grade Protest form and is expected to respond in writing within the deadline assigned by the Academic Grievance Committee.
3. The student is provided a copy of the completed faculty member's response form. Once the student receives this notification, he/she has 30 days to request in writing that the case be reviewed by the Academic Grievance Committee, giving specific rationale for the review.
4. This request is directed to the Academic Grievance Committee.
5. All the written documents submitted by the student and faculty member with relevance to the case are reviewed by the Academic Grievance Committee. Grade changes may be made administratively only if there is sufficient reason to believe that the grading procedure was idiosyncratic, biased, or issued incompetently. Such determinations must be made by the Academic Grievance Committee.

**School of Education Masters Degree Academic Performance Policies and Procedures**

While enrolled in a GSOE program, each student is expected to meet the academic performance requirements of Baker University.
Good Academic Standing
To be in *good academic standing*, a student must make satisfactory academic progress toward earning the degree as defined by the University.

- An MAEd, MLA, MST, or MSSE student must maintain a cumulative grade point average of 3.00 or higher with no more than one grade of “C.”
- An MSSL student must maintain a cumulative grade point average of 3.25 or higher with no more than one grade of “C.”
- A grade of “D” or a grade of “F” is unacceptable in a GSOE program. A graduate student must retake the same required course in which an unacceptable grade is earned. If the unacceptable grade is received in an elective course, a student may substitute an equivalent course.

A GSOE student who fails to meet the requirements for good academic standing is placed on probation or declared academically ineligible to continue at the University.

Academic Probation
*Academic Probation* is a warning status to alert students when they are no longer considered in *good academic standing* at the University. A GSOE student is placed on academic probation if

1) the student’s cumulative grade point average falls below the satisfactory cumulative grade point average (see program GPA requirements under the heading “Good Academic Standing”); or
2) the student earns more than one C grade; or
3) the student earns a grade of D, F, or WF.

A GSOE student on probation must meet with an academic advisor to identify a plan to return to *good academic standing*.

A GSOE student on probation is restored to *good academic standing* when the required cumulative grade point average is achieved.

**Academically Ineligible to Continue**
This status is reserved for a GSOE student who is ineligible to continue enrollment at Baker University. A student is declared *Academically Ineligible to Continue* at Baker University if

1) the student earns a D, F, or WF in the first course of the program; or
2) while on probation, the student’s next two grades fail to achieve the required cumulative grade point average and the student is not restored to *good academic standing*; or
3) the student earns three grades of any combination of C, D, F, and WF during the program.

*Academically Ineligible to Continue* is noted on the student’s Baker University transcript.

A student declared “academically ineligible to continue” must wait a minimum of four months to apply for readmission. An application for readmission is required in addition to a letter requesting readmission. The letter requesting readmission should outline

1) reasons for the scholastic deficiencies;  
2) the probation plan developed with input from an academic advisor;  
3) the preparation for return to the academic environment; and  
4) reasons why favorable consideration for readmission is appropriate.

The request for readmission is reviewed and approved or denied by the GSOE Faculty and Student Grievance Committee.

Upon readmission to a program, a student is subject to current tuition, fees, policies, and program requirements.

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**School of Education**  
**EdD Academic Performance Policies and Procedures**

**Ed.D. Program Progress Requirement**
Satisfactory program progress is defined as a minimum GPA of 3.50 with no grade below a B. If a candidate receives a grade below B, the course must be retaken at the candidate’s expense.

**Ed.D. Program Probation/Dismissal**
If an EdD candidate fails to meet the satisfactory program progress requirement identified above, the candidate is placed on probation. If a candidate is placed on
probation, he or she is notified by GSOE administration. A candidate is academically dismissed if he/she falls below satisfactory program progress for two consecutive enrollment periods. An appeal of a dismissal must be presented to the GSOE Faculty and Student Grievance Committee (FSG) within 60 days of notification of the dismissal. If the candidate is placed on probation at or near the end of the program, he/she may be required to repeat a course(s) at his/her expense to meet the minimum GPA requirement.

Ed.D. Program Due Process Procedure
Candidates have the right to petition, in written grievance form, decisions made by the University faculty and administration. Students wishing to petition faculty or administrative decisions must submit a written grievance with all support material to the VP/Dean of the SOE & SPGS in a timely manner. The VP/Dean refers the appeal to the FSG committee for a recommendation.

Ed.D. Program Penalties for Academic Misconduct
The penalties for academic misconduct that may be imposed by the instructor range from the assignment of extra work or the lowering of a grade on a particular assignment to the awarding of an “F” for the course. The University may impose sanctions for academic misconduct such as suspension or dismissal from Baker University.

Ed.D. Program Procedures
The instructor shall inform the student in writing of the nature of the alleged offense, the impact of the offense on the student’s course grade, and the student’s right to appeal the instructor’s action to a hearing board. Copies of the written notification to the student shall be sent to the VP/Dean of the SOE & SPGS and to the Chair of GSOE Programs and is made a part of the student’s record.

Students have the right to appeal any course grade (including a grade awarded because of alleged academic misconduct) to the Faculty and Student Grievance (FSG) committee composed of the following persons.

1. Assistant Dean or Chair of the Graduate Department,
2. Two GSOE faculty members elected by GSOE faculty,
3. Registrar,
4. In cases initiated by students, a student representative from the appropriate level will be added to the committee, and
5. The GSOE Academic Advising representative and the appropriate Program Coordinator serve with voice, without vote.

The Assistant Dean or Chair of GSOE Programs chairs the committee. A finding to change a course grade requires the approval by a majority of voting members. Findings of the FSG take the form of recommendations to the VP/Dean of the SOE & SPGS. A finding exonerating a student of academic misconduct results in all references to that misconduct being expunged from the student’s record. A student wishing to appeal a Faculty & student Grievance Committee decision must petition the VP/Dean of the SOE & SPGS within ten days after the beginning of the subsequent term or session. The FSG committee is convened within ten days following the receipt of a completed petition. For petitions filed during the summer or Interterm, the absence of potential board members may delay hearings until the start of the following semester.

Academically Ineligible to Continue
A student whose GPA falls below minimum retention standards for two enrollment periods is academically ineligible to continue in the program.

Appeal of Ineligibility
An appeal of ineligibility must be presented to the GSOE Faculty and Student Grievance Committee within sixty days of notification of ineligibility status.

GSOE Academic Misconduct Policy
All work submitted by a student must represent the student’s original work. Work created and submitted in one course cannot be submitted for another course. All forms of student dishonesty, including cheating, fabrication, plagiarism, and/or facilitating any
academic dishonesty are forbidden. In addition, forgery, alteration or misuse of Baker University documents, records, or identification or knowingly furnishing false information is considered cause for disciplinary action. GSOE academic misconduct cases are reported to the appropriate program administrator. Disciplinary action or grade appeals are considered by the Faculty and Student Grievance (FSG) Committee. A disciplinary action may result in administrative withdrawal from the program. Appeals must be addressed to the Dean.

Any form of academic misconduct which results in administrative or academic withdrawal is noted on the student’s transcript.

**GSOE Academic Grievance Policy**

1. A student must attempt to resolve grievances of an academic nature with the individual instructor.
2. If the student feels the matter has been unsatisfactorily resolved, the student may request a Grade Protest form and directions concerning the academic grievance process from the student’s academic advising representative.
3. The Grade Protest forms must be received by the Faculty and Student Grievance (FSG) committee within three months of the last date of the course.
4. The FSG committee forwards the student’s completed Grade Protest form and possible accompanying papers to the instructor. The instructor must respond in writing within the deadline assigned by the FSG committee.
5. The student is provided a copy of the completed instructor’s response form. Once the student receives this notification, he/she has thirty days to request in writing, giving specific rationale for the review, that the case be reviewed by the FSG committee.
6. All the written documents submitted by the student and faculty member with relevance to the case are reviewed by the FSG committee.

Grade changes may be made administratively only if there is sufficient reason to believe that the grading procedure was in error. Such determinations must be made by the FSG committee.

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**Withdrawals**

**GSOE and SPGS**

**Course Reschedule**
A student who desires to reschedule an individual course must contact his or her academic advisor to enroll. Students repeating a course incur additional tuition expense for that course and possibly some additional materials expense.

**Individual Course Withdrawal**
A student who plans to withdraw from a course or program must contact the academic advising office. A student’s request to withdraw from an individual course must be in writing with the student’s signature. A request to withdraw sent to academic advising through the student’s Baker email account is also considered acceptable notification. The date of receipt of the written notification is the date used in determining if any tuition refund is due (see the Tuition Refund Policy section of this catalog). If notification of the request to withdraw is not received, the student is assessed a failing grade for the course and is not eligible for any tuition refund.

**Program Withdrawal**
A student who finds it necessary to withdraw from the program must submit written notification. The date of receipt of written notification is the date used in determining if any tuition refund is due (see the Tuition Refund Policy section of this catalog). If a computer was issued to a student, the computer must be returned to Baker University (or purchased) in accordance with the computer agreement signed by the student.

If the program withdrawal is temporary, the student must contact an academic advisor to discuss arrangements for returning to the program.

Students withdrawing from courses or program should contact the financial aid
department to determine how changes may affect their financial aid.

**Administrative Withdrawal**
A student may be administratively withdrawn from the program for academic misconduct, behavioral misconduct, non-attendance, non-payment of tuition or fees, or failure to meet provisional admission requirements. The administrative withdrawal is noted on the student’s transcript.

**Leave of Absence**
If for unforeseen circumstances a student must be out of class, a leave of absence may be granted. (See Leave of Absence under the Financial Aid section of this catalog.)
Academic Records

**Transcripts**

The student’s official transcript is maintained by the Office of the Registrar. The transcript indicates course titles, grades, credit hours, cumulative GPA, and degrees awarded. The total number of transferred credit hours from each college and/or university attended is recorded on the transcript. Credit hours awarded through the Prior Learning Assessment Center are recorded on the transcript upon receipt of appropriate documentation.

**Requests for Official Transcripts**

The transcript request form is available online at www.bakeru.edu. If the transcript request form is not used, the following information should be included in the letter of request:

- Full name
- Social security number
- Graduation date, if applicable, or last date attended
- The name and address of each place a transcript is to be sent
- Student’s signature

There is a processing fee for each transcript requested, as noted on the transcript request form, which must accompany the request. Transcripts are not released unless all tuition and fees have been paid. Normal processing time for transcript requests is 4-5 business days after receipt. During peak request times the processing of requests may take longer.

A student may obtain an unofficial copy of their transcript through the student portal located on the Baker website. Access to the unofficial transcript is only available to students who have satisfied all University financial obligations.

**Grade Access**

Grades are available online via the student portal upon submission by the course instructor. Instructors have a maximum of eight days to enter grades following the last class session. Questions regarding when course grades will be available should be directed to the instructor of the course. Students with unmet financial or other university obligations do not have online access to grades.

Students can print individual grade reports from the student portal. If more comprehensive information is required for tuition reimbursement or other purposes, students can print unofficial transcripts from the student portal as needed.

Under no circumstances will a grade be disclosed over the telephone.

**Holds**

Holds will be placed on a current or former student’s record for failure to meet financial or other University obligations, or to help manage some aspect of a student's record. Holds may affect access to academic records, the release of academic records (grades, transcript, or diploma) and the ability to make schedule changes or register for future classes.

Students are informed of holds via the student portal. Questions or attempts to resolve issues and remove a hold must be directed to the department responsible for the hold.

**Change of Address, Telephone**

Students are responsible for maintaining accurate contact information with the University. Changes to contact information (address, telephone numbers) should be made online at www.bakeru.edu through the student’s portal account.

**Change of Name**

Official documentation must be provided for name changes. A copy of a driver's license or passport showing the new name is required. This document, along with a name change request containing both old and new names, can be mailed, faxed or presented in person to the Office of the Registrar. Students who are receiving financial aid
must also provide the Financial Aid office with a copy of their Social Security card showing the name change.

### Deferments, Enrollment Verifications, and Certifications

The Office of the Registrar is responsible for reporting information to third parties from the official student academic record. Loan deferments and verification of enrollment/school status are the most common requests. Requests are processed as quickly as possible. However, students should allow up to ten working days for completion of a typical request. Students who need the Secretary of State Apostile’s seal on a certified document may be subject to a processing fee and should allow thirty days for processing.

### Veterans Administration Education Benefits

Baker University School of Professional and Graduate Studies is a proud member of the Servicemembers Opportunity College. Any veteran who wishes to apply for Veterans Administration (VA) education benefits should contact the Baker University VA Certifying Official for assistance. The Certifying Official can provide application forms and VA points of contact, as well as details about the application process. Because a reduction in course load may result in a reduction of benefits, VA students should notify the Certifying Official of any changes to their course schedules. If reductions are not promptly reported, the veteran may accrue indebtedness to the Department of Veterans Affairs. Due to the nature of our programs, advance pay is not allowed.

### Candidacy for Graduation

#### Filing the Intent to Graduate Form

Students cannot graduate without first officially filing the Intent to Graduate form. All degree candidates must submit their Intent to Graduate form with the associated fee (unless already paid as part of the student’s program fee) in order to graduate. Degree candidates must submit the Intent to Graduate form prior to the completion of all degree requirements. It is recommended that students file their Intent to Graduate in January (for those who will complete their degree requirements between January 1 and May 31) and in June (for those students who will complete their degree requirements between June 1 and December 31). The deadlines for submission of the Intent to Graduate form is March 1 for a May degree conferral and October 1 for a December degree conferral.

**Bachelor Core Completers**

Bachelor core-completers must additionally submit a plan confirming how final outstanding degree requirements will be met. This Final Degree Completion Confirmation form is submitted in conjunction with the Intent to Graduate form.

The bachelor degree student with a completion plan that includes portfolio submissions or CLEP/DSST examinations is encouraged to address these external credit opportunities as early as possible during the degree program in order to avoid potential graduation issues. The following deadlines apply.

**Portfolio Submissions**

- October 1 for a December degree conferral
- March 1 for May degree conferral

**CLEP/DSST Examinations**

- December 31: exam completion for December degree conferral
- May 31: exam completion for May degree conferral

The Intent to Graduate form and Final Degree Completion Confirmation form are available on the Baker University website.

Students who fail to complete all degree requirements as anticipated are required to re-file their Intent to Graduate form for a future completion date.

### Degree Completion

Baker University students may complete their final degree requirements in any month of the year. The degree statement is posted
to the student’s official transcript upon successful completion of final degree requirements, filing the Intent to Graduate form, and upon validation by the Office of the Registrar that all degree requirements have been met.

**Participation in Commencement**
Students who complete their final degree requirements between January 1 and May 31 are eligible to participate in the May commencement ceremony. Students who complete their final degree requirements between June 1 and December 31 are eligible to participate in the December commencement ceremony. Participation in commencement is not required, but encouraged.

Commencement ceremony participants must order regalia online six weeks or more before the ceremony. Instructions for this process are included with the Intent to Graduate form and also available on the Baker University Website. The cost of standard regalia is covered by the graduation fee.

Students are allowed to participate in only one commencement ceremony per degree awarded. The graduation fee is assessed only once per degree awarded.

**Degree Conferral and Diploma**
Degrees are conferred and diplomas are officially awarded two times a year, coinciding with the May and December commencement ceremonies. Doctor of Education diplomas are presented to graduates at the commencement ceremony. Diplomas for all other graduates are mailed to the student’s permanent address following the commencement date and final validation that all degree requirements have been met. Students with outstanding financial obligations to the University will not receive their diploma until all obligations have been satisfied.
Student Services

Academic Advising

All students are provided opportunities to consult with Academic Advising staff prior to enrollment and throughout the duration of their program. An advisor provides students with an understanding of their academic status and the requirements they must satisfy for the completion of their degree program. Advisors are available to work with students online, by phone, or in person. For advising, contact the Academic Advising Department.

A student enrolled in the Doctor of Education Program (Ed.D.) is assigned one of the professors from the School of Education who serves as his or her major advisor. The GSOE advisor assists the doctoral student to satisfy program expectations, research, and field experiences. Graduation requirements are confirmed by the Registrar.

Academic Advising Session (Undergraduate Programs Only)

Students who have been admitted to the AAB/BAC program are required to complete an Academic Advising Session. During the session, students develop a plan for satisfying degree requirements and meeting their educational objectives. Throughout the program, students work with an advisor who continually monitors degree progress and initiates contact on a regular basis to provide updates and further degree planning.

Students who are pursuing the upper-level bachelor degree programs are required upon admission to attend an Academic Advising session. The session outlines choices for completion of general education requirements and elective credits to satisfy degree requirements.

An approved advising plan must be on file with the University by the time students complete the first course in their program. An advisor periodically reviews the plan with the student to discuss changes, needs, and desired modifications. Students who do not complete an Academic Advising session by the end of their first course will have a hold placed on their account.

Schedule Changes

To add and drop courses, change groups, withdraw from the program, or seek guidance regarding any schedule adjustments, please contact the academic advisors in our Academic Advising Department. They are available online, by phone, or in person.

Degree Completion Options

General education and elective degree completion options include independent general education coursework, CLEP and DANTES testing, prior learning assessment, and transfer credit. General information, schedules, and registration information are available on Baker University's website. For approval of the options selected, please contact our academic advisors.

Career Development Center

The Career Development Center, located in Harter Union on the Baldwin City campus, assists students at all levels with their career plans and job searches. Information on resume and cover letter writing, job search tools and websites, interviewing and recruiting trends as well as area job clubs are available at www.bakeru.edu/cdc. Instructions for helpful career assessments are available there as well. Questions can be directed to cdc@bakeru.edu.

Baker Identification and Library Numbers

Each SPGS and GSOE student is issued a Baker University Identification number as well as a library number and PIN. This information is e-mailed to the student prior to the start of his/her first course. In addition both the identification number and library number can be accessed through the student portal. Hard copies of the student ID card with library number and PIN can be requested through the Baker website.

Library Services and Resources

Baker University is committed to making library resources available to all students and to using the vast technology available to enhance the educational process. The
University has positioned itself so that students enrolled in the School of Professional and Graduate Studies and the School of Education have almost unlimited library resources at their disposal. The Collins Library has numerous electronic resources available for SPGS and GSOE students, including access to the University catalog and online full-text databases such as EBSCOHost, LexisNexis, and OCLC First Search. These resources may be accessed with the use of the library identification number located on the student portal. This virtual library provides extensive research materials for all students.

In addition to these web resources, the Baker librarians have access to more restricted databases from which they can provide helpful information. This assistance and other library resources, such as interlibrary loan, can be requested over the Internet by visiting the Collins Library web page.

Students are encouraged to utilize outside resources in the pursuit of academic endeavors and to honor the relationships between Baker University and other cooperating libraries. Failure to honor commitments to any lending library may result in the holding of grades and transcripts until all obligations are met.

### Instructional Resources

To support the adult learning environment, Baker University provides a number of items to enhance the academic experience, most of which are available online. Academic support includes a formatting and style guide for writing, resource guides for instructional content areas, College Algebra review sessions, a list of math tutors, and the Learning Team Handbook. Technical support available online includes tutorials for Moodle, the Student Portal and other electronic resources, access to our IT help desk 24 hours a day, and University-issued laptop computer support.

### Web Resources

Baker University has developed comprehensive online resources for current students to facilitate immediate access to university information and services. In addition to general information, course schedules, the University catalog and handbook, forms, and current notices posted online, students have access to a Baker email account, a student portal, grades, unofficial transcripts, Baker University’s Collins Library services and collections, downloadable anti-virus software, the End-of-Course Survey, Moodle, individual schedule information, tutorials, faculty directory, and a wide variety of other resources.

### Class Representatives

Every cohort group of SPGS and GSOE students has a class representative. The class representative provides the communication link between Baker University and the class members. Class representatives receive extra periodic mailings and other news from the Administrative offices for distribution to class members.

Students should not be isolated from information; individual inquiries are welcomed at the SPGS and GSOE offices. Many times a topic may be of class-wide interest or concern, and the class representative may contact the office on behalf of everyone. The class representative will then contact all students within the cohort.

### Duties of the Class Representative in SPGS Classes

Typical expectations of an onground class representative are as follows:

- Contact the faculty member prior to the first class meeting with questions or clarifications about the first assignment, and relay the information to the class.

- Develop and coordinate the use of the telephone chain or email distribution list for informing class members of important information (e.g., inclement weather, faculty member illness, etc.).

- Serve as a spokesperson for the class in order to maintain a constructive dialogue with Baker University.
General Information

- Assist faculty members when beginning a new course (e.g., give the faculty member a list of the learning teams at the first class session).
- Attend and participate in periodic Class Representative Meetings.
- Ensure the classroom is left in satisfactory condition at the end of each class.
- Facilitate the organizing of social events as appropriate.

Typical expectations of an online class representative are as follows:

- Contact the faculty member prior to the first class session with questions or clarifications about the first week, and relay the information to the class.
- Develop and coordinate the use of an email distribution list for informing class members of important information.
- Serve as a spokesperson for the class in order to maintain a constructive dialogue with Baker University.
- Assist faculty members when beginning a new course.
- Attend class representative meetings as appropriate.

Learning Team Guidelines

Typical expectations of an online class representative are as follows:

- Serve as a spokesperson for the class in order to maintain a constructive dialogue with Baker University.
- Ensure the classroom is left in satisfactory condition at the end of each class.
- Know what resources are available for the instructor to use (TV, DVD, overhead projector, computer lab, etc.) and help the instructor locate and use such resources.
- Know the building’s “safe” spot in case of catastrophic weather.
- Facilitate the organizing of social events as appropriate.

Duties of the Class Representative in GSOE Classes

Typical expectations of a GSOE class representative are as follows:

- Contact the faculty member prior to the first meeting and introduce yourself.
- Meet the instructor at the door the first night of the course.
- Develop and coordinate the use of the telephone chain or email distribution list for informing class members of important information (e.g., inclement weather, faculty illness, etc.)

Learning Team Guidelines

All business and management students within the School of Professional and Graduate Studies are required to complete assignments and interact with learning teams for the duration of the program. Learning teams work together on reports, projects, and presentations, and support one another in the process.

Students in on-ground programs hold face-to-face meetings and schedule sessions at a time and location that are mutually convenient and conducive to learning. If there are times when a learning team member cannot be physically present for a meeting, he or she may participate electronically via synchronous methods such as Google DOX, SKYPE, IM, etc. Students in online programs use electronic meeting tools to collaborate. All learning teams plan for at least four hours weekly to accomplish their tasks. All learning team members are expected to contribute equally to the completion of all team assignments and activities.

The number of learning teams is determined by class size. Teams are established with four or five members. Baker recommends that students stay in the same team throughout the program, although individual instructors may change the group
composition for in-class activities. If, after a period of time, a student decides he or she is not satisfied with the team, it is his/her responsibility to negotiate changes with peers. The team must notify the class representative of the team make-up for the next course. Although team size of four to five members is ideal, changes in class enrollment may result in slightly larger or smaller teams. However, teams smaller than three members or larger than six members are never allowed. Changes in group membership cannot be made while a course is in progress.

During the first course, each learning team prepares a constitution that addresses issues of operation and responsibilities.

Collaboration as an effective unit is one of the goals of each program. Learning teams are self-governing and are expected to resolve conflicts, including the removal of a team member, if they should arise. The instructors and the university consider learning team participation to be mandatory for completing course requirements and continuing enrollment.

An individual student cannot be subjected to discrimination, including being removed from a learning team by other students on the team, because of the student’s race, color, national origin, sex, age, or disability. Removal of team members should be handled confidentially and with the same sensitivity and consideration required in any personnel matter.

Before an individual student can be involuntarily removed from a learning team by other students on the team:

- The learning team must advise the student the reasons for the proposed removal from the learning team and provide the student an opportunity to respond to and address the learning team’s concerns.

- If the student and the other learning team members are unable to resolve the matter to the satisfaction of all involved, the learning team must notify the Director of Academic Advising and explain the basis for the proposed removal, including providing the reason(s) for the removal.

- The student identified to be removed from a learning team shall be notified of the reasons for his or her removal from the team by the Director of Academic Advising and given an opportunity to meet with the Director of Academic Advising to respond to his or her proposed removal from the team.

- The Director of Academic Advising shall meet with the entire learning team to attempt to resolve the issues identified by the learning team members.

If a student is removed from a learning team, the Director of Academic Advising shall assist the student in identifying other teams that the student may be able to join.

In the event the Director of Academic Advising is unable to identify an alternative learning team for the student, and the student withdraws from the program as a result, the Director of Academic Advising shall summarize, in writing, the reasons provided by the learning team for the student’s removal, and the Director of Academic Advising’s attempts to resolve the issue and/or identify an alternative learning team. A copy of the summary will be made available to the student upon request.

A student who has been removed from a learning team by other students on the team may appeal the removal through a due process procedure for the program or the University’s grievance procedure.

Baker students in on-ground programs begin the learning team experience by selecting a meeting location/site that is conducive to group collaboration for learning. The ideal learning team meeting site would have:

1. An individual seating area with a desk or flat surface writing area for each member of the study group.
2. A quiet area with adequate lighting.
3. Adequate temperature control to allow for the comfort.
4. Access to library assistance, either electronically or physically.
5. Adequate restroom facilities for both genders.
6. Adequate parking for convenience and accessibility for all members.
The following types of locations are typically conducive to learning:

1. Educational classrooms (community group meeting rooms, churches)
2. Local city or state libraries
3. University or college libraries
4. Company or corporate dedicated training, conference, or meeting rooms

The instructor for the introduction course must approve the location to be used for the learning team meetings. This approval constitutes the instructor’s certification that the site for the team meeting is one that is appropriate and conducive to learning.

All learning team members are expected to contribute to all learning team assignments and activities. The team members assess each member’s contribution and report it to the instructor using the Learning Team Evaluation Form, which may impact the student’s grade.
Student Responsibilities and Rights

Attendance Policy

Attendance at all class and learning team sessions is mandatory.

Since a large portion of the learning in the SPGS and GSOE programs takes place in class meetings, absences may impact a student’s grade or jeopardize continued enrollment in the course.

In the case of an absence, the student must:

1. Notify the faculty member prior to the absence,
2. Make arrangements to complete missed assignments, and
3. Complete additional make-up work if allowed by the faculty member.

Under no circumstances may a student miss more than 40% of course meeting hours and receive credit for the course. This University policy is not at the discretion of the faculty member. A student who misses more than 40% of a course is required to repeat the course and incur additional tuition and fee expenses for that course. Students with extenuating circumstances that make it impossible to complete the course may request a grade of “No Credit.” See “No Credit” under the subsection of this catalog entitled “Grading Procedures” for further information.

If a student’s attendance record demonstrates a pattern of missed classes, that student is administratively withdrawn from the program. A petition must be submitted to the Admissions Committee prior to readmission.

Online Course Participation

Students are expected to participate actively in and contribute to the learning experience in the course. Participation means providing substantive comments, questions and contributions that advance the learning process for you and/or other learners in the course. Participation may include responding to questions and issues posed by other learners. Participation does NOT include submission of homework and other course assignments. Non-substantive comments, non-germane comments and comments of the nature of “I agree” or “I disagree” (unless the latter two are elaborated upon to make them substantive) do not count toward meeting the participation requirement.

Field Trip Policy

Students are encouraged to take advantage of the diversity of educational opportunities and experiences available in the vicinity. On such occasions, students and faculty are personally responsible for transportation to and from, and attendance at, off-site experiences, whether for required or voluntary activities. SPGS and GSOE faculty are required to include field trips in course syllabi. SPGS faculty are required to notify the Director of Instruction and Curriculum, Executive Director of Academics – Wichita, or Director of Graduate Education Programs as appropriate at least one week in advance of any off-site meetings or trips.

Academic Integrity

Academic integrity is defined as honesty in the acknowledgement of ideas, words, data, written work, and solutions. All work submitted by students must represent their
original work. All forms of student dishonesty, including cheating, fabrication, plagiarism, violation of copyright laws, and facilitating any academic dishonesty, are forbidden. Consequences of academic dishonesty may include, but are not limited to a failing grade for a paper, a failing grade for a course, or expulsion from the University.

The student’s responsibility in upholding academic integrity is to reference sources of information when writing notes during class as well as for course papers. Students should cite sources when paraphrasing. When a paper completed in a previous course might also cover a topic in a later course, a student should obtain instructor permission before using the first paper or presentation, even if modified. A student should not give another student his or her work, projects, papers, or words. The student should avoid the notion that an action is dishonest only if detected. Specific forms of academic dishonesty include but are not limited to the following behaviors.

Cheating misrepresents one’s knowledge, skills, or ideas by such behaviors as attempting to achieve course credit through the unauthorized use of work completed in a previous course or submitting work completed by one or more other students. This includes falsely acknowledging contribution for a group assignment for which one’s contribution is minimal or nonexistent. Cheating includes using, or assisting the use of, unauthorized information during exams, e.g. information from exams completed by a student in a previously completed course or from information received through electronic communication during the exam. The falsification, alteration, or misuse of Baker University documents, records, or identification is also considered cause for disciplinary action.

Plagiarism is the intentional or unintentional failure to accurately attribute ideas, words, work, data, or solutions to the source of that information. Plagiarism also is to paraphrase without acknowledging the source from which the information is paraphrased. If quoting, the sources of information must be properly referenced.* A common error made by students is the belief that electronically-based information is public information and therefore does not require authorization for use. A second erroneous belief is that a student’s own note-taking is sufficient modification of information to be considered original. Students should also be aware that they must reference the source they used even if it is a secondary resource that uses the information from an original source. The primary source of information should not be cited as a reference if it was not the work actually used. Paraphrased information should be properly cited.*

*MLA style is the approved format for written work completed by students at Baker University’s School of Professional and Graduate Studies and the Graduate School of Education. Doctoral candidates use the APA format.

**Non-Academic Grievances**

Students must initially attempt to resolve grievances of a non-academic nature with the individuals involved. If the grievance is not resolved, the student must present to the Director of Academic Advising, in writing, a clear, concise statement of the grievance, which includes the name of the person(s) against whom the grievance is made, the date(s) the incident occurred, and a description of the incident(s) with specific supporting evidence. A brief summary of prior attempts to resolve the matter should be provided, including the names of persons with whom the matter was discussed and the results of the discussions. A specific statement of the remedial action or relief sought should be included in the grievance statement.

All non-academic grievances must be filed within 30 days of the incident. Upon receipt of the written grievance statement, the Director of Academic Advising contacts the person(s) against whom the grievance is made and requests a response in writing within an assigned deadline. If the matter is not resolved, the grievant may request in writing that the grievance be reviewed by the Grievance Committee. The committee meets on an as-needed basis to review any pending grievances.
Conduct Policy

Baker University seeks to achieve its mission to assuring student learning and developing confident, competent and responsible contributors to society through sound educational programs and policies that are a reflection of its commitment to serve the personal and educational interests of its students. At Baker University, the utmost personal respect and ethical and professional conduct is expected to be shown among students, faculty, and staff at all times. When members of the community fail to exemplify these standards, they are subject to disciplinary action up to and including dismissal from the University. The Vice President and Dean of the School of Education and the School of Professional and Graduate Studies has been delegated authority in all graduate SOE and SPGS student conduct matters by the President of the University.

The University assumes that responsible behavior will be maintained consistently by its students on and off campus. Generally, the University does not take disciplinary action for off-campus misconduct. However, the University reserves the right to take action in such instances where the misconduct constitutes a violation of the University standards or is of such a serious nature that it suggests a danger to the University community. In such cases, the University may initiate action whether or not legal action has been taken. The Vice President and Dean will decide when institutional purposes are best served by such disciplinary action.

Complaint Procedure
Any Member of the University community may provide information against a student alleging an infraction of University policies or regulations by a written or verbal complaint to the Director of Academic Advising or the Director of Instruction and Curriculum. If warranted, the Dean or his/her designee will conduct an investigation.

Sanctions
Baker University reserves the right to deny admission, continued enrollment, or readmission to any applicant or student whose personal history, background, or behavior indicates that his or her presence at

Anti-Harassment Policy

It is the policy and goal of Baker University to provide a place free of tensions involving matters that do not relate to the University’s mission. The University strives to provide an educational and working environment that is free from sexual harassment or harassment based on sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, or veteran status. The University is committed to creating a culture of respect and providing an environment that values diversity and emphasizes the dignity and worth of every individual. Harassment in any form is prohibited and incidents of harassment are met with appropriate disciplinary action, up to and including termination of employment or expulsion from the University.

If any harassing conduct takes place, the offended individual is asked to immediately notify the Director of Academic Advising, a supervisor, or other appropriate University official so appropriate action can be taken. The University does not tolerate retaliation of any kind against any individual who makes a good faith complaint about inappropriate conduct pursuant to this policy. Any action taken as a result of a violation of this policy is in accordance with University procedures.
Firearms and Weapons Policy

Baker University prohibits the possession or use of firearms, explosives, or other weapons (any object or substance designed to inflict a wound, cause an injury, incapacitate, or create a reasonable fear of harm) or any facsimile within any University building or facility and at any University-sponsored classes, events, or activities. This policy applies to all persons entering or upon any University campus, including students, employees, and campus visitors. This policy does not apply to authorized and full-time commissioned law enforcement officers, authorized armored car personnel, or others authorized in writing by the Dean of the School of Professional & Graduate Studies, the Dean of the School of Education, or the University President. Notwithstanding the foregoing, personal self-defense items containing mace or pepper spray are not deemed weapons for the purposes of this policy.

No license issued pursuant to the Kansas Personal and Family Protection Act and no endorsement or certificate issued under Missouri conceal-carry laws authorizes a licensee, endorsee, or certified person to carry a concealed weapon into any area of the University where carrying a weapon, concealed or otherwise, is prohibited. Notwithstanding the foregoing, and in accordance with Kansas and Missouri laws, this policy shall not be deemed to prohibit any person licensed, endorsed, or certified under said laws from possessing a firearm within a vehicle or other private means of conveyance.

Any person violating this policy may be reported to law enforcement agencies for legal action and subject to appropriate disciplinary action which could include expulsion, termination of employment, and/or immediate removal from the premises.

Alcohol and Drug-Free Campus

Baker University prohibits the possession, use, manufacture, or distribution of alcohol or drugs by students or faculty members on its property or as part of any of its activities. The University is committed to an alcohol and drug-free campus. Any student or faculty member found to be using alcohol or using, possessing, manufacturing, or distributing controlled substances on University property or at University sites shall be subject to disciplinary action.

Animal Policy

Pets are not permitted in Baker University SPGS/GSOE facilities. This policy does not apply to assistive animals for persons with disabilities or those being trained for service.

Children and Visitor Policy

Only enrolled students, faculty, staff and approved guests are allowed in Baker University SPGS/GSOE facilities during instructional periods. Each visitor is required to have written documentation that s/he has been authorized to be in SPGS/GSOE facilities. For safety reasons, children are not permitted in classrooms or teaching areas. Baker University SPGS/GSOE does not provide childcare services.

Cancellation of Classes

In case of inclement weather or unsafe conditions that exist on the day of a scheduled class meeting, Baker University will determine class cancellations at 3:00 p.m. and post announcement by 4:00 pm. The announcement of class cancellations due to inclement weather or unsafe conditions is communicated to students and faculty through three primary systems.

- Students and faculty will be contacted through the Baker University B-Alert text and email messaging system—click on [http://www.bakeru.edu/soe-current-students](http://www.bakeru.edu/soe-current-students) and select B-Alert to sign up for weather cancellation text messages.
- Students and faculty will find class cancellations posted on the Baker University website.
SPGS & GSOE website [http://www.bakeru.edu/weather](http://www.bakeru.edu/weather) by 4:00 p.m.

- GSOE & SPGS students will find weather cancellations posted in their Baker University Student Portal: [http://mysmartermind.bakeru.edu/](http://mysmartermind.bakeru.edu/)

The instructor and Baker University Instructional Specialist (SPGS) or the Director of Graduate Programs (GSOE) will determine a date for the makeup session prior to the next scheduled class meeting. Due to the unique nature of the Baker University accelerated programs, all classes missed because of inclement weather must be made up. Extending the calendar is not an option because it may impact graduation deadlines, completion dates, instructor assignments, planned holidays for students, VA benefits, and financial aid. Faculty availability is another factor in scheduling make-up class sessions, so Baker University also accommodates class make-up sessions on Friday evenings and Saturday mornings. The Class Representative (cohort classes) or members of the class (open enrollment) will receive an email to confirm the date and classroom location for the make-up session.

### Severe Weather Policy

In the event of severe weather warnings (dangerous thunderstorms or tornado warnings), the following procedures are followed in all Baker University facilities.

The University’s building administrator on duty monitors the weather forecasts and announcements. If a tornado warning or dangerous conditions are issued, he or she visits each classroom and notifies faculty and students of the situation. Faculty and students follow the directions of the University’s building administrator and move to the recommended safe areas of the building. These safe areas are posted in each classroom of the Baker facilities.

Faculty and students are advised to follow the emergency procedures recommended by Emergency Management sources:

- Remain in the building. Occupants should not attempt to vacate the premises, drive, or seek shelter in cars.
- Seek shelter immediately in interior rooms on the lowest level.
- Evacuate all offices, rooms, or hallways with windows and glass or with exterior walls.
- Move to interior areas (such as classrooms/halls/restrooms/storage areas) and, if possible, take shelter under tables or desks. Every attempt should be made to put as many walls as possible between occupants and the outside.
- Lie low with hands covering the back of your head to reduce injury.
- Wait for an “all clear” signal before resuming activity.

Baker University faculty are asked to remind their classes that all students are to follow the Severe Weather Procedures and follow the directions of the building administrator when severe weather warnings have been issued.
Payment Policies

**Fees**

The **Material Fee (SPGS)** or **Registration Fee (GSOE)** is a one-time payment covering various educational materials provided throughout the program. It is mandatory, non-refundable and non-transferable.

- **Cohort Students**: This fee is due prior to the start of the group.
- **Open Enrollment Students**: This fee is assessed upon enrollment in your first course.

