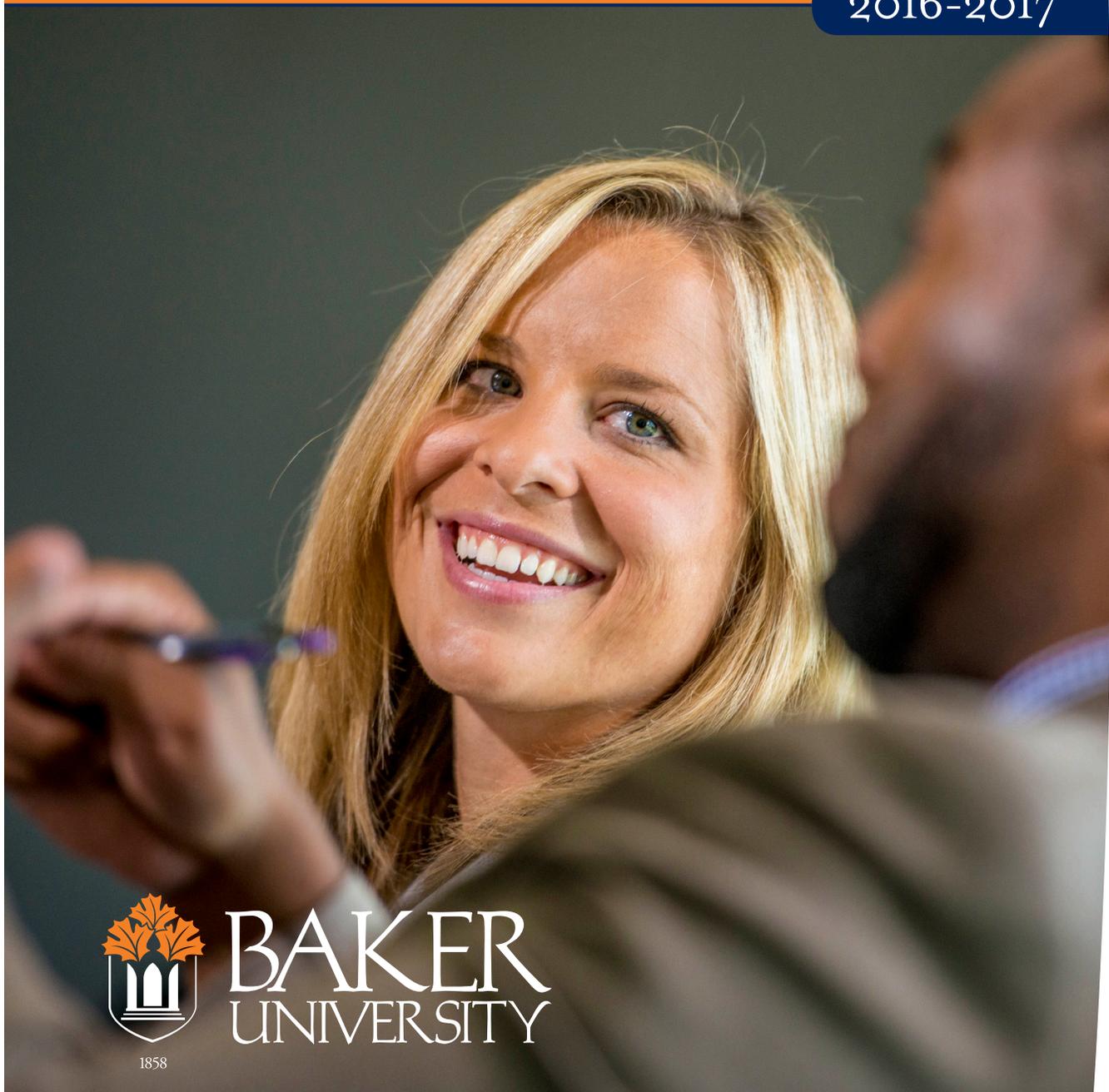


# Catalog

and Student Handbook

School of Professional and Graduate Studies  
School of Education Graduate Programs

2016-2017



1858

BAKER  
UNIVERSITY

[bakerU.edu](http://bakerU.edu)

**SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES  
GRADUATE SCHOOL OF EDUCATION**

**CATALOG  
& STUDENT HANDBOOK**



**2016 - 2017**

The content of this catalog is provided for the information of the student. Every effort has been made to ensure accuracy at the time of printing, but the University reserves the right to correct errors or omissions. Policies are subject to change as deemed appropriate by the University to fulfill its role and mission or to accommodate circumstances beyond its control. Any such change may be implemented without prior notice and, unless specified otherwise, is effective when made.



## TABLE OF CONTENTS

<b>THE UNIVERSITY .....</b>	<b>5</b>
Vision, Purpose, Mission, and Values.....	5
Structure of the University.....	5
Accreditation.....	6
History .....	6
Facilities and Locations .....	7
Ethics and Compliance Policies.....	9
Catalog Policies and Student Responsibilities .....	10
Grading System and Practice.....	11
Undergraduate Academic Honors.....	14
Academic Standing.....	14
Graduation Requirements.....	15
Board of Trustees.....	16
Executive Officers .....	16
Senior Administration .....	16
Administrative Faculty.....	16
<b>THE SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES AND THE GRADUATE SCHOOL OF EDUCATION – GENERAL INFORMATION .....</b>	<b>18</b>
Baker University Instructional Sites and Programs.....	19
SPGS and GSOE Educational Philosophy.....	20
SPGS Mission and Values.....	20
SOE Mission, Vision, and Programs .....	21
SPGS and GSOE Online Education .....	22
Assessment of Student Achievement.....	23
<b>ADMISSION REQUIREMENTS.....</b>	<b>24</b>
SPGS Undergraduate Programs .....	24
Graduate Business Programs.....	26
SOE Graduate Programs .....	26
Admission Policies .....	29
International Student Admission.....	30
<b>EXTERNAL SOURCES OF CREDIT.....</b>	<b>31</b>
Transfer Credit - Undergraduate .....	31
Credit Through Assessment for Undergraduate Students .....	32
Transfer Credit - Graduate .....	33
<b>ACADEMIC POLICIES.....</b>	<b>34</b>
Grading Systems and Practices (Additional Information).....	34
Course Overload .....	34
GSOE Enrollment Modality.....	35
Withdrawals.....	35
Military Leave Policy.....	35
Second Bachelor’s Degree Policy .....	36
Undergraduate SPGS Academic Performance Policies and Procedures.....	36
Graduate SPGS Academic Performance Policies and Procedures .....	37
Graduate SOE Academic Performance Policies and Procedures .....	38
Ed.D. Academic Performance Policies and Procedures.....	39
Academic Misconduct Policy .....	40
Grade Protest Procedures.....	41
<b>ACADEMIC RECORDS .....</b>	<b>41</b>

Transcripts .....	41
Grade Access .....	41
Holds .....	42
Change of Address/Telephone .....	42
Change of Name.....	42
Deferments, Enrollment Verifications, and Certifications .....	42
Enrollment Status .....	42
Veterans Administration Education Benefits .....	42
<b>CANDIDACY FOR GRADUATION .....</b>	<b>43</b>
Filing the Intent to Graduate Form .....	43
Degree Completion .....	43
Participation in Commencement.....	43
Degree Conferral and Diploma .....	44
<b>ACADEMIC ADVISING AND RESOURCES .....</b>	<b>44</b>
SPGS Academic Advising .....	44
GSOE Academic Advising .....	44
Student Resources.....	44
<b>STUDENT CONDUCT, RESPONSIBILITIES, AND RIGHTS .....</b>	<b>45</b>
Responsibility in and to the Community .....	45
Attendance Policy.....	46
Student Non-Academic Grievance Procedures.....	47
SPGS and GSOE Conduct Policy .....	47
Conduct Process and Sanctions .....	47
Anti-Harassment Policy.....	48
Firearms and Weapons Policy .....	48
Alcohol and Drug-Free Campus.....	49
Animal Policy .....	49
Children and Visitor Policy .....	49
Cancellation of Classes .....	49
Severe Weather Policy.....	49
<b>FINANCIAL INFORMATION .....</b>	<b>51</b>
Payment Policies .....	52
Fees .....	52
Non-Payment of Fees .....	52
Making and Confirming Payment .....	52
Financial Aid Payments .....	53
Educational Expenses .....	53
Tuition Refund Policy.....	56
Financial Aid.....	57
<b>ACADEMIC PROGRAMS .....</b>	<b>61</b>
Associate of Arts in Business .....	62
Bachelor of Business Administration .....	63
Bachelor of Science in Accounting .....	65
Bachelor of Science in Criminal Justice .....	67
Undergraduate Areas of Concentration .....	68
Master of Arts in Organizational Leadership.....	69
Master of Business Administration.....	70
Master of Liberal Arts.....	72
Master of Science in Sport Management .....	75
Graduate Areas of Concentration .....	76
Graduate Certificate Programs .....	77
Master of Arts in Education .....	79

Master of Science in School Leadership.....	82
Master of Science in Special Education.....	85
Master of Science in Teaching .....	87
Doctor of Education in Educational Leadership and Leadership in Higher Education.....	89
Continuing Education for Graduate School of Education .....	93
<b>COURSE DESCRIPTIONS .....</b>	<b>95</b>
Undergraduate Courses .....	96
Graduate Courses.....	122
<b>DIRECTORY .....</b>	<b>178</b>
SPGS Full-time and Part-time Faculty.....	179
Graduate School of Education Faculty .....	185
<b>CAMPUS SECURITY INFORMATION .....</b>	<b>186</b>
<b>INDEX .....</b>	<b>187</b>

# **INTRODUCTION: THE UNIVERSITY**

# 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 Stormont Vail Health in Topeka, offers a program of study leading to the Bachelor of Science in Nursing for those seeking initial preparation and for registered nurses (RNs) wanting to obtain a higher degree. The Graduate School of Nursing (GSON) offers a Master of Science in Nursing for advanced study in Nursing Education or Nursing Administration.

The School of Professional and Graduate Studies (SPGS), with its educational goals directed to the needs of non-traditional students, offers educational programs in Overland Park, Topeka, Wichita, and other locations in Kansas and Missouri. It offers the Associate of Arts in Business, the Bachelor of Business Administration with majors available in Leadership, Management, and Strategic Communication, Bachelor of Science in Accounting, Bachelor of Science in Criminal Justice, Master of

Arts in Organizational Leadership, Master of Business Administration, Master of Liberal Arts, and Master of Science in Sport Management degree programs.

The School of Education (SOE) offers 12 undergraduate licensure programs and five graduate education programs. SOE undergraduate programs are located at the Baldwin City campus where students receive a B.A. or B.S. degree with majors in education and their content area. Non-traditional students who have previously earned a degree may obtain licensure in their content area. SOE offers graduate degree programs in Overland Park, Topeka, Wichita, and other Kansas and Missouri locations. Graduate degree programs offered include the Master of Arts in Education, Master of Science in Special Education, Master of Science in School Leadership, Master of Science in Teaching, Doctorate of Education in PreK-12 Educational Leadership, and Doctorate of Education in Higher Educational Leadership.

## **ACCREDITATION**

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456, [www.hlcommission.org](http://www.hlcommission.org)) 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, with the most recent reaffirmation of accreditation status in 2012. Baker University is also a member of and approved by the University Senate of the United Methodist Church.

Baker University School of Education is accredited by the Kansas State Department of Education and the Council for the Accreditation of Educator Preparation (CAEP). The B.S.N. program is accredited by the Commission on Collegiate Nursing Education and approved by 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 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, Osman 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 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 Health, 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 programs, the Doctorate of Education (Ed.D.) in PreK-12 Educational Leadership and the Doctorate of Education (Ed.D.) in Higher 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-lined 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 7301 College Boulevard. These offices house the School's administrative functions. 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.

Baker University School of Professional and Graduate Studies and Graduate School of Education has two Missouri locations used for conducting classes and advancing the learning of our students:

**Lee's Summit:** 1278 NE Windsor Dr., Lee's Summit, MO 64086

This 5900-square-foot facility consists of four classrooms accommodating 16-24 students each and one conference room accommodating ten people. Approximately  $\frac{3}{4}$  of the facility is used as classroom space; additionally, there are two private offices and two cubicle offices for staff use. The classrooms are equipped with wireless Internet, LCD projectors, and whiteboards. A mobile computer lab, Smart Board, and document camera are available upon request.

**North Kansas City:** 7509 NW Tiffany Springs Parkway, Kansas City, MO 64153

This 4866-square-foot facility, located on the first floor of a shared office building, consists of four classrooms accommodating 24 students each and one conference room accommodating ten people. Approximately  $\frac{3}{4}$  of the space is for classroom use; additionally, there are three cubicle offices for staff use. The classrooms are equipped with wireless Internet, LCD projectors, and whiteboards. A mobile computer lab, Smart Board, and document camera are available upon request.

The School of Nursing is located in the Pozez Education Center on the corner of SW 8<sup>th</sup> Avenue and Horne on the campus of Stormont Vail Health, Topeka, Kansas. This modern facility provides administrative offices, large modern classrooms, fully equipped clinical training labs, and a computer lab. On the lower level, the Stauffer Health Sciences Library provides full library services, computers, and individual study areas and is a strong learning resource for both students and faculty.

## 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 of Kansas and a 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 City 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 Saturdays and Sundays from 1:00 to 4:30pm. 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, early editions of the major translations of the Bible into English, and other works exhibiting the history of printing and the book arts.

**The Baker University and Kansas United Methodist Archives** are housed in the lower level of the Spencer Wing of the Collins Library. 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 Sproxtton, 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 Memorial Prairie Preserve**, an 18-acre area three miles east of Baldwin City, is used by biology classes and independent study students to investigate ecological phenomena common to native prairies. The area is particularly valuable for studying patterns of use and activity by birds, rodents, and insects interacting with a high diversity of plants. This site also contains five swales cut by heavy merchant wagons traveling along the Santa Fe Trail.

**Baker Wetlands Research and Natural Area** is a 927-acre area 11 miles northwest of Baldwin City in the Wakarusa River floodplain. The area contains 45 acres of native wetland prairie. The remaining acreage has been restored as wetlands, prairie, and riparian woodland 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 wide 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. An 11,800-square-foot Discovery Center was completed in 2015. There are over nine miles of trails accessible to the public from four different parking lots.

**Ivan L. Boyd Arboretum** consists of the six blocks of the main campus. It was established in 1978 in honor of Dr. Ivan Boyd for his many years of effort to plant a wide variety of trees on the campus. Today there are over 450 trees comprised of over 100 different species. At least one tree of each species is labeled at the base of the tree by a metal screw post. These posts were used in the 1800s by the U.S. Cavalry to erect temporary corrals for horses. They were originally four feet tall but have been shortened for use as tree labels. The Arboretum is used by several biology classes as a living herbarium to identify and study the trees. Many also harbor abundant wildlife that are also studied.

## ETHICS AND COMPLIANCE POLICIES

### PROHIBITED HARASSMENT POLICY

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.

### ACCOMMODATION NOTICE

Baker University is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1992. Students must provide documentation of the disability which should include appropriate diagnostic testing and a verification form prepared by a licensed medical practitioner who is not related to the student.

### NOTICE OF NONDISCRIMINATION

It is the policy of Baker University to afford equal opportunity for all persons. As such, the University will not discriminate based on an individual’s race, color, national origin, religion, sex, disability, age, veteran status, sexual orientation, marital status, or other status protected by law, in admission to or employment in its education programs or activities.

For the full text of the Prohibited Harassment Policy, Accommodation Notice, and Notice of Nondiscrimination, visit [www.bakeru.edu](http://www.bakeru.edu). You may file an anonymous and confidential report of suspected improper conduct on the Baker University website or by calling 866-879-0422.

### JEANNE CLERY ACT AS AMENDED

Baker University publishes an Annual Security Report in compliance with the federal Clery Act. The University creates yearly reports with postings on the University website. The University will provide a paper copy of the reports upon request. Baker University supports the 2013 Violence Against Women: Clery Act Amendments with policies pertaining to relationship violence, stalking, and sexual misconduct. Additional information is available on the Baker website.

### 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 SW  
Washington, D.C. 20202-8520

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; a student serving on an official committee (such as a disciplinary or grievance board); or a student engaged in a teaching assistantship learning experience. 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](mailto:records@bakeru.edu)).

## **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 Handbooks 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 SPGS/GSOE 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 through 29 credit hours earned
Sophomore:	30 through 63 credit hours earned
Junior:	64 through 97 credit hours earned
Senior:	98 or more credit hours earned

### COURSE LOAD

For students in the CAS/USOE/USON, the minimum full-time student load is 12 credit hours per semester. The normal course load is 15 or 16 credit hours. Typically, students should limit enrollment to a maximum of 18 credit hours. Newly admitted freshmen should not enroll in more than 18 credit hours. Students who choose to enroll in more than 18 credit 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 credit hours must have administrative consent.

For students in the GSON program, the maximum credit load is nine graduate credit hours for a fall/spring semester and six credits for a full summer session.

For students in the SPGS/GSOE, full-time and part-time status is determined as outlined in the Academic Records>Enrollment Status section of the SPGS\GSOE catalog. Students may request permission to take overload coursework as outlined in the Academic Policies >Course Overload section of the SPGS\GSOE catalog.

### LOWER- AND UPPER-COLLEGE COURSES

Course numbers below 100 do not count toward minimum credit hours needed for graduation. 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 advisor may enroll in upper-college courses.

Graduate-level courses are numbered 500-899 or 5000-8999. Doctoral-level courses are numbered 9000-9999.

## GRADING SYSTEM AND PRACTICE

### AVAILABLE GRADES

The following grades are used at the Graduate School of Education, School of Nursing, and the School of Professional and Graduate Studies:

Letter Grade	Quality Points	Letter Grade	Quality Points	Letter Grade	Quality Points
A	4.00	C	2.00	F	0.00
B	3.00	D	1.00	WF (SPGS/GSOE only)	0.00

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

Letter Grade	Quality Points	Letter Grade	Quality Points	Letter Grade	Quality Points
A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

### ADDITIONAL GRADING NOTATION

P: Pass (represents work at the level of C or higher)

I: Incomplete (temporary grade only)

AU: Audit

W: Withdraw

WP: Withdrawn Passing (SPGS/GSOE only)

NC: No Credit

DIST: Distinguished (GSOE portfolio only)

PROF: Proficient (GSOE portfolio only)

\*: Indicates a retaken course

R: Indicates a repeatable course

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 (GPA) 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 GPA is calculated by dividing the sum of the quality points by the total number of credits attempted. The resulting cumulative or semester GPA ranges from 0 to 4.00.

In computing the cumulative grade point average, all courses are included except: credit hours transferred; those with course numbers 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. Only the grade earned in the last retaken attempt counts toward the cumulative GPA.

In the CAS/USOE, a limited number of courses are offered only on a Pass/No Credit (P/NC) basis. Students must earn a grade of C or higher to receive credit for P/NC classes. Grades of C- or below result in NC. In the SON, all clinical courses are P/F. 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 appropriate administrator. (See school catalog for more details.)

A passing grade for master-level SPGS/GSOE students is a C or higher. However, a student in a master-level 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/USON students 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, midterm grades 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 standing 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 coursework was not completed prior to the end of the course 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 coursework within the timeframe established by the college/school as follows:

- CAS/USOE/USON: Four weeks into the next regular semester (i.e., fall or spring).
- GSON: The student has one semester in which to remove the incomplete grade. Only one other course may be taken concurrently during the semester that an incomplete is addressed.
- 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 Incomplete be extended for more than an additional two 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 60 days after the end of a course. Change of grade requests must be based on adequate cause and be approved by the Academic Dean, Assistant Dean, or Dean's representative 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/USON may choose to audit up to six credit hours (not counted in the minimum 12-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.

SPGS students should refer to the tuition and fees section of the SPGS catalog. Courses may not be audited in the GSOE or GSON.

## 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 GPA of 3.00 or higher and a SPGS/GSOE student must have a cumulative GPA of 3.50 or higher to enroll in an independent study course. Generally, independent studies range from one to three 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 provide a course syllabus which includes 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/USON 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 (AP) are accepted with a score of 3 or higher. Students who have successfully completed courses in the International Baccalaureate Program (IB) may receive credit for scores of 4 and above.

The SPGS defines assessed credits as those not earned at a regionally accredited college. Assessed credits may be those earned through a variety of learning experiences. Students are referred to the External Sources of Credit section of this catalog (p. 31) for further information.

## UNDERGRADUATE ACADEMIC HONORS

### DEAN'S LIST

At the conclusion of each semester at CAS/USOE/USON, all full-time degree-seeking students earning a GPA of 3.50 or higher in at least 12 credit hours of coursework (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

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

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

The determination of scholastic honors is made during the last semester prior to graduation and does not include grades from the final semester for CAS/USOE/USON.

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

Transfer coursework is not included in the GPA 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:

	<u>Summa Cum Laude</u>	<u>Magna Cum Laude</u>	<u>Cum Laude</u>
CAS/USOE/SON	3.90-4.00	3.75-3.89	3.50-3.74
SPGS	3.95-4.00	3.85-3.94	3.70-3.84

## ACADEMIC STANDING

To be in good academic standing, a student must be making satisfactory progress toward earning the degree and meeting the prescribed GPA, grade, or progression standards as defined by the college/school. 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 continue.

### ACADEMIC CAUTION/PROBATION/INELIGIBLE TO CONTINUE

Academic caution is used at midterm for students in the CAS, USOE, and USON as an official warning and notification that prescribed GPA, 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 continue.

For the GSON, a cumulative GPA of 3.00 is required for both good academic standing and degree conferral. The student must complete each course and the requirements for the course in the graduate curriculum. If the academic average falls below 3.00 the student will be placed on probation.

Academic probation is a warning status to alert students when their GPA and/or grades have fallen below the academic performance standards as defined by the college/school. The status "academically ineligible to continue" is reserved for a student who may not continue enrollment at Baker University.

## GRADUATION REQUIREMENTS

### CREDIT HOURS AND GPA 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:

Degree Program	Minimum Credit Hrs.	Minimum GPA	Degree Program	Minimum Credit Hrs.	Minimum GPA
CAS Bachelor	128	2.00	SON Master	31	3.00
SOE Bachelor	128	2.00	SPGS Master	36-39	3.00
SON Bachelor	128	2.00	SOE Master (MAED, MST)	36-42	3.00
SPGS Associate	63	2.50	SOE Master (MSSE, MSSL)	33-37	3.25
SPGS Bachelor	124	2.50	SOE Doctorate	59	3.50

For CAS/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 credit 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 RESIDENCY

At CAS/USOE: In order to obtain an undergraduate degree, the following residency criteria must be met:

- A minimum of 31 credit hours of coursework must be completed in residence at the Baldwin City campus.
- At least 27 of the total credit hours completed in residence must be at the upper-college level (numbered 300 or higher).
- With the exception of students enrolled in an approved study abroad experience during their final 31 credit hours toward the degree, the final 31 credit hours of coursework 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 special appeal. These transfer credit hours require prior approval through the Office of the Registrar. Upper-level coursework 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.

**At SON:** In order to obtain the B.S.N. degree from SON, a minimum of 30 credit hours must be completed in residence. After admission to the GSON, all credits toward the M.S.N. degree must be completed at Baker University. Requirements for the degree must be completed within five years of the student's initial semester of coursework.

**At SPGS/GSOE:** To obtain an associate's degree, a minimum of 24 credit hours must be completed in residence. To obtain a bachelor's degree, a minimum of 42 credit hours must be completed in residence. This residence requirement may vary depending on the core/major course requirements. See school catalog for details of the residency requirements for SPGS and GSOE master-level programs and the SOE doctoral degrees. A maximum time frame of six years has been designated for completion of all graduate program requirements at SPGS/GSOE.



**MARTHA J. HARRIS, 1983**

Interim Dean of the College of Arts and Sciences  
Professor of Business and Economics  
B.S. Baker University, 1979  
M.B.A. University of Kansas, 1985  
M.L.A. Baker University, 2014  
C.P.A., 1998

**ERIC HAYS**

Director of Institutional Research  
Instructor of Mathematics  
B.S.E. University of Kansas, 1997  
M.S.E. University of Kansas, 2002

**TES MEHRING, 2013**

Interim Provost  
Professor of Graduate Education  
B.M. St. Mary College, 1974  
M.S. Southwest Missouri State University, 1975  
M.S.E. University of Kansas, 1979  
Ph.D. University of Kansas, 1981

**LYNNE MURRAY, 2014**

President of the University  
B.A. St. Mary's College of Maryland, 1988  
M.S. Johns Hopkins University, 2002  
Ph.D. Gallaudet University, 2008

**THE SCHOOL OF PROFESSIONAL AND  
GRADUATE STUDIES AND THE  
GRADUATE SCHOOL OF EDUCATION –  
GENERAL INFORMATION**

## BAKER UNIVERSITY INSTRUCTIONAL SITES AND PROGRAMS

Degree Programs	Online	Baldwin City, KS	Overland Park, KS	Wichita, KS	Topeka, KS (Wanamaker)	Topeka, KS (10 <sup>th</sup> St)	Hays, KS	Lee's Summit, MO	North Kansas City, MO
College of Arts and Sciences Undergraduate Programs		✓							
School of Education Undergraduate Programs		✓							
Master of Arts in Education (MAED)	✓		✓	✓	✓			✓	✓
Master of Science in School Leadership (MSSL)			✓	✓	✓				
Master of Science in Special Education (MSSE)			✓						
Master of Science in Teaching (MST)	✓								
Doctor of Educational Leadership, PK-12 (Ed.D.)			✓	✓					
Doctor of Higher Educational Leadership (Ed.D.)			✓	✓			✓		
Associate of Arts in Business (AAB)	✓		✓	✓	✓				
Bachelor of Business Administration (BBA)	✓		✓	✓	✓			✓	✓
Bachelor of Science in Accounting (BSA)			✓						
Bachelor of Science in Criminal Justice (BCJ)	✓								
Master of Organizational Leadership (MAOL)	✓		✓		✓				
Master of Business Administration (MBA)	✓		✓	✓	✓			✓	✓
Master of Liberal Arts (MLA)	✓								
Master of Science in Sports Management (MSSM)			✓						
Bachelor of Science in Nursing (BSN)						✓			
Master of Science in Nursing (MSN)						✓			

### KANSAS LOCATIONS

618 Eight St  
PO Box 65  
Baldwin City, KS 66006

7301 College Blvd, Ste 120  
Overland Park, KS 66210

3450 N Rock Road, Ste 401  
Wichita, KS 67226

2641 SW Wanamaker, Ste 102  
Topeka, KS 66614

1500 SW 10<sup>th</sup> St  
Topeka, KS 66604

600 Park St  
Hays, KS 67601

### MISSOURI LOCATIONS

1278 NE Windsor Dr  
Lee's Summit, MO 64086

7509 NW Tiffany Springs Pkwy, Ste 102  
Kansas City, MO 64153

## SPGS AND GSOE EDUCATIONAL PHILOSOPHY

Baker University School of Professional and Graduate Studies (SPGS) and the Graduate School of Education (GSOE) are committed to assuring student learning and developing confident, competent, and responsible contributors to society. SPGS and GSOE support and encourage collaborative learning experiences and the self-directed, inquiry-based learning model and believe that collaborative learning experiences can:

- Enhance self-directed learning;
- Build self-confidence and strengthen decision-making and problem-solving abilities;
- Enhance interpersonal skills; and
- Cultivate cooperative teaching and learning responsibilities.

SPGS and GSOE recognize the distinction between traditional full-time residential students and non-traditional students who bring a diversity of professional experiences to the classroom and are self-directed in their learning. As such, the educational philosophy at SPGS and GSOE assumes 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; and
- 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 design programs to provide structure and support to encourage student independence and self-direction.

### COOPERATIVE LEARNING

Student learning is developed and enhanced through collaborative learning experiences and group participation. Students are required to participate in their own educational process, and substantial responsibility is placed on the learner. Through group projects, 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 MISSION AND VALUES

### MISSION STATEMENT

The School of Professional and Graduate Studies develops confident, competent leaders, contributing to their communities through lifelong learning, professional success, and services to others.

### CORE VALUES

- We believe that education is not defined by age, but rather by desire and motivation.
  - We provide an environment where students utilize resources and are encouraged to think critically.
  - We provide a quality learning environment that builds on adult students' academic, professional, and life experiences to foster lifelong learning.
- We believe that academic achievement contributes to professional success.
  - We challenge students by providing a rigorous academic environment designed to illustrate real-world applications.
  - We provide curriculum which incorporates student and faculty experiences.

- We serve our community by empowering our students.
  - We promote awareness to inspire action within the community through value-based decision making.
  - We provide unique preparation that will enable graduates to engage in and encourage positive community change.

## **SOE MISSION, VISION, AND PROGRAMS**

### **THE SCHOOL OF EDUCATION**

The School of Education (SOE) was approved by the Baker University Board of Trustees in November of 2005. From that point forward, all teacher licensure programs and education degrees were offered through the SOE. The roots of SOE programs trace back many years during which 12 teacher education undergraduate licensure areas were provided through the College of Arts and Sciences. More recently, graduate degree programs were first implemented through the School of Professional and Graduate Studies beginning in 1996 with the Master of Arts in Education (MAEd) followed in 1999 with the Master of Arts in School Leadership (MASL; changed to Master of Science in 2008). After several years of development and work with accrediting agencies, the Doctor of Education (EdD) in Educational Leadership degree became a reality and the first cohort group started in January of 2006. The MAEd program is offered at multiple sites found in Kansas and Missouri while the MSSL program is offered on the Overland Park, Topeka, and Wichita campuses. The Graduate School of Education also offers a Master of Science in Teaching (MST) for alternative licensure in both PreK-12 or secondary education (depending on the content area) and a Master of Science in Special Education (MSSE). Students in the EdD program may choose either the PreK-12 or the Higher Education (HE) degree.

### **SCHOOL OF EDUCATION (SOE) MISSION, VISION, AND BELIEFS**

#### **SOE MISSION**

The SOE is committed to learning and to developing confident and competent educational leaders.

#### **SOE VISION**

The SOE provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

#### **SOE BELIEFS**

The SOE believes a confident and competent educational leader:

- Advocates for all students and their learning successes;
- Has a strong knowledge base, sense of beliefs, and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs, and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

### **SOE PROGRAM SCOPE**

The SOE offers a life-enhancing experience that promotes rigorous scholarship and integrates student learning, development, and engagement in ways that educate the whole person and inspire student success and fulfillment. Baker's undergraduate education program prepares elementary, middle, and secondary teachers for teacher licensure. Baker's graduate master education programs prepare building level administrators, and special education teachers for master's degrees and licensure and teachers, both elementary and secondary, for a master's degree. Baker's EdD graduate program prepares district level leaders for licensure, and also prepares administrators for higher education administrative positions.

## GRADUATE EDUCATIONAL PROGRAMS AND ENDORSEMENTS

**Master of Arts in Education (MAEd):** This program is designed for adults with teaching experience to expand their potential to become exemplary leaders in the teaching profession.

**Master of Science in School Leadership (MSSL):** This program is designed to develop educators into exemplary building administrators eligible for building leadership licensure.

**Master of Science in Special Education (MSSE):** This program is designed to develop educators into exemplary special education leaders who are eligible for special education endorsement.

**Master of Science in Teaching (MST):** This program is designed for adults who possess a degree in a content area, complete the alternative license program (Restricted Licensure), and wish to obtain teacher licensure in either PreK-12 or secondary education (depending on the content area).

**Doctor of Education (EdD) in Educational Leadership:** This program is designed to prepare educators for leadership positions in the PK-12 educational setting. Participants will expand their leadership skills and have the opportunity to gain district level licensure.

**Doctor of Education (EdD) in Leadership in Higher Education:** This program is designed to prepare individuals for leadership roles in higher education.

## SPGS AND 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. Online students experience the same course objectives, assignments, and assessment outcomes as traditional on-ground students.

### COURSE FORMAT

Baker University SPGS and GSOE offers online courses that are asynchronous, meaning that they do not meet at a predetermined time. Baker University GSOE also offers online synchronous programs that meet at predetermined times during a seven-week course. Online classes meet for week-long modules and students attend class by logging into Moodle, Baker University's Learning Management System. Students receive their assignments and are expected to collaborate with their peers through Moodle.

### EDUCATIONAL OFFERINGS

SPGS and GSOE offer the following programs online: **Associate of Arts in Business (AAB)**, **Bachelor of Business Administration (BBA)**, **Bachelor of Science in Criminal Justice (BCJ)**, **Master of Arts in Organizational Leadership (MAOL)**, **Master of Business Administration (MBA)**, **Master of Liberal Arts (MLA)**, **Master of Arts in Education (MAEd)**, **Master of Science in School Leadership (MSSL)**, and **Master of Science in Special Education (MSSE)** degrees.

### BUSINESS CONCENTRATION COURSES

Business concentration courses are offered in selected areas of study to compliment a degree program. For undergraduate concentrations, see p. 68-69. For graduate concentrations, see p. 76-77.

Online concentration courses are six or 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 (including art, communication, film, literature, music, theatre), history and ideas (including anthropology, culture, history, philosophy, religion), and natural and social science (including health science, political science, psychology, sociology).

Online liberal arts courses are offered in six terms per calendar 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 Resources, and Student Conduct, Responsibilities, and Rights sections of this catalog for information on online policies and procedures.

## **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 their 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 in some programs, graduate surveys, 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, including 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; however, data are not collected on these assessments. All GSOE-approved licensure programs and key assessments are aligned with Kansas State Department of Education program content standards.

### **STUDENT END-OF-COURSE SURVEY**

All program participants voluntarily complete this survey for each course. Students are asked to evaluate faculty performance, curriculum quality, 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**

Some 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 Career Services on the Baldwin City campus.

### **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, and 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](http://www.bakeru.edu) or can be obtained from an enrollment representative by calling 913-491-4432.

### **SPGS UNDERGRADUATE PROGRAMS**

#### **CALCULATING THE TRANSFER GPA**

Admission to all SPGS undergraduate programs is determined in part by calculation of a combined grade point average of grades earned in all previous college-level coursework. The admission GPA is based on the following parameters:

- Courses which would otherwise be transferable, but in which the grade earned is below C are not applied to the total transfer credit hours accepted, but are computed into the transfer GPA for admissibility.
- Courses in categories which are not transferable (such as developmental courses) are not used to calculate the admission transfer GPA. (For an explanation of non-transferable credit, see the External Sources of Credit section of the catalog on p. 31.)
- Courses with grades of “Incomplete”, “In Progress”, “Not Passed”, “Unsatisfactory”, “No Credit”, “Withdrawal”, or “Audit” are not transferable or calculated into the admission transfer GPA.
- Duplicate courses, whether taken at the same or another institution, are not accepted.

### **ADMISSION TO ASSOCIATE OF ARTS IN BUSINESS AND LOWER-DIVISION BACHELOR DEGREE COURSEWORK**

#### **Required of all applicants:**

- A completed application form.

#### **Required of applicants with fewer than 12 hours of transferable college credit:**

- Official high school transcript or state-approved high school equivalency test. The high school GPA must be  $\geq 2.30$ . The minimum score required for admission using an official state-approved high school equivalency test is based upon the scoring standards in place at the time of testing.

#### **Required of applicants who were home-schooled with fewer than 12 hours of transferrable college credit:**

- 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).

#### **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  $\geq 2.00$ . NOTE: Coursework attempted or completed at any post-secondary institution not disclosed at the time of application cannot later be submitted for potential transfer-in credit.

### **ADMISSION TO THE UPPER-DIVISION BACHELOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM**

#### **Required of all applicants:**

- A completed application form.
- Official transcripts from all regionally accredited institutions of higher education previously attended. The combined GPA must be  $\geq 2.00$ . NOTE: Coursework attempted or completed at any post-secondary institution not disclosed at the time of application cannot later be submitted for potential transfer-in credit.
- A minimum of 48 transferable credit hours.
- Three credit hours of college-level English composition or an equivalent course with a grade of C or better.

### **ADMISSION TO THE BACHELOR OF SCIENCE IN ACCOUNTING AND BACHELOR OF SCIENCE IN CRIMINAL JUSTICE DEGREE PROGRAMS**

#### **Required of all applicants:**

- A completed application form.
- Official transcripts from all regionally accredited institutions of higher education previously attended. The combined GPA must be  $\geq 2.00$ . NOTE: Coursework attempted or completed at any post-secondary institution not disclosed at the time of application cannot later be submitted for potential transfer-in credit.

- A minimum of 36 transferable credit hours.
- Three credit hours of college-level English composition or an equivalent course with a grade of C or better.

## **GRADUATE BUSINESS PROGRAMS**

### **ADMISSION TO THE MASTER OF BUSINESS ADMINISTRATION AND MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP PROGRAMS**

#### **Required of all applicants:**

- A completed application form.
- Two years of full-time work experience.
- An official transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education.

### **ADMISSION TO THE MASTER OF LIBERAL ARTS AND MASTER OF SCIENCE IN SPORT MANAGEMENT PROGRAMS**

#### **Required of all applicants:**

- A completed application form.
- An official transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education.

## **SOE GRADUATE PROGRAMS**

### **ADMISSION TO THE MASTER OF ARTS IN EDUCATION PROGRAM**

#### **Required of all applicants:**

- A completed application form and fee.
- An official transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education, as well as official transcripts of all completed undergraduate hours, OR an official transcript indicating a master's degree conferred from a regionally accredited institution of higher education.
- A copy of a valid teaching license or certificate.
- Verification of one year of teaching experience OR proof of a valid teaching contract that will demonstrate one year of teaching prior to the start of the program.

### **ADMISSION TO THE MASTER OF SCIENCE IN SCHOOL LEADERSHIP PROGRAM**

#### **Required of all applicants:**

- A completed application form and fee.
- An official transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education, as well as official transcripts of all completed undergraduate hours, OR an official transcript indicating a master's degree conferred from a regionally accredited institution of higher education.
- A cumulative undergraduate GPA of  $\geq 2.75$  (for students with a bachelor's degree as the highest degree completed).
- A copy of a valid standard educator license, certificate, or a valid professional clinical license.
- Two letters of recommendation that attest to a student's leadership potential.
- Verification of a minimum of one year of teaching with a valid educator license or school certificate specialist (e.g. school psychologist, school counselor, library media specialist, reading specialist, or teacher leader) experience in an accredited PK-12 program.

**Application and Admission to Directed Field Experience (DFE):**

- An MSSL student is responsible for responding to the academic advisor's DFE application letter sent to the student's Baker email address and is responsible for submitting a DFE application to the GSOE by the deadline date noted in the application letter.
- An MSSL student may begin the DFE after completing 3 credit hours of required EDU coursework and while completing his or her fifth MAS course (15 credit hours).
- An MSSL student is responsible for securing his or her DFE location(s) and mentor(s) using the parameters outlined for the DFE experience.

**Eligibility for Admission to Directed Field Experience (DFE):**

- Completion of the required MAS credit hours and EDU credit hours.
- A cumulative GPA in the MSSL program of  $\geq 3.25$ .
- A composite average of  $\geq 8.0$  in the Professionals Skills Survey.

**ADMISSION TO THE MASTER OF SCIENCE IN SPECIAL EDUCATION PROGRAM****Required of all applicants:**

- A completed application form and fee.
- Two satisfactory letters of professional recommendation.
- An official transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education, as well as official transcripts of all completed undergraduate hours, OR an official transcript indicating a master's degree conferred from a regionally accredited institution of higher education.
- A cumulative undergraduate GPA of  $\geq 2.75$  (for students with a bachelor's degree as the highest degree completed).
- A copy of a valid educator license, certificate, or a valid professional clinical license.
- Verification on a transcript of completion of a course covering the exceptional child.
- Completed Felony Disclosure form.

**ADMISSION TO THE MASTER OF SCIENCE IN TEACHING PROGRAM****Required of applicants who have successfully completed the Restricted Licensure program with Baker University:**

- A completed application form and fee.
- A copy of a valid teaching license or certificate.
- A cumulative GPA of 3.00 from the Restricted Licensure program coursework with no more than one grade of C in the RL program.

**DOCTORAL STUDIES IN EDUCATION****ADMISSION TO DOCTOR OF EDUCATION IN LEADERSHIP IN HIGHER EDUCATION**

Admission to the EdD program is a selective process administered by the SOE graduate education faculty. The following information must be submitted (items 1-3) and assessments completed (items 4-6) in a timely fashion. The applicant's information and assessment performance is reviewed by the faculty to determine who is accepted in each Ed.D. cohort.

**Admission requirements include:**

1. An official transcript showing completion of a graduate degree from a regionally accredited institution with final GPA equal to or greater than 3.50 on a 4.00 scale.
2. Evidence of one year of experience in an accredited higher education institution.
3. Three recommendations that attest to the students' leadership potential.
4. Writing samples that demonstrate advanced writing skills.
5. A score on a University critical thinking instrument that demonstrates well-developed critical thinking and problem-solving skills.
6. A score on a dispositions activity that demonstrates professional beliefs, values, and insights important to educational leadership.

**PROGRAM OPTIONS**

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

1. **EdD program:** Applicants who possess a master's degree are eligible for admission to the EdD program. The program includes 59+ credit hours as defined in the EdD Handbooks. The total program costs for tuition, books, and fees are set annually by the University.
2. **EdD program with specialist degree:** Applicants who possess a specialist degree in Higher Education Administration are eligible for admission. The hours required are determined after the applicant's transcript and course syllabi have been submitted and reviewed. Current program costs may be reduced at the per-credit-hour cost for up to 11 credit hours completed in the last six years. The student is required to pay the existing credit hour charge for courses not waived.
3. **EdD program with previous doctoral work:** Applicants who have earned doctoral hours from an accredited university are eligible for admission. The program includes a minimum of 50 credit hours of coursework, field experience, and research. The hours required are determined after the applicant's transcript and course syllabi have been submitted and reviewed. Current program costs may be reduced at the per-credit-hour cost for up to nine credit hours completed in the last six years. If a student is required to take more than 50 credit hours to complete the program, the student pays the existing credit hour charge.

Any requests for an exception to this policy may be submitted to the Student Grievance Committee.

**ADMISSION TO DOCTOR OF EDUCATION IN LEADERSHIP (PK-12)**

Admission to the Ed.D. program is a selective process administered by the SOE graduate education faculty. The following information must be submitted (items 1-4) and assessments completed (items 5-7) in a timely fashion. The applicant's information and assessment performance is reviewed by the faculty to determine who is accepted in each EdD cohort.

**Admission requirements include:**

1. 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 4.00 scale.
2. Evidence of completion of a state-approved building administrator program (for District Leadership License [DLL] seeking applicants only).
3. Evidence of three years of experience as an educational professional in a PK-12 program that is accredited by a state-recognized institution.
4. Submission of the names of four references (with email addresses) to complete the recommendation form checklist.
5. Three recommendations that attest to the student's leadership potential
6. A writing sample that demonstrates advanced writing skills.
7. A score on a University critical thinking instrument that demonstrates well-developed critical thinking and problem-solving skills.

**PROGRAM OPTIONS**

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

1. **EdD program:** Applicants who possess a master's degree are eligible for admission to the EdD program, which can also lead to District Leadership Licensure (for those holding building leadership licensure). The program includes 59+ credit hours as defined in this handbook. The total program costs for tuition, books, and fees are set annually by the University.

2. **EdD program with district licensure and specialist degree:** Applicants who possess District Leadership Licensure and a specialist degree in Educational Administration are eligible for admission. The program includes a minimum of 48 credit hours of coursework, field experience, and research. The hours required are determined after the applicant's transcript and course syllabi have been submitted and reviewed. Current program costs may be reduced at the per-credit cost for up to 11 credit hours completed in the last six years. If the student is required to take more than 48 credit hours to complete the program, the candidate pays the existing credit hour charge.
3. **EdD program with district licensure and master's degree:** Applicants who possess District Leadership Licensure and a master's degree in Educational Administration are eligible for admission. The program includes a minimum of 51 credit hours of coursework, field experience, and research. The hours required are determined after the applicant's transcript and course syllabi have been submitted and reviewed. Current program costs may be reduced at the per-credit cost for up to eight credit hours completed in the last six years. If a student is required to take more than 51 credit hours to complete the program, the student pays the existing credit hour charge.
4. **EdD program with specialist degree:** Applicants who possess a specialist degree in Educational Administration are eligible for admission. The hours required are determined after the applicant's transcript and course syllabi have been submitted and reviewed. Current program costs may be reduced at the per-credit cost for up to 11 credit hours completed in the last six years. The student is required to pay the existing credit hour charge for courses not waived.
5. **EdD program with previous doctoral work:** Applicants who have earned doctoral hours from an accredited university are eligible for admission. The program includes a minimum of 50 credit hours of coursework, field experience, and research. The hours required are determined after the applicant's transcript and course syllabi have been submitted and reviewed. Current program costs may be reduced at the per-credit cost for up to nine credit hours completed in the last six years. If a student is required to take more than 50 credit hours to complete the program, the candidate pays the existing credit hour charge.

Any requests for an exception to this policy may be submitted to the Student Grievance Committee.

## ADMISSION POLICIES

If an applicant is lacking one or more of the admission 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 provisionally on academic probation, he/she has until the last day of the third course to obtain good academic standing in the program. Failure to satisfy this provision results in administrative withdrawal from the program. Should the student be admitted transcript provisionally, he/she has until the last day of the first course to submit all documents required to be granted full admittance. Failure to satisfy this provision 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 reviews all materials submitted and notifies the applicant of the decision.

### 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 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 students who officially withdrew or were administratively withdrawn are subject to graduation requirements in effect at the time of readmission.
- SPGS graduate students are subject to graduation requirements in effect at the time of readmission.
- Students seeking to transfer from one program to another must be in good academic standing in their current program.

Official transcripts must be submitted for all college coursework taken during the student's absence. Former students 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 [p. 36] for details.)

## 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 student 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 ([www.ece.org](http://www.ece.org)), World Education Services ([www.wes.org](http://www.wes.org)), or another evaluator approved by the University. The evaluation fee is at the applicant's expense. Official transcripts received from U.S. institutions are reviewed at no charge 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 a current official TOEFL or IELTS score report as evidence of proficiency in the English language. Information about testing opportunities is available online at [www.ets.org/toefl](http://www.ets.org/toefl) and [www.ielts.org](http://www.ielts.org).

The following are minimum TOEFL scores required for admission:

- 600 on the Paper-Based Test
- 250 on the Computer-Based Test
- 100 on the Internet-Based Test

The following minimum IELTS score is required for admission:

- 6.5

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), associate's degree, bachelor's degree, or graduate-level degree in the United States are exempt from the TOEFL/IELTS.

**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 15 days of beginning courses at Baker University SPGS/GSOE, all non-resident international students must check in and present their original passport and visa to the International Student Designated School Official. Failure to do so may result in the termination of the applicant's SEVIS I-20 record and the rescinding of admission to Baker SPGS/GSOE.

The international student must notify the Designated School Official when dropping below full-time enrollment, changing degree plans, postponing enrollment for any length of time, resuming enrollment after a postponement, changing foreign or U.S. address, or changing the projected date of graduation.