The **Technology Fee** covers maintenance and expansion of technology services and support. It is assessed for all on-ground and on-line courses. The fee is non-refundable and non-transferable.

- **Cohort Students**: After the program begins, the technology fee payment dates correspond to program, chosen payment option, or the program course calendar issued the first night of class.
  
  Fees for students enrolled in the Master of Arts in Education (MAEd) and Master of Science in School Leadership (MSSL) cohort programs are determined by start date.

- **Open Enrollment Students**: The technology fee will be added to the account on enrollment and is due along with tuition according to the payment dates listed in the Overland Park or Wichita course schedule.

**Tuition** is the cost for instruction and is typically charged per credit hour. Questions regarding tuition should be addressed to the accounting office.

- **Cohort Students**: Tuition payment dates correspond to program, chosen payment option or the program course calendar issued the first night of class. Fees for students enrolled in the Master of Arts in Education (MAEd) and Master of Science in School Leadership (MSSL) Cohort programs are determined by start date.
- **Open Enrollment Students**: Tuition and fee due dates can be found in the current Overland Park or Wichita course schedule.

- Additional questions about Baker University fees and tuition may be addressed to accountingspgs@bakeru.edu

The **Graduation Fee** is a non-refundable fee charged to all students who apply to graduate regardless of intention to participate in commencement. Students pay a graduation fee only once per degree program. The graduation fee does not cover all expenses related to graduation and commencement; it does cover expenses related to:

- **Processing**—checking degree requirements, preparing commencement publications, organizing commencement ceremonies, printing diplomas, calculating Latin honors for undergraduate students.
- **Supplies**—diplomas, diploma covers, commencement regalia, postage to mail diplomas.
- **Commencement Ceremony**—speakers, music, wages associated with setup and cleanup of the venue and receptions.

**Non-payment of Fees**

Students whose accounts are sent to collection are responsible for all costs associated with collection.

**Making and Confirming Payment**

Payments can be made by cash, check, money order, or credit card (Visa, MasterCard or Discover). To make credit card payments over the phone, call the Accounting department at 913-491-4432. Payments may also be mailed or delivered in person to:

Baker University  
*(Insert Your Degree Program)*  
Accounting Department  
8001 College Blvd., Ste. 100  
Overland Park, KS 66210
**Financial Aid Payments**

A check is mailed to students for any funds in excess of current tuition payments. Students may choose to keep these funds on account for future tuition by returning the Electronic Funds Authorization Form with this choice indicated. Mail or fax the form to:

Baker University  
(Insert your Degree Program)  
Accounting Department  
8001 College Blvd. Ste. 100  
Overland Park, KS  66210

Fax number: 913-491-0470
Educational Expenses

<table>
<thead>
<tr>
<th>Financial Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker University reserves the right to modify the following fee schedule at any time.</td>
</tr>
</tbody>
</table>

**Associate of Arts in Business** (Metro Kansas City and Topeka)

<table>
<thead>
<tr>
<th>Onground or Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*Application Fee (non-refundable)</td>
<td>$45.00</td>
</tr>
<tr>
<td>*Applicable only once for undergraduate programs</td>
<td></td>
</tr>
<tr>
<td>Registration Fee (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Material Fee (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Tuition ($290.00 times 60 credit hours)</td>
<td>$17,400.00</td>
</tr>
<tr>
<td>Technology Fee ($30.00 per course times 20 courses)</td>
<td>$600.00</td>
</tr>
<tr>
<td>Graduation Fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Audit Fee per credit</td>
<td>$135.00</td>
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</tbody>
</table>

**Bachelor of Business Administration** (Metro Kansas City and Topeka)

<table>
<thead>
<tr>
<th>Onground or Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*Application Fee (non-refundable)</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Registration Fee (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Material Fee (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Tuition ($475.00 times 41 credit hours)</td>
<td>$19,475.00</td>
</tr>
<tr>
<td>Technology Fee ($30.00 per course times 13 courses)</td>
<td>$390.00</td>
</tr>
<tr>
<td>Graduation Fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Audit Fee per credit</td>
<td>$225.00</td>
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**Bachelor of Business Information Systems**

<table>
<thead>
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</thead>
<tbody>
<tr>
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<tr>
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</tr>
<tr>
<td>Registration Fee (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Material Fee (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$360.00</td>
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<tr>
<td>Tuition ($330.00 times 38 credit hours)</td>
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<tr>
<td>Graduation Fee (nonrefundable)</td>
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<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
<td>$40.00</td>
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<tr>
<td>Audit Fee per credit</td>
<td>$150.00</td>
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### Bachelor of Science in Management (Metro Kansas City)

<table>
<thead>
<tr>
<th>Fee Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Application Fee (non-refundable)</td>
<td>$45.00</td>
</tr>
<tr>
<td>*Applicable only once for undergraduate programs</td>
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<tr>
<td>Graduation Fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Audit Fee per credit</td>
<td>$225.00</td>
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</table>

### Bachelor of Arts in Business Leadership

**Online**

<table>
<thead>
<tr>
<th>Fee Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>*Application Fee (non-refundable)</td>
<td>$45.00</td>
</tr>
<tr>
<td>*Applicable only once for undergraduate programs</td>
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</tr>
<tr>
<td>Registration Fee (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Material Fee (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Tuition ($475.00 times 41 credit hours)</td>
<td>$19,475.00</td>
</tr>
<tr>
<td>Technology Fee ($30.00 per course times 13 courses)</td>
<td>$390.00</td>
</tr>
<tr>
<td>Graduation Fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Audit Fee per credit</td>
<td>$225.00</td>
</tr>
</tbody>
</table>

### Undergraduate Concentration/Elective Course Fees (All locations)

<table>
<thead>
<tr>
<th>Fee Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$290.00</td>
</tr>
<tr>
<td>Technology Fee per course</td>
<td>$30.00</td>
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</table>

### Graduate Concentration/Elective Course Fees (All locations)

<table>
<thead>
<tr>
<th>Fee Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$420.00</td>
</tr>
<tr>
<td>Technology Fee per course</td>
<td>$30.00</td>
</tr>
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### Prior Learning Assessment Center Fees (Metro Kansas City and Topeka)

<table>
<thead>
<tr>
<th>Fee Category</th>
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</thead>
<tbody>
<tr>
<td>Portfolio Submission Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Portfolio Verification and Documentation Fees</td>
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</tr>
<tr>
<td>Standardized Training (ACE recommendation) per credit</td>
<td>$30.00</td>
</tr>
<tr>
<td>Documented Learning Fee per credit</td>
<td>$60.00</td>
</tr>
<tr>
<td>College-Level Learning Essay fee per credit</td>
<td>$80.00</td>
</tr>
<tr>
<td>Testing Center Administration Fee per exam scheduled (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Documentation of credit hours earned through standardized examinations (i.e., CLEP, DANTES, etc) per credit earned</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

*Students are responsible for the fees in effect at the time of the submission of the Prior Learning Assessment Portfolio.*
**Master of Business Administration** (Metro Kansas City and Topeka)

- **On-ground**
  - Application Fee (non-refundable) $45.00
  - Registration Fee (non-refundable) $20.00
  - Material Fee (non-refundable) $40.00
  - Tuition ($595.00 times 43 credit hours) $25,585.00
  - Technology Fee ($30.00 per course times 14 courses) $420.00
  - Graduation Fee (nonrefundable) $75.00
  - Late submission fee for Intent to Graduate form or academic regalia (non-refundable) $40.00
  - Audit Fee per credit $277.50

- **Online Master of Business Administration** (Metro Kansas City and Topeka)
  - Application Fee (non-refundable) $45.00
  - Registration Fee (non-refundable) $20.00
  - Material Fee (non-refundable) $40.00
  - Tuition ($610.00 times 43 credit hours) $26,230.00
  - Technology Fee ($30.00 per course times 14 courses) $420.00
  - Graduation Fee (nonrefundable) $75.00
  - Late submission fee for Intent to Graduate form or academic regalia (non-refundable) $40.00
  - Audit Fee per credit $295.00

**Master of Science in Management** (Metro Kansas City)

- Application Fee (non-refundable) $45.00
- Registration Fee (non-refundable) $20.00
- Material Fee (non-refundable) $40.00
- Tuition ($505.00 times 36 credit hours) $18,180.00
- Technology Fee ($30.00 per course times 12 courses) $360.00
- Graduation Fee (nonrefundable) $75.00
- Late submission fee for Intent to Graduate form or academic regalia (non-refundable) $40.00
- Audit Fee per credit $242.50

**Master of Arts in Conflict Management and Dispute Resolution** (Metro Kansas City and Topeka)

- Application Fee (non-refundable) $45.00
- Registration Fee (non-refundable) $20.00
- Material Fee (non-refundable) $40.00
- Tuition ($505.00 times 43 credit hours) $21,715.00
- Technology Fee ($30.00 per course times 13 courses) $390.00
- Graduation Fee (nonrefundable) $75.00
- Late submission fee for Intent to Graduate form or academic regalia (non-refundable) $40.00
- Audit Fee per credit $242.50
### Master of Liberal Arts (Metro Kansas City and Topeka)
**Online and Onground**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Registration Fee (non-refundable)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Tuition per semester credit hour</td>
<td>$330.00</td>
</tr>
<tr>
<td>Technology Fee ($30.00 per course)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Senior Scholar per credit hour</td>
<td>$157.50</td>
</tr>
<tr>
<td>Graduation Fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Audit Fee per credit</td>
<td>$157.50</td>
</tr>
</tbody>
</table>

### Master of Arts in Education (All Locations)

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Registration Fee (non-refundable)</td>
<td>$60.00</td>
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<tr>
<td>Tuition per semester credit hour</td>
<td>$315.00</td>
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<tr>
<td>Technology Fee ($30.00 per course)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Graduation Fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
<td>$40.00</td>
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</table>

### Master of Science in School Leadership (All Locations)

<table>
<thead>
<tr>
<th>Fee Type</th>
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</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Registration Fee (non-refundable)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Tuition per semester credit hour</td>
<td>$330.00</td>
</tr>
<tr>
<td>Technology Fee ($30.00 per course)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Graduation Fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
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### Master of Science in Special Education (All Locations)

<table>
<thead>
<tr>
<th>Fee Type</th>
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</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Registration Fee (non-refundable)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Tuition per semester credit hour</td>
<td>$330.00</td>
</tr>
<tr>
<td>Technology Fee ($30.00 per course)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Graduation Fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
<td>$40.00</td>
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</table>

### Master of Science in Teaching (All Locations)

<table>
<thead>
<tr>
<th>Fee Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Registration Fee (non-refundable)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Tuition per semester credit hour</td>
<td>$330.00</td>
</tr>
<tr>
<td>Technology Fee ($30.00 per course)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Graduation Fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Late submission fee for Intent to Graduate form or academic regalia (non-refundable)</td>
<td>$40.00</td>
</tr>
</tbody>
</table>
### Doctor of Education

<table>
<thead>
<tr>
<th>Fee</th>
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<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Registration Fee (non-refundable) (Due upon selection into the program)</td>
<td>$450.00</td>
</tr>
<tr>
<td>Tuition per semester credit hour</td>
<td>$594.00</td>
</tr>
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</table>

The Ed.D. in Educational Leadership is a 3-year cohort program with locked-in tuition assessed during the first 2 years of the program when all coursework is completed. In the 3rd year, students complete their Dissertations with no additional tuition assessed. Students who have not completed their Dissertations by the end of the 3rd year must be continuously enrolled in a minimum of 1 credit hour per semester and will be assessed tuition at the current master's level rate.

Please contact GSOE enrollment services for more information.
Tuition Refund Policy

Students are expected to meet all financial obligations of their degree program. For cohort students, a schedule of payments and an analysis of fee structures with due dates is outlined at the time of enrollment. Students are expected to meet these obligations according to the schedule. A service charge is assessed on all past due balances and for any check returned due to insufficient funds. Any questions regarding payments or problems associated with making those payments should be directed to Student Accounts.

Baker University reserves the right to change the tuition and fee schedule at any time.

Refund policy guidelines are as follows:

Application, registration, material, and graduation fees are non-refundable.

Tuition for on-ground course offerings is refunded as follows:

a. Written notification of withdrawal received by Academic Advising prior to the first class session of a course – full tuition refund.

b. Written notification of withdrawal received by Academic Advising prior to the second class session of a course – 90% tuition refund.

c. Withdrawal after second class session of a course – no tuition refund.

Tuition for online courses is refunded as follows:

a. Written notification of withdrawal received by Academic Advising prior to the course start date – full tuition refund.

b. Written notification of withdrawal received by Academic Advising prior to the beginning of the second week of the course – 90% tuition refund. (Number of weeks for the course is determined by a week from the start date. If the course starts on a Monday, then the next Monday is the beginning of the second week of the course, etc.)

c. Withdrawal during or after the second week of the course – no tuition refund.

Once a drop has been processed by Academic Advising tuition will be refunded, based on the guidelines above, within fourteen days. (See the “Withdrawal” subsections under the “Academic Policies” section of this catalog and the “Withdrawals and Refunds” subsection under “Financial Aid” for more information.)

For students receiving financial aid, the refund is first repaid to the Title IV programs in accordance with existing federal regulations and institutional policy in effect at the date of withdrawal. If any additional refund is appropriate, the funds are repaid to the student upon written request. It is possible that a student who withdraws may have an outstanding balance due to Baker University.

Students who begin class with provisional admittance pending the completion of their admission file and who are subsequently denied admission are eligible for a refund of the full tuition amount for the course in which they are currently enrolled. Any tuition paid for a course previously completed by the student is not refundable.
Financial Aid

Qualifying for Financial Aid

Information on Federal assistance is available through Baker University. The Free Application for Federal Student Aid (FAFSA) must be completed annually to determine eligibility for the applicable financial aid programs.

Baker University awards financial aid based on a student’s financial need. Financial need is the cost of education minus the expected family contribution. The cost of attending Baker University is listed in the “Educational Expenses” section in this catalog. The student’s family contribution is derived from the financial figures as calculated on the FAFSA using a formula set by the Department of Education.

How to Apply for Financial Aid

Following is the process for applying for financial aid:

1. Apply early. A minimum of four weeks is recommended to assure that financial aid eligibility can be determined before classes begin.
2. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. (Please print the confirmation page and keep for your records.) If you do not have a pin #, you must apply (or reapply) for one at www.pin.ed.gov. The Baker University school code is 00190300.
3. Complete Baker’s Financial Aid application form. Undergraduate students also need to complete the certification of High School Completion form.
4. Complete the entrance counseling and loan application online. Keep the confirmation pages for your records.
5. Mail the Financial Aid forms listed above to the Overland Park office address.
6. If requested, be prepared to submit a signed photocopy of your most recent federal income tax return to Baker University.

Once the above completed forms have been received, we will process the information and contact you if any additional information is needed. All records are held in strict confidence. No file is available for public use.

Aid Available to both Graduate and Undergraduate Students

Federal Direct Loans –
- Federal Direct Subsidized Stafford Loans are awarded based on financial need. These loans carry a fixed interest rate, and interest is not charged before repayment begins or during periods of deferment. The federal government “subsidizes” the interest during these times.
- Federal Direct Unsubsidized Stafford Loans are not awarded based on financial need. The interest rate is fixed; however, the student must pay the interest from the time the loan is disbursed to the time the loan is repaid in full.

Aid Available to Undergraduate Students

Federal Pell Grants - This program provides grants which need not be repaid to undergraduate students. Grants are awarded based on financial need as determined by the FAFSA.

Federal Supplemental Educational Opportunity Grants (FSEOG) – Like the Pell Grant, this program provides additional need-based grant funds to low-income undergraduate students. Priority is given to students who are eligible for Pell Grants.

Federal Parent PLUS Loans – These non-need, credit-based loans enable parents to borrow federally guaranteed funds with which to pay the education expenses of their children. Each child must be a dependent undergraduate student enrolled in college at least half time.

Aid Available to Graduate Students

Federal Graduate PLUS Loans - These non-need, credit-based, federally backed student loans are guaranteed by the United
States Government. The Grad PLUS loan is similar to a private student loan but with the benefit of having a fixed interest rate and federal guarantee. Students must first apply for the Federal Direct Loan. The Graduate PLUS Loan allows graduate students to borrow the total cost of their graduate education, less any other aid, and may be deferred while students are still in school.

The Federal TEACH Grant program is a non-need based grant program that can provide up to $4000 per academic year to students who are enrolled in an eligible program and agree to teach in a high-need field for at least four years within eight years of completing the program. If the student fails to meet the service requirement, the TEACH Grant will be treated as a Direct Unsubsidized Loan, and the student must repay the TEACH funds with interest accrued from the first date of disbursement. Not all education programs qualify.

### Financial Aid Satisfactory Academic Progress

- This process is separate from the Academic Satisfactory Academic Progress.
- Federal regulations require Institutions to monitor both quantitative and qualitative progress towards a degree.
  - Quantitative - student must be able to complete degree program within 150% of the program length.
    - If student successfully completes 67% of attempted payment period hours, the student will meet the progress requirement.
  - Qualitative – student must maintain a minimum cumulative GPA 2.0.
  - Beginning with payment periods that start July 1, 2011 or later, student’s academic progress must be reviewed by the Office of Financial Aid after each payment period.
- Federal regulations will allow an institution that monitors SAP every payment period to place a student on “Warning” for one more payment period. Student can receive Title IV aid during this “Warning” period.
- If student is not maintaining SAP after “Warning” payment period, student loses Title IV eligibility.
- Such students will be offered the opportunity to appeal the financial aid advisory committee for reinstatement of Title IV aid.
  - Appeal must be in writing
  - Student must explain why he/she failed to make SAP
  - What has changed to allow the student to make SAP by the end of the next payment period
- If appeal is approved, the student will have one more payment period of Title IV aid eligibility. If student is not successful in meeting SAP standards at that point, the student will no longer be eligible for Title IV aid.
- Such students might be filing 2 petitions, one to Academic Records and a separate one to Financial Aid. The 2 petitions will not be evaluated by the same committee.
- It is possible for a student to be on financial aid suspension and still be allowed to enroll at the University at the student’s expense.

### Withdrawals and Refunds

Current federal regulations require the Return of Title IV Funds Policy to be used for all students who receive any type of federal aid, when calculating the aid a student can retain after withdrawing. This policy relates to Federal Pell and SEOG Grants as well as all federal loans.

These regulations govern the return of aid disbursed for a student who completely withdraws from a term or payment period. During the first 60% of the payment period, a student “earns” aid in direct proportion to the length of time he or she remains enrolled. The percentage of time that the student remains enrolled determines the percentage of disbursable aid for that period. A student who remains enrolled beyond the 61% point of the payment period earns all aid for the period.

Students who plan to withdraw must start at the Academic Advising Office to submit written notification of withdrawal from a course or the program. Institutional charges and financial aid are adjusted once the withdrawal date is determined. For students receiving financial aid, the refund must first be repaid to the Title IV programs in accordance with existing regulations in effect.
Financial Information

on the date of withdrawal and with respect to various types of aid. It is possible that the student who withdraws may still have an outstanding balance due to the University. The withdrawal date is determined as follows:

- Official withdrawals – the later date of when the student began the institution’s withdrawal process OR officially notified the institution of intent to withdraw.
- Unofficial withdrawals – If the student has to leave without notification because of circumstances beyond the student’s control, the institution will use the documented last date of participation in an academic activity.

The percentage of the period that the student remained enrolled is calculated based on number of countable days the student was enrolled. Divide the number of days enrolled by the total days in the enrollment period. Calendar days are used, including weekends.

### Distribution of Unearned Aid

If a student has not earned all of the federal aid received to date at the point of withdrawal, funds are repaid in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Grad PLUS Loan
4. Federal Parent PLUS Loan
5. Federal PELL Grant
6. Federal SEOG Grant
7. Federal Teach Grant
8. Outside Scholarships

### 45 Day Allowable Break in Enrollment

- Department of Education has redefined cohort programs as programs offered in modules.
- University does not have to consider students as withdrawn or put them on an approved Leave of Absence (LOA) if the following:
  - Student will begin a module within 45 calendar days from the end of the current module that starts later in the same payment period.
  - Student provides written confirmation, with a signature that he or she will begin a module within 45 calendar days in the same payment period.
  - Written request is received prior to the last day of the current module.
  - If above process is completed timely, days out of class will not count against the allowable LOA days.

For example, student starts a course and has a family emergency, requiring the student to drop current course. If student will be back in class within 45 days of the last day of the current class in the same payment period, student just needs to complete form stating intent to return within 45 days of the end of the current course. If the student’s plans change, the student can submit an updated notification.

- If payment period or loan period has been completed, the student can request a Leave of Absence (LOA).
  - Total LOA days cannot exceed 90 days in a 12 month period.
  - If student does not complete either process timely, the Office of Financial Aid will need to complete a return of federal funds calculation, even if the student is not withdrawn from the University.

### Leave of Absence

Students experiencing serious medical or family problems can request a leave of absence, not to exceed 90 days per 12-month period. It is possible for more than one leave to be granted, as long as the total days of all leaves of absence do not exceed more than 90 days per 12-month period. The request for leave must be in writing before the leave is granted. In emergency situations, the institution may accept the student’s written request after the leave has begun. Students participating in the federal loan programs do not have to go into repayment on their loans during the approved Leave of
Absence period. However, if the student does not return from the Leave of Absence, the last day of attendance prior to the beginning of the Leave of Absence is the date used when notifying the lender of when the student ceased attending classes.

Students requesting a Leave of Absence must make their request in writing. This letter must bear the student’s signature, and it should be directed to the Financial Aid Office at the Overland Park address.
Bachelor Years 1 & 2 (BAC) Program
Associate of Arts in Business (AAB)
Lower Level Courses

Overview
The Bachelor Year 1 & 2 (BAC) Program curriculum is a lower level undergraduate sequence of courses designed for working professionals. Students may pursue the Associate of Arts in Business degree (AAB) or apply the credit hours toward the completion of a bachelor degree.

The BAC course sequence provides a foundation in business, including accounting, economics, finance, marketing, and management. Additional courses provide the required general education core including humanities, social science, science, math, communication and English. Through this sequence of courses, students develop critical thinking, problem solving, written and oral communication skills as well as leadership and teamwork skills. In support of the University's mission, the program supports the development of responsible, ethical, and socially committed graduates.

The Associate of Arts in Business degree program has a 60 credit hour requirement, which includes 36 credit hours required in residence. The program is structured so that students concentrate on one course at a time and move through the courses in a specific order. Students complete the course sequence in the order recommended by the University.

Program Learning Outcomes
Upon completion of the program, the AAB graduate should be able to demonstrate the following skills and abilities:

- Communicate effectively in writing and orally.
- Accomplish tasks in teams.
- Utilize critical thinking and reasoning skills.
- Solve problems and make thoughtful decisions.
- Apply fundamental mathematical concepts and operations.
- Employ research skills using technologies and credible resources.

Graduation Requirements

- Successful completion of at least 60 semester hours.
- Successful completion of the specified 36 semester credit hours of required residency courses taken through SPGS.
- Satisfaction of all general education requirements.
- A cumulative GPA of 2.50 or higher.
- A business core (BU course prefix) of 2.50 or higher.
- Payment of all tuition and fees.
- Approval by the faculty.
The **Associate of Arts in Business (AAB)** degree program requires 60 semester credit hours:

- 18 hours of arts and humanities (no more than 6 credit hours from any one discipline)
- 6 hours of social science
- 6 hours of science
- 3 hours of written English
- 3 hours of math (College Algebra or higher)
- 21 hours of business core/major
- 3 hours of electives

The residency requirement is 36 semester hours of specifically designated courses which must be completed at Baker University SPGS in order to be eligible to earn the degree. Following is a table which outlines the requirements for the Associate of Arts in Business program.

The Associate of Arts in Business course sequence is based on reasonable projections of faculty availability and appropriate curriculum considerations. Courses are subject to change based on changes in the circumstances on which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 110</td>
<td>Introduction to Business Education*</td>
<td>3</td>
<td>Business Core/Major</td>
</tr>
<tr>
<td>BU 220</td>
<td>Foundations of Business Management*</td>
<td>3</td>
<td>Business Core/Major</td>
</tr>
<tr>
<td>EN 101</td>
<td>Written Communication*</td>
<td>3</td>
<td>Written English</td>
</tr>
<tr>
<td>SC 115</td>
<td>Oral Communication*</td>
<td>3</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>PH 111</td>
<td>Critical Thinking*</td>
<td>3</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>BI 120</td>
<td>Human Ecology</td>
<td>3</td>
<td>Science</td>
</tr>
<tr>
<td>TH 111</td>
<td>The Theatre Experience</td>
<td>3</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>HI 231</td>
<td>1945-1980: Decades of Change</td>
<td>3</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>PY 111</td>
<td>General Psychology</td>
<td>3</td>
<td>Social Science</td>
</tr>
<tr>
<td>EN 110</td>
<td>Literature and Ideas</td>
<td>3</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>MC 140</td>
<td>Mass Media and Society*</td>
<td>3</td>
<td>Business Core/Major</td>
</tr>
<tr>
<td>MA 145</td>
<td>College Algebra*</td>
<td>3</td>
<td>Math</td>
</tr>
<tr>
<td>PS 115</td>
<td>Introduction to American Politics</td>
<td>3</td>
<td>Social Science</td>
</tr>
<tr>
<td>BU 230</td>
<td>Financial Planning*</td>
<td>3</td>
<td>Business Core/Major</td>
</tr>
<tr>
<td>BI 245</td>
<td>Human Nutrition</td>
<td>3</td>
<td>Science</td>
</tr>
<tr>
<td>BU 240</td>
<td>Basic Economics*</td>
<td>3</td>
<td>Business Core/Major</td>
</tr>
<tr>
<td>RE 350</td>
<td>Bible and Leadership*</td>
<td>3</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>PY 258</td>
<td>Industrial and Organizational Psychology</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>BU 250</td>
<td>Advertising and Promotion*</td>
<td>3</td>
<td>Business Core/Major</td>
</tr>
<tr>
<td>BU 260</td>
<td>Fundamentals of Accounting*</td>
<td>3</td>
<td>Business Core/Major</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the curriculum as necessary.

*Designates a residency requirement course.*
Bachelor of Business Administration
(BBA, Upper Level Courses)

Overview
The Bachelor of Business Administration program is an upper division undergraduate sequence of courses designed for working professionals.

The BBA core sequence provides students with knowledge and skills in management, leadership, finance, accounting, marketing, technology, economics, project planning and business law. Through this sequence of courses, students develop skills in problem solving, communication, organizational analysis, and technology as they apply to business.

The BBA degree requires the completion of 124 credit hours. The core sequence includes 41 credit hours of coursework required of all students. In addition, students must complete an additional 30 credit hours of general education requirements and 53 credit hours of electives.

The BBA core program is sequentially structured so that students concentrate on one course at a time and move through the courses in a specific order. Students complete the course sequence in the order recommended by the University.

Program Learning Outcomes
Upon completion of the program, the BBA graduate should be able to demonstrate the following skills and abilities:

- Demonstrate knowledge of managerial functions and organizational resources for efficient business management.
- Apply technology to enhance organizational efficiency.
- Collect and analyze data to help solve business problems.
- Analyze global market opportunities and their influence on strategic marketing decisions.
- Develop legal and ethical strategic plans that align with an organization’s mission.
- Communicate effectively both in writing and orally.

Graduation Requirements
- Successful completion of at least 124 credit hours.
- Successful completion of the specified Bachelor of Business Administration core program and all other courses taken through SPGS.
- A cumulative GPA of 2.5 or higher.
- A BBA core GPA of 2.50 or higher.
- Satisfaction of the 30 credit hours of general education requirements in arts and humanities, social science, and science, or an earned Associate of Arts degree or an Associate of Science degree from a regionally accredited institution.
- Satisfaction of the 9 credit hour general education requirement in math, upper division written English, and computer science. Depending on the program, this requirement may be partially or fully met by courses which overlap core/major residency requirements. Overlapping core/major courses cannot be counted toward total hours more than once, substituted, waived, or transferred to Baker. An overlapping core/major course does not decrease the total number of hours required for the degree (124 credit hours); rather, it allows students to complete additional elective coursework.
- Payment of all tuition and fees.
- Approval by the faculty.
The Bachelor of Business Administration (BBA) degree requires 124 semester hours:

- 18 hours of arts and humanities (no more than 6 credit hours from any one discipline)
- 6 hours of social science (in addition to economics)
- 6 hours of science
- *3 hours of written English (upper division)
- *3 hours of math (College Algebra or higher)
- *3 hours of computer science
- 41 hours of BBA core/major (includes 9 credit hours of general education)
- 53 hours of electives

*Requirements satisfied in the BBA core/major program.

In the BBA program, the requirement to complete 3 hours in math, 3 hours in upper division written English, and 3 hours in computer science is met through courses which overlap core/major residency requirements. Overlapping core/major courses cannot be counted toward total hours more than once, substituted, waived, or transferred to Baker. An overlapping core/major course does not decrease the total number of hours required for the degree (124 credit hours); rather, it allows students to complete additional elective coursework.

The residency requirement is 41 semester hours of BBA courses which must be completed at Baker University SPGS to be eligible to earn the degree. Following is a table which outlines the core/major course requirements for the Bachelor of Business Administration program. The Bachelor of Business Administration course sequence is based on reasonable projections of faculty availability and appropriate curriculum considerations. Courses are subject to change based on changes in the circumstances on which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA 342</td>
<td>Introduction to Management Concepts</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BBA 310</td>
<td>Prior Learning and Writing Development*</td>
<td>3</td>
<td>*Overlapping Course - satisfies the upper division written English requirement</td>
</tr>
<tr>
<td>BBA 351</td>
<td>Management and Leadership</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBA 446</td>
<td>Project Planning for Managers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBA 373</td>
<td>Accounting for Business</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBA 482</td>
<td>Principles of Marketing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBA 484</td>
<td>Finance, Capital, and Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BBA 311</td>
<td>Technology in the Workplace*</td>
<td>3</td>
<td>*Overlapping Course – satisfies the computer science requirement</td>
</tr>
<tr>
<td>BBA 382</td>
<td>Principles of Economics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BBA 353</td>
<td>Organizational Structure and Behavior</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBA 371</td>
<td>Data Development and Analysis*</td>
<td>4</td>
<td>*Overlapping Course – satisfies the math requirement</td>
</tr>
<tr>
<td>BBA 352</td>
<td>Business Law and Government Regulations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBA 455</td>
<td>Business Policy Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total BBA Core/Major</strong></td>
<td></td>
<td><strong>41</strong></td>
<td></td>
</tr>
</tbody>
</table>

*The University reserves the right to modify curriculum as necessary.*
Bachelor of Business Information Systems  
(BBIS, Upper Level Courses)

Overview
The Bachelor of Business Information Systems program is an upper division undergraduate academic program designed for the working professional and grounded in the liberal arts and sciences. Graduates are prepared to provide managerial leadership in the business information system arena.

The curriculum develops leaders capable of functioning in an increasingly technology-driven business environment. Emphasis is placed on the information system skills needed by business leaders to understand issues, work collaboratively in the design and implementation of solutions and strategies, and communicate effectively in diverse business settings. These skills are developed in a sequenced program that includes general business courses in areas such as project and organizational management, data development, and financial management as well as technology-specific course work in programming fundamentals, systems analysis and design, and database design.

The BBIS degree requires the completion of 124 credit hours. The core/major sequence includes 38 credit hours of coursework required of all students through Baker University. In addition, students must complete the information technology core of 12 credit hours and complete and IT specialty track of 12-21 credit hours (depending on the track selected) through an approved provider. Requirements include 30 credit hours of general education, 3 credit hours of math, and 17-26 credit hours of electives (depending on the number of credits required for the specialty track).

The BBIS core program is sequentially structured so students concentrate on one course at a time and move through the courses in a specific order. Students complete the course sequence in the order recommended by the University. Approximately 18 months are required to fulfill the core program requirements.

Program Learning Outcomes
Upon completion of the program, the BBIS graduate should be able to:

- Communicate effectively both in writing and orally.
- Design, plan, and implement business projects using information systems.
- Apply core information systems concepts in programming, systems analysis and design, telecommunications/networking, and database design to solve business problems.
- Use information systems to select the most appropriate solutions for a variety of technology based issues and challenges.
- Use information systems in a legal and ethical manner.
- Apply financial analysis techniques to solve business problems in the areas of capital budgeting models as they relate to software, hardware, staffing, and other systems-related decisions.

Graduation Requirements
- Successful completion of at least 124 credit hours.
- Successful completion of the specified Bachelor of Business Information Systems core program and all other courses taken through SPGS.
- A cumulative GPA of 2.50 or higher.
- A BBIS core GPA of 2.50 or higher.
- Satisfaction of the 33 credit hours of general education requirements in arts and humanities, social science, and science or an earned Associate of Arts or an Associate of Science degree from a regionally accredited institution.
- Satisfaction of the 9 credit hour general education requirement in math, upper division written English, and computer science. Depending on the program, this requirement may be partially or fully met by courses which overlap core/major residency requirements.
Overlapping core/major courses cannot be counted toward total hours more than once, substituted, waived, or transferred to Baker. An overlapping core/major course does not decrease the total number of hours required for the degree (124 credit hours); rather, it allows students to complete additional elective coursework.

- Payment of all tuition and fees.
- Approval by the faculty.

The Information Technology Core and IT Specialty Track courses must be taken through an approved provider unless the student provides copies of his/her certifications for the courses. If a student completed the certifications prior to admission to the BBIS program, the student must complete a Petition for Credit form and provide copies of the certifications for the courses that have been completed. Baker will assess courses and accept certificates when verified. If courses are accepted for transfer credit, the $50.00 per credit hour fee for documentation of certification credits will be waived.
The **Bachelor of Business Information Systems (BBIS)** degree requires 124 semester hours:

- 18 hours of arts and humanities (no more than 6 credit hours from any one discipline)
- 6 hours of social science (in addition to economics)
- 6 hours of science
- *3 hours of written English (upper division)*
- 3 hours of math (College Algebra or higher)
- *3 hours of computer science*
- 38 hours of BBIS core/major (*includes 6 credit hours of overlapping courses)*
- 12 hours of Information Technology core/major
- 12-21 hours of Information Technology Specialty track
- 17-26 hours of electives (total credits required depends on the IT specialty track selected)

*Requirements satisfied in the BBIS core/major program.*

In the BBIS program, the requirement to complete 3 hours in upper division written English and 3 hours in computer science is met through courses which overlap core/major residency requirements. Overlapping core/major courses cannot be counted toward total hours more than once, substituted, waived, or transferred to Baker. An overlapping core/major course does not decrease the total number of hours required for the degree (124 credit hours); rather, it allows students to complete additional elective coursework.

The residency requirement is 38 semester hours of BBIS courses which must be completed at Baker University SPGS to be eligible to earn the degree. Following is a table which outlines the core/major course requirements for the Bachelor of Business Information Systems program. The Bachelor of business Information Systems course sequence is based on reasonable projections of faculty availability and appropriate curriculum considerations. Courses are subject to change based on changes in the circumstances on which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

### Bachelor of Business Information Systems (BBIS) Course Sequence

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS 3342</td>
<td>Introduction to Management Concepts</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BIS 3310</td>
<td>Prior Learning and Writing Development*</td>
<td>3</td>
<td>*Overlapping Course - satisfies the upper division written English requirement</td>
</tr>
<tr>
<td>BIS 3351</td>
<td>Management and Leadership</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIS 4482</td>
<td>Principles of Marketing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIS 3381</td>
<td>Principles of Finance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIS 4440</td>
<td>Managing Human Resources</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIS 3382</td>
<td>Principles of Economics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIS 4445</td>
<td>Project Planning and Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIS 4434</td>
<td>Ethics and Security</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIS 3348</td>
<td>Managing Information Technology*</td>
<td>3</td>
<td>*Overlapping Course – satisfies the computer science requirement</td>
</tr>
<tr>
<td>BIS 3355</td>
<td>Leveraging Business Data</td>
<td>3</td>
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</tr>
<tr>
<td>BIS 4901</td>
<td>Issues in Information Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total BBIS Core/Major (Baker University)</strong></td>
<td></td>
<td><strong>38</strong></td>
<td></td>
</tr>
<tr>
<td>Approved Provider</td>
<td>Information Technology Core/Major and Information Technology Specialty Track</td>
<td>27-36</td>
<td></td>
</tr>
</tbody>
</table>

*The University reserves the right to modify curriculum as necessary.*
### Information Technology Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 3200</td>
<td>A+ Essentials</td>
<td>4</td>
</tr>
<tr>
<td>ISP 3201</td>
<td>A+ IT Technician</td>
<td>2</td>
</tr>
<tr>
<td>ISP 3220</td>
<td>Network+</td>
<td>3</td>
</tr>
<tr>
<td>ISP 3230</td>
<td>Security+</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certifications:** COMPTIA A+, Network+, and Security+

| IT Requirements | Total: | 12 |

### Specialty Tracks

Each student must choose one specialty and complete the entire track.