## EXTERNAL SOURCES OF CREDIT

### TRANSFER CREDIT - UNDERGRADUATE

Courses taken at regionally accredited or candidate-status post-secondary institutions with grades of C or better are granted full transfer-in credit with the following limitations:

- Technical courses are accepted up to a limit of 12 credit hours.
- Physical education activity-based courses are accepted up to a limit of 11 credit hours. A maximum of eight credit hours are used in computing the admission GPA.
- Field experiences are accepted up to a limit of six credit hours. This includes courses such as internships, practicums, clinical courses, and on-the-job-training.

Undergraduate-level courses taken prior to application to the BBA, BSA, or BCJ degree programs are evaluated at the time of application. Up to six credit hours may be considered for transfer, provided the courses:

- were taken from a regionally accredited institution of higher education;
- received a grade of C or higher
- are evaluated as equivalent to a business program course; and
- are not outdated in content (not more than five years old).

### UNDERGRADUATE PROGRAMS TRANSFER CREDIT RESTRICTIONS

- **BBA** - Students cannot use transfer coursework to satisfy the following requirements: BU110, BU305, EN102.
- **BSA** - Students cannot use transfer coursework to satisfy the following requirement: BU110, BU305.
- **BCJ** - Students cannot use transfer coursework to satisfy the following requirement: BCJ300.

## **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, but is not limited to, math courses preceding the College Algebra level and courses preceding the college English 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.
- Continuing education units are 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 at Baker University are credits not earned at a regionally accredited college. This includes, but is not limited to, business and professional courses, professional licenses, college-level learning essays, 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, and military training and occupations.

Students may earn a maximum of 30 credits toward an undergraduate degree through assessed credit. 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. See the Financial Information section of this catalog (p. 54) for details pertaining to assessment fees.

## **ASSESSED CREDIT DETAILS**

### **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 coursework), college-level learning gained through experience, or continuing education units (CEUs).

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 Coordinator at the Overland Park office for more information on the PLA Portfolio.

### **STANDARDIZED EXAMINATION PROGRAMS (CLEP, DSST)**

The Prior Learning Assessment Coordinator 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 non-refundable Baker University administrative fee per exam must accompany the registration. Students must cancel and reschedule the exam at least 24 hours in advance of the test date in order for the test administration fee to apply to the future test date. If a student does not contact the Prior Learning Assessment Coordinator in advance, he/she must 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 Baker website or a copy may be obtained from the Prior Learning Assessment Coordinator 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 American Council on Education (ACE). Credit hours earned through standardized examinations are subject to the transfer credit policy.

**CREDIT FOR MILITARY TRAINING AND OCCUPATIONS**

All military training and occupations are evaluated in the Office of the Registrar to determine transferability and for individual course evaluation.

**ASSESSED CREDIT THROUGH APPROVED PARTNERS**

Undergraduate students may earn academic credit for courses taken through approved Baker partners who have been evaluated and approved to deliver college-level curriculum and/or certifications in areas such as business, technology, and professional coursework.

**TRANSFER CREDIT - GRADUATE**

An official transcript sent directly from the granting institution is required and must be submitted at the time of application. Additionally, a student may be asked to provide a course description from the catalog in effect when the course was taken.

**GRADUATE BUSINESS PROGRAMS AND MASTER OF LIBERAL ARTS PROGRAMS**

Graduate-level courses taken prior to application to a business degree or MLA program are evaluated upon request at the time of application. Up to six graduate-level credit hours may be considered for transfer, provided the courses:

- were taken for graduate-level credit from a regionally accredited institution of higher education;
- received a grade of A or B;
- are germane to the MLA curriculum or evaluated as equivalent to a business program course;
- were not used in acquiring any other degree; and
- are not outdated in content (not more than six years old).

**GRADUATE BUSINESS PROGRAMS AND MASTER OF LIBERAL ARTS TRANSFER CREDIT****RESTRICTIONS**

- **MAOL** - Students cannot use transfer coursework to satisfy the following requirements: GRAD510, MAOL595, MAOL598.
- **MBA** - Students cannot use transfer coursework to satisfy the following requirements: GRAD510, MBA533, MBA580, MBA595.
- **MLA** - Students cannot use transfer coursework to satisfy HUM5500, HUM5900 or any other specifically required course.
- **MSSM** – Students cannot use transfer coursework to satisfy the following requirements: GRAD510, MSSM570.

**GRADUATE EDUCATION PROGRAMS**

Graduate-level courses taken prior to application to a graduate education program are evaluated upon request at the time of application. Up to six graduate-level credit hours may be considered for transfer, provided the courses:

- were taken for graduate-level credit from a regionally accredited institution of higher education;
- received a grade of A or B;
- are germane to the graduate education curriculum; and
- are not outdated in content (not more than six years old).

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

**GRADUATE EDUCATION PROGRAMS TRANSFER CREDIT RESTRICTIONS**

- **MAED** - Students cannot use transfer credit hours to satisfy the 18-credit-hour education core requirement.

## ACADEMIC POLICIES

See Catalog Policies and Student Responsibilities (p. 10) section of the catalog for general University-wide academic policies and student responsibilities. The following are SPGS/GSOE policies and practices either omitted from or needing further detail than what is provided in The University section of the catalog.

### GRADING SYSTEMS AND PRACTICES (ADDITIONAL INFORMATION)

#### NO CREDIT (NC)

When extenuating circumstances make it impossible to complete a course, prior to the end of the course a student may petition for an administrative code of NC. To be considered for an NC, full payment must have been made for the course at the time of petitioning, and a student must be earning at least a grade of C or higher for the course. If an NC is approved, funds for the course are maintained by SPGS/GSOE and applied to the course when the student retakes it. These funds may not be transferred to any other course.

#### INCOMPLETE (I)

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

If the student fails to complete all course requirements at the end of the two-week timeframe, the grade of I is converted to an F. The student is then required to repeat the course at his/her own expense. If the course will not be offered again, a course may be substituted by the University Registrar to fulfill the requirement; however, the initial failing grade is retained in the GPA calculation.

In cases of extreme hardship, prior to the expiration of the initial two-week extension, the student may petition in writing to the University Registrar for an additional 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. Enrollment is considered from the start date of any course through the end date of the course. No student in any SPGS business program is allowed overload enrollment for the purpose of early completion of the core program or allowed concurrent enrollment while on probation.

#### UNDERGRADUATE DEGREE PROGRAMS

Course overload is prohibited for new students in the first two courses of the program. Thereafter, a student with a minimum cumulative GPA of 3.00 may concurrently enroll in a core/major course and a general education or concentration course. Failure to maintain a cumulative GPA at or above 3.00 while concurrently enrolled will result in disallowance of this option until the student's GPA is restored to 3.00 or higher.

#### SPGS GRADUATE DEGREE PROGRAMS

Course overload is prohibited for new students in the first two courses of the program. Thereafter, a student with a minimum cumulative GPA of 3.50 may concurrently enroll in a core/major course and a concentration course. Failure to maintain a cumulative GPA at or above 3.50 while concurrently enrolled will result in disallowance of this option until the student's GPA is restored to 3.50 or higher.

#### MLA AND GRADUATE SCHOOL OF EDUCATION DEGREES

Due to the intense and accelerated nature of the MLA and GSOE degree programs, no student in any program may take more than six credit hours per term (i.e.: Fall I, Fall II).

## **GSOE ENROLLMENT MODALITY**

GSOE students enrolled in a cohort may not drop enrollment from a cohort course to join other enrollment. In extenuating circumstances, the student must submit a request for change in enrollment modality to his or her academic advisor for consideration by the GSOE Grievance Committee.

Because of the accelerated nature of GSOE programs and seven-week courses, students cannot enroll in a course once it has begun. Students are encouraged to work with an academic advisor to enroll in courses in a timely manner.

Due to the work involved in a three-credit-hour course, GSOE recommends students enroll in one three-credit-hour course per term; however, according to GSOE policy, a student may choose to enroll in two courses per term. (See specific program requirements for details on courses.)

## **WITHDRAWALS**

### **COURSE RESCHEDULING AND PERMANENT PROGRAM CHANGE**

A student who desires to reschedule an individual course or make a permanent program change must contact an academic advisor for enrollment assistance. 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 must contact their academic advisor. A request to withdraw from an individual course must be in writing with the student's signature. A request to withdraw sent to the academic advisor through the student's Baker email account or through the student portal as instructed by the advisor is also considered acceptable notification. The date of receipt of the official notification is the date used in determining if any tuition refund is due (see the Tuition Refund Policy section of this catalog, p. 56). 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, p. 56).

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

Students withdrawing from courses or a 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, failure to meet provisional admission requirements, or failure to maintain good academic standing. The administrative withdrawal may be 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, p. 59.)

### **MILITARY LEAVE POLICY**

A student should work closely with an academic advisor, an accounting representative, the VA certifying official, his or her course instructor, and a financial aid representative (if applicable) when considering applying for one of the military leave options and throughout the process. Request for approval of a military leave option is reviewed on a case-by-case basis.

A student may request an Incomplete in a course where a military obligation impacts the ability to

complete and submit coursework in alignment with syllabus deadlines. Receipt of required military documentation allows the student an opportunity to complete the course and receive credit. The student is expected to follow the incomplete policy granting a two-week extension from ending course date (see Incomplete/Change of Grade policy in The University section for more details and the previous Grading Systems and Practices-Additional Information sections).

**OR**

A student may request a 100% refund for tuition and technology fee, which will be refunded based on the original payment method.

**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's 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's 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 credit hours in residency through Baker University SPGS after completing the first degree. Combined credit hours for both degrees must equal at least 154 credit hours.

**UNDERGRADUATE SPGS ACADEMIC PERFORMANCE POLICIES AND PROCEDURES**

All 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 student must maintain a cumulative GPA of 2.50 or higher and earn a passing grade in all core courses. A passing grade is a D or better in Baker coursework. A student who fails to meet the requirements for good academic standing is placed on academic probation or declared academically ineligible to continue at the University.

A cumulative core program GPA of 2.50 or higher is also required to graduate.

**ACADEMIC PROBATION**

Academic Probation is a warning status to alert a student when he/she is no longer considered in good academic standing at the University. A student is placed on academic probation when the cumulative GPA falls below 2.50.

A student on probation is restored to good academic standing when a 2.50 cumulative GPA is achieved.

**ACADEMICALLY INELIGIBLE TO CONTINUE**

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

1. The student earns an F or WF in the first course in the core program, **OR**
  2. while on probation, after completing three additional courses, the student's cumulative GPA does not reach 2.50 or higher, **OR**
  3. the student earns 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 petition requesting readmission are required. The petition 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;
3. strategies that will be implemented to help ensure good academic standing; and
4. why favorable consideration for readmission should be given.

The request for readmission is reviewed and approved or denied by the SPGS Admissions Committee. If readmitted, the student is continued on probation and subject to current tuition, fees, policies, and program requirements.

A student 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. The student must work with an Academic Advisor to schedule courses to be repeated. A student who has successfully completed all cohort courses with a 2.50 or better cohort GPA and was taking elective or concentration courses is not required to retake poor academic performance courses before enrolling in additional coursework. The student may wish to contact an Academic Advisor to discuss strategies for success.

## **GRADUATE SPGS ACADEMIC PERFORMANCE POLICIES AND PROCEDURES**

All 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 student must maintain a cumulative GPA 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 is placed on academic probation or declared academically ineligible to continue at the University.

A cumulative core program GPA of 3.00 is also required to graduate.

### **ACADEMIC PROBATION**

Academic Probation is a warning status to alert a student when he/she is no longer considered in good academic standing at the University. Placement on academic probation results when:

1. the student's cumulative GPA falls below 3.00; **OR**
2. the student earns more than one C grade, **OR**
3. the student earns a grade of D, F, or WF.

A student on probation is restored to good academic standing when a 3.00 cumulative GPA is achieved and the next two courses are passed 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. A student is declared Academically Ineligible to Continue at Baker University when:

1. the student earns a D, F, or WF in the first course of the program; **OR**

2. while on probation, the student fails to pass the next two courses with grades of B or higher; **OR**
3. while on probation, after completing three additional courses the student's cumulative GPA does not reach 3.00 or higher; **OR**
4. 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 and a petition requesting readmission is required. The petition 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;
3. strategies that will be implemented to help ensure good academic standing; and
4. why favorable consideration for readmission should be given.

The request for readmission is reviewed and approved or denied by the SPGS Admissions Committee. If readmitted, the student is continued on probation and subject to current tuition, fees, policies, and program requirements.

A cohort model student 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. The student must work with an Academic Advisor to schedule courses to be repeated. In all cases, an open enrollment student granted approval for readmission must first retake courses in which grades of C, D, F, or WF were earned before advancing on to any new courses.

## **GRADUATE SOE ACADEMIC PERFORMANCE POLICIES AND PROCEDURES**

All 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 make satisfactory academic progress toward earning the degree as defined by the University.

- An MAED or MST student must maintain a cumulative GPA of 3.00 or higher with no more than one grade of C.
- An MSSL student must maintain a cumulative GPA of 3.25 or higher with no more than one grade of C.
- An MSSE student must maintain a cumulative GPA of 3.25 or higher with no grade lower than a "B."
- A grade of D or a grade of F is unacceptable and the course must be retaken. If the unacceptable grade is received in an elective course, a student may substitute an equivalent course.

A 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 a student when he/she is no longer considered in good academic standing at the University. Placement on academic probation results when:

1. the student's cumulative GPA falls below the satisfactory cumulative GPA (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 graduate SOE student on academic probation may take only one course at a time until he/she is restored to good academic standing. Additionally, a graduate SOE student on probation must meet with an academic advisor to identify a plan to return to good academic standing.

A graduate SOE student on probation is restored to good academic standing when the required cumulative GPA is achieved and the next two courses are completed with grades of B or higher.

### **ACADEMICALLY INELIGIBLE TO CONTINUE**

The status of Academically Ineligible to Continue is reserved for a graduate SOE 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 fails to pass the next two courses with grades of B or higher; **OR**
3. while on probation, after completing three additional courses, the student's cumulative GPA does not restore him or her to good academic standing required for his or her program; **OR**
4. 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 and a petition requesting readmission is required. The petition 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;
3. strategies that will be implemented to help ensure good academic standing; and
4. why favorable consideration for readmission should be given.

The request for readmission is reviewed and approved or denied by the GSOE Student Grievance Committee. If readmitted, the student is continued on probation and subject to current tuition, fees, policies, and program requirements.

A student granted approval for readmission must first retake courses in which grades of C, D, F, or WF were earned before advancing in the program. The student must work with an academic advisor to schedule courses to be repeated.

## **ED.D. 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 student receives a grade below B, the course must be retaken at the student's expense.

### **ED.D. PROGRAM PROBATION/DISMISSAL**

If an Ed.D. student fails to meet the satisfactory program progress requirement identified above, the student is placed on probation. If a student is placed on probation, he or she is notified by GSOE administration. A student 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 Student Grievance Committee within 60 days of notification of the dismissal. If the student 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.

## 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 Student Grievance Committee within 60 days of notification of ineligibility status.

## ACADEMIC MISCONDUCT POLICY

Baker University is committed to academic integrity in the performance of scholarly responsibilities. Academic integrity is the honest acknowledgement of ideas, words, data, written work, and solutions. All work submitted by Baker University students must represent their original work. All forms of student dishonesty constitute academic misconduct.

Consequences of academic misconduct may include, but are not limited to, a zero or failing grade for a paper, a failing grade for a course, or dismissal/expulsion from the University. Any form of academic misconduct which results in administrative or academic withdrawal or dismissal/ expulsion is noted on the student's transcript. Baker University seeks to ensure that both instructor and student are protected from unfair accusations or actions in cases of academic misconduct.

Academic misconduct includes but is not confined to: plagiarizing; cheating on an assignment and/or assessments; turning in counterfeit reports, tests, and papers; stealing of tests and other academic material; forgery or knowingly falsifying academic records or documents; and turning in the same work to more than one class.

## ACADEMIC MISCONDUCT DEFINITIONS

- **Plagiarism** is the intentional or unintentional failure to accurately attribute ideas, words, works, data, or solutions to the source of that information. Plagiarism includes paraphrasing without acknowledging the source from which that information is paraphrased. Failure to cite direct quotes or paraphrasing in which the basic sentence structure, phraseology, and unique language remain the same constitutes plagiarism, as does failure to acknowledge unique, unusual, or new ideas or facts that are not the product of one's own investigation or creativity. It is the student's responsibility to seek guidance from approved writing standards (MLA/APA). Plagiarism constitutes academic misconduct.
- **Cheating** includes possession, use, or receipt of unauthorized aids or assistance. Notes, charts, books, and electronic devices used in an assignment or assessment, but not specifically allowed by the examiner, constitutes cheating. Visually, verbally, or electronically receiving or distributing information before, during, or after an assignment or assessment is also cheating. Cheating constitutes academic misconduct.
- **Counterfeit Work** includes work submitted as one's own that was created, researched, or produced by someone else. Submission of the work of another person, joint work as if that work was solely one's own, or production of work to be submitted in the name of another person are all forms of counterfeit work. Submitting counterfeit work is academic misconduct.
- **Theft** includes use or circulation of assignments or assessments, or answer sheets specifically prepared for use in a given course, and is academic misconduct.
- **Falsification** of data or creation of false data by instructors or students in research or experimental procedures is academic misconduct. The falsification, alteration, misuse, or procurement of university documents, academic records, or identification, by knowingly or improperly changing transcripts, grade sheets, or documents is academic misconduct.
- **Unauthorized reuse** of work or turning in the same work to more than one course is academic misconduct.

## ACADEMIC MISCONDUCT SANCTIONS

(More than one sanction may be imposed for the same offense).

1. Warning by written reprimand.
2. Reduction of grade for specific assignment may include a zero or an F for that specific assignment.
3. Reduction of grade for the course may include the assignment of an F for the course.
4. Transcript citation placed on the student's transcript.
5. Suspension from all courses for a defined period, including a notation on the student's transcript that suspension is due to academic misconduct.
6. Dismissal/Expulsion includes termination from the University for an indefinite period and transcript citation. The notation to the student's transcript will include conditions for readmission and state the student is dismissed/expelled for academic misconduct.

All records associated with the academic misconduct will remain in the student's file. Additional information regarding charge and hearing procedures is available on the SPGS/GSOE website.

## GRADE PROTEST PROCEDURES

1. Students must attempt to resolve grievances involving grades with the individual instructor.
2. If the grievance is not resolved, the student may request a Grade Protest form and directions concerning the grade protest process from an academic advisor.
3. The Grade Protest forms must be received by the SPGS/GSOE Student Grievance (SG) Committee Chair within 90 days of the last date of the protested course.
4. The SPGS/GSOE Committee Chair 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 SG Committee Chair.
5. The student is provided a copy of the completed instructor response form. Once the student receives this notification, he/she has 30 days to request in writing, giving specific rationale for the review, that the case be reviewed by the appropriate SG Committee. This request is directed to the SPGS/GSOE Committee Chair.
6. All the written documents submitted by the student and faculty member with relevance to the case are reviewed by the appropriate SG Committee.

Grade changes may be made administratively only if there is sufficient reason to believe that the grading procedure was in error.

## ACADEMIC RECORDS

### TRANSCRIPTS

The student academic transcript is maintained by the Office of the Registrar.

### REQUESTING A COPY OF YOUR TRANSCRIPT

The transcript request form is available online at [www.bakeru.edu](http://www.bakeru.edu). The transcript request must be made in writing and contain the signature of the student.

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

A student may obtain an unofficial copy of his/her 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 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.

Students with unmet financial or other University obligations do not have online access to grades. Under no circumstances will grades 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](http://www.bakeru.edu) through the student's portal account.

## **CHANGE OF NAME**

Official documentation must be provided for a name change. A copy of a Social Security card and driver's license or state identification card 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 academic record information to third parties. Loan deferments and verification of enrollment/school status are the most common requests. Normal processing time is four to five business days from the time of receipt of the request. Requests must be made in writing via fax to 785-594-4521 or email to [records@bakeru.edu](mailto:records@bakeru.edu).

## **ENROLLMENT STATUS**

All active, continuously enrolled degree-seeking students will be considered full-time for the purposes of enrollment verification. Note: A break in enrollment that exceeds 30 days may impact a student's enrollment status. Students with a break in enrollment that exceeds 30 days are encouraged to work closely with an academic advisor and a financial aid representative.

Ed.D. students enrolled beyond year three will be considered less than half time.

## **VETERANS ADMINISTRATION EDUCATION BENEFITS**

Baker University School of Professional and Graduate Studies is a proud ConApp 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 details about the application process and VA points of contact. Because a reduction in course load may result in a reduction of benefits, any change in enrollment should promptly be reported to the VA Certifying Official. Failure to do so may result in indebtedness to the Department of Veterans Affairs. Due to the nature of our programs, advance pay is not allowed. Students are encouraged to visit the Veterans page of the Baker website for extensive information at [www.bakeru.edu](http://www.bakeru.edu).

## 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 an 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 June 30) and in July (for those students who will complete their degree requirements between July 1 and December 31). The deadline for submission of the Intent to Graduate form is March 1 for a May degree conferral and October 1 for a December 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.

### UNDERGRADUATE STUDENTS

Undergraduate students with unmet degree requirements at the time of filing their Intent to Graduate 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 undergraduate 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
- June 30: exam completion for May degree conferral

### 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 final degree requirements between January 1 and June 30 are eligible to participate in the May commencement ceremony. Students who complete final degree requirements between July 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 officially awarded two times a year, coinciding with the May and December commencement ceremonies. Students with outstanding financial obligations to the University will not receive their diploma until all obligations have been satisfied.

## **ACADEMIC ADVISING AND RESOURCES**

SPGS/GSOE students are provided opportunities to consult with advising staff prior to enrollment and throughout the duration of the program. An academic advisor provides students with an understanding of graduation requirements, University policies and procedures, and academic status. Academic advisors oversee schedule changes, attendance issues, and policy questions. Advisors are available to work with students by phone, email, or in person.

### **SCHEDULE CHANGES**

To add and drop courses, change cohorts, withdraw from the program, or seek guidance regarding any schedule adjustments, please contact the Academic Advising Department.

### **SPGS ACADEMIC ADVISING**

Students who have been admitted into an SPGS degree program are required to attend or complete the Academic Advising Orientation Session. This session will be conducted during the first course either in the classroom or through an online tutorial. During the orientation, the students will receive information pertaining to policies, procedures, and degree completion requirements. Students who do not attend or confirm orientation session completion online may be placed on hold until this requirement is satisfied.

Throughout the program, students work with an academic advisor who continually monitors degree progress and initiates contact on a regular basis to provide updates and further degree planning. Students in the upper-level bachelor's degree program are required to have a signed degree completion plan on file by the end of the seventh course. An academic advisor will initiate contact with students to begin degree completion planning early in the program, but it is the student's responsibility to schedule an individual appointment with the advisor to finalize the plan. Students who do not complete the degree completion plan by the end of the seventh course may be placed on hold until the form has been submitted.

Options for degree completion include Baker general education, elective and concentration courses, CLEP and DSST testing, prior learning assessment, and transfer credit. General information, schedules, and registration information are available on Baker University's website. Students are required to submit their chosen degree completion options to their academic advisor for University approval.

### **GSOE ACADEMIC ADVISING**

Students admitted to a Graduate School of Education, Master's or Doctoral program are assigned to an academic advisor. Academic advisors monitor degree progress and work with students on program planning, schedule changes, and other academic matters as needed.

GSOE students are required to attend an orientation before beginning coursework with their cohort. Orientations are scheduled for cohorts prior to the first night of class. During orientation, students receive information regarding Baker resources, policies, programs, and program requirements.

MAEd students enrolling in a concentration course prior to the cohort start are required to meet with their academic advisor; consequently, the student will attend two orientations.

## **STUDENT RESOURCES**

### **BAKER IDENTIFICATION AND LIBRARY NUMBERS**

Each SPGS and GSOE student is issued a Baker University identification number. "How to Access" this information through the student portal is emailed to each student prior to his/her first course. Hard copies of the student ID card can be requested through the Baker website.

## **CAREER SERVICES**

The Career Services Office, located in Long Student Center on the Baldwin City campus, assists students with career planning and job searches. Information on resume and cover letter writing, job search resources and websites, and interviewing are available at [www.bakeru.edu](http://www.bakeru.edu). Instructions for helpful career assessments are available there as well. Questions can be directed to [susan.wade@bakeru.edu](mailto:susan.wade@bakeru.edu).

## **LIBRARY SERVICES AND RESOURCES**

The Baker University Library is committed to making information resources available to all students and faculty regardless of program or location. Students enrolled in SPGS and GSOE have access to reference and interlibrary loan services, subject guides, and scholarly resources, both physical and online.

Through its website, the library provides access to full-text articles in business, education, the fine arts, communication, psychology, literature, and other fields. Students can access these resources using their Moodle login credentials, which are provided at the beginning of the program.

The library catalog provides access to longer literature both online and in print. Students may request items from the catalog to be mailed to the student's home. Items not available in the library's collection may be requested on interlibrary loan.

## **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, and a list of math tutors. Technical support available online includes tutorials for Moodle, TaskStream, the Student Portal, and other electronic resources, and access to our IT help desk 24 hours a day with possible additional support through Zoom, our online meeting space.

## **WEB RESOURCES**

Baker University has developed comprehensive online resources for current students to facilitate immediate access to University information and services. These resources include general information, course schedules, the University catalog and handbook, forms, notices posted online, 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.

# **STUDENT CONDUCT, RESPONSIBILITIES, AND RIGHTS**

## **RESPONSIBILITY IN AND TO THE COMMUNITY**

Every student admitted to the University is granted equal rights and privileges as student participants in the academic community with established policies and procedures, and shall, in turn, accept and fulfill their share of accompanying obligations and responsibilities. The University endeavors to provide a pattern of community learning that supports individual autonomy and freedom within the community and expects attitudes and behavior which reflect integrity, respect for the rights and property of others, and acceptance of the student's own personal and social responsibilities. Explicitly, the student's responsibility in and to the learning community of Baker University includes:

1. Respect of individual rights. Each individual is entitled to the unique dignity of his/her being and the right to hold and express his/her own beliefs. It is expected that students will respect themselves and the rights and dignities of others.
2. Support order in the community. Students are expected to share the responsibility for the maintenance of order and integrity within the community. This expectation implies that good citizens not only obey the rules themselves, but also have an obligation to encourage others to do so and actively support good citizenship when others engage in misconduct.

3. Work to improve the community. Students have the right and obligation to work and operate within existing regulations and utilize established avenues of communication.

## **ATTENDANCE POLICY**

### **Attendance at all class 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 30% 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 30% 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 Systems and Practices for further information (p. 34).

If a student's attendance record demonstrates a pattern of missed classes, that student may be administratively withdrawn from the course or program. If administratively withdrawn from Baker, the student must petition the Admissions Committee prior to readmission. (See the Academic Performance Policies & Procedures section of this catalog [p. 36] for details.)

## **ONLINE PROGRAM ATTENDANCE**

Students are expected to participate actively in and contribute to the learning experience in an online course. Attendance in an online course is defined as a learner who logs into the learning management system and completes at least two significant activities in the course during the class session. A significant activity may include submitting a forum post, an assignment, an assessment, or other contribution that advances the learning process for a student/other students in the course. A class session is a seven-day timeframe of instructional time (typically Monday 12:00 am – Sunday 11:59 pm). Students must meet the minimum attendance requirements to stay active in the class. If this attendance requirement is not met, attendance policy rules as noted in the previous section will be enforced.

## **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 the student 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. Faculty are required to notify the Director of Learning Services (SPGS) or the Director of Academics (GSOE) as appropriate at least one week in advance of any off-site meetings or trips.

## **STUDENT NON-ACADEMIC GRIEVANCE PROCEDURES**

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 his/her academic advisor, 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 may be reviewed by the Student Grievance Committee or Conduct Hearing Board. The committee meets monthly to review any pending grievances.

## **SPGS AND GSOE 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 Presidents and Deans of the School of Education and the School of Professional and Graduate Studies have been delegated authority in all GSOE 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 Presidents/Deans 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 Learning Services. If warranted, the Vice President/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/her presence at Baker University endangers the health, safety, welfare, or property of the members of the academic community or interferes with the orderly and effective performance of the University's functions. SPGS and GSOE appeals to the denial are addressed to the appropriate SPGS/GSOE Dean.

Upon written request, Baker University will disclose to victims of violence or sexual misconduct results of the institutional conduct hearings associated with the event. In the event of a student death, the victim's family may request the outcome of the University's conduct hearings associated with the event.

## **CONDUCT PROCESS AND SANCTIONS**

The student conduct process is based on an educational model intended to balance the interest of the community with individual freedoms. Activities inconsistent with Baker University policies are considered violations and are open to sanctions.

Every attempt will be made to hear policy violations in a timely manner, taking into consideration a student's right to due process. The SPGS or GSOE Dean and/or designee may adjudicate cases in order to expedite the process. See Baker University website, SPGS/GSOE Student Conduct Policy and Procedures, Processes, and Sanctions page for additional information.

### **ANTI-HARASSMENT POLICY**

It is the policy of Baker University to afford equal opportunity for all persons. As such, the University will not discriminate based on an individual's race, color, national origin, religion, sex, disability, age, veteran status, sexual orientation, marital status, or other status protected by law, in admission to or employment in its education programs or activities.

Any person having questions regarding Baker University's compliance with the regulations implementing Title VI, Title IX, section 504, Title II, or the Age Act is directed to contact the Dean of Students, Baker University, 618 Eighth Street, 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, section 504, Title II, or the Age Act. Any person may also contact the Office of Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, 816-268-0500, [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov), regarding the institution's compliance with regulations implementing Title VI, Title IX, section 504, Title II, or the Age Act.

If any harassing conduct takes place, the offended individual is asked to immediately notify the Director of Academic Advising or Vice President of Strategic Planning and Academic Resources/Chief Information Officer 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.

For additional information see Baker University Website Ethics Policies, Compliance, and Reporting at [www.bakeru.edu](http://www.bakeru.edu).

### **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 on 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.

### **TOBACCO-FREE CAMPUS**

All buildings owned and leased by Baker University are tobacco-free. Neither smoking nor chewing of tobacco is allowed within the buildings.

## **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. More information about alcohol use and health is available at [www.cdc.gov/alcohol/fact-sheets/alcohol-use.htm](http://www.cdc.gov/alcohol/fact-sheets/alcohol-use.htm).

## **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 he/she 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 announcements 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 – visit [www.bakeru.edu](http://www.bakeru.edu) to sign up for the B-Alert system.
- Students and faculty will find class cancellations posted on the Baker University website by 4:00 p.m.
- GSOE & SPGS students will find weather cancellations posted in their Baker University Student Portal.

The instructor and Baker University Learning Services designee (SPGS) or the Director of Graduate Programs (GSOE) will determine a date for the make-up 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/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.

# **FINANCIAL INFORMATION**

## PAYMENT POLICIES

### FEES

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

- **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 online 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](mailto: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 scholastic 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 check, money order, or credit card (Visa, MasterCard, or Discover). For additional assistance contact the Accounting department at 913-491-4432. Payments can be made online at [www.baker.edu](http://www.baker.edu).

Payments may also be mailed or delivered in person to:

Baker University  
*(Insert your Degree Program)*  
 Accounting Department  
 7301 College Blvd., Ste. 120  
 Overland Park, KS 66210

## FINANCIAL AID PAYMENTS

A check is mailed to students for any funds in excess of current charges. Current charges include tuition and fees assessed by the institution for the current payment period. Students may choose to keep these funds on account for future tuition and fee charges within the loan period by returning the Federal (Title IV) Authorization Statement Form with this choice indicated. Mail or fax the form to:

Baker University  
*(Insert your Degree Program)*  
 Accounting Department  
 7301 College Blvd., Ste. 120  
 Overland Park, KS 66210  
 Fax number: 913-491-0470

## EDUCATIONAL EXPENSES

Baker University reserves the right to modify the following fee schedule at any time.

### UNDERGRADUATE PROGRAMS

#### Associate of Arts in Business

Non-Refundable Registration Deposit (applies to first course tuition)	\$60.00
Core Tuition (\$320.00 times 63 credit hours)	\$20,160.00
Technology Fee (\$30.00 per course times 21 courses)	\$630.00
Graduation Fee (nonrefundable)	\$100.00
Audit Fee per credit	\$262.50

#### Bachelor of Business Administration

Non-Refundable Registration Deposit (applies to first course tuition)	\$60.00
Core Tuition (\$525.00 times 42 credit hours)	\$22,050.00
Technology Fee (\$30.00 per course times 14 courses)	\$420.00
Graduation Fee (nonrefundable)	\$100.00
Audit Fee per credit	\$262.50

#### Bachelor of Science in Accounting

Non-Refundable Registration Deposit (applies to first course tuition)	\$60.00
Tuition (\$450.00 times 60 credit hours)	\$27,000.00
Technology Fee (\$30.00 per course times 20 courses)	\$600.00
Graduation Fee (nonrefundable)	\$100.00
Audit Fee per credit	\$225.00

**Bachelor of Science in Criminal Justice**

Non-Refundable Registration Deposit (applies to first course tuition)	\$60.00
Tuition (\$390.00 times 42 credit hours)	\$16,380.00
Technology Fee (\$30.00 per course times 14 courses)	\$420.00
Graduation Fee (nonrefundable)	\$100.00
Audit Fee per credit	\$195.00

**Undergraduate Concentration/Elective Course Fees**

Tuition per credit hour	\$320.00
Technology Fee per course	\$30.00

**Graduate Concentration/Elective Course Fees**

Tuition per credit hour	\$480.00
Technology Fee per course	\$30.00

**Prior Learning Assessment Center Fees**

Portfolio Submission Fee	\$100.00
Portfolio Verification and Documentation Fees	
Standardized Training (ACE recommendation) per credit	\$30.00
Documented Learning Fee per credit	\$60.00
College-Level Learning Essay fee per credit	\$80.00
Testing Center Administration Fee per exam scheduled (non-refundable)	\$20.00
Documentation of credit hours earned through standardized examinations (i.e., CLEP, DSST, etc.) per credit earned	\$10.00
<i>Students are responsible for the fees in effect at the time of the submission of the Prior Learning Assessment Portfolio.</i>	

**GRADUATE BUSINESS PROGRAMS****Master of Arts in Organizational Leadership**

Non-Refundable Registration Deposit (applies to first course tuition)	\$60.00
Tuition (\$555.00 times 39 credit hours)	\$21,645.00
Technology Fee (\$30.00 per course times 13 courses)	\$390.00
Graduation Fee (nonrefundable)	\$100.00
Audit Fee per credit	\$275.50

**Master of Business Administration**

Non-Refundable Registration Deposit	\$60.00
Tuition (\$670.00 times 39 credit hours)	\$26,130.00
Technology Fee (\$30.00 per course times 13 courses)	\$390.00
Graduation Fee (nonrefundable)	\$100.00
Audit Fee per credit	\$335.00

**Master of Liberal Arts**

Non-Refundable Registration Deposit (applies to first course tuition)	\$60.00
Tuition (\$430.00 times 36 credit hours)	\$15,480.00
Technology Fee (\$30.00 per course times 12 courses)	\$360.00
Senior Scholar per credit hour	\$250.00
Graduation Fee (nonrefundable)	\$100.00
Audit Fee per credit	\$200.00

**Master of Science in Sport Management**

Non-Refundable Registration Deposit (applies to first course tuition)	\$60.00
Tuition (\$555.00 times 36 credit hours)	\$19,980.00
Technology Fee (\$30.00 per course times 12 courses)	\$360.00
Senior Scholar per credit hour	\$157.50
Graduation Fee (nonrefundable)	\$100.00
Audit Fee per credit	\$277.50

**GRADUATE EDUCATION PROGRAMS****Master of Arts in Education**

Application Fee (non-refundable)	\$20.00
Registration Fee (non-refundable)	\$20.00
Materials Fee (non-refundable)	\$40.00
Tuition (\$345.00 times 36 credit hours)	\$12,420.00
Technology Fee (\$30.00 per course times 12 courses)	\$360.00
Graduation Fee (non-refundable)	\$100.00

**Master of Science in School Leadership**

Application Fee (non-refundable)	\$20.00
Registration Fee (non-refundable)	\$20.00
Materials Fee (non-refundable)	\$40.00
Tuition (\$345.00 times 37 credit hours)	\$12,765.00
Technology Fee (\$30.00 per course times 11 courses)	\$330.00
Graduation Fee (nonrefundable)	\$100.00

**Master of Science in Special Education**

Application Fee (non-refundable)	\$20.00
Registration Fee (non-refundable)	\$20.00
Materials Fee (non-refundable)	\$40.00
Tuition (\$345.00 times 33 credit hours)	\$11,385.00
Technology Fee (\$30.00 per course times 11 courses)	\$330.00
Graduation Fee (non-refundable)	\$100.00

**Doctor of Educational Leadership and Doctor of Education in Leadership in Higher Education**

Application Fee (non-refundable)	\$50.00
Registration Fee (non-refundable) (Due upon selection into the program)	\$450.00
Continuous Enrollment (one hour per semester – F, Spr, Sum)	\$345.00
Tuition for Program	\$37,500.00
The Ed.D. in Educational Leadership and Ed.D. in Leadership in Higher Education are 3-year cohort programs with locked-in tuition assessed during the first 2 years of the program when all coursework is completed. In the 3 <sup>rd</sup> year, students complete their Dissertations with no additional tuition assessed. Students who have not completed their Dissertations by the end of the 3 <sup>rd</sup> 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 the Accounting department at 913-491-4432.

**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:

- Written notification of withdrawal received by Academic Advising prior to the first class session of a course – full tuition refund.
- Written notification of withdrawal received by Academic Advising prior to the second class session of a course – 90% tuition refund.
- Withdrawal after second class session of a course – no tuition refund.

Tuition for **online courses** is refunded as follows:

- Written notification of withdrawal received by Academic Advising prior to attendance being posted for week one – full tuition refund.
- Written notification of withdrawal received by Academic Advising prior to attendance being posted for week two – 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.)
- Withdrawal after the second week of attendance is posted – no tuition refund.

Once a drop has been processed by Academic Advising tuition will be refunded, based on the guidelines above, within 14 days. (See the Withdrawal subsections under the Academic Policies section of this catalog on p. 35 and the Withdrawals and Refunds subsection under Financial Aid on p. 58 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](http://www.fafsa.gov). (Please print the confirmation page and keep for your records.) If you do not have an FSA ID, you must apply (or reapply) for one at <https://fsaid.ed.gov>. The Baker University school code is 00190300.
3. Complete Baker's Financial Aid application form at [www.bakeru.edu](http://www.bakeru.edu).
4. Complete the entrance counseling and loan application online at [www.studentloans.gov](http://www.studentloans.gov). Keep the confirmation pages for your records.
5. If requested, be prepared to submit a verification worksheet to Baker University.

Once the above information has 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 Unsubsidized Loans** are not awarded based on financial need. The interest rate is fixed; however, the loan is accruing 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 Direct Subsidized 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 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 \$3728 per academic year, subject to change, 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 (SAP)

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 the degree program within 150% of the reported program length. In addition, the student must successfully complete 67% of the attempted hours in each payment period.
  - All transfer hours accepted by Baker University are considered when reviewing attempted hours.
  - All hours earned when not receiving financial aid count.
  - Undergraduate students who earn grades of F, I, W, WP, WF, NC, or AU will have the courses counted as attempted hours, but not completed hours.
  - Graduate students who earn grades of D, F, I, W, WP, WF, NC, or AU will have the courses counted as attempted hours, but not completed hours.
  - Repeating a course counts as attempted credit hours each time the course is repeated.
- Qualitative – student must maintain the minimum cumulative GPA for their specific program.
  - Minimum GPA for undergraduate students is 2.50.
  - Minimum GPA for graduate students is 3.00.

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 if the student can reach minimum SAP standards by the end of the next payment period. The student can receive Title IV aid during this "Warning" payment period.

If student is not maintaining SAP after the "Warning" payment period has ended, 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.

- Appeals can be made in some circumstances, such as medical problems, illness, death of a family member, relocation, or employment changes.
- Appeal must be in writing.
- Student must explain why he/she failed to make SAP, and what has changed to allow the student to make SAP by the end of the next payment period.
- Appeals will be reviewed by the Financial Aid Advisory Committee, and the student will be informed of the decision within one week. Decision notifications will be sent to the student's Baker email.

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 of any kind, including grants and loans.

In order to regain Title IV eligibility, the student must meet minimum SAP standards. The student may appeal for reinstatement of financial aid eligibility after completing a payment period and meeting GPA minimum standards. Such students might be filing two petitions, one to the Office of the Registrar and a separate one to Financial Aid. The two 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 disburseable 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 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**. This calculation is determined by dividing 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

## 45-DAY ALLOWABLE BREAK IN ENROLLMENT

The Department of Education has defined cohort programs as programs offered in modules. The University does not have to consider students as withdrawn or put them on an approved Leave of Absence (LOA) if the following occurs:

- Student will begin a module within 45 calendar days from the end of the current module that starts later in the **same payment period and**
- Student provides written confirmation with a signature that he or she will begin a module within 45 calendar days in the **same payment period.**

If above process is completed timely, days out of class will not count against the allowable LOA days. For example, a student starts a course and has a family emergency, requiring the student to drop the current course. If the student will be back in class within 45 days of the last day of the current class in the **same payment period**, the 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.

- 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.

# **ACADEMIC PROGRAMS**

## ASSOCIATE OF ARTS IN BUSINESS (AAB, LOWER-COLLEGE COURSES)

### OVERVIEW

The Associate of Arts in Business program is a lower-division undergraduate sequence of courses designed for working professionals. The core sequence provides a foundation in business, including accounting, economics, finance, marketing, and management. Additional courses fulfill the general education requirements. Through this sequence of courses, students develop critical thinking, problem solving, and written and oral communications skills as well as leadership and teamwork skills. In support of the University's mission, the program encourages the development of responsible, ethical, and socially committed graduates.

The Associate of Arts in Business degree program has a 63-credit-hour requirement, which included 24 credit hours required in residence. The program is structured so that students concentrate on one course at a time.

### PROGRAM LEARNING OUTCOMES

Upon completion of the program, the AAB graduate should be able to:

- Communicate effectively both in writing and orally.
- Utilize critical thinking and reasoning skills.
- Solve problems and make decisions thoughtfully.
- Describe the basic functions of a business community.
- Apply fundamental mathematics concepts and operations.
- Employ research skills using technologies and credible resources.

### AAB GRADUATION REQUIREMENTS

- Successful completion of at least 63 credit hours.
- Successful completion of the specified 24 core credit hours of required residency courses taken through SPGS.
- Satisfaction of all general education requirements.
- A cumulative GPA of 2.50 or higher.
- A Baker core GPA of 2.50 or higher.
- Filing of an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Payment of all tuition and fees.
- Approval by the faculty and Board of Trustees.

The Associate of Arts in Business degree program requires 63 credit hours:

- 24 credit hours (minimum residency requirement) of lower division core courses
- 18 credit hours of arts and humanities (no more than 6 credit hours from any one discipline)\*
- 6 credit hours of social science
- 6 credit hours of science
- 3 credit hours of written English\*
- 3 credit hours of math (College Algebra or higher)
- 9 credit hours of electives

\*In the AAB program, the requirement of three hours in written English and three of the required hours of arts and humanities is met through courses which overlap core residency requirements. Overlapping core courses cannot be counted toward total hours more than once, substituted, waived, or transferred to Baker. An overlapping core course does not decrease the total number of hours required for the degree (63 credit hours); rather, it allows students to complete additional elective coursework.

**CORE SEQUENCE (24 HOURS)**

BU 110 Introduction to Business Education\*  
 EN102 Business Writing\* (*satisfies written English requirement*)  
 BU 220 Foundations of Business  
 BU 230 Financial Planning

BU 240 Basic Economics  
 BU 250 Advertising and Promotion  
 BU 260 Fundamentals of Accounting  
 HU 111 Critical Thinking (*satisfies three credits of arts and humanities*)

\*These courses are prerequisites for all other coursework. These courses must be completed within the first three courses.

## **BACHELOR OF BUSINESS ADMINISTRATION (BBA, UPPER-COLLEGE COURSES)**

**OVERVIEW**

The Bachelor of Business Administration program is an undergraduate sequence of courses designed for working professionals. The core sequence provides students with knowledge and skills in management, leadership, finance, accounting, marketing, technology, economics, and project planning. In addition to the core coursework, students select a major in one of the following areas: Leadership, Management, or Strategic Business Communication. Through these additional courses, students develop skills required in specific areas, including problem solving, communication, organizational analysis, and technology as they apply to business.

The Bachelor of Business Administration degree requires the completion of 124 credit hours. The degree includes 42 credit hours of upper-level coursework required of all students, plus completion of the introductory course, BU 110 Introduction to Business Education. In addition, students must complete an additional 30 credit hours of general education requirements and 49 credit hours of electives. Students are encouraged to complete the course sequence in the order recommended by the University. In support of the University's mission, the program encourages the development of responsible, ethical, and socially committed graduates.

**PROGRAM LEARNING OUTCOMES**

Upon completion of the program, the BBA graduate should be able to:

- 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 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.

**BBA GRADUATION REQUIREMENTS**

- Successful completion of at least 124 credit hours.
- Successful completion of the specified upper-division business core courses and at least one major track.
- A cumulative GPA of 2.50 or higher.
- A BBA core/major GPA of 2.50 or higher.
- Satisfaction of the 30 credit hours of general education requirements in arts and humanities, social science, and science. Typically, an earned Associate of Arts or Associate of Science degree from a regionally accredited institution will satisfy the requirement.
- Satisfaction of the nine-credit-hour general education requirement in math, upper-college written English, and computer science. In the BBA program, this requirement is 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.
- Filing of an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Payment of all tuition and fees.
- Approval by the faculty and Board of Trustees.

The Bachelor of Business Administration degree requires 124 credit hours:

- BU 110 Introduction to Business Education
- 24 credit hours of upper-division core courses
- 18 credit hours of major track courses
- 18 credit hours of arts and humanities (no more than 6 credit hours from any one discipline)
- 6 credit hours of social science
- 6 credit hours of science
- \*3 credit hours of math
- \*3 credit hours of upper-division written English
- \*3 credit hours of computer science
- 49 credit hours of electives

\*Requirements satisfied within the upper-division course requirements

In the BBA program, the requirement to complete three credit hours of math, three credit hours in upper-college written English, and three credit 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 42 credit hours of BBA courses. In cases where a comparable course at the same degree level (i.e., upper-division for upper-division) was completed within the past five years, a student may request a course substitution for a maximum of two courses (six credit hours). Coursework must be at the same level, i.e. lower division coursework cannot substitute for upper division coursework. The request to substitute coursework must be made in writing prior to beginning the bachelor’s program. Following are the core/major course requirements for the undergraduate business program.

**LOWER-DIVISION CORE COURSES (24 HOURS)**

- |  |                                   |
|--|-----------------------------------|
| BU 110 Introduction to Business Education* | BU 240 Basic Economics            |
| EN102 Business Writing*                    | BU 250 Advertising and Promotion  |
| BU 220 Foundations of Business             | BU 260 Fundamentals of Accounting |
| BU 230 Financial Planning                  | HU 111 Critical Thinking          |

**UPPER-DIVISION CORE COURSES (24 HOURS)**

- |  |  |
|--|--|
| BU 305 Effective Business Communication*<br><i>(satisfies upper-college written English requirement)</i> | <i>requirement)</i>                              |
| BU 315 Best Practices in Management and Leadership   | BU 336 Innovative Marketing Strategies           |
| BU 327 Leveraging Technology in Decision Making <i>(satisfies computer science requirement)</i>          | BU 348 Strategic Human Resources                 |
| BU 333 Business Analytics <i>(satisfies math requirement)</i>  | BU 352 Business Law and Government Regulations   |
|  | BU 373 Applied Accounting for Business Decisions |

**LEADERSHIP MAJOR (18 HOURS)**

- |  |  |
|--|--|
| BU 320 Economics Trends in Business Leadership | BU 397 Leading and Coaching Teams          |
| BU 365 Leadership: Lessons from History        | BU 433 Building Organizational Climates    |
|  | BU 446 Project Planning and Implementation |

BU 465 Leadership Project

### **MANAGEMENT MAJOR (18 HOURS)**

BU 353 Organizational Structure and Behavior

BU 455 Business Policies Analysis

BU 462 Multinational Management

BU 481 Sales Management and Strategies

BU 485 Negotiation and Conflict Resolution

BU 491 Management Issues and Society

### **STRATEGIC COMMUNICATION MAJOR (18 HOURS)**

BU 325 Advertising

BU 330 Digital Media

BU 331 Media Ethics

BU 340 Public Relations Cases

BU 378 Social Media Strategies

MM 140 Mass Media and Society

\*These courses are prerequisites for all other coursework. Two of these three courses must be completed within the first three courses. The University reserves the right to modify curriculum as necessary.

## **BACHELOR OF SCIENCE IN ACCOUNTING (BSA, UPPER-COLLEGE COURSES)**

### **OVERVIEW**

The Bachelor of Science in Accounting (BSA) prepares students not only to enter into the field of public accounting, but also for a career in business. The program involves analyzing, interpreting and communicating financial information that can be applied in all organizations. Students will study financial, managerial, and tax accounting, as well as auditing and systems while utilizing change management, ethical decision making, and effective communication skills. Students will participate in experiential and collaborative learning opportunities designed to prepare them to assess the accounting needs of a business and provide viable solutions. The 60-credit-hour program can be completed in approximately two and one-half years.

### **PROGRAM LEARNING OUTCOMES**

Upon completion of the BSA degree at Baker University, students should be able to:

- Effectively communicate a functional understanding of the accounting discipline within business and effectively utilize the problem-solving tools and methods of analysis appropriate to those functional areas.
- Exhibit capabilities in collaborative work.
- Use both positive and normative analysis to assess ethical and legal issues in accounting and recommend practical solutions to appropriately address those issues.
- Demonstrate an understanding of the global context affecting business decisions.
- Recognize the challenges present in a changing accounting/business environment and recommend appropriate responses.
- Understand the internal and external determinants of the successful business enterprise. The accounting graduate possesses the skills necessary to enter the field of public accounting, but is also well-prepared for any career in business.

### **GRADUATION REQUIREMENTS**

- Successful completion of at least 124 credit hours.
- Successful completion of the specified BSA core program and all other course taken through SPGS.
- A cumulative GPA of 2.50 or higher.
- A BSA major 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. Typically, an earned Associate of Arts or Associate of Science degree from a regionally accredited institution will satisfy the requirement.
- Satisfaction of the nine-credit-hour general education requirement in math, upper-college written

English, and computer science. In the BSA program, this requirement is 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.

- Filing an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Payment of all tuition and fees.
- Approval by the faculty and Board of Trustees.

The Bachelor of Science in Accounting degree requires 124 credit hours:

- 18 credit hours of arts and humanities (no more than 6 credit hours from any one discipline)
- \*3 credit hours of written English (upper-college)
- \*6 credit hours of social science
- 6 credit hours of science
- \*3 credit hours of math
- \*3 credit hours of computer science
- 60 credit hours of BSA core/major (includes 15 credit hours of general education)
- 40 credit hours of electives

\*Requirements satisfied in the BSA core/major program.

In the BSA program, the requirement to complete three credit hours in math, three credit hours in computer science, three credit hours of upper-college written English, and six credit hours in social 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 60 credit hours of BSA/BU courses. In cases where a comparable course at the same degree level (upper-division for upper-division, lower-division for lower-division) was completed within the past five years, a student may request a course substitution for a maximum of two courses (six credit hours). Coursework must be at the same level, i.e. lower division coursework cannot substitute for upper division coursework. The request to substitute coursework must be made in writing prior to beginning the bachelor's program.

## COURSE SEQUENCE (60 HOURS)

Following is an outline of the core/major course requirements for the BSA program. It is recommended that the courses are taken in the order that they are presented below.

BU 110 Introduction to Business Education  
 BU 305 Effective Business Communication  
*(satisfies upper-college written English requirement)*  
 BU 315 Best Practices in Management and Leadership  
 BSA 205 Financial Accounting  
 BU 336 Innovative Marketing Strategies  
 BSA 350 Managerial Accounting I  
 BU 352 Business Law and Government Regulations  
 BSA 242 Microeconomics *(satisfies 3 credits of social science requirement)*  
 BSA 470 Intermediate Accounting I

BU 327 Leveraging Technology in Decision Making *(satisfies computer science requirement)*  
 BSA 484 Finance, Capital, and Management  
 BSA 471 Intermediate Accounting II  
 BSA 420 Accounting Information Systems  
 BU 333 Business Analytics *(satisfies math requirement)*  
 BSA 338 Income Tax  
 BSA 464 Macroeconomics *(satisfies 3 credits of social science requirement)*  
 BSA 351 Managerial Accounting II  
 BSA 346 Managerial Economics  
 BSA 480 Advanced Accounting  
 BSA 455 Business Policies Analysis

The University reserves the right to modify curriculum as necessary.

## **BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (BCJ, UPPER-COLLEGE COURSES)**

### **OVERVIEW**

The Bachelor of Science in Criminal Justice (BCJ) program is an upper-division undergraduate sequence of courses designed for working professionals. The core sequence provides students with knowledge and skills necessary for success in criminal justice graduate programs, law school, and a professional career in the criminal justice system. Highlights of the program include common assignments across courses that will allow students to take responsibility for what they want to get out of the courses, what they can connect to prior learning, and how the courses can help them in their future goals. The core sequence includes 42 credit hours of coursework required of all students and can be completed in approximately 18 months.

### **PROGRAM LEARNING OUTCOMES**

Upon completion of the BCJ degree at Baker University, students should be able to:

- Demonstrate knowledge of concepts, theories, and applications related to the three phases of the criminal justice system.
- Demonstrate knowledge of concepts, theories, and applications related to the causes of crime.
- Collect and analyze data to understand causes of crime and crime control.
- Analyze data, reports, and programs to determine effectiveness of crime control methods.
- Develop ethical strategic plans for working in criminal justice.
- Communicate effectively in writing and orally.
- Sufficiently approach and process a crime scene.

### **GRADUATION REQUIREMENTS**

- Successful completion of at least 124 credit hours.
- Successful completion of the specified BCJ core program and all other course taken through SPGS.
- A cumulative GPA of 2.50 or higher.
- A BCJ major 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. Typically, an earned Associate of Arts or Associate of Science degree from a regionally accredited institution will satisfy the requirement.
- Satisfaction of the nine-credit-hour general education requirement in math, upper-college written English, and computer science. In the BCJ program, this requirement is partially 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.
- Filing of an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Payment of all tuition and fees.
- Approval by the faculty and Board of Trustees.

The Bachelor of Science in Criminal Justice degree requires 124 credit hours:

- 18 credit hours of arts and humanities (no more than 6 credit hours from any one discipline)
- \*3 credit hours of written English (upper-college)
- 6 credit hours of social science
- 6 credit hours of science
- 3 credit hours of math (College Algebra or higher)
- 3 credit hours of computer science
- 42 credit hours of BCJ core/major (includes 3 credit hours of general education)

- 46 credit hours of electives
- \*Requirements satisfied in the BCJ core/major program.

In the BCJ program, the requirement to complete three credit hours in upper-college written English 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 42 credit hours of BCJ courses. In cases where a comparable course at the same degree level (upper-division for upper-division, lower-division for lower-division) was completed within the past five years, a student may request a course substitution for a maximum of two courses (six credit hours). Coursework must be at the same level, i.e. lower-division coursework cannot substitute for upper-division coursework. The request to substitute coursework must be made in writing prior to beginning the bachelor's program.

### COURSE SEQUENCE (42 HOURS)

Following is an outline of the core/major course requirements for the BCJ program.

BCJ 300 Introduction to Criminal Justice	BCJ 345 White Collar Crime
BCJ 310 Writing for Social Science ( <i>satisfies upper college written English requirement</i> )	BCJ 346 Policing
BCJ 320 Criminal Justice Research	BCJ 347 Criminal Investigations
BCJ 325 Criminology	BCJ 380 Law and Society
BCJ 326 Victimology	BCJ 385 Corrections
BCJ 330 Inequality and Crime	BCJ 395 Criminal Justice Ethics
BCJ 344 Youth and Crime	BCJ 494 Criminal Justice Seminar

The University reserves the right to modify curriculum as necessary.

## UNDERGRADUATE 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 or following completion of the core. Each area of concentration includes 15 credit hours. Depending on a student's degree program, up to six credit hours for a concentration may be taken within the core program, with the balance of credit hours taken outside the core/major.

Concentrations are available in: finance, healthcare administration, human resources, information systems, international business, leadership, management, and marketing. Bachelor's 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 six weeks in length. Therefore, the concentration courses do not conflict with meeting times of other classes or activities. Requirements for enrollment in a concentration include: current enrollment in good academic standing, payment of all tuition and fees, and access to email and Internet.

Concentration courses are not available to students in the AAB program.

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

### FINANCE

Choose 15 credit hours from the following:

BUS 4400 North America and the European

Union: London, England

BUS 4720 Investments

BUS 4721 International Finance

BUS 4722 Financial Institutions

BUS 4723 Corporate Finance

BUS 4724 Advanced Financial Planning

BUS 4725 Government Finance

### **HEALTHCARE ADMINISTRATION**

BUS 4251 The American Healthcare System\*

BUS 4256 Healthcare Ethics

BUS 4252 Fundamentals of Healthcare Administration\*

BUS 4258 Information Systems for Healthcare Management

BUS 4254 Healthcare Policy and Politics

### **HUMAN RESOURCES**

Choose 15 credit hours from the following:

BU 348 Strategic Human Resources

BUS 4741 Staffing

BUS 4023 Employment Law

BUS 4742 Global Human Resources

BUS 4740 Employee Development and Retention

BUS 4743 Employee Relations

### **INFORMATION SYSTEMS**

Choose 15 credit hours from the following:

BU 327 Leveraging Technology in Decision Making

BUS 4762 Leveraging Business Data

BUS 4258 Information Systems for Healthcare Management

BUS 4763 Telecommunications and Networking

BUS 4760 Managing Information Technology

BUS 4764 Assessment of Hardware and Software Solutions

BUS 4761 Ethics and Security

BUS 4765 Enterprise Information Technology

### **INTERNATIONAL BUSINESS**

Choose 15 credit hours from the following:

BU 462 Multinational Management

BUS 4742 Global Human Resources

BUS 4025 Contemporary View of Wall Street: New York

BUS 4780 Global Business

BUS 4345 Business of Culture in Australia

BUS 4781 Cross-Cultural Risk Analysis

BUS 4400 North America and the European Union: London, England

BUS 4782 Growing Market Share in Diverse Cultures

BUS 4721 International Finance

BUS 4783 Political Environments

### **MARKETING**

Choose 15 credits from the following:

BU 336 Innovative Marketing Strategies

BUS 4752 Creative Branding: Emotional Connection

BU 481 Sales Management and Strategies

BUS 4753 Community-Based Marketing

BUS 4201 Entrepreneurial Start-Up Marketing

BUS 4754 Changing Face of Marketing

BUS 4750 Consumer Behavior in American Society

BUS 4782 Growing Market Share in Diverse Cultures

BUS4751 Advertising Strategies and Campaigns

## **MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP (MAOL)**

### **OVERVIEW**

The Master of Arts in Organizational Leadership (MAOL) degree is a graduate-level business program designed for working professionals.

The MAOL program provides future organizational leaders with the opportunity to develop collaborative, versatile leadership skills and abilities individually examined and organizationally practiced through interrelationships. During this program, students will acquire skills in social justice, global citizenship, and entrepreneurial spirit. Program components include critical thinking emphases within ethical business practices, social responsibility, organizational diversity, group problem solving, and innovative approaches to conflict

resolution and negotiation.

The MAOL program has a 39-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 22-24 months to fulfill the curriculum requirements.

### PROGRAM LEARNING OUTCOMES

Upon completion of the program, the MAOL graduate should be able to:

- Prepare a personal statement of ethics and social responsibility and a personal leadership development plan.
- Demonstrate effective oral and written communication in leadership and interrelational roles.
- Demonstrate ability to critically assess and weigh various stakeholder needs within ethical and socially responsible leadership of the organization.
- Employ effective use of technology and methodology to evaluate, analyze, and interpret organizational and environmental data supporting critical thinking and decision making.
- Develop strategic plans capable of creating and sustaining superior organizational and inter-organizational performance through a vision of shared values.
- Design, implement, and assess the preliminary effectiveness of a leadership project.

### GRADUATION REQUIREMENTS

- Successful completion of the specified MAOL curriculum (39 credit hours).
- A 3.00 overall GPA with no more than one course completed with a C grade.
- An MAOL core GPA of 3.00 or higher.
- Completion of all coursework within six years of the date of initial enrollment.
- Filing of an Intent to Graduate with the Office of the Registrar. See the Candidacy for Graduation section on p. 43.)
- Payment of all tuition and fees.
- Approval by the faculty and Board of Trustees.

### COURSE SEQUENCE (39 HOURS)

The MAOL 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 in which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

GRAD 510 Organizational Teams and Effective Leadership	MAOL 560 Assessment of Organizational Performance
MAOL 515 Leadership Fundamentals	MAOL 570 Tradition, Trends, Treaties, and Trade-Offs
MAOL 520 Leadership and Organizational Behavior	MAOL 580 Sustainability for Future Success
MAOL 530 Corporate Social Responsibility and Accountability	MAOL 585 Winds of Change
MAOL 540 Maximizing Technology in Organizations	MAOL 590 Strategic Leadership: Vision to Implementation
MAOL 550 Methods of Inquiry for Business Decisions	MAOL 595 The Leadership Perspective
	MAOL 598 Leadership Seminar

The University reserves the right to modify curriculum as necessary.

## MASTER OF BUSINESS ADMINISTRATION (MBA)

### OVERVIEW

The Master of Business Administration (MBA) degree is a graduate-level business program designed for working professionals.

The MBA program develops leaders who employ technical, analytical, 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 MBA 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 39-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 22-24 months to fulfill the curriculum requirements.

## PROGRAM LEARNING OUTCOMES

Upon completion of the program, the MBA graduate should be able to:

- 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 (39 credit 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 coursework within six years of the date of initial enrollment.
- Filing of an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Payment of all tuition and fees.
- Approval by the faculty and Board of Trustees.

## COURSE SEQUENCE (39 HOURS)

The MBA 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 in which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

GRAD 510 Organizational Teams and  
Effective Leadership  
MBA 514 Legal Environment of Business  
MBA 524 Principles of Organizational  
Management  
MBA 531 Business in Today's Global  
Environment  
MBA 533 Innovative Business Thinking  
MBA 535 Human Resource Management  
MBA 542 Business Data and Analysis

MBA 553 Marketing Management and Strategy  
MBA 554 Managerial Finance  
MBA 557 Accounting Applications for  
Management  
MBA 562 Economic Aspects of Business  
Decisions  
MBA 580 Executive Leadership  
MBA 595 Strategic Planning for Competitive  
Organizations

The University reserves the right to modify curriculum as necessary.

## 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 and humanities, management and 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 degree 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 emphasize the relationship of ideas and developments in:

- Creative Arts (art, communication, film, literature, music, or theatre)
- History and Ideas (anthropology, culture, history, philosophy, or religion)
- Natural and Social Sciences (health, political science, psychology, physical science, or sociology)
- Management and Leadership (management, leadership, human resources, international business, marketing, or healthcare administration)
- Online Teaching and Learning

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.

Each portfolio presentation must contain a thesis statement, whereby the student shows the interconnections he or she has explored throughout the program. Students must successfully defend their portfolios prior to graduation. This is a non-credit-bearing course requirement.

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 (HUM 5500). Students should contact the Chair of the Liberal Arts department to obtain more information about the program portfolio.

## MLA CAPSTONE PROJECT

A capstone project may be arranged as an option for completion of the last three elective credits in the MLA program requirements. Capstone projects must be approved by an academic advisor, a supervising faculty member, and the Dean to assure compliance with the degree plan, academic credibility, and administrative approval.

The capstone project is similar to an independent study. Its purpose is to integrate the thinking that has evolved through completion of the MLA coursework and relate it to professional and community activities. The following are examples of capstone project formats:

- A philosophical essay on a relevant issue.
- An original research project involving interviews or questionnaires.
- An extensive research paper.
- Other formats approved by the Dean and supervising faculty member

A careful statement must be prepared by the student before enrollment, providing title, general outline, purpose, procedure, and bibliography for the project. Forms for such statements are available from an academic advisor. If the capstone project is approved, registration must be completed with Academic Records staff and tuition paid in advance.

## 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 (3.50 or better cumulative GPA) and completed 24 credit hours toward the MLA degree. The three-credit independent study project must be approved by the Director of Learning Services or Executive Director of Academics, a supervising faculty member, and the Vice President/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 Chair of the Liberal Arts Department. 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 supervising 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 seven, seven-week terms throughout the year: Spring I, Spring II, Summer I, Summer II, Fall I, and Fall II.

MLA students may enroll in a maximum of six credits per term. Dates, times, lengths, and credit hours for each course are provided in the published schedule listed by term. The University reserves the right to modify program requirements and content, as well as sequencing of curriculum as necessary.

## SENIOR SCHOLARS

Non-degree-seeking individuals age 62 or older who are not working full time and wish to take graduate liberal arts courses may be eligible for non-degree-seeking 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 coursework within six years of the date of initial enrollment.
- Filing of an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Payment of all tuition and fees.
- Approval by the faculty and Board of Trustees.

## COURSE SEQUENCE (36 HOURS)

### CORE CURRICULUM

The following areas of study are required as the MLA core course sequence:

HUM 5500 Interdisciplinary Liberal Arts ( <i>must be taken as the first course</i> )	Six credit hours of Creative Arts
HUM 5900 MLA Portfolio	Six credit hours of History and Ideas
	Six credit hours of Natural and Social Sciences

Creative Arts courses include course prefixes ART, COM, FLM, LIT, MUS, and THR.

History and Ideas courses include course prefixes ANR, CUL, HIS, PHL, and REL.

Natural and Social Science courses include course prefixes HTH, POL, PSY, SCI, and SOC.

### SUPPORTING COURSEWORK

Students choose an additional 15 credit hours from any of the following course prefixes. Students may choose to take a variety of courses or to select a concentration in a particular discipline. Concentrations require at least 12 credit hours in a discipline. Students planning to declare a specific area of concentration must do so during HUM 5500. Course offerings vary by term, so students are encouraged to work closely with their academic advisor to plan a program of study.

**AVAILABLE AREAS OF CONCENTRATION**

Art (ART)	Philosophy (PHL)
Culture (CUL)	Psychology (PSY)
Film (FLM)	Religion (REL)
Gender Studies (GNS)	Science (SCI)
Health (HTH)	Sociology (SOC)
Healthcare Administration (see Graduate Concentrations, p.76)	Theatre (THR)
History (HIS)	Creative Arts (combination of ART, COM, FLM, LIT, MUS, or THR)
Human Resources (see Graduate Concentrations, p. 76)	History and Ideas (combination of ANR, CUL, HIS, PHL or REL)
Literature (LIT)	Natural and Social Sciences (combination of HTH, POL, PSY, SCI, or SOC)
Management and Leadership (MGE)	Social Sciences (combination of POL, PSY, or SOC)
Music (MUS)	
Online Teaching and Learning (OTL)	

The University reserves the right to modify curriculum as necessary.

## **MASTER OF SCIENCE IN SPORT MANAGEMENT (MSSM)**

### **OVERVIEW**

The Master of Science in Sport Management (MSSM) degree is a graduate-level business program designed for working professionals.

The MSSM program serves students with a variety of backgrounds and career interests, including those seeking to advance their careers in sports administration from elementary and secondary educational settings, those already working in the sport industry, and those shifting careers.

The MSSM program inspires an innovative approach to sport management by effectively linking the classroom with practitioners for an experiential learning community centered upon best practices, relevance, and current trends in the sport industry. Through the development of competent, ethical professionals, students are prepared to assume positions in a variety of sport settings, including interscholastic and intercollegiate athletics, professional, amateur, Olympic, and commercial sport business, as well as sport facility operations and event management.

The MSSM 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 22 months to fulfill the curriculum requirements.

### **PROGRAM LEARNING OUTCOMES**

Upon completion of the program, the MSSM graduate should be able to:

- Apply leadership and management principles that enhance organizational effectiveness.
- Analyze critical issues in a changing global environment.
- Align organizational missions and goals with market trends for optimal acquisition and retention of customers.
- Integrate principles and best practices for effective risk assessment and operations management.
- Design legal and ethical organizational policies that produce socially responsible business practices.
- Assess and enhance communication strategies to strengthen stakeholder relationships.
- Evaluate the impact of financial and environmental variables on an organization.
- Establish and utilize criteria to attract, develop, retain, and evaluate employees and volunteers.
- Assimilate management principles with organizational practices through experiential learning.
- Refine written and oral communication, critical analysis, and problem-solving skills.

## GRADUATION REQUIREMENTS

- Successful completion of the specified Master of Science in Sport Management curriculum (36 credit hours).
- A 3.00 overall GPA with no more than one course completed with a C grade.
- An MSSM core GPA of 3.00 or higher.
- Completion of all coursework within six years of the date of initial enrollment.
- Filing an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Payment of all tuition and fees.
- Approval by the faculty and Board of Trustees.

## COURSE SEQUENCE

The MSSM 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 in which these projections are based and as deemed necessary by Baker University to fulfill its role and mission.

GRAD 510 Organizational Teams and Effective Leadership	MSSM 533 Sports Facility and Event Management
MSSM 515 Finance for Managers	MSSM 535 Human Resource Management
MSSM 517 Legal Aspects of Sport Business	MSSM 538 Sponsorship and Revenue in Sport
MSSM 524 Leadership and Management in Sport	MSSM 555 Administration, Policy, and Governance
MSSM 525 Organizational Culture and Dynamics	MSSM 560 Marketing Strategies in Sport
MSSM 532 Communication and Public Relations in Sport	MSSM 570 Directed Field Experience (Internship)

The University reserves the right to modify curriculum as necessary.

## GRADUATE AREAS OF CONCENTRATION

Baker University SPGS offers concentrations in selected areas of study to complement a degree program. Each concentration is a collection of four courses within a related content area and may be taken concurrently with a student's core program or following completion of the core. Each area of concentration includes 12 credit hours. Depending on a student's degree program, three credit hours for a concentration may be taken within the core program, with nine additional credit hours taken outside the core program.

Concentrations are available in: finance, healthcare administration, human resources, and leadership and organizational change. Individual concentration courses are open to all students. Master's 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. The concentration courses do not conflict with meeting times of other classes or activities. Requirements for enrollment in a concentration include: current enrollment in good academic 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 below.

## FINANCE

Choose 12 credit hours from the following:

MBA 554 Managerial Finance	MGE 8722 Financial Institutions
MGE 5400 North America and the European Union: London, England	MGE 8723 Corporate Finance
MGE 8720 Investments	MGE 8724 Advanced Financial Planning
MGE 8721 International Finance	MGE 8725 Government Finance

**HEALTHCARE ADMINISTRATION**

Choose 12 credit hours from the following:

MGE 8251 The American Healthcare System\*  
 MGE 8252 Fundamentals of Healthcare  
 Administration\*  
 MGE 8254 Healthcare Policy and Politics

MGE 8256 Healthcare Ethics  
 MGE 8258 Information Systems for Healthcare  
 Management

\*Required course

**HUMAN RESOURCES**

Choose 12 credit hours from the following:

MBA 535 Human Resources Management  
 MGE 6023 Employment Law  
 MGE 8740 Employee Development and  
 Retention

MGE 8741 Staffing  
 MGE 8742 Global Human Resources  
 MGE 8743 Employee Relations

**LEADERSHIP AND ORGANIZATIONAL CHANGE** *(not open to MAOL students)*

Choose 12 credit hours from the following:

MBA 580 Executive Leadership  
 MGE 520 Leadership and Organizational  
 Behavior  
 MGE 530 Corporate Social Responsibility and  
 Accountability

MGE 580 Sustainability for Future Success  
 MGE 585 Winds of Change  
 MGE 590 Strategic Leadership: Vision to  
 Implementation

**NON-DEGREE PROGRAMS****GRADUATE CERTIFICATE PROGRAMS****SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES**

Baker University SPGS offers graduate-level certificates to adult learners seeking to enhance their knowledge and credentials. Baker's graduate certificates provide relevant and applicable coursework that strengthens undergraduate degrees or expands graduate degrees.

**MISSION**

The mission of SPGS Graduate Certificate Programs is to support the mission of Baker University by:

- Enhancing the agility of the institution to respond to workforce needs.
- Enabling students to gain valuable and targeted skill sets that have immediate, practical value.
- Enriching the quality of life through development of skills, attitudes, and dispositions reflective of 21<sup>st</sup>-century workforce skills.

**CERTIFICATE LEARNING OUTCOMES**

The learning outcomes for the SPGS Graduate Certificates are as follows. Students will:

- Experience high quality, relevant, and applicable academic and professional programming.
- Engage in professional development that enhances business competencies and supports aptitude required for lifelong learning and personal development.
- Develop graduate-level analytical and problem-solving skills and build a comprehensive skill set that can address continuous improvement needs in an ever-changing market.
- Develop graduate-level research and writing skills along with the ability to professionally communicate recommendations and improvements.
- Develop an understanding of current research, best practices, and new approaches in order to enhance professional careers.

**ENROLLMENT**

Anyone who has completed a bachelor's degree from a regionally accredited school is eligible to enroll in graduate certificate courses. Baker University's SPGS Graduate Certificate programs are designed for professionals who desire to strengthen credentials and marketability, increase knowledge in a particular subject, and/or enhance earning potential.

Certification is available in nine selected areas of study. Each certification is a collection of four courses within a related content area for a total of 12 credit hours.

Certificates are available in: finance, healthcare administration, human resources, and leadership and organizational change. These 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).

**Requirements for enrollment in a certificate program include:**

- A completed certificate non-degree-seeking (NDS) application form and fee.
- An official or unofficial transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education.
- Payment of all tuition and fees.
- Access to email and Internet.

Certificate courses must be completed with a grade of B or higher.

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 to 913-491-0470 or calling 913-491-4432.

Guidelines for excellence and quality indicate success is better ensured by the SPGS Graduate Certificate Education participant if he/she limits the number of credit hours of enrollment per academic session to three credit hours per term. A SPGS Graduate Certificate participant may make a written appeal to enroll in additional credit hours.

Graduate credit hours earned through SPGS Graduate Certificate Program may 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. The Graduate Certificate courses are not eligible for Title IV (federal financial aid) funding.

**PERFORMANCE POLICY**

Students in the certificate program must meet the performance standards as outlined under the Graduate SPGS Academic Performance Policies and Procedures section on pages 37-38.

**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.

**GRADUATE CERTIFICATES****FINANCE**

Choose 12 credit hours from the following:

MGE 8720 Investments  
MGE 8721 International Finance  
MGE 8722 Financial Institutions

MGE 8723 Corporate Finance  
MGE 8724 Advanced Financial Planning  
MGE 8725 Government Finance

**HEALTHCARE ADMINISTRATION**

Choose 12 credit hours from the following:

MGE 8251 The American Healthcare System\*

MGE 8252 Fundamentals of Healthcare  
Administration\*

MGE 8254 Healthcare Policy and Politics

MGE 8256 Healthcare Ethics

MGE 8258 Information Systems for Healthcare  
Management

\*Required course

**HUMAN RESOURCES**

Choose 12 credit hours from the following:

MGE 6023 Employment Law

MGE 8740 Employee Development and  
Retention

MGE 8741 Staffing

MGE 8742 Global Human Resources

MGE 8743 Employee Relations

**LEADERSHIP AND ORGANIZATIONAL CHANGE**

Choose 12 credit hours from the following:

MGE 520 Leadership and Organizational  
Behavior

MGE 530 Corporate Social Responsibility and  
Accountability

MGE 580 Sustainability for Future Success

MGE 585 Winds of Change

MGE 590 Strategic Leadership: Vision to  
Implementation

**MASTER OF ARTS IN EDUCATION (MAEd)****OVERVIEW**

The MAEd program is a 36-credit-hour degree program designed to develop exemplary educational classroom teachers. 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 Programs*, which is updated each August. An MAEd student receives a digital *Handbook* in the MAEd program orientation and abides by the regulations of this catalog and the program *Handbook*.

**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. The NBPTS propositions are listed below; the indicators of these standards are found in the *Handbook* referenced above.

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 student must:

- Successfully complete an approved 36-credit-hour MAEd curriculum:
  - 18 credit hours of required education core courses; and
  - 18 credit hours of graduate education electives in an approved concentration of the student's choice.

- Maintain a graduate GPA of  $\geq 3.00$  with no more than one course completed with a C grade. D and F grades are not acceptable.
- Complete an individually developed MAEd portfolio with an evaluation of “Proficient” or “Distinguished.”
- Complete all coursework within six years of the date of initial enrollment.
- File an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Have paid all tuition and fees.
- Have program completion approved by the GSOE Faculty Senate.

## PROGRAM ORIENTATION

MAEd students attend a scheduled orientation with an academic advisor prior to the start of their cohort courses. If a student elects to enroll in a concentration course prior to the start of the cohort, he or she must attend a modified orientation with his or her academic advisor prior to the start of the concentration course *in addition to* the cohort orientation.

## TASKSTREAM

TaskStream is used by the University as a program accountability and data management system. Baker University provides each MAEd student with a TaskStream account. Each MAEd student is responsible for submitting course and self-assessments that result in the student’s final portfolio.

## PROGRAM PORTFOLIO

All MAEd students seeking program completion are required to develop a professional portfolio of educational artifacts and reflections addressing program objectives, 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 5111 Enhancing Communication and Embracing Understanding. An MAEd student enrolls in EDU 5997 MAEd Portfolio, which spans the two terms before the student’s intended graduation. EDU 5997 is considered a “no credit/no cost” course toward the MAEd degree completion. As a student nears completion of the MAEd program and enrolls in EDU 5997, he or she may enroll in a maximum of one other course per term.

## FIELD EXPERIENCE

Experienced instructors lead students to best practice in the classroom. Each required course in the MAEd program includes assignments and information applicable to today’s learners. During EDU 5111 Enhancing Communication and Embracing Understanding, a student completes a seven-hour practicum in a diverse setting.

## COURSE REQUIREMENTS (36 HOURS)

### CORE COURSES

The following 18-credit core is required of all MAEd students:

EDU 5111 Enhancing Communication and Embracing Understanding*	EDU 5103 Curriculum Development and Design
EDU 5101 Learning Theories and Instruction	EDU 5120 Action Research in the Classroom
EDU 5102 Assessment Strategies	EDU 5531 Today’s Learner
	EDU 5997 MAEd Portfolio ( <i>see Program Portfolio section on previous page</i> )

\*This course must be completed prior to completing any other required core course.

**SUPPORTING COURSEWORK**

In addition to the core curriculum, MAEd students must select an approved concentration and complete 18 credit hours within the concentration. The available concentration tracks are listed below.

**TECHNOLOGY CONCENTRATION**

Choose 18 credit hours from the following:

EDU 5033 School Improvement in the 21<sup>st</sup> Century  
 EDU 5286 Focus on Comprehension Instructions  
 EDU 5299 Classroom Transformation Through Digital Applications  
 EDU 5312 The Connected Educator  
 EDU 5313 Enhancing Instruction with

Technology  
 EDU 5322 Issues and Ethics with Technology Integration  
 EDU 5323 Technology as Intervention  
 EDU 5325 Google Tools for Educators  
 EDU 5326 Technology Trends, Tools, and Media

**MULTICULTURAL CLASSROOMS AND STUDENT DIVERSITY CONCENTRATION**

Choose 18 credits from the following:

EDU 5033 School Improvement in the 21<sup>st</sup> Century  
 EDU 5049 Inclusion: Students with Exceptionalities  
 EDU 5208 Fostering Conscientious, Courageous Global Citizens  
 EDU 5254 Teacher as Counselor  
 EDU 5255 Multicultural Literature for the Adolescent  
 EDU 5258 Teacher and Para Collaboration to Promote Student Learning  
 EDU 5260 Methods of Teaching English as a Second Language

EDU 5261 Differentiated Literacies for English Language Learners  
 EDU 5262 Sheltered Instruction Observation Protocol (SIOP) for ELL  
 EDU 5286 Focus on Comprehension Instruction  
 EDU 5299 Classroom Transformation Through Digital Applications  
 EDU 5323 Technology as Intervention  
 EDU 5506 Classroom Management and Student Engagement  
 EDU 5530 Validating Student Achievement

**CURRICULUM AND INSTRUCTION CONCENTRATION**

Choose 18 credits from the following:

EDU 5031 Enhancing Meaningful Learning  
 EDU 5033 School Improvement in the 21<sup>st</sup> Century  
 EDU 5049 Inclusion: Students with Exceptionalities  
 EDU 5255 Multicultural Literature for Adolescents  
 EDU 5286 Focus on Comprehension Instruction  
 EDU 5299 Classroom Transformation Through Digital Applications  
 EDU 5312 The Connected Educator

EDU 5313 Enhancing Instruction with Technology  
 EDU 5323 Technology as Intervention  
 EDU 5325 Google Tools for Educators  
 EDU 5373 Balanced Literacy: Reading and Writing Instruction  
 EDU 5506 Classroom Management and Student Engagement  
 EDU 5530 Validating Student Achievement  
 EDU 6002 Connecting Data to Curriculum and Instruction

**GENERALIST CONCENTRATION**

Choose 18 credits of education electives from courses listed in any of the concentrations above.

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

## 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 master's degree in a field of education and wanting to obtain school leadership licensure should contact the SOE 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 fulfills Kansas State Department of Education (KSDE) standards for building leadership licensure in PreK-12 and Missouri Department of Elementary and Secondary Education (DESE) standards for building administration certification at the elementary and secondary levels.

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

The MSSL program objectives are closely aligned with the KSDE professional standards for building administrators. Program assessments and student 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 student must

- Successfully complete at least 37 credit hours from the approved MSSL curriculum:
  - 24 credit hours of required MSSL school leadership core courses;
  - 9 credit hours of required graduate education core courses; and
  - 4 credit hours of Directed Field Experience (DFE).
- Maintain a graduate GPA of  $\geq 3.25$  with no more than one course completed with a C grade. D and F grades are not acceptable.
- Complete all coursework within six years of the date of initial enrollment. Extension of this timeframe must be approved by Graduate Education Committee (GEC).
- Maintain a composite average of  $\geq 8.0$  on the Professional Skills Surveys.
- Have a minimum of three years of experience with a standard teaching license in an accredited K-12 program by the completion of the MSSL program.

- File an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Have paid all tuition and fees.
- Have program completion approved by the GSOE Faculty Senate.

## PROGRAM ORIENTATION

An MSSL student attends a scheduled orientation before beginning his or her first MAS course, at which time the student receives the *University Catalog* and *Master Programs Policy and Programs Handbook* that identify his or her program requirements.

## TASKSTREAM

TaskStream is used by the University as a program accountability and data management system. Baker University provides each MSSL student with a TaskStream account. Each MSSL student is responsible for submitting course and self-assessments that result in the student's final portfolio.

## PROGRAM PORTFOLIO

All MSSL students seeking program completion and/or licensure are required to develop a professional portfolio of educational artifacts and reflections addressing program objectives and 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 Directed Field Experience (DFE) meeting. The DFE is the MSSL capstone course, providing a program student (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 MSSL student in understanding the role change associated with becoming a building administrator.

## DFE EXPECTATIONS

- A DFE student is notified electronically of full or provisional admittance to the DFE.
- A student 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 student.
- The DFE is completed in a school-year-long timeframe of either an August to May, October to June, December to August, or March to November timeframe in a state-accredited school. Exception to this timeframe 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 must be in at least his or her second consecutive 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 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 completes 12 of the 130 hours fulfilling administrative tasks at a different level of instruction and 12 hours in either a diverse or

non-diverse school setting (See *Handbook* for definition) for a total of 24 hours. An Intern may complete 20 hours (verified by the building Mentor) of field experience requirements in 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 midterm 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 an MSSSL portfolio containing documentations and reflections relating to the DFE.

## LICENSURE

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

Detailed information concerning SLLA and licensure procedures is found in the *SOE Student Handbook: Master Programs* and is provided during DFE meetings in Overland Park, Wichita, and MSSSL cohort locations. A student may also contact the SOE License Officer.

NOTE: Students must meet recency criteria for building leadership licensure recommendation.

1. Transfer credit: Baker University does not accept coursework for transfer credit that is older than six years.
2. If the student has completed an approved building-level licensure program at Baker University and passed a current KSDE ISLLC exam, Baker University will recommend the student for licensure to KSDE. The student **MUST** submit the licensure exam code and score to the licensure officer when seeking a recommendation for licensure.
3. If the student has not taken OR has taken but not received a passing score on a current ISLLC licensure examination, Baker University may require the student to retake courses older than eight years. Baker University *will* require the student to take MAS 5060, MAS 5070, and MAS 5080 if these courses were not part of the student's original program.
4. If a student has a current building leader license in another state and is seeking licensure in Kansas, Baker University will recommend that student for Kansas licensure once proof of current licensure in another state is provided to the licensure officer. ***Depending upon which state the student currently holds licensure in, KSDE may add additional requirements prior to granting a Kansas license. Baker University cannot overrule any additional requirements from KSDE.***

## COURSE SEQUENCE (37 HOURS)

MSSSL students complete courses in three core areas: Leadership, Education, and Field Experience. The following courses are required for the MSSSL degree:

### LEADERSHIP (24 HOURS)

MAS 5010 Foundations of Education  
Administration\*  
MAS 5020 Organizational Health and  
Performance  
MAS 5030 School Personnel  
MAS 5040 Curriculum and Instruction for  
Administrators

MAS 5050 Student Services, Climate, and  
Programs  
MAS 5060 Legal Issues of School Leadership  
MAS 5070 School Planning, Operation, and  
Finances  
MAS 5080 The Ethical Building Leader

\*This course must be completed prior to enrollment in any other school leadership course.

**EDUCATION (9 HOURS)**

EDU 5102 Assessment Strategies

EDU 5121 Inquiry and Research

EDU 5318 Educational Leadership: Technology in Support of Teaching and Learning

**FIELD EXPERIENCE (4 HOURS)**

MAS 5504 Directed Field Experience

The University reserves the right to modify curriculum as necessary.

Enrollment in MAS courses is limited to one course per term. Students cannot use transfer credit hours to satisfy the 24-credit-hour leadership core requirement. Students may transfer up to six hours of graduate credit for fulfillment of education core courses based on an evaluation of their transcripts. Baker University does not accept any coursework credit hours that are older than six years for transfer.

## MASTER OF SCIENCE IN SPECIAL EDUCATION (MSSE)

**OVERVIEW**

The MSSE program is a 33- to 36-credit-hour degree program designed to prepare and license high-incidence (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, K-6 with 5-8, 6-12, or K-12 special education licensure.

An MSSE student must declare a “Licensure Plan” by the conclusion of SPED 700.

The complete MSSE program objectives and guidelines are included in the *SOE Student Handbook: Master Programs*, which is updated each August. An MSSE student attends a scheduled orientation before beginning his or her first course, at which time the student receives the *University Catalog* and *Master Programs Policy and Programs Handbook* that identify his or her program requirements.

The MSSE program objectives are based on program goals. These program goals are closely aligned with KSDE and Council for Exceptional Children (CEC) standards and NBPTS Core Propositions. Program assessments and student 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 will demonstrate the following:

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

## GRADUATION REQUIREMENTS

A student must

- Successfully complete the 33- to 36-credit-hour approved MSSE curriculum.
- Maintain a graduate GPA of  $\geq 3.25$  with no grade lower than a “B.”
- Complete all coursework within six years of the date of initial enrollment.
- File an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Have paid all tuition and fees.
- Have program completion approved by the GSOE Faculty Senate.

## PROGRAM ORIENTATION

An MSSE student attends a scheduled orientation before attending his or her first course.

## TASKSTREAM

TaskStream is used by the University as a program accountability and data management system. Baker University provides each MSSE student with a TaskStream account. Each MSSE student is responsible for submitting course and self-assessments that result in the student’s final portfolio.

## PROGRAM PORTFOLIO

All MSSE students seeking program completion and/or licensure are required to develop a professional portfolio of educational artifacts and reflections addressing program objectives and program standards. This MSSE portfolio is completed during SPED 716 and portfolio documents are submitted to TaskStream.

## FIELD EXPERIENCE

The MSSE program consists of two practicums conducted in special education classrooms. SPED 704 and SPED 716 are the MSSE practicum courses that provide the student with hands-on experiences necessary to transfer beliefs, values, theory, and knowledge into policy, preparation, and practice in interactions with adaptive learner needs.

If a student wants K-12 or K-6 with 5-8 certification, SPED 704 practicum hours must be completed at the student’s level of most experience within the grade levels of current licensure. For SPED 716, the 90-hour practicum must be completed at the level of least experience.

SPED 704 Adaptive Instructional Strategies and Methods Field Practicum requires 45 hours of supervised teaching in a special education classroom. In the 45-hour practicum, the student must complete a seven-hour diversity setting practicum in a special education classroom that meets one of the following other diversity criteria: ethnic/racial, socioeconomic, or linguistic (ELL). (See *Masters Handbook* for descriptions of diverse criteria.)

SPED 716 Advanced Practicum requires 90 supervised hours in a special education classroom. Before beginning either 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 found in the *Handbook* and shared with students during the MSSE orientation. A student completes the practicum successfully when he or she receives a “Proficient” or “Distinguished” grade. A student cannot apply for a provisional license until successfully completing the two practicums.

An MSSE student cannot exchange the number of hours between practicum courses (e.g. SPED 704 cannot be used for the 90-hour practicum and vice versa.)

## LICENSURE

An MSSE student must declare a “Licensure Plan” by the completion of SPED 700. Students 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, K-6 with 5-8, 6-12, or K-12 high-incidence (adaptive) special education. MSSE program completers teaching in Missouri may add an endorsement in special education based on testing. Applicants for the initial license are required to submit passing scores on the Praxis High-

Incidence (Adapted) Special Education test (“Special Education: Core Knowledge and Mild to Moderate Applications”). Registration for these tests is online at [www.ets.org/praxis/register](http://www.ets.org/praxis/register). Results of the assessments must be sent to Baker University.

## COURSE SEQUENCE (33-36 HOURS)

Students in the MSSE program must complete the following courses:

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

The University reserves the right to modify curriculum as necessary.

Students who graduated from Baker’s Undergraduate School of Education (USOE) may transfer a maximum of nine credit hours to the MSSE program based on an evaluation of their transcripts. Six of these credit hours must be at the 500 level; three of these credit hours may be at the undergraduate 400 level. The Baker USOE courses allowable for transfer to the MSSE program are:

<u>Baker USOE Course</u>	<u>MSSE Course Equivalent</u>
ED 413/513	SPED 702 or 703
ED 414/514	SPED 700
ED 415/515	SPED 704

## MASTER OF SCIENCE IN TEACHING (MST)

The MST program is only available to Restricted Licensure (RL) students who have successfully completed the RL program at Baker University.

### OVERVIEW

The MST program is a 42-credit-hour degree program, which includes the 27 graduate credit hours successfully completed by a Restricted Licensure (RL) student. At the completion of the first 27 credit hours, RL students enroll in the MST program and complete 15 graduate credit hours that satisfy the requirements for a master’s degree in teaching.

The complete MST program objectives and guidelines are included in the *SOE Student Handbook: Master Programs*, which is updated each August. An MST student receives this *Handbook* at enrollment in the MST program and abides by the regulations in this catalog and in the *Handbook*.

### PROGRAM OBJECTIVES

The MST 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.

## TASKSTREAM

TaskStream is used by the University as a program accountability and data management system. Baker University provides each MST student with a TaskStream account. Each MST student is responsible for submitting course and self-assessments that result in the student's final portfolio. See program *Handbook*.

## PROGRAM PORTFOLIO

All MST students seeking program completion are required to develop a professional portfolio of educational artifacts and reflections addressing program objectives, 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. A student planning to graduate must enroll in EDU 5997 Portfolio (non-credit/no-fee) the semester prior to his or her intended graduation.

## GRADUATION REQUIREMENTS

Candidates for the Master of Science in Teaching (MST) degree must

- Successfully complete the RL program with a GPA of 3.00 or higher with no more than one C.
- Successfully complete the MST within six years of the RL admission.
- Complete 15 graduate credit hours from Baker University GSOE that includes
  - A 3-credit-hour research course, EDU 5120 Action Research.
  - A 3-credit-hour assessment course, EDU 5102 Assessment Strategies.
  - 9 elective education credit hours. If a student desires an MST with a concentration, he or she must declare a concentration and complete a total of 18 credit hours from the elective education credit hours.
- Maintain a minimum program GPA of 3.00 on a 4.00 scale with no more than one grade of C in the program coursework. Grades of D and F are not acceptable.
- Complete a program portfolio.
- File an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Pay all tuition and fees.
- Have program completion approved by the GED Faculty Senate.

## COURSE SEQUENCE

Students in the MST program must complete the following courses:

### RESTRICTED LICENSURE COURSES (27 HOURS)

The following courses are successfully completed by the student in the Restricted Licensure program prior to beginning the MST program.

ETT 750 Teaching Induction	ETT 765 Improving Instruction Through Reading and Writing
ETT 751 Introduction to Teaching	ETT 766 Becoming a Reflective Teacher
ETT 752 Planning for Instruction	ETT 767 Understanding the Foundations of Education
ETT 753 Understanding the Learner	ETT 771 Supervised Practicum I
ETT 754 Working with Diverse and Exceptional Learners	ETT 772 Supervised Practicum II

**MASTER OF SCIENCE IN TEACHING CORE COURSES (6 HOURS)**

EDU 5102 Assessment Strategies

EDU 5120 Action Research

**SUPPORTING ELECTIVES (9 HOURS)**

In addition to the RL and MST core courses, students in the MST must complete 9 credit hours of education electives from the MAEd concentration list (see p. 81). An MST student can also choose to declare a concentration when applying for the MST and choose courses from the approved concentration course list (see p. 81). A concentration requires a total of 18 credit hours: the 9 credit hours of required supporting electives, and 9 additional credit hours to complete the concentration requirements.

The University reserves the right to modify curriculum as necessary.

**DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP  
AND LEADERSHIP IN HIGHER EDUCATION (ED.D.)****OVERVIEW**

The Ed.D. program is a 59+-credit-hour degree program designed to prepare and license students for any district-level administrative position and for leadership positions in a variety of educational settings including higher education. Students 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 program standards for district leadership. The higher education degree is aligned with the Council for the Advancement of Standards in Higher Education (CAS). The Instructional Design and Performance Technology concentration is aligned with the International Board of Standards for Training, Performance, and Instruction (IBSTPI). Program assessments and student activities focus on providing evidence that program goals and objectives are being met. The Ed.D. program objectives are listed below.

**PROGRAM OBJECTIVES FOR PK-12**

- An education leader at the district level applies knowledge that promotes the success of every student by guiding shared commitment for the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- An education leader at the district level applies knowledge that 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.
- An education leader at the district level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- An education leader at the district level applies knowledge that promotes the success of every student by collaborating with faculty and school, home, and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.
- An education leader at the district level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- An education leader at the district level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

## PROGRAM OBJECTIVES FOR HIGHER EDUCATION

- A higher education leader understands and promotes the institutional mission and its impact on student learning and development.
- A higher education leader is guided by theories and knowledge of adult learning and development that promote student learning, development, persistence, and success through curriculum and co-curriculum activities as well as strategies for documenting learning outcomes and program accountability.
- A higher education leader understands the role that strategic planning, supervision, management, and communication (with both internal and external constituents) contribute to effective programs and services within the institution.
- A higher education leader applies knowledge related to effective staff recruitment, retention, training, performance supervision and evaluation, using strategies that promote diversity, equity, and access.
- A higher education leader applies ethical standards to personal, professional, and institutional actions.
- A higher education leader understands relevant laws, regulations, (e.g., constitutional, statutory, regulatory, case law) and institutional policies that impact students, faculty, and staff.
- A higher education leader understands the budgeting process and financial management of resources, including human, technology, facilities, and equipment.

## TASKSTREAM

TaskStream is used by the University as a program accountability and data management system. Baker University provides each Ed.D. student with a TaskStream account. Each Ed.D. student is responsible for uploading course and self-assessments that result in the student's final portfolio. See program *Handbook*.

## GRADUATION REQUIREMENTS

- 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."
- Possession of a Professional Skills score equal to or greater than 8.4 (on a 10.0 scale).
- Successful completion of the two Field Experiences, as evidenced by artifacts and reflections provided in the electronic portfolio, scoring "Proficient" or above.
- Satisfactory recommendations with a mean score equal to or greater than 8.4 (on a 10.0 scale) from the educational mentor and University supervisor on program field experiences.
- Successful completion and defense of program electronic portfolio scoring at the "Proficient" level or above on the portfolio rubric.
- Successful defense of the dissertation.
- Successful completion of all program requirements, including the dissertation, within a six-year timeframe.
- Filing of an Intent to Graduate with the Office of the Registrar. (See the Candidacy for Graduation section on p. 43.)
- Payment of all program fees.
- Dissertation form signed by major advisor, committee members, and SOE Dean/Associate Dean.
- Recommendation by GSOE faculty to appropriate University governance.

## PROGRAM PORTFOLIO

Each Ed.D. student 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, Directed Field Experience (DFE) supervisor, and assigned committee member. Upon approval of the written document, the student 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 student's leadership and management abilities by engaging in problem analysis, data collection, and problem-solving activities with others at the work site. For PK-12 students, activities designed to address KSDE program standards are planned and guided cooperatively by the Supervisor, Mentor, and the student. Those selecting the higher education degree focus on activities designed to address CAS standards and will engage in working with leaders in Academic Affairs, Student Affairs, athletics administration, Foundation/Development Administration, or Fiscal Affairs in a college or university setting.

Higher Education activities are designed to address the higher education program objectives (Council for the Advancement of Standards in Higher Education – CAS Standards) and are planned and guided cooperatively by the Supervisor, Mentor, and the student. 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

- Reveals the student's ability to analyze, interpret, and synthesize information.
- Demonstrates the student's knowledge of the literature relating to the research project and acknowledges prior scholarship on which the study is built.
- Describes the methods and procedures used.
- Presents results in a sequential and logical manner.
- Displays the student's ability to discuss fully and coherently the meaning of the results.
- Informs the field and improves practice.

The dissertation is the beginning of the student's scholarly work, not the culmination. The dissertation is expected to provide the student 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. student 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. student is eligible for a Missouri Superintendent Certificate K-12.

An Ed.D. student seeking Kansas DLL 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 160. Students can register for this test online at [www.ets.org/sls/register](http://www.ets.org/sls/register). Anyone wishing to obtain a DLL license in Missouri should contact Tonya Simms, Baker University's Licensure Officer, for details at [tonya.simms@bakeru.edu](mailto:tonya.simms@bakeru.edu). 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*.

## BUILDING LEADER DLL+ PROGRAM

### REQUIREMENTS FOR STUDENTS WHO HAVE COMPLETED THE EDD PROGRAM COURSEWORK

A student who completes the EdD program and does not have building or district leadership licensure may obtain both licensures by enrolling in the courses listed below:

- MAS 5392 Principalship I, 4 credit hours, 10-week course
- MAS 5394 Principalship II, 4 credit hours, 10-week course
- MAS 5396 Principalship III, 4 credit hours, 10-week course
- MAS 5504 Directed Field Experience (Building Level), 4 credit hours, 130 hours of activities

A student is not permitted to enroll concurrently in an EdD course and MAS course (not to include field experiences and dissertation). A student may begin the MAS Directed Field Experience following enrollment in MAS 5392.

Note: Baker University’s Licensure Officer will not recommend a student for a Building Leadership License until the student has:

- Successfully completed all of the above coursework.
- Successfully completed DED 9030 and 9031 Field Experiences I & II.
- Successfully completed DED 9032 Portfolio Presentation.
- Obtained a passing score on the ETS School Leadership Assessment (SLLA).
- 5 years of accredited teaching experience.

At the time of completion of the District Leadership Licensure program and the Adjusted Building Licensure Program, application can be made for both district and building licensure.

### **COURSE SEQUENCE: EDUCATIONAL LEADERSHIP, PK-12 (59+ HOURS)**

Students in the Doctor of Education in Educational Leadership, PK-12 program must complete the below sequence of courses. Students can expect to take the courses in the following order:

DED 9000 Foundations of Educational Leadership	DED 9009 Systemic School Improvement and Evaluation
DED 9001 Communication and Collaboration in Leadership	DED 9010 Statistical Analysis
DED 9002 Leading Special and Diverse Populations	DED 9011 Methods of Inquiry and Research
DED 9004 Curriculum, Learning, and Instruction	DED 9013 The Ethics of District Leadership
DED 9005 Legal, Policy, and Advocacy Issues in Leadership	DED 9900 Dissertation Development <i>(continuous enrollment until completion)</i>
DED 9006 Human Resources Management	DED 9032 Portfolio Presentation
DED 9007 Management of Finances, Facilities, and Resources	DED 9030 Field Experience I
	DED 9031 Field Experience II <i>(may be completed following DED 9030)</i>
	Dissertation completion and defense

### **COURSE SEQUENCE: LEADERSHIP IN HIGHER EDUCATION (59+ HOURS)**

Students in the Doctor of Education in Leadership in Higher Education program must complete the below sequence of courses. Students can expect to take the courses in the following order:

DED 9019 Communication, Collaboration, and Decision Making in Higher Education	DED 9017 Budget, Finance, and Advancement in Higher Education
DED 9016 Curriculum and Instruction in Higher Education	DED 9022 Ethical and Contemporary Issues in Higher Education/Readings in Leadership
DED 9018 Program Planning, Assessment, and Evaluation in Higher Education	DED 9023 Legal Issues and Human Resources Management in Higher Education
DED 9010 Statistical Analysis	DED 9900 Dissertation Development <i>(continuous enrollment until completion)</i>
DED 9011 Methods of Inquiry and Research	DED 9032 Portfolio Presentation
DED 9012 Student Affairs and Enrollment Management in Higher Education	DED 9030 Field Experience I
DED 9014 Foundations and Contemporary Leadership in Higher Education	DED 9031 Field Experience II <i>(may be completed following DED 9030)</i>
DED 9015 Administration, Governance, Accreditation, and Strategic Planning in Higher Education	Dissertation completion and defense

## **COURSE SEQUENCE: LEADERSHIP IN HIGHER EDUCATION WITH CONCENTRATION IN INSTRUCTIONAL DESIGN AND PERFORMANCE TECHNOLOGY (59+ HOURS)**

Students in the Doctor of Education in Leadership in Higher Education with a concentration in Instructional Design and Performance Technology must complete the below sequence of courses. Students can expect to take the courses in the following order:

DED 9019 Communication, Collaboration, and Decision Making in Higher Education	Higher Education
IDT 9003 Instructional Models and Tools for Online Learning	DED 9017 Budget, Finance, and Advancement in Higher Education
IDT 9004 Assessment, Evaluation, and Reporting	DED 9022 Ethical and Contemporary Issues in Higher Education/Readings in Leadership
DED 9010 Statistical Analysis	IDT 9002 Project Management
DED 9011 Methods of Inquiry and Research	DED 9900 Dissertation Development <i>(continuous enrollment until completion)</i>
IDT 9000 Instructional Design and Performance Improvement	DED 9032 Portfolio Presentation
DED 9014 Foundations and Contemporary Leadership in Higher Education	DED 9030 Field Experience I
DED 9015 Administration, Governance, Accreditation, and Strategic Planning in	DED 9031 Field Experience II <i>(may be completed following DED 9030)</i>
	Dissertation completion and defense

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

## **NON-DEGREE PROGRAMS**

### **CONTINUING EDUCATION FOR GRADUATE SCHOOL OF EDUCATION**

#### **VISION**

The GSOE Continuing Education (CE) Department of Baker University will be 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 21<sup>st</sup>-century workforce skills.

#### **PROGRAM LEARNING OUTCOMES**

The 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.
- Develop and sustain meaningful, collaborative partnerships within the educational, business, government, and social services communities.

## **GRADUATE SCHOOL OF EDUCATION - CONTINUING EDUCATION**

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 professionals who seek additional graduate credit to meet state relicensing/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, emailing, or faxing in the registration form or calling 913-344-6038.

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 term to no more than six credit hours. 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.

# **COURSE DESCRIPTIONS**

## UNDERGRADUATE COURSES

**AR 401 Literature into Film - 3 hrs.**

Students examine the fundamental differences in the ways writers communicate ideas and filmmakers 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 their transition to film.

**AR 441 Opera Appreciation - 3 hrs.**

This course offers a broad survey of the most important composers and operas from the 18<sup>th</sup> century to the present. This course is intended for the opera beginner or the reluctant listener.

**AR 4011 Art of Film - 3 hrs.**

This course will focus on the motion picture as a form of communication quite apart from other art forms such as theater, literature, music, dance, or photography. We will analyze the ways in which a film can convey emotion, ideas, and fantasy by the techniques it uses in a unique way. We will discover how films divert us while purveying a subtle or not-so-subtle picture of our society. We will also probe the technical aspects of filmmaking, becoming aware of each component of a film's construction and how these components contribute to the overall effectiveness of the film.

**AR 4039 Film and Theatre of the Jewish Holocaust - 3 hrs.**

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. (Cross-listed as TH 315.)

**AR 4234 History of Rock and Roll - 3 hrs.**

Students explore an overview of the history of rock and 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.

**ART 4046 Social Issues in Theatre and Film - 3 hrs.**

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.

**ART 4070 Feminist Muse: Shaping the Arts - 3 hrs.**

Students in this course explore the condition of women's lives in and of themselves, in relation to each other, and in relation to men. Through a critical analysis of a diverse selection of texts 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.

**ART 4125 World Cinema - 3 hrs.**

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.

**ART 4261 Women and Creativity - 3 hrs.**

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.

**BCJ 300 Introduction to Criminal Justice - 3 hrs.**

This course introduces students to the various processes used to prevent and control crime, as well as to examine the nature, extent, and implications of these processes on crime and American society. The bulk of this course will focus on explanations for why and how the stages of the criminal justice system handle crime and offenders. This is coupled with a goal to inform students on practical aspects of the criminal justice system. *BCJ core course.*

**BCJ 310 Writing for Social Science - 3 hrs.**

This course prepares students for writing in professional settings and in future SPGS courses. Students learn to write analytically and persuasively with a reader-centered approach. Students will employ the writing process of invention, drafting, editing, and revision. Students will become skilled at finding and eliminating most common writing errors and learn to write succinctly. *Satisfies upper-college written English requirement. BCJ core course.*

**BCJ 320 Criminal Justice Research - 3 hrs.**

This course introduces the logic and methods of the science that explains crime and crime control. The contributions of social science to knowledge are not mere deductions of common sense, but are conclusions drawn from thorough empirical research using a scientific process. Topics include what it means to be “correlated” and what “intervening variables” are. Topic also include conceptualization and operationalization, measurement validity and reliability, types of sampling, experimentation, survey research, ethnography, secondary data analysis, research ethics, policy and program evaluation, and more. The overall goal is to help the student become an informed consumer, producer, and evaluator of crime data. *BCJ core course.*

**BCJ 325 Criminology - 3 hrs.**

This course introduces students to the various theories used to explain crime, as well as to examine the nature, extent, and causes of crime in American society. We will consider how crime is defined and measured, explore the criminalization of deviance, and discuss various types of crime and criminality. The bulk of this course will focus on theoretical explanations employed by criminologists to explain why crime occurs, who offends, and who is victimized. We will briefly examine classical theories, biological theories, and psychological theories before studying social theories of crime, including rational choice, strain, labeling, and control and conflict theories among others. *BCJ core course.*

**BCJ 326 Victimology - 3 hrs.**

Victimology is the social scientific study of criminal victimization. As a sub-field of criminology, it too seeks to explain crime, but through more of a focus on the victims of crime. This course will cover three general interrelated areas. One is research and theory on victimization. Here, students will learn about rates of victimization and how they differ according to social categories (race, ethnicity, age, class, gender, etc.), theories that explain differential victimization (of individuals and social categories), and empirical tests of these theories. The second area is the consequences of victimization. Here, students will learn mostly about the impact of criminal victimization upon individuals’ mental and physical health, but also the macro-social costs of victimization (including economic). The third area is practical responses to victimization. Here, students will learn about the history and development of the “victims’ rights movement,” as well as social policy and services aimed at restoring victims. *BCJ core course.*

**BCJ 330 Inequality and Crime - 3 hrs.**

This course examines how class, race, and gender intersect with crime and the criminal justice system. The course provides an overview of class, race, ethnic, and gender stratification in the United States and looks at how that stratification is reflected in judgments about crime and in treatments of various groups in the criminal justice system. Of great importance to American justice is how race, class, and gender influence the ways in which individuals are treated within the criminal justice system as offenders, victims, and employees. *BCJ core course.*

**BCJ 344 Youth and Crime - 3 hrs.**

The class will cover four areas of the relationship between youth and crime. First, the nature and extent of delinquency will provide the foundation for the remainder of the course by asking how much delinquency is there, who is delinquent, and how is delinquency measured? Next, in theories of delinquency, students will explore and critique the main theories used to explain delinquent behavior. The third section, influences on delinquency, will focus on the influence of social, individual, and environmental factors on juvenile delinquency, such as gender, family, drugs, and the media. In the fourth section, the response to delinquency, students will address the history of the juvenile justice system and the ways in which it prevents, treats, and punishes juvenile offenders. *BCJ core course.*

**BCJ 345 White Collar Crime - 3 hrs.**

This course will explore the ways in which computer technology now organizes and presents opportunities for crime in modern society. In addition to Internet crime, students will explore crimes considered to be white collar. Topics to be discussed include, among others, consumer fraud, hate groups and hate speech, illegal pornography, terrorism and threats, hacking, and identity theft. In many ways, these crimes will perhaps simply mirror the social context from which the technology or business originates; or, perhaps there are ways in which crime is transformed into unique forms as a result of the technology. Students will also study policy responses to these crimes. *BCJ core course.*

**BCJ 346 Policing - 3 hrs.**

This course is intended to examine the role of the police in the relationship between law enforcement and American society. Topics include, but are not limited to, the role and function of police, the nature of police organizations and police work, and patterns of police-community relations. *BCJ core course.*

**BCJ 347 Criminal Investigations - 3 hrs.**

This course covers the fundamental principles and procedures employed in the investigation of a crime. Emphasis is placed on the investigation of specific crimes, the identification of sources of information, and the procedures necessary for the proper handling of evidence. This course is designed to develop a working knowledge of the steps of investigation, beginning with the initial security of the crime scene and concluding with the presentation of evidence and proper testimony in court. *BCJ core course.*

**BCJ 380 Law and Society - 3 hrs.**

This course is an analysis of the legal order of society. The basic premise is that law is both the product of social interaction and the impetus for social change. The course emphasizes main legal theories and research techniques to study the origins, processes, functions, and actors of the social reality known as Law. Students will make a combined theoretical and practical exploration into the American court system. *BCJ core course.*

**BCJ 385 Corrections - 3 hrs.**

Examining and understanding the field of corrections is fundamental to the study of criminology and criminal justice. Corrections is one of the largest, most complex, and most controversial components of the criminal justice system. This course will examine correctional practices and reforms and their consequences. Included in the course examination will be the cultural, social, and theoretical context from which various corrections reforms have emerged over the past several centuries. More recent correctional reforms and practices will be examined in detail along with the future of American corrections as we move toward what has been termed “a culture of control.” *BCJ core course.*

**BCJ 395 Criminal Justice Ethics - 3 hrs.**

As future employees of the criminal justice system, students will explore ethics in criminal justice. Ethical dilemmas confronting criminal justice professionals are far-reaching and prevalent in today’s criminal justice system. Inherent within the criminal justice system is the power to make discretionary decisions that affect the offenders, victims, and society. Students will explore ethical issues associated with the police, prosecution, courts, and correctional systems. *BCJ core course.*

**BCJ 495 Criminal Justice Seminar - 3 hrs.**

The seminar is the final course in the program’s course of study and provides an opportunity to the criminal justice major to apply the knowledge, skills, and perspectives learned in the study of the discipline. Each student will study in-depth a selected topic in criminal justice. The seminar format will be dedicated to intensive readings and discussions focusing on how selected theoretical viewpoints inform our understanding of practical applications for understanding and controlling crime. Based on that reading, and as a culminating experience of the criminal justice program, students will design and execute an original research project. *BCJ core course.*

**BI 120 Human Ecology - 3 hrs.**

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.

**BI 245 Human Nutrition - 3 hrs.**

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 regimens.

**BS 431 Gender in the Workplace - 3 hrs.**

Students examine the world of business with a focus on gender, race, and social class, exploring the impact of sociological, economic, racial, and gender theories in today’s workplace. Further areas explored include diversity issues in the workplace, such as ethnicity, language, sexual orientations, age, and ability.

**BS 471 Leading Groups and Teams - 3 hrs.**

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.

**BS 4804 Power Shifts in the 21<sup>st</sup> Century - 3 hrs.**

Students analyze the business impact of social and economic shifts from the industrial revolution into the 21<sup>st</sup> century. The course content includes power shifts such as the redistribution of wealth, knowledge, and power; the shift to defining success in human development terms rather than economic; and the shift from labor and material to knowledge.

**BSA 205 Financial Accounting - 3 hrs.**

An introductory accounting course describing accounting theory and practice, Financial Accounting emphasizes the use of financial statements for management control. *BSA core course.*

**BSA 242 Microeconomics - 3 hrs.**

This course is an introduction to economics analysis of market economies. Topics include scarcity and choice, price and output determination, market power, and wages and employment. Evaluating the effects of government policies is emphasized. Students will become familiar with the invisible hand which governs the production and distribution of goods and services. While studying market regulation, we will see how human behaviors can play a major part in supply, demand, and price changes. Incentives will be a reoccurring topic, as many people tend to make decisions based on their economic well-being. *BSA core course.*

**BSA 338 Income Tax - 3 hrs.**

This class asks students to explore different research techniques to understand account 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 taxation's effects on the strategic decision-making process. *BSA core course.*

**BSA 346 Managerial Economics - 3 hrs.**

This course is designed to allow students to improve their economic reasoning skills. Microeconomics theory is taught by application to real-world economic problems. It is the study of the various ways in which microeconomic principles and quantitative tools can be used to aid managers in making sound decisions. Prerequisite: BSA 242 Microeconomics and BSA 464 Macroeconomics. *BSA core course.*

**BSA 350 Managerial Accounting I - 3 hrs.**

This is the first of two Managerial Accounting courses. This course discusses managerial accounting concepts, including costing systems, profit analysis, budgeting, performance evaluation, and product pricing. By analyzing internal company information, students learn to make decisions that influence company directions and successes. Prerequisite: BSA 205 Financial Accounting. *BSA core course.*

**BSA 351 Managerial Accounting II - 3 hrs.**

This course is a continuation of Managerial Accounting I, which discusses managerial accounting concepts, including costing systems, profit analysis, budgeting, performance evaluation, and product pricing. By analyzing internal company information, students learn to make decisions that influence company directions and successes. Prerequisite: BSA 350 Managerial Accounting I. *BSA core course.*

**BSA 420 Accounting Information Systems - 3 hrs.**

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. *BSA core course.*

**BSA 455 Business Policies Analysis - 3 hrs.**

Find out about the contemporary policy issues facing business professionals, and integrate the various disciplines encountered in the BSA program. The course focuses on learning to evaluate alternatives and construct an effective policy statement. *BSA core course.*

**BSA 464 Macroeconomics - 3 hrs.**

This course aims to study the economy on a broader, aggregate scale. We will examine the behaviors of firms, households, and markets and the way their decisions affect the whole. Students will learn about business cycles, the composition and calculations of economic indicators, and decisions regarding tax rates and subsidies. With completion

of the course, students will be able to understand basic functions and processes of the country's governing bodies. Prerequisite: BSA 242 Microeconomics. *BSA core course.*

**BSA 470 Intermediate Accounting I - 3 hrs.**

The primary goals of Intermediate Accounting I are 1) to help students understand the theories and principles behind the pronouncements issued by regulatory bodies and used by companies to present their financial information, and 2) to emphasize the proper application of these theories with consideration of ethical issues and the best benefit to investors. Students gain an advanced understanding of not only the rules of accounting, but the reasoning behind them. This basis enables students to logically apply the relevant rules from governing bodies in many different situations. It also provides them with the background to know the best sources for further information on current accounting topics. Students focus on in-depth aspects of financial accounting theory, including concepts such as revenue and expense recognition, capitalization, asset valuation, earnings per share, and implementation of international financial reporting standards (IFRS). Further, students explore regulatory requirements and key components of financial reporting. Prerequisite: BSA 205 Financial Accounting. *BSA core course.*

**BSA 471 Intermediate Accounting II - 3 hrs.**

This course is a continuation of BSA 470 Intermediate Accounting I, which is a prerequisite to BSA 471. *BSA core course.*

**BSA 480 Advanced Accounting - 3 hrs.**

This course provides an in-depth study of business combinations and the preparation of consolidated financial statements. Other topics include foreign currency transactions, translation of foreign currency financial statements, and exploring accounting for governmental and not-for-profit organizations. Prerequisite: BSA 471 Intermediate Accounting II. *BSA core course.*

**BSA 484 Finance, Capital, and Management - 3 hrs.**

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. *BSA core course.*

**BU 110 Introduction to Business Education - 3 hrs.**

This is an 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 instructs students in the methods of critical reading and reflection and in the application of these skills in writing. This course is a pre-requisite for other lower-division coursework, and must be taken within the first three courses. *Business core course.*

**BU 220 Foundations of Business - 3 hrs.**

Foundations of Business introduces students to the operation of business and its position in domestic and international commerce. Students will 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. *Lower-division business core course.*

**BU 230 Financial Planning - 3 hrs.**

In this course, students 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. *Lower-division business core course.*

**BU 240 Basic Economics - 3 hrs.**

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. *Lower-division business core course.*

**BU 250 Advertising and Promotion - 3 hrs.**

Advertising and Promotion provides an introduction to the fundamental elements of customer communication and how to apply them to target market strategies. Students are introduced to advertising principles and practices and develop an advertising plan for a business organization. *Lower-division business core course.*

**BU 260 Fundamentals of Accounting - 3 hrs.**

Fundamentals of Accounting introduces students to accounting theory and practice. This course emphasizes the use of financial statements for management control. *Lower-division business core course.*

**BU 305 Effective Business Communication - 3 hrs.**

This course prepares students for writing and speaking in professional settings and in future SPGS courses. Students learn to write analytically and persuasively with a reader-centered approach. Students will employ the writing process of invention, drafting, editing, and revision. Students will become skilled at finding and eliminating most common writing errors and learn to write succinctly. This course is a pre-requisite for other upper-division coursework and must be taken within the first three courses. *Satisfies upper-college written English requirement. Upper-division BBA core course.*

**BU 315 Best Practices in Management and Leadership - 3 hrs.**

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. *Upper-division BBA core course.*

**BU 320 Economic Trends in Business and Leadership - 3 hrs.**

Economic Trends in Business and Leadership 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. *Leadership major course.*

**BU 325 Advertising - 3 hrs.**

This course focuses on the role of mass media advertising in a free market economy. Advertising is examined from both a management and creative perspective emphasizing both the theoretical and practical aspects of organization and staffing, marketing research, consumer behavior, media buying, advertising/marketing strategy and tactics, planning, evaluation, design/art/graphics, copy writing, and advertising agency/client relations. *Strategic Communication major course.*

**BU 327 Leveraging Technology in Decision Making - 3 hrs.**

Leveraging Technology in Decision Making 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 computer science requirement. Upper-division BBA core course.*

**BU 330 Digital Media - 3 hrs.**

This course will emphasize basic skills for digital media, including photography, Web design, and content management. Students will have hands-on instruction for incorporating a variety of media, such as text, graphics, audio, still photography, and video, into a single platform. While the class primarily focuses on Internet-related media production, students may also be able to adapt content for other uses. *Strategic Communication major course.*

**BU 331 Media Ethics - 3 hrs.**

This course is designed to give mass media practitioners and consumers an understanding of ethical decision making in American newsrooms and other venues in which media content is created. A substantial research project is required. *Strategic Communication major course.*

**BU 333 Business Analytics - 3 hrs.**

This course introduces analytics and statistics as applied to managerial planning and issues. Emphasis is on conceptual understanding as well as conducting analytic analyses. Students learn the limitations and potential of business analytics with hands-on experience. The course covers the basic concepts of analytic model building and its role in rational decision making. Students are encouraged to take an analytic view of decision making by examination of trade-offs, constraints, uncertainty, and analyses. Students collect and analyze analytics to prepare and present a comprehensive final project report. *Satisfies math requirement. Upper-division BBA core course.*

**BU 336 Innovative Marketing Strategies - 3 hrs.**

Innovative Marketing Strategies 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. *Upper-division BBA core course.*

### **BU 340 Public Relations Cases - 3 hrs.**

This upper-college level course is designed to apply many of the principles learned by students in introductory public relations coursework. Students will explore elements that contribute to successful strategy development for corporate, agency, and nonprofit public relations, and then examine specific case studies that illustrate the variety of challenges that might present themselves to public relations practitioners. Before learning final case outcomes, students will be challenged to identify positive and negative characteristics of the cases under examination. *Strategic Communication major course.*

### **BU 348 Strategic Human Resources - 3 hrs.**

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. *Upper-division BBA core course.*

### **BU 352 Business Law and Government Regulations - 3 hrs.**

Business Law and Government Regulations examines the formation and application of common law, the Uniform Commercial Code, and administrative agency law in relation to the business organization. *Upper-division BBA core course.*

### **BU 353 Organizational Structure and Behavior - 3 hrs.**

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. *Management major course.*

### **BU 365 Leadership: Lessons from History - 3 hrs.**

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. *Leadership major course.*

### **BU 373 Applied Accounting for Business Decisions - 3 hrs.**

Applied Accounting for Business Decisions 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. *Upper-division BBA core course.*

### **BU 378 Social Media Strategies - 3 hrs.**

This course develops students' knowledge of social media platforms and their potential pros and cons for strategic communication in promoting business goals and organizational missions. Students also will learn how to develop a social media plan, react to online sentiment, and respond to a social media crisis. *Strategic Communication major course.*

### **BU 397 Leading and Coaching Teams - 3 hrs.**

Students experience an applied approach to effective leading and coaching models and applying these concepts. Students develop structures, processes, and strategies to create and maintain effective teams. *Leadership major course.*

### **BU 433 Building Organizational Climates - 3 hrs.**

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. *Leadership major course.*

### **BU 446 Project Planning and Implementation - 3 hrs.**

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. *Leadership major course.*

### **BU 455 Business Policies Analysis - 3 hrs.**

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. *Management major course.*

### **BU 462 Multinational Management - 3 hrs.**

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. *Management major course.*

**BU 465 Leadership Project - 3 hrs.**

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. *Leadership major course.*

**BU 481 Sales Management and Strategies - 3 hrs.**

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. *Management major course.*

**BU 485 Negotiation and Conflict Resolution - 3 hrs.**

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. *Management major course.*

**BU 491 Management Issues and Society - 3 hrs.**

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. *Management major course.*

**BUS 4012 Leaders and Leadership - 3 hrs.**

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.

**BUS 4021 Generational Issues in the Workplace - 3 hrs.**

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.

**BUS 4023 Employment Law - 3 hrs.**

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. *Human Resources concentration.*

**BUS 4025 Contemporary View of Wall Street: New York - 3 hrs.**

Students examine the global impact modern institutions have on Main Street from a social science and public policy perspective. Institutions examined include the New York Stock Exchange, the Federal Reserve System, international markets, and online trading. Students explore the link between current global events to social, technological, political, and economic implications. *Travel course. International Business concentration.*

**BUS 4029 Environmental Leadership - 3 hrs.**

Environmental issues require leadership skills, approaches, and styles to guide positive change towards a sustainable balance between the environment and human needs. Students investigate influences on environmental leadership including science, engineering, market economies, and radical ecology, focusing on the tensions between the provision of social goods, economic development, population growth, and consumer culture which often conflict with environmental protection and sustainability.

**BUS 4117 Women Leaders - 3 hrs.**

This course is the study of only a few of the notable women whose leadership in the 20<sup>th</sup> century shaped America. Through humanitarian efforts, scientific endeavors, the performing arts, politics, medicine, and education innovations, they changed the way we live, work, worship, and enjoy life. The stories of these American women will be read, told, studied, and related to the realities of the past as well as the possibilities of the 21<sup>st</sup> century.

**BUS 4201 Entrepreneurial Start-Up Marketing - 3 hrs.**

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. *Marketing concentration.*

**BUS 4251 The American Healthcare System - 3 hrs.**

This course is a comprehensive overview of one of the largest industries in the United States: healthcare. Students explore the effects of social, political, organizational, cultural, economic, and historical forces on this industry. Features and contours of this evolving and highly complex system are explored including levels of care, technology, and health outcomes. Current trends related to regulation, cost, quality, and access are analyzed, with particular emphasis on the complexities and inherent counter purposes of commerce and ethical obligations manifest in healthcare. *Students are recommended to take this course prior to enrolling in subsequent HA concentration courses. Healthcare Administration concentration.* (Cross-listed as GE 431.)

**BUS 4252 Fundamentals of Healthcare Administration - 3 hrs.**

Students analyze organizational dynamics and complex operational and regulatory factors that must be aligned to ensure the highest quality care and greatest efficiency and cost effectiveness. Operational divisions, functions, and groups including professional providers, care givers, and support services such as finance management, information services, human resources, plant services, and marketing are explored in relation to their integral value, purpose, function, and unique perspectives. Emphasis on the creation of an environment of continuous improvement and organizational adaptability and success are explored. Measures and benchmarks of success are integrated throughout the course. *Students are recommended to take this course immediately following BUS 4251 The American Healthcare System and prior to enrolling in subsequent HA concentration courses. Healthcare Administration concentration.*

**BUS 4254 Healthcare Policy and Politics - 3 hrs.**

In this course, students examine current public, health profession, and organizational policy at macro and micro levels, as well as trends for the future related to or affecting healthcare organizations and their consumers. Health industry manager/leader responsibility for organizational assessment, application, and operational change related to policy and politics is explored. Relevant public, professional, and organizational politics are examined within various types of health organization and support industry contexts. Distinction between policy and politics are elucidated throughout. *Healthcare Administration concentration.*

**BUS 4256 Healthcare Ethics - 3 hrs.**

Students explore the ethical components, dilemmas, and obligations in American healthcare organizations and systems. Specifically, ethical issues related to care giving and bioethics, demographic trends, relationships among organizational professionals and staff, delivery models, securing and allocating scarce resources, and technology are examined. Healthcare organizational ethics and obligations are analyzed, emphasizing the role of manager/leader in creating an ethical culture of care delivery and cost effectiveness. Various ethical decision making models are compared and applied to case scenarios. *Healthcare Administration concentration.*

**BUS 4258 Information Systems for Healthcare Management - 3 hrs.**

Students focus on the increasing presence and reliance on information technology and information systems in healthcare organizations and systems of all sizes and purposes. Today's healthcare manager/leader must understand the use, types, benefits, and limitations of information technology on structure, processes, and work design. Infrastructure requirements and cost, security, and related regulation and law are reviewed. Selection and alignment of information management with organizational strategic planning to achieve high levels of performance are emphasized throughout. *Healthcare Administration and Information Systems concentrations.*

**BUS 4345 The Business of Culture in Australia - 3 hrs.**

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. *International Business concentration.*

**BUS 4400 North America and the European Union: London, England - 3 hrs.**

Students use an interdisciplinary perspective to focus on 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 examine the infinite complexities of the EU to gain an understanding of the historical, economic, international, political, educational, and legal implications. The course includes travel to a European country and cultural immersion to more fully facilitate development of conceptual knowledge. *Travel course. Finance and International Business concentrations.*

**BUS 4501 Computer Applications in Business - 3 hrs.**

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. *Satisfies computer science requirement.*

**BUS 4710 Business Law and Government Regulations - 3 hrs.**

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.

**BUS 4711 Building Organizational Climate - 3 hrs.**

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.

**BUS 4712 Leadership: Lessons from History - 3 hrs.**

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.

**BUS 4714 Leadership Project - 3 hrs.**

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.

**BUS 4720 Investments - 3 hrs.**

In this course, students will discover 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. *Finance concentration.*

**BUS 4721 International Finance - 3 hrs.**

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. *Finance and International Business concentrations.*

**BUS 4722 Financial Institutions - 3 hrs.**

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. *Finance concentration.*

**BUS 4723 Corporate Finance - 3 hrs.**

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. *Finance concentration.*

**BUS 4724 Advanced Financial Planning - 3 hrs.**

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. *Finance concentration.*

**BUS 4725 Government Finance - 3 hrs.**

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. *Finance concentration.*

**BUS 4730 Negotiation and Conflict Resolution - 3 hrs.**

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.

**BUS 4731 Organizational Culture - 3 hrs.**

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 workforce.

**BUS 4732 Sales Management and Strategies - 3 hrs.**

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.

**BUS 4733 Multinational Management - 3 hrs.**

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.

**BUS 4734 Management Issues and Society - 3 hrs.**

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.

**BUS 4740 Employee Development and Retention - 3 hrs.**

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. *Human Resources concentration.*

**BUS 4741 Staffing - 3 hrs.**

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. *Human Resources concentration.*

**BUS 4742 Global Human Resources - 3 hrs.**

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. *Human Resources and International Business concentrations.*

**BUS 4743 Employee Relations - 3 hrs.**

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. *Human Resources concentration.*

**BUS 4750 Consumer Behavior in American Society - 3 hrs.**

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. *Marketing concentration.*

**BUS 4751 Advertising Strategies and Campaigns - 3 hrs.**

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. *Marketing concentration.*

**BUS 4752 Creative Branding: Emotional Connection - 3 hrs.**

In this course, students will develop awareness of, 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. *Marketing concentration.*

**BUS 4753 Community-Based Marketing - 3 hrs.**

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. *Marketing concentration.*

**BUS 4754 Changing Face of Marketing - 3 hrs.**

Students explore the marketing revolution that is currently underway, including the evolution of marketing aspects such as ethnicity, 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. *Marketing concentration.*

**BUS 4760 Managing Information Technology - 3 hrs.**

Students will integrate the decision-making processes of both the management and information technology areas of 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. *Information Systems concentration.*

**BUS 4761 Ethics and Security - 3 hrs.**

In this course, students will examine IT security issues that create ethical dilemmas in the current business environment. Topics include privacy, copyright, intellectual property, piracy, viruses, spam, phishing protection, acceptance of IT changes, and ethics of outsourcing. *Information Systems concentration.*

**BUS 4762 Leveraging Business Data - 3 hrs.**

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. *Information Systems concentration.*

**BUS 4763 Telecommunications and Networking - 3 hrs.**

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. *Information Systems concentration.*

**BUS 4764 Assessment of Hardware and Software Solutions - 3 hrs.**

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. *Information Systems concentration.*

**BUS 4765 Enterprise Information Technology - 3 hrs.**

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. *Information Systems concentration.*

**BUS 4780 Global Business - 3 hrs.**

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. *International Business concentration.*

**BUS 4781 Cross-Cultural Risk Analysis - 3 hrs.**

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. *International Business concentration.*

**BUS 4782 Growing Market Share in Diverse Cultures - 3 hrs.**

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. *International Business and Marketing concentrations.*

**BUS 4783 Political Environments - 3 hrs.**

In this course, students will discern the effect of international relations on American business by analyzing foreign policies, human rights and nonprofit organizations, terrorism, and the development of nations. *International Business concentration.*

**CO 102 Business Communications - 3 hrs.**

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.

**EC 111 Economic Analysis of Social Issues - 3 hrs.**

Economic forces lie at the root of many social problems. Furthermore, many social problems arise because of the incompatibility of individual incentives and social outcomes. Students in this course will be encouraged to think about everyday events in an economic fashion. This course begins by developing in the student a few fundamental tools of economic analysis and continues to apply those tools to current problems discussed in economics as well as other academic disciplines, playing particular attention to the role of government in solving or creating social problems.

**EN 102 Business Writing - 3 hrs.**

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, as well as grammatically correct sentence structure. *Satisfies lower-division written English requirement. Lower-division business core course.*

**EN 110 Literature and Ideas - 3 hrs.**

Literature and Ideas introduces students to various forms and genres of literature while developing their skills in reading, thinking, discussing, and writing. Students will identify basic literary techniques and devices used to create meaning and effect, learn to analyze literature for cues about purpose, audience, and agenda, and build skills in interpreting complex literary messages as they recognize that authors, poets, and playwrights write from the society they know. Students will interpret and articulate what the literature shows them about human life and struggles.

**GE 402 Cosmology: World View - 3 hrs.**

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.

**GE 404 Global Warming - 3 hrs.**

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.

**GE 412 TV Sitcoms and American Society - 3 hrs.**

This class examines the development and evolution of television sitcoms from their beginnings in radio up to the present. Also analyzed are the dramatic structure and content of sitcoms, as well as how programming has shaped and reinforced values in society.

**GE 420 Disease and Contemporary Culture - 3 hrs.**

This course will review the history of disease and how modern medical knowledge can possibly prevent or cure all diseases. The study of the new genetic approach to treating disease and the moral implications created will be performed via class discussion, formal lectures, and multimedia presentations. A formal science background is not required for this course. (Cross-listed as PC 410 and SCI 4026).

**GE 430 Crime, Culture, and Celluloid - 3 hrs.**

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.

**GE 431 The American Healthcare System - 3 hrs.**

This course is a comprehensive overview of one of the largest industries in the United States: healthcare. Students explore the effects of social, political, organizational, cultural, economic, and historical forces on this industry. Features and contours of this evolving and highly complex system are explored including levels of care, technology, and health outcomes. Current trends related to regulation, cost, quality, and access are analyzed, with particular emphasis on the complexities and inherent counter purposes of commerce and ethical obligations manifest in healthcare. (Cross-listed as BUS 4251).

**GE 432 Counseling Skills for the Non-Counselor - 3 hrs.**

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.

**GE 434 Women's Health Issues - 3 hrs.**

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.

**GE 436 Business Policy: Change and Survival - 3 hrs.**

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.

**GE 437 Group and Team Leadership - 3 hrs.**

This course is designed to provide students with an 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. The course will consist of a combination of facilitative lecture, student-conducted presentations and discussions, guest presentations and discussions, exercises, and case studies.

**GE 438 Spanish for Interaction - 3 hrs.**

This course is an introductory course in conversational Spanish. Emphasis will be placed on learning phrases useful for everyday interaction in common settings. No previous experience with Spanish is required to succeed in this course.

**GE 4316 Foundations of Fitness - 3 hrs.**

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.

**GE 4401 Generation Text - 3 hrs.**

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.

**GE 4417 Corporate Social Responsibility - 3 hrs.**

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.

**GE 4460 Gender and Education - 3 hrs.**

Designed to encourage reflection, this course focuses on the multiple ways that gender intersects with education, primarily in the context of formalized schooling. Students examine how gender is reproduced in schools through textbooks, curriculum, classroom interactions, school policy, and extracurricular activities. Students are encouraged to reflect on how this knowledge applies as a teacher, counselor, or administrator.

**HI 231 1945-1980: Decades of Change - 3 hrs.**

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.

**HI 404 Decade of the Seventies - 3 hrs.**

Decade-wise, the 1970s have not fared well at all. They have been written off as the “Forgotten Decade,” sandwiched between the cultural upheavals of the 1960s and the conservative counterrevolution of the 1980s. The 1970s, however, was a complex and transitional decade characterized by a series of important political, social, and cultural transformations that influenced the nation into the 21<sup>st</sup> century.

**HI 441 America’s First Ladies - 3 hrs.**

This course explores the backgrounds, personalities, and characters of more than 40 women - wives, daughters, daughters-in-law, sisters, and nieces - who have coped with the enormous challenge of serving as First Lady.

**HI 442 History of the American Frontier - 3 hrs.**

Students examine the concept of the frontier in American life. The course focuses on the physical, psychological, political, social, and cultural aspects of the frontier phenomenon. Students weigh the "Hollywood" interpretation of the American frontier with recent scholarly studies to discover long-held misconceptions and glean new understandings of this important region of our nation. Students formulate their own historical perspective of the role the frontier played in our heritage.

**HI 443 Women in Modern America - 3 hrs.**

This course surveys the history of women in America from the colonial settlements to the present struggle for equality. Attention will be focused on the pluralistic aspects of the American female experience. The purpose of this course will be to acquaint students with the complexity of women's history. The class will become familiar with both the achievements of women as well as the problems that have troubled and divided them. Students will explore the past so they can arrive at historically informed decisions about what they consider to be the proper role(s) of women in modern society.

**HI 445 Civil Rights Movement - 3 hrs.**

Students investigate the struggle for civil rights in the United States during the 20<sup>th</sup> 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.

**HI 446 Harry S. Truman - 3 hrs.**

This course will focus on the factors which shaped Harry S. Truman: his early life, family, and political career, his landmark decisions as president, and his enduring legacy as one of the most important world leaders of the 20<sup>th</sup> century.

**HI 447 Hitler and the Third Reich - 3 hrs.**

Students review the history of Germany from 1933 to 1945. Commonly called the Third Reich, this time period focuses on Hitler’s acquisition of power, foreign policy, racial policy, and the structure of the Nazi party.

**HI 448 Kansas History - 3 hrs.**

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.

**HI 450 History of the American Presidency - 3 hrs.**

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.

**HI 451 The Sage of Monticello - 3 hrs.**

This course examines the life of Thomas Jefferson from his earliest youth in colonial Virginia to his final days at Monticello. Besides holding a variety of public offices including the presidency, Jefferson was one of the United States' foremost thinkers and most versatile intellectuals. America's Renaissance Man loved architecture, science, music, and art. The broad-minded and public-spirited Sage of Monticello left a body of literature that includes political, philosophical, and theological writings. This course attempts to capture the public and private Jefferson as well as the tumultuous age in which he lived.

**HI 460 Civil War: My Brother in Battle - 3 hrs.**

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.

**HI 470 History of Great Britain - 3 hrs.**

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 21<sup>st</sup>-century England.

**HI 472 Benjamin Franklin - 3 hrs.**

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.

**HI 473 Race and Ethnicity in America - 3 hrs.**

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.

**HI 474 John F. Kennedy - 3 hrs.**

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.

**HI 475 Adams Family: American Dynasty - 3 hrs.**

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.

**HI 476 America 1945-60 - 3 hrs.**

Students study the period in America between 1945 and 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.

**HI 3229 United States and Vietnam: Nations Divided - 3 hrs.**

Students examine the long history of Vietnam and the origins of the Vietnam conflict. Topics include Lyndon Johnson's presidency, Richard Nixon's presidency, the war protests in the United States, and the United States military exit from the conflict. Students analyze the philosophical split over the United States involvement in the war in Southeast Asia.

**HI 4016 History of the Papacy - 3 hrs.**

Students examine the unique role the Papacy has played in Western culture, from politics to fine arts, and from benevolence to warfare. This course introduces students to the rich, complicated, and fascinating history of the Papacy from Early Church to the Reformation to the Modern Era.

**HI 4020 The Life and Legacy of Abraham Lincoln - 3 hrs.**

This course examines the 16<sup>th</sup> president, whose 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.

**HI 4041 World War I - 3 hrs.**

In this course, students examine how the events of 1914-1918 changed the face of the world: empires fell, geopolitical maps changes, and America lost its international innocence. Topics include colonialism, militarism, and nationalism. Students also examine how the resolution of this conflict produced fertile soil for WWII.

**HI 4101 Leadership Lessons from the Civil War - 3 hrs.**

Students focus 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.

**HI 4140 Women in Media - 3 hrs.**

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.

**HI 4191 Lewis and Clark - 3 hrs.**

The United States doubled in size with the Louisiana Purchase, and Lewis and Clark played a critical role in defining what this increase in size and resources meant to the country. Students study Lewis and Clark's explorations, examining Jefferson's presidency and the state of the U.S. government at the time. Students examine the role of diversity during the journey by analyzing Native Americans' contributions and Sacagawea's role. Students explore what Lewis and Clark's expedition meant to and for the burgeoning country.

**HI 4362 Propaganda: Manipulation of Public Opinion - 3 hrs.**

This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in the interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (Cross-listed as SOC 4362.)

**HI 4803 History of American Ideas - 3 hrs.**

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.

**HIS 4038 Social and Cultural History of the U.S. - 3 hrs.**

Students analyze the literature, art, architecture, music, drama, popular amusements, and social customs of late 19<sup>th</sup>- and 20<sup>th</sup>-century America against the dominant intellectual currents of the time. The course focuses on the "movers and shakers" of America's social history.

**HIS 4200 Decade of the Sixties - 3 hrs.**

Students examine numerous issues that were in conflict in 1960s, including Indochina, race relations, the role of federal government, youth culture, the status of women, the private enterprise system, and fabric of the "good life."

**HIS 4203 History of Childhood in America - 3 hrs.**

Students explore the historical perspectives of how children grow up in America. The overarching question guiding the course asks how children of various races, classes, ethnicities, abilities, and sexualities experienced life in the past and how this knowledge helps us understand contemporary children and their families. (Cross-listed as SOC 4203.)

**HIS 4615 Christianity in Crisis: The Reformation and Counter-Reformation - 3 hrs.**

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.

**HTH 4009 Issues in Aging - 3 hrs.**

This course focuses on life passages from birth to late life, with special emphasis on issues of the later years of the lifespan. Physical, emotional, and social issues in aging are analyzed through a variety of learning experiences.