#### Application Programming

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 4122</td>
<td>4994 - Introduction to Programming Microsoft .Net Applications with Microsoft Visual Studio</td>
<td>4</td>
</tr>
<tr>
<td>ISP 4123</td>
<td>4995 – Programming with the Microsoft .NET Framework using Microsoft Visual Studio 2005</td>
<td>4</td>
</tr>
<tr>
<td>ISP 4103</td>
<td>2541 – Core Data Access with Microsoft Visual Studio 2005</td>
<td>3</td>
</tr>
<tr>
<td>ISP 4104</td>
<td>2542 – Advanced Data Access with Microsoft Visual Studio 2005</td>
<td>1</td>
</tr>
<tr>
<td>ISP 4107</td>
<td>2546 – Core Windows Forms Technologies with Microsoft Visual Studio 2005</td>
<td>2</td>
</tr>
<tr>
<td>ISP 4108</td>
<td>2547 – Advanced Windows Forms Technologies with Microsoft Visual Studio 2005</td>
<td>2</td>
</tr>
</tbody>
</table>

**Certification:** Microsoft Certified Technology Specialty (MCTS)

| Application Programming | Total: | 16 |

#### Application Web Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 4120</td>
<td>2956 – Core Foundations of Microsoft .NET 2.0 Development</td>
<td>3</td>
</tr>
<tr>
<td>ISP 4121</td>
<td>2957 – Advanced Foundations of Microsoft .NET 2.0 Development</td>
<td>3</td>
</tr>
<tr>
<td>ISP 4126</td>
<td>6463 – Visual Studio 2008: ASP .NET 3.5</td>
<td>2</td>
</tr>
<tr>
<td>ISP 3113</td>
<td>Java Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

**Certifications:** MCTS .NET Framework – Application Development Foundation, MCTS .NET Framework 3.5, MCTS

| Application Web Development | Total: | 12 |

#### Database Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 4518</td>
<td>50027 – Querying and Processing SQL Server Data with SQL Statements</td>
<td>2</td>
</tr>
<tr>
<td>ISP 4503</td>
<td>2779 – Implementing Databases with Microsoft SQL Server 2005</td>
<td>4</td>
</tr>
<tr>
<td>ISP 4504</td>
<td>2780 – Maintaining a Microsoft SQL Server 2005 Database</td>
<td>4</td>
</tr>
<tr>
<td>ISP 4515</td>
<td>2793 – Implementing and Maintaining Microsoft SQL Server 2005 Reporting Services</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certification:** MCTS SQL Server 2005 – Implementation and Maintenance

| Database Management | Total: | 13 |
### Healthcare Information Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 3400</td>
<td>Medical Office Procedures and Administration</td>
<td>3</td>
</tr>
<tr>
<td>ISP 3401</td>
<td>Automated Medical Office</td>
<td>3</td>
</tr>
<tr>
<td>ISP 3402</td>
<td>Computer and Office Applications: MOS Certification Series</td>
<td>3</td>
</tr>
<tr>
<td>ISP 3403</td>
<td>Anatomy, Physiology &amp; Medical Terminology</td>
<td>6</td>
</tr>
<tr>
<td>ISP 3404</td>
<td>Insurance and Billing, and Coding Essentials: Certification Series</td>
<td>6</td>
</tr>
</tbody>
</table>

*Certification: Certified Professional Coder (CPC)*

Healthcare Information Management  **Total:** 21

### Messaging

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 1401</td>
<td>Microsoft Outlook Level 1</td>
<td>1*</td>
</tr>
<tr>
<td>ISP 1402</td>
<td>Microsoft Outlook Level 2</td>
<td>1*</td>
</tr>
<tr>
<td>ISP 1403</td>
<td>Microsoft Outlook Level 3</td>
<td>1</td>
</tr>
<tr>
<td>ISP 4202</td>
<td>5047 – Introduction to Installing and Managing Microsoft Exchange Server 2007</td>
<td>2</td>
</tr>
<tr>
<td>ISP 4203</td>
<td>5049 – Managing Messaging Security Using Microsoft Exchange Server 2007</td>
<td>1</td>
</tr>
<tr>
<td>ISP 4204</td>
<td>5050 – Recovering Messaging Servers and Databases Using MS Exchange Server 2007</td>
<td>1</td>
</tr>
<tr>
<td>ISP 4205</td>
<td>5051 – Monitoring and Troubleshooting Microsoft Exchange Server 2007</td>
<td>2</td>
</tr>
<tr>
<td>ISP 4206</td>
<td>5053 – Designing a Messaging Infrastructure Using Microsoft Exchange Server 2007</td>
<td>3</td>
</tr>
<tr>
<td>ISP 4207</td>
<td>5054 – Designing a High Availability Messaging Solution Using MS Exchange Server 2007</td>
<td>2</td>
</tr>
</tbody>
</table>

*Certification: Microsoft Exchange Server 2007 - Configuration*

Messaging  **Total:** 16

### Networking – Server 2008

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 4335</td>
<td>6424 – Fundamentals of Microsoft Server 2008 Active Directory</td>
<td>2</td>
</tr>
<tr>
<td>ISP 4336</td>
<td>6425 – Configuring and Troubleshooting Windows Server 2008 Active Directory Domain</td>
<td>4</td>
</tr>
<tr>
<td>ISP 4337</td>
<td>6426 – Configuring and Troubleshooting Identity and Access Solutions w/ Windows Server 2008</td>
<td>3</td>
</tr>
<tr>
<td>ISP 4340</td>
<td>6430 – Planning and Administering Windows Server 2008 Servers</td>
<td>4</td>
</tr>
<tr>
<td>ISP 4332</td>
<td>6421 – Configuring and Troubleshooting Windows Server 2008 Network Infrastructure</td>
<td>4</td>
</tr>
</tbody>
</table>

*Certification: MCITP – Server Administrator*

Networking – Server 2008  **Total:** 17
### Networking – Server 2003

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 4305</td>
<td>2275 – Maintaining a Microsoft Windows Server 2003 Environment</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(Substitution: ISP 4303 2273 – Managing &amp; Maintaining Microsoft Windows Server 2003 Environment)</td>
<td></td>
</tr>
<tr>
<td>ISP 4311</td>
<td>2285 – Installing, Configuring, and Administering MS Windows XP Pro</td>
<td>3</td>
</tr>
<tr>
<td>ISP 4306</td>
<td>2276 – Implementing Microsoft Windows 2003 Network Infrastructure</td>
<td>1</td>
</tr>
<tr>
<td>ISP 4307</td>
<td>2277 – Implementing, Managing and Maintaining a Microsoft Windows 2003 Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>ISP 4302</td>
<td>2272 – Implementing and supporting Microsoft windows XP Professional</td>
<td>3</td>
</tr>
<tr>
<td>ISP 4304</td>
<td>Implementing Cisco IOS Network Security (IINS)</td>
<td>3</td>
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</tbody>
</table>

**Certification:** Microsoft Certified Network Administrator (MCSA)

**Total:** 19

### Project Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 2900</td>
<td>Introduction to Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ISP 2907</td>
<td>Microsoft Project 2007 Level 1</td>
<td>1</td>
</tr>
<tr>
<td>ISP 2908</td>
<td>Microsoft Project 2007 Level 2</td>
<td>1</td>
</tr>
<tr>
<td>ISP 3251</td>
<td>IT Scope and Requirement Management</td>
<td>2</td>
</tr>
<tr>
<td>ISP 3252</td>
<td>Project Schedule and Cost Control</td>
<td>2</td>
</tr>
<tr>
<td>ISP 3253</td>
<td>Project Risk Management</td>
<td>1</td>
</tr>
<tr>
<td>ISP 3254</td>
<td>Project Quality Management</td>
<td>1</td>
</tr>
<tr>
<td>ISP 3259</td>
<td>Project Management Professional</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 14

### Security

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 3504</td>
<td>Ethical Hacking</td>
<td>4</td>
</tr>
<tr>
<td>ISP 4015</td>
<td>Interconnecting Cisco Networking Devices Part 1</td>
<td>4</td>
</tr>
<tr>
<td>ISP 4016</td>
<td>Interconnecting Cisco Networking Devices Part 2</td>
<td>4</td>
</tr>
<tr>
<td>ISP 4008</td>
<td>Implementing Cisco IOS Network Security</td>
<td>4</td>
</tr>
</tbody>
</table>

**Certification:** Certified Ethical Hacker, Cisco CCNA, Cisco CCNA Security

**Total:** 16
Bachelor of Science in Management
(BSM, Upper Level Courses)

Overview
The Bachelor of Science in Management degree is an upper level undergraduate sequence of courses designed for working professionals.

The BSM core sequence provides students with knowledge and skills in management, human resources, finance, marketing, conflict resolution and international business. Through this sequence of courses, students develop skills in problem solving, team building, leadership, technology and communication as they apply to business.

The Bachelor of Science in Management degree requires the completion of 124 credit hours including a required 41 credit hour core. In addition, students must complete an additional 33 credit hours of general education and 50 credit hours of electives.

The BSM core program is sequentially structured so that students concentrate on one course at a time and move through the courses in a specific order. Students complete the course sequence in the order recommended by the University. Approximately 18 months are required to fulfill the core program requirements.

Program Learning Outcomes
Upon completion of the program, the BSM graduate should be able to demonstrate the following skills and abilities:

- Demonstrate management and leadership abilities in an organization.
- Implement business policies that respect diverse environments and employees.
- Employ negotiating and team building techniques to strengthen organizational relationships and achieve organizational goals.
- Apply customer-focused strategies to generate business growth and expansion.
- Use information systems and decision-making models to enhance organizational effectiveness.
- Design ethical and socially responsible practices for an organization.
- Communicate effectively both in writing and orally.

Graduation Requirements
- Successful completion of at least 124 credit hours.
- Successful completion of the specified Bachelor of Science in Management core program and all other course taken through SPGS.
- A cumulative GPA of 2.50 or higher.
- A BSM core GPA of 2.50 or higher.
- Satisfaction of the 30 credit hours of general education requirements in arts and humanities, social science, and science or an earned Associate of Arts or Associate of Science degree from a regionally accredited institution.
- Satisfaction of the 9 credit hour general education requirement in math, upper division written English, and computer science. Depending on the program, this requirement may be partially or fully met by courses which overlap core/major residency requirements. Overlapping core/major courses cannot be counted toward total hours more than once, substituted, waived, or transferred to Baker. An overlapping core/major course does not decrease the total number of hours required for the degree (124 credit hours); rather, it allows students to complete additional elective coursework.
- Payment of all tuition and fees.
- Approval by the faculty.
The Bachelor of Science in Management (BSM) degree requires 124 semester hours:

- 18 hours of arts and humanities (no more than 6 credit hours from any one discipline)
- 6 hours of social science (in addition to economics)
- 6 hours of science
- *3 hours of written English (upper division)
- 3 hours of math (College Algebra or higher)
- *3 hours of computer science
- 41 hours of BSM core/major (*includes 6 credit hours of overlapping courses)
- 50 hours of electives

*Requirements satisfied in the BSM core/major program.

In the BSM program, the requirement to complete 3 hours in upper division written English and 3 hours in computer science is met through courses which overlap core/major residency requirements. Overlapping core/major courses cannot be counted toward total hours more than once, substituted, waived, or transferred to Baker. An overlapping core/major course does not decrease the total number of hours required for the degree (124 credit hours); rather, it allows students to complete additional elective coursework.

The residency requirement is 41 semester hours of BSM courses which must be completed at Baker University SPGS to be eligible to earn the degree. Following is a table which outlines the core/major course requirements for the Bachelor of Science in Management program. The Bachelor of Science in Management course sequence is based on reasonable projections of faculty availability and appropriate curriculum considerations. Courses are subject to change based on changes in the circumstances on which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

### Bachelor of Science in Management (BSM) Course Sequence

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSM 342</td>
<td>Introduction to Management Concepts</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BSM 310</td>
<td>Prior Learning and Writing Development*</td>
<td>3</td>
<td>*Overlapping Course - satisfies upper division written English requirement</td>
</tr>
<tr>
<td>BSM 445</td>
<td>Project Planning and Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BSM 358</td>
<td>Information Systems and Technology*</td>
<td>4</td>
<td>*Overlapping Course – satisfies computer science requirement</td>
</tr>
<tr>
<td>BSM 351</td>
<td>Management and Leadership</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSM 385</td>
<td>Group Dynamics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSM 357</td>
<td>Organizational Culture</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSM 440</td>
<td>Managing Human Resources</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSM 381</td>
<td>Principles of Finance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BSM 485</td>
<td>Negotiation and Conflict Resolution</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSM 481</td>
<td>Sales Management and Strategies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSM 462</td>
<td>Multinational Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSM 491</td>
<td>Management Issues and Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total BSM Core/Major</strong></td>
<td></td>
<td><strong>41</strong></td>
<td></td>
</tr>
</tbody>
</table>

*The University reserves the right to modify curriculum as necessary.*
Bachelor of Arts in Business Leadership  
(BBL, Upper Level Courses)

Overview
The Bachelor of Arts in Business Leadership program is an upper division undergraduate sequence of courses designed for working professionals.

The BBL core sequence provides students with knowledge in leadership, accounting, finance, employee development, marketing, business law, and human resources.

Through this sequence of courses, students develop skills in creating effective organizational climates, coaching, managing teams, leading projects, and making intuitive and data driven decisions.

The BBL degree requires the completion of 124 credit hours. The core sequence includes 41 credit hours of coursework required of all students. Students must complete an additional 33 credit hour general education distribution and 50 credit hours of electives.

The BBL core program is sequentially structured so that students concentrate on one course at a time and move through the courses in a specific order. Students complete the course sequence in the order recommended by the University. Approximately 18 months are required to fulfill the core program requirements.

Program Learning Outcomes
Upon completion of the program, the BBL graduate should be able to demonstrate the following skills and abilities:

- Prepare leadership-based problem-solving strategies to address employee needs.
- Communicate effectively both in writing and orally.
- Execute work-flow processes to maximize organizational efficiency.

- Apply knowledge of organizational resources and functions to solve business challenges.
- Utilize leadership strategies to increase organizational effectiveness.
- Implement team building practices to strengthen relationships among employees.
- Apply leadership skills within multiple organizational contexts.

Graduation Requirements
- Successful completion of at least 124 credit hours.
- Successful completion of the specified Bachelor of Arts in Business Leadership core program and all other courses taken through SPGS.
- A cumulative GPA of 2.50 or higher.
- A BBL core GPA of 2.50 or higher.
- Satisfaction of the 30 credit hours of general education requirements in arts and humanities, social science, and science or an earned Associate of Arts or an Associate of Science degree from a regionally accredited institution.
- Satisfaction of the 9 credit hour general education requirement in math, upper division written English, and computer science. Depending on the program, this requirement may be partially or fully met by courses which overlap core/major residency requirements. Overlapping core/major courses cannot be counted toward total hours more than once, substituted, waived, or transferred to Baker. An overlapping core/major course does not decrease the total number of hours required for the degree (124 credit hours); rather, it allows students to complete additional elective coursework.
- Payment of all tuition and fees.
- Approval by the faculty.
The Bachelor of Arts in Business Leadership (BBL) degree requires 124 semester hours:

- 18 hours of arts and humanities (no more than 6 credit hours from any one discipline)
- 6 hours of social science (in addition to economics)
- 6 hours of science
- "3 hours of written English (upper division)
- "3 hours of math (College Algebra or higher)
- 3 hours of computer science
- 41 hours of BBL core/major ("includes 6 credit hours of overlapping courses)
- 50 hours of electives

*Requirements satisfied in the BBL core/major program.

In the BBL program, the requirement to complete 3 hours in upper division written English and 3 hours in math is met through courses which overlap core/major residency requirements. Overlapping core/major courses cannot be counted toward total hours more than once, substituted, waived, or transferred to Baker. An overlapping core/major course does not decrease the total number of hours required for the degree (124 credit hours); rather, it allows students to complete additional elective coursework.

The residency requirement is 41 semester hours of BBL courses which must be completed at Baker University SPGS to be eligible to earn the degree. Following is a table which outlines the core/major course requirements for the Bachelor of Arts in Business Leadership program. The Bachelor of Arts in Business Leadership course sequence is based on reasonable projections of faculty availability and appropriate curriculum considerations. Courses are subject to change based on changes in the circumstances on which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

### Bachelor of Arts in Business Leadership (BBL) Course Sequence

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL 342</td>
<td>Introduction to Management Concepts</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BBL 310</td>
<td>Prior Learning and Writing Development*</td>
<td>3</td>
<td>*Overlapping Course - satisfies the upper division written English requirement</td>
</tr>
<tr>
<td>BBL 394</td>
<td>Technology Applications</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BBL 433</td>
<td>Building Organizational Climates</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBL 373</td>
<td>Accounting for Business</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBL 382</td>
<td>Principles of Economics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BBL 365</td>
<td>Leadership: Lessons from History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBL 381</td>
<td>Principles of Finance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BBL 352</td>
<td>Business Law and Government Regulations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBL 440</td>
<td>Managing Human Resources</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBL 360</td>
<td>Business Research Methods*</td>
<td>3</td>
<td>*Overlapping Course – satisfies the math requirement</td>
</tr>
<tr>
<td>BBL 482</td>
<td>Principles of Marketing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBL 397</td>
<td>Leading and Coaching Teams</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBL 473</td>
<td>Leadership Project</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total BBL Core/Major</strong></td>
<td></td>
<td><strong>41</strong></td>
<td></td>
</tr>
</tbody>
</table>

The University reserves the right to modify the curriculum as necessary.

Baker University SPGS and SOE 2011-2012 - 85 -
Master of Business Administration (MBA)

Overview
The Master of Business Administration degree is a graduate level business program designed for working professionals.

The MBA program develops leaders who employ technical, analysis and decision-making skills to solve complex organizational challenges. Coursework supports development of knowledge and skills in identifying, analyzing and solving today’s business opportunities.

The Master of Business Administration program includes a foundation of skills in management, information technology, accounting, human resources, finance, economics, statistics, innovative thinking, marketing, leadership, international business and strategic planning. Graduates use a comprehensive approach in formulating strategies that generate a competitive advantage. Skill enhancements include advanced critical thinking development, practice in oral and written communication, and progressive technological applications.

The MBA program has a 43 credit hour requirement. It is structured so that students concentrate on one course at a time and is completed in the order recommended by the University. It takes approximately 22 months to fulfill the curriculum requirements.

Program Learning Outcomes
Upon completion of the program, the MBA graduate should be able to demonstrate the following skills and abilities:

• Assess the organizational environment to ensure management practices align with organizational vision and mission.
• Develop ethical plans for ensuring business sustainability.
• Analyze and interpret relevant data for effective organizational decision-making.
• Identify and analyze internal strengths and weaknesses and external opportunities and threats to inform business decisions.
• Employ innovative thinking in the solution of domestic and global business problems.
• Demonstrate written and oral communication skills that enhance leadership and organizational effectiveness.

Graduation Requirements

• Successful completion of the specified Master of Business Administration curriculum (43 hours).
• A 3.00 overall GPA with no more than one course completed with a “C” grade.
• An MBA core GPA of 3.00 or higher.
• Completion of all course work within six years of the date of initial enrollment.
• Payment of all tuition and fees.
• Approval by the faculty.
Master of Business Administration (MBA)

The Master of Business Administration course sequence is based on reasonable projections of faculty availability and appropriate curriculum considerations. Courses are subject to change based on changes in the circumstances on which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 511</td>
<td>1</td>
</tr>
<tr>
<td>MBA 524</td>
<td>3</td>
</tr>
<tr>
<td>MBA 570</td>
<td>4</td>
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<tr>
<td>MBA 556</td>
<td>3</td>
</tr>
<tr>
<td>MBA 535</td>
<td>3</td>
</tr>
<tr>
<td>MBA 554</td>
<td>4</td>
</tr>
<tr>
<td>MBA 514</td>
<td>3</td>
</tr>
<tr>
<td>MBA 562</td>
<td>3</td>
</tr>
<tr>
<td>MBA 533</td>
<td>3</td>
</tr>
<tr>
<td>MBA 542</td>
<td>4</td>
</tr>
<tr>
<td>MBA 553</td>
<td>3</td>
</tr>
<tr>
<td>MBA 580</td>
<td>3</td>
</tr>
<tr>
<td>MBA 531</td>
<td>3</td>
</tr>
<tr>
<td>MBA 590</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours for MBA = 43

Notes:
The University reserves the right to modify curriculum as necessary.
Master of Science in Management (MSM)

Overview
The Master of Science in Management degree is a graduate level business program designed for working professionals.

The MSM program emphasizes and refines essential management skills for success in business. Coursework supports the development of management and leadership skills in identifying emerging opportunities and directing efforts of organizations toward future success.

The Master of Science in Management curriculum provides students with a critical and practice-based understanding of management through organizational leadership, project management, finance, consumer behavior, human resource management, information systems, strategic planning and legal and ethical business conduct. The program prepares students for management and leadership positions in complex contemporary environments.

The MSM program has a 36 credit hour requirement. It is structured so that students concentrate on one course at a time and is completed in the order recommended by the University. It takes approximately 18 months to fulfill the curriculum requirements.

Program Learning Outcomes
Upon completion of the program, the MSM graduate should demonstrate the following skills and abilities:

- Assess implications of diverse cultures and global issues on organizational strategy.
- Integrate information management technologies with organizational practices to create a competitive advantage.
- Evaluate the impact of financial and environmental variables on an organization.
- Establish and utilize criteria to evaluate organizational effectiveness.
- Apply leadership and teamwork principles that enhance employee and organizational performance.
- Align organizational operations with customer and market trends.
- Design legal and ethical organizational policies that produce socially responsible business practices.
- Communicate effectively both in writing and orally.

Graduation Requirements
- Successful completion of the specified Master of Science in Management curriculum (36 credit hours).
- A 3.00 overall GPA with no more than one course completed with a “C” grade.
- A MSM core GPA of 3.00 or higher.
- Completion of all course work within six years of the date of initial enrollment.
- Payment of all tuition and fees.
- Approval by the faculty.
**Master of Science in Management (MSM)**

The Master of Science in Management course sequence is based on reasonable projections of faculty availability and appropriate curriculum considerations. Courses are subject to change based on changes in the circumstances on which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSM 511 Introduction to Graduate Education</td>
<td>1</td>
</tr>
<tr>
<td>MSM 524 Principles of Organizational Management</td>
<td>3</td>
</tr>
<tr>
<td>MSM 538 Project Management</td>
<td>4</td>
</tr>
<tr>
<td>MSM 570 Information Systems Decisions in Management</td>
<td>4</td>
</tr>
<tr>
<td>MSM 525 Organizational Culture and Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MSM 560 Consumer Behavior and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MSM 515 Finance for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MSM 535 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MSM 533 Innovative Business Thinking</td>
<td>3</td>
</tr>
<tr>
<td>MSM 517 Legal and Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MSM 532 International Management</td>
<td>3</td>
</tr>
<tr>
<td>MSM 555 Business Policy and Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours for MSM = 36**

**Notes:**

The University reserves the right to modify curriculum as necessary.
Master of Arts – Conflict Management/ Dispute Resolution (CMDR)

Overview
Designed with the needs of working adults in mind, the Master of Arts in Conflict Management and Dispute Resolution is a graduate level program designed for working professionals.

The CMDR program emphasizes conflict theory, law, and the social/behavioral sciences. Coursework supports the development of extensive conflict management skills and dispute resolution analysis. Students gain the vision, determination, and expertise needed to meet today’s conflict challenges. Focused on new approaches and practical techniques, the course of study provides formal conflict management skill development in negotiation, mediation, and system design. Graduates enhance their careers in business, education, health, law, management, public administration, psychological services, religion, and related occupations.

The Master of Arts in Conflict Management and Dispute Resolution program has a 37 credit hour requirement. It is structured so that students concentrate on one course at a time and is completed in the order recommended by the University. It takes approximately 18 months to fulfill the curriculum requirements.

Program Learning Outcomes
Upon completion of the program, CMDR students should demonstrate the following skills and abilities:

- Extrapolate concepts, theories and approaches to conflict management and dispute resolution.
- Master advanced skills in multiple conflict intervention methods.
- Incorporate legal structures into the resolution of disputes and conflicts.
- Apply leadership and teamwork principles to enhance employee and organizational performance.
- Design systems for resolving disputes and managing conflicts within organizations.
- Assess ethical and professional dilemmas in conflict management and dispute resolution practices.
- Perform conflict management dispute resolution practices within both private and public arenas.
- Refine written, oral and interpersonal communication skills in the workplace.

Graduation Requirements
- Successful completion of the specified Master of Conflict Management and Dispute Resolution curriculum (37 hours).
- A 3.00 overall GPA with no more than one course completed with a “C” grade.
- A CMDR core GPA of 3.00 or higher.
- Completion of all course work within six years of the date of initial enrollment.
- Payment of all tuition and fees.
- Approval by the faculty.
Master of Arts in Conflict Management/Dispute Resolution (CMDR)

The Master of Arts in Conflict Management/Dispute Resolution course sequence is based on reasonable projections of faculty availability and appropriate curriculum considerations. Courses are subject to change based on changes in the circumstances on which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDR 5111 Introduction to Graduate Education</td>
<td>1</td>
</tr>
<tr>
<td>CMDR 5602 Fundamentals of Conflict Management and Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5601 Communication and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5600 Principles of Mediation</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5625 Ethics and Impartiality</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5626 Legal Issues in Mediation</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5627 Decision Making and Problem Solving Strategies</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5617 Psychology of Conflict</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5628 Behavioral Styles in Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5616 Understanding Differences and Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5608 Designing Dispute Resolution Systems for Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5629 Inquiry Methods for Conflict Engagement</td>
<td>3</td>
</tr>
<tr>
<td>CMDR 5630 Contemporary Issues and Trends</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours for CMDR = \{37\}

Notes:

The University reserves the right to modify curriculum as necessary.
## Areas of Concentration

Baker University SPGS offers concentrations in selected areas of study to complement a degree program. Each concentration is a collection of five courses within a related content area and may be taken concurrently with a student’s core program of following completion of the core. For undergraduate students, each area of concentration includes 15 credit hours. For graduate students, each area of concentration includes 12 credit hours. Depending on a student’s degree program, 3 credit hours for a concentration may be taken within the core program, with 12 additional credit hours taken outside the core program. See each concentration area for more details.

Concentrations are available in: accounting, marketing, human resources, international business, finance, and information systems. Individual concentration courses are open to all students. Bachelor and Master degree students, who complete the requirements for a concentration prior to or simultaneously with their degree, will earn a concentration designation on their diploma. All completed concentrations will appear on the student’s transcript.

Concentration courses are offered online and are seven weeks in length. They are scheduled on a term basis with six terms per calendar year (Spring I, II; Summer I, II; Fall I, II). The concentration courses do not conflict with meeting times of other classes or learning team activities. Requirements for enrollment in a concentration include: current enrollment in good standing, payment of all tuition and fees, and access to email and internet. Graduate-level concentration courses must be completed with a grade of “B” or higher.

Specific courses and concentration requirements for each area of study appear in the tables below.

### Accounting Concentration

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Concentration Courses offered within the core program(s):</strong></td>
<td></td>
</tr>
<tr>
<td>BBA 373</td>
<td></td>
<td>Accounting for Business</td>
<td>3</td>
</tr>
<tr>
<td>BBL 373</td>
<td></td>
<td>Accounting for Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 556</td>
<td></td>
<td>Accounting Applications for Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Concentration courses offered in addition to the core program(s):</strong></td>
<td></td>
</tr>
<tr>
<td>BS 4461</td>
<td>MGE 8461</td>
<td>Financial Accounting Theory and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>BS 4466</td>
<td>MGE 8466</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BS 3052</td>
<td>MGE 8352</td>
<td>Managerial and Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3351</td>
<td>MGE 8351</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3353</td>
<td>MGE 8353</td>
<td>Accounting Research and Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3356</td>
<td>MGE 8356</td>
<td>Non-Profit and Governmental Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Undergraduate Credit Hour Requirement</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

|               |          | **Total Graduate Credit Hour Requirement**      | 12           |

* A course cross-listed with another concentration
## Finance Concentration

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA 484</td>
<td></td>
<td>Finance, Capital and Management</td>
<td>4</td>
</tr>
<tr>
<td>BSM 381</td>
<td></td>
<td>Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>BBIS 3381</td>
<td></td>
<td>Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>BBL 381</td>
<td></td>
<td>Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>MBA 554</td>
<td></td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MSM 515</td>
<td></td>
<td>Finance for Managers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Courses offered in addition to the core program(s):**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS 345</td>
<td>MGE 8345</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>BS 463</td>
<td>MGE 8463</td>
<td>International Finance*</td>
<td>3</td>
</tr>
<tr>
<td>BS 349</td>
<td>MGE 8349</td>
<td>Financial Institutions</td>
<td>3</td>
</tr>
<tr>
<td>BUS 0403</td>
<td>MGE 8403</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 0402</td>
<td>MGE 8002</td>
<td>Advanced Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4022</td>
<td>MGE 8022</td>
<td>Government Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Undergraduate Credit Hour Requirement** 15

**Total Graduate Credit Hour Requirement** 12

* A course cross-listed with another concentration

## Human Resources Concentration

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSM 440</td>
<td></td>
<td>Managing Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>BBL 440</td>
<td></td>
<td>Managing Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>BBIS 4440</td>
<td></td>
<td>Managing Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>MBA 535</td>
<td></td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration courses offered in addition to the core program(s):**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS 344</td>
<td>MGE 8344</td>
<td>Employee Development and Retention</td>
<td>3</td>
</tr>
<tr>
<td>BS 317</td>
<td>MGE 6023</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>BS 346</td>
<td>MGE 8346</td>
<td>Staffing</td>
<td>3</td>
</tr>
<tr>
<td>BS 324</td>
<td>MGE 8324</td>
<td>Global Human Resources*</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4150</td>
<td>MGE 8150</td>
<td>Employee Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Undergraduate Credit Hour Requirement** 15

**Total Graduate Credit Hour Requirement** 12

* A course cross-listed with another concentration
### Information Systems Concentration

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA 311</td>
<td></td>
<td>Technology at Work</td>
<td>3</td>
</tr>
<tr>
<td>BSM 358</td>
<td></td>
<td>Information Systems and Technology</td>
<td>4</td>
</tr>
<tr>
<td>MBA 570</td>
<td></td>
<td>Information Systems Decision Management</td>
<td>4</td>
</tr>
<tr>
<td>MSM 570</td>
<td></td>
<td>Information Systems Decision Management</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Concentration courses offered in addition to the core program(s):

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS 348</td>
<td>MGE 8348</td>
<td>Managing Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4434</td>
<td>MGE 8434</td>
<td>Ethics and Security</td>
<td>3</td>
</tr>
<tr>
<td>BS 355</td>
<td>MGE 8355</td>
<td>Leveraging Business Data</td>
<td>3</td>
</tr>
<tr>
<td>BUS 0450</td>
<td>MGE 8050</td>
<td>Telecommunications and Networking</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4303</td>
<td>MGE 8303</td>
<td>Assessment of Hardware and Software Solutions</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4302</td>
<td>MGE 8302</td>
<td>Enterprise Information Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Undergraduate Credit Hour Requirement**: 15

**Total Graduate Credit Hour Requirement**: 12

* A course cross-listed with another concentration

### International Business Concentration

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSM 462</td>
<td></td>
<td>Multinational Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 531</td>
<td></td>
<td>Business in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>MSM 532</td>
<td></td>
<td>International Management</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Concentration courses offered in addition to the core program(s):

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS 343</td>
<td>MGE 8343</td>
<td>Global Business</td>
<td>3</td>
</tr>
<tr>
<td>BS 347</td>
<td>MGE 8347</td>
<td>Cross-Cultural Risk Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BS 483</td>
<td>MGE 8483</td>
<td>Growing Market Share in Diverse Cultures*</td>
<td>3</td>
</tr>
<tr>
<td>PS 117</td>
<td>MGE 8217</td>
<td>Political Environments</td>
<td>3</td>
</tr>
<tr>
<td>BS 463</td>
<td>MGE 8463</td>
<td>International Finance*</td>
<td>3</td>
</tr>
<tr>
<td>BS 324</td>
<td>MGE 8324</td>
<td>Global Human Resources*</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4025</td>
<td>MGE/SOC 5025</td>
<td>Contemporary View of Wall Street: New York</td>
<td>3</td>
</tr>
<tr>
<td>BS 4345</td>
<td>MGE 5345</td>
<td>Business of Culture in Australia</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Undergraduate Credit Hour Requirement**: 15

**Total Graduate Credit Hour Requirement**: 12

* A course cross-listed with another concentration
# Marketing Concentration

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA 482</td>
<td></td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BIS 482</td>
<td></td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BBL 482</td>
<td></td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BSM 481</td>
<td></td>
<td>Sales Management &amp; Strategies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MBA 553 Marketing, Management and Strategy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MSM 560 Consumer Behavior and Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration courses offered in addition to the core program(s):**

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS 486</td>
<td>MGE 8486</td>
<td>Consumer Behavior in American Society</td>
<td>3</td>
</tr>
<tr>
<td>BS 432</td>
<td>MGE 8432</td>
<td>Advertising Strategies and Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>BS 350</td>
<td>MGE 8350</td>
<td>Creative Branding: Emotional Connection</td>
<td>3</td>
</tr>
<tr>
<td>BUS 492</td>
<td>MGE 8102</td>
<td>Community Based Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4103</td>
<td>MGE 8103</td>
<td>Changing Face of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BS 301</td>
<td>MGE 5201</td>
<td>Entrepreneurial Start-Up Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BS 483</td>
<td>MGE 8483</td>
<td>Growing Market Share in Diverse Cultures*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Undergraduate Credit Hour Requirement**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Graduate Credit Hour Requirement**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

* A course cross-listed with another concentration
Master of Liberal Arts (MLA)

Overview
The Master of Liberal Arts Program is a dynamic learning experience that promotes the integration of social sciences, the natural sciences, philosophy, arts/humanities, management/leadership, and post-secondary teaching. Rather than a single course of study, the MLA program offers students a way to pursue life-long learning and action, enriching their lives, as well as the lives of others.

The MLA learning environment promotes attention to empirical evidence, intuitive thinking, analysis, and synthesis in and across disciplines. Students gain skills of inquiry and critical thinking, while sharpening their written and oral language skills. Participants are encouraged to respectfully challenge differing views for the purposes of deepening understanding and clearly articulating their own philosophies and vision.

The Master of Liberal Arts Program is a 36 credit hour program especially designed for adults who wish to combine their personal and professional interests and explore new ideas. The program offers a unique variety of courses that emphasizes the relationship of ideas and developments in:

- Creative Arts (art, communication, film, literature, music, or theatre)
- History and Ideas (culture, history, philosophy, or religion)
- Natural and Social Sciences (political science, psychology, sociology, or health)
- Gender Studies
- Management and Leadership
- Education

All courses work to sharpen skills in communication, problem solving, analysis and synthesis—skills essential to both personal and professional growth. Academic advising is available through the Academic Advising department to assist students in planning a program that meets individual needs and interests within the specifications of the program.

Program Learning Outcomes
The MLA program recognizes the uniqueness of each individual and honors that diversity by providing a multiplicity of creative and innovative learning experiences. While exploring the scope of courses that fulfill the purpose of the program, students will experience an educational culture that encourages them to consider differing possibilities and opposing views while developing their own strengths.

All students completing the program are expected to be able to demonstrate:

Critical thinking skills as evidenced by
- Ability to distinguish between opinion and reason.
- Self-reflection on a deeper level than mere observation.
- Questioning and evaluation of primary assumptions.

Communication skills as evidenced by
- Graduate level writing.
- Advanced research skills.
- Effective presentation skills.
- Productive group work.

Application skills as evidenced by
- Acquisition of knowledge.
- Ability to connect ideas among multiple courses and disciplines.
- Creativity and originality.

Portfolio Program Requirement
MLA degree-seeking students must submit completed assignments in a portfolio. This portfolio serves as
- Part of each student's self-assessment to help ensure excellence in education with tangible representation of individual achievements.
- A learning resume, documenting each student's personal growth and professional development. Students receive guidance on conceptualization and documentation for inclusion in the portfolio, which is submitted prior to graduation.

During their last semester, students must enroll in HUM 5900 MLA Portfolio. A portfolio handbook is provided during the Interdisciplinary Liberal Arts introductory
course. Students should contact the Chair of the Liberal Arts department to obtain more information about the program portfolio.

Each portfolio presentation must contain a thesis statement, whereby the student shows the inter-connections he or she has explored throughout the program. Students must successfully defend their portfolios prior to graduation.

Independent Study
Qualified degree-seeking students can seek a limited number of independent studies. Students can arrange an independent study project to complete three elective credit hours in the MLA program. A student must have demonstrated superior achievement (3.5 or better cumulative GPA) and completed 24 credit hours toward the MLA degree. The 3-credit independent study project must be approved by the Director of Academic Advising, the faculty member, and the Dean of the School of Professional and Graduate Studies, in this sequence, to assure compliance with degree plan, academic credibility, and administrative approval prior to beginning the coursework.

The topics for independent study are limited. Generally, no catalog courses may be taken on an independent study basis. A careful statement must be prepared by the student prior to enrollment, providing a title, general outline, purpose, procedure, and bibliography for the study. Students interested in pursuing an independent study should contact the Director of Academic Advising. If the independent study is approved, registration must be completed with the Academic Records office and tuition paid in advance.

The independent study requires a major research paper and meetings with the faculty member. The research paper should be no less than 20 pages in length for a three credit hour course, and the format should follow the **MLA Handbook for Writers of Research Papers**. The bound paper must be submitted in its entirety to be maintained by Baker University.

Program Scheduling
The MLA program offers five enrollment periods and the enrollment schedule notes time, length, and credit hours of classes. The MLA degree program can be completed within two years.

Students are limited to a maximum enrollment of 12 credit hours in the fall and spring semesters (6 credit hours in each term) and 6 credit hours in each of the two summer terms. Requests for overloads should be directed to the Director of Academic Advising.

The University reserves the right to modify program requirements and content, as well as sequencing of curriculum as necessary.

Senior Scholars
Individuals age 62 or older who are not working full-time and wish to take graduate liberal arts courses or pursue the Master of Liberal Arts (MLA) degree may be eligible for admission as Senior Scholars. Senior Scholars who meet the admission criteria may enroll in MLA courses on a space available basis at the Senior Scholar tuition discount rate after the early tuition discount deadline (two weeks prior to the class start date). Senior Scholar tuition per credit hour is 50% of the regular MLA credit hour tuition rate.