**HU 111 Critical Thinking - 3 hrs.**

Critical Thinking introduces students to logic and 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. *Lower-division business core course.*

**HU 420 The Role of Women in American History - 3 hrs.**

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, and women's political activities including the antislavery movement, the suffrage movement, the 19<sup>th</sup> Amendment, the resurgence of feminism in the 1960s, and transformations in the lives of modern women.

**HU 4025 Shock of the Now: Postmodern Theory - 3 hrs.**

Students explore post-structuralist thought, with a special emphasis on the metaphysics of Jacques Derrida's philosophy of Deconstruction. Students explore whether any kind of epistemology (including Deconstruction's epistemology) survive Deconstruction's focus on relativity and simulation. Topics include the Deconstruction's positive and negative implications for traditional ethics, politics, and art.

**HU 4377 Music and the Human Experience - 3 hrs.**

A study of the role music plays in the human experience in the present and in the past. Among those areas in which music's role are probed include: religious, worship and ceremony, education, social change, medicine and therapy, the political state, work and leisure, and romantic love. A technical knowledge of music is not a prerequisite for this course; neither is the ability to read music notation.

**HUM 4618 Communicating in a Global Society - 3 hrs.**

Students develop an understanding and an appreciation of the dynamics of intercultural communication and of communication processes that are necessary in promoting positive interactions in today's global society. Students develop and refine their own worldviews, use a cultural anthropological lens to explore histories and points of view from various cultures, interpret cultural norms, and learn techniques to communicate and work effectively with people in multicultural settings.

**LI 410 Multicultural American Literature - 3 hrs.**

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.

**LI 412 Contemporary Fiction - 3 hrs.**

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.

**LI 414 Fable and Allegory - 3 hrs.**

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 the two, and how modern forms compare to Aesop, Bunyan, Chaucer, Bible stories, and other classic precedents.

**LI 417 Classical Mythology - 3 hrs.**

Students examine the major characters and themes of Greco-Roman mythology, exploring the many ways these tales entertained, educated, and influenced people through all eras, down to the modern time. Although this influence is primarily in literature, art, music, and culture are also considered.

**LI 418 Women, Madness, and Creativity - 3 hrs.**

In this course students will examine prominent 19<sup>th</sup>- and 20<sup>th</sup>-century women writers and explore the relationship between their creative gifts and mental health. The students 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.

**LI 4028 Classics in Children's Literature - 3 hrs.**

Students explore classic children's literature, specifically fairy tales and works from the Golden Age of literature.

**LI 4304 Religious Perspectives in Contemporary Literature - 3 hrs.**

Students examine basic human questions and how they have been expressed in contemporary literature. Questions such as the purpose of humanity, community, ethical action, suffering, and spirituality are viewed in significant literary texts. Students explore the images and metaphors of religious meaning as they appear in a variety of genres.

**LIT 4015 Gender Roles in Vampire Literature and Films - 3 hrs.**

Students examine prominent 19<sup>th</sup>-, 20<sup>th</sup>-, and 21<sup>st</sup>- 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. (Cross-listed as SO 4105.)

**LIT 4026 American Detective Novel - 3 hrs.**

This course introduces some students and further exposes others to the rich range of American detective fiction and to a dozen or so of the most significant works within the genre.

**LIT 4104 The Graphic Novel: Sequential Literature of the 20<sup>th</sup> Century - 3 hrs.**

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 of these forms, focusing on how graphic novels inform and are informed by popular culture.

**LIT 4121 The Mythology of Heroes and Villains - 3 hrs.**

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.

**LIT 4333 Sports in Literature and Film - 3 hrs.**

Students critically analyze literature and film that represent sport to understand the influence of sports and their contributions to the world. By using critical thinking and rhetorical analysis, students deconstruct and interpret the impact and messages that literature and film have on individuals or society by using sports as a tool. An emphasis in this course is to develop an understanding of rhetorical organization, diction, and critical thinking analysis along with interpretation.

**LIT 4401 World Fiction - 3 hrs.**

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.

**LIT 4536 Banned and Burned Books - 3 hrs.**

Students examine the roots of censorship, including topics such as who attempts to censor and why, appeals for challenged books, and the legal rights of all parties involved. Students will perform a critical analysis on books that have been banned and burned, considering them as censored novels as well as works of literature.

**MA 145 College Algebra - 3 hrs.**

College Algebra includes a study of algebraic equations, inequalities, functions, graphs, exponential and logarithmic functions, arithmetic sequences, combinations and permutations, and simple probabilities.

**MM 140 Mass Media and Society - 3 hrs.**

In this course, students study the technological growth and impact of our media environment on the individual and society as a whole. Special emphasis is placed on the political-legal, economic, sociological, and psychological effects of mass media on American life. *Strategic Communication major course.*

**MUS 4026 Gotta Sing, Gotta Dance: American Film Musicals - 3 hrs.**

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 subsequent decline in popularity.

**MUS 4320 World Music - 3 hrs.**

Students explore the fundamentals of music of the world, including China, Japan, India, Bali, Ethiopia, Iran, the Arabic Near East, and South America.

**PC 410 Disease and Contemporary Culture - 3 hrs.**

This course will review the history of disease and how modern medical knowledge can possibly prevent or cure all diseases. The study of the new genetic approach to treating disease and the moral implications created will be performed via class discussion, formal lectures, and multimedia presentations. A formal science background is not required for this course. (Cross-listed as GE 420 and SCI 4026).

**PC 430 Nutrition for Health and Wellness - 3 hrs.**

Students address the varied nutrition guidelines and lifestyle factors related to the 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. Practical solutions to everyday nutrition problems that lead to lifestyle enhancements are presented.

**PC 4018 Stress Management - 3 hrs.**

In this course, students explore the effects of stress on the human body and apply strategies for coping with and reducing stress. Students investigate how stress influences disease processes, as well as emotional health, mental fitness, and a general sense of wellness.

**PC 4044 Window on Planet Earth - 3 hrs.**

In this course, students study the complexity of the biosphere and the effect it has on humans. Students will analyze the geosphere, hydrosphere, and 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.

**PC 4060 Natural Health and Wellness - 3 hrs.**

Students will explore the influences of Eastern, Native American, and Western medicine in the field of holistic medicine. After surveying foundational studies in physical, emotional, and biochemical disciplines, students will explore techniques and modalities used by practitioners including kinesiology, aromatherapy, acupuncture, massage, reflexology, and homeopathy. Students will explore the relationship between physical symptoms and emotions and their influence on illness.

**PC 4400 Bio-Ethics: Issues and Conflicts - 3 hrs.**

Focusing on issues in contemporary clinical ethics, this course presents principles, theories, and the language of ethics. Students examine such ethical issues as imperiled newborns, allocation of healthcare resources, end of life issues, care of persons who are HIV positive, and reproduction.

**PH 350 Six Great Ideas - 3 hrs.**

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.

**PH 402 The Great Philosophers - 3 hrs.**

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.

**PH 410 Ethics in an Age of Self-Interest - 3 hrs.**

This course presents a methodology for analysis and decision making about contemporary moral issues. Students reflect upon their own value system in light of their personal experiences and major ethical theories.

**PH 420 Leadership Ethics - 3 or 6 hrs.**

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.

**PH 430 Issues and Ethics in Technology - 3 hrs.**

This course provides participants with an awareness, understanding, 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.

**PH 4050 Art of Wondering - 3 hrs.**

Students develop a philosophical awareness through the exploration of classical and modern concepts and by relating philosophical inquiry to individual human experience.

**PHL 4013 Philosophy of Everyday Life - 3 hrs.**

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.

**PHL 4021 21<sup>st</sup>-Century IQ in a Digital Society - 3 hrs.**

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.

**PLA 1000 Prior Learning and Assessment Portfolio Development - 1 hr.**

Prior Learning and Assessment Portfolio Development assists students in improving writing skills while affording them the opportunity to complete a Prior Learning Assessment portfolio for additional credit. 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.

**PS 115 Introduction to American Politics - 3 hrs.**

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.

**PS 4114 Contemporary Issues in World Politics - 3 hrs.**

This course focuses on a study of the basic principles and theories involved in world politics and the factors which shape the foreign policy of nations. Emphasis will be given to some problem areas such as the Middle East, the Soviet Union, China, the United States, and other areas. International morality, international law, international organization, and the distribution of economic and military power will also be among the topics discussed.

**PSY 4010 Psychology of Conflict - 3 hrs.**

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.

**PY 258 Industrial and Organizational Psychology - 3 hrs.**

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. Students investigate specific areas such as personnel psychology, organizational psychology, factors in the workplace, and consumer psychology.

**RE 350 The Bible and Leadership - 3 hrs.**

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.

**RE 370 World Religions - 3 hrs.**

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.

**RE 430 Geography and History of the Old Testament - 3 hrs.**

In this course, students expand their knowledge and understanding of the Bible's geographical, historical, cultural, and archaeological settings.

**RE 440 Power of Myth - 3 hrs.**

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.

**RE 4007 Existence of God - 3 hrs.**

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 monotheism as well as philosophy and its relationship with science.

**REL 4008 Philosophy and Religion of Martial Arts - 3 hrs.**

Various philosophies have found a culturally formative expression through the martial arts. This course acquaints students with the history, practice, philosophy, and religion associated with the martial arts as they have evolved throughout Asia and India and their impact on modern Western transitions.

**REL 4204 God's Warriors: The Crusades - 3 hrs.**

Students in this course contextualize what is thought of as the Crusades within historical, contemporaneous, and contemporary settings. Students debate the scope, extent, impact, and even the definition of what qualifies as a Crusade, examining interpretations, misrepresentations, and evaluations of the events themselves throughout history, ultimately looking at the way Crusades have influenced societies of that period and subsequent history up to and including the present.

**REL 4601 Religions of the Western World - 3 hrs.**

Students examine the three major religious traditions of the Western world: Judaism, Christianity, and Islam, comparing what these three Abrahamic religions uniquely share and exploring the significance of the cultural, intellectual, and spiritual heritage of each. By tracing the long and rich histories of Judaism, Christianity, and Islam, we will study not only present-day practitioners but their impact on Western civilization itself.

**REL 4620 Religion: Faith in Conflict - 3 hrs.**

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. The understanding of conflict as it is influenced by religion is the focus of the course.

**SCI 4016 Mind and Body: Physiological and Psychological Interactions - 3 hrs.**

Students explore mind and body interactions in wellness and disease. The course focuses on increasing self-awareness of the reaction of thoughts and emotions on physiological functions and vice versa. Topics include personalized lifestyles, self-reflection and psychophysical self-regulatory exercises, developmental and sociological influences, and futuristic paradigms of mind-and-body association.

**SCI 4026 Disease and Contemporary Culture - 3 hrs.**

This course will review the history of disease and how modern medical knowledge can possibly prevent or cure all diseases. The study of the new genetic approach to treating disease and the moral implications created will be performed via class discussion, formal lectures, and multimedia presentations. A formal science background is not required for this course. (Cross-listed as GE 420 and PC 410).

**SCI 4030 Community Health - 3 hrs.**

Students examine health characteristics of biological communities. Emphasis is placed on protecting and improving the health of human populations through education, promotions of healthy lifestyles, and research for disease and injury prevention. Related to this is the role of biostatistics, epidemiology and disease reporting as tools to analyze the health of communities and how they can be used for the development of population-based public health services. The impact of political, economic, social, environmental, and cultural concerns on the health of populations is examined.

**SCI 4200 Science, Technology, and Ethics - 3 hrs.**

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.

**SCI 4325 Animal Behavior - 3 hrs.**

Students examine the fundamental principles and concepts of animal behavior (or ethnology) in order to get a better understanding of the animals we live with or encounter in our daily lives.

**SO 242 Society and the Individual - 3 hrs.**

An essential goal of sociology is to understand the dynamic relationship between social structures and individual values and behaviors. This course explores the nature of human interaction in its social context. Primary focus is given to the study of the relationship between norms, social roles, and society. The course also discusses the nature of social identities, social transactions, and the development of the "self." How each applies to gender and sexuality, obedience and conformity, socialization, and groups will also be discussed.

**SO 400 Men and Masculinity - 3 hrs.**

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.

**SO 405 Psychology of Humor - 3 hrs.**

Students examine and analyze humor as it appears in various mediums (film, comics, television, jokes, stories, stand-up, plays, and live performance), and discuss why some people find one form to be funny while others do not. Additionally, students review various definitions of humor, the value of humor in various settings, and the social benefits and liabilities of comedy.

**SO 415 Stages of Adult Development - 3 hrs.**

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.

**SO 421 Sports and Society - 3 hrs.**

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.

**SO 422 Foreign Policy Since the Cold War - 3 hrs.**

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 covered are the Korean War and the beginnings of involvement in Southeast Asia, the Hungarian Revolution, the Berlin Wall, and the fall of Communism.

**SO 430 Teenage Wasteland - 3 hrs.**

Students examine how gangs, current social values, juvenile laws, drugs, and family involvement affect teenagers in our society. Students analyze answers to the growing juvenile delinquency problem facing today's society.

**SO 431 Drugs and American Society - 3 hrs.**

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.

**SO 432 Juvenile Justice in America - 3 hrs.**

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.

**SO 442 Marriage and Families in a New Century - 3 hrs.**

The family, because of its relatively small size, face-to-face relationships, tendency to involve the whole person, and 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.

**SO 446 Death and Dying - 3 hrs.**

This course examines social 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.

**SO 447 Terrorism and Violence in the United States - 3 hrs.**

United States history is a study of people prone to violence. This course investigates terrorism and violence in the United States from colonialism through the present and includes discussions of how terrorism has changed. Patterns of terrorism during different eras and responses to terrorism by the federal government and its citizens are also examined.

**SO 455 Popular Culture: Societal Impact - 3 hrs.**

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, cyber-culture, fiction, non-fiction, music, and other mass media of late 20<sup>th</sup>-century Western society.

**SO 4105 Gender Roles in Vampire Literature and Films - 3 hrs.**

Students examine prominent 19<sup>th</sup>-, 20<sup>th</sup>-, and 21<sup>st</sup>-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. (Cross-listed as LIT 4105.)

**SO 4110 Law and Societal Values - 3 hrs.**

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.

**SO 4112 Majority and Minority Relationships - 3 hrs.**

This course will explore theoretical perspectives, concepts, and processes that impact 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 handout materials, videos, and current events, we will review the historical and present day patterns of group relations in America and other nations of the world.

**SO 4206 Women Around the World - 3 hrs.**

Students survey women's experiences around the globe, focusing on the economic, political, religious, and social factors that contribute to women's status and power in various cultures. Students analyze the lives of women in relation to education, work, reproductive freedom, and social status in developing and industrialized nations.

**SO 4357 World Politics and the Search for Order - 3 hrs.**

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. Students debate practical and ethical issues related to political leadership and decision making, conflict and cooperation, and communication and the media.

**SO 4614 Hate Groups in America - 3 hrs.**

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.

**SO 4615 Understanding Celebrity - 3 hrs.**

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.

**SOC 410 Images of Crime and the Criminal - 3 hrs.**

Students explore the sinister role of the modern-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.

**SOC 4013 Positive Psychology: The Study of Happiness - 3 hrs.**

Students explore themes in the field of positive psychology, such as happiness, hope, engagement, meaning, savoring, and personal strengths. Students study concepts, research, techniques, and exercises related to the enhancement of well-being. Students also study the scholarship and the practical applications of positive psychology.

**SOC 4029 Gender Roles in Contemporary Society - 3 hrs.**

Students examine the impact of gender in contemporary society, studying the gender roles of women and men and the political agenda that informs gendered definitions. The way in which strict gender boundaries create barriers for both sexes is discussed.

**SOC 4160 Sociology of Disasters - 3 hrs.**

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.

**SOC 4203 History of Childhood in America - 3 hrs.**

Students explore the historical perspectives of how children grow up in America. The overarching question guiding the course asks how children of various races, classes, ethnicities, abilities, and sexualities experienced life in the past and how this knowledge helps us understand contemporary children and their families. (Cross-listed as HIS 4203.)

**SOC 4300 Media and American Politics - 3 hrs.**

Students examine the interaction between the American political system and the new media, including attempts by politicians and journalists to influence and manipulate each other. The philosophical underpinning of the First Amendment and the concept of government accountability to the public is examined, as is the role humor plays in politics and the ways in which media influences different stages of the political process.

**SOC 4332 History of Sports in America: 1850 to Present - 3 hrs.**

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.

**SOC 4362 Propaganda: Manipulation of Public Opinion - 3 hrs.**

This course focuses on the study of propaganda, including information from history, political science, social psychology, media, and general semantics. Students in the interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil. (Cross-listed as HI 4362.)

**SOC 4510 Power, Politics, and Ethics: The World in Which We Live - 3 hrs.**

In this course, students will study international relations in the “new” globalized world. What causes conflict? What are the prospects for cooperation? To what extent does economics affect the behavior of international actors? What are the most ethical approaches to these problems? Students will answer these questions by examining theories of international relations, comparing foreign policies of various countries, and analyzing historical and contemporary world events. Moreover, by considering multiple perspectives of a diverse set of global actors, students will develop their own perspectives as they discuss and debate the prospects for transformation and even solutions to major international problems.

**SOC 4515 Sociology and History of the Mafia - 3 hrs.**

Students analyze the Sicilian Mafia in Italy and America through a historical, social, and cultural perspective, tracing its progression from the unification of Italy to the 21<sup>st</sup> century in America. The Mafia is examined from a sociological point of view, reviewing structures, relationships, codes, and communication.

**TH 110 Theatre: Playwright to Production - 3 hrs.**

This course introduces students to the art, craft, and business of theatre. Students will become familiar with the roles of the playwright, actor, director, designers, and other theatre professionals in the collaborative creation of works for the stage. Other topics include the role of the audience, play genres, dramatic structure, types of theatres, and musical theatre. Students will attend and evaluate a live theatre performance.

**TH 315 Film and Theatre of the Jewish Holocaust - 3 hrs.**

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. (Cross-listed as AR 4039.)

**TH 400 Comedy and Satire - 3 hrs.**

This course is a serious, but not solemn, study of classical and contemporary comedy. Students will read plays and novels, watch films and television, and listen to old radio comedies. Comedians studied will include Aristophanes, Shakespeare, Congreve, Amis, Lucky Jim, Chaplin, W.C. Fields, Woody Allen, Jack Benny, George Burns, and Amos and Andy.

**TH 411 Film, Theatre, and the American Dream - 3 hrs.**

Students examine an aspect of American mythology that has the ways in which the American Dream has been defined, examined, promulgated, and criticized by playwrights and filmmakers.

**TH 413 Cinematic Sagebrush - 3 hrs.**

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 of these films and later loss of appeal, perception of gender roles, and attitudes toward others.

**TH 430 Broadway and Beyond - 3 hrs.**

Students explore the development of Broadway during the 20<sup>th</sup> century, examining representative shows in terms of style, elements, structure, and social impact in order to identify criteria for aesthetic evaluation.

**THR 4010 Masters of Modern Drama - 3 hrs.**

Students explore the directions of the naturalist and realist movements late in the 19<sup>th</sup> century and the evolving experiments of Futurism, Expressionism, and 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.

**THR 4060 Music and the Movies - 3 hrs.**

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.

## GRADUATE COURSES

### **XXX 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.

### **XXX 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 5018 Human Prehistory - 3 hrs.**

Few subjects are as interesting or controversial as the evolution of humans. New fossils, techniques, and insights are revolutionizing and dramatically altering our understanding of when, how, and why *Homo sapiens* evolved. This class examines the prehistory of our species, focusing primarily on physical evidence.

### **ANR 5032 Evolution, Apes, and Angels - 3 hrs.**

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.

### **ANR 5042 South American History - 3 hrs.**

In this course, students examine South American archaeological research and the details it has uncovered concerning cultures predating the Incas by thousands of years. Special attention is paid to the Chavin, Tiahaunaco, Nasca, Chimu, and Huari cultures and their people as hunters, herders, farmers, gatherers, artists, proto-scientists, and creators of agricultural techniques for production of foods, fibers, and medicinal plants. (Cross-listed as HIS 5052.)

### **ANR 5050 Southwestern Prehistory - 3 hrs.**

Students explore the archaeological sites of the Southwest that fascinated early explorers, contemporary travelers, and professional archaeologists. Topics include cultural periods in Southwestern archaeology, current archaeological research, areas like Mesa Verde, Chaco Canyon, and Casa Grande, and the architectural construction of the dwellings, associated artifacts, and manner of subsistence of Southwestern cultures.

### **ANR 5057 Urban Growth in Kansas City - 3 hrs.**

Many archaeological sites are located within the boundaries of greater Kansas City; some are known to the professional community while others are not recognized until they are destroyed by construction activities. This course explores ways in which our cultural resources and our heritage can be both documented and preserved for all future generations while urban growth continues. It reviews the federal and state legislation enacted to protect cultural resources, the distribution of recorded archaeological sites in the area, and the rates of growth in areas throughout the greater Kansas City area. In addition, the course views how several other major cities throughout the United States have successfully combined archaeology, preservation, and economic growth.

### **ANR 5121 Applying Anthropology in America - 3 hrs.**

In this course, students examine the ways in which anthropology data, theory, and methods have been increasingly used to identify, assess, and solve social problems and issues in complex societies. Viewing contemporary American society as a cultural system holistically yet as a "foreign culture," i.e., as if for the first time will provide the overall orientation. Special attention will be devoted to the contribution of applied anthropology in the areas of education, urban/community, business/corporate, and medical settings.

### **ART 5003 Cinematic Sagebrush - 3 hrs.**

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 of these films and later loss of appeal, perception of gender roles, and attitudes toward others. (Cross-listed as FLM 5003.)

### **ART 5005 Art of the Printmaker - 3 hrs.**

This course examines the fine art form known as printmaking. Issues studied will include history, purpose, and processes, as well as the intent of artists, publishers, dealers, and others who have a vested interest in how the term

"print" is understood. The course, designed for everyone from the novice to the connoisseur, seeks to expand on the student's understanding and interest in visual art.

**ART 5008 Fine Arts in Vienna - 3 hrs.**

Through a variety of experiences, this course will attempt to "bring alive" the cultural traditions and accomplishments of the historic city of Vienna. There are no prerequisites for this course other than an interest in art and music. (Cross-listed as CUL 5008.)

**ART 5009 Baroque Period Arts and Ideas - 3 hrs.**

Students examine the principal styles of the Western art of the Baroque period, 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.

**ART 5011 The Art of Film - 3 hrs.**

This course will focus on the motion picture as a form of communication quite apart from other art forms such as theatre, literature, music, dance, or photography. We will analyze the ways in which a film can convey emotion, ideas, and fantasy by the techniques it uses in a unique way. We will discover how films divert us while purveying a subtle or not-so-subtle picture of our society. We will also probe the technical aspects of filmmaking, becoming aware of each component of a film's construction and how these components contribute to the overall effectiveness of the film. (Cross-listed as FLM 5011.)

**ART 5012 Cinematic Reflection of Society - 3 hrs.**

This course explores the connections between our lives and entertainment, and the extent to which 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. (Cross-listed as FLM 5012.)

**ART 5014 Arts of China - 3 hrs.**

Students explore the major arts of China from early items to the recent past. Topics include ceramics, ritual bronzes, secular and Buddhist sculpture, jades, lacquerware, calligraphy, painting, and architecture. Special attention will be given to both the cultural context and stylistic developments.

**ART 5015 Literature into Film - 3 hrs.**

Students examine the fundamental differences in the ways writers communicate ideas and filmmakers 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 their transition to film. (Cross-listed as FLM 5009 and LIT 5009.)

**ART 5018 Art and Ideas - 3 hrs.**

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.

**ART 5025 Renaissance to Post-Impressionist Art 3 hrs.**

This course is a broad survey of the most important works of selected painters and sculptors from the latter 15<sup>th</sup> century to the early 20<sup>th</sup> century.

**ART 5026 Gotta Sing, Gotta Dance: American Film Musicals - 3 hrs.**

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 subsequent decline in popularity. (Cross-listed as MUS 5026.)

**ART 5027 History of Photography - 3 hrs.**

This comprehensive survey of the history of photography spans the 19<sup>th</sup> and 20<sup>th</sup> centuries. Also considered are the technology and cultural motives that have contributed to the proliferation of images in our world.

**ART 5029 Photography, Landscape, and Architecture - 3 hrs.**

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.

**ART 5032 American Art - 3 hrs.**

Students survey American art history from the colonial era to the mid-20<sup>th</sup> century. Paintings, sculpture, and photography are analyzed within a social and historical context. Topics include major stylistic groups from the Hudson River School landscape painters of the mid-19<sup>th</sup> century to the Abstract Expressionists of the 1950s. Special attention is paid to individual artists like Thomas Eakins, Mary Cassatt, and Alfred Stieglitz. Revisionist approaches are incorporated with more traditional biographical and stylistic methods. A background in art history is not necessary for this course.

**ART 5034 20<sup>th</sup>-Century Art - 3 hrs.**

This course surveys European and American art from 1900-1980. Students primarily focus on painting, though some sculpture, photography, and architecture are included. Students learn formal analysis as well as social and historical context analysis. Topics include major stylistic groups, including Surrealism and Abstract Expressionism. A background in art history is not necessary to succeed in this course.

**ART 5035 Women in Art - 3 hrs.**

Students examine images of women and art made by women from the prehistoric period through the 20<sup>th</sup> 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. (Cross-listed as GNS 5035.)

**ART 5037 Arts in Great Britain - 3 hrs.**

This course offers students first-hand knowledge and experience with the architecture, theatre, history, and culture of Britain, with an emphasis on London. (Cross-listed as CUL 5037.)

**ART 5042 Native American Artists - 3 hrs.**

Since the 1970s, Native Americans have gained increasing recognition as artists which can be problematic in societies where the focus on individual talent is not a longstanding cultural practice. This course examines some of the social, cultural, and historical dimension of the identity of named artists in Native American communities.

**ART 5043 Early 20<sup>th</sup>-Century Arts and Ideas - 3 hrs.**

Students examine the principal styles of early 20<sup>th</sup>-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.

**ART 5045 Frameworks of Reality: Tragedy, Comedy, Tragicomedy - 3 hrs.**

Students explore three distinct approaches to human existence through an examination of the philosophical premises in a diverse range of plays. Students will study plays, films, comics, and personal biographies to develop an appreciation toward fulfillment and a personal understanding of the meaning, or non-meaning, of life. (Cross-listed as LIT 5145.)

**ART 5049 Women: Both Sides of the Camera - 3 hrs.**

Students investigate women on both sides of the cinematic camera. The goal of 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 peek into the world of women's independent film. (Cross-listed as GNS 5049.)

**ART 5069 Current Art Issues and Events - 3 hrs.**

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 and technology, philosophy of art, and contemporary themes.

**ART 5070 Feminist Muse: Shaping the Arts - 3 hrs.**

Students in this course explore the condition of women's lives in and of themselves, in relation to each other, and in relation to men. Through a critical analysis of a diverse selection of texts 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. (Cross-listed as GNS 5070.)

**ART 5103 Creativity and Personal Mastery - 3 hrs.**

Students explore the nature of creativity, examining along the way the societal beliefs regarding it. Students investigate the relationship between creativity and emotional well-being, mental clarity, and vitality, focusing on each person's ability to apply inspiration to themselves and their world.

**ART 5104 The Graphic Novel: Sequential Literature of the 20<sup>th</sup> Century - 3 hrs.**

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 of these forms, focusing on how graphic novels inform and are informed by popular culture. (Cross-listed as LIT 5104.)

**ART 5106 Jazz: History of an American Art Form - 3 hrs.**

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. (Cross-listed as MUS 5106.)

**ART 5120 Comedy and Satire - 3 hrs.**

This course is a serious, but not solemn, study of classical and contemporary comedy. Students will read plays and novels, watch films and television, and listen to old radio comedies. Comedians studied will include Aristophanes, William Shakespeare, William Congreve, Martin Amis, Lucky Jim, Charlie Chaplin, W.C. Fields, Woody Allen, Jack Benny, George Burns, and Amos and Andy. (Cross-listed as LIT 5120.)

**ART 5150 Arts in the City - 3 hrs.**

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.

**ART 5152 Eastern and Western Art Comparison - 3 hrs.**

East meets West in this inquiry into the similarities and differences between art in the European and Asian traditions. This course will familiarize students with the aesthetics and techniques common to two- and three-dimensional art in the Eastern and Western traditions, then probe into the visual changes brought on by increased contact between East and West.

**ART 5153 Arts and Humanity - 3 hrs.**

This survey course examines humanity as it is reflected through the arts. By interacting first-hand with dramatic, literary, visual, and aural arts and setting them in the context of their time, we will attempt to understand the thoughts and attitudes of other peoples, and to explore our own humanity in the process.

**ART 5170 Philosophy of Body Art - 3 hrs.**

Students study the development of jewelry as personal adornment from Neolithic times through the 21<sup>st</sup> 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 as part of this course.

**ART 5180 Broadway and Beyond: A New York Theatre Tour - 3 hrs.**

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. *Travel course.* (Cross-listed as THR 5180.)

**ART 5231 American Art and Literature 1750-1920 - 3 hrs.**

Students examine the artistic expressions of American painters and writers from the colonial period to early Modernism. Special attention will be paid to how art and literature reflect the religious, political, and cultural values of America in the 18<sup>th</sup> and 19<sup>th</sup> centuries. Subjects include artists like Copley, West, Stuart, Peale, Sargent, Bingham, Homer, and Benton, as well as writers like Irving, Cooper, Crane, Twain, Emerson, Whitman, and Wharton. (Cross-listed as LIT 5231.)

**ART 5237 Aboriginal Art and Spirituality - 3 hrs.**

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. (Cross-listed as CUL 5237 and REL 5237.)

**ART 5261 Women and Creativity - 3 hrs.**

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. (Cross-listed as GNS 5261.)

**ART 5300 The Arts and Christianity - 3 hrs.**

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, and learning to "read" church architecture. (Cross-listed as REL 5300.)

**ART 6445 Ancient and Medieval Arts and Ideas - 3 hrs.**

Students examine the principal styles of the Western art of the Ancient and Medieval periods (archaic Greek through Gothic periods), including masterpieces of architecture, sculpture, painting, and music. This course requires no prior knowledge of music and art.

**BIO 5133 Nature vs. Nurture - 3 hrs.**

This course attempts to understand the nature/nurture controversy in the development of human personality and behavior. Two separate lines of research will be examined. First, research that illuminates the biological (genetic) and physiological sources of individual differences will be examined. Second, research that illuminates social and emotional (psychological, sociological) influences on the expression of personality will be studied. Topics covered will include crime and aggression, intelligence, sexual orientation, mental illness, and others. The class format will include weekly debate on the relative strength of the evidence for nature vs. nurture.

**COM 5008 Mass Communication Contemporary Issues - 3 hrs.**

Students in this course 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. (Cross-listed as SOS 5008.)

**COM 5017 Writing Nonfiction - 3 hrs.**

In this course, students practice advanced techniques in the craft of writing, topic selection, researching, types of writing and styles of various markets, queries, writing proposals, marketing surveys, and tips for writing as a profession. (Cross-listed as LIT 5017.)

**COM 5020 Business French - 3 hrs.**

This course is designed for high-school teachers and graduate students who have completed six semesters of French and/or have completed an advanced composition class in French. Participants will reinforce and advance their knowledge of French through this intensive workshop designed to introduce participants to business French. This workshop is about developing French communication skills in a wide range of actual real-life business settings.

**COM 5027 Writing for Mass Media - 3 hrs.**

Students learn how to write for newspapers, magazines, television, and film. Students write hard news stories, opinion pieces, features, and short magazine articles, as well as scenes for sitcoms, television dramas, and theatrical films. Students examine the role mass media plays in informing, enlightening, persuading, and entertaining contemporary society. (Cross-listed as LIT 5027.)

**COM 5035 Writing for the Liberal Arts - 3 hrs.**

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.

**COM 5116 Interpersonal Communication - 3 hrs.**

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. (Cross-listed as MGE 5016.)

**COM 5131 Television Sitcoms - 3 hrs.**

This class examines the development and evolution of television sitcoms from their beginnings in radio up to the present. Also analyzed are the dramatic structure and content of sitcoms, as well as how programming has shaped and reinforced values in society. (Cross-listed as SOC 5131.)

**COM 5300 Nature Writing - 3 hrs.**

Students in this course explore the relationship between humans and nature through the insights of the Romantic poets and the personal nature essay. Students examine the role of nature in their own lives and in the context of the modern world. (Cross-listed as LIT 5300.)

**COM 6206 Writing Fiction and Poetry - 3 hrs.**

This course is intended to develop the natural ability everyone has in the use of rhythm, image, memory, and narration – the basis of all poetry and fiction. Students do not need any previous experience in writing fiction or poetry.

**COM 6413 Spanish for Interaction - 3 hrs.**

This course is an introductory course in conversational Spanish. Emphasis will be placed on learning phrases useful for everyday interaction in common settings. No previous experience with Spanish is required to succeed in this course. (Cross-listed as CUL 6413.)

**COM 6443 Creative Journalism: Technique and Fact - 3 hrs.**

This course will allow students a chance to explore ways of elevating their nonfiction writing to new levels of style while maintaining the basic principles of journalism.

**COM 6454 Television and Society - 3 hrs.**

Students examine how and why the television industry works. Topics include the structure of the television and cable industries, their history and operations, the impact of technological diversity, the advertising base and its manifestations in programming, the four theories of the press and how they relate to television news and information, criticism, censorship, government regulation, and prospects for the future. (Cross-listed as SOC 6454.)

**CRJ 5024 Psychology and the Law - 3 hrs.**

This course examines the ways that current empirical research and theorizing in psychology can shed light on the workings of the contemporary American justice system. The course asks why the system succeeds and fails and identifies the conditions which exacerbate both accuracies and inaccuracies in human judgment and decision-making related to crimes and criminal. Scientific psychology offers some troublesome and provocative insights into the thoughts and behaviors of the humans involved in the justice system.

**CRJ 5102 Contemporary Issues in Law Enforcement - 3 hrs.**

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. (Cross-listed as SOC 5102.)

**CRJ 5116 Juvenile Justice in America - 3 hrs.**

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. (Cross-listed as SOC 5116.)

**CRJ 5117 Teenage Wasteland - 3 hrs.**

Students examine how gangs, current social values, juvenile laws, drugs, and family involvement affect teenagers in our society. Students analyze answers to the growing juvenile delinquency problem facing today's society. (Cross-listed as SOC 5117.)

**CRJ 5120 Crime, Culture, and Celluloid - 3 hrs.**

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. (Cross-listed as CUL 5120 and SOC 5120.)

**CRJ 5137 Images of Crime and the Criminal - 3 hrs.**

Students explore the sinister role of the modern-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. (Cross-listed as SOC 5137.)

**CUL 5002 North America and the European Union: London, England - 3 hrs.**

Students use an interdisciplinary perspective to focus on 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, political, educational, and legal implications. The course includes travel to a European county and cultural immersion to more fully facilitate development of conceptual knowledge. *Travel course.* (Cross-listed as MGE 5400.)

**CUL 5004 History and Culture of China - 3 hrs.**

This course provides a broad overview of Chinese history and culture from the Shang Dynasty to the end of the 20<sup>th</sup> 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. (Cross-listed as HIS 5004.)

**CUL 5008 Fine Arts in Vienna - 3 hrs.**

Through a variety of experiences, this course will attempt to “bring alive” the cultural traditions and accomplishments of the historic city of Vienna. There are no prerequisites for this course other than an interest in art and music. (Cross-listed as ART 5008.)

**CUL 5009 German Society and Culture - 3 hrs.**

Students explore contemporary Germany, with an emphasis on its political and social institutions, economy, and cultural developments since World War II.

**CUL 5010 Hawaii: The Big Island - 3 hrs.**

This course will deal with aspects of Hawaiian natural history during a tour of the island of Hawaii. The most active and remote volcanic islands in the world provide unique opportunities for studying ecological succession, biological evolution, and volcanism. This course also offers unusual opportunities to study in the areas of archeology, culture anthropology, and marine biology. *Travel course.*

**CUL 5013 African Perspectives - 3 hrs.**

Although Africa is the world's second largest continent (second only to Eurasia), it is the least known or understood. This comprehensive study of Africa will include its peoples, problems and potentials, past and present contributions to the world, geological and archaeological finds, climate and climatic regions, family structures and occupations, economical, ecological, anthropological, and social biological perspectives, and a major issue for this continent, conservation versus industrialization.

**CUL 5015 Marine Biology - 3 hrs.**

This course deals with the biology of marine plants and animals of the Indo-Pacific. Marine communities are diverse and will offer many exciting opportunities for understanding and illustrating biological concepts. Participants will be encouraged to learn basic biological principles and to apply those principles to studies involving adaptations of organisms to marine environments.

**CUL 5019 Islamic Culture: World Impact - 3 hrs.**

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.

**CUL 5024 Alaska - 3 hrs.**

Students explore the natural history of southeastern Alaska, including trips to the northern rainforests and coastal environments. Topics include glacier-cut geology, marine and terrestrial ecosystems, famous flora and fauna, summering grounds for whales, and Glacier Bay National Monument.

**CUL 5029 The Colonial American Experience - 3 hrs.**

Students explore the history of the English-speaking settlements that became the 13 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. (Cross-listed as HIS 5029.)

**CUL 5033 World Cultures - 3 hrs.**

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.

**CUL 5037 Arts in Great Britain - 3 hrs.**

This course offers students first-hand knowledge and experience with the architecture, theatre, history, and culture of Britain, with an emphasis on London. (Cross-listed as ART 5037.)

**CUL 5040 Costa Rica - 3 hrs.**

This course will deal with aspects of natural history during a study tour of the country of Costa Rica. The ecology of rainforests at La Selva and Monte Verde will be emphasized. Costa Rica's many natural preserves, and the world-class rainforest research station at La Selva, provide unique opportunities for studying rainforests and tropical biology in this small conservation-minded country. The lowland rainforest at La Selva will be compared to the high-altitude cloud forest at Monte Verde, home of the quetzal bird and other rare wildlife. Half of the course will be spent at La Selva and half at Monte Verde. There will be excursions to Arenal Volcano and San Jose. *Travel course.*

**CUL 5047 Zombies in Film, Literature, and Culture - 3 hrs.**

Students in this course develop their skills in critical analysis of cinematic and literary techniques through the study of zombie films and fiction, beginning with zombies' Haitian Voodoo roots and tracking the culture's continual growth, particularly since the attacks on the Twin Towers. The filmography for the course includes movies from New Zealand, Britain, Italy, and Spain, exposing the international influence of zombie films over the past 50 years. (Cross-listed as FLM 5047 and LIT 5047.)

**CUL 5120 Crime, Culture, and Celluloid - 3 hrs.**

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. (Cross-listed as CRJ 5120 and SOC 5120.)

**CUL 5132 Terrorism and Violence in the United States - 3 hrs.**

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. (Cross-listed as SOC 5132.)

**CUL 5152 Media, Environment, and Culture in Australia - 3 hrs.**

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. *Travel course.* (Cross-listed as SCI 5152.)

**CUL 5202 Monarchies of the World - 3 hrs.**

Students explore the history, culture, and politics of various monarchies around the world, studying the impact of the royal families on their respective countries and the world at large, examining the personal and political turmoil surrounding the families, and discerning the political, religious, and military roles of world monarchies.

**CUL 5237 Aboriginal Art and Spirituality - 3 hrs.**

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. (Cross-listed as ART 5237 and REL 5237.)

**CUL 5400 Australian Literature - 3 hrs.**

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. (Cross-listed as LIT 5400.)

**CUL 6413 Spanish for Interaction - 3 hrs.**

This course is an introductory course in conversational Spanish. Emphasis will be placed on learning phrases useful for everyday interaction in common settings. No previous experience with Spanish is required to succeed in this course. (Cross-listed as COM 6413.)

**DED 9000 Foundations of Educational Leadership - 3 hrs.**

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, a 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. *EdD PK-12 core course.*

**DED 9001 Communication and Collaboration in Leadership - 3 hrs.**

Students examine the philosophy, principles, practices, and agencies and organizations involved in or influencing school or organization community programs and initiatives. Special attention is focused on the role of leaders in planning and implementing system-wide communications and involvement networks. Students 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. The term “community” will be defined for both P-12 and higher education. Students will be expected to address “community” according to their individual work settings and/or career aspirations. *EdD PK-12 core course.*

**DED 9002 Leading Special and Diverse Populations - 3 hrs.**

This course is designed to examine the roles 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. *EdD PK-12 core course.*

**DED 9003 Developing Professional Learning Communities - 3 hrs.**

This course examines professional development with the intent that students as future leaders in school districts and organizations will be equipped to bring about improvements in classroom achievement through professional learning. Students 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.

**DED 9004 Curriculum, Learning, and Instruction - 3 hrs.**

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 students with leadership skills necessary to bring about a curriculum and instructional program that results in high levels of achievement by all learners. Students 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. Advocating, nurturing, and sustaining a district culture/climate and instructional program conducive to student learning and staff professional growth is emphasized. *EdD PK-12 core course.*

**DED 9005 Legal, Policy, and Advocacy Issues in Leadership - 3 hrs.**

This course develops a student'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. *EdD PK-12 core course.*

**DED 9006 Human Resources Management - 3 hrs.**

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. Students 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?" *EdD PK-12 core course.*

**DED 9007 Management of Finances, Facilities, and Resources - 3 hrs.**

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. *EdD PK-12 core course.*

**DED 9008 Program Planning and Evaluation - 3 hrs.**

This course is a study of the theory of program evaluation, techniques used in program evaluation, and the standards of quality for professional practice. The focus is on application of program evaluation processes in administering district- and organization-level programs. A student is expected to apply the principles and processes of evaluation in a study of a district or organization program.

**DED 9009 Systemic School Improvement and Evaluation - 3 hrs.**

This course examines systems thinking concepts to allow students to develop a district-wide school improvement process. Students will engage systemic implementation of the professional learning community as a system of educational reform for academic achievement. Additionally, students will investigate program evaluation models for results based decision making as a district leader. *EdD PK-12 core course.*

**DED 9010 Statistical Analysis - 3 hrs.**

This course addresses the application of descriptive and inferential statistical techniques for organizing research data and testing simple hypotheses. Students learn techniques for reporting statistical results, including the generation of charts and graphs to describe data and to draw conclusions based on data. The course is practical in orientation. *EdD PK-12/Higher Education core course.*

**DED 9011 Methods of Inquiry and Research - 3 hrs.**

This course is divided into two parts: qualitative and quantitative methods. The course presents basic research design. The qualitative paradigm is presented as complementary to quantitative methods rather than contradictory and competitive. Students begin developing ideas and researching topics for the dissertation. *EdD PK-12/Higher Education core course.*

**DED 9012 Student Affairs and Enrollment Management in Higher Education - 3 hrs.**

This course develops the knowledge and performance areas needed to develop, implement, and assess a program of student services. Those services include but are not limited to: admissions, advising, financial aid, career services, housing, student organizations, disabilities services, student health (emotional and physical), Greek life, and Code of Conduct. Students will gain an understanding of the historical, philosophical, and holistic elements of Student Affairs in college and university settings. Students will explore major theoretical issues and organizational units that fall within Student Affairs. Issues associated with Enrollment Management (e.g., marketing, recruitment, and retention) in higher education settings will be addressed. *EdD Higher Education core course.*

**DED 9013 The Ethics of District Leadership - 3 hrs.**

This course addresses the professional ethics involved in educational leadership. The course provides students with leadership skills necessary to act with integrity and fairness in supporting district policies and staff practices that ensure every student's academic and social success; create an infrastructure that helps to monitor and ensure equitable district practices; formulate a district-level leadership platform grounded in ethical standards and practices; analyze district leadership decisions in terms of established ethical practices; understand the effect of ethical behavior on one's own leadership; develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues; develop appropriate communication skills to advocate for democracy, equity, and diversity; formulate sound district strategies to educational dilemmas; evaluate district strategies to prevent difficulties related to moral and legal issues; review and critique district policies, programs, and practices to ensure that student needs inform all aspects of schooling within the district; and develop the resiliency to uphold core values and persist in the face of adversity. *EdD PK-12 core course.*

**DED 9014 Foundations and Contemporary Leadership in Higher Education - 3 hrs.**

This course presents students with an overview of key historical developments impacting contemporary higher education in the United States, including the different missions and goals of higher education, the multiple sectors (e.g., public and private universities and colleges, community colleges, and technical colleges) of higher education and the ways in which philosophy and history have shaped the higher education curriculum. The course is also designed to provide foundational grounding in the study of leadership theory and research. Leadership issues addressed include the nature of leadership, leadership models and styles, beliefs and values related to leadership, and research and best practices of leadership. *EdD Higher Education core course.*

**DED 9015 Administration, Governance, Accreditation, and Strategic Planning in Higher Education - 3 hrs.**

This course develops the knowledge and performance areas needed to understand the organization and administration of varied types of higher education institutions, including two- and four-year colleges/universities. Internal and external governance structures will be examined. Regional accreditation criterion and the role of discipline-specific accreditation will be addressed. Critical elements of the institutional strategic planning process, shared governance, and emergency operation planning will be discussed. *EdD Higher Education core course.*

**DED 9016 Curriculum and Instruction in Higher Education - 3 hrs.**

The emphasis of this course is learning theory and instructional design in higher education. It also introduces the supervisory process for curriculum and instruction for educational leaders in the higher education setting, including current research on teaching and issues in instructional supervision. Furthermore, the course provides students with the necessary leadership skills to analyze a curriculum, instructional, and assessment program that result in high levels of achievement by all learners. Students focus on the alignment of the curriculum with state and national initiatives and regulations as well as on the internal and external review and approval processes needed to garner input and ownership of a curriculum from a broad and diverse constituency. *EdD Higher Education core course.*

**DED 9017 Budget, Finance, and Advancement in Higher Education - 3 hrs.**

This course is designed to provide students with an overview of economics and financing of American higher education. Students will explore financial benefits of higher education, access and affordability issues, state and federal funding, price setting, tuition discounting, merit aid sources of revenues and expenditures, cost-cutting measures, collective bargaining, and budgeting models. Students will review basic elements related to strategic planning in higher education. This course will also address advancement and fundraising applied to higher education settings, including accountability measures, income sources, and types of campaigns. *EdD Higher Education core course.*

**DED 9018 Program Planning, Assessment, and Evaluation in Higher Education - 3 hrs.**

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 in higher education settings. The focus is on application of program evaluation processes used by leaders in higher education settings, including department, school or college, and university-wide review. A student increases his or her leadership abilities to plan and evaluate educational programs in a systematic manner. *EdD Higher Education core course.*

**DED 9019 Communication, Collaboration, and Decision Making in Higher Education - 3 hrs.**

This course examines principles and practices associated with effective communication by leaders in higher education settings with internal and external constituents. Strategies for conflict resolution, collaborative problem solving, risk management, managing the media, and other topics related to internal and external communication in higher education settings will be explored. *EdD Higher Education core course.*

**DED 9020/9021 Professional Colloquium I & II - 2 hrs. each**

The professional inquiry colloquium provides students with opportunities to interact with the cohort and with program mentors, to strengthen the cohort through increased communication, and to focus on the dissertation and electronic portfolio.