Graduation Requirements
- Successful completion of an approved 36 credit hour Master of Liberal Arts curriculum.
- Completion of all Master of Liberal Arts core requirements (21 credit hours).
- Successful preparation, presentation, and defense of the MLA Portfolio.
- A 3.00 overall grade point average with no more than one course completed with a “C” grade.
- Completion of all course work within 6 years of the date of initial enrollment.
- Payment of all tuition and fees.
- Approval by the faculty.
**Master of Liberal Arts (MLA)**

<table>
<thead>
<tr>
<th>Required Areas of Study</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>HUM 5500 Interdisciplinary Liberal Arts (Must be taken during the first three terms of enrollment)</td>
<td>3</td>
</tr>
<tr>
<td>HUM 5900 MLA Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>Creative Arts (ART, COM, FLM, LIT, MSC, or THR)</td>
<td>6</td>
</tr>
<tr>
<td>History and Ideas (CUL, HIS, PHL, or REL)</td>
<td>6</td>
</tr>
<tr>
<td>Natural and Social Sciences (HTH, POL, PSY, SCI, or SOC)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>Additional 15 credits</strong></td>
<td>15</td>
</tr>
<tr>
<td><em>(May be chosen from various areas of interest, listed below)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of Concentration</th>
<th>Minimum Credits</th>
<th>Maximum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts (ART, COM, FLM, LIT, MSC, or THR)</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>History and Ideas (CUL, HIS, PHL, or REL)</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Natural and Social Sciences (HTH, POL, PSY, SCI, or SOC)</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Gender Studies (GNS)</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Management and Leadership (MGE)</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Education (EDU)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Hours for MLA = {36}**

**Notes:**
The University reserves the right to modify curriculum as necessary.
Master of Arts in Education (MAEd)

Overview
The MAEd program is a 36-credit hour degree program designed to develop exemplary educational leaders in PreK-12 classrooms. Along with an emphasis on application in the classroom, the program combines the necessary knowledge base with opportunities for personal and professional growth, preparing teachers to meet today’s challenges in the teaching profession.

The complete MAEd program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. A student who is a member of an education cohort receives the Handbook in the orientation and abides by the guidelines within the Handbook. All other students must access the Handbook found on www.bakeru.edu under “Current Student.”

Program Objectives
The MAEd program objectives are closely aligned with the National Board for Professional Teaching Standards (NBPTS). Course content and assessments focus on the propositions and indicators of these standards.

1. Teachers are committed to students and their learning.
2. Teachers know the subject(s) they teach and how to teach those subjects to students.
3. Teachers motivate, manage, and monitor student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Graduation Requirements
A candidate must:
1. Successfully complete an approved 36-credit hour MAEd curriculum:
   - 18 credit hours of required education core courses;
   - 9 credit hours of approved graduate liberal arts courses; and
   - 9 credit hours of approved graduate education electives.
2. Maintain a graduate GPA of ≥ 3.0 with no more than one course completed with a “C” grade. “D” and “F” grades are not acceptable;
3. Complete an individually developed MAEd portfolio with an evaluation of “Proficient” or “Distinguished”;
4. Complete all course work within six years of the date of initial enrollment. Extension of this timeframe must be approved by GEC;
5. Have paid all tuition and fees; and
6. Be approved by the GSOE Professional Education Council (PEC).

Program Orientation
MAEd students enrolled in a cohort attend a scheduled orientation. Overland Park and Wichita open enrollment MAEd students must complete and submit completion to an online MAEd orientation during EDU 6104. The online orientation is found at www.bakeru.edu under “Current Student.”

Program Portfolio
All MAEd candidates seeking program completion are required to develop a professional portfolio of educational artifacts addressing program objectives and course content and application. Each student’s developed portfolio serves as an individual learning resume, documents each student’s personal growth and professional development, and is a requirement for graduation. Portfolio requirements are covered in the required EDU 6104 Foundations of Graduate Level Writing. Students who plan to graduate must enroll in EDU 5997 MAEd portfolio (non-credit/non-fee) course the term before graduation.

Field Experience
Experienced instructors lead students to best practice in PreK-12 classrooms. Each required course in the MAEd program includes assignments and information applicable to today’s learners. When appropriate, candidates use their own classrooms to complete field experiences focusing on exceptional and /or diverse learners; candidates also complete field experiences in a diverse setting.

Concentrations
The MAEd program can include a concentration in Teacher Leadership or Urban Education (see tables for program content).
### Master of Arts in Education (MAEd)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Education Core: 15 credit hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 6104 Foundations of Graduate Level Writing</td>
<td>3</td>
<td>This course must be completed during the student's first three courses in the program.</td>
</tr>
<tr>
<td>EDU 5101 Learning Theories and Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5102 Assessment Strategies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5103 Curriculum Development and Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5531 Today’s Learner</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5997 MAEd Portfolio</td>
<td>0</td>
<td>Enroll in Portfolio the term before intended graduation.</td>
</tr>
<tr>
<td><strong>Required Research Course: 3 credit hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5120 Action Research in the Classroom –or-</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5121 Inquiry and Research –or-</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5108 Differentiated Classroom Instructional Practices</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts Courses: 9 credit hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select approved graduate-level courses in liberal arts.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Education Electives: 9 credit hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select approved graduate-level courses in education.</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours for MAEd = \{ 36 \}

Notes:
The University reserves the right to modify curriculum as necessary.

The complete MAEd program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. The Handbook is available at [www.bakeru.edu](http://www.bakeru.edu). A student abides by the guidelines within the Handbook at time of student’s enrollment.
# Master of Arts in Education (MAEd)
with concentration in Teacher Leadership

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Core Requirements: 15 credit hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5101  Learning Theories &amp; Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5102  Assessment Strategies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5103  Curriculum Development &amp; Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5531  Today’s Learner</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5120  Action Research in the Classroom</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5997  MAEd Portfolio</td>
<td>0</td>
<td>Enroll in Portfolio the term before intended graduation.</td>
</tr>
</tbody>
</table>

| **Teacher Leadership Concentration: 18 credit hours** |       |                                              |
| EDU 6005  Teacher Leadership: Foundations of Excellence | 3     |                                              |
| EDU 6002  Connecting Data to Curriculum and Instruction | 3     |                                              |
| EDU 6230  Professional Development for Improved Teaching and Learning | 3     |                                              |
| EDU 6103  Teacher Leadership Field Experience | 3     |                                              |
| EDU 6220  Understanding and Facilitating Change | 3     |                                              |
| EDU 6240  TL Capstone: Collegial Leadership     | 3     |                                              |

| **Liberal Arts Electives: 3 hours** |       |                                              |
| CUL 6413  Spanish for Interaction        | 3     |                                              |
| SOC SCI 6711/ SOS 5112*  Majority and Minority Relationships | 3     |                                              |
| SOS 5014  Race & Ethnicity in America    | 3     |                                              |

| Total Hours for MAEd = 36 |       |                                              |

**Notes:**  
*Cross-listed courses  
The University reserves the right to modify curriculum as necessary.

The complete MAEd program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. The Handbook is available at [www.bakeru.edu](http://www.bakeru.edu). A student abides by the guidelines within the Handbook at time of student’s enrollment.
Master of Arts in Education (MAEd)
with concentration in Urban Education

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Core Requirements: 15 credit hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5101 Learning Theories &amp; Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5102 Assessment Strategies</td>
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<tr>
<td>EDU 5103 Curriculum Development &amp; Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5531 Today’s Learner</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5120 Action Research in the Classroom or</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5121 Inquiry and Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5997 MAEd Portfolio</td>
<td>0</td>
<td>Enroll in Portfolio the term before intended graduation.</td>
</tr>
<tr>
<td><strong>Education Concentration: 15 credit hours</strong></td>
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<tr>
<td>EDU 5049 Inclusion: Special Students in the Regular Classroom</td>
<td>3</td>
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<tr>
<td>ETC 5299 Classrooms for the Digital Age</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 5506 Classroom Management and Student Motivation</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 5013 Teaching English Language Learners</td>
<td>3</td>
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<tr>
<td>EDU 5530 Validating the Learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts Electives: 6 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOS 5014 Race and Ethnicity in America</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CUL 6413 Spanish for Interaction</td>
<td>3</td>
<td></td>
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<tr>
<td>SOS 5112 Majority and Minority Relationships</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>CUL 5038 Achieving Intercultural Understanding</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIT 5034 World Fiction</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours for MAEd = 36

Notes:  *Cross-listed courses
The University reserves the right to modify curriculum as necessary.

The complete MAEd program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. The Handbook is available at [www.bakeru.edu](http://www.bakeru.edu). A student abides by the guidelines within the Handbook at time of student’s enrollment.
Master of Science in School Leadership (MSSL)

Overview
The MSSL program is a 37-credit hour degree program designed to meet the needs of teachers and qualified school personnel to secure PreK-12 school leadership licensure. Persons holding a previously earned masters degree in a field of education and wanting to obtain school leadership licensure should contact the graduate GSOE licensure officer.

The fundamental program goal is to develop building level administrators who have the knowledge and leadership skills to cultivate and lead schools that promote success for all students. The MSSL degree satisfies the Kansas State Department of Education (KSDE) standards and Missouri Department of Elementary and Secondary Education (DESE) standards for building leadership licensure/certification. KSDE has reciprocal licensure with the Missouri Department of Elementary and Secondary Education (DESE).

The complete MSSL program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. The student receives the Handbook in the MSSL orientation and abides by the guidelines within the Handbook.

The MSSL program objectives are closely aligned with the ISLLC and KSDE professional standards for building administrators. Program assessments and candidate activities focus on the indicators of these standards. The MSSL program objectives are listed below. The Indicators of these standards are found in the Handbook referenced above.

Program Objectives
1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.
5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Graduation Requirements
A candidate must
1. Successfully complete at least 37 hours from the approved MSSL curriculum:
   a) 21 credit hours of required MSSL school leadership core courses;
   b) 12 credit hours of required MAEd graduate education core courses; and
   c) Four credit hours of Directed Field Experience (DFE).
2. Maintain a graduate GPA of $>3.25$ with no more than one course completed with a “C” grade. “D” and “F” grades are not acceptable;
3. Complete all course work within six years of the date of initial enrollment. Extension of this timeframe must be approved by Graduate Education Committee (GEC).
4. Maintain a composite average of $\geq3.5$ on the Professional Skills Surveys;
5. Have a minimum of three years of experience in an accredited K-12 program by the completion of the MSSL program.
6. Successfully complete a program portfolio;
7. Have paid all tuition and fees; and
8. Be approved by the GSOE PEC of program completion.

Program Portfolio
All MSSL candidates seeking program completion and/or licensure are required to develop a professional portfolio of educational artifacts addressing program objectives and/or program standards. This electronic portfolio is submitted on TaskStream. Portfolio expectations are discussed early in the MSSL program.

Field Experience
An MSSL student receives a Directed Field Experience Handbook at the first mandatory DFE meeting. The Directed Field Experience (DFE) is the MSSL capstone course, providing a program candidate (Intern) with the hands-on experiences necessary to transfer beliefs, values, theory, and knowledge into policy and practice. The DFE is an important element in the administration preparation process and as such is designed to assist the Intern in understanding the role change associated with becoming a building administrator.

DFE Expectations
- A DFE candidate is notified electronically of full or provisional admittance to the DFE.
- A candidate must submit a formal DFE contractual agreement prior to the DFE experience. The contractual agreement must be signed by 1) a district level administrator; 2) the administrator mentor; 3) the University DFE supervisor (after assignment by the GSOE); and 4) the candidate.
- The DFE is completed in a year-long time frame of either an August to April or December to August timeframe in a state-accredited school. Exception to this must be approved by GSOE administration.
- Interns are expected to engage in the DFE at a location within 100 miles of the site at which the Intern’s MSSL program of study is conducted. Exceptions to this maximum distance requirement must be approved by GSOE administration.
- An Intern who is not tenured must be in at least the second year of employment in the district in which the DFE takes place. Exceptions to this requirement must be approved by GSOE administration.
- At the beginning of the DFE, the Mentor indicates (by signature on the Contractual Agreement) the Intern is an employee in good standing, and the Intern must remain in good standing in the district and building in which he or she is employed during the DFE. An employee in good standing is defined in the SOE Student Handbook: Master Level Programs.
- An Intern participates in a minimum of 130 hours of administrative field experiences in 17 different areas and collects evidence of such on the “Log of Activities” form. The majority of the required 130 hours of DFE experiences is at the level of licensure that corresponds to the Intern’s level(s) of teaching licensure and service. An Intern spends 12 of the 130 hours fulfilling administrative tasks at a different level of instruction and 12 hours in a diverse setting for a total of 24 hours. An Intern may complete 20 hours (verified by the building Mentor) of field experience requirements the semester prior to the DFE.
- An Intern is required to attend and participate in three class sessions during the DFE: an organizational session at the beginning of the DFE, a mid-term session, and a final session.
- The Supervisor schedules meetings with the Intern and building Mentor during the DFE for the purpose of discussing progress and experiences.
- An Intern completes a MSSL portfolio containing documentations and reflections relating to the DFE.

Licensure
Interns who have completed the MSSL program of study may apply to the Kansas State Department of Education (KSDE) for a two-year initial license in PreK-12 school leadership licensure. Applicants for the initial license are required to submit a School Leadership Licensure Assessment (SLLA) score. For the cut score, see MSSL License Officer. Registration for the SLLA is online at www.ets.org/sls/. Results of the assessment must be sent to Baker University.

Interns who have completed the MSSL program of study may apply to the Missouri Department of Elementary and Secondary
Education (DESE) for an Initial Administration Certificate. Application is for both an elementary (K-8) certificate and a secondary (7-12) certificate. For the cut score, see MSSL License Officer. Results of the assessment must be sent to both Baker University and DESE.

Detailed information concerning SLLA and licensure procedures is found in the SOE Student Handbook: Master Level Programs and is provided during DFE meetings in Overland Park, Wichita, and MSSL cohort locations. A student may also contact the GSOE License Officer.
Master of Science in School Leadership (MSSL)
(Effective for candidates entering the program Fall 2008)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Core: 21 Credit Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAS 5010</td>
<td>Foundations of Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>MAS 5020</td>
<td>Organizational Health and Performance</td>
<td>3</td>
</tr>
<tr>
<td>MAS 5030</td>
<td>School Personnel</td>
<td>3</td>
</tr>
<tr>
<td>MAS 5040</td>
<td>Curriculum and Instruction for Administrators</td>
<td>3</td>
</tr>
<tr>
<td>MAS 5050</td>
<td>Student Services, Climate and Programs</td>
<td>3</td>
</tr>
<tr>
<td>MAS 5060</td>
<td>Legal and Ethical Issues of School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAS 5070</td>
<td>School Planning, Operation, and Finances</td>
<td>3</td>
</tr>
<tr>
<td><strong>Education Core: 12 Credit Hours</strong></td>
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</tr>
<tr>
<td>EDU 5102</td>
<td>Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5121</td>
<td>Inquiry and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5531</td>
<td>Today’s Learner</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Instructional Technology Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Field Experience: 4 Credit Hours</strong></td>
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<td></td>
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<tr>
<td>MAS 5504</td>
<td>Directed Field Experience</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours for MSSL = 37

Notes:
The University reserves the right to modify curriculum as necessary.

Enrollment in MAS core courses is limited to one course per term.

The complete MSSL program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. The Handbook is available at www.bakeru.edu. A student abides by the guidelines within the Handbook at time of student’s enrollment.
Master of Science in Special Education (MSSE)

Overview
The MSSE program is a 33-36 credit hour degree program designed to prepare and license adaptive special education teachers. Persons holding a provisional license in special education must contact the GSOE enrollment representative for an individualized transcript evaluation. The fundamental program goal of the MSSE is to prepare teachers to effectively instruct K-12 students with adaptive needs. The MSSE degree satisfies the Kansas State Department of Education (KSDE) standards for K-6, 5-8, or 6-12 special education licensure.

The complete MSSE program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. The student receives the Handbook in the MSSE orientation and abides by the guidelines within the Handbook.

The MSSE program objectives are based on program goals. These program goals are closely aligned with KSDE and CEC standards and NBPTS Core Propositions. Program assessments and candidate activities focus on providing evidence that program goals and objectives are met. The MSSE program objectives are listed below.

Program Objectives
Upon completion of the program, the MSSE graduate demonstrates the following:

1. An understanding of philosophical, historical, and legal foundations of education and special education;
2. An understanding of learners’ diversity and the need for support for students’ cognitive, physical, social emotional, and career development;
3. Assessment, diagnosis, and evaluation of knowledge and skills;
4. Knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals;
5. Promotion of learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs;
6. Knowledge and skill in managing behavior, facilitating problem-solving, developing social skills and promoting self-advocacy of students with adaptive learning needs;
7. Effective communication and collaboration skills and knowledge related to students with adaptive learning needs; and
8. Professionalism and ethical knowledge and skills related to students with adaptive learning needs.

Graduation Requirements
A candidate must
1. Successfully complete the 33-36 credit hour approved MSSE curriculum;
2. Maintain a graduate GPA of ≥ 3.25 with no grade lower than a “B.”
3. Complete all course work within six years of the date of initial enrollment. Extension of this timeframe must be approved by Graduate Education Committee (GEC);
4. Have paid all tuition and fees; and
5. Have program completion approved by the Professional Education Committee (PEC).

Field Experience
Two practicum courses are required as a part of the MSSE. The first practicum course, SPED 704 Adaptive Instructional Strategies and Methods Field Practicum requires 45 hours of supervised teaching. SPED 716 Advanced Practicum requires 90 supervised hours. By the middle of the term preceding enrollment in each of the two required practicum courses, students must submit a Practicum Application form signed by a building principal or site supervisor and a cooperating teacher/mentor. This form must also be approved and signed by the SPED 704 or SPED 716 practicum course instructor. These forms are shared with students during the MSSE orientation.

Licensure
Interns who have completed the MSSE program of study may apply to the Kansas State Department of Education (KSDE) for a
two-year initial license in K-6, 5-8, or 6-12 adaptive special education. Applicants for the initial license are required to submit passing scores on the Praxis Adapted Special Education test. Registration for these tests is online at www.ets.org/sls/. Results of the assessments must be sent to Baker University.
# Master of Science in Special Education (MSSE)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Required Methods Course: 3 Credit Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 702 Adaptive Instructional Methods and Strategies: K-6 and/or 5-8 OR</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 703 Adaptive Instructional Methods and Strategies: 6-12</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 704 Adaptive Instructional Strategies and Methods Field Practicum</td>
<td>3</td>
<td>45-hour practicum</td>
</tr>
<tr>
<td>SPED 705 Educating Students with Social and Behavioral Needs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 707 Methods – Reading/ Language Arts: K-6 5-8</td>
<td>3</td>
<td>Required for K-6 and 5-8 licensure.</td>
</tr>
<tr>
<td>SPED 711 Methods – Transitioning to Adulthood: 6-12 only (3)</td>
<td></td>
<td>Required for 6-12 licensure.</td>
</tr>
<tr>
<td>SPED 708 Assessments of Students with Adaptive Learning Needs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 710 Communication/Collaboration within the School Setting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 712 Creating Optimal Learning Environments for Students with Adaptive Learning Needs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 714 Inquiry, Data Collection, and Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 716 Advanced Practicum</td>
<td>3</td>
<td>90-hour practicum</td>
</tr>
<tr>
<td>SPED 720 Negotiation and Conflict Resolution</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours for MSSE = \{33-(36)\}

Notes:
The University reserves the right to modify curriculum as necessary.

The complete MSSE program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. The Handbook is available at [www.bakeru.edu](http://www.bakeru.edu). A student abides by the guidelines within the Handbook at time of student's enrollment.
Master of Science in Teaching (MST)

The MST program is an initial teacher licensure program.

Overview
The MST program is a 42-credit hour degree program designed to meet the needs of those desiring initial teacher licensure in secondary areas. This Restricted Licensure program allows people with degrees in content areas to teach for three years under the restricted license while earning teacher licensure in specified content areas.* Candidates for this degree must successfully complete the Restricted License program. At the completion of the first 27 credit hours, candidates are eligible for an initial teaching license in the specified content area.* The completion of the last 15 credit hours satisfies the requirements for a masters degree in teaching.

The complete MST program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. The student receives this Handbook in the first course of the Restricted Licensure program and abides by the guidelines within the Handbook.

The MST program objectives are closely aligned with the INTASC and KSDE professional standards for teacher educators. Program assessments and candidate activities focus on the indicators of these standards. The MST program objectives are listed below.

Program Objectives
Upon completion of the program, the MST graduate demonstrates the following:

1. The ability to use the central concepts, tools of inquiry, and structures of the discipline as s/he teaches, creating learning opportunities, including integrated learning experiences, that make these aspects of subject matter meaningful for all students;
2. The ability to engage students in learning through the use of multiple and effective instructional strategies appropriate to students’ developmental levels and knowledge of content;
3. The ability to use information about students’ interests, abilities, skills, backgrounds, and peer relationships to make knowledge accessible to all students, including students with exceptionalities and diverse learners;
4. The ability to use a variety of appropriate instructional strategies to encourage students’ development of critical thinking, problem solving, and reading;
5. An understanding of individual and group motivation and student behavior that fosters positive and safe learning environments and encourages positive social interaction, active engagement in learning, and self-motivation;
6. The ability to use his/her knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
7. The ability to design and plan instruction based on knowledge of content and pedagogy, knowledge of students, knowledge of resources, and knowledge of learning goals;
8. The ability to use multiple types of both formal and informal assessment strategies to evaluate and ensure the continual development for all learners;
9. The ability to be a reflective practitioner capable of being held to a high standard of ethical behavior, professional skills, and personal dispositions in the areas of family communications, accurate record-keeping, professional growth and responsibilities, and contributions to the school and district;
10. The ability to establish collegial relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being;
11. The ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas;
12. The ability to use skills in technology to gather and analyze information, enhance instructional practices, facilitate...
professional productivity, assist with educational change, and help all students use instructional technology effectively; and

13. The ability to be reflective practitioners who use knowledge of historical, philosophical, and social foundations of education to guide educational practices.

Graduation Requirements
A candidate must
1. Successfully complete 42 credit hours from the approved MST curriculum:
   a. Two credit hour teaching induction class;
   b. 21 credit hours of on-line pedagogy courses;
   c. Four credit hours of Supervised Practicum; and
   d. 15 credit hours of additional graduate level coursework.
2. Maintain a graduate GPA of > 3.00 with no more than one course completed with a “C” grade. “D” and “F” grades are not acceptable;
3. Complete all course work within six years of the date of initial enrollment. Extension of this timeframe must be approved by Graduate Education Committee (GEC).
4. Successfully pass the basic skills assessment;
5. Successfully pass the ETS content assessment in the content area;
6. Successfully pass the PLT assessment;
7. Successfully complete the Restricted Licensure program;
8. Pay all tuition and fees; and
9. Have program completion approved by the Professional Education Committee (PEC).

Field Experience
Candidates accepted into the Restricted License program are teaching while earning an initial teaching license. Therefore, field experiences are combined with coursework throughout the program and can be completed in the candidate’s classroom. Two Supervised Practicum courses (Supervised Practicum I and II) each worth two hours of credit are required.

Licensure
Candidates who have completed the Restricted License curriculum may apply to the Kansas State Department of Education (KSDE) for a two-year initial license in a specified content area.* Applicants for the initial license are required to submit a content area Praxis and a PLT test. Registration for these standardized tests is online at [www.ets.org/sls/](https://www.ets.org/sls/). Results of the assessment must be sent to Baker University.

* Content Areas

<table>
<thead>
<tr>
<th>Art</th>
<th>Pre K – 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>6 - 12</td>
</tr>
<tr>
<td>Business</td>
<td>6 - 12</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6 - 12</td>
</tr>
<tr>
<td>English</td>
<td>6 - 12</td>
</tr>
<tr>
<td>French</td>
<td>Pre K - 12</td>
</tr>
<tr>
<td>German</td>
<td>Pre K - 12</td>
</tr>
<tr>
<td>Spanish</td>
<td>Pre K - 12</td>
</tr>
<tr>
<td>Health</td>
<td>Pre K - 12</td>
</tr>
<tr>
<td>History &amp; Government</td>
<td>6 - 12</td>
</tr>
<tr>
<td>Journalism</td>
<td>6 - 12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 - 12</td>
</tr>
<tr>
<td>Music Education</td>
<td>Pre K - 12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Pre K - 12</td>
</tr>
<tr>
<td>Physics</td>
<td>6 - 12</td>
</tr>
<tr>
<td>Speech/ Theatre</td>
<td>6 - 12</td>
</tr>
</tbody>
</table>
Master of Science in Teaching (MST)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACC Required Courses: 27 credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETT 750 Teaching Induction</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ETT 751 Introduction to Teaching</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETT 752 Planning for Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETT 753 Understanding the Learner</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETT 754 Working with Diverse and Exceptional Learners</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETT 765 Improving Instruction Through Reading and Writing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETT 766 Becoming a Reflective Teacher</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETT 767 Understanding the Foundations of Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETT 771 Supervised Practicum I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ETT 772 Supervised Practicum II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Baker University Required Courses: 3 credit hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5120 Action Research -or-</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5121 Inquiry and Research -or-</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5108 Differentiated Classroom Instructional Practices</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Baker University Electives: 12 credit hours from this group</strong></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>EDU 5102 Assessment Strategies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5531 Today’s Learner</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETC 5325 Google Tools</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETC 5299 Classrooms for the Digital Age</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5506 Classroom Management and Motivation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5373 Balanced Literacy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours for MST</strong></td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

All Restricted Licensure classes are online except ETT 750, 771, and 772.

The University reserves the right to modify curriculum as necessary.

The complete MST program objectives and guidelines are included in the SOE Student Handbook: Master Level Programs which is updated each August. The Handbook is available at www.bakeru.edu. A student abides by the guidelines within the Handbook at time of student’s enrollment.
Doctor of Education in Educational Leadership (Ed.D.)

Overview
The Ed.D. program is a 59+ credit hour degree program designed to prepare and license candidates for any district level administrative position and for leadership positions in a variety of educational settings. Candidates who complete this program may seek district level licensure in addition to the Ed.D. degree once building level licensure has been earned.

The complete Ed.D program objectives and guidelines are included in the Doctor of Education in Educational Leadership Policy and Programs Handbook which is updated each August. The student receives the Handbook at the program orientation and abides by the guidelines within the Handbook.

Ed.D. program objectives are closely aligned with KSDE and the Interstate Leadership Licensure Consortium standards for district leadership. Program assessments and candidate activities focus on providing evidence that program goals and objectives are being met. The Ed.D. program objectives are listed below.

Program Objectives
1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.
5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Graduation Requirements
1. Successful completion of all program coursework requirements with a cumulative program GPA equal to or greater than 3.50 (on a 4.00 scale) with no grade below a B;
2. Possession of a Professional Skills score equal to or greater than 4.00 (on a 5.00 scale);
3. Successful completion of the two Field Experiences, as evidenced by artifacts and reflections provided in the electronic portfolio, scoring “Proficient” or above;
4. Satisfactory recommendations with a mean score equal to or greater than 3.36 (on a 4.00 scale) from the educational mentor and University supervisor on program field experiences.
5. Successful completion and defense of program electronic portfolio scoring at the proficient level or above on the portfolio rubric;
6. Successful defense of the dissertation;
7. Successful completion of all program requirements, including the dissertation, within a six-year time frame;
8. Payment of all program fees; and
9. Recommendation by GSOE faculty to appropriate University governance.
Program Portfolio
Each Ed.D. candidate is required to develop a program portfolio of educational artifacts addressing program objectives and course content and application. The written portion of the portfolio is presented to the major advisor and assigned committee. Upon approval of the written document, the candidate prepares an oral defense, presented to the committee. Specific portfolio guidelines are found in the Doctor of Education in Educational Leadership Policy and Programs Handbook.

Field Experience
The goal of the Field Experience is to develop the candidate's leadership and management abilities by engaging in problem analysis, data collection, and problem-solving activities with others at the work site. Activities designed to address ISLLC standards are planned and guided cooperatively by the Supervisor, Mentor, and the candidate. Specific Field Experience I and II guidelines as well as standards and indicators are found in the Doctor of Education in Educational Leadership Policy and Programs Handbook.

Dissertation
The Doctoral dissertation is a clinical research study that
1. Reveals the candidate’s ability to analyze, interpret, and synthesize information;
2. Demonstrates the candidate’s knowledge of the literature relating to the research project and acknowledges prior scholarship on which the study is built;
3. Describes the methods and procedures used;
4. Presents results in a sequential and logical manner;
5. Displays the candidate’s ability to discuss fully and coherently the meaning of the results; and
6. Informs the field and improves practice.

The dissertation is the beginning of the candidate’s scholarly work, not the culmination. Clinical research is expected to provide the candidate with hands-on, directed experience in the primary research methods of the discipline and should provide for the type of research that is expected after the Doctor of Education degree is awarded. Specific dissertation information is found in the Doctor of Education in Educational Leadership Policy and Programs Handbook and the Dissertation Guidelines.

Licensure
An Ed.D. candidate holding a building leadership license/certificate is eligible to obtain a Kansas PreK-12 District Leadership License (DLL) upon successful completion of the Ed.D. licensure requirements. Upon completion of the doctorate degree, an Ed.D. candidate is eligible for a Missouri Superintendent Certificate K-12.

An Ed.D. candidate seeking Kansas DLL or a Missouri Superintendent Certificate as indicated above must hold a building leadership license or certificate and pass the ETS School Superintendent Assessment. The passing score on the School Superintendent Assessment in Kansas is 157; the passing score in Missouri is 158. Candidates can register for this test online at www.ets.org/sls. Results of the assessment must be sent to Baker University.

Specific licensure guidelines and application requirements for both Kansas and Missouri can be found in the Doctor of Education in Educational Leadership Policy and Programs Handbook.
## Doctor of Education in Educational Leadership (Ed.D.)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>DED 9000 Foundations of Educational Leadership</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9001 Collaborative Leadership in a Community Context</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9002 Leading Special and Diverse Populations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9011 Methods of Inquiry and Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9010 Statistical Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9020 Professional Colloquium I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DED 9003 Developing Professional Learning Communities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9004 Curriculum, Learning and Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9008 Program Planning and Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9005 Legal, Policy, and Ethical Issues in Leadership</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9006 Human Resources Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9007 Management of Finances, Facilities, and Resources</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DED 9021 Professional Colloquium II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DED 9900 Clinical Research Study (Dissertation)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>DED 9032 Electronic Portfolio</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DED 9902 Clinical Research Study (Dissertation)</td>
<td>10+</td>
<td>Continuous enrollment until completion</td>
</tr>
<tr>
<td>DED 9030 Field Experience I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DED 9031 Field Experience II</td>
<td>2</td>
<td>Field Experience II may be completed following DED 9030</td>
</tr>
</tbody>
</table>

Total Hours for Ed.D. = {59+}

**Notes:**
- The University reserves the right to modify curriculum as necessary.
- The complete EdD program objectives and guidelines are included in the *Doctor of Educational Leadership Policy and Programs Handbook* which is updated each August. The student receives the *Handbook* at the program orientation and abides by the guidelines within the *Handbook*. 
Non-Degree Programs

Continuing Education for Graduate School of Education

Vision
The GSOE Continuing Education Department of Baker University will be nationally recognized for increasing access to excellent and innovative academic programming that advances the workforce by addressing state and national education standards, societal needs and economic trends.

Mission
The mission of GSOE Continuing Education is to support the mission of Baker University by

- Enhancing the agility of the institution to respond to workforce needs.
- Extending innovation in educational programming.
- Enriching the quality of life for participants through development of skills, attitudes and dispositions reflective of 21st century workforce skills.

Program Learning Outcomes
The aims and learning outcomes for participants in the GSOE Continuing Education program are to

- Experience high quality, relevant and innovative academic and professional programming;
- Engage in professional development that enhances knowledge and delivery methodology expected in the field;
- Develop graduate level problem-solving and analytical skills;
- Develop graduate level research and writing skills;
- Develop an understanding of current research, best practices and new approaches to teaching and/or learning; and
- Develop and sustain meaningful, collaborative partnerships within the educational, business, government, and social services communities.

Program Facts and Features
The GSOE Continuing Education program at Baker University features the following:

- A diversified funding base through future-focused credit and non-credit programming;
- Increased accountability standards in program planning and evaluation;
- Partnerships with educational cooperatives including K-12 school districts, state organizations, and educational consortiums which provide Baker-approved credit options that advance the career goals of each program participant;
- Service to the growing number of non-traditional students through its 132 Cooperative agreements with K-12 districts and educational consortiums;
- Expansion of Baker University’s traditional, on-line and blended delivery options for educational programming;
- Accelerated programming options through its 7-week course structure;
- Personalized education through its small class sizes;
- Three academic sessions each year;
- An annual Summer Practitioners’ Conference which provides an affordable local option for educators to enhance pedagogical and methodological skills to ensure a positive impact on student learning.

GSOE Continuing Education Enrollment
Anyone who has completed a Bachelor’s Degree is eligible to enroll in CE courses. Baker University’s GSOE Continuing Education programs are designed for educators who seek additional graduate credit to meet state recertification requirements, increase knowledge in a particular subject area, or enhance their earning power.

Students are encouraged to register at least two weeks prior to the start of a class to ensure enrollment availability. A confirmation letter is emailed following the receipt of registration. Baker University reserves the right to cancel a course due to insufficient
enrollment. Students may register by mailing or faxing in the registration form or calling 913-491-4432. Guidelines for excellence and quality indicate success is better ensured by the GSOE Continuing Education participant if he/she limits the number of credit hours of enrollment per academic session. A GSOE Continuing Education participant may make a written appeal to enroll in additional credit hours.

Graduate credit hours earned through GSOE Continuing Education can apply to a degree program. However, students are strongly encouraged to check with each university to which application is made for a degree program to learn the selected university’s specific transfer policies.

Refund Policy
Payment is due at the time of registration. Payments are refunded in full if written notification of withdrawal is received prior to the first class session of a course. A 90% refund is given if notification of withdrawal is received prior to the second class session. No refund is given for withdrawals received after the second class.

Professional Development—SPGS Business Options

Overview
The main goal of the Professional Development Department is to provide non-credit customized training in response to specific workplace professional development needs.

This training is designed to assist organizations in achieving greater success. Customized workplace training helps organizations achieve greater productivity, retention, and employee engagement and satisfaction.

A wide variety of professional development courses are provided for businesses and organizations.

This customized training includes (but is not limited to) the following topics:
- Leadership
- Management
- Organizational Development
- Project Management
- Marketing
- Conflict Resolution
- Mediation
- Customer Service
- Finance
- Accounting

Baker University currently has numerous successful partnerships with area organizations. Professional Development courses are usually provided at the employers’ location in order to maximize the convenience for employees. However, many organizations are limited on training space or would prefer an off-site location for their employee training. The Overland Park, Topeka, Lee’s Summit, and Wichita Campus locations are available during the day for Professional Development training. The Professional Development Department encourages local organizations to rent Baker University classroom space to conduct their internal training programs.