**DED 9022 Ethical and Contemporary Issues in Higher Education/Readings in Leadership - 3 hrs.**

This course provides an overview of contemporary issues in higher education. An examination of contemporary issues will include varied topics including gender, ethnicity, and technology in higher education. Students will discuss case studies and examples of ethical issues common to higher education settings. *EdD Higher Ed core course.*

**DED 9023 Legal Issues and Human Resource Management in Higher Education - 3 hrs.**

An overview of the major legal and ethical issues currently affecting higher education will be presented. Students will develop a deeper understanding about the importance of the rights of college students, faculty, and staff related to ethical behavior and legal issues within a higher education context. Legal issues to be addressed include: HIPAA, FERPA, Cleary, ADAAA, Freedom of Speech, Athletics Compliance, Immigration, Intellectual Property Rights, Title IX, and other current federal and state laws that have an impact on higher education settings. The importance of developing institutional policies and procedures consistent with federal and state law will be discussed. This course provides an overview in the study of human resources development practices with emphasis on responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty and staff in higher education. This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting higher education institutions. Mediation and use of an institution's legal counsel will be addressed. The tenure process and evaluation of tenured and non-tenured faculty will be addressed. Legal and ethical liability issues related to higher education will be explored. *EdD Higher Education core course.*

**DED 9030/9031 Field Experience I & II - 2 hrs. each**

Students 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 higher education institution 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. *EdD PK-12/Higher Education core course.*

**DED 9032 Portfolio Presentation - 2 hrs.**

The electronic portfolio is considered the key assessment piece for the student. The portfolio exhibits the knowledge, dispositions, and performances gained in the program and serves as a major vehicle for the student to apply theory to practice. The portfolio is organized and aligned with the KSDE Professional District Leadership standards for district leadership or the Council for the Advancement of Standards in Higher Education Standards. A student is required to achieve a minimum of "Proficient" on each of the portfolio areas prior to the completion of Field Experience II. The student 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 student's abilities as a leader. *EdD PK-12/Higher Education core course.*

**DED 9900 Dissertation Development - 20+ hrs.**

The doctoral dissertation is a research study that provides the student the means to demonstrate breadth of scholarship, depth of research, and ability to investigate problems independently and efficiently. The dissertation is an extended, coherent, and written work that demonstrates the student'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 critical research of documentary source materials and field work. The first dissertation development course is completed when Chapter I is submitted and approved by the student's advising committee. *EdD PK-12/Higher Education core course.*

**EDU 5001 Children and Youth in Crisis - 3 hrs.**

Students examine the issues that place adolescents at risk for both academic and social failure. Although the course discusses the reasons why increasing numbers of today's youth are in crisis, the emphasis is on learning strategies to interact with adolescents. Techniques for dealing with children and adolescents who display aggressive and angry behavior are shared. The development of a crisis intervention plan is a primary focus of the course.

**EDU 5022 Philosophical Battle for the Classroom - 3 hrs.**

This course addresses the philosophical, ethical, and political issues that are affecting teachers in today's classrooms. Special emphasis is placed on questions that arise from a changing society and helping students formulate and articulate their concerns about those questions.

**EDU 5031 Enhancing Meaningful Learning - 3 hrs.**

This course is designed to challenge students to reflect on current strategies, innovations, and philosophies that impact education and the classroom. Students create learning activities to enhance classroom learning and increase learner success.

**EDU 5033 School Improvement in the 21<sup>st</sup> Century - 3 hrs.**

Students research current school improvement efforts on policy, curriculum, and instruction and examine relevant educational trends' influence on student achievement. Students turn research into action by choosing, adapting, and implementing ways to help classroom students become active partners in their learning. Students recognize their own abilities to think critically and find ways to promote their students' lifelong critical thinking skills.

**EDU 5049 Inclusion: Students with Exceptionalities - 3 hrs.**

Students examine current legislation and litigation of special education services, including least restrictive environment and due process procedures. Students identify the essential characteristics of inclusive education and apply theory to practice by examining educational plans and finding ways to modify instruction for students with exceptionalities.

**EDU 5101 Learning Theories and Instruction - 3 hrs.**

Students examine past and present learning theories and expand their awareness in the area of research-based instructional strategies and effective lesson design. Students' beliefs about learning and best teaching practices are reviewed. Students reflect on their learning and practice of instruction and teaching. *MAEd core course.*

**EDU 5102 Assessment Strategies - 3 hrs.**

This course expands students' awareness of multiple strategies for assessing the progress of students and increases students' 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/MSSL core course.*

**EDU 5103 Curriculum Development and Design - 3 hrs.**

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.*

**EDU 5111 Enhancing Communication and Embracing Understanding - 3 hrs.**

This course includes lessons in both written and oral communication and lessons to increase understanding of student diversity. The course content covers APA standards and provides opportunities to practice pre-writing, writing, editing, and reflection. Students confront issues of diversity that affect learning through a seven-hour practicum that includes interaction with exceptional students from diverse groups (students not their own) in P-12 diverse settings. Diverse groups and settings include at least two of the following different from your own classroom: ethnic/racial/cultural, socioeconomic, disability/special education, and linguistic (ELL). *MAEd core course.*

**EDU 5120 Action Research in the Classroom - 3 hrs.**

This course provides students with tools to reflect on their teaching practices, assess their performance, and make informed decisions about their teaching. Through the research process, teachers create an environment of improved student learning. *MAEd research course.*

**EDU 5121 Inquiry and Research - 3 hrs.**

This course gives students a simple, practical, believable way to conduct and interpret their research for the improvement of student learning. *MSSL research course.*

**EDU 5208 Fostering Conscientious, Courageous Global Citizens - 3 hrs.**

To build a conscientious citizenry, teachers must encourage each student to see the world through the lens of a global citizen with a responsibility to interact with and react to world events. Twenty-first century teachers must translate current global events of persecution or genocide into relevant lessons for students. Using the Holocaust as a springboard for discussion, students consider the ramifications of prejudice, stereotyping, hatred, and genocide in the past as well as in today's world. Students apply the lessons of the course to their own classrooms, schools, or districts by implementing an outreach project focused on global understanding that may impact the local community.

**EDU 5254 Teacher as Counselor - 3 hrs.**

Students learn to recognize and understand how the uniqueness of each student's personality, different life experiences, and physical and emotional development increases or decreases learning in the classroom. Students learn to motivate learners and practice counseling techniques such as listening, questioning, reflecting emotions, and using affirmation skills. Students examine crisis intervention, policies and procedures for reporting abuse, and when and how to refer students to a professional therapist.

**EDU 5255 Multicultural Literature for the Adolescent - 3 hrs.**

Students are introduced to the world of adolescent literature and explore works by authors and about characters from diverse cultures and different ethnicities. Through a multicultural lens, students examine adolescent literacy and its implications in the classroom. Students focus on common themes in multicultural adolescent literature, on adolescent learning theory, on the needs of struggling adolescent readers, and on the latest research of instructional methods in adolescent literacy.

**EDU 5258 Teacher and Para Collaboration to Promote Student Learning - 3 hrs.**

Students research teaching and learning in a collaborative classroom environment and examine effective strategies, techniques, and best practices in co-teaching with a para educator. Students focus on finding ways to increase access of the general education curriculum to students with disabilities in the regular classroom. The student completes the course with a long-range plan for initiating a co-teaching model or improving an existing co-teaching model in his/her school building or district.

**EDU 5260 Methods of Teaching English as a Second Language - 3 hrs.**

Students explore instructional methods, language acquisition, and the foundations for working with English Language Learners (ELL). Students investigate ways to differentiate instruction for this student population based on the domains of language as well as a level of proficiency in second language acquisition.

**EDU 5261 Differentiated Literacies for English Language Learners - 3 hrs.**

Students explore differentiated reading strategies for English Language Learners. Students analyze instructional strategies in the areas of phonemic awareness, phonics, vocabulary development, comprehension, and fluency. Students investigate the impact of culture and language in reading, writing, and assessment.

**EDU 5262 Sheltered Instruction Observation Protocol (SIOP) for ELL - 3 hrs.**

Students examine the instructional model of Sheltered Instruction Observation Protocol (SIOP). The SIOP model explores lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment for students acquiring a second language. Students evaluate each component and analyze how the component is used in the classroom.

**EDU 5286 Focus on Comprehensive Instruction - 3 hrs.**

This course emphasizes the relationship between reading comprehension and student learning. Readings and discussions focus on effective comprehension strategy instruction across the curriculum. Students look 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 5299 Classroom Transformation Through Digital Applications - 3 hrs.**

Students evaluate and use a variety of digital applications and multimedia to transform the learning environment and promote students' higher-order thinking skills. Students review the International Society for Technology in Education's Standards for Teachers and Students and meet these standards by integrating digital applications and designing technology-rich student learning activities that empower 21<sup>st</sup>-century learners. *Technology course.*

**EDU 5312 The Connected Educator - 3 hrs.**

Students exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Students use social media and personal learning networks to create, promote, and sustain a dynamic, digital-age learning culture. Students use digital tools and resources to enhance their personal productivity, organization, and professional practice and model lifelong learning. *Technology course.*

**EDU 5313 Enhancing Instruction with Technology - 3 hrs.**

Students explore and experiment with multiple types of technologies to facilitate and inspire student learning and creativity. Students research and evaluate current trends and tools that can enhance instruction and engage the 21<sup>st</sup>-century learner. Students develop technology-enriched learning environments that encourage learners to facilitate and take ownership in the learning process. *Technology course.*

**EDU 5318 Educational Leadership: Technology in Support of Teaching and Learning - 3 hrs.**

Students increase knowledge and skills of effective and appropriate technologies that support teaching and learning in a school-level environment, improve classroom instruction, increase student achievement, and promote continuous school improvement. Students research Acceptable Use Policy, technology infrastructures, and performance management systems that monitor, analyze, and evaluate assessment data for accountability reporting. *MSSL technology course.*

**EDU 5319 Science, Technology, and Ethics - 3 hrs.**

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.

**EDU 5320 Effective Leadership for Education and Business Professionals - 3 hrs.**

Participants committed to becoming effective leaders in the 21<sup>st</sup> 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.

**EDU 5322 Issues and Ethics with Technology Integration - 3 hrs.**

Students increase awareness of national standards, copyright laws, and district policies governing technology and show understanding of the meaning of digital citizenship and the effect on today's students. Students address ethical behavior and etiquette in the integration of technology in their classrooms and show an understanding of safe, legal, and responsible technological social interactions. Students use digital tools to create educational activities through technology for a diverse student population and to promote student learning, higher-order thinking skills, and communication and collaboration with the larger digital society. *Technology course.*

**EDU 5323 Technology as Intervention - 3 hrs.**

In this course, students explore various forms of assistive technology, Universal Design for Learning (UDL), differentiated instruction, blended learning, the flipped classroom, and educational technology trends to determine the role of technology as intervention. Through teacher-guided, learner-centered learning, students integrate technology into instruction based on a learner's needs. Students research the various levels of assistive technology and use their learning to create lesson plans and work collaboratively in projects. *Technology course.*

**EDU 5325 Google Tools for Educators - 3 hrs.**

Today's Google tools can be implemented in meaningful ways in the classroom, increasing curriculum efficiency, collaboration, and student engagement. Students learn how to use the following tools and applications to research, create, and share a variety of classroom projects: Google Drive, Google Calendar, Google Earth & Maps, Google Sites, Google Search Engine, YouTube, Chrome Browser, and more. *Technology course.*

**EDU 5326 Technology Trends, Tools, and Media - 3 hrs.**

Students explore, identify, and implement innovative technology trends, tools, and media that support pk-12 online learning. Students examine the International Society for Technology in Education (ISTE) National Educational Standards and Indicators that will lead to effective online teaching practices and student success. *Technology course.*

**EDU 5373 Balanced Literacy: Reading and Writing in the Classroom - 3 hrs.**

This course provides students with a framework for understanding the purpose and structure of balanced literacy instruction. Students examine evidence-based methodology and actively connect theory to instructional practice. Students examine and apply integration of the language process (reading, writing, speaking, listening) to curriculum content and grade levels.

**EDU 5460 Gender and Education - 3 hrs.**

Designed to encourage reflection, this course focuses on the multiple ways that gender intersects with education, primarily in the context of formalized schooling. Students examine how gender is reproduced in schools through textbooks, curriculum, classroom interactions, school policy, and extracurricular activities. Students are encouraged to reflect on how this knowledge applies as a teacher, counselor, or administrator.

**EDU 5506 Classroom Management and Student Engagement - 3 hrs.**

Students review proactive classroom management strategies that improve student learning. Students practice strategies that increase motivation and engagement and explore ways to increase student self-control and problem-solving skills.

**EDU 5530 Validating Student Achievement - 3 hrs.**

Students research common characteristics of high-achieving schools, examine truths about the achievement gap, craft assignments for student learning, and validate practice that results in student success. A student examines his or her district's mission and school improvement plan and aligns best practices in his or her classrooms to these goals.

**EDU 5531 Today's Learner - 3 hrs.**

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. Students learn about building strengths in their students, fostering resiliency, and creating supportive environments and relationships to encourage academic and social growth. *MAEd core course.*

**EDU 5740 Writing for the Liberal Arts - 3 hrs.**

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.

**EDU 5997 MAEd Portfolio - 0 hrs.**

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 5111, and an explanation of the MAEd portfolio is found on the Baker University web site. Students enroll in the portfolio the semester before the intended graduation, completing and submitting the portfolio documents to TaskStream.

**EDU 6002 Connecting Data to Curriculum and Instruction - 3 hrs.**

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 their 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.

**ETT 750 Teaching Induction - 2 hrs.**

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 approved by the Kansas State Department of Education (KSDE). Course topics include disciplining 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 30 hours of contact time. *RL/MST core course.*

**ETT 751 Introduction to Teaching - 3 hrs.**

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 are addressed. The online delivery model of this course requires reading relevant resources, a reflective journal, participation in online discussions, conversations with mentors, and assessments. *RL/MST core course.*

**ETT 752 Planning for Instruction - 3 hrs.**

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. *RL/MST core course.*

**ETT 753 Understanding the Learner - 3 hrs.**

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. *RL/MST core course.*

**ETT 754 Working with Diverse and Exceptional Learners - 3 hrs.**

During this online 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. *RL/MST core course.*

**ETT 765 Improving Instruction through Reading and Writing - 3 hrs.**

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 six-trait Analytical Rating Guide for assessing writing, the method used to score Kansas writing assessment. *RL/MST core course.*

**ETT 766 Becoming a Reflective Teacher - 3 hrs.**

This online course stresses the use of teacher self-reflection to facilitate and increase student learning and achievement. Students 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. *RL/MST core course.*

**ETT 767 Understanding the Foundations of Education - 3 hrs.**

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. *RL/MST core course.*

**ETT 771 Supervised Practicum I - 2 hrs.**

This is a field-based practicum in a school setting. *RL/MST core course.*

**ETT 772 Supervised Practicum II - 2 hrs.**

This is a field-based practicum in a school setting. *RL/MST core course.*

**FLM 5003 Cinematic Sagebrush - 3 hrs.**

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 of these films and later loss of appeal, perception of gender roles, and attitudes toward others. (Cross-listed as ART 5003.)

**FLM 5007 Cinema as Literature, Stage, and Life - 3 hrs.**

Students study the ways in which world cinema reflects, absorbs, and adapts works from the media. Students analyze examples of literary and theatrical pieces that have been made into films, the problems of transition and changes in overall effect, and how much the medium can suggest, reproduce, or represent life experience.

**FLM 5009 Literature into Film - 3 hrs.**

Students examine the fundamental differences in the ways writers communicate ideas and filmmakers 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 their transition to film. (Cross-listed as ART 5015 and LIT 5009.)

**FLM 5011 The Art of Film - 3 hrs.**

This course will focus on the motion picture as a form of communication quite apart from other art forms such as theatre, literature, music, dance, or photography. We will analyze the ways in which a film can convey emotion, ideas, and fantasy by the techniques it uses in a unique way. We will discover how films divert us while purveying a subtle or not-so-subtle picture of our society. We will also probe the technical aspects of filmmaking, becoming aware of each component of a film’s construction and how these components contribute to the overall effectiveness of the film. (Cross-listed as ART 5011.)

**FLM 5012 Cinematic Reflection of Society - 3 hrs.**

This course explores the connections between our lives and entertainment, and the extent to which 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. (Cross-listed as ART 5012.)

**FLM 5039 Film and Theatre of the Jewish Holocaust - 3 hrs.**

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. (Cross-listed as THR 5039.)

**FLM 5044 Past Imperfect: History and the Movies - 3 hrs.**

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 makers have to historical accuracy and the questions of responsibility involved in presenting truth about the past. (Cross-listed as HIS 5044.)

**FLM 5047 Zombies in Film, Literature, and Culture - 3 hrs.**

Students in this course develop their skills in critical analysis of cinematic and literary techniques through the study of zombie films and fiction, beginning with zombies' Haitian Voodoo roots and tracking the culture's continual growth, particularly since the attacks on the Twin Towers. The filmography for the course includes movies from New Zealand, Britain, Italy, and Spain, exposing the international influence of zombie films over the past 50 years. (Cross-listed as CUL 5047 and LIT 5047.)

**FLM 6211 Shakespeare and the Human Experience - 3 hrs.**

Students view cinematic renditions of Shakespeare's greatest plays to develop a broader and deeper appreciation of the great playwright's achievements and his profound vision of the human condition.

**GNS 5007 Women and the Medical Community - 3 hrs.**

The course begins with a review of those systems of the body that might cause a woman to seek medical care. Students examine the "mind/body" connections in areas such as depression and eating disorders. The relationship between a woman and her doctor is also explored in some depth. Also examined are the needs for "empowerment" in order to ask for what she needs, ask questions, or to register a complaint. (Cross-listed as HTH 5007.)

**GNS 5015 Gender in Contemporary Literature - 3 hrs.**

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 with 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 concepts of hero and heroine, lover and beloved, speakable and unspeakable. (Cross-listed as LIT 5015.)

**GNS 5029 Gender Roles - 3 hrs.**

This course examines the impact of gender in contemporary society. Students study the gender roles of women and men and the political agendas that form gender definitions. Also considered are strict gender boundaries that are created for both sexes. (Cross-listed as SOC 5029.)

**GNS 5030 Women's Roles in Organized Religion - 3 hrs.**

This course investigates women's religious practices and beliefs in organized religion, focusing on observable patterns in a wide range of traditions both 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. (Cross-listed as REL 5030.)

**GNS 5035 Women in Art - 3 hrs.**

Students examine images of women and art made by women from the prehistoric period through the 20<sup>th</sup> 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. (Cross-listed as ART 5035.)

**GNS 5037 Rhetoric of Women’s Rights - 3 hrs.**

The study of rhetoric is the examination of the symbolic efforts of one person or group to induce another person or group to accept a distinctive view of what reality was, is, or should be. The women's rights movement in the United States is particularly well suited for such examination. Students of this course will apply the tools of rhetorical criticism in order to identify, describe, and evaluate the rhetorical strategies employed by speakers and writers in the movement. (Cross-listed as LIT 5037.)

**GNS 5039 Women in Modern America - 3 hrs.**

This course surveys the history of women in America from the colonial settlements to the present struggle for equality. Attention will be focused on the pluralistic aspects of the American female experience. The purpose of this course will be to acquaint students with the complexity of women's history. The class will become familiar with both the achievements of women as well as the problems that have troubled and divided them. Students will explore the past so they can arrive at historically informed decisions about what they consider to be the proper role(s) of women in modern society. (Cross-listed as HIS 5039 and LIT 5039.)

**GNS 5049 Women: Both Sides of the Camera - 3 hrs.**

Students investigate women on both sides of the cinematic camera. The goal of 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 peek into the world of women’s independent film. (Cross-listed as ART 5049.)

**GNS 5070 Feminist Muse: Shaping the Arts - 3 hrs.**

Students in this course explore the condition of women’s lives in and of themselves, in relation to each other, and in relation to men. Through a critical analysis of a diverse selection of texts 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. (Cross-listed as ART 5070.)

**GNS 5100 Islam and Women - 3 hrs.**

Students examine philosophical issues involving gender and Islamic cultures. Topics include the diversity and complexity of Islamic visions of women in the philosophical context of the Koran. (Cross-listed as PHL 5100.)

**GNS 5106 Revolutionary War Women: Founding Mothers - 3 hrs.**

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. (Cross- listed as HIS 5106.)

**GNS 5108 Women, Madness, and Creativity - 3 hrs.**

In this course students will examine prominent 19<sup>th</sup>- and 20<sup>th</sup>-century women writers and explore the relationship between their creative gifts and mental health. The students 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. (Cross-listed as LIT 5108.)

**GNS 5110 The Role of Women in American History - 3 hrs.**

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, and women's political activities including the antislavery movement, the suffrage movement, the 19<sup>th</sup> Amendment, the resurgence of feminism in the 1960s, and transformations in the lives of modern women. (Cross-listed as HIS 5110.)

**GNS 5111 The Eternal Feminine - 3 hrs.**

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.

**GNS 5112 Majority and Minority Relationships - 3 hrs.**

This course will explore theoretical perspectives, concepts, and processes that impact 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, videos, and current events, we will review the historical and present-day patterns of group relations in America and other nations of the world. (Cross-listed as SOC 5112.)

**GNS 5117 Women Leaders - 3 hrs.**

This course is the study of only a few of the notable women whose leadership in the 20<sup>th</sup> century shaped America. Through humanitarian efforts, scientific endeavors, the performing arts, politics, medicine, and education innovations, they changed the way we live, work, worship, and enjoy life. The stories of these American women will be read, told, studied, and related to the realities of the past as well as the possibilities of the 21<sup>st</sup> century. (Cross-listed as MGE 5117.)

**GNS 5130 Classic Feminist Literature - 3 hrs.**

Students examine the impact of feminist thought in the evolution of drama. Students study the social positions of women, the political agenda of playwrights, and the ways playwrights respond to the barriers they see facing women. (Cross-listed as LIT 5230.)

**GNS 5135 Women's Roles on Stage: Great American Plays - 3 hrs.**

Students in this course examine the impact that women's roles have played in the history and development of American theatre. (Cross-listed as THR 5135.)

**GNS 5137 Women in the Military - 3 hrs.**

Students examine the changing female role in the military from the American Revolution to the present day. The course focuses on how women are portrayed, characterized, and commemorated as warriors and heroines through American film, literature, poetry, propaganda, newspapers, and song.

**GNS 5138 Pioneer Women - 3 hrs.**

This course will analyze the contributions of women upon frontier settlement, especially in the Midwest. (Cross-listed as HIS 5138.)

**GNS 5140 Women in Media - 3 hrs.**

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. (Cross-listed as HIS 5140.)

**GNS 5210 Women of the Bible: Good, Bad, Ugly - 3 hrs.**

Students will perform an 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. (Cross-listed as REL 5210.)

**GNS 5230 Men and Masculinity - 3 hrs.**

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. (Cross-listed as SOC 5230.)

**GNS 5250 Gender in the Workplace - 3 hrs.**

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. (Cross-listed as MGE 5250.)

**GNS 5261 Women and Creativity - 3 hrs.**

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. (Cross-listed as ART 5261.)

**GNS 5340 Re-Reading the Romance Novel - 3 hrs.**

Students examine the role of the romance novel in American culture, specifically in American women's lives. Students will examine three popular romance novels and look at the way that female romance writers have historically demonstrated the unspoken lives of women. (Cross-listed as LIT 5340.)

**GNS 5351 Women's Health Issues - 3 hrs.**

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. (Cross-listed as HTH 5351.)

**GNS 5460 Gender and Education - 3 hrs.**

Designed to encourage reflection, this course focuses on the multiple ways that gender intersects with education, primarily in the context of formalized schooling. Students examine how gender is reproduced in schools through textbooks, curriculum, classroom interactions, school policy, and extracurricular activities. Students are encouraged to reflect on how this knowledge applies as a teacher, counselor, or administrator.

**GNS 6105 Gender Roles in Vampire Literature and Films - 3 hrs.**

Students examine prominent 19<sup>th</sup>-, 20<sup>th</sup>-, and 21<sup>st</sup>-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. (Cross-listed as LIT 6105.)

**GRAD 510 Organizational Teams and Effective Leadership - 3 hrs.**

This course 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.

**HIS 5003 Race and Ethnicity in America - 3 hrs.**

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. (Cross-listed as SOC 5014.)

**HIS 5004 History and Culture of China - 3 hrs.**

This course provides a broad overview of Chinese history and culture from the Shang Dynasty to the end of the 20<sup>th</sup> 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. (Cross-listed as CUL 5004.)

**HIS 5005 History of Great Britain - 3 hrs.**

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 21<sup>st</sup>-century England.

**HIS 5006 Kansas History - 3 hrs.**

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.

**HIS 5009 History of the American Frontier - 3 hrs.**

Students examine the concept of the frontier in American life. The course focuses on the physical, psychological, political, social, and cultural aspects of the frontier phenomenon. Students weigh the "Hollywood" interpretation of the American frontier with recent scholarly studies to discover long-held misconceptions and glean new understandings of this important region of our nation. Students formulate their own historical perspective of the role the frontier played in our heritage.

**HIS 5011 Modern Jewish History 1789-Present - 3 hrs.**

This course introduces the main events, persons, concepts, and processes in the history of the Jewish people from 1789 to the present. The most important event and process in modern Jewish history is emancipation, or the freeing of Jews from forced residence in ghettos, their gradual acculturation into the general society, and the problems that resulted.

**HIS 5012 Forgotten War: Korea - 3 hrs.**

Students examine the Korean Conflict from 1950 to 1953 and its role as a key to the United States policy of containment. The course addresses the political, cultural, and social aspects of this period, as well as the military actions.

**HIS 5013 The Holocaust - 3 hrs.**

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.

**HIS 5014 History of the American Presidency - 3 hrs.**

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.

**HIS 5015 America 1945-60 - 3 hrs.**

Students study the period in America between 1945 and 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.

**HIS 5016 History of United States-Latin American Relations - 3 hrs.**

Students explore the United States' relationship with Latin American countries from the 19<sup>th</sup> century to the present. Topics include manifest destiny, territorial expansion, imperialism, empire building, colonialism, open and covert intervention, revolution, and national security.

**HIS 5018 The American Indian Experience - 3 hrs.**

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.

**HIS 5019 Civil War: Times of Torment - 3 hrs.**

Students examine the historical period between 1854 and 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.

**HIS 5020 Pre-Columbian History of the Americas - 3 hrs.**

This course will focus on the cultures of the Incas, Mayans, and the Aztecs. One aspect of this course will be current theories of when, how, and where the Indians originated.

**HIS 5021 Trepidations of Battle - 3 hrs.**

This course examines the period between 1854 and 1861, which represented bloodshed, turmoil, fear, adventure, jubilation, and excitement on the borders of eastern Kansas and western Missouri.

**HIS 5022 World War II - 3 hrs.**

A general introduction to the major nations, personalities, and events of World War II (1939-1945), including a discussion of the multiple causes, the alignment of participant nations, global and regional strategies, general movement and major battles, and the conditions of its conclusions.

**HIS 5023 French Revolution and Napoleon - 3 hrs.**

Students examine the French Revolution of 1789, one of the greatest political moments in Western civilization, and Napoleon Bonaparte, a man of contradicting temperament, considered by many to be the greatest man of action in modern times.

**HIS 5024 Civil War: My Brother in Battle - 3 hrs.**

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.

**HIS 5026 Richard Nixon - 3 hrs.**

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 the 20<sup>th</sup> century, Nixon's White House years, Watergate, and his post-presidential years into the 1990s.

**HIS 5028 Hitler and the Third Reich - 3 hrs.**

Students review the history of Germany from 1933 to 1945. Commonly called the Third Reich, this time period focuses on Hitler's acquisition of power, foreign policy, racial policy, and the structure of the Nazi party.

**HIS 5029 The Colonial American Experience - 3 hrs.**

Students explore the history of the English-speaking settlements that became the 13 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. (Cross-listed as CUL 5029.)

**HIS 5030 Modern Japanese History - 3 hrs.**

Students explore the events and personalities of modern Japanese history. Special emphasis is on how traditional Japan and the West have shaped modern Japanese culture, as well as how Japan influenced the West and the extensive interrelatedness of all modern history.

**HIS 5032 Foreign Policy since the Cold War - 3 hrs.**

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 covered are the Korean War and the beginnings of involvement in Southeast Asia, the Hungarian Revolution, the Berlin Wall, and the fall of Communism.

**HIS 5033 American Revolution: 1760-89 - 3 hrs.**

In this course, special emphasis is placed on the period from 1760 to 1789, which included the writing of the Declaration of Independence and Constitution. Students will experience the words, thoughts, and actions of George Washington, Thomas Jefferson, Patrick Henry, Abigail Adams, and other members of the Revolutionary Generation.

**HIS 5034 America During the Progressive Era - 3 hrs.**

This course examines the "progressive era", from the turn of the 20<sup>th</sup> century to the post-World War I era.

**HIS 5035 History of Medieval Women - 3 hrs.**

This course will discuss the place and role of women during the medieval period: willful queens, women troubadours, powerful abbesses, women mystics and even a peasant girl who led the French army. We will also examine the day-to-day life of women in various levels of society. As the Roman Catholic Church was the primary social force of the era, it is possible to gauge the significant growth of women's roles by observing their importance in the religious and political life of the Middle Ages.

**HIS 5036 Harry S. Truman - 3 hrs.**

This course will focus on the factors which shaped Harry S. Truman: his early life, family, and political career, his landmark decisions as president, and his enduring legacy as one of the most important world leaders of the 20<sup>th</sup> century.

**HIS 5038 Social and Cultural History of the US - 3 hrs.**

Students analyze the literature, art, architecture, music, drama, popular amusements, and social customs of late 19<sup>th</sup>- and 20<sup>th</sup>-century America against the dominant intellectual currents of the time. The course focuses on the "movers and shakers" of America's social history.

**HIS 5039 Women in Modern America - 3 hrs.**

This course surveys the history of women in America from the colonial settlements to the present struggle for equality. Attention will be focused on the pluralistic aspects of the American female experience. The purpose of this course will be to acquaint students with the complexity of women's history. The class will become familiar with both the achievements of women as well as the problems that have troubled and divided them. Students will explore the past so they can arrive at historically informed decisions about what they consider to be the proper role(s) of women in modern society. (Cross-listed as GNS 5039 and LIT 5039.)

**HIS 5040 John F. Kennedy - 3 hrs.**

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.

**HIS 5041 World War I - 3 hrs.**

In this course, students examine how the events of 1914-1918 changed the face of the world: empires fell, geopolitical maps changes, and America lost its international innocence. Topics include colonialism, militarism, and nationalism. Students also examine how the resolution of this conflict produced fertile soil for WWII.

**HIS 5042 The Sage of Monticello - 3 hrs.**

This course examines the life of Thomas Jefferson from his earliest youth in colonial Virginia to his final days at Monticello. Besides holding a variety of public offices, including the presidency, Jefferson was one of the United States' foremost thinkers and most versatile intellectuals. America's Renaissance Man loved architecture, science, music, and art. The broad-minded and public-spirited Sage of Monticello left a body of literature that includes political, philosophical, and theological writings. This course attempts to capture the public and private Jefferson as well as the tumultuous age in which he lived.

**HIS 5043 Adams Family: American Dynasty - 3 hrs.**

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 was a source of 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 shortcomings.

**HIS 5044 Past Imperfect: History and the Movies - 3 hrs.**

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 makers have to historical accuracy and the questions of responsibility involved in presenting truth about the past. (Cross-listed as FLM 5044.)

**HIS 5045 Historical Perspectives of U.S. Government - 3 hrs.**

This course will explore the history of the United States government and different opinions and perspectives throughout history.

**HIS 5052 South American History - 3 hrs.**

In this course, students examine South American archaeological research and the details it has uncovered concerning cultures predating the Incas by thousands of years. Special attention is paid to the Chavin, Tiahaunaco, Nasca, Chimu, and Huari cultures and their people as hunters, herders, farmers, gatherers, artists, proto-scientists, and creators of agricultural techniques for production of foods, fibers, and medicinal plants. (Cross-listed as ANR 5042.)

**HIS 5060 The Civil War Through Native American Eyes - 3 hrs.**

This course examines the reaction of Native American peoples to the American Civil War. Topics include the root causes 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 Native American policy and investigate treaty-making between the U.S. government and Native American nations.

**HIS 5075 The Socialist Tradition: Contemporary History - 3 hrs.**

This course deals with socialist ideas and movements from about the time of the French Revolution to the present. It is designed for socialists who want to acquaint themselves with their intellectual heritage, for non-socialists who want to know what they oppose, and for all students of history who are curious about the most significant political movement since the decline of liberalism.

**HIS 5103 Religion in America - 3 hrs.**

This course captures the drama and excitement of religious pluralism in America. By synthesizing material from the social, cultural, and intellectual history of the United States, students will not only better understand the vast diversity of America's religious past but also recognize the kaleidoscope of religious expressions on the American scene today. The instructor will introduce the latest research and interpretation in American religious history to assist students in comprehending America's religious history and its future challenges and direction. (Cross-listed as REL 5103.)

**HIS 5106 Revolutionary War Women - 3 hrs.**

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. (Cross-listed as GNS 5106.)

**HIS 5110 The Role of Women in American History - 3 hrs.**

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, and women's political activities including the antislavery movement, the suffrage movement, the 19<sup>th</sup> Amendment, the resurgence of feminism in the 1960s, and transformations in the lives of modern women. (Cross-listed as GNS 5110.)

**HIS 5115 American West: Myth and Reality - 3 hrs.**

Students will explore the development of the frontier and its impact on the whole of American history. A majority of time will be spent on the Trans-Mississippi West using as an organizational theme the true nature of the frontier experience.

**HIS 5138 Pioneer Women - 3 hrs.**

This course will analyze the contributions of women upon frontier settlement, especially in the Midwest. (Cross-listed as GNS 5138.)

**HIS 5139 America's First Ladies - 3 hrs.**

This course explores the backgrounds, personalities, and characters of more than 40 women - wives, daughters, daughters-in-law, sisters, and nieces - who have coped with the enormous challenge of serving as First Lady.

**HIS 5140 Women in Media - 3 hrs.**

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. (Cross-listed as GNS 5140.)

**HIS 5160 American History through Film - 3 hrs.**

Through the use of modern cinema, lecture, discussion, and readings, students will gain an understanding of key events and people in the history of the United States from colonial times through 1900. Students will compare factual history with history according to Hollywood and its beneficial and appropriate use in the classroom.

**HIS 5190 Benjamin Franklin - 3 hrs.**

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.

**HIS 5191 Lewis and Clark - 3 hrs.**

The United States doubled in size with the Louisiana Purchase, and Lewis and Clark played a critical role in defining what this increase in size and resources meant to the country. Students study Lewis and Clark's explorations, examining Jefferson's presidency and the state of the U.S. government at the time. Students examine the role of diversity during the journey by analyzing Native Americans' contributions and Sacagawea's role. Students explore what Lewis and Clark's expedition meant for the burgeoning country.

**HIS 5203 History of Childhood in America - 3 hrs.**

Students explore the historical perspectives of how children grow up in America. The overarching question guiding the course asks how children of various races, classes, ethnicities, abilities, and sexualities experienced life in the past and how this knowledge helps us understand contemporary children and their families. (Cross-listed as SOC 5203.)

**HIS 5225 Revolution! The Beatles and the 1960s - 3 hrs.**

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. (Cross-listed as SOC 5225.)

**HIS 5228 Decade of the Seventies - 3 hrs.**

Decade-wise, the 1970s have not fared well at all. They have been written off as the “Forgotten Decade,” sandwiched between the cultural upheavals of the 1960s and the conservative counterrevolution of the 1980s. The 1970s, however, was a complex and transitional decade characterized by a series of important political, social, and cultural transformations that influenced the nation into the 21<sup>st</sup> century.

**HIS 5229 United States and Vietnam: Nations Divided - 3 hrs.**

Students examine the long history of Vietnam and the origins of the Vietnam conflict. Topics include Lyndon Johnson's presidency, Richard Nixon's presidency, the war protests in the United States, and the United States military exit from the conflict. Students analyze the philosophical split over the United States involvement in the war in Southeast Asia.

**HIS 5332 History of Sports in America: 1850 to Present - 3 hrs.**

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 on American history and why sports are an important cultural phenomenon in American society. (Cross-listed as SOC 5332.)

**HIS 5400 History of Ancient Egypt - 3 hrs.**

Students examine more than five millennia of Egyptian civilization from the Pre-Dynastic Period beginning 5000 B.C. through the end of Roman rule in Egypt in the early centuries A.D.

**HIS 5615 Christianity in Crisis: The Reformation and Counter-Reformation - 3 hrs.**

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. (Cross-listed as REL 5615.)

**HIS 6016 History of the Papacy - 3 hrs.**

Students examine the unique role the Papacy has played in Western culture, from politics to fine arts, and from benevolence to warfare. This course introduces students to the rich, complicated, and fascinating history of the Papacy from the Early Church to the Reformation to the Modern Era. (Cross-listed as REL 6016.)

**HIS 6020 The Life and Legacy of Abraham Lincoln - 3 hrs.**

This course examines the 16<sup>th</sup> president, whose 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.

**HIS 6101 Leadership Lessons from the Civil War - 3 hrs.**

Students focus 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. (Cross-listed MGE 6101.)

**HIS 6204 God’s Warriors? The Crusades - 3 hrs.**

Students in this course contextualize what is thought of as the Crusades within historical, contemporaneous, and contemporary settings. Students debate the scope, extent, impact, and even the definition of what qualifies as a Crusade, examining interpretations, misrepresentations, and evaluations of the events themselves throughout history, ultimately looking at the way Crusades have influenced societies of that period and subsequent history up to and including the present. (Cross-listed as REL 6204.)

**HIS 6362 Propaganda: Manipulation of Public Opinion - 3 hrs.**

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.

**HIS 6800 Intellectual History: Enlightenment to Early Modern - 3 hrs.**

In this class, students examine the dominant ideas in Western history from the mid-18<sup>th</sup> century to the present. Members of the class will read and discuss representative authors from this period of time. Both readings and discussions will be tailored to highlight the development of ideas as well as the historical forces which they exerted on the Western world.

**HIS 6802 Social and Cultural History of the Great Plains - 3 hrs.**

This course examines the development of rural and urban society on the Great Plains, from the initial settlement period to the Great Depression. Included among the aspects considered are education, medicine, entertainment, religion, journalism, art, and literature.

**HIS 6803 History of American Ideas - 3 hrs.**

This course focuses on ideas which have had an indelible influence on American life: e.g., Puritanism, social Darwinism and the conservative tradition, radical socialism, and the corporate ideal. How these ideas have helped shape American political, economic, and social institutions, as well as the American worldview, are explored through readings, lecture, and discussion. (Cross-listed as PHIL 6803.)

**HTH 5007 Women and the Medical Community - 3 hrs.**

The course begins with a review of those systems of the body that might cause a woman to seek medical care. Students examine the “mind/body” connections in areas such as depression and eating disorders. The relationship between a woman and her doctor is also explored in some depth. Also examined are the needs for “empowerment” in order to request what she needs, ask questions, or to register a complaint. (Cross-listed as GNS 5007.)

**HTH 5026 Disease and Contemporary Culture - 3 hrs.**

This course will review the history of disease and how modern medical knowledge can possibly prevent or cure all diseases. The study of the new genetic approach to treating disease and the moral implications created will be performed via class discussion, formal lectures, and multimedia presentations. A formal science background is not required for this course. (Cross-listed as SCI 5026.)

**HTH 5351 Women’s Health Issues - 3 hrs.**

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. (Cross-listed as GNS 5351.)

**HTH 5360 Mind, Muscle, and Movement - 3 hrs.**

This course will explore the Alexander Technique (movement re-education) 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.

**HTH 5518 Stress Management - 3 hrs.**

In this course, students explore the effects of stress on the human body and learn techniques for coping with and reducing stress. Students will investigate how stress influences disease processes as well as emotional health, mental fitness, and a general sense of wellness. This course focuses on the application of stress reducing and coping strategies. (Cross-listed as SCI 5518.)

**HTH 6315 The Diet Dilemma - 3 hrs.**

Students will study the physical, mental, emotional, and social aspects of eating. Topics include fad diets, herb and supplemental strategies, 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. (Cross-listed as SCI 6315.)

**HTH 6316 Foundations of Fitness - 3 hrs.**

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. (Cross-listed as SCI 6316 and SOC 6316.)

**HTH 6414 Issues in Stem Cell Research - 3 hrs.**

Students explore the stem cell and biotech revolution. Topics include stem cell research, cloning, longevity research, and bioengineering. Students consider ideas of the scientists, philosophers, and advocates at the forefront of the field and the social, political, and spiritual implications of stem cell research as a scientific frontier.

**HUM 5500 Interdisciplinary Liberal Arts - 3 hrs.**

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. (This course must be taken during the first three terms of enrollment.) *MLA core course.*

**HUM 5900 MLA Portfolio - 0 hrs.**

Students enroll in HUM 5900 during their last semester in the MLA program. The portfolio is a learning resume, documenting each student's personal growth and professional development. Each portfolio presentation must contain a thesis statement, whereby the student shows the interconnections he or she has explored throughout the program. Students must successfully defend their portfolios prior to graduation. *MLA core course.*

**HUM 6377 Music and the Human Experience - 3 hrs.**

A study of the role music plays in the human experience in the present and in the past. Among those areas in which music's role are probed include: religious worship and ceremony, education, social change, medicine and therapy, the political state, work and leisure, and romantic love. A technical knowledge of music is not a prerequisite for this course; neither is the ability to read music notation. (Cross-listed as MUS 6377.)

**IDT 9000 Instructional Design and Performance Improvement - 3 hrs.**

This course is designed to provide students with an overview of the field of instructional design and performance improvement/technology, related literature, issues that have affected it in the past, and those trends and issues likely to affect it in the future. This course provides a sense of history and an explanation of how the components of the fields fit together. This introduction to the fields of instructional design and human performance improvement/technology includes definitions, theories, histories, trends and issues, and career opportunities. Students will apply a framework for understanding human performance by working with scenarios and case studies to analyze performance problems, determine the level and type of intervention required, and make recommendations for a set of solutions that will achieve the desired outcomes. *EdD Higher Education IDPT concentration course.*

**IDT 9002 Project Management - 3 hrs.**

This course provides an overview and study of project management models and methodologies, including PMI, PMP, LEAN, Six Sigma, and Agile (Scrum). This course addresses the elements that are essential to assuring the success of learning and performance projects, including principles for managing relationships as well as project management tools and techniques. Students will study the principles of managing complex projects and teams to achieve results within project parameters in various organizational settings. *EdD Higher Education IDPT concentration course.*

**IDT 9003 Instructional Models and Tools for Online Learning - 3 hrs.**

This course provides an overview of online models of training/delivery and the tools used to support them. Developed for professionals involved in the design, development, and management of e-learning projects and products, this course reviews the basic concepts of e-learning with a focus on adult learning, and introduces the various activities and

roles involved in an e-learning project. The course will also cover methodologies and tips for creating interactive content and for facilitating online learning, as well as some of the technologies used to create and deliver e-learning. *EdD Higher Education IDPT concentration course.*

**IDT 9004 Assessment, Evaluation and Reporting - 3 hrs.**

This course explores the methods, designs, and procedures used in assessing instruction, evaluating instructional design and training programs, and reporting of results. Students will explore evaluation models and theories, create a learner satisfaction survey, create criterion-referenced tests, create grading rubrics, and work with a data set to interpret data and make recommendations to improve a course or unit of training. In addition, students will explore the use of big data and analytics and use data analysis and visualization tools to report results. *EdD Higher Education IDPT concentration course.*

**LIT 5000 Masters of Modern Drama - 3 hrs.**

Students explore the directions of the naturalist and realist movements late in the 19<sup>th</sup> century and the evolving experiments of Futurism, Expressionism, and Surrealism in the 20<sup>th</sup> 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. (Cross-listed as THR 5000.)

**LIT 5001 Classical Mythology - 3 hrs.**

Students examine the major characters and themes of Greco-Roman mythology, exploring the many ways these tales entertained, educated, and influenced people through all eras, down to the modern time. Although this influence is primarily in literature, art, music, and culture are also considered.

**LIT 5002 The Family in Literature - 3 hrs.**

This course focuses on the definition of family in various literary works. Students explore whether family roles and values are culturally defined, biologically inherent, or a mixture of both, and examine whether the literary works conform to or rebel against the traditional roles for men, women, and children.

**LIT 5003 Don Juan and Don Quixote - 3 hrs.**

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.

**LIT 5005 Power of Myth - 3 hrs.**

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. (Cross-listed as REL 5010.)

**LIT 5007 Contemporary Fiction - 3 hrs.**

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.

**LIT 5009 Literature into Film - 3 hrs.**

Students examine the fundamental differences in the ways writers communicate ideas and filmmakers 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 their transition to film. (Cross-listed as ART 5015 and FLM 5009.)

**LIT 5010 British Literature - 3 hrs.**

Students study a variety of major British literary works of poetry, drama, and fiction, with special attention to the ability of literary works to evoke a sense of place. The course focuses on how the literature of the British Isles is strongly marked by the spirit of *haecceitas*, or "thisness," that distinguishes literary settings and their real-life counterparts. Typical readings progress geographically through London in East Sussex through Stonehenge, Bath, Wales, Stratford, the Yorkshire moors, the Lake District, Edinburgh and the border country, and returning to London. Readings also extend into Ireland, including John Synge's west country, Yeats' Sligo area, and James Joyce's Dublin.

**LIT 5011 Shakespeare and Humanity - 3 hrs.**

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.

**LIT 5012 Etymology - 3 hrs.**

This course examines the language of 20<sup>th</sup>-century America 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.

**LIT 5013 Classic British Poetry - 3 hrs.**

This course focuses on significant poems, rather than particular poets, as a way of getting a comprehensive but concentrated view of British poetry from Shakespeare to Ted Hughes.

**LIT 5015 Gender in Contemporary Literature - 3 hrs.**

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 with 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 concepts of hero and heroine, lover and beloved, speakable and unspeakable. (Cross-listed as GNS 5015.)

**LIT 5016 Medieval Literature - 3 hrs.**

This course is designed for any student who enjoys literature, language, and love stories. It explores the phenomenon of romantic love as it developed in the "courtly love" tradition of the medieval world, focusing on the poetry of Geoffrey Chaucer - in particular, his *Troilus and Criseyde*. Students will read from the original Middle English text of Chaucer's works, including in-class recitation and translation, and will discuss the characters and their motivations.

**LIT 5017 Writing Nonfiction - 3 hrs.**

In this course, students practice advanced techniques in the craft of writing, topic selection, researching, types of writing and styles of various markets, queries, writing proposals, marketing surveys, and tips for writing as a profession. (Cross-listed as COM 5017.)

**LIT 5019 American Prairie Literature - 3 hrs.**

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, Ole, Rolvaag, Sandoz, and Smiley are studied.

**LIT 5022 George Bernard Shaw - 3 hrs.**

This course provides a chronological review of plays selected from Bernard Shaw's major works. We will read for pleasure and insight, noting Shaw's development as a dramatist and assessing his ability to blend his aesthetic vision with his social conscience and his exuberant wit. Students may choose a favorite aspect of Shaw's drama for special study: his socialism, feminism, mysticism, pacifism, romanticism, or any other topic of their choice.