Contracts are developed for all Professional Development courses and for classroom rentals. Interested organizations may contact the Professional Development Department at 913-491-4432 to request a customized training program or facility space at a Baker University location.
SPGS Undergraduate Courses

**Associate of Arts in Business (AAB)**

**BI 120 Human Ecology**
A biology course for the non-scientist, Human Ecology introduces the terminology and world view of biological science by examining the impact of modern technology on human ecology. (3 credits)

**BI 245 Human Nutrition**
Human Nutrition introduces the student to the fundamentals of human nutrition as related to growth, development, and maintenance of good health. In addition to nutritional theory, students learn to analyze and plan nutritional regimes. (3 credits)

**BU 110 Introduction to Business**
Take this introductory course for adult students pursuing a business degree. Topics include program planning, group interaction, written and oral communication skills, research skills, test-taking, note-taking, and time management. This course also instructs students in the methods of critical reading and reflection and in the application of these skills in writing. (3 credits)

**BU 220 Foundations of Business Management**
Foundations of Business Management introduces the student to the operation of business and its position in domestic and international commerce. Examine the role of business in the creation and distribution of goods and services, and learn about business participation in civic and public affairs. Students get to know the basic business functions of management, marketing, human resources, accounting, and finance. The course explores career options in business. (3 credits)

**BU 230 Financial Planning**
Learn about the role of consumers in the economy. Students will develop a basic financial plan, apply budgeting procedures in daily and monthly spending plans, calculate principal and interest, define types of consumer credit, and identify types of housing mortgages. Applying course concepts, the student should be able to determine individual insurance needs and be able to explain employee and retirement benefits. (3 credits)

**BU 240 Basic Economics**
This course provides an introduction to the study of economics and applies economics to contemporary social issues, such as pollution, professional sports, crime, unemployment, and taxation. Students gain a framework of basic tools to support their understanding of fundamental economic principles. (3 credits)

**BU 250 Advertising and Promotion**
Advertising and Promotion provides an introduction to the fundamental elements of customer communication and how to apply them to target market strategies. Get an introduction to advertising principles and practices and develop an advertising plan for a business organization. (3 credits)

**BU 260 Fundamentals of Accounting**
An introductory accounting course describing accounting theory and practice, Fundamentals of Accounting emphasizes the use of financial statements for management control. (3 credits)

**EN 101 Written Communication**
This course familiarizes the student with fundamental issues associated with the writing of effective expository prose, such as research sentences, principles of good organization, coherence, and redundancy, and grammatically correct sentence structure. (Satisfies written English requirement) (3 credits)

**EN 110 Literature and Ideas**
Study the artistic conventions and techniques employed by writers to structure written language into literary works of art. Selections come from a wide spectrum of contemporary and historical works. (3 credits)

**HI 231 Decades of Change**
In this course, students explore the significant events in American history from World War II to 1980 and the impact of these events on the present. Course content focuses on foreign and domestic policy, social and cultural change, politics, and the economy. (3 credits)

**MA 145 College Algebra**
College Algebra includes a study of algebraic equations, inequalities, functions, graphs, exponential and logarithmic functions, arithmetic sequences, combinations and permutations, and simple probabilities. (Satisfies Math requirement) (3 credits)

**MC 140 Mass Media and Society**
Mass Media and Society provides the student with a look at the world of mass communication and its interrelationship with our culture. The course presents the fundamentals of mass communication and shows the importance and relevance of the mass media in our society in the information age. It focuses on describing the influence the mass media have on our lives and on popular culture. (3 credits)

**PH 111 Critical Thinking**
Critical Thinking is an introductory logic course designed to develop the ability to think clearly and critically, primarily through practice in inductive and deductive reasoning. The course emphasizes recognition of fallacious reasoning, unclear or misleading language, and manipulative techniques in various forms of communication. (3 credits)

**PS 115 Introduction to American Politics**
Introduction to American Politics introduces students to the basic concepts of American politics, including its classical roots and theoretical basis, the Constitution, the three branches of government, civil liberties, public policy, the mass media, and foreign policy. At the conclusion, students apply their understanding of the theories to specific current problems. (3 credits)

**PY 111 General Psychology**
General Psychology introduces the student to the functions of psychology and behavior in the daily interactions of work, family life, and leisure activities. Students study the role and methods of psychology in studying both individual and social behavior. The course
examines basic psychological concepts in human development, personality, disordered behavior, and treatment methods; it also provides practical applications of knowledge and concepts. (3 credits)

**PY 258 Industrial and Organizational Psychology**
This course introduces students to the factors that influence human behavior in organizational settings, emphasizing scientific analysis of individual processes, group processes, and organizational structure and design. Investigate specific areas such as personnel psychology, organizational psychology, factors in the workplace, and consumer psychology. (3 credits)

**RE 350 The Bible and Leadership**
In this course, students examine principles of effective leadership as they are demonstrated by prominent biblical figures. The course applies these leadership principles to Joseph, King David, Peter, Paul, and Jesus. Students also explore their own leadership style as it relates to the leadership principles. (3 credits)

**SC 115 Oral Communication**
In this course, students build interpersonal, small group and public presentation skills. Course content focuses on the process of communication, self-concept, perception, listening, leadership in groups, language and nonverbal communication as well as research, design and delivery of public presentations. (3 credits)

**TH 111 Theatre Experience**
Through readings and discussion, The Theatre Experience introduces students to the process by which a script transforms into a theatrical production. Examine tragedies, comedies, and tragicomedies as products of their individual societies; study the corresponding period of theatre and cultural history. This examination of acting, directing, and technical theatre increases students' appreciation of theatre as a dynamic art form in contemporary culture. (3 credits)

**Bachelor of Business Administration**

**BBA 310 Prior Learning and Writing Development**
Prior Learning and Writing Development assists students in improving writing skills while affording them the opportunity to complete a Prior Learning Assessment portfolio for additional credit. Students will review academic writing conventions with emphasis on content, organization, research methodology, critical thinking, and proofreading. This course introduces students to Bloom’s Taxonomy and Kolb’s Model of Experiential Learning. Students learn to evaluate their learning experiences in order to ascertain learning outcomes and improve their critical thinking skills through examination and analysis of life experience. (Satisfies written English requirement) (3 credits)

**BBA 311 Technology in the Workplace**
Technology in the Workplace presents the many forms of information systems that provide data to contemporary organizations, including databases, the Internet, and decision support systems. The course reviews system design, infrastructure, security, and electronic commerce. Satisfies the Computer Science requirement. (3 credits)

**BBA 342 Introduction to Management Concepts**
This introductory course for adult students pursuing an undergraduate degree covers topics such as program planning, group interaction, written and oral communication skills, personality inventory, and other important skills. (2 credits)

**BBA 351 Management and Leadership**
Designed to provide an overview of the roles and responsibilities of managers in the day-to-day operation of organizations, this course examines the critical roles of leadership, decision making, and communication and explores aspects of motivation and managing conflict, change, and diversity in contemporary organizations. (3 credits)

**BBA 352 Business Law and Government Regulation**
Business Law and Government Regulation examines the formation and application of common law, the Uniform Commercial Code, and administrative agency law in relation to the business organization. (3 credits)

**BBA 353 Organizational Structure and Behavior**
In Organizational Structure and Behavior, students examine organizational theory and its applications. Theories of organizational structure, organizational behavior, and the interaction between the two are studied and applied. (3 credits)

**BBA 371 Data Development and Analysis**
Data Development and Analysis is an introduction to statistics. Students learn how to conduct proper data collection and analysis, and how to interpret and use statistics to enhance business decisions. (Satisfies math requirement) (4 credits)

**BBA 373 Accounting for Business**
Accounting for Business goes beyond the mechanics of financial accounting to provide a more advanced understanding of accounting practices. It incorporates financial and managerial accounting concepts, including statement of cash flows, budgeting for planning and control, cost accounting systems, and break-even analysis. (3 credits)

**BBA 382 Principles of Economics**
Principles of Economics presents the basic principles and concepts of economics, including cost, supply and demand, elasticity, costs and benefits, GDP, inflation, fiscal and monetary policy, and international trade. Learn about these principles with an emphasis on how they influence business decisions. (4 credits)

**BBA 446 Project Planning for Managers**
This course introduces the concepts and procedures essential to project-centered organizations. Learn about team development and conflict resolution, and use industry-leading software to enhance the project management process, including task assignment, project control, scheduling, and budgeting. (3 credits)

**BBA 455 Business Policy Analysis**
Find out about the contemporary policy issues facing business professionals, and integrate the various disciplines encountered in the BBA program. The course focuses on learning to evaluate alternatives and construct an effective policy statement. (3 credits)
BBA 482 Principles of Marketing
Principles of Marketing examines the nature of marketing and how it identifies and satisfies consumer needs. Learn about strategic marketing processes in an organization, the environmental factors that affect marketing, how consumers reach buying decisions, marketing research methodology, and the marketing mix elements, product, price, place and promotion. (3 credits)

BBA 484 Finance, Capital, and Management
Finance, Capital, and Management develops the basic financial skills used in decision making within the business organization for long-term financing, capital budgeting, working capital management, and related areas. (4 credits)

Bachelor of Business Information Systems

Business Core Courses

BIS 3310 Prior Learning and Writing Development
Prior Learning and Writing Development assists students in improving writing skills while affording them the opportunity to complete a Prior Learning Assessment portfolio for additional credit. Students will review academic writing conventions with emphasis on content, organization, research methodology, critical thinking, and proofreading. This course introduces students to Bloom’s Taxonomy and Kolb’s Model of Experiential Learning. Students learn to evaluate their learning experiences in order to ascertain learning outcomes and improve their critical thinking skills through examination and analysis of life experience. (Satisfies written English requirement) (3 credits)

BIS 3342 Introduction to Management Concepts
This introductory course for adult students pursuing an undergraduate degree covers topics such as program planning, group interaction, written and oral communication skills, personality inventory, and other important skills. (2 credits)

BIS 3348 Managing Information Technology
Students will integrate the decision making processes of both the management and information technology areas successful business organizations. Students will gain a broad perspective of the following strategic IT management issues Aligning Business and Information Technology Strategies, Outsourcing, Vendor Evaluations, Succession Planning, Analytic Studies for IT Planning, Valuation of Information Technology, Technology Audits, and Project Management. Satisfies the Computer Science requirement. (3 credits)

BIS 3351 Management and Leadership
Designed to provide an overview of the roles and responsibilities of managers in the day-to-day operation of organizations, this course examines the critical roles of leadership, decision making, and communication and explores aspects of motivation and managing conflict, change, and diversity in contemporary organizations. (3 credits)

BIS 3355 Leveraging Business Data
In this course, students will gain advanced skills in how successful business organizations leverage their data in order to gain competitive advantages in the marketplace.

The course will cover data mining, third party data, legacy data conversion, data storage, business intelligence, data visualization and retrieval, and knowledge management. (3 credits)

BIS 3381 Principles of Finance
Principles of Finance introduces the principles of finance, including financial statements and ratio analysis, and introduces financial concepts such as time value of money, risk and return, and cash management. The course emphasizes the significance of finance on the decision making process. (4 credits)

BIS 3382 Principles of Economics
Principles of Economics presents the basic principles and concepts of economics including cost, supply and demand, elasticity, costs and benefits, GDP, inflation, fiscal and monetary policy, and international trade. (4 credits)

BIS 4434 Ethics and Security
In this course, students will decompress IT security issues that create ethical dilemmas in the current business environment. Topics include privacy, copyright, intellectual property, piracy, virus, spam, phishing, protection, acceptance of IT changes and ethics of outsourcing. (3 credits)

BIS 4440 Managing Human Resources
This course introduces students to the essential elements of personnel management. Students study employee recruitment, hiring, training, and evaluation. Students learn the processes of wage, salary, and benefit administration. The course also emphasizes the importance of labor relations. (3 credits)

BIS 4445 Project Planning and Management
Project Planning and Management provides basic skills needed to successfully plan and complete projects in business and public environments. Students learn essential aspects of scheduling, cost estimation, purchasing, and monitoring quality, with special attention on the interaction between the project manager and the project team. (4 credits)

BIS 4482 Principles of Marketing
Principles of Marketing examines the nature of marketing and how it identifies and satisfies consumer needs. Learn about strategic marketing processes in an organization, the environmental factors that affect marketing, how consumers reach buying decisions, marketing research methodology, and the marketing mix elements, product, price, place and promotion. (3 credits)

BIS 4901 Issues in Information Systems
Students examine the relationships among information technology, information systems, enterprise goals, process engineering, and organizational policy. Students will also explore the impact of stakeholder expectations, training, and organizational culture on information systems. (3 credits)

Information Technology Core Courses

BIS 3500 A+ Essentials
CompTIA A+ certification validates the latest skills needed by computer support professionals, and confirms a technician’s ability to perform tasks such as
Course Descriptions

ISP 3501 A+ IT Technician
In this course, students will learn how to support PC hardware in a business setting, including installation, troubleshooting, and component replacement. The target student for this course is responsible for maintaining PCs in their workplace. (2 credits)

ISP 3502 Network+
This course teaches the fundamentals of networking. Students learn the vendor independent networking skills and concepts that affect all aspects of networking, such as installing and configuring the TCP/IP client. (3 credits)

ISP 3503 Security+
Identify security threats, harden internal systems and services, harden internetwork devices and services, secure network communications, manage a PKI, manage certificates, enforce an organizational security policy, monitor the security infrastructure, respond to network attacks, respond to software-based attacks. (3 credits)

ISP 2900 Introduction to Project Management
This course focuses on introducing participants to the basics of positive project management, covering 6 things every project must have, teams and leadership, communication, and processes vs. methodologies. The course is taught with focus placed on the ANSI and IEEE accepted standards for professional project management as defined by the Project Management Institute (PMI). This course is best suited for persons new to project management or desiring a refresher on the basics. (3 credits)

ISP 2907 Microsoft Project 2007 Level 1
Students will learn the critical skills necessary to create and modify a project plan file that contains tasks, resources, and resource assignments using Microsoft Office Project Professional 2007. Students will create a project plan file containing tasks, organize these tasks in a work breakdown structure containing task relationships, create and assign resources, and finalize the project to implement the project plan. (1 credit)

ISP 2908 Microsoft Project 2007 Level 2
In this course, students will learn to exchange project plan data with other applications; update an existing project plan; manage project costs; report project data visually; and learn to reuse project plan information. (1 credit)

ISP 3113 JavaScript Programming
Students will create and execute advanced scripts using JavaScript. (4 credits)

ISP 3200 A+ Essentials
CompTIA A+ certification validates the latest skills needed by computer support professionals, and confirms a technician's ability to perform tasks such as installation, configuration, diagnosing, preventive maintenance and basic networking. (4 credits)

ISP 3201 A+ IT Technician
In this course, students will learn how to support PC hardware in a business setting, including installation, troubleshooting, and component replacement. The target student for this course is responsible for maintaining PCs in their workplace. (2 credits)

ISP 3204 A+ Essentials 2009
This course provides students with competence in the fundamentals of hardware, software and operating systems; systems troubleshooting and repair; networking; and security and operational procedures including communication skills that a helpdesk or remote support employee should have. (4 credits)

ISP 3205 A+ Practical Application
In this course, students will install, upgrade, repair, configure, optimize, troubleshoot, and perform preventative maintenance on basic personal computer hardware and operating systems. (3 credits)

ISP 3220 Network+
This course teaches the fundamentals of networking. Students learn the vendor independent networking skills and concepts that affect all aspects of networking, such as installing and configuring the TCP/IP client. (3 credits)

ISP 3230 Security+
Identify security threats, harden internal systems and services, harden internetwork devices and services, secure network communications, manage a PKI, manage certificates, enforce an organizational security policy, monitor the security infrastructure, respond to network attacks, respond to software-based attacks. (3 credits)

ISP 3241 IT Scope and Requirement Management
This three-day intensive and highly interactive course focuses on the processes, tools and techniques of the Business Analyst or Project Manager in developing quality scope and requirements. Through numerous real world examples and exercises this course enables participants to work more effectively with both technical resources and business stakeholders. Participants will experience intensive, practical training in all aspects of scope and requirements development inclusive of use cases. (2 credits)

ISP 3252 Project Schedule and Cost Control
This two-day course provides participants with real world tools to manage the complex problems surrounding schedule and cost management. Participants use a variety of case studies and other tools to see what works and what does not in the real world of IT projects. This course is best suited for intermediate and advanced project managers. (2 credits)

ISP 3253 Project Risk Management
This course provides participants with a wide range of tools and techniques to effectively recognize, manage, and mitigate project risks. This course also focuses on methods for successful communication of project risks. (1 credit)

ISP 3254 Project Quality Management
This intensive course offers participants a practical approach to the often-ambiguous topic of managing project quality. Participants completing this course will learn valuable skills to define overall project quality and then ensure the defined standards are met. This course
is best suited for beginning to intermediate project managers. (1 credit)

**ISP 3259 Project Management Professional**
In this course, students learn the key knowledge technical areas, especially: risk management, scope management, earned value. In addition, they learn key project soft skills: leadership, negotiation, communication and conflict resolution. (3 credits)

**ISP 3400 Medical Office Procedures and Administration**
Students will learn procedures in a clinical setting, processing of confidential information relating to the patient’s demographics and medical information file, law & ethics, accuracy of source documents, bookkeeping and banking practices in the medical office. (3 credits)

**ISP 3401 Automated Medical Office**
This course provides the student with a very hands-on approach to learning the structure and necessity of medical facility software. The Medical Office Procedures & Administration course should be taken prior this course. (3 credits)

**ISP 3402 Computers and Office Applications: Microsoft Office Specialist**
This course will go over the Microsoft Office Suite application programs. It will cover Microsoft Word, Access, Excel, PowerPoint and Outlook. Lessons will focus on how to apply these application programs to the healthcare industry. (3 credits)

**ISP 3403 Anatomy, Physiology & Medical Terminology**
Students will learn the origin of medical terms including learning how to build, analyze, and define medical terms using word parts. Define medical terms for each body system and recognize common abbreviations used in each body system and specialty area. (6 credits)

**ISP 3404 Insurance Billing and Coding Essentials**
Students will learn to increase efficiency and streamline administrative procedures for medical billing and insurance claim processing. Learn all aspects of submitting, tracing, appealing, and transmitting billing claims for today’s full range of health plans. (6 credits)

**ISP 3405 Medical Coding Certification Series**
In this course, students will learn current procedural terminology (CPT); international classification of diseases; third-party reimbursement issues; infectious and parasitic diseases; endocrine, nutritional, and metabolic diseases and immunity disorders; diseases of blood and blood forming organs; mental disorders; diseases of nervous system and sense organs; diseases of circulatory, repertory, digestive, and genitourinary systems; complications of pregnancy, childbirth, and the puerperium; diseases of skin and subcutaneous tissue; and diseases of musculoskeletal and connective tissue. (5 credits)

**ISP 3504 Ethical Hacking**
This class will immerse the student into an interactive environment where they will be shown how to scan, test, hack and secure their own systems. Students then learn how intruders escalate privileges and what steps can be taken to secure a system. (3 credits)

**ISP 3508 Certified Information Systems Security Professional (CISSP)**
CISSP Certification was designed to recognize mastery of an international standard for information security and understanding of a Common Body of Knowledge (CBK). Certification can enhance a professional's career and provide added IS credibility. (3 credits)

**ISP 3512 Computer Hacking Forensics Investigator**
In this course, students will learn the necessary skills to identify an intruder’s footprints and to properly gather the necessary evidence to prosecute in a court of law. This course enables the systematic and careful identification of evidence in computer related crime and abuse cases, ranging from tracing the tracks of a hacker through a client’s systems, to tracing the originator of defamatory emails, to recovering signs of fraud. (4 credits)

**ISP 4015 Interconnecting Cisco Networking Devices Part 1 (ICND1)**
This course focuses on providing the skills and knowledge necessary to install, operate, and troubleshoot a small branch office Enterprise network, including configuring a switch, a router, and connecting to a WAN and implementing network security. A student should be able to complete configuration and implementation of a small branch office network under supervision. (4 credits)

**ISP 4016 Interconnecting Cisco Networking Devices Part 2 (ICND2)**
This course focuses on providing the skills and knowledge necessary to install, operate, and troubleshoot a small to medium-size branch office Enterprise network, including configuring several switches and routers, connecting to a WAN and implementing network security. (4 credits)

**ISP 4034 Implementing Cisco IOS Network Security (IINS)**
This course provides students the knowledge to secure Cisco routers and switches and their associated networks. Students will learn the skills necessary for installation, troubleshooting and monitoring of network devices to maintain integrity, confidentiality and availability of data and devices and develops competency in the technologies that Cisco uses in its security infrastructure. (3 credits)

**ISP 4066 Cisco Implementing Cisco IP Routing (ROUTE)**
In this course, students will learn to plan and document the configuration and verification of routing protocols and their optimization in enterprise networks; identify the technologies, components, and metrics of EIGRP used to implement and verify EIGRP routing in diverse, large-scale internetworks based on requirements; identify, analyze, and match OSPF multi-area routing functions and benefits for routing efficiencies in network operations in order to implement and verify OSPF routing in a complex enterprise network, and much more. (3 credits)

**ISP 4067 Cisco Implementing Cisco Switched Networks (SWITCH)**
In this course, students will learn to analyze campus network designs; implement VLANS, spanning tree and inter-VLAN routing in a network campus; implement high-availability technologies and techniques using multilayer switches in a campus environment; implement
security features in a switched network; integrate WLANs into a campus network and accommodate voice and video in campus networks. (3 credits)

**ISP 4068 Cisco Troubleshooting and Maintaining Cisco IP Networks (TSHOOT)**

In this course, students will learn to plan and document the most commonly performed maintenance functions in complex enterprise networks; develop a troubleshooting process to identify and resolve problems in complex enterprise networks; select tools that best support troubleshooting and maintenance processes in large, complex enterprise networks; practice maintenance procedures and fault resolution in switching based environments; practice maintenance procedures and fault resolution in complex, routing based, secure environments. (3 credits)

**ISP 4100 2310C – Developing Web Applications Using Microsoft Visual Studio 2008**

In this course, students will learn the fundamentals of web application development and best practices for Microsoft web development technologies including ASP .NET 3.5, ASP .NET AJAX Extensions and Silverlight. (2 credits)

**ISP 4103 2541 – Core data Access with Microsoft Visual Studio 2005**

This course will provide students with the knowledge and skills to develop data-access applications by using the Microsoft .NET Framework and Microsoft Visual Studio 2005. Students will learn to connect to databases and read data; query and update databases by using commands; perform transactional operations; perform disconnected operations programmatically; read and write XML data; and process XML data by using the Document Object Model DOM. (3 credits)

**ISP 4104 2542 – Advanced Data Access with Microsoft Visual Studio 2005**

This course will provide students with the knowledge and skills needed to use advanced data access features and techniques in the Microsoft .NET Framework and Microsoft Visual Studio 2005. Students will learn to minimize and handle database operation conflicts; handle large objects; enhance database performance; create managed code objects for SQL Server 2005; query XML by using XPath; and transform XML by using XSLT style sheets. (1 credit)

**ISP 4107 2546 – Core Windows Forms Technologies with Microsoft Visual Studio 2005**

This course will focus on giving students the knowledge and skills to develop Microsoft Windows Forms applications using Microsoft Visual Studio 2005. Students will learn to create a simple Windows Forms application; configure standard controls; build menus; display and edit data by using data-bound controls; create consistent applications by using dialogs and forms inheritance; add print and report functionality to a Windows Forms application; perform asynchronous tasks by using the BackgroundWorker component; and deploy a Windows Forms application by using ClickOnce. (2 credits)

**ISP 4108 2547 – Advanced Windows Forms Technologies with Microsoft Visual Studio 2005**

In this course, students will learn to develop advanced Microsoft Windows Forms applications, focusing on user interfaces, program structure, and implementation details. Students will learn to build MDI applications; customize Windows Forms and controls; create customized print components; perform drag-and-drop operations and implement Clipboard support; and enhance the presentation of Windows Forms applications. (2 credits)

**ISP 4120 2956 - Core Foundations of Microsoft .NET 2.0 Development**

This course provides students with the enabling knowledge and skills required to create Microsoft .NET Applications with Visual Studio 2005. Students learn how to develop advanced .NET applications. (3 credits)

**ISP 4121 2957 - Advanced Foundations of Microsoft .NET 2.0 Development**

This course provides students with the enabling knowledge and skills required to create Microsoft .NET Applications with Visual Studio 2005. Students learn how to develop secured .NET applications. (3 credits)

**ISP 4122 4994 – Introduction to Programming Microsoft .NET Applications with MS Visual Studios**

This course will enable students to have an introduction to the Microsoft (.NET Framework or Microsoft Visual Studio) 2005 to gain familiarity with the development environment. Students will learn to describe the key features of the .NET Framework and Visual Studio 2005; create a simple Windows Forms application; explain programming fundamentals; create and use data types and variables; control program execution by using conditional statements and loops; and create simple Web applications and XML Web services. (4 credits)

**ISP 4123 4995 – Programming with the Microsoft .NET Framework using MS Visual Studio 2005**

This course will enable students to migrate from different development languages to gain guidance on programming Microsoft .NET Framework versions with Visual Studio 2005. Students will learn how to create applications; use essential object-oriented programming features; build Windows Presentation Foundation applications; and compile, test, and deploy .NET Framework applications. (4 credits)

**ISP 4126 6463 - Visual Studio 2008: ASP .NET 3.5**

This course provides students with the knowledge and skills to create a fully functional Web application by using ASP.NET 3.5. (2 credits)

**ISP 4132 2667 – Introduction to Programming**

In this course, students will learn the fundamental concepts and terminology of software application development and develop skills in designing and writing simple computer programs. (2 credits)

**ISP 4133 6461 – Visual Studio 2008: Windows Communication Foundation**

In this course, students will learn how to build and configure a Windows Communication Foundation (WCF) solution. (2 credits)

**ISP 4302 2272 - Implementing and Supporting Microsoft Windows XP Professional**

This course is to address the implementation and desktop support needs of customers that are planning to deploy and support Microsoft Windows® XP Professional in a variety of stand-alone and network operating system environments. It provides in-depth, hands-on training for Information Technology (IT).
professionals responsible for the planning, implementation, management, and support of Windows XP Professional. (3 credits)

ISP 4304  2274 - Managing a Microsoft Windows Server 2003 Environment
This course provides students with the knowledge and skills to manage accounts and resources in a Microsoft Windows Server™ 2003 environment. These tasks include managing user, computer, and group accounts; managing access to network resources; managing printers; managing an organizational unit in a network based on Active Directory® directory service; and implementing Group Policy to manage users and computers. This is an instructor led classroom course of instruction. (3 credits)

ISP 4305  2275 - Maintaining a Microsoft Windows Server 2003 Environment
This course provides students with the knowledge and skills that are needed to effectively maintain server resources, monitor server performance, and safeguard data on a computer running one of the operating systems in the Microsoft Windows Server™ 2003 family. (2 credits)

ISP 4306  2276 - Implementing a Microsoft Windows Server 2003 Network: Network Hosts
This course provides students with the skills and knowledge necessary to configure a Windows-based computer to operate in a Microsoft Windows Server™ 2003 networking infrastructure. (1 credit)

ISP 4307  2277 - Implementing, Managing, and Maintaining a MS Windows Server 2003 Network Infrastructure
This course provides students with the knowledge and skills to implement, manage, and maintain a Microsoft Windows Server™ 2003 network infrastructure. These tasks include implementing routing; implementing, managing, and maintaining Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), and Windows Internet Name Service (WINS); securing Internet Protocol (IP) traffic with Internet Protocol security (IPSec) and certificates; implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access. (3 credits)

ISP 4311  2285 - Installing, Configuring, and Administering Microsoft Windows XP Professional
This course provides students with the knowledge and skills that are needed to manage Microsoft Windows XP Professional computers in a Microsoft Windows Server 2003 environment. Students will learn to install and support hardware devices and drivers; identify and resolve boot process issues; configure desktop settings; configure security settings and configure and support computers running Windows XP Professional. (3 credits)

ISP4331  6420 – Fundamentals of Windows Server 2008 Network and Applications Infrastructure
This course introduces network infrastructure and application platform concepts and configurations provided by Windows Server 2008. Students will be able to acquire a fundamental understanding in order to pursue advanced topics. (2 credits)

ISP 4332  6421 - Configuring and Troubleshooting a Windows Server 2008 Network Infrastructure
This course provides students with the knowledge and skills to configure and troubleshoot a Windows Server 2008 network infrastructure. Students will learn to implement and configure secure network access and implement fault tolerant storage technologies. (3 credits)

ISP 4335  6424 - Fundamentals of Microsoft Server 2008 Active Directory
This course provides Active Directory Technology Specialists an introduction to Active Directory server roles in Windows Server 2008. (2 credits)

ISP 4336  6425 - Configuring and Troubleshooting Windows Server 2008 Active Directory Domain
This course provides the knowledge and skills to configure Active Directory Domain Services in a distributed environment, implement Group Policies, perform backup and restore, monitor and troubleshoot Active Directory related issues. (4 credits)

ISP 4337  6426 - Configuring and Troubleshooting Identity and Access Solutions w/Windows Server 2008
This course provides the knowledge and skills that IT Professionals need to configure identity and access solutions with Windows Server 2008 Active Directory. (3 credits)

ISP 4340  6430 - Planning and Administering Windows Server 2008
This course provides students with the knowledge and skills to implement, monitor, and maintain Windows Server 2008 servers. (4 credits)

ISP 4371  6419 – Configuring, Managing, and Maintaining Windows Server 2008 Servers
In this course, students will learn to configure Active Directory user and computer accounts; create groups and organizational units; manage access to shared resources; configure Active Directory objects and trusts; implement security using group policy; configure and analyze server security and security update compliance; configure and manage storage technologies included with Windows Server 2009; and more. (3 credits)

ISP 4500 SQL Querying Level 1
In this course, students will compose SQL queries to retrieve desired information from a database. Students will learn to connect to the SQL Server database and execute a simple query; include a search condition in a simple query; use various functions to perform calculations on data; organize data obtained from a query before it is displayed on-screen; retrieve data from tables; and format an output, save a result and generate a report. (1 credit)

ISP 4501 SQL Querying Level 2
In this course, students will work with advanced queries to manipulate and index tables. Students will also create transactions so that you can choose to save or cancel data entry process. (1 credit)

Bachelor of Science in Management

BSM 310 Prior Learning and Writing Development
Prior Learning and Writing Development assists students in improving writing skills while affording them the opportunity to complete a Prior Learning Assessment
portfolio for additional credit. Students will review academic writing conventions with emphasis on content, organization, research methodology, critical thinking, and proofreading. This course introduces students to Bloom’s Taxonomy and Kolb's Model of Experiential Learning. Students learn to evaluate their learning experiences in order to ascertain learning outcomes and improve their critical thinking skills through examination and analysis of life experience. (Satisfies written English requirement) (3 credits)

BSM 342 Introduction to Management Concepts
This introductory course for adult students pursuing an undergraduate degree covers topics such as program planning, group interaction, written and oral communication skills, personality inventory, and other important skills. (2 credits)

BSM 351 Management and Leadership
Designed to provide an overview of the roles and responsibilities of managers in the day-to-day operation of organizations, this course examines the critical roles of leadership, decision making, and communication and explores aspects of motivation and managing conflict, change, and diversity in contemporary organizations. (3 credits)

BSM 357 Organizational Culture
Organizational Culture focuses on cultural diversity as a factor that must be recognized, understood, and managed in the workplace. Topics include the effects of cultural elements on motivation and productivity, and strategies for managing a culturally diverse work force. (3 credits)

BSM 358 Information Systems and Technology
Information Systems and Technology provides students with the basic philosophy and techniques of using business information systems to make managerial decisions. The course emphasizes computing concepts, terminology, the Internet, and societal issues affecting technology today. (Satisfies computer science requirement) (4 credits)

BSM 381 Principles of Finance
Principles of Finance introduces the principles of finance, including financial statements and ratio analysis, and introduces financial concepts such as time value of money, risk and return, and cash management. The course emphasizes the significance of finance on the decision making process. (4 credits)

BSM 385 Group Dynamics
Group Dynamics focuses on increasing understanding of group dynamics, behavior in organizations, and developing effectiveness in performing in groups. In-class study groups act as a laboratory, with activities and exercises designed to explore small group theory and dynamics. (3 credits)

BSM 440 Managing Human Resources
This course introduces students to the essential elements of personnel management. Students study employee recruitment, hiring, training, and evaluation. Students learn the processes of wage, salary, and benefit administration. The course also emphasizes the importance of labor relations. (3 credits)

BSM 445 Project Planning and Management
Project Planning and Management provides basic skills needed to successfully plan and complete projects in business and public environments. Students learn essential aspects of scheduling, cost estimation, purchasing, and monitoring quality, with special attention on the interaction between the project manager and the project team. (4 credits)

BSM 462 Multinational Management
This course concentrates on decision making as related to planning, organizing, and controlling multinational organizations. It addresses differences in overseas operations, including international finance, trade barriers, joint ventures, partnerships, political risks, and human resources. (3 credits)

BSM 481 Sales Management and Strategies
Sales Management and Strategies introduces sales as a social process. Students analyze principles and techniques of presenting goods and services to prospective customers and explore marketing as a human activity directed at satisfying needs and wants through exchange processes. (3 credits)

BSM 485 Negotiation and Conflict Resolution
Negotiation and Conflict Resolution focuses on contemporary processes in conflict resolution, as well as the psychodynamics of conflict. Students study the evolution and application of conflict resolution. The course also examines application of behavioral science concepts and skills within the programs, operational units, or systems of an organization. (3 credits)

BSM 491 Management Issues and Society
Management Issues and Society explores the interrelationships among business, society, and the government. It examines issues such as corporate responsibility, ethics, ecology, public affairs, and the complex roles government plays in business in a global economy. (3 credits)

Bachelor of Arts in Business Leadership

BBL 310 Prior Learning and Writing Development
Prior Learning and Writing Development assists students in improving writing skills while affording them the opportunity to complete a Prior Learning Assessment portfolio for additional credit. Students will review academic writing conventions with emphasis on content, organization, research methodology, critical thinking, and proofreading. This course introduces students to Bloom’s Taxonomy and Kolb's Model of Experiential Learning. Students learn to evaluate their learning experiences in order to ascertain learning outcomes and improve their critical thinking skills through examination and analysis of life experience. BBL 310 satisfies the written English general education requirement distribution. (3 credit hours)

BBL 342 Introduction to Management Concepts
This introductory course for adult students pursuing an undergraduate degree covers topics such as program planning, group interaction, written and oral communication skills, personality inventory, and other important skills. (2 credit hours)
BBL 352 Business Law & Government Regulations
Business Law and Government Regulation examines the formation and application of common law, the Uniform Commercial Code, and administrative agency law in relation to the business organization. (3 credit hours)

BBL 360 Business Research Methods
Students explore investigative methodologies including quantitative and qualitative design structures. Focus is placed on interpreting studies and understanding the limitations of such as well as designing methods of collecting information to aid in problem solving. BBL 360 satisfies the math general education requirement distribution. (3 credit hours)

BBL 365 Leadership: Lessons from History
Students evaluate leadership lessons learned across time by surveying leaders and applying leadership theory to their styles. Readings will illuminate the actions taken by many leaders as they struggled with making ethical decisions, thinking critically and building teams of people. (3 credit hours)

BBL 373 Accounting for Business
Accounting for Business goes beyond the mechanics of financial accounting to provide a more advanced understanding of accounting practices. It incorporates financial and managerial accounting concepts, including statement of cash flows, budgeting for planning and control, cost accounting systems, and break-even analysis. (3 credit hours)

BBL 381 Principles of Finance
Students are introduced to the principles and concepts of finance, including financial statements, ratio analysis, time value of money, risk and return, and cash management. The course emphasizes the significance of finance in the decision-making process. (4 credit hours)

BBL 382 Principles of Economics
Principles of Economics presents the basic principles and concepts of economics, including cost, supply and demand, elasticity, costs and benefits, GDP, inflation, fiscal and monetary policy, and international trade. Learn about these principles with an emphasis on how they influence business decisions. (4 credit hours)

BBL 394 Technology Applications
In this course, students establish computer skills for productivity using spreadsheets, graphical presentations, and database tools. Course content teaches students confidence and familiarity with professional-level computing suites and applications in a hands-on format. (2 credit hours)

BBL 397 Leading and Coaching Teams
Students experience an applied approach to effectively leading and coaching models and apply these concepts. Students develop structures, processes, and strategies to create and maintain effective teams. (3 credit hours)

BBL 433 Building Organizational Climates
Students discover the elements that create organizational climates. After reviewing the literature and foundations of organizational climates, students develop systematic methods of building climates within organizations. (3 credit hours)

BBL 440 Managing Human Resources
This course introduces students to the essential elements of personnel management. Students study employee recruitment, hiring, training, and evaluation. Students learn the processes of wage, salary, and benefit administration. The course also emphasizes the importance of labor relations. (3 credit hours)

BBL 473 Project Leadership
Students analyze common mistakes and pitfalls made in project management. The course surveys broad concepts including successful project planning, organization, and implementation. Topics include the project management lifecycle, work planning technologies, and evaluation techniques. (2 credit hours)

BBL 482 Principles of Marketing
Students examine the nature of marketing and how it identifies and satisfies consumer needs. Learn about strategic marketing processes in an organization, the environmental factors that affect marketing, how consumers reach buying decisions, marketing research methodology, and the marketing mix elements, product, price, place and promotion. (3 credit hours)
Undergraduate Elective Courses

**BUS 4021 Generational Issues in the Workplace**
Diversity in the workplace can prove to be a challenging situation for new or even the most experienced managers and leaders. Students identify and discuss the sources of differences between the generations and determine the necessary managerial steps and behavioral adjustments required to engage each generation successfully and maximize productivity. (3 credits)

**BUS 4501 Computer Applications in Business**
In this course, students will survey the role of computer information systems in the business environment. Students will learn appropriate terminology and concepts related to the internet, application software, system components, peripherals, storage, operating/utility systems, communication/networking systems, database management, security, ethics, system development, and enterprise computing. Students will apply these terms and concepts to current business environments in order to develop an understanding of the value chain technology provides in today's organizations. (3 credits)

**GE 431 The American Healthcare System**
The American health care system is on a trajectory to create great difficulties for the economy and society as a whole. Responsible leadership from community leaders, business executives, politicians and individual citizens is required if we are to find solutions to our current systematic problems. Only people who have a good understanding of the health care system and its intricacies will be capable of developing reasonable and informed responses. To be prepared to take part in this public discourse, participants focus their study on the balance between health care costs, quality, and access, and come up with their own ideas about solving what has been termed "the health care crisis." (3 credits)

**GE 436 Business Policy: Change & Survival**
This course is about personal and organizational change. The course provides a panoramic view of the changing corporate terrain and examines how large and small firms can be more effective and efficient both in today and tomorrow's arena of business. Participants examine creativity that leads to change and explore the impact of change on organizations that they influence. Classes are designed to stimulate new ideas and promote innovative thinking at both personal and organizational levels. (3 credits)

**GE 4417 Corporate Social Responsibility**
Students investigate the responsibility of corporate America to support the welfare of society. The course pays particular attention to social movements including ecology, consumerism, civil rights, student activism, and labor unions. Students evaluate today's corporations and their responsibility in supporting these movements. (3 credits)

**LIT 4121 The Mythology of Heroes and Villains**
Literary tales, both entertaining and instructive, typically feature heroes and villains. Some emerge from folklore; some from history. By far, the most compelling come from the world of myth, ancient and modern. Students in this course study the relationships among mythology, heroes, and villains. (3 credits)

**RE 370 World Religions**
This course examines the major religions of our world by looking at their historical development and the major tenets of their systems of belief. Lecture, discussion of the text, dialogue, and video are used to encourage an understanding of the ideas behind the formation and practice of the world’s major religions. (3 credits)

**SO 421 Sports and Society**
This course addresses sociological dynamics as they relate to sports in American society. Students will include the history, theory, and current reality of American sport. Students will explore the codependent nature of sport and society and attempt to separate fact from fiction to aid in the understanding of the true role of sport as it fits into society. Topics to be addressed include the potentially personal areas of religion, race politics, and gender. Youth sports, education, violence, economics of sport, and the role of the media will also be explored. (3 credits)
SPGS Graduate Courses

**Master of Business Administration (MBA)**

**MBA 511 Introduction to Graduate Education**
Introduction to Graduate Education makes students aware of graduate education expectations and responsibilities. It focuses on understanding individual and team requirements and resources that students need to be successful in a graduate degree program. (1 credit)

**MBA 514 Legal Environment of Business**
Legal Environment of Business examines the legal environment and its effects on business decisions. Study contracts, commercial law, consumer law, business regulation, and ethics. (3 credits)

**MBA 524 Principles of Organizational Management**
Principles of Organizational Management develops students' managerial skills as organizers, facilitators, communicators, and team builders. It defines specific management skills and functions, presents actions that contribute to goal achievement, and identifies attributes that enhance successful organizational performance. (3 credits)

**MBA 531 Business in Today's Global Environment**
Business in Today's Global Environment provides material describing the institutions and operations involved in international businesses. Students learn to adapt managerial policies and practices to the global business environment. (3 credits)

**MBA 533 Innovative Business Thinking**
Using principles of creative thinking, graduate students discover goal setting and life balance techniques to enhance professional decision making. In addition, students develop an appreciation for innovations that change the way we live. Learn how to use that knowledge to identify future world-changing innovations. (3 credits)

**MBA 535 Human Resource Management**
This course deals with recruitment, training, evaluation, and promotion of today's increasingly diverse employees. Study how to attract, secure, train, enable, and retain productive employees as part of a multicultural workforce. The course also covers issues related to compliance with employment laws and regulations. (3 credits)

**MBA 542 Business Statistics and Analysis**
This course introduces students to descriptive and inferential statistics and their applicability to business decisions. Explore measures of central tendency and variability, probability theory, estimation and hypothesis testing, and regression models. (4 credits)

**MBA 553 Marketing Management and Strategy**
Marketing Management and Strategy presents strategies for optimal marketing and distribution of products and services. Examine how marketing consequences influence the decisions marketing managers make. The course emphasizes product planning, promotion, distribution, and pricing based on theories of consumer behavior and market segmentation. (3 credits)

**MBA 554 Managerial Finance**
Learn about methods for determining the optimal volume and composition of firm assets, liabilities, and equity in this course. Focus on the theory and practice of capital budgeting and asset financing. (4 credits)

**MBA 556 Accounting Applications for Managers**
This course teaches students to understand accounting principles so they can interpret financial statements. Learn to make proper managerial and investment decisions by getting to know revenue estimation, cost accounting, inventory valuation, depreciation, ratio analysis, and funds flow statements. (3 credits)

**MBA 562 Economic Aspects of Business Decisions**
Managers and aspiring managers learn to use economic concepts to make sound business decisions. The course focuses on determining product prices, minimizing organizational costs, and maximizing company profits. (3 credits)

**MBA 570 Information Systems Decisions in Management**
Information System Decisions in Management allows students to explore and evaluate the roles of information systems in making strategic organizational decisions. The course introduces different approaches to contemporary issues in electronic business and commerce. (4 credits)

**MBA 580 Executive Leadership**
This course focuses on the development of leadership potential to meet the challenges and opportunities of today's dynamic environment. Students learn about values alignment, knowledge, and skills that foster positive relationships and promote organizational progress. (3 credits)

**MBA 590 Strategic Planning for Competitive Organizations**
This capstone course teaches students to develop long-range strategies for an organization. Applying the skills and knowledge they have gained in MBA courses, students identify an organization's competitive advantages and apply them in designing and implementing strategic plans. Use case studies and simulation exercises to support and illustrate the decision-making process. (3 credits)
**Master of Science in Management (MSM)**

**MSM 511  Introduction to Graduate Education**  
Introduction to Graduate Education makes students aware of graduate education expectations and responsibilities. It focuses on understanding individual and team requirements and resources that students need to be successful in a graduate degree program. (1 credit)

**MSM 515  Finance for Managers**  
Designed for non-financial managers, this course presents principles of finance, including balance sheet composition, cash flow management, and capital budgeting. (3 credits)

**MSM 517  Legal and Ethical Environment of Business**  
Gain an in-depth understanding of the legal environment and its effect on business decisions and operations. Students study contracts, torts, governmental regulation of business, commercial law, and consumer law. Examine ethical awareness and pragmatic guidelines for ethical decision making in business, too. (3 credits)

**MSM 524  Principles of Organizational Management**  
Principles of Organizational Management develops students' managerial skills as organizers, facilitators, communicators, and team builders. It defines specific management skills and functions, presents actions that contribute to goal achievement, and identifies attributes that enhance successful organizational performance. (3 credits)

**MSM 525  Organizational Culture and Dynamics**  
Organizational Culture and Dynamics helps students develop the ability to guide individual people and teams to company objectives. By focusing on relationships and recognizing diversity among their peers and colleagues, students evaluate social and psychological dynamics within their organizations. They also learn communication techniques that contribute to organizational effectiveness. (3 credits)

**MSM 532  International Management**  
In International Management students learn to apply management techniques in a multinational business environment. Focus on recognizing the interrelated aspects of diverse customs and local norms, and learn how to effectively communicate organizational expectations across cultures. (3 credits)

**MSM 533  Innovative Business Thinking**  
Using principles of creative thinking, graduate students discover goal setting and life balance techniques to enhance professional decision making. In addition, students develop an appreciation for innovations that change the way we live. Learn how to use that knowledge to identify future world-changing innovations. (3 credits)

**MSM 535  Human Resource Management**  
This course deals with recruitment, training, evaluation, and promotion of today's increasingly diverse employees. Study how to attract, secure, enable, and retain productive employees as part of a multicultural workforce. The course also covers issues related to compliance with employment laws and regulations. (3 credits)

**MSM 538  Project Management**  
Project Management covers the key factors involved in project management. Topics include project planning, organization, scheduling, budgeting, and controlling. Students also learn about project auditing and evaluation. (4 credits)

**MSM 555  Business Policy and Strategy**  
Business Policy and Strategy examines the strategic planning process and presents important examples of various aspects of business policy and strategic planning. The course provides business professionals with the necessary information to assist their companies in developing appropriate strategies for a changing environment. (3 credits)

**MSM 560  Consumer Behavior and Decision Making**  
Consumer Behavior and Decision Making examines the processes of marketing in the contemporary customer-oriented environment. Students explore the dimensions of the consumer market and examine analysis of consumer buying behavior and decision-making processes. (3 credits)

**MSM 570  Information Systems Decisions in Management**  
Information System Decisions in Management allows students to explore and evaluate the roles of information systems in making strategic organizational decisions. The course introduces different approaches to contemporary issues in electronic business and commerce. (4 credits)
Master of Arts – Conflict Management/Dispute Resolution (CMDR)

CMDR 5111 Introduction to Graduate Education
Introduction to Graduate Education makes students aware of graduate education expectations and responsibilities. It focuses on understanding individual and team requirements and resources that students need to be successful in a graduate degree program. (1 credit)

CMDR 5600 Principles of Mediation
In this course students explore the theory and practical skills necessary to be a mediator. Students learn about mediation skills and techniques such as how to initiate discussions with mediation participants, how to plan mediations (via mapping and strategizing), how to make the best use of mediation in various personal and professional situations, and how to apply ethical standards and accountability in mediation. Students also will explore career options in the field. (3 credits)

CMDR 5601 Communication and Negotiation
Communication and Negotiation explores the communication process used to put deals together and to resolve conflicts. Students study negotiation as the core element in resolving disputes and managing conflict in a voluntary process where the parties involved control the outcome. The course extrapolates the benefits and weighs the shortcomings of distributive and integrative bargaining. (3 credits)

CMDR 5602 Fundamentals of Conflict Management and Dispute Resolution
An introduction to the field of dispute resolution, this course provides the solid foundation necessary for further inquiry and application. Students study academic thinking about conflict analysis and resolution, and learn to think systematically and analytically about conflict and conflict resolution. (3 credits)

CMDR 5608 Designing Dispute Resolution Systems for Organizations
This course addresses the changing needs today’s organizations face in internal and external dispute resolution. Students study the sources of disputes and the structures companies create to resolve them and then apply that information by designing systems that effectively resolve disputes throughout organizations. (3 credits)

CMDR 5616 Understanding Differences and Conflict Resolution
In this course students explore differences in values and styles of behavior that create conflict. Discussion topics include cultural, generational, gender and other diversity issues. Participants will gain self-awareness of personal values; develop a framework for understanding differences and apply skills to enhance successful management of diversity conflicts. (3 credits)

CMDR 5617 Psychology of Conflict
In this course the student will explore the nature and process of conflict. Participants examine the underlying causes of conflict between individuals, within groups or organizations, and between ideologies and nations. (3 credits)

CMDR 5625 Ethics and Impartiality
In Ethics and Impartiality, students gain a thorough understanding in ethical principles. The course focuses on core concepts and case studies as well as applications of ethics to Conflict Management and Dispute Resolution with a special emphasis on maintaining third party neutrality and impartiality. In addition, the course prepares students to act as fair mediators in a variety of settings. (3 credits)

CMDR 5626 Legal Issues in Mediation
Designed for non-lawyers, this course provides students an overview of the litigation process. Students will focus on court documents, legal research, and other law-based skills. The course positions mediation within a legal context, enabling students to recognize how mediation and the law interact. (3 credits)

CMDR 5627 Decision Making and Problem Solving Strategies
In Decision Making and Problem Solving Strategies, students will compare various paths to identifying trouble spots, generating solutions, and discovering creative techniques for problem solving. Students will focus on decision making theory, problem solving strategies, and evaluating feasibility. (3 credits)

CMDR 5628 Behavioral Styles in Conflict Management
This course allows students to analyze their own behavioral style and integrate it with the skills needed to help manage conflict. Students analyze a variety of behavioral instruments and develop a multidimensional understanding of their personal approach to the field. (3 credits)

CMDR 5629 Inquiry Methods for Conflict Engagement
This course provides a research foundation for students to use in developing individual conflict management projects. Students will gain experience in various methodologies for creating plans and proposals. This course will be the second to the last course taken in the Conflict Management and Dispute Resolution Master's program. (3 credits)

CMDR 5630 Contemporary Issues and Trends
Students will complete a research-based project focused on an area of individual interest within the conflict management dispute resolution field. Students in this course compile research and application information from all classes in the Conflict Management and Dispute Resolution Master's program. The final project includes Conflict Management design, information, and marketing applicable to communities, organizations, governments, or global institutions. This detailed project will manifest qualities that students can immediately implement in one or more settings. This class must be the last class taken in the Conflict Management master's program. (3 credits)
Accounting Concentration

BS 4461/ MGE 8461 Financial Accounting Theory and Reporting
Students focus on in-depth aspects of Financial Accounting theory, including concepts such as revenue and expense recognition, capitalization, asset valuation, and earnings per share. Students examine GAAP and IFRS and explore regulatory requirements and key components of financial reporting. (3 credits)

BS 4466/MGE 8466 Auditing
Students study a general overview of the auditing function and the audit cycle. Through real-world examples, students gain knowledge of how auditing influences company policy and behavior, including risk assessment, internal controls and Sarbanes-Oxley regulations. (3 credits)

BS 3052/MGE 8352 Managerial and Cost Accounting
Students analyze managerial accounting concepts, including cost systems, profit analysis, budgeting, control of manufacturing and distribution costs, performance evaluation, and product pricing. Emphasis is placed on managerial planning and analyzing internal company information to make decisions that influence company directions and successes. (3 credits)

BUS 3351/MGE 8351 Accounting Information Systems
To explore the continuing need for automated financial data and transaction processing, students in this course investigate needs analysis, systems development and operation, technology evaluation, system requirements, security, planning, and training as they relate to accounting and auditing principles. Emphasis is placed on analyzing business operations and management decision-making based on information systems controls, communications, and reporting. Students evaluate current databases and other systems and determine if new systems design is required for optimum performance. (3 credits)

BUS 3353/ MGE 8353 Accounting Research and Taxation
Students implement various research techniques to understand accounting regulations and taxation. Students gain an advanced knowledge of the financial Accounting Standards Board (FASB) and other governing entities, including how to apply the standards put forth by such organizations. Further, through an overview of corporate taxation, students obtain an understanding of the effects of taxation on the strategic decision-making process.

BUS 3356/ MGE 8356 Non-profit and Governmental Accounting
Students learn the concepts, principles, and unique needs of non-profit and governmental accounting. Students examine fund accounting rather than financial accounting, focusing on resource allocation rather than profitability.

Finance Concentration

BS 345/ MGE 8345 Investments
In this course, students will discriminate the complexities of investments, portfolio management and security analysis. Students will manage an investment portfolio, distinguishing risk and return, diversification, and the impact of economic and market variables. (3 credits)

BS 463/ MGE 8463 International Finance
This course introduces students to the financial complexities of operating a multinational firm. Students will examine the international financial environment, specifically the risks and opportunities created by changes in exchange rates and the use of the global markets as sources of financing. Students will debate taxation and current issues in international finance. (3 credits)

BS 349/ MGE 8349 Financial Institutions
In this course, students will appraise the world of financial institutions including money and banking. Valuing stocks, bonds, derivatives, and other capital assets are central topics in this course. Students will analyze how technology shapes emerging trends in cash management and investing. (3 credits)

BUS 0403/ MGE 8403 Corporate Finance
In corporate finance students examine the financial operations of a business, focusing on capital budgeting and cash flow. Trend analysis and the ethical management of financial documents are included in the study. (3 credits)

BUS 0402/ MGE 8002 Advanced Financial Planning
In this course, students create a financial plan that addresses the entire spectrum of personal finance from credit and insurance needs to estate and retirement planning. Students assess the impact of government requirements related to estate planning issues and the tax advantages of certain investments. (3 credits)

BUS 4022/ MGE 8022 Government Finance
Students in Government Finance examine the revenues and expenditures of Federal and State government. Students review government budgeting practices and policies, taxation, spending and their impact on society. (3 credits)

Human Resources Concentration

BS 317/ MGE 6023 Employment Law
In this course students will investigate the legal and regulatory backdrop for the management of organizational Human Resources. Students will analyze legislation and legal precedents that guide employers’ actions and decisions and affect their relationships with their employees. (3 credits)

BS 346/ MGE 8346 Staffing
In this course, students will examine strategies and procedures for the lawful selection of employees. Students will explore effective selection techniques and the organization’s legal responsibilities in recruiting, interviewing, selecting, and hiring employees. (3 credits)
BS 344/ MGE 8344  Employee Development and Retention
In this course, students explore the employer’s role and responsibility in developing and retaining a highly motivated workforce in a competitive employment environment. Students will also analyze employees’ roles in managing their own career growth. (3 credits)

BS 324/ MGE 8324  Global Human Resources
Students will examine the challenges of international business and the role of Human Resources in worldwide organizations. Students will differentiate between domestic and international policies, procedures, and strategies for effectively managing human resources in the global environment. (3 credits)

BUS 4150/ MGE 8150  Employee Relations
Students will explore strategies for effectively managing the ongoing relationship between employers and employees. Students will focus upon Human Resource’s role in fostering organizational ethics, justice, and the fair treatment of employees. (3 credits)

Information Systems Concentration

BUS 0405/ MGE 8050  Telecommunications and Networking
Students will examine trends, issues and assessment of voice/data convergence, communication tools, data transmission, content delivery methods, networking options and interconnectivity, and networking security and ethics. (3 credits)

BUS 4303/ MGE 8303  Assessment of Hardware and Software Solutions
This course provides students an opportunity to actively learn about the processes, issues and tools used in assessing operating systems and platforms, open source, peripherals and novel devices, off the shelf vs. custom applications, and thin clients. Students will focus on evaluation of resources, benchmarking analysis, data conversion issues and testing, and performance evaluations of hardware and software solutions. (3 credits)

BS 355/ MGE 8355  Leveraging Business Data
In this course, students will gain advanced skills in how successful business organizations leverage their data in order to gain competitive advantages in the marketplace. The course will cover data mining, third party data, legacy data conversion, data storage, business intelligence, data visualization and retrieval, and knowledge management. (3 credits)

BS 4302/ MGE 8302  Enterprise Information Technology
Students will enter the complex world of enterprise IT. Topics include customer relationship management, enterprise resource management, supply chain management, integration solutions, success and failure analysis of enterprise IT systems, middleware and process re-engineering and implementation. (3 credits)

BUS 4434/ MGE 8434  Ethics and Security
In this course, students will decompress IT security issues that create ethical dilemmas in the current business environment. Topics include privacy, copyright, intellectual property, piracy, virus, spam, phishing protection, acceptance of IT changes and ethics of outsourcing. (3 credits)

BS 348/ MGE 8348  Managing Information Technology
Students will integrate the decision making processes of both the management and information technology areas successful business organizations. Students will gain a broad perspective of the following strategic IT management issues Aligning Business and Information Technology Strategies, Outsourcing, Vendor Evaluations, Succession Planning, Analytic Studies for IT Planning, Valuation of Information Technology, Technology Audits, and Project Management. (3 credits)

International Business Concentration

BS 324/ MGE 8324  Global Human Resources
Students will examine the challenges of international business and the role of Human Resources in worldwide organizations. Students will differentiate between domestic and international policies, procedures, and strategies for effectively managing human resources in the global environment. (3 credits)

BS 343/ MGE 8343  Global Business
Students will examine international practices and the influence of the World Trade Organization. Students will investigate global economic development through study of free trade and international restrictions, regionalization, and international policies. (3 credits)

BS 347/ MGE 8347  Cross-cultural Risk Analysis
Students will differentiate marketplace influences of legal, historic, economic, and cultural issues to maximize international productivity and minimize risk. The course will focus on identifying and characterizing domestic and international cultures. (3 credits)

BS 463/ MGE 8463  International Finance
This course introduces students to the financial complexities of operating a multinational firm. Students will examine the international financial environment, specifically the risks and opportunities created by changes in exchange rates and the use of the global markets as sources of financing. Students will debate taxation and current issues in international finance. (3 credits)

Students in this course experience an interdisciplinary perspective focusing upon the concept of the European Union (EU). The historical examination, beginning with midcentury interstate reconciliation, encompasses a balanced view of what the EU is and what it can be. Students examine the infinite complexities of the EU to gain an understanding of the historical, economic, international relations, political, educational, and legal implications. Course outcomes are formulated to ensure relevance for business management professionals, educators, attorneys, or anyone involved in international matters. The course includes travel to a European country and cultural immersion to more fully facilitate development of conceptual knowledge. (Finance or International Business Concentration elective) (3 credits)
BS 483/ MGE 8483  Growing Market Share in Diverse Cultures
In this course, students will appraise the planning and processes of entry into diverse cultural and economic environments. They will investigate the challenges of product adaptation, export pricing, international distribution, and international communication. (3 credits)

BS 4345/CUL/MGE 5345  The Business of Culture in Australia
This course provides students a basic overview of the business of culture in Australia, including an introduction to Australia's economy, history, and culture. Lectures and experiences explore a wide range of areas focusing on vineyards, sports, culture, and tourism. The course includes lectures, case studies, guest lectures, site visits, projects, and cultural events.

PS 117/ MGE 8217  Political Environments
In this course, students will discern the effect of international relations on American business—analyzing foreign policies, human rights and nonprofit organizations, terrorism, and the development of nations. (3 credits)

Marketing Concentration

BS 301/ MGE 5201  Entrepreneurial Start-Up Marketing
In this course, students will focus on successful marketing entrepreneurship that could be applied to small businesses in the early stages of growth. An analysis of marketing solutions will engage students in the strategies, execution, and return-on-investment challenges unique to a start-up enterprise. (3 credits)

BS 350/ MGE 8350  Creative Branding: Emotional Connection
In this course, students will develop awareness and appreciation for the strategies successful brands utilize to distinguish their positioning. Students will apply creative branding principles to conceive their own personal brand. This process requires distinguishing unique individual attributes, tangible and intangible, to build higher level emotional connections with the key professional influences they interact with every day. (3 credits)

BS 432/ MGE 8432  Advertising Strategies and Campaigns
In this course, students will design an advertising campaign. Students will focus on marketing communication including, targeting, branding, promotion, media and the purchase decision process. Agency management will be included along with insights from contemporary industry perspectives. (3 credits)

BS 483/ MGE 8483  Growing Market Share in Diverse Cultures
In this course, students will appraise the planning and processes of entry into diverse cultural and economic environments. They will investigate the challenges of product adaptation, export pricing, international distribution, and international communication. (3 credits)

BS 486/ MGE 8486  Consumer Behavior in American Society
Students will analyze the consumer decision process in the current marketplace. Consumer perceptions and attitudes, the role of group influence, and the essential nature of customer satisfaction are key components of this course. (3 credits)

BUS 0492/ MGE 8102  Community Based Marketing
Students will compare how marketing tactics are customized to successfully connect with individual customers in local markets. Leveraging unique differences requires examination of key demographics, ethnic diversity, generational influence and specific interests. (3 credits)

BUS 4103/ MGE 8103  Changing Face of Marketing
Students explore the marketing revolution that is currently underway including the evolution of customer targets such as ethnic, gender, media, resource allocation, and migration from national marketing to grassroots marketing strategies and tactics. Students will analyze emerging marketing tools such as the internet, event and key influences, and advocacy. (3 credits)
Graduate Liberal Arts Courses

The following courses are available in all graduate liberal arts areas of study, pending approval by the Chair of Graduate Liberal Studies.

**XX 5998 Special Topics 1-4 hrs.**
These are specialized courses designed to examine topics within a discipline or area of study not otherwise addressed by an established course at Baker, selected according to faculty interests and student needs. Prerequisite: varies by course. This course can be repeated for credit as long as the student does not repeat the course featuring the same topic.

**XX 5999 Independent Study 1-4 hrs.**
Independent study provides an opportunity for the competent or highly motivated student to pursue a course of study in an advanced topic or in an area that is not represented by an established course at Baker (more details provided in the Master of Liberal Arts section of this catalog).

**ANR 5032 Evolution, Apes and Angels**
Students survey biological anthropology. Topics include, evolutionary theory and principles, the human and nonhuman primate fossil record, nonhuman primate behavior, population and Mendelian genetics, and human diversity and variation. Students examine the relationship between humans, primates, and other animals, and unique human features. (3 credits)

**ART 5003 Cinematic Sagebrush**
The exploration of the classic western film and later “hoss-operas” provides students with an overview of this American genre in relation to our national identity. Topics include: early popularity and later loss of appeal, perception of gender roles and attitudes toward others. (3 credits)

**ART/FLM 5011 The Art of Film**
Through a variety of films from different periods, students examine how artistic handling of editing, photographic composition, visual/sound effects, lighting, and music affect viewer response and determine why and how a film is successful. (3 credits)

**ART/FLM 5012 Cinematic Reflection of Society**
This course explores the connections between our lives and entertainment, the extent American films may influence lives by mirroring or perverting images. Students also explore the ways American fads, problems, humor, and conflicts have been reflected on screen. (3 credits)

**ART 5014 Arts of China**
Students explore the major arts of China from early items to the recent past. Topics include ceramics, ritual bronzes, secular and Buddhist sculpture, jades, lacquer ware, calligraphy, painting, and architecture. Special attention will be given to both the cultural context and stylistic developments. (3 credits)

**ART 5018 Art and Ideas**
Students examine the principle styles of Western art in selected masterpieces of literature, philosophy, architecture, sculpture, painting, and music. This course requires no prior knowledge of the arts, but rather attempts to reflect on various periods of high cultural achievement, and draw together the interactions of art, history, and philosophy. (3 credits)

**ART 5025 Renaissance to Post-Impressionist Art**
This course is a broad survey of the most important works of selected painters and sculptors from the latter 15th century to the early 20th century. (3 credits)

**ART/MUS 5026 Gotta Sing, Gotta Dance: American Music**
Students study musical films throughout history and analyze how films comment upon the eras. Students will also explore the history of the musical genre as it reached its peak of appeal and the downward movement. (3 credits)

**ART 5027 History of Photography**
This comprehensive survey of the history of photography spans the 19th and 20th centuries. Also considered are the technology and cultural motives that have contributed to the proliferation of images in our world. (3 credits)

**ART 5029 Photography, Landscape and Architecture**
Students investigate the evolution of architecture and landscape design through the work of photographic masters and sophisticated imaging technology. Topics include the development of photographic technologies from 1839 to the present as they are exposed to changing approaches to the “built environment.” The course touches on human psychology, physiology, the history of Western art, architecture, agriculture, and the ways in which land and materials serve human purposes. (3 credits)

**ART/GNS 5035 Women in Art**
Students examine images of women and art made by women from the prehistoric period through the 20th century. Special topics include the contributions of important women artists from the Renaissance through today, including Mary Cassatt, Georgia O’Keefe, and Artemesia Gentileschi. Revisionist and feminist approaches expand upon the artists’ traditional biographical and stylistic information. A background in art history is not necessary to succeed in this course. (3 credits)

**ART/THR 5038 Film, Theatre, and the American Dream**
This course examines the aspects of American mythology which have been termed “The American Dream.” Students explore the ways in which the dream has been defined, as well as how it has been examined, promulgated, and criticized by playwrights and filmmakers. (3 credits)

**ART 5043 Early 20th Century Arts & Ideas**
Students examine the principal styles of early twentieth century Western art, including masterpieces of architecture, sculpture, painting and music. This course requires no prior knowledge of music and art, but rather presents reflection of a period of high cultural achievement. (3 credits)
ART/THR 5046 Social Issues in Theatre & Film
This course explores a variety of social issues (including gender, race, the environment, sexual orientation, war and politics) by examining the way in which these issues are reflected in plays and films. Students investigate the chosen works as both artistic achievements and social commentaries. (3 credits)

ART/THR 5047 Kansas City Theatre
Students explore the diversity of the Kansas City theatrical environment by attending local performances and meeting with theatrical artists in the area. (3 credits)

ART/GNS 5049 Women: Both Sides of the Camera
Students investigate women on both sides of the cinematic camera. Our goal in this course is to understand how the film medium has functioned, historically and aesthetically, in its representations of women and to understand how and why women filmmakers have created alternative visions of women in film. We will explore cinematic representations of women and feminist criticism of some of the major film genres and directors, as well as a peek into the world of women’s independent film. (3 credits)

ART/MSC 5060 Music and the Movies
Film is one of our most prominent art forms. In many ways, it is a reflection of our culture, a primary means of entertainment, and often the place we learn or revise our history and ponder our mortality. The purpose of this course is to obtain an increased awareness of the many functions of film music and to learn about its prominent role in the cinema. Students survey film music from its silent film era origins to the present, including prominent film composers, as well as some of the lesser known ones. (3 credits)

ART 5069 Current Art Issues and Events
Students evaluate art as a way to understand the world, both past and the present. Topics include museums, preservation, patronage, public art, censorship, business of art, multiculturalism, global arts, art & technology, philosophy of art, and contemporary themes. (3 credits)

ART/LIT 5104 The Graphic Novel: Sequential Literature of the 20th Century
As unique literary forms, graphic novels, comic books, and sequential art reveal and reflect critical perspectives on historic and contemporary culture. Students explore the literary and cultural theory that informs these forms, focusing on how graphic novels inform and informed by popular culture.

ART 5106 Jazz: An American Art Form
This course studies the African roots of jazz, coupled with the western influences that surround it. Different styles, such as swing, bebop, Latin, and fusion are examined. Listening assignments and video archives are utilized to develop an appreciation for the American art form. (3 credits)

ART 5120 Comedy & Satire: Shakespeare’s Comedies
The serious but not solemn study of classical and contemporary comedy. We will read plays and novels, see films and television, listen to old radio comedies, Aristophanes, Lysistrata, Shakespeare, Twelfth Night, Congreve, The Way of the World, Amis, Lucky Jim; films by Charlie Chaplin, W.C. Fields, and Woody Allen; TV comedy All in the Family and radio Jack Benny, George Burns, Amos and Andy. (3 credits)

ART 5150 Arts in the City
This course allows students to explore the rich and dynamic arts community in the Kansas City area, while learning to appreciate the importance of arts education in the classroom and in life. Topics include classical and cutting edge theatre, dance, music, and art, and how Kansas City plays host to some of today’s most exciting authors and provides the landscape for major Hollywood films. (3 credits)

ART 5170 Aesthetics of Personal Adornment
Students study the development of jewelry as personal adornment from Neolithic times through the twenty-first century. This course emphasizes the interrelationships between jewelry, dress, and other forms of body adornment, as well as the connections between jewelry as personal and societal statement. Students will create a piece of personal adornment for this course. (3 credits)

ART/THR 5180 Broadway & Beyond: A New York Theatre Tour
Students explore the diversity of the nation’s theatre capital by visiting the city, attending six theatre performances, touring designated theatres, and visiting with theatre artists in the city. The focus of the course is on theatrical production and the role of the performing arts in New York City. Emphasis also will be on theatrical criticism. (3 credits) Travel course

ART 5234 History of Rock and Roll
Students explore an overview of the history of rock & roll and popular music. Students examine the evolution of these genres as they relate to history and culture. Emphasis is placed on creating both individually designed and collaborative lessons. Topics include current trends in music, current media, and popular culture as they relate to historical events trends, and social implications of music. (3 credits)

ART/REL/CUL 5237 Aboriginal Art and Spirituality
This course provides students with an opportunity to examine Australia’s indigenous cultures, particularly Aboriginal belief systems, spirituality, and art. Students will explore Aboriginal cosmology and its relation to the environment, the effects of colonial history on indigenous cultures, and expressions of Aboriginal identity in art. (3 credits)

ART/GNS 5261 Women and Creativity
Students examine women’s perspectives on the creative process and product. The course content reveals how psychology, culture, race, and class affect women’s creativity. The lives, personalities, and works of selected creative women are studied to gain insight, and students consider their own creative potential. (3 credits)

ART/REL 5300 The Arts and Christianity
Students in this class examine the role the arts play in the Christian tradition. Art forms discussed in the course include the visual arts, church architecture, sacred drama, sacred dance, literature, poetry, and film through play readings, poetry readings, visits to local museums and churches, films, sacred dance, and learning to “read” church architecture. (3 credits)
AST 5005 Astronomical Views
This course explores astronomical terms and concepts about the planets, stars, galaxies, clusters, nebulae, and practical information about how to make observations. From the history of astronomy to the origins of the Universe, students will discuss constellations that can be seen from both the northern and southern hemispheres. Topics include neutrino astronomy, the grand unified theory, curvature of spacetime, linsolar precision, Mayan astronomy, novae, and the Next Generation Space Telescope. (3 credits)

BIO/HTH 5350 Nutrition for Health & Wellness
This course addresses the varied nutrition guidelines and lifestyle factors related to our current American diet and its associated health risks. Topics include physical fitness, body composition, nutrition, weight control, basic nutrition supplementation, and the relationship of food, its nutrients and other components, to the promotion of health and wellness. (3 credits)

COM/SOS 5008 Mass Communication Contemporary Issues
Students develop the ability to comprehend, evaluate, and make decisions when confronted with mass media in the community and in their personal lives. Students weigh contemporary topics and use critical thinking skills to enhance their academic, professional, and personal lives. (3 credits)

COM 5035 Writing for the Liberal Arts
Students examine selected short works of literature by major writers on a broad range of topics. Special emphasis is placed on how critical reading connects to effective writing. Students write critical/analytical papers using specific writing techniques and experience discovery through the process of writing. (3 credits)

COM 5058 Counseling for the Non-Counselor
This course is designed to teach communication and people helping skills to adults who need such skills in their work and professional settings, but who are not, and do not intend to be, professional counselors. Students practice counseling skills in the classroom and receive feedback from peers and professionals. Special topics include crisis intervention and referrals to professional therapists. (3 credits)

CRJ/SOC 5102 Contemporary Issues in Law Enforcement
Students conduct an in-depth analysis of the critical and controversial issues that affect law enforcement and society. Both sides of controversial topics such as maintaining a balance between the needs of society for protection and the rights of the individual will be examined. Students analyze how law enforcement procedures and policies attempt to create an effective system of protection for society. (3 credits)

CRJ 5116 Juvenile Justice in America
Students examine the dilemma of dealing with juvenile crime and juvenile justice. Students develop an understanding of why the country is experiencing an increase in school shootings and gang activity. Topics include how juvenile offenders are treated in the criminal justice system and how the American juvenile population is viewed. (3 credits)

CRJ 5137 Images of Crime and the Criminal
Students explore the sinister role of the modem-day serial murderer in our society and examine behavioral patterns and societal influences present in serial murderers. Investigation, detection, and apprehension techniques are covered, as are local and national cases. (3 credits)

CUL 5019 Islamic Culture: World Impact
This course provides insight on the turbulent background of religious cultures in the Middle East. It traces religious history from pre-Christianity through the founding of Islam to its contemporary regional conflicts. Learning the origin of the religion provides foundation for understanding its widespread heterogeneous culture today. (3 credits)

CUL 5033 World Cultures
Students examine an array of cultures from around the world. The focus of the course is on comparing and contrasting cultures with similar subsistence strategies including hunting-gathering, pastoralism, horticulture, and intensive agriculture. Students investigate historical cultural practices as well as current issues facing each cultural group. (3 credits)

CUL/SOC 5126 Drugs and American Society
Students examine the origins of illegal drug influence in America and the growing trend toward violence throughout American history and society. Topics include the sociological influence of the drug culture and its impact on current policies in American business, education, politics, and the arts. (3 credits)

CUL 5152 Media Environment and Culture in Australia
This two-week travel course to Australia allows cultural immersion to more fully facilitate development of conceptual knowledge of the media, environment, and culture. The course provides the learner with an interdisciplinary perspective of major aspects of Australian culture, architecture, art, media, music, geography, flora and fauna. The itinerary includes Sydney, the Hunter Valley vineyards, the outback, and the great Barrier Reef. Our goal is to experience the diversity of the environment and the culture of the continent. (3 credits) Travel course

FLM/LIT 5009 Literature into Film
Students examine the fundamental differences in the way writers communicate ideas and film makers interpret these ideas in attempting to construct a cinematic equivalent. The style and structure of these adaptations are studied to determine the success or failure of the transition to film. (3 credits)

FLM/THR 5039 Film and Theatre of the Jewish Holocaust
Students examine the history of the Jewish Holocaust through plays and films of the period. Topics include the methods incorporated by playwrights and filmmakers to give artistic treatment to the subject matter, as well as the issues and themes they address. (3 credits)

FLM/HIS 5044 Past Imperfect: History and the Movies
Students examine how movies and television have shown history, often more faithfully than they are given credit for by social critics, journalists, politicians, and others. Students consider the obligation commercial film
Course Descriptions

makers have to historical accuracy and the questions of responsibility involved in presenting truth about the past. (3 credits)

**FLM/THR 5046 Social Issues in Theatre and Film**
Students explore how a variety of social issues, including gender, race, the environment, sexual orientation, war, and politics, are reflected in plays and films. Students investigate selected works as both artistic creations and social commentaries. (3 credits)

**FLM/CUL/ART 5125 World Cinema**
This course analyzes film alongside themes of race, gender, sexuality, and class. The goal of the course is to look at classical Hollywood films contrasted with Independent films. (3 credits)

**GNS/ART 5070 Feminist Muse: Shaping the Arts**
Students in this course explore the condition of women's lives, in and of themselves, in relation to each other and to men. Through a critical analysis of a diverse selection of texts – theoretical, literary, and visual – by and about women, students will be encouraged to develop their own ideas about the ways that feminist thought and practice aid in the processes that transform self, community, and society. Issues explored include women, work and the division of labor, sexuality and health, violence against women, women's social and political activism, the influence of the media, family ideologies, and changing gender roles. (3 credits)

**GNS 5110 The Role of Women in American History**
Students explore the varied roles women played in shaping American history, with particular focus on how class, ethnicity, and race influenced American women's work, family life, and organized activities. Topics include Native American women's lives, gender and family life under slavery, the impact of industrialization, women's political activism including the antislavery movement, the suffrage movement, the 19th Amendment, and the resurgence of feminism in the 1960's, and transformations in the lives of modern women. (3 credits)

**GNS 5111 The Eternal Feminine**
Students construct cultural context of women beginning with "Eve" and moving through western civilization to the present. Special topics include the idea of the individual maintaining a sense of self, relating to members of one's own sex and the opposite sex, and finding a way to deal with gender related social and political issues in today's world. (3 credits)

**GNS/HIS 5106 Revolutionary War Women**
Students in this course will explore the lives of women who kept the everyday world in order before and during the Revolutionary War. Abigail Adams, Deborah Read Franklin, Eliza Lucas Pinckney, and many other lives will be examined in terms of actions they took during the war, and what influence they had on policy at the formation of the new nation. (3 credits)

**GNS/HIS 5140 Women in Media**
Students explore what it means to be a woman in the media spotlight. Using current and historical case studies of such women as Hillary Clinton and Marilyn Monroe, students assess the media's codes for female success and how the rules for women differ from those for men. In addition, the students explore the historical importance of beauty and motherhood and the role that cultural expectations of femininity play in creating female stars in politics and entertainment. (3 credits)

**GNS 5230 Men & Masculinity**
Students examine societal views of men and masculinity including construction of masculinities, male/female relationships, and sexual identities. Diverse gender issues among men such as race, ethnicity, sexuality, age, and class will be researched as they impact the men's movement, fatherhood, media representation, sports, violence, work and family relationships. (3 credits)

**GNS/LIT 6105 Gender Roles in Vampire Literature and Films**
Students examine prominent 19th, 20th, and 21st century texts and films that explore the relationship between vampires and their victims. Students focus on the dimensions of why people – both fictional and real – are drawn to vampires and how vampires reflect social concerns relating to identity, violence, sexuality, gender roles, adolescence, ethnicity, and religious belief. (3 credits)

**HIS 5003/SOC 5014 Race and Ethnicity in America**
Students examine the melting pot of American pluralism and investigate the unique challenges and experiences faced by minority groups in United States history. Students address the complexities of a pluralistic society in terms of identity, discrimination, and acculturation. (3 credits)

**HIS/CUL 5004 History and Culture of China**
This course provides a broad overview of Chinese history and culture from the Shang Dynasty to the end of the 20th Century, with a primary focus on Modern China from 1800 to 2000. Using a chronological approach, the course outlines continuity and change in the areas of politics, security, society and culture, religion and philosophy, economics, and art. The instructional approach is student-centric seminars, guided discussions, and presentations. The underlying philosophy of the course is to study Chinese history and culture to better understand the foundations and context of current events in today's China and Asia. (3 credits)

**HIS 5005 History of Great Britain**
Students explore Great Britain's heritage from its prehistoric roots to modern times. The course focuses on key elements and events, including the Age of Wessex, Medieval England, the Tudor Age, the Commonwealth, two World Wars, and 21st century England. (3 credits)