**LIT 5023 American Poetry - 3 hrs.**

Students examine the techniques of form and free verse as exemplified in modern American poetry. Students examine selected poems, critical essays, poets' biographies, and other relevant topics.

**LIT 5024 20<sup>th</sup>-Century British and American Poetry - 3 hrs.**

Students investigate the leading poets of the 20<sup>th</sup> century from the British Isles and the United States. Topics include early modernists, contemporary writers, and leading poetic movements of the time. Typical readings include works by D.H. Lawrence, Wallace Stevens, William C. Williams, Marianne Moore, E. E. Cummings, David Jones, Patrick Kavanagh, John Betjema, W.H. Auden, Theodore Roethke, John Berryman, Dylan Thomas, Robert Lowell, Gwendolyn Brooks, Philip Larkin, Denise Levertov, Robert Bly, John Ashberry, Anne Sexton, Ted Hughes, Sylvia Plath, John Silkin, Geoffrey Hill, and Imamu Amiri Baraka (LeRoi Jones).

**LIT 5025 Shock of the Now: Postmodern Theory - 3 hrs.**

Students explore post-structuralist thought, with a special emphasis on the metaphysics of Jacques Derrida's philosophy of Deconstruction. Students explore whether any kind of epistemology (including Deconstruction's epistemology) survive Deconstruction's focus on relativity and simulation. Topics include the Deconstruction's positive and negative implications for traditional ethics, politics, and art.

**LIT 5027 Writing for Mass Media - 3 hrs.**

Students learn how to write for newspapers, magazines, television, and film. Students write hard news stories, opinion pieces, features, and short magazine articles, as well as scenes for sitcoms, television dramas, and theatrical films. Students examine the role mass media plays in informing, enlightening, persuading, and entertaining contemporary society. (Cross-listed as COM 5027.)

**LIT 5030 Stories Tell More Than They Say - 3 hrs.**

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 determine what is fair and what is unfair.

**LIT 5031 Modern Science Fiction - 3 hrs.**

This course focuses on the works of Ray Bradbury, the reigning king of modern science fiction and fantasy. His influences on contemporary writers like Stephen King, Carl Sagan, and Kim Stanley Robinson will also be examined.

**LIT 5032 Modern Japanese Literature - 3 hrs.**

This course exposes students to a wide variety of excellent Japanese novels and to Japanese aesthetics. The authors range from those like Kawabata Yasunari, who emphasizes traditional Japanese values and outlooks, to Murakami Haruki and Banana Yoshimoto, who speak for the younger, more rebellious Japanese Generation X.

**LIT 5034 Multicultural American Literature - 3 hrs.**

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.

**LIT 5037 Rhetoric of Women's Rights - 3 hrs.**

The study of rhetoric is the examination of the symbolic efforts of one person or group to induce another person or group to accept a distinctive view of what reality was, is, or should be. The women's rights movement in the United States is particularly well suited for such examination. Students of this course will apply the tools of rhetorical criticism in order to identify, describe, and evaluate the rhetorical strategies employed by speakers and writers in the movement. (Cross-listed as GNS 5037.)

**LIT 5038 Visions of America: A Writer's Eye - 3 hrs.**

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*.

**LIT 5039 Women in Modern America - 3 hrs.**

This course surveys the history of women in America from the colonial settlements to the present struggle for equality. Attention will be focused on the pluralistic aspects of the American female experience. The purpose of this course will be to acquaint students with the complexity of women's history. The class will become familiar with both the achievements of women as well as the problems that have troubled and divided them. Students will explore the past so they can arrive at historically informed decisions about what they consider to be the proper role(s) of women in modern society. (Cross-listed as GNS 5039 and HIS 5039.)

**LIT 5041 African American Literature - 3 hrs.**

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.

**LIT 5043 Robert Frost - 3 hrs.**

Students study Robert Frost and his poetry using biographical material, letters, interviews, and other resources. Students will increase their familiarity with literary terms and poetic devices as they apply them to specific poems through reading the poetry of Frost.

**LIT 5044 Fable and Allegory - 3 hrs.**

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.

**LIT 5047 Zombies in Film, Literature, and Culture - 3 hrs.**

Students in this course develop their skills in critical analysis of cinematic and literary techniques through the study of zombie films and fiction, beginning with zombies' Haitian Voodoo roots and tracking the culture's continual growth, particularly since the attacks on the Twin Towers. The filmography for the course includes movies from New Zealand, Britain, Italy, and Spain, exposing the international influence of zombie films over the past 50 years. (Cross-listed as CUL 5047 and FLM 5047.)

**LIT 5060 War and Peace - 3 hrs.**

Students study experiences as illustrated by war and the response to these experiences in literature. Students consider literature that has emerged from distant and serious considerations of the impact of war on the individual and society. The course emphasizes the emotional impact of war on rational thought and the expression of this impact through creative responses.

**LIT 5104 The Graphic Novel: Sequential Literature of the 20<sup>th</sup> Century - 3 hrs.**

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 of these forms, focusing on how graphic novels inform and are informed by popular culture. (Cross-listed as ART 5104.)

**LIT 5105 Adolescent Literature - 3 hrs.**

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.

**LIT 5108 Women, Madness, and Creativity - 3 hrs.**

In this course students will examine prominent 19<sup>th</sup>- and 20<sup>th</sup>-century women writers and explore the relationship between their creative gifts and mental health. The students 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. (Cross-listed as GNS 5108.)

**LIT 5120 Comedy and Satire - 3 hrs.**

This course is a serious, but not solemn, study of classical and contemporary comedy. Students will read plays and novels, watch films and television, and listen to old radio comedies. Comedians studied will include Aristophanes, William Shakespeare, William Congreve, Martin Amis, Lucky Jim, Charlie Chaplin, W.C. Fields, Woody Allen, Jack Benny, George Burns, and Amos and Andy. (Cross-listed as ART 5120.)

**LIT 5136 Literature in Crisis - 3 hrs.**

Students in this course examine the ways in which writers have responded to public and private crises in their works. Topics include writers' responses to the founding of our nation, the conflict of slavery, the settling of the prairie, the divisions of social class, and the psychological aftermath of world war.

**LIT 5145 Frameworks of Reality: Tragedy, Comedy, Tragicomedy - 3 hrs.**

Students explore three distinct approaches to human existence through an examination of the philosophical premises in a diverse range of plays. Students will study plays, films, comics, and personal biographies to develop an appreciation toward fulfillment and a personal understanding of the meaning, or non-meaning, of life. (Cross-listed as ART 5045.)

**LIT 5230 Classic Feminist Literature - 3 hrs.**

Students examine the impact of feminist thought in the evolution of drama. Students study the social positions of women, the political agenda of playwrights, and the ways playwrights respond to the barriers they see facing women. (Cross-listed as GNS 5130.)

**LIT 5231 American Art and Literature 1750-1920 - 3 hrs.**

Students examine the artistic expressions of American painters and writers from the colonial period to early Modernism. Special attention will be paid to how art and literature reflect the religious, political, and cultural values of America in the 18<sup>th</sup> and 19<sup>th</sup> centuries. Subjects include artists like Copley, West, Stuart, Peale, Sargent, Bingham, Homer, and Benton, as well as writers like Irving, Cooper, Crane, Twain, Emerson, Whitman, and Wharton. (Cross-listed as ART 5231.)

**LIT 5300 Nature Writing - 3 hrs.**

Students in this course explore the relationship between humans and nature through the insights of the Romantic poets and the personal nature essay. Students examine the role of nature in their own lives and in the context of the modern world. (Cross-listed as COM 5300.)

**LIT 5320 The Gothic Novel - 3 hrs.**

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.

**LIT 5333 Sports in Literature and Film - 3 hrs.**

Students critically analyze literature and film that represent sport to understand the influence of sports and their contributions to the world. By using critical thinking and rhetorical analysis, students deconstruct and interpret the impact and messages that literature and film have on individuals or society by using sports as a tool. An emphasis in this course is to develop an understanding of rhetorical organization, diction, and critical thinking analysis along with interpretation. (Cross-listed as SOC 5333.)

**LIT 5340 Re-Reading the Romance Novel - 3 hrs.**

Students examine the role of the romance novel in American culture, specifically in American women's lives. Students will examine three popular romance novels and look at the way that female romance writers have historically demonstrated the unspoken lives of women. (Cross-listed as GNS 5340.)

**LIT 5400 Australian Literature - 3 hrs.**

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. (Cross-listed as CUL 5400.)

**LIT 5401 World Fiction - 3 hrs.**

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.

**LIT 6105 Gender Roles in Vampire Literature and Films - 3 hrs.**

Students examine prominent 19<sup>th</sup>-, 20<sup>th</sup>-, and 21<sup>st</sup>-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. (Cross-listed as GNS 6105.)

**LIT 6304 Religious Perspectives in Contemporary Literature - 3 hrs.**

Students examine basic human questions and how they have been expressed in contemporary literature. Questions such as the purpose of humanity, community, ethical action, suffering, and spirituality are viewed in significant literary texts. Students explore the images and metaphors of religious meaning as they appear in a variety of genres. (Cross-listed as REL 6304.)

**MAOL 515 Leadership Fundamentals - 3 hrs.**

In this course, students will define leadership, differentiate between management and leadership, create a personalized leadership development plan, and outline individual and peer assessment and accountability measures. *MAOL core course.*

**MAOL 520 Leadership and Organizational Behavior - 3 hrs.**

In this course, student-leaders will focus on how managers become effective leaders by addressing the human side of business. Student-leaders will integrate effective communication skills through study of conflict resolution and negotiation, coaching and mentoring techniques, and evaluation of individuals, teams, and overall organizational performance levels. *MAOL core course.*

**MAOL 530 Corporate Social Responsibility and Accountability - 3 hrs.**

This course is designed for awareness of social, cultural, economic, political, and financial implications and vulnerabilities. Personal values, legal requirements, and ethical standards will be explored in relation to balancing equity for shareholders, customers, and internal and external audiences. Topics will include labor laws, outsourcing, fiscal management, and transparency. *MAOL core course.*

**MAOL 540 Maximizing Technology in Organizations - 3 hrs.**

In this course, students explore the implications of using technology across the organization to manage product development and production, data collection and storage, and human capital. Students focus on how technology has changed the nature of organizational data. *MAOL core course.*

**MAOL 550 Methods of Inquiry for Business Decisions - 3 hrs.**

This course will focus on methods and resources for collection and analysis of business data. Statistical procedures, research methodology, and application to real-world scenarios will be explored. Additionally, students will learn how to apply analyses of commonly used documents such as annual reports, financial statements, performance reviews, and production reports to make sound business decisions. *MAOL core course.*

**MAOL 560 Assessment of Organizational Performance - 3 hrs.**

This course will examine the assessment of organizational performance from a holistic perspective. Students will study the techniques of assessment for a variety of groups and individuals in the organizational setting. Additionally, emphasis will be placed on using multiple forms of performance data for strategic planning, group and individual performance enhancement, mission and goal development, and industry comparison. *MAOL core course.*

**MAOL 570 Tradition, Trends, Treaties, and Trade-Offs - 3 hrs.**

In this course, student-leaders will transport from the world of traditional markets into conversions of trend analysis and market-driven research to navigate the macroeconomic environment in international communities. *MAOL core course.*

**MAOL 580 Sustainability for Future Success - 3 hrs.**

This course will look at growth and sustainability strategies with a focus on current models, frameworks, and measurement systems for long-range business success. Students will develop and determine sustainable business plans for current companies by looking at industry trends, consumer research, financial success, and community responsibility. Creative and innovative approaches to business sustainability will be reviewed and applied. *MAOL core course.*

**MAOL 585 Winds of Change - 3 hrs.**

This course is designed to ascertain the impact of internal and external environmental issues (e.g., social, cultural, economic, ethical, legal, political, and financial) on opportunities and risks in global marketplace. After in-depth analysis, student-leaders will determine which dynamics provide a competitive advantage. *MAOL core course.*

**MAOL 590 Strategic Leadership: Vision to Implementation - 3 hrs.**

In this course, student-leaders will explore how successful leaders develop a vision for the future, align the organization behind that vision, and motivate people to achieve the vision. The design of effective organizations is dependent upon managing change to achieve superior performance. Students will develop plans for creating and sustaining a climate for corporate growth that adapts through strategic agility and resilience. *MAOL core course.*

**MAOL 595 The Leadership Perspective - 3 hrs.**

In this course, student-leaders will interact with a number of corporate and community leaders who will outline their philosophies of organizational growth and define the forces that drive a competitive environment. Guest speakers will offer strategy, predictions, and secrets to leadership success. Students will research each company and prepare questions for interactive interviews. *MAOL core course.*

**MAOL 598 Leadership Seminar - 3 hrs.**

In this course, students will design and implement a leadership project. Students will propose and implement a project that aligns with their area of interest. Projects will be approved by the instructor and should relate to the students' present or future position. This course is designed to be the capstone course of the MAOL degree program. *MAOL core course.*

**MAS 5010 Foundations of Educational Administration - 3 hrs.**

This course includes a study of personal and educational leadership applicable to building-level administration at the elementary and secondary level. Students develop the ability to transfer beliefs and values, leadership theories, and educational research into policy and best practice. Students 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 achieving "win-win." Students are introduced to the standards provided by the Interstate School Leader Licensure Consortium (ISLLC) in preparation for the licensing examination later in the program. Students examine technology use and social media as a means to communicate with faculty, staff, and community. *MSSL core course.* (This course must be completed prior to enrollment in any other school leadership course.)

**MAS 5020 Organizational Health and Performance - 3 hrs.**

This course provides students with leadership skills needed to manage, make decisions, and guide a healthy organization. Students develop an understanding of organizational culture and climate characteristics important in a collaborative learning organization. Students increase skills for using the technology needed to collect and analyze data to increase student learning. *MSSL core course.* Prerequisite: MAS 5010 Foundations of Educational Administration.

**MAS 5030 School Personnel - 3 hrs.**

This course provides students with the expertise to select, supervise, evaluate, empower, and provide development for school personnel. Students study important constitutional, moral, legal, liability, ethical, and policy issues that relate to employment rights and practices. Students 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. Students learn to use technology for personnel management, evaluation, and increased classroom learning. *MSSL core course.* Prerequisite: MAS 5010 Foundations of Educational Administration.

**MAS 5040 Curriculum and Instruction for Administrators - 3 hrs.**

This course provides students with the leadership skills to develop a building mission and vision relating to curriculum and instruction. Students become knowledgeable about how to create curriculum and instruction consistent with a district's program and objectives. Students examine a variety of instructional strategies supported by research, best practices, and various methods and tools (including technology) used to monitor and assess the curriculum. *MSSL core course.* Prerequisite: MAS 5010 Foundations of Educational Administration.

**MAS 5050 Student Services, Climate, and Programs - 3 hrs.**

The course is designed to provide 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. Students 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. Students demonstrate the interpersonal, communication, and processing skills necessary to involve classroom students in the creation, improvement, and maintenance of student and school policies, activities, and programs. *MSSL core course.* Prerequisite: MAS 5010 Foundations of Educational Administration.

**MAS 5060 Legal Issues of School Leadership - 3 hrs.**

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 are presented for solutions that increase understanding of legal issues facing school leaders. *MSSL core course.* Prerequisite: MAS 5010 Foundations of Educational Administration.

**MAS 5070 School Planning, Operations, and Finances - 3 hrs.**

This course prepares 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 in school operations and management are addressed. *MSSL core course*. Prerequisite: MAS 5010 Foundations of Educational Administration.

**MAS 5080 The Ethical Building Leader - 3 hrs.**

Students gain perspective of the ethical and moral aspects of building-level leadership and of how building leaders impact and influence the larger community. Students examine moral conflicts within sustainable leadership practice, increasing leadership skills that assure success of all students and acting with integrity, fairness, and in an ethical manner. Students develop and demonstrate leadership skills in the following: understanding and modeling ethical behavior; professional values of democracy, equity, and diversity; moral and legal consequences of decision-making; and social justice. *MSSL core course*. Prerequisite: MAS 5010 Foundations of Educational Administration.

**MAS 5392 Principalship I - 4 hrs.**

Students examine the school principalship, one of the key leadership positions in education. Using research, theory from education and the social sciences, and knowledge based on effective practices, students examine aspects of the daily work of principals, developing a mission and vision and learning how to sustain them, the characteristics of effective schools, the school culture, and leading school change and improvement. Attention is given to how principals bring about change processes, develop and support learning communities, improve student achievement, guide the curriculum, and address ethical issues of their leadership. Skills in observing, providing feedback, and setting goals for instructional improvement are emphasized. Prerequisite: This course is available only to students of the Baker University Doctor of Education degree/district licensure program who have completed all doctoral coursework. The course is part of the required program in partial fulfillment of building level licensure requirements. To successfully complete building licensure requirements, a student must complete Principalship I, Principalship II, Principalship III, a building-level directed field experience, and the SLLA exam required by the Kansas State Department of Education. *EDD DLL+course*.

**MAS 5394 Principalship II - 4 hrs.**

Students examine the legal, political, and ethical issues that impact the school principalship, one of the key leadership positions in education. Using research, theory from education and the social sciences, and knowledge based on effective practices, students examine aspects of the ethical, legal, and political aspects of the daily work of principals. Ethical, legal, and political scenarios and case studies will be presented to students with an expectation that students develop strategies for resolving these situations. Students will demonstrate an understanding of the major ethical and political schools of thought and of their impact and influence on the principalship. Prerequisite: This course is available only to students of the Baker University Doctor of Education degree/district licensure program who have completed all doctoral coursework. The course is part of the required program in partial fulfillment of building level licensure requirements. To successfully complete building licensure requirements, a student must complete Principalship I, Principalship II, Principalship III, a building-level directed field experience, and the SLLA exam required by the Kansas State Department of Education. *EDD DLL+ course*.

**MAS 5396 Principalship III - 4 hrs.**

Students extend the examination begun in the Principalship I and Principalship II courses, giving special attention to how principals integrate technology for student, staff, and faculty, and in their own work, manage the organization, and promote the welfare and safety of students, faculty, and staff. Students develop skills in conflict resolution and explore leader attributes needed for working successfully with professional and classified employees. Students develop an understanding of how to collaborate effectively with all stakeholders, be responsive to diverse stakeholder needs, and how to utilize external resources. Concepts learned in both of the previous Principalship courses are extended, focusing on both how principals effectively lead and bring about higher levels of success through teamwork. Prerequisite: This course is available only to students of the Baker University Doctor of Education degree/district licensure program who have completed all doctoral coursework. The course is part of the required program in partial fulfillment of building level licensure requirements. To successfully complete building licensure requirements, a student must complete Principalship I, Principalship II, Principalship III, a building-level directed field experience, and the SLLA exam required by the Kansas State Department of Education. *EDD DLL+ course*.

**MAS 5504 Directed Field Experience (DFE) - 4 hrs.**

The DFE is the MSSL capstone course that provides a program student with the hands-on experiences necessary to transfer beliefs, values, theory, and knowledge into policy and practice. The 130 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 student can choose either an August to May or December to August DFE timeframe. The student attends three mandatory meetings.

**MBA 514 Legal Environment of Business - 3 hrs.**

This course examines the legal environment and its effects on business decisions. Students will study contracts, commercial law, consumer law, business regulation, and ethics. *MBA core course.*

**MBA 524 Principles of Organizational Management - 3 hrs.**

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. *MBA core course.*

**MBA 531 Business in Today's Global Environment - 3 hrs.**

This course provides material describing the institutions and operations involved in international businesses. Students learn to adapt managerial policies and practices to the global business environment. *MBA core course.*

**MBA 533 Innovative Business Thinking - 3 hrs.**

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, and learn how to use that knowledge to identify future world-changing innovations. *MBA core course.*

**MBA 535 Human Resource Management - 3 hrs.**

This course deals with recruitment, training, evaluation, and promotion of today's increasingly diverse employees. Students will 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. *MBA core course.*

**MBA 542 Business Data and Analysis - 3 hrs.**

This course focuses upon business analytics as an integral part of modern management by offering insights into the ways in which businesses, nonprofits, and government can use data to make better decisions in operations, marketing, finance, and strategic planning, among other functions. The course emphasizes the concept that business analytics is more than a theoretical discipline via the examination of real-world examples to improve the speed, reliability, and quality of decisions. Furthermore, students will examine the ways that analytics can be used and misused within an organization. Course activities will involve critical analyses based on data, identification of opportunities for creating values using business analytics, and estimation of value created by doing so. *MBA core course.*

**MBA 553 Marketing Management and Strategy - 3 hrs.**

This course presents strategies for optimal marketing and distribution of products and services, and examines 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. *MBA core course.*

**MBA 554 Managerial Finance - 3 hrs.**

Students learn about methods for determining the optimal volume and composition of firm assets, liabilities, and equity in this course. The focus is on the theory and practice of capital budgeting and asset financing. Prerequisite: MBA 557 Accounting Applications for Management. *MBA core course.*

**MBA 557 Accounting Applications for Management - 3 hrs.**

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. *MBA core course.*

**MBA 562 Economic Aspects of Business Decisions - 3 hrs.**

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. *MBA core course.*

**MBA 580 Executive Leadership - 3 hrs.**

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. *MBA core course.*

**MBA 595 Strategic Planning for Competitive Organizations - 3 hrs.**

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. The course uses case studies and simulation exercises to support and illustrate the decision-making process. This course is designed to be the capstone course of the MBA program. *MBA core course.*

**MGE 520 Leadership and Organizational Behavior - 3 hrs.**

In this course, student-leaders will focus on how managers become effective leaders by addressing the human side of business. Student-leaders will integrate effective communication skills through study of conflict resolution and negotiation, coaching and mentoring techniques, and evaluation of individuals, teams, and overall organizational performance levels. *Leadership and Organizational Change concentration.*

**MGE 530 Corporate Social Responsibility and Accountability - 3 hrs.**

This course is designed for awareness of social, cultural, economic, political, and financial implications and vulnerabilities. Personal values, legal requirements, and ethical standards will be explored in relation to balancing equity for shareholders, customers, and internal and external audiences. Topics will include labor laws, outsourcing, fiscal management, and transparency. *Leadership and Organizational Change concentration.*

**MGE 580 Sustainability for Future Success - 3 hrs.**

This course will look at growth and sustainability strategies with a focus on current models, frameworks, and measurement systems for long-range business success. Students will develop and determine sustainable business plans for current companies by looking at industry trends, consumer research, financial success, and community responsibility. Creative and innovative approaches to business sustainability will be reviewed and applied. *Leadership and Organizational Change concentration.*

**MGE 585 Winds of Change - 3 hrs.**

This course is designed to ascertain the impact of internal and external environmental issues (e.g., social, cultural, economic, ethical, legal, political, and financial) on opportunities and risks in global marketplace. After in-depth analysis, student-leaders will determine which dynamics provide a competitive advantage. *Leadership and Organizational Change concentration.*

**MGE 590 Strategic Leadership: Vision to Implementation - 3 hrs.**

In this course, student-leaders will explore how successful leaders develop a vision for the future, align the organization behind that vision, and motivate people to achieve the vision. The design of effective organizations is dependent upon managing change to achieve superior performance. Students will develop plans for creating and sustaining a climate for corporate growth that adapts through strategic agility and resilience. *Leadership and Organizational Change concentration.*

**MGE 5000 Power Shifts in the 21<sup>st</sup> Century - 3 hrs.**

Students analyze the business impact of social and economic shifts from the Industrial Revolution into the 21<sup>st</sup> century. The course content includes power shifts such as the redistribution of wealth, knowledge, and power; the shift to defining success in human development terms rather than economic; and the shift from labor and material to knowledge.

**MGE 5004 International Business - 3 hrs.**

Every day we are influenced by some aspect of international business, whether we are aware of it or not. This course will expose students to the key issues effecting international business so that they have a better understanding of what is happening in the world and how that may influence their lives. This course is introductory in nature so that students may have a general understanding of the international business environments, international marketing, how international business has developed over the last century, and where it is headed.

**MGE 5005 Project Management - 3 hrs.**

Case studies, illustrations, and simulations are used to involve participants in how to successfully manage a project from initiation to completion. Emphasis is on the scope and specification of the project, preparation for a reasonable budget, and the effective management of resources to see a project to completion.

**MGE 5007 Organizational Culture - 3 hrs.**

With an increasingly diverse work force and a global economy, managing people effectively and ethically is more important than ever. This course will help students understand human behavior in organizational contexts and will provide you with direct experience highlighting important principles of organizational behavior. Students will learn about organizational behavior through a combination of theory, research, and practice. Students will apply their knowledge to real-world problems and exercises that foster hands-on experiential and cooperative learning.

**MGE 5009 Business Ethics - 3 hrs.**

This course will look at business ethics at two levels: the personal and the corporate. From the personal perspective, we are exposed almost daily to challenges to our own moral and ethical foundations. Must we look the other way, change our belief, or is there some other approach? From a corporate perspective, social conscience and business ethics will be explored. In particular, corporate success and excellence will be reviewed in light of the social responsibilities society generally places on the corporate world. Must our corporate world "get something" in order to be good citizens? Does increasing bottom line performance justify deviations in stated business ethics?

**MGE 5012 Leaders and Leadership - 3 hrs.**

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.

**MGE 5016 Interpersonal Communication - 3 hrs.**

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. (Cross-listed as COM 5116.)

**MGE 5025 Contemporary View of Wall Street: New York - 3 hrs.**

Students examine the global impact modern institutions have on Main Street from a social science and public policy perspective. Institutions examined include the New York Stock Exchange, the Federal Reserve System, international markets, and online trading. Students explore the link between current global events to social, technological, political, and economic implications. *Travel course.*

**MGE 5100 Best Practices in Online Learning - 3 hrs.**

Students study and consider best practice in cybergogy by developing strategies, concepts, and areas of consideration when beginning or revising an online course. Content includes a consideration of course aesthetics, online activities, and course enhancement. Although many aspects of cybergogy compare to a face-to-face course, certain nuances and differences need particular consideration. Successful completion of this course assists future online instructors considering those differences.

**MGE 5112 Leading and Coaching - 3 hrs.**

This course is designed to provide students with an understanding of leadership theories and practices as they apply to coaching future leaders and managers. The course will integrate theoretical thought with the practical views of renowned leaders and coaches, as well as introduce students to the thoughts of guest speakers from multiple disciplines. The course addresses leading and coaching from an everyday, practical approach that emphasizes issues commonly observed in today's professional environment.

**MGE 5113 Leading Groups and Teams - 3 hrs.**

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.

**MGE 5117 Women Leaders - 3 hrs.**

This course is the study of only a few of the notable women whose leadership in the 20<sup>th</sup> century shaped America. Through humanitarian efforts, scientific endeavors, the performing arts, politics, medicine, and education innovations, they changed the way we live, work, worship, and enjoy life. The stories of these American women will be read, told, studied, and related to the realities of the past as well as the possibilities of the 21<sup>st</sup> century. (Cross-listed as GNS 5117.)

**MGE 5250 Gender in the Workplace - 3 hrs.**

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. (Cross-listed as GNS 5250.)

**MGE 5300 Finance and Accounting for Non-Financial Managers - 3 hrs.**

This course provides a fundamental understanding of finance and accounting as the language of business, and removes any financial mystique and reliance on others to interpret financial reports. Students learn to read financial reports such as income statements, balance sheets, and cash flow statements. Students will be able to extract pertinent data from financial reports and apply established principles to improve their job performance. The course allows students to understand how management decisions impact financial results and improve company earnings, and obtain an understanding of how finance and accounting work.

**MGE 5301 Strategic Planning - 3 hrs.**

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.

**MGE 5302 Assessing and Evaluating Online Teaching and Learning - 3 hrs.**

Students in this course plan assessment strategies to accommodate differences among online student learners, including their unique knowledge, experiences, ability, learning styles, multiple intelligences, motivations, behaviors, and attitudes. The outcome of the course is the development of multiple timely and appropriate instructional and assessment activities closely aligned to learning objectives that provide students regular feedback about their performance in an online course.

**MGE 5320 Effective Leadership for Education and Business Professionals - 3 hrs.**

Participants committed to becoming effective leaders in the 21<sup>st</sup> 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.

**MGE 5345 The Business of Culture in Australia - 3 hrs.**

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. *Travel course.*

**MGE 5380 Problem Solving - 3 hrs.**

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.

**MGE 5381 Grants Development - 3 hrs.**

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.

**MGE 5400 North America and the European Union: London, England - 3 hrs.**

Students use an interdisciplinary perspective to focus on 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 will examine the infinite complexities of the EU to gain an understanding of the historical, economic, international, 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. *Travel course.* (Cross-listed as CUL 5002.)

**MGE 5402 Active Learning in the Online Environment - 3 hrs.**

Active learning refers to techniques where students DO something, typically discovering, processing, and applying information. In this class, students focus on learning as an active endeavor, cognizant that different people learn in different ways. At first glance, active learning in an online class may seem problematic. On closer observation, the two are synonymous.

**MGE 5500 Web 2.0 Tools for Tomorrow's Learner - 3 hrs.**

Students explore and implement Web 2.0 tools for online learning and topics that support development and exploration of such innovative tools in the educational environment. Following the International Society of Technology in Education (ISTE) National Educational Standards and Indicators, students identify different features and benefits of using Web 2.0 tools that will support effective teaching and learning practices.

**MGE 5610 Bullying: At School, Home, and Work - 3 hrs.**

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. (Cross-listed as SOC 5609.)

**MGE 6023 Employment Law - 3 hrs.**

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. *Human Resources concentration.*

**MGE 6101 Leadership Lessons from the Civil War - 3 hrs.**

Students focus 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. (Cross-listed HIS 6101.)

**MGE 6307 Organizational Structure and Behavior - 3 hrs.**

This course surveys questions such as: What constitutes a good leader? Other than money, what motivates people? What is the best way to communicate with workers, including those who have negatively affected productivity? When does a group become a team?"

**MGE 6317 Corporate Social Responsibility - 3 hrs.**

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. (Cross-listed as SOC 6317.)

**MGE 8150 Employee Relations - 3 hrs.**

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. *Human Resources concentration.*

**MGE 8251 American Healthcare System - 3 hrs.**

This course is a comprehensive overview of one of the largest industries in the United States: healthcare. Students explore the effects of social, political, organizational, cultural, economic, and historical forces on this industry. Features and contours of this evolving and highly complex system are explored, including levels of care, technology, and health outcomes. Current trends related to regulation, cost, quality, and access are analyzed, with particular emphasis on the complexities and inherent counter purposes of commerce and ethical obligations manifest in healthcare. *Healthcare Administration concentration. Students are recommended to take this course prior to enrolling in subsequent HA concentration courses.*

**MGE 8252 Fundamentals of Healthcare Administration - 3 hrs.**

Students analyze organizational dynamics and complex operational and regulatory factors that must be aligned to ensure the highest quality care and greatest efficiency and cost effectiveness. Operational divisions, functions, and groups including professional providers, care givers, and support services such as finance management, information services, human resources, plant services, and marketing are explored in relation to their integral value, purpose, function, and unique perspectives. Emphasis on the creation of an environment of continuous improvement and organizational adaptability and success are explored. Measures and benchmarks of success are integrated throughout the course. *Healthcare Administration concentration. Students are recommended to take this course immediately following MGE 8251 The American Healthcare System and prior to enrolling in subsequent HA concentration courses.*

**MGE 8254 Healthcare Policy and Politics - 3 hrs.**

In this course students examine current public, health profession, and organizational policy at macro and micro levels, as well as trends for the future related to or affecting healthcare organizations and their consumers. Health industry manager/leader responsibility for organizational assessment, application, and operational change related to policy and politics is explored. Relevant public, professional, and organizational politics are examined within various types of health organization and support industry contexts. Distinction between policy and politics are elucidated throughout. *Healthcare Administration concentration.*

**MGE 8256 Healthcare Ethics - 3 hrs.**

Students explore the ethical components, dilemmas, and obligations in American healthcare organizations and systems. Specifically, ethical issues related to care giving and bioethics, demographic trends, relationships among organizational professionals and staff, delivery models, securing and allocating scarce resources, and technology are examined. Healthcare organizational ethics and obligations are analyzed, emphasizing the role of manager/leader in creating an ethical culture of care delivery and cost effectiveness. Various ethical decision-making models are compared and applied to case scenarios. *Healthcare Administration concentration.*

**MGE 8258 Information Systems for Healthcare Management - 3 hrs.**

Students focus on the increasing presence and reliance on information technology and information systems in healthcare organizations and systems of all sizes and purposes. Today's healthcare manager/leader must understand the use, types, benefits, and limitations of information technology on structure, processes, and work design. Infrastructure requirements and cost, security, and related regulation and law are reviewed. Selection and alignment of information management with organizational strategic planning to achieve high levels of performance are emphasized throughout. *Healthcare Administration concentration.*

**MGE 8720 Investments - 3 hrs.**

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. *Finance concentration.*

**MGE 8721 International Finance - 3 hrs.**

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. *Finance concentration.*

**MGE 8722 Financial Institutions - 3 hrs.**

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. *Finance concentration.*

**MGE 8723 Corporate Finance - 3 hrs.**

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. *Finance concentration.*

**MGE 8724 Advanced Financial Planning - 3 hrs.**

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. *Finance concentration.*

**MGE 8725 Government Finance - 3 hrs.**

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. *Finance concentration.*

**MGE 8740 Employee Development and Retention - 3 hrs.**

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. *Human Resources concentration.*

**MGE 8741 Staffing - 3 hrs.**

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. *Human Resources concentration.*

**MGE 8742 Global Human Resources - 3 hrs.**

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. *Human Resources concentration.*

### **MGE 8743 Employee Relations - 3 hrs.**

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. *Human Resources concentration.*

### **MGE 8753 Community-Based Marketing - 3 hrs.**

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.

### **MGE 8754 Changing Face of Marketing - 3 hrs.**

Students explore the marketing revolution that is currently underway, including the evolution of marketing aspects such as ethnicity, 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.

### **MGE 8761 Ethics and Security - 3 hrs.**

In this course, students will examine IT security issues that create ethical dilemmas in the current business environment. Topics include privacy, copyright, intellectual property, piracy, viruses, spam, phishing protection, acceptance of IT changes, and ethics of outsourcing.

### **MGE 8763 Telecommunications and Networking - 3 hrs.**

Students will examine trends, issues, and assessments of voice/data convergence, communication tools, data transmission, content delivery methods, networking options and interconnectivity, and networking security and ethics.

### **MGE 8782 Growing Market Share in Diverse Cultures - 3 hrs.**

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.

### **MGE 8783 Political Environments - 3 hrs.**

In this course, students will discern the effect of international relations on American business, analyzing foreign policies, human rights and non-profit organizations, terrorism, and the development of nations.

### **MSSM 515 Finance for Managers - 3 hrs.**

Designed for non-financial managers, this course presents principles of finance, including balance sheet composition, cash flow management, and capital budgeting. *MSSM core course.*

### **MSSM 517 Legal Aspects of Sport Business - 3 hrs.**

Legal Aspects of Sport Business focuses on the legal environment and its effect on business decisions and operations. Contracts, torts, regulation of sport business and governing bodies, premises liability, intellectual property law, constitutional law, antitrust law, collective bargaining, and negligence are studied. Awareness and pragmatic guidelines for risk management decision making in sport business are also examined. *MSSM core course.*

### **MSSM 524 Leadership and Management in Sport - 3 hrs.**

Leadership and Management in Sport develops managerial skills as organizers, facilitators, communicators, and team builders. The course provides an overview of the principles related to management and leadership styles, problem solving, decision making, program management, and budget analysis for sport organization. It defines specific management skills and functions, presents actions that contribute to goal achievement, and identifies attributes that enhance successful organizational performance. *MSSM core course.*

### **MSSM 525 Organizational Culture and Dynamics - 3 hrs.**

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. *MSSM core course.*

**MSSM 532 Communication and Public Relations in Sport - 3 hrs.**

Communication and Public Relations in Sport provides an integrated approach to relationship management, including customer relations, public relations, community relations, and media relations. The course is designed to provide an in-depth analysis of communication theories, strategies, and applications within the context of the sport industry. The course is intended to provide a general overview of various communications strategies, as well as corporate social responsibility initiatives. *MSSM core course.*

**MSSM 533 Sports Facility and Event Management - 3 hrs.**

Sports Facility and Event Management is designed to explore and analyze principles for planning, designing, and managing indoor and outdoor facilities for sport and recreation. Topics covered include design trends, standards and guidelines, sustainable and efficient building materials, facility maintenance and operations, liability and risk management, and basics for event management and programming. Possible visits to local facilities will be arranged. *MSSM core course.*

**MSSM 535 Human Resource Management - 3 hrs.**

This course deals with recruitment, training, evaluation, promotion, and retention of today's increasingly diverse employees. Study how to attract, secure, enable, and retain productive employees and volunteers as part of a multicultural workforce. The course also covers issues related to compliance with employment laws and regulations. *MSSM core course.*

**MSSM 538 Sponsorship and Revenue in Sport - 3 hrs.**

Sponsorship and Revenue in Sport provides an in-depth approach to generating revenue for sport organizations, including the use of strategic partnerships, fundraising initiatives, special events, and sales strategies. Topics include strategies for securing sponsorships, sponsorship activation, and managing sponsor relations. Fundraising campaigns and donor relations will also be discussed. *MSSM core course.*

**MSSM 555 Administration, Policy, and Governance - 3 hrs.**

Administration, Policy and Governance examines management theory with governance and policy, focusing on the development of skills and techniques to navigate the work environment within defined rules, regulations, and processes, both internal and external to the organization. This course examines policy, governance, and the strategic planning process in youth, high school, college, Olympic, and professional sport. *MSSM core course.*

**MSSM 560 Marketing Strategies in Sport - 3 hrs.**

Marketing Strategies in Sport examines the processes of marketing in the contemporary customer-oriented environment. Students explore the dimensions of the consumer market and analyze consumer buying behavior and decision-making processes based on fundamental market research. Strategies covered in this course include branding, promotions, social media marketing, and relationship building with consumers, media, and the community. *MSSM core course.*

**MSSM 570 Directed Field Experience (Internship) - 3 hrs.**

The Sport Management Direct Field Experience (Internship) is designed to provide an in-depth learning experience in a professional work setting where students observe and complete meaningful tasks to advance organizational objectives. The DFE (Internship) provides a program student (intern) with hands-on experiences necessary to transfer beliefs, values, theory, and knowledge into practice. The student's work experience will be under the supervision of a faculty sponsor, as well as an onsite supervisor, and will be designed to provide a practical experience in the field of sports administration. *MSSM core course.*

**MUS 5026 Gotta Sing, Gotta Dance: American Film Musicals - 3 hrs.**

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 subsequent decline in popularity. (Cross-listed as ART 5026.)

**MUS 5036 Opera Appreciation - 3 hrs.**

This course offers a broad survey of the most important composers and operas from the 18<sup>th</sup> century to the present. This course is intended for the opera beginner or the reluctant listener.

**MUS 5041 Sights and Sounds of the 30s - 3 hrs.**

Students examine popular culture of the 1930s through the use of popular music, jazz, Broadway music, film music, and radio program recordings. Topics include examining the "look" of the 1930s through documentaries, full-length films, short subjects, serials, and cartoons.

**MUS 5106 Jazz: History of an American Art Form - 3 hrs.**

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 (Cross-listed as ART 5106.)

**MUS 5233 Introduction to American Music - 3 hrs.**

The purpose of this course is to develop an overview of the history and development of music in the United States from the 1500s to 1900. Students will experience the cultural, social, and artistic development of music from prior to European settlers through the birth of the nation. Emphasis will be placed on creating opportunities to incorporate these media in the classroom via both individually-designed lessons and through collaboration. Students will make transfers to current trends in music and society and relate them to historical events, trends, and the social implications of music.

**MUS 6377 Music and the Human Experience - 3 hrs.**

A study of the role music plays in the human experience in the present and in the past. Among those areas in which music's role are probed include: religious worship and ceremony, education, social change, medicine and therapy, the political state, work and leisure, and romantic love. A technical knowledge of music is not a prerequisite for this course; neither is the ability to read music notation. (Cross-listed as HUM 6377.)

**OTL 5100 Best Practices in Online Learning - 3 hrs.**

Students study and consider best practice in cybergogy by developing strategies, concepts, and areas of consideration when beginning or revising an online course. Content includes a consideration of course aesthetics, online activities, and course enhancement. Although many aspects of cybergogy compare to a face-to-face course, certain nuances and differences need particular consideration. Successful completion of this course assists future online instructors in considering those differences.

**OTL 5300 Assessing and Evaluating Online Teaching and Learning - 3 hrs.**

Students in this course plan assessment strategies to accommodate differences among online student learners, including their unique knowledge, experiences, ability, learning styles, multiple intelligences, motivations, behaviors, and attitudes. The outcome of the course is the development of multiple timely and appropriate instructional and assessment activities closely aligned to learning objectives that provide students regular feedback about their performance in an online course.

**OTL 5400 Active Learning in an Online Environment - 3 hrs.**

Active learning refers to techniques where students DO something, typically discovering, processing, and applying information. In this class, students focus on learning as an active endeavor, cognizant that different people learn in different ways. At first glance, active learning in an online class may seem problematic. On closer observation, the two are synonymous.

**OTL 5500 Web 2.0 Tools for Tomorrow's Learner - 3 hrs.**

Students explore and implement Web 2.0 tools for online learning and topics that support development and exploration of such innovative tools in the educational environment. Following the International Society for Technology in Education (ISTE) National Educational Standards and Indicators, students identify different features and benefits of using Web 2.0 tools that will support effective teaching and learning practices.

**PHL 5000 Art of Wondering - 3 hrs.**

Students develop a philosophical awareness through the exploration of classical and modern concepts and by relating philosophical inquiry to individual human experience.

**PHL 5001 Logotherapy and the Philosophy of Meaning - 3 hrs.**

Students consider meaning as a philosophical and psychological reality in relation to Viktor Frankl's practices of logotherapy. Students explore how meaning is derived, the purposes meaning may serve, and the impact of perceived presence or absence of life on society.

**PHL 5002 Western Philosophy - 3 hrs.**

This course will explore the ways these life-shaping ideas have been pursued and comprehended by great thinkers in the Western tradition, beginning with Plato and Aristotle and concluding with Alfred North Whitehead in the 20<sup>th</sup> century. Students will learn the origin and trace the history of personal discussions about God, the good, being, truth, virtue, etc. Class dialogue will uncover the relevance of these philosophical discussions to contemporary issues of personal and social morality, scientific endeavor, and religious faith. Students will identify and refine their own positions with respect to these issues.

**PHL 5003 Six Great Ideas - 3 hrs.**

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.

**PHL 5004 The Great Philosophers - 3 hrs.**

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.

**PHL 5005 Critical Thinking on Current Issues - 3 hrs.**

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.

**PHL 5008 Philosophy and Religion of Martial Arts - 3 hrs.**

Various philosophies have found a culturally formative expression through the martial arts. This course acquaints students with the history, practice, philosophy, and religion associated with the martial arts as they have evolved throughout Asia and India and their impact on modern Western transitions. (Cross-listed as REL 5012.)

**PHL 5010 Thinking about Thinking - 3 hrs.**

Students study the nature of knowledge, where it comes from, how it is used, what means are used to test it, and under what conditions it might be relative or absolute. Students address specific questions concerning truth, values, and relationships.

**PHL 5021 21<sup>st</sup>-Century IQ in a Digital Society - 3 hrs.**

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.

**PHL 5022 Philosophical Battle for the Classroom - 3 hrs.**

This course addresses the philosophical, ethical, and political issues that are affecting teachers in today's classrooms. Special emphasis is placed on questions that arise from a changing society and helping students formulate and articulate their concerns about those questions.

**PHL 5100 Islam and Women - 3 hrs.**

Students examine philosophical issues involving gender and Islamic cultures. Topics include the diversity and complexity of Islamic visions of women in the philosophical context of the Koran. (Cross-listed as GNS 5100.)

**PHL 5130 Philosophy of Mysticism and Spirituality - 3 hrs.**

Students trace spiritual traditions from the ancient worlds to contemporary times in both Eastern and Western cultures. Topics include the early Christians, the spirituality of the Kabbala, the Islamic Sufis, Hindu and Buddhist traditions, Navajo mysticism, and contemporary U.S. spiritual practice.

**PHL 5200 Science, Technology, and Ethics - 3 hrs.**

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. (Cross-listed as SCI 5200.)

**PHL 6803 History of American Ideas - 3 hrs.**

This course focuses on ideas which have had an indelible influence on American life: e.g., Puritanism, social Darwinism and the conservative tradition, radical socialism, and the corporate ideal. How these ideas have helped shape American political, economic, and social institutions, as well as the American worldview, are explored through readings, lecture, and discussion. (Cross-listed as HIS 6803.)

**POL 5008 Politics of Science - 3 hrs.**

This course examines the relationship between politics and science and the ways these two fields influence one another in the modern era. (Cross-listed as SCI 5008.)

**POL 5114 Contemporary Issues in World Politics - 3 hrs.**

This course focuses on a study of the basic principles and theories involved in the world politics and the factors which shape the foreign policy of nations. Emphasis will be given to some problem areas such as the Middle East, the Soviet Union, China, the United States, and other areas. International morality, international law, international organization, and the distribution of economic and military power will also be among the topics discussed.

**POL 5300 Media and American Politics - 3 hrs.**

Students examine the interaction between the American political system and the new media, including attempts by politicians and journalists to influence and manipulate each other. The philosophical underpinning of the First Amendment and the concept of government accountability to the public is examined, as is the role humor plays in politics and the ways in which media influences different stages of the political process. (Cross-listed as SOC 5300.)

**POL 5401 Science and Public Policy - 3 hrs.**

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. (Cross-listed as SCI 5401.)

**POL 6357 World Politics and the Search for Order - 3 hrs.**

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. Students debate practical and ethical issues related to political leadership and decision making, conflict and cooperation, and communication and the media.

**PSY 5004 Human Sexuality - 3 hrs.**

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.

**PSY 5025 The Brain, Learning, and Personality - 3 hrs.**

This course focuses on the work of scholars and researchers from many disciplines in the quest for more adequate understanding of the brain and its functioning.

**PSY 5135 Psychology of Attitudes - 3 hrs.**

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.

**REL 5002 Images of Jesus - 3 hrs.**

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.

**REL 5004 Geography and History of the Old Testament - 3 hrs.**

In this course students expand their knowledge and understanding of the Bible's geographical, historical, cultural, and archaeological settings.

**REL 5005 Moral Values in a Changing World - 3 hrs.**

This course examines basic ethical positions and their relevance to contemporary social problems. Students are encouraged to explore their own value systems as they impact behavior and interaction in society.

**REL 5007 Existence of God - 3 hrs.**

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 monotheism as well as philosophy and its relationship with science.

**REL 5008 Overview of Hebrew and Christian Scriptures - 3 hrs.**

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.

**REL 5010 Power of Myth - 3 hrs.**

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. (Cross-listed as LIT 5005.)

**REL 5012 Philosophy and Religion of Martial Arts - 3 hrs.**

Various philosophies have found a culturally formative expression through the martial arts. This course acquaints students with the history, practice, philosophy, and religion associated with the martial arts as they have evolved throughout Asia and India and their impact on modern Western transitions. (Cross-listed as PHL 5008.)

**REL 5016 Bible Prophecy - 3 hrs.**

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.