**HIS 5006 Kansas History**
This course surveys the major events, movements and personalities that worked together to create today's Kansas. Topics include the state's singular geographical setting, various ethnic and commercial migrations, and the central role Kansas has played throughout its history in most major U.S. political and social movements. (3 credits)

**HIS 5013 The Holocaust**
Students examine the political and social structure of the period of 1933-1945, when Adolf Hitler and the Nazi government of Germany engaged in a premeditated, systematic program to rid Europe of Jews. This course focuses on what happened to the Jews of Europe before, during, and after the Holocaust, and attempts to
understand how and why such an atrocity occurred. (3 credits)

HIS 5014 History of the American Presidency
Students examine the institution of the American presidency from a historical perspective. Topics include the changing role of the president in our system of government, the different interpretations of the role of the president as practiced throughout our nation's history, the unique aspect of our chief executive as compared to other forms of governmental leadership, and the power and influence of media in shaping and affecting our nation's highest office. (3 credits)

HIS 5015 America 1945-60
Students study the period in America between 1945 to 1960, in which the U.S. abandoned isolationism, embarked on the search for racial justice, and fundamentally changed the role of government in the economy. Topics include the growth of the suburbs, the interstate highway system, television, McCarthyism, and the postwar era as an age of reconstruction. (3 credits)

HIS 5018 The American Indian Experience
Students explore the American Indian experience from 1492 to the present. Students compare and contrast American Indian cultures other American cultures to gain an understanding of the complexity of ethnic, racial and cultural diversity within the populations of the U.S. and the world. (3 credits)

HIS 5019 Civil War: Times of Torment
Students examine the historical period between 1854 to 1865 on the western border of the United States. Students explore the origins of "Bleeding Kansas," the burning of Lawrence, implementation of General Order No. 11 and such figures as Brown, Lane, Anderson, Todd, Jennison, Price, Ewing, and Quantrill. Students also formulate their own historical perspectives of this tumultuous period. (3 credits)

HIS 5024 Civil War: My Brother in Battle
Students explore the Civil War, the origins of disunity, the strengths and weaknesses of the Union and Confederacy, the strategies of the North and South, the wartime roles of women, African Americans, and Native Americans, and the aftermath of the first presidential assassination. (3 credits)

HIS 5026 Richard Nixon
Students examine the life of Richard Nixon and his role in American politics. Topics include Nixon's life and public career beginning in Yorba Linda, California, during the early years of this century, Nixon's White House years, Watergate, and his post-presidential years into the 1990s. (3 credits)

HIS/CUL 5029 The Colonial American Experience
Students explore the history of the English-speaking settlements that became the thirteen United States of America. The course focuses on the colonial period as an entity in itself, not merely a prelude to the American Revolution. Students study how Europeans attempted to transplant their traditional society to their new world on the Atlantic seaboard and how they learned to live in the new land as a distinctly new society. (3 credits)

HIS 5031/SOC 5074 Civil Rights Movement
Students investigate the struggle for civil rights in the United States during the twentieth century. Readings, lectures, and films discuss the movement's major methods, personalities, achievements, and failures from the Reconstruction Era through the 1990s. Special emphasis is given to the direct action and black power phases of the movement between 1955 and 1968. (3 credits)

HIS 5032 Foreign Policy since the Cold War
Through a combination of reading, research, discussion and film, this course presents some of the striking events of the Cold War era, from roughly 1945 – 1991. Topics covered include the Berlin blockade, McCarthyism and the Rosenberg spy case. Also, the Korean War and the beginnings of involvement in Southeast Asia, the Hungarian Revolution, the Berlin Wall and the fall of Communism. (3 credits)

HIS 5040 John F. Kennedy
Students examine the life and presidency of John F. Kennedy. Topics include Kennedy's early years, his road to the White House and his presidency. (3 credits)

HIS 5041 World War I
Students examine how the events of 1914-1918 changed the face of the world: empires fell, geo-political maps changed, and America lost its international innocence. Topics include colonialism, militarism and nationalism. Also examine how the resolution of this conflict produced fertile soil for WWII. (3 credits)

HIS 5043 Adams Family American Dynasty
Students examine the Adams Family of Massachusetts and its leading role in American history for two centuries. The course begins with the Colonial era and John and Abigail through the post-World War I period with Brooks. Topics include how the family dynasty gave leadership in many fields of endeavor from statesmanship to intellectual pursuits and business, and how this remarkable group of people painted a portrait of lasting greatness and human shortcoming. (3 credits)

HIS 5060 The Civil War Through Native American Eyes
This course examines the reaction of Indian peoples to the American Civil War. Topics include the role of the Civil War, its aftermath, and the issues of racism, slavery, states rights, westward expansion, and regionalism in the light of the terrible conflict of 1861-1865. Students compare Union and Confederate Indian policy and investigate treaty-making between the US government and Indian nations. (3 credits)

HIS 5128 Decade of the Sixties
Students examine the causes and effects of the characteristic restlessness and turbulence of the 1960s. Special attention will be paid to the maturing restlessness beneath the placid exterior of American society in the late 1950s, the conflict in Indochina, race relations, the role of federal government, youth culture, the status of women, the private enterprise system, and the fabric of the good life. (3 credits)

HIS 5190 Benjamin Franklin
Students investigate Ben Franklin in contemporary, pop-culture terms, as well as historical terms. Topics include Franklin's accomplishments, contributions to society, and how the life of "America's First Renaissance Man" directly affected the course of national events. (3 credits)
HIS/SOC 5225 Revolution! The Beatles and the 1960s
Students view the major historical and cultural events of the 1960s through the perspective of the Beatles. Students trace the development of this decade as the Beatles and their generation changed from clean-cut musical escapists to shaggy confrontational revolutionaries. How did music and art collide with political and social issues to create a storm of discontent and transformation? When it came to "revolution," did people want to be counted in or out? How do the events of this decade continue to affect discourse today? (3 credits)

HIS 5228 America in the Seventies
Decade-wise, the 1970’s have not fared well at all. They have been written off as the “Forgotten Decade,” sandwiched between the cultural upheavals of the 1960’s and the conservative counterrevolution of the 1980’s. The 1970’s, however, was a complex and transitional decade characterized by a series of important political, social, and cultural transformations that influenced the nation into the twenty-first century. (3 credits)

HIS/SOC 5332 History of Sports in America: 1850 to Present
Students examine the development of sports in American history, examining a variety of sports to ascertain what influence rules, leagues, race, and gender have had on the evolution of modern sports. Students gain an understanding of sports' impact in American history and why sports are an important cultural phenomenon in American society. (3 credits)

HIS 5400 History of Ancient Egypt
Students examine more than five millennia of Egyptian civilization from the Predynastic Period beginning 5000 B.C. through the end of Roman rule in Egypt in the early centuries A.D. (3 credits)

HIS/REL 5615 Christianity in Crisis: The Reformation and Counter-Reformation
Students explore the impact of the Protestant Reformation and subsequent Roman Catholic Counter-Reformation over several hundreds of years of European history. Students examine the effects of the movements on the Americas, Asia, and the rest of the world. Topics include examination of the lives of major personalities, the issues they debated, and the results of those confrontations. Students consider the depth and breadth of the political, social, and religious repercussions these movements had upon not only the events of the times, but also upon happenings of today. (3 credits)

HIS 6020 The Life and Legacy of Abraham Lincoln
The sixteenth president’s rise from humble origins in Kentucky to the pinnacle of the presidency reveals the development of Lincoln’s character and demonstrates how his private life helped to develop his public career. This candid investigation of Lincoln paints a portrait of both human shortcomings and lasting greatness which rivet the attention of Americans even today, revealing a Lincoln more complex than the image of the simple rail-splitter most Americans learned about in their school days. (3 credits)

HIS/IME 6101 Leadership Lessons from the Civil War
Students focus on a historical perspective on decisions made by American military leaders during the Civil War. Specific topics include major military engagements, military organization transformations, tactics, doctrine, and political/economic constraints. Students extrapolate leadership lessons from the Civil War and apply them to today’s corporate world. (3 credits)

HIS 6362 Propaganda: Manipulation of Public Opinion
This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in this interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (3 credits)

HTH/SCI 5005 Death and Dying
This course examines perspectives on the topic of death and dying. Topics include social attitudes, customs, institutions for dying, and the meaning of death and dying in society. Current research and theory on the topic of death and dying is explored and applied to student experiences and observations. Special attention is given to cross-cultural and intergenerational perspectives. (3 credits)

HTH/SCI 5026 Disease & Contemporary Culture
Disease has been part of mankind’s history. Homo sapiens first appeared. Thousands of years BC, Chinese and Indian herbs were prescribing treatments for diseases. Similarly, Persian, Greek, Roman, and succeeding western cultures sought ways to treat diseases that plagued their people. This century science began to understand their causes. Watson and Crick’s discovery of DNA’s structure helped to unlock the structures of human, viral and bacterial genes. With this understanding of life’s processes new ways to cure or prevent disease are becoming available. This powerful approach, however also presents a moral dilemma since gene therapy may potentially be used unethically. This class will review the history of disease and how modern medical knowledge can possibly prevent or cure all diseases. The study of this new approach and the moral implications created will be performed via class discussion, formal lectures and multimedia presentations. A formal science background is not required. (3 credits)

HIS 6360 Propaganda: Manipulation of Public Opinion
This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in this interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (3 credits)

HIS 6362 Propaganda: Manipulation of Public Opinion
This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in this interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (3 credits)

HIS 6362 Propaganda: Manipulation of Public Opinion
This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in this interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (3 credits)

HIS 6362 Propaganda: Manipulation of Public Opinion
This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in this interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (3 credits)

HIS 6362 Propaganda: Manipulation of Public Opinion
This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in this interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (3 credits)

HIS 6362 Propaganda: Manipulation of Public Opinion
This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in this interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (3 credits)

HIS 6362 Propaganda: Manipulation of Public Opinion
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HIS 6362 Propaganda: Manipulation of Public Opinion
This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in this interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (3 credits)
This course focuses on the application of stress reducing and coping strategies. (3 credits)

**HTH/GNS 5351 Women’s Health Issues**
This course examines physical and psychological health issues that are common among women in the United States. Participants learn about various diseases and illnesses, explore risk factors, examine characteristics associated with women’s health issues, identify behavioral health risks, and learn methods for minimizing women’s health risks. Topics include cardiovascular health, female cancers and gynecological health, nutritional and fitness-related health, and women’s emotional and psychological health. (3 credits)

**HTH/MSC 6360 Mind, Muscle and Movement**
This course will explore the Alexander Technique (movement reeducation) principles and Laban Movement Analysis. Through an in-depth investigation of these theories, students will evaluate their own movement patterns and develop an enhanced internal perception of their anatomy. Students will critically analyze a selection from a chosen discipline in context of Laban’s eight Effort elements. (3 credits)

**HTH/SCI 6315 The Diet Dilemma**
Students will study the physical, mental, emotional and social aspects of eating. Topics include fad diets, herb and supplement strategies, and issues of supplements as etogenic aids; effective use of nutrition information from professional organizations and reliable sources; and personal responsibility. Students will complete nutritional self-evaluations and examine the varying nutritional needs for children, adults, and the aged. (3 credits)

**HTH/SOC 6316 Foundations of Fitness**
Students examine the field of human fitness, exercise, and wellness, exploring the nature, history, philosophy, and foundations of these areas. Students identify, compare, and contrast at least ten fitness programs and analyze the roles of exercise and fitness in society. Students interview practitioners in the field and participate in selected exercise and fitness activities before designing an individual program to maximize personal wellness. (3 credits)

**HUM 5500 Interdisciplinary Liberal Arts**
This course is designed as a common experience to incoming Master of Liberal Arts students. The course provides students with opportunities to share their life experiences and intellectual experiences with fellow students. The focus of the course is the examination of the Liberal Arts as acts of critical inquiry. Students become acquainted with classical ideas that lie behind much of the tradition of Western thought, as well as some modern approaches. Basics of reading, writing, and research are reviewed and students examine their daily world more deeply, in more detail, and in more complex ways. (Must be taken during the first three terms of enrollment) (3 credits)

**LIT 5000 Masters of Modern Drama**
Students explore the directions of the naturalist and realist movements late in the 19th century and the evolving experiments of Futurism, Expressionism, Surrealism in the new century. Topics include reinventing “traditional” forms and melding them with new and offbeat formulas, the emergence of the “New Woman,” challenges to prevailing political and moral systems, and the search for personal identity in an increasingly mechanized and conformist society. (3 credits)

**LIT 5002 The Family in Literature**
This course focuses on the definition of family in various literary works. The course begins with Shakespeare’s King Lear and proceeds historically through Woolf, Faulkner, Morrison, and Allison. Students explore whether family roles and values are culturally defined, biologically inherent, or a mixture of both, and examine whether the literary works conform or rebel to the traditional roles for men, women and children. (3 credits)

**LIT 5003 Don Juan and Don Quixote**
Students explore the legends of Don Juan and Don Quixote. Topics include romantic hero archetypes, Byron’s Don Juan, Cervantes’ Don Quixote, and variations on the tale, including film adaptations. (3 credits)

**LIT 5005/REL 5010 Power of Myth**
This course follows the transformation of myth through time, identifies themes, and relates them to historical events and psychological development. Study begins with the origins of man and continues through the middle ages, emphasizing the mythological evolution of the human species. (3 credits)

**LIT 5007 Contemporary Fiction**
Students explore the directions taken by fiction in recent years, with an emphasis on the novel and the short story. Topics include fiction as a vehicle for artistic and social commentary, how literature reflects society, and the role of the author/narrator. (3 credits)

**LIT 5011 Shakespeare and the Human Experience**
Students explore Shakespeare and how his works confront questions concerning the human experience. Special attention is given to how Shakespeare’s plays consider fundamental questions of human existence, such as the elements of the human condition, the ways in which choice and action define character, the individual's place in society, the nature of the good life, the existence of suffering and evil, and the problem of differentiating between appearance and reality. (3 credits)

**LIT 5012 Etymology**
This course examines the language of the twentieth century American from the standpoints of the origin, history, semantics, use, misuse, and abuse of thousands of its words. Students apply this knowledge to the language used by the people in order to better understand an event, an era, or a civilization. Topics include how words are formed, reformed, and deformed as a part of the growth of language. (3 credits)

**LIT 5015 Gender in Contemporary Literature**
A study of English and American novels written since 1945, focusing on the issues of sexual identity, male-female relationships, and personhood generally. This course will balance its thematic approach against an appreciation of the works of fiction as significant in themselves. From Malamud’s comic epic of love, death, and baseball to Updike’s vision of couples in search of salvation through sex, the course will examine contemporary literary conceptions of hero and heroine.
lover and beloved, speakable and unspakable. (3 credits)

**LIT 5019 American Prairie Literature**
This course explores the rich heritage of the prairies through the works of major writers and their depiction of the life of pioneers who settled the prairie at the turn of the century. The major focus is on the works of Willa Cather, relating land and character to classical myth and archetype. Selections from Garland, Morris, Oie, Rolvaag, Sandoz, and Smiley are studied. (3 credits)

**LIT 5026 American Detective Fiction**
Students explore the rich range of American detective fiction. Topics include the traditions of the private eye and the great detective, the genre's revisioning of the American Dream and/or Nightmare, classic works by Dashiell Hammett and S. S. Van Dine, contributions by African American writers to the genre, and feminist influences on the form. (3 credits)

**LIT 5028 Classics in Children's Literature**
Students explore classic children's literature, specifically fairy tales and works from the Golden Age of literature. (3 credits)

**LIT 5030 Stories Tell More Than They Say**
Students explore ethics, literature, and how fiction has the ability to influence us to become conscientious, ethical human beings. Topics include how literature and ethics create symbolic and conceptual frameworks, provide structures to tell the difference between right and wrong, and help us weigh what is fair and what is unfair. (3 credits)

**LIT 5034 Multicultural American Literature**
This course examines the ways in which multicultural literature differs from traditional literature. Students investigate the value systems within the culture of the works studied and the places where these moral barometers differ from dominant culture. (3 credits)

**LIT 5038 Visions of America: A Writer's Eye**
This course focuses on the role of popular, classic, and contemporary novels in creating images and myths of America. Topics include how writers interpret American society and the American soul, as well as Kate Chopin's Awakening, F. Scott Fitzgerald's The Great Gatsby, John Steinbeck's The Grapes of Wrath, Harper Lee's To Kill a Mockingbird, and Jonathan Franzen's The Corrections. (3 credits)

**LIT 5041 African American Literature**
Students examine a cross-section of African American writing, beginning with slave narratives and concluding with Zora Neale Hurston's Their Eyes Were Watching God. The course focuses on autobiographical material inherent in African-American experience in the United States. Typical readings include selections from Harriet Jacobs, Booker T. Washington, W.E.B. DuBois, and Langston Hughes. (3 credits)

**LIT 5044 Fable and Allegory**
Students explore fable and allegory in modern prose, poetry, and theatre. Topics include the elements of fables, definitions of allegory, the connections between fable and allegory, "modern" examples of fable and allegory, and how modern forms compare to Aesop, Bunyan, Chaucer, Bible stories, and other classic precedents. (3 credits)

**LIT 5105 Adolescent Literature**
Students explore adolescent literature popular for reading and study in middle and high school classes, examining issues relevant to the reading and teaching of adolescent literature, among them current debates about the appropriateness of adolescent literature; censorship of adolescent literature and ways to address it before and during a crisis; various approaches to reading adolescent literature, including reader response criticism, close reading strategies, and contemporary critical theories; the imagined reader(s) of young adult texts, and, by extension, the recent history of the cultural construction of the "teenager"; the application of cultural theories to analyses of adolescent literature as not only literary texts but also as cultural artifacts and mass-produced products; issues of multiculturalism, globalization, and diverse audiences and subject matter; the relation of adolescent literature to "classic" adult literature; the role of adolescent literature in interdisciplinary studies; and adolescent literature as an incentive to extracurricular reading. (3 credits)

**LIT/GNS 5108 Women, Madness and Creativity**
In this course students will examine prominent 19th and 20th century women writers and explore the relationship between their creative gifts and mental health. For centuries, a link has been recognized between genius, creativity, and "madness." The student will define "madness" paying particular attention to gender-constructed definitions of mental disorders. In addition, participants will analyze this link between creativity and genius by studying the work and lives of accomplished women writers and poets. (3 credits)

**LIT 5300 The Gothic Novel**
Students examine the classic works of gothic terror, focusing on three great gothic novels: The Monk, Frankenstein, and Dracula. Students consider classic gothic elements, including hero-villains, naive innocents, moldering castles and damp dungeons. Students explore the relationship between dominant culture and the dark underside of that culture, as well as the themes of sex, sin, family dynamics, politics and nature. Special attention is paid to belief in the supernatural, representations of violence, the significance of fantasy and fear, and the role of gender, race, class and sexuality. (3 credits)

**LIT 5340 Re-Reading the Romance Novel**
Students examine the role of the romance novel in American culture, specifically in American women's lives. Often touted as "trash" reading or "escapism," this course analyzes Janice Radway's theory that, contrary to stereotypical opinion, these novels fill needs for women that the culture is not providing. Radway posits that by (re)reading the romance novel scholars can uncover hidden needs and desires of the women who occupy the culture. Students also examine three "popular" romance novels and look at the way, historically, that female romance writers have demonstrated the (un)spoken lives of women. (3 credits)

**LIT/CUL 5400 Australian Literature**
Students explore the fiction of Australia and the parallels with literature in the United States. Students read historical and contemporary short stories and novels to explore the Aboriginal people, colonial settlers and
convicts, bush farmers and bushrangers and contemporary men, women, and children. (3 credits)

LIT 5401 World Fiction
Students will explore world fiction in the age of global English. The focus of study will be how contemporary literature in English has been reshaped by globalization. Emphasis will be placed on literary, cultural, and human significance of selected works of the Western and non-Western literary traditions to promote understanding of works in their cultural/historical contexts. (3 credits)

MGE 5113 Leading Groups and Teams
Within an organization, a community, or a family, many people have the opportunity to influence and lead others in group situations. Students will develop an understanding of group dynamics and improve their skills in facilitating group process. Students will study successful work groups and teams and apply that information to their own situations. (3 credits)

MGE/PHL 5115 Leadership Ethics
Students focus on the moral and ethical behaviors that lead to decisions that have an impact on others. Students consider ethical issues, identify their own core values, develop critical thinking skills, and practice decision-making with moral dilemmas. (This course requires interviewing select Kansas City business leaders. Students will record, analyze, and present a final document on findings as part of the course requirements.) (3 or 6 credits)

MGE 5116 Leader Communications
This course is designed to provide Master of Liberal Arts students with a graduate-level understanding of group and team communication theories and practices as they apply to organizational leadership. The course will integrate theory with practical application, as well as introduce students to the views of guest speakers from multiple disciplines, when appropriate. Group and Team Leadership and Communications addresses the roles of individuals to group and team communications, emphasizes the importance of sharing leadership to the processes that lead to effective group and team communications, and incorporates the roles of leaders in creating a collaborative environment where effective group and team communications can thrive. The course will consist of a combination of facilitative lecture, student-conducted presentations and discussions, guest presentations and discussions, exercises, and cases. (3 credits)

MGE/GNS 5250 Gender in the Workplace
This course examines the world of business from the points of gender, race, and social class. The students read current theory on these three perspectives and apply them to today's workplace. Students create a "workplace analysis" of their own work environment. (3 credits)

MGE 5301 Strategic Planning
This course examines the discipline of strategic planning and how it relates to all aspects of organizations. During the course, students create a strategic plan using systematic methodology that is supported through current reading assignments. Participants also prepare a personal assessment of their professional lives and outline ways to increase their productivity and value to their organizations. (3 credits)

MGE/EDU 5320 Effective Leadership for Education and Business Professionals
Participants committed to becoming effective leaders in the 21st century examine a scope of leadership topics, including theory, application, and "hands on" organizational problem-solving simulations designed to hone leadership skills both personally and with others. (3 credits)

MGE 5380 Problem Solving
The central theme of this course is critical analysis and problem solving. It draws heavily on student experience, both with regard to the issues discussed and in developing problem solving techniques that are relevant to individuals in the class. Problem solving skills are applied to interpersonal relations, ethical choices, career development, and the search for meaning in life. Case studies and methods drawn from the fields of philosophy and law are examined. (3 credits)

MGE 5381 Grants Development
Students will analyze salient components to successful grant writing. Students will explore governmental and non-governmental funding opportunities as well as the procedures for developing a successful proposal. (3 credits)

This course provides the learner with an interdisciplinary perspective focusing upon the concept of the European Union (EU). The historical examination, beginning with mid-century interstate reconciliation, encompasses a balanced view of what the EU is and what it can be. Students will examine the infinite complexities of the EU to gain an understanding of the historical, economic, international relations, political, educational, and legal implications. Course outcomes have been formulated to ensure relevance for business management professionals, educators, attorneys, or anyone involved in international matters. The course includes travel to a European county and cultural immersion to more fully facilitate development of conceptual knowledge. (3 credits) Travel course

MGE 5012 Leaders and Leadership
Students explore current leadership research and how its theory translates to our professional and personal lives. Topics include transactional versus transformational leadership, moral leadership, the idea of empowerment for all, and the theory of abundance mentality. (3 credits)

MGE 5014 Business Policy: Change & Survival
This course is about personal and organizational change. The course provides a panoramic view of the changing corporate terrain and examines how large and small firms can be more effective and efficient both in today and tomorrow's arena of business. Participants examine creativity that leads to change and explore the impact of change on organizations that they influence. Classes are designed to stimulate new ideas and promote innovative thinking at both personal and organizational levels. (3 credits)

MGE/COM 5016 Communicating in A New Age
With a focus on building more effective communication skills, students explore personal communication style, gender communication differences, negotiation issues, and written and oral presentation skills. (3 credits)
MGE/SOC 5160 Sociology of Disasters
Disasters, both natural and technological, have been a part of human society throughout history, but population growth and industrialization have led to the creation of disasters and an increase of the impact of disasters on society. This course explores the impact of disasters on social relationships, communities, nations, and the globe. We will investigate disaster preparedness, response, and recovery, as well as, factors that contribute to technological (human-made) disasters including corporate and bureaucratic structures. We will also look at regulatory systems in place to help prevent technological disasters. Issues of inequality in disaster risk will also be explored. (3 credits)

MGE 5610/SOC 5609 Bullying: At School, Home, and Work
Students examine various types of bullying amongst children at school and adults in the workplace. Through review of theory, research, and application, students increase understanding of bullying and explore practical strategies for how to prevent and respond to the problem. Rather than presenting just one of the many existing anti-bullying programs, we consider what elements make programs effective, so the learners can develop a customized system for their environment or be informed consumers of marketed products. (3 credits)

MGE/SOC 6317 Corporate Social Responsibility
Students investigate the responsibility of corporate America to support the welfare of society. The course pays particular attention to social movements including ecology, consumerism, civil rights, student activism, and labor unions. Students evaluate today's corporations and their responsibility in supporting these movements. (3 credits)

MGE 8029 Environmental Leadership
Environmental issues require leadership skills, approaches, and styles to guide positive change toward a sustainable balance between the environment and human needs. Students investigate influences on environmental leadership, including science, engineering, market economics, and radical ecology, focusing on tensions between the provision of social goods, economic development, population growth, and consumer culture which often conflict with environmental protection and sustainability. (3 credits)

MSC 5036 Opera Appreciation
This course offers a broad survey of the most important composers and operas from the 18th century to the present. This course is intended for the opera beginner or the reluctant listener. (3 credits)

MSC 5232 World Music
Students explore the fundamentals of music of the world, including China, Japan, India, Bali, Ethiopia, Iran, the Arabic Near East, and South America. (3 credits)

PHL 5000 Art of Wondering
Students develop a philosophical awareness through the exploration of classical and modern concepts and by relating philosophical inquiry to individual human experience. (3 credits)

PHL 5003 Six Great Ideas
This course examines the foundations of the six great ideas of humankind, according to philosopher Mortimer J. Alder. Alder's text will guide this study of the ideas we use to judge truth, goodness, and beauty and the ideas we use to act on liberty, equality, and justice. (3 credits)

PHL 5004 The Great Philosophers
This course examines philosophers’ confrontation with questions regarding the nature of the human condition, man's place in society, the good life, the existence of suffering and evil, and appearances versus reality. Philosophers studied include Plato, Aristotle, St. Augustine, Descartes, Kant, Nietzsche, Hegel, and Sartre. (3 credits)

PHL 5005 Critical Thinking on Current Issues
The purpose of this course is to learn the discipline of critical thinking and apply it to issues of current media interest. Students relate ethical, social, philosophical, theological, and economic considerations to fundamental issues such as the value of a human life compared to other life on earth. (3 credits)

PHL 5013 Philosophy of Everyday Life
This course examines the impact of philosophy in contemporary society. Students will study key philosophical tenets as well as look to literature and film for proof of these theories. We will consider the way that philosophical guidelines function in the greater world and in our everyday lives. (3 credits)

PHL 5014 Ethics in an Age of Self Interest
This course presents a methodology for analysis and decision-making about contemporary moral issues. Participants reflect upon their own value system in light of their personal experiences and major ethical theories. This course provides an opportunity for participants to explore society’s heterogeneous value systems and thus discover and/or refine their own. (3 credits)

PHL 5015 Issues and Ethics in Technology
This course provides participants with an understanding, awareness, and appreciation for the issues and ethics involved with technology use. The course includes presentations, readings, activities, student presentations, lab work, and analysis of student/teacher learning environments and the impact technology has made therein. (3 credits)

PHL 5021 21st Century IQ in a Digital Society
The twenty-first century is a digital community. The rapid pace of living in the new millennium requires a sound social, emotional, and cultural footing. Students examine the development of our digital society and gain an understanding and appreciation of the ideas that are structuring business, society, and thus personal lives. (3 credits)

PHL/SCI 5200 EDU 5319 Science, Technology, and Ethics
Students explore the epistemological, ontological, and ethical questions raised by science and technology, including views of science and the different metaphysical views behind them, views of nature and human nature, and the different kinds of ethics that result from these competing epistemologies and ontologies. (3 credits)

POL 6357 Contemporary Political Thought
The focus of this course is the examination of how political actors get what they want and how this knowledge can help regular citizens achieve their goals and protect them from manipulation. Participants study political thought as it relates to complex modern society.
alienation, mechanization of life, and fear of political impotence. They debate practical and ethical issues related to political leadership and decision making; conflict and cooperation, and communication and the media. (3 credits)

PSY 5004 Human Sexuality
This course offers a survey of the contemporary research on human sexuality and related economic, legal, and social issues. Topics include sexual anatomy and physiology and the psychology of sexual behavior as it is developed across the life span. Students will consider how sexuality impacts interpersonal relationships, reproductive issues and social norms from a variety of perspectives. (3 credits)

PSY 5011 Psychology of Humor
Students will examine humor as it appears in various mediums including film, comics, television, jokes, stories, stand-up, plays, and live performance. We will also explore various kinds of comedy and will discuss why some people find one form to be brilliantly funny while others do not. In addition, we will review various definitions of humor, the value of humor in various settings and the social benefits and liabilities of comedy. (3 credits)

PSY 5025 The Brain, Learning, and Personality
Scholars and researchers from many disciplines have combined their efforts in the quest for more adequate understanding of the brain and its functioning. Although spectacular advances have been made in the past two decades, the unsolved questions are large and numerous. The brain should be of interest to everyone, but most are intimidated by the scope of the topic and the numerous technical concepts and principles associated with neuropsychology. Resources are available, however, that allow lay persons who are motivated to do so to advance in a meaningful fashion towards an understanding of where we are today in comprehending this astounding organ. (3 credits)

PSY 5135 Psychology of Attitudes
Students apply psychological research on attitudes to a variety of real-world situations including public opinion polls, voting, jury decision making, advertising, cults, prejudice and discrimination, attraction, and health. (3 credits)

REL 5001 World Religions
This course examines the major religions of our world by looking at their historical development and the major tenets of their systems of belief. Lecture, discussion of the text, dialogue, and video are used to encourage an understanding of the ideas behind the formation and practice of the world’s major religions. (3 credits)

REL 5002 Images of Jesus
This course provides an opportunity to view Jesus of Nazareth through the eyes of generations of believers and non-believers from the writers of the Gospels to filmmakers. By viewing Jesus from various points, participants gain a deeper understanding of the significance of Jesus within our Western culture. (3 credits)

REL 5004 Geography and History of the Old Testament
In this course students expand their knowledge and understanding of the Bible’s geographical, historical, cultural, and archaeological settings. (3 credits)

REL 5007 Existence of God
Students examine theories about the existence of God. The course analyzes the historical foundations of current theories in order to place these ideas within a context. An examination of the approach of various philosophers to the metaphysics of God in the Christian tradition and influential writings in philosophical theology is included. The course focus is both on the Christian tradition within the monotheism; as well as philosophy and its relationship with science. (3 credits)

REL 5008 Overview of Hebrew and Christian Scriptures
This course examines the history, makeup, and common ideas shared in the Hebrew and Christian scriptures. Students study the origin and the process of canonization for Old and New Testaments. Extant versions and Apocryphal literature are included. The differences in genre of the variety of books that compose the two sets of scriptures are explored. (3 credits)

REL 5016 Bible Prophecy
Through a combination of readings, research and discussion, this course presents views of biblical prophecy which cover the entire spectrum of thought. Topics will include biblical covenants and prophecy, rapture theories, doctrine of the second advent and the kingdom concept. (3 credits)

REL/GNS 5030 Women's Roles in Organized Religion
This course investigates women's religious practices and beliefs in organized religion, focusing on observable patterns in a wide range of traditions, ancient and modern. Religions considered include Buddhism, Christianity, Dionysian devotion (ancient Greece), Hinduism, Islam, and Judaism. Students examine the nature and functions of women's religious beliefs and practices within the institution. (3 credits)

REL 5031 Mary Magdalene
This course explores the myth and legends of Mary Magdalene as portrayed in popular literature as well as the Biblical New Testament scripture and historical documents. The course examines how the Gnostic literature as well as legends from the early centuries portrays her and how Mary Magdalene came to epitomize the condition of women in the Church and society. (3 credits)

REL 5033 Dead Sea Scrolls
Students will explore the story of the discovery and preservation of the scrolls as well as deciphering and interpreting them. Discovered in 1947 by a Bedouin shepherd boy exploring a cave in the bluffs, the Dead Sea Scrolls revolutionized our understanding of Judaism in the Second Temple period. Attention will be given to the relationship between the Dead Sea Scrolls and the Hebrew Bible/Old Testament as well as other early Jewish literature, including Christian New Testament. (3 credits)
REL/GNS 5210 Women of the Bible: Good, Bad, Ugly
Student will perform in-depth analysis of strong women Bible characters, from the revered Virgin Mary to the beguiled Jezebel. Their lives and voices have much in common with modern day women. Even though some noted women remain unnamed, their lives can still be examined in the context of their exploits, accomplishments and commitments. These complex and multifaceted personalities have messages relevant to all generations. (3 credits)

REL/SOC 5620 Religion: Faith in Conflict
Students explore the relationship between the major monotheistic religions, conflict and its resolution. In some cases, religion is the cause of the conflict while in other cases it can be the foundation for the resolution of conflict. The potential for religion to powerfully impact either overtly or covertly individuals, communities and nations in conflict is significant. Toffler predicted as he looked to the 21st century that we would not understand the conflicts in the world if we do not understand the religions of the world. The understanding of conflict as it is influenced by religion is the focus of the course. (3 credits)

SCI 5250 Cosmology: The World View
This course addresses the origin, structure, composition, and evolution of the universe. It explores the cosmos as an evolving phenomenon and examines the destiny of humans as self-conscious resident organisms. (3 credits)

SCI 5250-400 Bio-Ethics: Issues and Conflicts
Focusing on issues in contemporary clinical ethics, this course presents principles, theories, and the language of ethics. Students address such ethical issues as imperiled newborns, allocation of health resources, terminal care issues, AIDS, and reproduction. (Dual discipline with a philosophy emphasis PHL 5006) (3 credits)

SCI 5005 Global Warming
This course is an interdisciplinary examination of the human dimensions of global climate change. Its anthropogenic causes, potential impacts on human societies, mitigation strategies, policy responses, and ethics. (3 credits)

SCI 5012 Animal Behavior
Students examine the fundamental principles and concepts of animal behavior (or ethology) in order to get a better understanding of the animals we live with or encounter in our daily lives. (3 credits)

SCI 5044 Window on Planet Earth
Students study the complexity of the biosphere and the effect it has on humans. Students will analyze the geosphere, hydrosphere, and the atmosphere to understand the impact of the earth on human affairs. Topics also include the dynamic nature of these systems and scientists' attempts to forecast future changes. (3 credits)

SCI 5250 Cosmology
Students learn about the universe as an object and the cosmos as an evolving phenomenon. Topics include the universe, its origin, its development, and its makeup. Special attention is paid to humans as self-conscious organisms and their place in the cosmos. (3 credits)

SCI/POL 5401 Science & Public Policy
This course examines the relationship between science, technology, and public policy and how it interferes with medicine, agriculture, artificial intelligence, energy use and development, the space program, environmental quality, population growth, and public health. The course also includes various political perspectives of these topics within the United States and globally. (3 credits)

SOC/ECO 5028 Human Ecology
This course explores the relationship of humans to their physical and biological environment. A strong emphasis is placed on the damage the planet is incurring due to activities of humankind and what needs to be accomplished to counteract the environmental damage. (3 credits)

SOC/GNS 5029 Gender Roles
This course examines the impact of gender in contemporary society. Students study the gender roles of women and men and the political agendas that forms gender definitions. Also considered are strict gender boundaries that are created for both sexes. (3 credits)

SOC/GNS 5112 Majority and Minority Relationships
This course will explore theoretical perspectives, concepts and processes that impact on group relations in society. We will examine how majority and minority group status are established. Through the process of lectures, class discussions and an examination of current events depicting majority/minority relations, participants will obtain information to apply in examining patterns of group relationships. Through the use of hand out materials, video tapes and current events, we will review the historical and present day patterns of group relations in America and other nations of the world. (3 credits)

SOC/CRJ 5117 Teenage Wasteland
Students examine the relationship between film and culture through a critical study of classic crime novels, modern films, and television dramas depicting crime, criminals, victims, and police. Students explore the appeal and popularity of the crime genre, its reflection of society, and the connections between these works and other forms of entertainment. (3 credits)

SOC/CUL 5120 Crime, Culture and Celluloid
Students examine the relationship between film and culture through a critical study of classic crime novels, modern films, and television dramas depicting crime, criminals, victims, and police. Students explore the appeal and popularity of the crime genre, its reflection of society, and the connections between these works and other forms of entertainment. (3 credits)

SOC/COM 5131 Television Sitcoms
This course examines the development and evolution of television sitcoms from their beginning in radio up to the present time. Also analyzed are the dramatic structure and content of sitcoms, as well as how programming has shaped and reinforced values in society. (3 credits)

SOC/CUL 5132 Terrorism and Violence in the United States
Students investigate terrorism and violence in the United States: from the colonial period to today. Students identify patterns of terrorism in different periods and discuss the response to terrorism by the federal government and its citizens. (3 credits)
SOC 5134 Great Depression's Impact on Society
Students trace the highs following World War I to the depths of the Depression era, studying value changes and how they impacted society, institutions, and how the United States overcame the Depression. (3 credits)

SOC 5138 Sports and Society
This course addresses sociological dynamics as they relate to sports in American society. Students will include the history, theory, and current reality of American sport. Students will explore the codependent nature of sport and society and attempt to separate fact from fiction to aid in the understanding of the true role of sport as it fits into society. Topics to be addressed include the potentially personal areas of religion, race politics, and gender. Youth sports, education, violence, economics of sport, and the role of the media will also be explored. (3 credits)

SOC 5141 Stages of Adult Development
Students explore the developmental stages of adult life as a series of unfolding transformations. Topics include analysis of literary treatments of maturing and the aging process; literary and cinematic representations of gender difference in life experience, and a variety of psychological and analytical case studies. Models of biological and personal developments will be compared to each other and to the students' life experiences. Other issues include evolution, the nature/nurture controversy, genetic manipulation, daycare, gender issues, divorce, single parenting, violence, and euthanasia. (3 credits)

SOC 5142 Marriages and Families in a New Century
The family, because of its relatively small size, face-to-face relationships, tendency to involve the whole person, and the intimate relationships between members, is a primary group. It is important to be able to define family because so many social resources are distributed based on family membership, on the basis of who is and who is not a member of a family. Several definitions of the family are presented and discussed, including the nuclear family, the modern family, and the post-modern family. (3 credits)

SOC 5107 The Study of Food: From Pasture to Plate
Students study the global politics of food. What we eat, how we eat, when we eat, and how that food is produced impacts local, national, and international societies. Students examine those who raise, plant, nurture, cultivate, pick, pack, process, transport, inspect, sell, and cook the food that provides sustenance but also helps mold our identity. (3 credits)

SOC/CUL 5227 Popular Culture
This course provides an interdisciplinary look at critical issues and approaches in the study of popular culture. Students examine the relationship between mass culture and society as it is reflected in television, film, advertising, cyberculture, fiction, and other mass media of late twentieth century Western society. (3 credits)

SOC 5330 Behavior Modification
The purpose of this course is to stimulate thinking concerning behavior methodology relating to life and various professions. Students will be asked to demonstrate the ability to logically analyze and criticize behavioral evidence. Alternative responses will be created consistent with some value orientation. (3 credits)

SOC 5401 Generation Text
For today's youth, technology such as computers, the Internet, cell phones, and iPods are an assumed and functional presence and a fundamental part of everyday life. For parents, however, emerging issues challenge traditional parenting styles. This course examines ways in which children's identities are shaped by the world around them and how families can develop reasonable strategies for addressing the unique issues faced by children who are surrounded by infinite choice. (3 credits)

SOC 5614 Hate Groups in America
Students examine the influence of hate groups in America. The course focuses on why hate groups form, how they function, what type of people they attract, and what goals drive the groups. Students explore inflammatory topics including those related to religious belief systems. (3 credits)

SOC 5615 Understanding Celebrity
Students will explore the different facets of celebrity culture, including representation, the star industries, identity politics, and fan cultures. Within the framework of film and media studies, students will explore the meanings of celebrity and how it shapes our relationship to popular culture. (3 credits)

SOC 6377 Speech and Body Language in Modern Society
The ability to communicate effectively is essential to success in contemporary society. Students explore and analyze verbal and nonverbal communication, exploring the function of nonverbal cues in society in conjunction with a critical analysis of visual, auditory, and invisible communication systems. Specifically, cues derived from the various areas of nonverbal communication: facial, body, eye movements, kinesics, proxemics, haptics, physical appearance, paralanguage, olfactics, and chronemics. (3 credits)

SOC 6705 Law and Societal Values
Students examine societal laws and values and the impact of conflict and changing norms on our legal system. Topics include the basis for the American system of jurisprudence, important court decisions, and current topics concerning constitutional rights. (3 credits)

SOC 6706 To Picture a War
A look at how the war film has been used to depict war, to encourage participation in war, to offset enemy claims, to support policies or causes, and to justify national and individual behavior. (3 credits)

SOC 6330 Work and Family
Students analyze the interaction between work and family in American society. Examination of the roles created by work and family including the integration of employment, marriage, parenting, and home life are major themes in the course. Students take a historical perspective on the changes in family structure including an investigation of the shifts in paid and unpaid labor. (3 credits)

THR 5045 Voices in American Theatre
If nothing else, the audience can depend upon the American stage to examine the turmoil of our
contemporary world. While we Americans grapple with social, political, and economic change, our most exciting dramatists have demonstrated that rare gift of not only “holding a mirror up to nature,” but forcing, us the audience, to make a thorough and often brutal examination of how we handle the present, recount the past, and prepare for the future. Who are these playwrights and how have their dramatic works effected our own cultural psyche? (3 credits)

THR 5048 Dark World of Film Noir
This course focuses on film noir, or black film, as a truly American contribution to world cinema. Special emphasis is placed on the novels of Dashiell Hammett, James Cain, and Raymond Chandler, and the common thread of the hardboiled American who finds himself in the darkest corners of a sick society and ferrets out corruption. (3 credits)
Course Descriptions

Graduate School of Education Courses

DED 9000 Foundations of Educational Leadership
This course provides a beginning foundation for the knowledge and performance areas needed for leading an educational community. Leadership issues addressed include the nature of leadership; leadership research, best practices, styles, cultures, and models; beliefs and values related to leadership; developing organizational goals, mission, and a strategic plan; the impact of leadership on the learning culture; communicating with diverse publics and political entities; decision-making and critical thinking skills; responsibilities for financial, human, and material resources; community political, social, and economic issues; and ethical issues impacting leadership. (3 credits)

DED 9001 Collaborative Leadership in a Community Context
Candidates examine the philosophy, principles, practices, agencies, and organizations involved in or influencing educational programs and initiatives. Special attention is focused on the role of leaders in planning and implementing system-wide communications and involvement networks. Candidates explore their creativity and expand their ability to lead complex teams effectively and to influence collaborative problem-solving processes as both a leader and a follower in the team process. This course will address the identification and utilization of community resources and the creation of family engagement partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, lifelong learning, vocational, and out-of-school needs of students and citizens in a community. (3 credits)

DED 9002 Leading Special and Diverse Student Populations
This course is designed to examine the role and responsibilities of leaders of diverse organizations, including the administrator, director, or supervisor of special education at the school district, state and federal levels, and leaders in organizations and agencies that serve and employ individuals with diverse skills, needs and abilities. Participants become better skilled in leading programs through familiarity with state and federal statutory requirements, fiscal basis, organizational structures, relations to general school administration, and instructional and related services delivery systems. Current issues in educating students with special needs and preparing and employing individuals in today’s workforce are explored. Trends in the nation’s increasing cultural, ethnic, and religious diversity and the impact of these trends on organizations are examined. (3 credits)

DED 9003 Developing Professional Learning Communities
This course examines professional development with the intent candidates as future leaders in school districts and organizations will be equipped to bring about improvements in student achievement through professional learning. Candidates engage in topics that include the development of learning communities through constructivist leadership and educational reform including the uses of technologies to bridge gender and race gaps in traditional professional development initiatives. The course discusses the important issues related to the basic principles of professional behavior and ethics with respect to students, peers, administrators and teachers from all environments. Strategies designed to increase an understanding of adult learning will be emphasized. (3 credits)

DED 9004 Curriculum, Learning, and Instruction
This course addresses the supervisory process for curriculum and instruction at the district and organizational level, including current research on teaching and issues in instructional supervision. The course provides candidates with leadership skills necessary to bring about a curriculum and instructional program that result in high levels of achievement by all students. Candidates focus on the alignment of district curriculum with state and national initiatives and regulations and on the processes needed to garner input and ownership of a district curriculum from a broad and diverse constituency. (3 credits)

DED 9005 Legal, Policy, and Ethical Issues in Leadership
This course develops a candidate’s knowledge and performance skills in the areas of beliefs and attitudes, effective management, policy development, planning, organizational structure and performance, rights and confidentiality, and district or organization administrative legal issues that impact both human and physical resources, staff evaluations, ethical values, and integrity. (3 credits)

DED 9006 Human Resources Management
This course is a study of human resources development practices at the system level with emphasis on responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty, staff, and employees. The course provides a conceptual and technical background in the human resources function within the organization. Candidates have an opportunity to research and practice problem-solving and leadership skills as applied to human resources. Classes promote the sharing of professional expertise while avoiding problems associated with the sensitive nature of personnel issues. The guiding question of this course is, “How can leaders employ, develop, and manage human resources effectively to improve student achievement and productivity?” (3 credits)

DED 9007 Management of Finances, Facilities, and Resources
This course develops the knowledge and performance areas needed to manage district or organizational budgets, facilities and material resources. Issues addressed by this course include working with boards of education, employees, and community members; aligning facilities and financial resources to the district’s or organization’s mission and goals; planning, developing, and overseeing budgets, facilities, and material resources; using technology to support effective management practices; understanding legal issues and ethical practices relating to fiscal matters; and communicating with and meeting the needs of all community populations, including special needs populations. (3 credits)

DED 9008 Program Planning and Evaluation
This course is a study of the theory of program evaluation, techniques used in program evaluation, and the standards of quality for professional evaluation practice. The focus is on application of program evaluation processes in administering district and organization level programs. A
candidate is expected to apply the principles and processes of evaluation in a study of a district or organization program. (3 credits)

**DED 9010 Statistical Analysis**
This course addresses the application of descriptive and inferential statistical techniques for analyzing research data and drawing conclusions based on data. The course is practical in orientation. (3 credits)

**DED 9011 Methods of Inquiry and Research**
This course is divided into two parts: qualitative and quantitative methods. The course presents basic research design. The qualitative paradigm is presented as an extension of the methods rather than contradictory and competitive. Students begin developing ideas and researching topics for the Clinical Research Study. (3 credits)

**DED 9020/ 9021 Professional Colloquium I & II**
The professional inquiry colloquium provides candidates with opportunities to interact with the cohort and with program mentors, to strengthen the cohort through increased communication, and to focus on the clinical research study and electronic portfolio. (2 credits each)

**DED 9030/9031 Field Experience I & II**
Candidates plan and carry out two field experiences of a minimum of 60 hours each under the direct supervision and mentoring of an organization's leadership. During one of the two directed field experiences, a minimum of 12 clock hours must be spent working in a diverse setting. The two field experiences may be within the same district or organization if with two different mentors. Field experience activities must be chosen from a listing of activities that coincide with program objectives and standards. These activities are expected to provide real-world opportunities to gain effective experiences. (2 credits each)

**DED 9032 Electronic Portfolio**
The electronic portfolio is considered the key assessment piece for the candidate. The portfolio exhibits the knowledge, dispositions, and performances gained in the program and serves as a major vehicle for the candidate to apply their work to practice. The portfolio is organized and aligned with the KSDE and ISLLC standards for district leadership. A candidate is required to achieve a minimum of “Proficient” on each of the portfolio areas prior to the completion of Field Experience II. The candidate uses a variety of technology tools and applications to enhance the portfolio and to present its contents before a committee of adjudicators. Defense of the portfolio will be considered a major exhibit of the candidate’s abilities as a leader. (2 credits)

**DED 9900/ 9902 Clinical Research Study (Dissertation)**
The doctoral dissertation is a critical research study that provides the candidate the means to demonstrate breadth of scholarship, depth of research, and ability to investigate problems independently and efficiently. The dissertation is an extended, coherent, written work of original research, demonstrating the candidate’s comprehensive knowledge and mastery of methodological, historical, topical, empirical and theoretical issues relevant to the chosen research subject. The dissertation contains the results of extensive research of documentary source materials and field work. (6+ credits)

**EDU 5006 – Open Your Classroom to the World with the Internet**
This course combines presentation of content, hands-on practice, discussion, and reflection to introduce K-12 educators to the Internet via the Web browser Netscape. The primary focus of this course is on the integration of these tools into the classroom. Participants design a Web page or an online project to use in their own classrooms. (3 credits)

**EDU 5031 Enhancing Meaningful Learning**
This course is designed to challenge students to reflect on their effectiveness, innovations, and philosophies that are impacting education and the classroom today. Participants create learning activities to enhance classroom learning. (3 credits)

**EDU 5033 School Reform in the 21st Century**
Students examine the research related to students being active partners in the learning process. Restructuring is studied in relationship to the dynamics of the student/teacher collaboration to promote lifelong learning skills. (3 credits)

**EDU 5049 Inclusion: Special Students in the Regular Classroom**
This course examines the changing roles of special education in schools. Focus is on application of theory and skills with practical suggestions for academic and behavior problems and attention toward higher skills for all students. (3 credits)

**EDU 5101 Learning Theories and Instruction**
Past and present learning theories are examined. Participants expand their awareness in the area of research-based instructional strategies and effective lesson design. Beliefs about learning and best teaching practices are reviewed. Students reflect on their learning and practice of instruction and teaching. MAEd Core Course (3 credits)

**EDU 5102 Assessment Strategies**
This course expands awareness of multiple strategies for assessing the progress of students and increases abilities to utilize standardized tests, for both formal and informal modes of assessment. Students design a project that outlines the use of varied modes of assessment. MAEd and MASL Core Course (3 credits)

**EDU 5103 Curriculum Development and Design**
This course assists students in understanding and applying the rationale for integrated studies. Current and projected styles of curriculum are assessed and the course project features designing a model curriculum. MAEd Core Course (3 credits)

**EDU 5108 Differentiated Classroom Instructional Practices**
The purpose of this course is to help teachers continue to learn, grow, and improve as they practice the art of teaching. This course helps teachers to examine the impact of instructional practices on student understanding and learning. Students participate in an action research project. Students reflect on their instructional and teaching practices and the impact on student performance. (3 credits)

**EDU 5120 Action Research in the Classroom**
This course provides students with tools to reflect on their teaching practices, assess their performance, and make informed decisions about their teaching. Through this
process teachers create an environment of improved student learning. (3 credits)

EDU 5121 – Inquiry and Research
This course gives educators a simple, practical, believable way to conduct and interpret their research for the general betterment of both their instructional practices and the profession of teaching. (3 credits)

EDU 5312 The Connected Educator
This course ensures educators become 21st century learners and be more connected with the needs of their digital native students. The most current and relevant topics in today’s technological world—the read/write web, professional learning networks, social networks, digital footprints—and other trends in education, technology, and learning are explored.

EDU 5286 - Focus on Comprehensive Instruction
This course emphasizes the relationship between reading comprehension and student learning. Readings and discussions focus on effective comprehension strategy instruction across the curriculum. Candidates look loosely at utilizing schema, making inferences, using effective questioning, visualizing for understanding, prioritizing information, and summarizing main points. Lesson planning, lesson reflection/evaluation, and comprehension assessment are addressed.

EDU 5313 Enhancing Instruction with Technology
This course teaches computer applications that enrich classroom experiences. Students learn to design newsletters and brochures, including graphics and clipart, and they develop a slideshow using Microsoft PowerPoint. Techniques for creating graphs, inventories, and grade books are presented. Previous computer experience is necessary. (3 credits)

EDU 5318 Advanced Technology: Educational Leadership
In this course, students will develop skills, knowledge, and values needed to understand and use technology in their leadership role in a school. Course topics include basic terminology, important technology skills for teachers and students, using the Internet in school settings, writing an Acceptable Use Policy for the Internet, developing an action plan, funding, and outline for a technology plan. (3 credits)

EDU 5373 Balanced Literacy: Reading & Writing in the Classroom
Students are introduced to the components of Balanced Literacy for all students. Topics included are the organization of a classroom to facilitate balanced literacy, implementation of reading workshops and writing workshops, and development of reading and writing calendars and units of study. (3 credits)

EDU 5503 – Computers in the Classroom
This course is a combination of lecture, demonstration, and lab time. Lectures focus on the role of technology in the classroom. Various software and hardware are introduced and demonstrated throughout the class. Lab time is provided for hands-on activities that demonstrate the use of technology for instructional purposes. (3 credits)

EDU 5505 – Multimedia in the Classroom
This course shows the awareness and appreciation for multimedia and its impact in the classrooms of today and tomorrow. The course includes teacher presentation, discussion, student presentation, lab work, and independent practice. Lab time is provided for students to complete an authored multimedia presentation. Implementation of digital pictures, graphics, audio, scanning, and CDROM audio are included. (3 credits)

EDU 5506 Classroom Management and Student Motivation
This course reviews proactive classroom management strategies that can improve success for the first-year teacher as well as the veteran instructor. The proactive strategies increase student’s self-management and problem solving skills, deal with many of the "what if..." problems educators encounter, and explore ways to increase student success through self-control and motivation. (3 credits)

EDU 5530 Validating the Learning
This course is designed for K-12 teachers who are looking to validate the learning that occurs in their classroom/school. Students will gain an understanding of their personal beliefs as they relate to learning, state performance indicators, expectations for all learners, and common characteristics of high achieving schools. Students will develop a plan of action for school improvement. (3 credits)

EDU 5531 Today’s Learner
This course explores the changing face of classroom students through current research on academic success. This course examines how classroom diversity has implications for curriculum, instruction, and school climate. Participants learn about building strengths in their classroom students, fostering resilience, and creating supportive environments and relationships to encourage academic and social growth. MAEd and MASI Core Course (3 credits)

EDU 5997 MAEd Portfolio
Each MAEd student seeking program completion must submit a professional portfolio that consists of course artifacts and reflections. The MAEd portfolio is a learning resume, documenting each student’s personal growth and professional development and addressing program and course objectives and application of course content in PreK-12 classrooms. Students receive guidance on conceptualization and documentation for inclusion in the portfolio in EDU 6104, and an explanation of the MAEd portfolio is found on the Baker University web site. Students enroll in the portfolio the term before the intended graduation, completing and submitting the portfolio to a Moodle shell. (0 credits)

EDU 6002 Connecting Data to Curriculum and Instruction
This course is designed as the second course in the teacher leadership concentration. Through the incorporation of basic statistical concepts participants are provided with the knowledge and skills necessary to facilitate the process of selecting essential learning targets from a comprehensive curriculum based on the diverse needs of a given student population; contrast assessment of learning and assessment for learning, and analyze your school’s current practices in this area; describe the range of assessment options and purposes at the classroom, grade, and school levels; align essential learning targets to specific assessment methods; plan for culturally responsive, differentiated instruction to meet the goals of a standards-driven classroom; identify different types of data that can be used to inquire about learning; the questions that can be answered by each type of data and how to access them within the context of your district or school; and identify key
strategies for facilitating group(s) as part of a dialogue that is focused by data. (3 credits)

EDU 6004 Coaching to Support Professional Learning
This course is designed to familiarize students with the teacher leadership roles of a staff developer, collaborator, and facilitator. Students distinguish between behaviors that move teachers to higher level of thinking and those that do not. Students recognize various strategies a facilitator can use for group solving problems and making decisions. Various models of staff development are studied and applied to appropriate school situations. (3 credits)

EDU 6005 Teacher Leadership: Foundations of Excellence
This course is designed to make students aware of the various roles that teachers assume as leaders in their school and district. Participants document the significant external forces impacting a school’s ability to improve. Participants evaluate and synthesize the research demonstrating the relationship between teacher leadership and student learning. Research findings regarding the causes and potential interventions of the achievement gap are studied. Participants study multiple models of change and apply these models to conditions in their own school settings to help all students achieve at high levels. (3 credits)

EDU 6103 Teacher Leadership Field Experience
Field experiences serve a number of purposes, including enriching the knowledge and skills of participant learners. The field experience is intended to assist participants with opportunities to make firm connections between their academic theory and learning to practice as they perform meaningful activities in the field of teacher leadership. (3 credits)

EDU 6104 Foundations of Graduate Level Writing
Writing well is a component of many graduate course assignments. This course provides practical experience in writing and provides students with the necessary skills to succeed at graduate-level writing tasks. The course content covers prewriting, proofreading, peer- and self-editing, revision, reflection, and final results. “Writer’s grammar” – sentence structure, word choice, and punctuation – is also explored. (3 credits)

ETC 5299 Classrooms for the Digital Age
This course builds on the ISTE National Education Technology Standards by considering meaningful ways that learners – children, youth, and adults – and schools can benefit from the many new technology applications. The course addresses the fundamental questions about how learners can be empowered through technology integration in the classroom. Topics will include video, distance, web-based, communication, and other applications. (3 credits)

ETC 5321 Building Technology Education and Skills
This course builds an understanding of the power of technology to enhance teaching, create educational materials, manage classroom chores, assess software, create presentations, and communication with and research online. This course is designed for all teachers regardless of prior technological experience or grade level. (3 credits)

ETC 5322 Palm Pilot for Educators
This course is designed to assist students in understanding the fullest potential for the Palm Pilot in the classroom as a teaching and management tool. Topics will include the basics of Palm Operation Systems and add-on applications. (3 credits)

EDT 750 Teaching Induction
This induction to teaching course is an intense one-week workshop to orient prospective teachers to the field of education. Students must have been accepted into the Restricted Licensure program of the Midwest Associated colleges Consortium (MACC). Course topics include discipline with dignity, lesson planning, assessment, motivation, active participation, content reading strategies, pedagogical content knowledge, and dispositions. Students are expected to attend all five days with a minimum of thirty hours of contact time. (2 credits)

EDT 751 Introduction to Teaching
This online course provides students with an introduction to the critical elements of teaching that teachers encounter during their initial experience in schools. Students examine school as a workplace: classroom management, effective practices and trends, student motivation, teaching strategies, lesson and unit plans, assessment, grading, and portfolios. The online delivery model of this course requires reading relevant resources, a reflective journal, participation in online discussions, conversations with mentors, and assessments. (3 credits)

EDT 752 Planning for Instruction
This online course provides information about curriculum planning and instructional design. Students look specifically at best practice in teaching methods and instructional strategies, the addition of technology to the curriculum, and the integration of state standards. Students learn how structuring the classroom environment and self-reflection can make a difference in effective instruction. (3 credits)

EDT 753 Understanding the Learner
This online course provides an opportunity for the student to study human development and the psychology of learning as it pertains to adolescence. Recent developments in brain research and the links of emotion, memory, and learning are topics covered in this course. Students gain an understanding of and practice the use of differentiated instruction in the classroom. (3 credits)

EDT 754 Working with Diverse and Exceptional Learners
During this on-line course, students gain an understanding of working with diverse and exceptional students. This course discusses the topics of Foundations (law, standards, values and beliefs); Collaboration (families, professionals, and community members); Identification of Students with Exceptionalities and Linguistic Diversity (from pre-assessment to service delivery); Characteristics of Exceptionality and Linguistic Diversity and Impact on Learning; Inclusion of Students with Exceptionalities and Linguistic Diversity Through Use of Adaptations/Modifications and Assistive Technology; and Assessing for and Reporting Student Progress. (3 credits)

EDT 755 Improving Instruction through Reading and Writing
This online course covers principles and strategies used in effective instruction, including comprehension, reading, and writing skills needed to become more literate in content areas. In addition, students receive training on how to use the 6-trait Analytical Rating Guide for assessing writing, the method used to score Kansas writing assessment. (3 credits)
ETT 766 Becoming a Reflective Teacher
This online course stresses the use of teacher self-reflection to facilitate and increase student learning and achievement. Students are expected to synthesize knowledge and performance from the previous Restricted Licensure courses into actions that foster a professional teaching career. Emphasis for course delivery is on modeling, practice, and reflection. (3 credits)

ETT 767 Understanding the Foundations of Education
This online course covers the history and philosophy of education, including a discussion of ethics in the workplace. School governance as it relates to legal and policy issues for teachers is also studied. In this course, students devise an educational philosophy statement and develop a program portfolio. (3 credits)

ETT 771 Supervised Practicum I
This is a field-based practicum in a school setting during the first year of the Restricted Licensure program. (2 credits)

ETT 772 Supervised Practicum II
This is a field-based practicum in a school setting during the second year of the Licensure Restricted program. (2 credits)

ETT 773 Supervised Practicum III
This is a field-based practicum in a school setting during the third year of the Restricted Licensure program. (2 credits)

MAS 5010 Foundations of Educational Administration
This course includes a study of personal and educational leadership applicable to building-level administration at the elementary and secondary level. Participants develop the ability to transfer beliefs and values, leadership theories, and educational research into policy and best practice. Participants study a number of topics related to leadership and administration, including team and community building, time management, theories of motivation, communication practices, societal expectations, organizational change, and the process of achieving “win-win.” Participants are introduced to the standards provided by the Interstate School Leader Licensure Consortium (ISLLC) in preparation for the licensing examination later in the program. MAS Core Course (This course must be completed prior to enrollment in any other school leadership course.) (3 credits)

MAS 5020 Organizational Health and Performance
This course provides participants with leadership skills needed to manage, make decisions, and guide a healthy organization. Participants develop an understanding of organizational culture and climate characteristics important in a collaborative learning organization. Participants increase skills for using the technology needed to collect and analyze data for classroom enhancement. Prerequisite MAS 5010. MASL Core Course (3 credits)

MAS 5030 School Personnel
This course provides participants with the expertise to select, supervise, evaluate, empower, and provide development for school personnel. Participants study important constitutional, moral, legal, liability, ethical, and policy issues that relate to employment rights and practices. Participants enhance interpersonal skills that develop two-way communications with personnel. The course introduces the skills to maintain personnel records, develop policies and procedures handbooks, document personnel recommendations, and budget for personnel needs. Participants learn to use technology for personnel management and classroom enhancement. Prerequisite MAS 5010. MASL Core Course (3 credits)

MAS 5040 Curriculum and Instruction for Administrators
This course provides participants with the leadership skills to develop a building mission and vision relating to curriculum and instruction. Participants become knowledgeable about how to create curriculum and instruction consistent with the district’s program and objectives. A variety of instructional strategies and models supported by research and best practices, and a variety of methods and tools used to monitor and assess the curriculum are examined. Prerequisite MAS 5010. MASL Core Course (3 credits)

MAS 5050 Student Services, Climate, and Programs
The course is designed to prepare students with the leadership skills necessary to create discipline practices and a school environment that maintains a safe, orderly, and student centered climate; provide for student governance, organizations, clubs, and co-curricular activities; provide for the many different needs of a diverse student population; and provide for student support services, including sponsors for activities, counseling, transportation, and food service. Participants develop an understanding of the processes and responsibilities of monitoring student activities, legal liability issues, due process procedures relating to suspension and expulsion, and disciplinary procedures. Participants demonstrate the interpersonal, communication, and processing skills necessary to involve students in the creation, improvement, and maintenance of student and school policies, activities, and programs. Prerequisite MAS 5010. MASL Core Course (3 credits)

MAS 5060 Legal and Ethical Issues of School Leadership
This course is designed to prepare aspiring building level leaders to address issues in the legal structure of public education and to become skilled in locating and using resources pertaining to changing laws and court decisions. Problems will be presented for solution that will increase understanding of ethical issues facing school leaders. Prerequisite MAS 5010. MASL Core Course (3 credits)

MAS 5070 School Planning, Operations, and Finances
This course will prepare building level leaders to manage the planning, maintenance, and support of the school for the best learning environment. Major topics include issues of financial policies and practices, budgeting, funds control and accountability, and school planning and operations. Legal issues to be considered in school operations and management will be addressed. Prerequisite MAS 5010. MASL Core Course (3 credits)

MAS 5504 Directed Field Experience (DFE)
The DFE is the MSSL capstone course that provides a program candidate with the hands-on experiences necessary to transfer beliefs, values, theory, and knowledge into policy and practice. The 100 hours of administrative field experiences take place in a state-accredited school setting under the direction and supervision of a university supervisor and a building administrator. A candidate can choose either an August to April or January to October DFE timeframe. The candidate attends 3 mandatory meetings at the University. (4 credit hours)
PHL 5015 Issues and Ethics in Technology
The intent of this course is to provide participants with an awareness, understanding, and appreciation for the issues and ethics involved with technology use. The course will include presentations, readings, activities, student presentations, lab work, and analysis of student/teacher learning environments and the impact technology has made therein. (3 credits)

SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs
This course prepares the teacher with an understanding of students’ diverse learning needs and characteristics that support their cognitive, physical, social, emotional, and career development needs. The teacher will develop an understanding of the philosophical, historical, and legal foundations of the interrelatedness of education and special education. (3 credits)

SPED 702 Adaptive Instructional Methods and Strategies: K-6 and/or 5-8
This course prepares the teacher to plan and implement effective instructional methods and strategies to meet the needs of diverse adaptive learners in the K-6 and/or 5-8 classrooms. Prerequisite SPED 700. (3 credits)

SPED 703 Adaptive Instructional Methods and Strategies: 6-12
This course prepares the teacher to plan and implement effective instructional methods and strategies to meet the needs of diverse adaptive learners in the 6-12 classrooms. Prerequisite SPED 700. (3 credits)

SPED 704 Adaptive Instructional Strategies and Methods Field Practicum
The teacher in this field-based practicum demonstrates knowledge and skill in planning and implementing effective instruction, which is built upon standards-based goals for content, students, and community. The teacher promotes a supportive learning environment that encourages student participation. Prerequisite or concurrent enrollment in SPED 702 or 703. Forty-five hours of supervised practicum required. (3 credits)

SPED 706 Collaboration with Parents and Agencies
This course instructs the teacher in effective communication and collaboration skills in working with parents and agencies. Proven strategies in problem solving and conflict resolution will be covered. Prerequisite SPED 700. (3 credit hours)

SPED 708 Assessments of Students with Adaptive Learning Needs
This course prepares the teacher to screen, assess and identify the needs of adaptive learners and then effectively link the information gathered to intervention strategies and methods. Prerequisite SPED 700. (3 credits)

SPED 710 Communication/Collaboration within the School Setting
The course prepares the teacher to develop and refine communication and collaborative skills and knowledge to work effectively with students, Para educators, administrators, teachers, volunteers, and other school personnel to foster a supportive learning environment. Prerequisite SPED 700. (3 credits)

SPED 712 Creating Optimal Learning Environments for Students with Adaptive Learning Needs
This course prepares the teacher to develop the knowledge and skills in behavior management to foster positive relations, promote student self-advocacy and student problem-solving to facilitate learning. Prerequisite SPED 700. (3 credits)

SPED 714 Inquiry, Data Collection, and Research
This course assists the teacher in developing knowledge of data collection and research techniques that will enable him/her to design a research project that addresses a specific educational practice in a classroom setting with students with adaptive learning needs. This plan will be implemented in SPED 716. Prerequisites SPED 700, SPED 702 or 703, SPED 704, SPED 706, SPED 708, SPED 710, SPED 712. (3 credits)

SPED 716 Advanced Practicum
This advanced field-based practicum focuses on the teacher as a facilitator of effective instruction, developer of supportive learning environments, and a promoter of social skills demonstrating professional, ethical, collaborative, and effective communication skills. The research project designed in SPED 714 will be conducted during this practicum. Prerequisite SPED 714. Ninety (90) hours of supervised teaching required. (3 credits)

SPED 720 Negotiation and Conflict Resolution
This course examines the process of negotiation and conflict resolution and prepares the teacher to develop problem-solving strategies with parents, educators, and other community professionals. A variety of effective strategies and techniques will be presented through simulation, role-playing, readings, lectures, and discussions. Prerequisite SPED 700. (3 credits)

SPED 722 Communication Disorders
This course prepares teachers to address the common communication problems of students with special needs. Course topics include strategies to accommodate the special needs of students with speech and language disorders including English language learners. Prerequisite SPED 700. (3 credits)
## Administration and Directors

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Baker University, SPGS and SOE 2011-2012</td>
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<tr>
<td><strong>Kathryn Ballou, Ph.D.</strong></td>
<td>Consultant to the President for Health Services Expansion and Professor of Health Sciences</td>
<td>Dr. Ballou provides consultant review and recommendations for expansion of health Science degrees, concentrations, and continuing education. She leads or assists in planning, designing, and launching new or existing health science tracks at multiple locations and campuses, in collaboration with all relevant constituents.</td>
</tr>
<tr>
<td><strong>Kelly Belk</strong></td>
<td><strong>Director of Enrollment Management</strong></td>
<td>Ms. Belk is responsible for the overall functions of marketing, enrollment, and accounting for the business and management programs in Greater Kansas City and Topeka. Located at the Overland Park campus.</td>
</tr>
<tr>
<td><strong>Michelle Case</strong></td>
<td><strong>Executive Director of Enrollment and Marketing-Wichita Campus</strong></td>
<td>Ms. Case works with SPGS staff to stimulate enrollment in existing programs and provide direction for new program innovations. She provides leadership in the planning, coordination, and administration of all marketing, enrollment, and operations initiatives in the Wichita facility.</td>
</tr>
<tr>
<td><strong>Anne Daugherty, Ph.D.</strong></td>
<td><strong>Associate Professor and Chair of Liberal Arts</strong></td>
<td>Dr. Daugherty provides support for both faculty and students in the Master’s of Liberal Arts program and teaches full-time. She also creates the liberal arts schedule, assists with faculty recruitment and development, and serves on the SPGS Peer Review Team.</td>
</tr>
<tr>
<td><strong>Sylvia Ellis</strong></td>
<td><strong>Associate Director of Financial Aid</strong></td>
<td>Ms. Ellis is responsible for the processing of all Title IV funds and applications. She certifies all loan applications and awards for financial aid. She provides assistance with completion of necessary forms.</td>
</tr>
<tr>
<td><strong>Dan Falvey, Ph.D.</strong></td>
<td><strong>Associate Professor and Chair of Business and Management</strong></td>
<td>Dr. Falvey provides support for both faculty and students in the business and management programs and teaches full-time. He also assists with faculty recruitment and development and serves on the SPGS Peer Review Team.</td>
</tr>
<tr>
<td><strong>Judy Favor, Ph.D.</strong></td>
<td><strong>Assistant Dean of School of Education and School of Professional and Graduate Studies</strong></td>
<td>Dr. Favor provides leadership for academic departments in SPGS and SOE.</td>
</tr>
<tr>
<td><strong>Harold Frye, Ed.D.</strong></td>
<td><strong>Chair of Graduate Education Programs, School of Education</strong></td>
<td>Dr. Frye serves as team leader for the School of Education graduate faculty and is responsible for all academic aspects of education degree programs.</td>
</tr>
<tr>
<td><strong>Mary Jo Gall</strong></td>
<td><strong>Director of Accounting</strong></td>
<td>Ms. Gall oversees the department that manages student accounts for business and management programs.</td>
</tr>
<tr>
<td><strong>Steve Groninga, Ed.S.</strong></td>
<td><strong>Coordinator for MASL Program and Directed Field Experience/Licensure Officer, School Education</strong></td>
<td>Mr. Groninga guides field supervisors and mentors for candidates completing building level licensure requirements and serves as the School of Education Graduate Department Licensure Officer.</td>
</tr>
<tr>
<td><strong>Peggy Harris, Ph.D.</strong></td>
<td><strong>Vice President and Dean of the School of Education and the School of Professional and Graduate Studies</strong></td>
<td>Dr. Harris provides overall leadership for all programs within the School of Education and SPGS and serves as a liaison with University-wide colleges and schools.</td>
</tr>
</tbody>
</table>
Andy Jett  
*Executive Director of Information Management*

Mr. Jett manages the computerized student administrative system that integrates all aspects of student, faculty, and staff communication at all Baker University campuses.

Amanda Kulp  
*Director of Instruction & Curriculum*

Ms. Kulp oversees curriculum development and faculty selection/development/evaluation of all SPGS business administration, management, conflict management/dispute resolution, and liberal arts undergraduate programs.

Susan Lindahl, Ph.D.  
*Executive Vice President for Administration and Chief Operating Officer*

Dr. Lindahl is responsible for finance and operations university-wide.

Simon Maxwell  
*Vice President of Technology and SPGS Operations*

Mr. Maxwell is responsible for all staff and student technology support. He manages the technology staff in the maintenance of email, administrative software systems, and computer-based instructional tools and procedures.

Mike Meier, Ed.S.  
*Executive Director of Academics - Wichita*

Mr. Meier is responsible for the School of Education and School of Professional and Graduate Studies academic programs and provides leadership in the planning, coordination, and administration of all academic programs for the Wichita facility.

Ruth Miller  
*Registrar*

Ms. Miller oversees the academic records office, as well as admission and registrar functions. She is responsible for monitoring academic policy compliance and for preparing institutional reports.

Matt Mills, CPA  
*Director of SOE/SPGS Finance and Internal Auditor*

Mr. Mills oversees purchasing and operational decision making for SOE/SPGS.

He is responsible for budgeting, internal audit reviews, and financial planning.

Bill Neuenwander, Ed.D.  
*Assistant Dean of Assessment, School of Education and School of Professional and Graduate Studies*

Dr. Neuenwander oversees assessment for the School of Education and School of Professional and Graduate Studies.

Kelly Newton  
*Director of Academic Advising*

Mr. Newton oversees academic advising, coordinates the class representative system, and manages the smooth flow of students through their programs.

Linda Reynolds  
*Director of Graduate Enrollment and SoE Academic Advising*

Ms. Reynolds oversees recruitment, enrollment, marketing and advising for all degree programs in the School of Education.

E. Ann Sanders, Ph.D  
*Director of Continuing Education, School of Education*

As the Director of Continuing Education, Dr. Sanders oversees all facets of the School of Education Continuing Education program.

Susan Smith, J.D.  
*Associate Professor of Business and Management*

Ms. Smith provides support for faculty at the SPGS Wichita campus and teaches full-time. She also assists with faculty recruitment and development and serves on the Wichita Peer Review Team.

Pete Stobie  
*Executive Director of Business Development*

Mr. Stobie is responsible for the research and implementation of programmatic and geographic expansion opportunities. Mr. Stobie works closely with Baker administrators to align with the University mission and values.

Brad Tate, Ed.D.  
*Coordinator for Ed.D. Directed Field Experience Program, School of Education*

Dr. Tate guides field supervisors and mentors for candidates completing district level licensure requirements.
Bethany Teppe
Director of Graduate Education Programs-School of Education
Ms. Teppe oversees graduate education programs in Overland Park, including open enrollment and cohort scheduling and curriculum development and instruction. She also coordinates faculty recruitment, assignment, and evaluation.
# Instructional Staff

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<td>Margaret Waterman</td>
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Campus Security Information

Baker University’s School of Professional & Graduate Studies and Graduate School of Education’s Annual Campus Security Report can be accessed online at: http://www.bakeru.edu/images/pdf/Res_workingadult/safety_security_security_report.pdf

It includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by Baker University; and on public property within, or immediately adjacent to and accessible from, the campus.
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