**REL 5030 Women's Roles in Organized Religion - 3 hrs.**

This course investigates women's religious practices and beliefs in organized religion, focusing on observable patterns in a wide range of traditions both 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. (Cross-listed as GNS 5030.)

**REL 5031 Mary Magdalene - 3 hrs.**

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.

**REL 5033 Dead Sea Scrolls - 3 hrs.**

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.

**REL 5103 Religion in America - 3 hrs.**

This course captures the drama and excitement of religious pluralism in America. By synthesizing material from the social, cultural, and intellectual history of the United States, students will not only better understand the vast diversity of America's religious past but also recognize the kaleidoscope of religious expressions on the American scene today. The instructor will introduce the latest research and interpretation in American religious history to assist students in comprehending America's religious history and its future challenges and direction. (Cross-listed as HIS 5103.)

**REL 5140 Religious Movements in American Education - 3 hrs.**

In this course, students examine the diversity of religious belief and practice in the United States and its philosophical, ethical, legal, and conceptual implications for a politically liberal democracy. Drawing on historical and empirical studies, this course will examine in detail this new diversity, then turn to an analysis of its cultural, ethical, legal, and philosophical implications.

**REL 5210 Women of the Bible: Good, Bad, Ugly - 3 hrs.**

Students 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. (Cross-listed as GNS 5210.)

**REL 5237 Aboriginal Art and Spirituality - 3 hrs.**

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. (Cross-listed as ART 5237 and CUL 5237.)

**REL 5300 The Arts and Christianity - 3 hrs.**

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, and learning to "read" church architecture. (Cross-listed as ART 5300.)

**REL 5615 Christianity in Crisis: The Reformation and Counter-Reformation - 3 hrs.**

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. (Cross-listed as HIS 5615.)

**REL 5620 Religion: Faith in Conflict - 3 hrs.**

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. The understanding of conflict as it is influenced by religion is the focus of the course. (Cross-listed as SOC 5620.)

**REL 6016 History of the Papacy - 3 hrs.**

Students examine the unique role the Papacy has played in Western culture, from politics to fine arts, and from benevolence to warfare. This course introduces students to the rich, complicated, and fascinating history of the Papacy from the Early Church to the Reformation to the Modern Era. (Cross-listed as HIS 6016.)

**REL 6204 God's Warriors? The Crusades - 3 hrs.**

Students in this course contextualize what is thought of as the Crusades within historical, contemporaneous, and contemporary settings. Students debate the scope, extent, impact, and even the definition of what qualifies as a Crusade, examining interpretations, misrepresentations, and evaluations of the events themselves throughout history, ultimately looking at the way Crusades have influenced societies of that period and subsequent history up to and including the present. (Cross-listed as HIS 6204.)

**REL 6304 Religious Perspectives in Contemporary Literature - 3 hrs.**

Students examine basic human questions and how they have been expressed in contemporary literature. Questions such as the purpose of humanity, community, ethical action, suffering, and spirituality are viewed in significant literary texts. Students explore the images and metaphors of religious meaning as they appear in a variety of genres. (Cross-listed as LIT 6304.)

**SCI 5008 Politics of Science - 3 hrs.**

This course examines the relationship between politics and science and the ways these two fields influence one another in the modern era. (Cross-listed as POL 5008.)

**SCI 5012 Animal Behavior - 3 hrs.**

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.

**SCI 5014 Man and Technology - 3 hrs.**

Students explore science and technology from a personal and social perspective. Students examine scientific and technological issues to develop a synthesized perspective of technical data coupled with social, political, ethical, and philosophical information.

**SCI 5026 Disease and Contemporary Culture – 3 hrs.**

This course will review the history of disease and how modern medical knowledge can possibly prevent or cure all diseases. The study of the new genetic approach to treating disease and the moral implications created will be performed via class discussion, formal lectures, and multimedia presentations. A formal science background is not required for this course. (Cross-listed at HTH 5026.)

**SCI 5045 Science of Everyday Life - 3 hrs.**

Students discover the fundamental principles upon which virtually everything in science and everyday life is based, with emphasis placed on the role of the scientific processes in probing nature and the importance of mathematics in describing its behavior. Science touches our lives every day, yet few of us have the ability to explain simple everyday events, let alone place important public issues such as the environment, energy, and medical advances in a scientific context. This course helps students recognize that nature forms a seamless web of knowledge about the universe and emphasizes general principles and their application to real-world situations rather than esoteric detail.

**SCI 5152 Media, Environment, and Culture in Australia - 3 hrs.**

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. *Travel course.* (Cross-listed as CUL 5152.)

**SCI 5200 Science, Technology, and Ethics - 3 hrs.**

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. (Cross-listed as PHL 5200.)

**SCI 5250 Cosmology - 3 hrs.**

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.

**SCI 5401 Science and Public Policy - 3 hrs.**

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. (Cross-listed as POL 5401.)

**SCI 5518 Stress Management - 3 hrs.**

In this course, students explore the effects of stress on the human body and learn techniques for coping with and reducing stress. Students will investigate how stress influences disease processes as well as emotional health, mental fitness, and a general sense of wellness. This course focuses on the application of stress reducing and coping strategies. (Cross-listed as HTH 5518.)

**SCI 6315 The Diet Dilemma - 3 hrs.**

Students will study the physical, mental, emotional, and social aspects of eating. Topics include fad diets, herb and supplemental strategies, 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. (Cross-listed as HTH 6315.)

**SCI 6316 Foundations of Fitness - 3 hrs.**

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. (Cross-listed as HTH 6316 and SOC 6316.)

**SCI 6400 Bio-Ethics: Issues and Conflicts - 3 hrs.**

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.

**SOC 5014 Race and Ethnicity in America - 3 hrs.**

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. (Cross-listed as HIS 5003.)

**SOC 5025 Contemporary View of Wall Street: New York - 3 hrs.**

Students examine the global impact modern institutions have on Main Street from a social science and public policy perspective. Institutions examined include the New York Stock Exchange, the Federal Reserve System, international markets, and online trading. Students explore the link between current global events to social, technological, political, and economic implications. *Travel course.*

**SOC 5029 Gender Roles - 3 hrs.**

This course examines the impact of gender in contemporary society. Students study the gender roles of women and men and the political agendas that form gender definitions. Also considered are strict gender boundaries that are created for both sexes. (Cross-listed as GNS 5029.)

**SOC 5102 Contemporary Issues in Law Enforcement - 3 hrs.**

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. (Cross-listed as CRJ 5102.)

**SOC 5107 The Study of Food: From Pasture to Plate - 3 hrs.**

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.

**SOC 5112 Majority and Minority Relationships - 3 hrs.**

This course will explore theoretical perspectives, concepts, and processes that impact 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, videos, and current events, we will review the historical and present-day patterns of group relations in America and other nations of the world. (Cross-listed as GNS 5112.)

**SOC 5116 Juvenile Justice in America - 3 hrs.**

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. (Cross-listed as CRJ 5116.)

**SOC 5117 Teenage Wasteland - 3 hrs.**

Students examine how gangs, current social values, juvenile laws, drugs, and family involvement affect teenagers in our society. Students analyze answers to the growing juvenile delinquency problem facing today's society. (Cross-listed as CRJ 5117.)

**SOC 5120 Crime, Culture, and Celluloid - 3 hrs.**

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. (Cross-listed as CRJ 5120 and CUL 5120).

**SOC 5131 Television Sitcoms - 3 hrs.**

This class examines the development and evolution of television sitcoms from their beginnings in radio up to the present. Also analyzed are the dramatic structure and content of sitcoms, as well as how programming has shaped and reinforced values in society. (Cross-listed as COM 5131.)

**SOC 5132 Terrorism and Violence in the United States - 3 hrs.**

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. (Cross-listed as CUL 5132.)

**SOC 5134 Great Depression's Impact on Society - 3 hrs.**

This course will trace the path the United States followed from the end of World War I to the beginning of the Second World War. It will concentrate on the Depression era and investigate the causes, the impact on individuals, society, and institutions and how the United States overcame the economic disaster. The changes the Depression brought about will be examined along with its impact on today and on the course of history. The course will also attempt to look into the future to determine the possibility of another tragic economic dislocation facing American society.

**SOC 5137 Images of Crime and the Criminal – 3 hrs.**

Students explore the sinister role of the modern-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. (Cross-listed as CRJ 5137).

**SOC 5141 Stages of Adult Development - 3 hrs.**

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.

**SOC 5142 Marriage and Families in a New Century - 3 hrs.**

In this course, students will examine the family and the impact it has on individual development and access to social resources. Several definitions of the family are presented and discussed, including the nuclear family, the modern family, and the post-modern family.

**SOC 5203 History of Childhood in America - 3 hrs.**

Students explore the historical perspectives of how children grow up in America. The overarching question guiding the course asks how children of various races, classes, ethnicities, abilities, and sexualities experienced life in the past and how this knowledge helps us understand contemporary children and their families. (Cross-listed as HIS 5203.)

**SOC 5225 Revolution! The Beatles and the 1960s - 3 hrs.**

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. (Cross-listed as HIS 5225.)

**SOC 5230 Men and Masculinity - 3 hrs.**

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. (Cross-listed as GNS 5230.)

**SOC 5300 Media and American Politics - 3 hrs.**

Students examine the interaction between the American political system and the media, including attempts by politicians and journalists to influence and manipulate each other. The philosophical underpinning of the First Amendment and the concept of government accountability to the public is examined, as is the role humor plays in politics and the ways in which media influences different stages of the political process. (Cross-listed as POL 5300.)

**SOC 5332 History of Sports in America: 1850 to Present - 3 hrs.**

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 on American history and why sports are an important cultural phenomenon in American society. (Cross-listed as HIS 5332.)

**SOC 5333 Sports in Literature and Film - 3 hrs.**

Students critically analyze literature and film that represent sport to understand the influence of sports and their contributions to the world. By using critical thinking and rhetorical analysis, students deconstruct and interpret the impact and messages that literature and film have on individuals or society by using sports as a tool. An emphasis in this course is to develop an understanding of rhetorical organization, diction, and critical thinking analysis along with interpretation. (Cross-listed as LIT 5333.)

**SOC 5401 Generation Text - 3 hrs.**

For today's youth, technology such as computers, the Internet, cell phones, and iPads 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.

**SOC 5609 Bullying: At School, Home, and Work - 3 hrs.**

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. (Cross-listed as MGE 5610.)

**SOC 5614 Hate Groups in America - 3 hrs.**

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.

**SOC 5615 Understanding Celebrity - 3 hrs.**

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.

**SOC 5620 Religion: Faith in Conflict - 3 hrs.**

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. The understanding of conflict as it is influenced by religion is the focus of the course. (Cross-listed as REL 5620.)

**SOC 6316 Foundations of Fitness – 3 hrs.**

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. (Cross-listed as HTH 6316 and SCI 6316.)

**SOC 6317 Corporate Social Responsibility - 3 hrs.**

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. (Cross-listed as MGE 6317.)

**SOC 6330 Work and Family - 3 hrs.**

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.

**SOC 6377 Speech and Body Language in Modern Society - 3 hrs.**

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, and eye movements, kinesics, proxemics, haptics, physical appearance, paralanguage, olfactics, and chronemics--are examined.

**SOC 6414 Russian Culture - 3 hrs.**

This course is a broad comprehensive exploration of Russian society and culture during the Soviet era spanning the years 1917 to 1991. The student will develop the tools and knowledge of a scholar in this field and will be able to interpret current political, economic, and sociological events in the Slavic regions of the former Soviet Union (Russia, Ukraine, and Belarus) in light of the Soviet experience.

**SOC 6454 Television and Society - 3 hrs.**

Students examine how and why the television industry works. Topics include the structure of the television and cable industries, their history and operations, the impact of technological diversity, the advertising base and its manifestations in programming, the four theories of the press and how they relate to television news and information, criticism, censorship, government regulation, and prospects for the future. (Cross-listed as COM 6454.)

**SOC 6471 Government: Origin, Nature, and Function - 3 hrs.**

This course will discuss the various theories about the origin of government; the nature of authority, law, power, ideology, and politics; the types of existing national governments; and the functions performed by government.

**SOC 6703 Children and Youth in Crisis - 3 hrs.**

Students examine the issues that place adolescents at risk for both academic and social failure. Although the course discusses the reasons why increasing numbers of today's youth are in crisis, the emphasis is on learning strategies to interact with adolescents. Techniques for dealing with children and adolescent who display aggressive and angry behavior are shared. The development of a crisis intervention plan is a primary focus of the course.

**SOC 6705 Law and Societal Values - 3 hrs.**

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.

**SOC 6706 To Picture a War - 3 hrs.**

Participants look at the use of film to depict war, encourage participation, offset enemy claims, support causes, and justify behavior. The study of films in America at war includes WWI, WWII, Korea, and Vietnam.

**SOS 5008 Mass Communication Contemporary Issues - 3 hrs.**

Students in this course 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. (Cross-listed as COM 5008.)

**SOS 5330 Behavior Modification - 3 hrs.**

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 to unwanted behaviors will be discussed.

**SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs - 3 hrs.**

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. This course must be completed prior to enrollment in any other Special Education course. *MSSE core course.*

**SPED 702 Adaptive Instructive Methods and Strategies: K-6 and/or 5-8 - 3 hrs.**

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. *MSSE core course.* Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs.

**SPED 703 Adaptive Instructional Methods and Strategies: 6-12 - 3 hrs.**

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. *MSSE core course*. Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs

**SPED 704 Adaptive Instructional Strategies and Methods Field Practicum - 3 hrs.**

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. 45 hours of supervised practicum required. Within the SPED 704 45-hour practicum, a teacher must complete a seven-hour diversity setting practicum in a special education classroom that meets one of the following other diverse criteria: ethnic/racial, socioeconomic, or linguistic (ELL). *MSSE core course*. Prerequisite or concurrent enrollment: SPED 702 Adaptive Instructive Methods and Strategies: K-6 and/or 5-8 or SPED 703 Adaptive Instructional Methods and Strategies: 6-12.

**SPED 705 Educating Students With Social and Behavioral Needs - 3 hrs.**

This course instructs the t in understanding the characteristics of adaptive learners with significant behavioral needs and in assessing and developing effective strategies to address those needs. *MSSE core course*. Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs.

**SPED 707 Methods: Reading/Language Arts (K-6 or 5-8 OR K-6 and 6-12 licensure) - 3 hrs.**

This course prepares the teacher to screen, assess, and identify the needs of adaptive learners in the areas of reading and language arts and to then effectively link the gathered information to intervention strategies and methods. *MSSE core course*. Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs.

**SPED 708 Assessments of Students with Adaptive Learning Needs - 3 hrs.**

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. *MSSE core course*. Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs.

**SPED 710 Communication and Collaboration within the School Setting - 3 hrs.**

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. *MSSE core course*. Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs.

**SPED 711 Methods of Transitioning to Adulthood (6-12 OR K-6 AND 6-12 licensure) - 3 hrs.**

This course prepares the teacher to assess the skills, interests, and preferences of students as students plan for their future, to help adaptive learners understand their needs, and to help students know how to articulate needs in public school settings and beyond. *MSSE core course*. Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs.

**SPED 712 Creating Optimal Learning Environments for Students with Adaptive Learning Needs - 3 hrs.**

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. *MSSE core course*. Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs.

**SPED 714 Inquiry, Data Collection, and Research - 3 hrs.**

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. *MSSE core course*. Prerequisites: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs, SPED 702 Adaptive Instructional Methods and Strategies: K-6 and/or 5-8 OR 703 Adaptive Instructional Methods and Strategies: 6-12, SPED 704 Adaptive Instructional Strategies and Methods Field Practicum, SPED 706 Collaboration with Parents and Agencies, SPED 708 Assessments of Students with Adaptive Learning Needs, SPED 710 Communication/Collaboration Within the School, SPED 712 Creating Optimal Learning Environments for Students with Adaptive Learning Needs.

**SPED 716 Advanced Practicum - 3 hrs.**

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. 90 hours of supervised teaching required. MSSE core course. Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs, SPED 704 Adaptive Instructional Strategies and Methods Field Practicum, and SPED 714 Inquiry, Data Collection, and Research.

**SPED 720 Negotiation and Conflict Resolution - 3 hrs.**

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. *MSSE core course.* Prerequisite: SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs.

**THR 5000 Masters of Modern Drama - 3 hrs.**

Students explore the directions of the naturalist and realist movements late in the 19<sup>th</sup> century and the evolving experiments of Futurism, Expressionism, and Surrealism in the 20<sup>th</sup> 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. (Cross-listed as LIT 5000.)

**THR 5039 Film and Theatre of the Jewish Holocaust - 3 hrs.**

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. (Cross-listed as FLM 5039.)

**THR 5045 Voices in American Theatre - 3 hrs.**

Students in this course examine some of the significant playwrights who have shaped the history of American theatre.

**THR 5047 Kansas City Theatre (Local Theatre) - 3 hrs.**

Students explore the diversity of the Kansas City theatrical environment by attending local performances and meeting with theatrical artists in the area.

**THR 5048 Dark World of Film Noir - 3 hrs.**

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.

**THR 5135 Women's Roles on Stage: Great American Plays - 3 hrs.**

Students in this course examine the impact that women's roles have played in the history and development of American theatre. (Cross-listed as GNS 5135.)

**THR 5180 Broadway and Beyond: A New York Theatre Tour - 3 hrs.**

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. *Travel course.* (Cross-listed as ART 5180.)

# DIRECTORY

## INSTRUCTIONAL STAFF

### SPGS FULL-TIME AND PART-TIME FACULTY

#### A

Ackerman, George--Business & Management. Ph.D., Capella University  
Adams, Kent--Business & Management. M.B.A., Wichita State University  
Alumbaugh, David--Business & Management. M.B.A., Baker University  
Amelio-Casper, Nicole--Business & Management. M.A., University of Memphis  
Amos, Randall--Business & Management. M.B.A., Wichita State University  
Atwater, William--Business & Management. M.S., Friends University  
Avant, Cheryl--Business & Management. Ph.D., University of Missouri

#### B

Ball, David--Business & Management. M.S., Friends University  
Bailey, Cassy--Business & Management. Ed.D., Baker University  
Barnes, Pam--Business & Management. Ph.D., Kansas State University  
Barnhill, Joe--Business & Management. M.A., Central Missouri State University  
Bass, Daniel--Business & Management. M.A., Wichita State University, C.P.A.  
Betzold, Allyson--Business & Management. M.B.A., Baker University  
Bianchino, Edward--Business & Management. M.S.M., Baker University  
Bixler-Funk, Anne-Marie--Business & Management. M.A., Webster University  
Bliss, Ronald--Business & Management. M.A., University of Missouri  
Block, Diana--Business & Management. M.B.A., Avila University  
Bock, Kirby--Business & Management. M.B.A., Webster University  
Boeckel, Bob--Business & Management. M.B.A., Rockhurst University  
Booker, Doug--Business & Management. M. S., Troy State University  
Born, Jolene--Business & Management. M.A., New Mexico State University  
Bostwick, Dave--Business & Management. M.A., Fort Hays State University  
Bozarth, Dennis--Business & Management. M.M.E., Wichita State University  
Bradford, Richard--Business & Management. M.A., M.P.A., M.B.A., University of Missouri Kansas City  
Breen, Michael--Business & Management. M.A., University of Kansas  
Brennan, Patrick--Business & Management. M.S., Webster University  
Brown, Anita--Business & Management. M.S.M., Baker University  
Brown, Tony--Master of Liberal Arts. Ph.D., Vanderbilt University  
Brown, Tonya--Business & Management. M.B.A., Avila University  
Browning, Lisa--Business & Management. J.D., University of Alabama  
Brunk, Brian--Business & Management. M.B.A., University of Missouri Kansas City  
Bucher, Jacob--Business & Management. Ph.D., Emory University  
Burke, Brad--Business & Management. J.D., University of Kansas  
Burnham, Robert--Business & Management. M.S., New Mexico State University

#### C

Call, Michael--Business & Management. M.S., University of St. Francis  
Campbell, Larry--Business & Management. M.B.A., MidAmerica Nazarene; ABD, University of Phoenix  
Campbell, Misty--Business & Management. M.S., University of Missouri Kansas City  
Carr, Marianne--Business & Management. M.P.S., University of Denver  
Catt, James--Business & Management. M.S.L., Southwestern College  
Cheadle, Sonja--Business & Management. M.B.A., Avila University  
Childs, Angela--Business & Management. M.B.A., Baker University  
Chirveno, Michael--Business & Management. M.B.A., Keller Graduate School  
Christian, Ron--Business & Management. M.S., University of Northern Colorado  
Clardy, Don--Business & Management. Ed.D., University of Arkansas  
Clark, Ken--Master of Liberal Arts. Ph.D., Southern Illinois University  
Clark-Evans, Barbara--Business & Management. M.B.A., Baker University  
Clausius, Dawn--Business & Management. M.A., Boston University  
Clement, Timothy--Master of Liberal Arts. M.F.A., Lindenwood University

Cobb, Alan--Business & Management. J.D., Washburn University  
Cochran, Katie--Business & Management. M.A., University of Kansas  
Coffey, Chris--Business & Management. M.B.A., Baker University  
Condit, Lorna--Master of Liberal Arts. Ph.D., University of Missouri  
Cook, Carmen--Business & Management. M.B.A., Webster University  
Cooper, David--Business & Management. M.B.A., Baker University  
Cooper, Tracy--Master of Liberal Arts. Ph.D., California Institute of Integral Studies  
Copeland, Doug--Business and Management. M.A., University of Missouri Kansas City  
Cotter, Randy--Business & Management. M.S.M., Baker University  
Crandell, Dale--Business & Management. M.S.M., Baker University  
Crane, Steve--Business & Management. M.A., University of Phoenix  
Crispin, Jamie--Business & Management. M.A., University of Warwick  
Croll, Bob--Business & Management. M.L.A., Baker University  
Cushenberry, Vern--Business & Management. M.S., University of Missouri Kansas City

**D**

Danaver, Dana--Business & Management. M.B.A., Friends University  
Daniel, Brian--Business & Management. M.B.A., Webster University  
Daugherty, Anne--Master of Liberal Arts. Ph.D., Florida State University  
Daugherty, James--Business & Management. Ph.D., Kansas State University  
Daugherty, Jim--Master of Liberal Arts. Ph.D., Florida State University  
Davis, Christina--Business & Management. M.S., University of Nebraska  
Davis, Nancy--Business & Management. M.S., Friends University  
Deatherage, Jordan--Business & Management. M.A., University of Missouri  
Desimone, JJ--Business & Management. M.S., University of Kansas; ABD, University of Wisconsin Madison  
Ding, Hui (Christina)--Business & Management. Ph.D., Nankai University  
Dixon, Debbie--Business & Management. M.B.A., Webster University  
Dixon, Reginald--Business & Management. D.M., University of Phoenix  
Doll, Randall--Business & Management. M.A., Webster University  
Dudley, Marcus--Business and Management. M.L.A., Baker University  
Duncan, William--Business & Management. M.S., University of Oxford  
Dunfee, Charlene--Business & Management. Ph.D., Capella University, D.M., University of Phoenix

**E**

Eckert, Jeff--Business & Management. M.B.A., William & Mary College  
Ellis, Lana--Business & Management. J.D., Seattle University, Ph.D., University of Missouri, Kansas City  
Ervin, Jocelyn--Business & Management. M.L.A., Baker University

**F**

Fagan, Carol--Master of Liberal Arts. M.A., University of Missouri  
Falvey, Dan-- Business & Management. Ph.D., Walden University  
Fecteau, Kevin--Business & Management. M.B.A., Washburn University  
Fennell, Stephen--Business & Management. M.B.A., Baker University  
Ferraro, James--Business & Management. J.D., University of Missouri Kansas City  
Fields, Jamie--Business & Management. M.S., Avila University  
Fields, Vernon--Business & Management. Ph.D., Capella University  
Fisher, Ellen--Business & Management. M.B.A., University of Kansas  
Flippo, Russel--Business & Management. M.B.A., Southwestern College  
Flores, Jimmie--Business & Management. Ph.D., Fielding Graduate University; D.M., University of Phoenix  
Ford, Emily--Business & Management. Ed.D., Baker University  
Fried, Bernie--Business & Management. M.B.A., Pace University  
Friedman, Megan--Business & Management. M.B.A., University of Phoenix  
Frost, Jeff--Business & Management. Ed.D., Baker University

**G**

Gallery, Tracy--Business & Management. M.S., Benedictine University  
Gammon, Rick--Business & Management. M.B.A., University of Kansas  
Gargesh, Ravi--Business & Management. M.S., University of Madras; M.B.A., University of Kansas  
Garlic, William--Business & Management. M.A.E.D., University of Mississippi; M.A., Eastern Michigan University

Garrett, Kenneth--Business & Management. J.D., University of Missouri Kansas City  
Gibb, Keke--Business & Management. M.S., University of Kansas  
Gibb, Ryan--Business & Management. Ph.D., University of Kansas  
Gifford, Debbe--Business & Management. M.S.M., Baker University  
Gilmore, Tereasa--Business & Management. M.A., Kansas State University  
Glover, Bill--Business & Management. M.B.A., University of Arkansas  
Goff, Megan--Business & Management. M.B.A., Baker University  
Gorriaran, Adolfo--Business & Management. D.B.A., Nova Southeastern University, Ph.D., Capella University  
Gradington, Leticia--Business & Management. M.B.A., Baker University  
Graham, Janet--Business & Management. M.B.A., Baylor University  
Green, Kay--Business & Management. D.B.A., Argosy University

## H

Hall, Sandra--Business & Management. Ph.D., Florida State University  
Hannaman, Keith--Business & Management. M.A., Pennsylvania State University  
Harden, Stacy--Business & Management. M.B.A., Baker University  
Harris, Martha--Business & Management. M.B.A., University of Kansas  
Harvey, Mark--Business & Management. M.A., University of Missouri Kansas City  
Heismeyer, Fred--Business & Management. Ed.D., University of Arkansas  
Helmer, Cheryl--Business & Management. M.A.E.D., Wichita State University  
Helms, Clayton--Business & Management. M.S., Friends University  
Hemingson, Danielle--Master of Liberal Arts. Ed.D., University of South Dakota  
Hickman, Julie--Business & Management. M.A., Ottawa University  
Hill, Robert--Master of Liberal Arts. Ed.D., University of Missouri  
Hoffman, Gerald--Business & Management. Ph.D., Missouri University of Science and Technology  
Holbert, Todd--Business & Management. M.Ed., Jones International University  
Holt, Erin--Master of Liberal Arts. Ed.D., Delta State University  
Horen, Jeff--Business & Management. Ph.D., Yale University  
Horing, Shoula--Business & Management. J.D., University of Missouri Kansas City  
Hornung, Hannah--Business & Management. M.A., Wichita State University  
Houchin, Ashley--Master of Liberal Arts. Psy.D., Argosy University  
Hudson, Mark--Business & Management. M.A., Oral Roberts University  
Hudson, William--Business & Management. M.P.A., Park University  
Hummel, Peter--Master of Liberal Arts. M.A., DePaul University  
Hyten, Ami--Business & Management. J.D., Washington University

## I

Idowu, Oluseun--Business & Management. Ph.D., University of Missouri Kansas City  
Irick, Gary--Business & Management. M.M., Northwestern University, C.P.A.

## J

Jantz, Rhonda--Business & Management. M.B.A., William Woods University  
Jelavich, Mark--Business & Management. Ph.D., Johns Hopkins University  
Jennings, Stephanie--Business & Management. M.B.A., Baker University  
Jett, Andy--Business & Management. M.L.A., Baker University  
Jones, Ken--Business & Management. M.B.A., Baker University  
Johnson, Garan--Business & Management. M.S., Friends University  
Johnson, Jean--Business & Management. Ph.D., Iowa State University  
Johnson, Jim--Business & Management. M.B.A., University of Missouri Kansas City, C.P.A.  
Jones, Linda--Business & Management. M.B.A., Clark Atlanta University

## K

Kaiser, Denise--Business & Management. M.B.A., William Woods University  
Kass, Mark--Business & Management. Ph.D., University of Missouri  
Kennedy, Kevin--Business & Management. J.S., University of Kansas  
Kimball, Scott--Master of Liberal Arts. Ph.D., The Ohio State University  
King, Christina--Business & Management. M.S., University of Kansas Medical Center  
Knoettgen, Amber--Business & Management. M.B.A., Baker University  
Knox, Don--Business & Management. Ph.D., University of North Texas

Krichiver, Joel--Business & Management. M.B.A., University of Chicago  
Kuhlman, Dawn--Business & Management. M.A., Dayton University  
Kulbiski, Neil--Business & Management. M.B.A., Baker University

**L**

Land, Carissa--Business & Management. M.A., University of Tulsa  
Langham, Jerry--Business & Management. M.B.A., Michigan State University  
Langhorst, Eric--Master of Liberal Arts. M.A., University of Nebraska Lincoln  
Larkin, Gayle--Business & Management. J.D., University of Kansas  
Larrick, Steve--Business & Management. M.B.A., Baker University  
Light, Joel--Business & Management. Ph.D., Capella University  
Logan, Amber--Business & Management. M.L.A., Baker University  
London, Oliver--Business & Management. Ph.D., Colorado State University  
Lord, Eden--Business & Management. M.S.M., Baker University  
Low-Weso, Denise--Business & Management. Ph.D., University of Kansas  
Lubbers, Tony--Business & Management. M.A., Wichita State University  
Lynch, Andrea--Business & Management. M.A., St. Louis University

**M**

Malone, Dee--Business & Management. M.B.A., University of Missouri Kansas City  
Mann, Rebecca--Business & Management. J.D., Tulane University School of Law  
Marrant, Dale--Business & Management. M.B.A., University of Missouri Kansas City  
Marszalek, Deborah--Business & Management. M.S., Emporia State University  
McDiffet, Susan--Business & Management. M.B.A., Southwestern College  
McDonald, Tom--Business & Management. M.A., University of Missouri Kansas City  
McDuffie, Clint--Business & Management. Ph.D., University of Missouri Kansas City  
Megaris, Mike--Business & Management. M.B.A., University of Missouri Kansas City  
Mellinger, Gwyn--Master of Liberal Arts. Ph.D., University of Kansas  
Meyer, Carmela--Business & Management. M.B.A., University of Missouri Kansas City  
Mick, Lori--Business & Management. M.L.A., Baker University  
Miller, Jerri--Business & Management. M.L.A., Baker University  
Miller, Mitchell--Business & Management. D.B.A., Nova Southeastern University  
Miller, Shaun--Business & Management. M.B.A., Baker University  
Mills, Matt--Business & Management. M.B.A., Baker University; C.P.A.  
Mitchell, Deborah--Business & Management. J.D., University of Kansas  
Moody, Martha--Business & Management. M.A., University of Kansas  
Moreau, John--Business & Management. M.A., University of Missouri Kansas City  
Morton, Kyle--Business & Management. D.C.S., Colorado Technical University  
Murdock, Allen--Business & Management. M.B.A., University of Phoenix  
Musick, Jackie--Business & Management. M.B.A., Walden University  
Myers, Currie--Business & Management. Ph.D., University of the Southwest

**O**

O'Connor, Amy--Business & Management. Ed.D., Nova Southeastern University  
Olberding, Debra--Business & Management. M.A., Kansas State University  
Overstreet, Glenda--Business & Management. D.B.A., University of Phoenix

**P**

Pace, Gregory--Business & Management. D.B.A., Argosy University  
Pagano, Biagio--Business & Management. M.S., University of Missouri  
Pahls, Mark--Business & Management. Ed.D., University of Kansas  
Patterson, Eric--Business & Management. D.B.A., Walden University  
Peterson, Latonya--Business & Management. Ph.D., Nova Southeastern University  
Phillips, Amy--Business & Management. M.Ed., Rockhurst University  
Pinick, Sandra--Business & Management. M.B.A., Washburn University  
Powers, Clarice--Business & Management. Ph.D., Walden University  
Praechter, Kim--Business & Management. M.B.A., Northwest Missouri State University

**R**

Ratcliff, Jeff--Business & Management. M.B.A., Baker University  
Renfrow, Maggie--Business & Management. M.I.T., Fort Hays State University  
Reynolds, Jim--Business & Management. M.B.A., Eastern Illinois University  
Rhoden, Howard--Business & Management. M.S., Kansas State University  
Richard, Nora Ellen--Business & Management. M.A., Wyoming University  
Rogers, Karl--Business & Management. Ph.D., Walden University  
Romo, Jesse--Business & Management. M.B.A., Embry-Riddle Aeronautical University  
Rosenboom, Matthew--Business & Management. M.S., M.B.A., University of Phoenix  
Ross, Gena--Business & Management. M.P.A., Walden University  
Royle, Evie--Business & Management. M.I.B.S., University of South Carolina

**S**

Sandusky, Craig--Business & Management. M.A., Illinois State University; M.B.A., University of Kansas  
Sandusky, Linda--Business & Management. M.A., Illinois State University  
Sarofim, Samer--Business & Management. M.B.A., The American University of Cairo  
Schaefer, Kim--Business & Management. Ph.D., University of Texas  
Scheer, Suzie--Business & Management. M.B.A., Keller Graduate School  
Schnoll, Richard--Business & Management. M.A., University of Illinois  
Schuckman, Penny--Master of Liberal Arts. M.A., Wichita State University  
Segalo, Michael--Business & Management. M.S., Drexel University  
Sharp, Kelly--Business & Management. M.B.A., Baker University  
Shea, Kevin--Business & Management. M.A., Central Michigan University  
Sherman, Eileen--Master of Liberal Arts. M.A., New York State University Albany  
Sieg, Kent--Master of Liberal Arts. Ph.D., University of Colorado  
Simon, Brad--Business & Management. M.B.A., M.A., University of Chicago  
Sinclair, Tisha--Business & Management. M.S., Kansas State University  
Smith, Bobbie--Business & Management. M.S.M., Baker University  
Smith, Molly--Business & Management. M.S., University of Kansas  
Stanley, Bethany--Business & Management. M.A., Northwestern University  
Strickland, Scott--Business & Management. M.B.A., Baker University  
Seymour, Jennifer--Business & Management. Ed.D., Baker University  
Stevick, Carrie--Business & Management. M.B.A., University of Missouri Kansas City  
Stinson, Rachel--Business & Management. M.S., Capella University  
Summers, Loretta--Business & Management. M.B.A., Memphis State University  
Sumpter, Richard--Business & Management. M.P.A., Harvard University

**T**

Taylor, Tony--Business & Management. M.B.A., MidAmerica Nazarene University  
Thomas, Susan--Business & Management. Ph.D., University of Kansas  
Tice, John--Business & Management. M.S.M., Baker University  
Todden, Chris--Business & Management. Ed.D., University of South Dakota  
Tolleson, Greg--Business & Management. M.S., University of Arkansas  
Trask, Kristin--Business & Management. M.S., Texas A&M University  
Turner, Pat--Business & Management. M.S.M., Baker University  
Turrentine, Mark--Business & Management. M.B.A., University of Kansas

**U**

Uhlenhake, Katie--Business & Management. M.A.E., Park University  
Usera, Daniel--Business & Management. Ph.D., University of Iowa

**V**

Valentine, Cary--Business & Management. M.S., Avila University  
Visocky, Beth--Business & Management. M.B.A., Baker University

**W**

Walt, Briana--Business & Management. D.B.A., University of Phoenix  
Watlington, Phil--Business & Management. M.B.A., University of Missouri Kansas City  
Watson, Joe--Business & Management. Ph.D., Kent State University

Weller, Heather--Business & Management. Ph.D., Capella University  
Werner, Brian--Business & Management. M.A., University of Missouri Kansas City  
Wolf, Brent--Business & Management. Ph.D., Kansas State University  
Woodruff, Bruce--Business & Management. Ph.D., University of Nebraska Lincoln

**Y**

Yan, Bo--Business & Management. Ph.D., Michigan State University  
Yeager, Stacy--Business & Management. D.M., University of Phoenix  
York Guy, Laura--Business & Management. M.S., Fort Hays State University  
Young, C. Ed--Business & Management. J.D., University of Kansas

**Z**

Zaniletti, Isabella--Business & Management. Ph.D., University of Missouri  
Zelle, Cheryl--Business & Management. M.S.M., Baker University  
Zimmers, Cathy--Business & Management. M.S.M., Baker University

## GRADUATE SCHOOL OF EDUCATION FACULTY

**Li Chen-Bouck**

Ph.D.-- Educational Psychology  
University of Kansas

**Marcus Childress**

Ph.D.-- Instructional Design and Technology  
Virginia Tech

**Jeanne Duncan**

M.A.T.-- Elementary Education  
Webster University

**Verneda Edwards**

Ed.D. -- Higher Education  
Oklahoma State University

**Kathy Ermerl**

Ed.D. – Physical Education  
The State University of New York at Buffalo

**Harvey Foyle**

Ph.D. – Curriculum and Instruction  
Kansas State University

**Harold Frye**

Ed.D. -- Educational Administration  
University of Kansas

**Dennis King**

Ed.D. -- Educational Leadership  
St. Louis University

**Russ Kokoruda**

Ed.D. – Curriculum and Instruction  
University of Kansas

**Tes Mehring**

Ph.D.-- Special Education  
University of Kansas

**Phillip Messner**

Ed.D.-- Educational Leadership  
University of Missouri Columbia

**Marie Miller**

Ph.D. -- Music Education  
Florida State University

**Jim Robins**

Ed.D. -- Educational Leadership  
William Woods University

**Susan Rogers**

Ph.D. -- Educational Administration  
Kansas State University

**Bethany Teppe**

M.A.S.L.-- Educational Administration  
Baker University

**Margaret Waterman**

Ed.D.-- Educational Leadership  
Baker University

**Sally Winship**

Ph.D.-- Educational Administration  
University of Kansas

**Sharon Zoellner**

Ph.D. -- Educational Administration  
University of Kansas

## **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: [www.bakeru.edu](http://www.bakeru.edu). 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.

# INDEX

## A

<b>Absences</b> .....	<i>See</i> Attendance Policy
<b>Academic</b>	
Advising.....	44
Caution.....	14
Grievance Policy .....	<i>See</i> Grade Protest
Honors.....	14
Ineligibility.....	14
Misconduct.....	40–41
Performance Policies and Procedures .....	36–40
Doctor of Education Programs .....	39–40
Graduate Business Programs.....	37–38
Master's Education Programs.....	38–40
Undergraduate Programs.....	36–37
Policies .....	10–16
Auditing of Courses.....	13
Class Level.....	11
College-Level Learning Credit.....	13–14
Course Load.....	11
Grading System .....	11–13
Graduation Requirements .....	15–16
Independent Study.....	13
Probation.....	14
Doctor of Education Programs .....	39
Graduate Business Programs.....	37
Master's Education Programs.....	38–39
Undergraduate Programs.....	36
Programs .....	61–94
Residency.....	15–16
Standing .....	14
Doctor of Education Programs .....	39
Graduate Business Programs.....	37
Master's Education Programs .....	38
Undergraduate Programs.....	36
<b>Accounting</b> .....	<i>See</i> Bachelor of Science in Accounting
<b>Accreditation</b> .....	6
<b>Address Changes</b> .....	<i>See</i> Change of Contact Information
<b>Administrative</b>	
Faculty.....	16–17
Withdrawal .....	35
<b>Admission</b> .....	24–31
Appeal Process.....	29
Graduate Business Programs .....	26
Graduate Education Programs .....	26–29
International Students.....	30–31
Reentry.....	29–30
Undergraduate Programs .....	24–26
<b>Advanced Placement Tests</b> .....	<i>See</i> Academic

<b>Policies: College-Level Learning Credit</b>	
<b>Americans with Disabilities Act</b> .....	<i>See</i> Policies: Ethics and Compliance
<b>Assessment</b> .....	23–24
Academic Achievement.....	23
Credit.....	<i>See</i> Credit: Assessed
Program .....	23–24
<b>Associate of Arts in Business</b> .....	62–63
Course Sequence .....	63
Graduation Requirements .....	62
Overview .....	62
Program Learning Outcomes.....	62
<b>Attendance Policy</b> .....	46
<b>Auditing Courses</b> .....	<i>See</i> Academic Policies

## B

<b>Bachelor of Business Administration</b> .....	63–65
Course Sequence .....	64–65
Graduation Requirements .....	63–64
Majors .....	64–65
Overview .....	63
Program Learning Outcomes.....	63
<b>Bachelor of Science in Accounting</b> .....	65–66
Course Sequence.....	66
Graduation Requirements .....	65–66
Overview .....	65
Program Learning Outcomes.....	65
<b>Bachelor of Science in Criminal Justice</b> .....	67–68
Course Sequence.....	68
Graduation Requirements .....	67–68
Overview .....	67
Program Learning Outcomes.....	67
<b>Board of Trustees</b> .....	16

## C

<b>Career Services</b> .....	45
<b>Certificate Programs</b> .....	77–79
<b>Change of Contact Information</b> .....	42
<b>Change of Name</b> .....	42
<b>Cheating</b> .....	<i>See</i> Academic Misconduct
<b>CLEP</b> .....	<i>See</i> Standardized Examination Center
<b>Commencement</b> .....	43–44
<b>Concentrations</b>	
Graduate Business .....	76–77
Master of Arts in Education.....	81
Master of Liberal Arts.....	75
Undergraduate.....	68–69
<b>Continuing Education, GSOE</b> .....	93–94
<b>Course Descriptions</b> .....	95–177

Graduate.....	122–77
Undergraduate.....	96–121
<b>Course Load .....</b>	<b>See Academic Policies</b>
<b>Course Numbering.....</b>	<b>11</b>
<b>Credit</b>	
Assessed.....	32–33
College-Level Learning Credit .....	13–14
Military .....	33
Non-Transferable Credit	
Graduate .....	33
Undergraduate .....	31–32
Transfer Credit	
Graduate .....	33
Undergraduate .....	31–33

**D**

<b>Deferments, Verifications, and Certifications...</b>	<b>42</b>
<b>Degree Completion .....</b>	<b>See Graduation</b>
<b>Degree Conferral .....</b>	<b>See Graduation</b>
<b>Directed Field Experience</b>	
Admission .....	27
Expectations .....	83–84
<b>Directory.....</b>	<b>178–85</b>
Executive Officers.....	16
Faculty	
Administrative .....	16–17
GSOE.....	185
SPGS.....	179–84
Senior Administration.....	16
<b>Discrimination .....</b>	<b>See Policies: Ethics and Compliance: Nondiscrimination</b>
<b>Dismissal.....</b>	<b>See Academic Ineligibility</b>
<b>District Leadership Licensure .....</b>	<b>See Doctor of Education Building Leader DLL+ Program</b>
<b>Doctor of Education</b>	
Building Leader DLL+ Program.....	91–92
Concentration in Instructional Design and Performance	
Technology.....	93
Course Requirements	
Higher Education.....	92
PK-12 .....	92
Dissertation.....	91
Field Experience .....	91
Graduation Requirements.....	90
Licensure .....	91
Overview .....	89
Program Objectives	
Higher Education.....	90
PK-12 .....	89
Program Portfolio.....	90
<b>Dropping Courses.....</b>	<b>See Academic Advising</b>
<b>Drug Policy.....</b>	<b>See Policies: Conduct: Tobacco, Alcohol, and Drugs</b>
<b>DSST.....</b>	<b>See Standardized Examination Center</b>

**E**

<b>Education, School of</b>	
Academic Policies and Procedures.....	38–40
Admission.....	26–29
Continuing Education.....	93–94
Enrollment .....	35
Graduate Academic Programs .....	79–93
Mission, Vision, and Beliefs.....	21
Programs and Endorsements .....	22
<b>Educational Expenses .....</b>	<b>See Tuition and Fees</b>
<b>Educational Philosophy .....</b>	<b>20</b>
<b>English Proficiency .....</b>	<b>30–31</b>
<b>Enrollment</b>	
GSOE Modality .....	35
Status .....	42
Verification.....	See Deferments, Verifications, and Certifications
<b>Ethics.....</b>	<b>See Policies: Ethics and Compliance</b>
<b>Executive Officers .....</b>	<b>See Directory</b>
<b>External Sources of Credit .....</b>	<b>See Credit</b>

**F**

<b>Facilities and Locations .....</b>	<b>7–8</b>
<b>Faculty</b>	
Administrative .....	16–17
GSOE .....	185
SPGS .....	179–84
<b>Family Educational Rights and Privacy Act (FERPA).See Policies: Ethics and Compliance</b>	
<b>Fees.....</b>	<b>See Tuition and Fees</b>
<b>Field Trips .....</b>	<b>See Attendance Policy</b>
<b>Finance</b>	
Certificate .....	78
Concentration	
Graduate .....	76
Undergraduate .....	68
<b>Financial Aid.....</b>	<b>57–60</b>
Allowable Break in Enrollment.....	59
Application.....	57
Leave of Absence.....	59–60
Qualification .....	57
Refunds .....	58–59
Satisfactory Academic Progress (SAP) .....	58
Types Available .....	57–58
Withdrawals .....	58–59

**G**

<b>Good Academic Standing See Academic Standing Grade</b>	
Access.....	41–42
Changes.....	12–13
Level.....	See Academic Policies: Class Level

Protest.....	41
System.....	11–13
<b>Graduate</b>	
Admission.....	26–29
Course Descriptions.....	122–77
Programs.....	69–94
Transfer Credit.....	33
Tuition.....	54–56
<b>Graduation</b>	
Candidacy.....	43–44
Degree Completion.....	43
Degree Conferral and Diploma.....	44
Fee.....	52
Intent to Graduate Form.....	43
Participation in Commencement.....	43–44
Requirements.....	15–16, <i>See also</i> : Individual Academic Programs
<b>Grants.....</b>	<i>See Financial Aid: Types Available</i>
<b>Grievances</b>	
Academic.....	<i>See Grade Protest</i>
Non-Academic.....	47

## H

<b>Harassment</b>	<i>See Policies: Ethics and Compliance</i>
<b>Healthcare Administration</b>	
Certificate.....	79
Concentration	
Graduate.....	77
Master of Liberal Arts.....	75
Undergraduate.....	69
<b>Holds.....</b>	<b>42</b>
<b>Honors.....</b>	<i>See Academic Honors</i>
<b>Human Resources</b>	
Certificate.....	79
Concentration	
Graduate.....	77
Master of Liberal Arts.....	75
Undergraduate.....	69

## I

<b>Identification Cards.....</b>	<b>44</b>
<b>Incomplete Grade.....</b>	<b>12–13, 34</b>
<b>Independent Study.....</b>	<b>13</b>
Master of Liberal Arts.....	73
<b>Information Systems Concentration.....</b>	<b>69</b>
<b>Instructional</b>	
Resources.....	45
Sites and Programs.....	19
<b>Intent to Graduate Form.....</b>	<i>See Graduation</i>
<b>International Business Concentration.....</b>	<b>69</b>
<b>International Student Admission.....</b>	<b>30–31</b>

## J

<b>Jeanne Clery Act.....</b>	<i>See Policies: Ethics and Compliance</i>
------------------------------	--

## L

<b>Leadership and Organizational Change</b>	
Certificate.....	79
Concentration.....	77
<b>Leadership Major.....</b>	<i>See Bachelor of Business Administration: Majors</i>
<b>Leave of Absence.....</b>	<i>See Financial Aid</i>
<b>Library</b>	
Identification Numbers.....	44
Services and Resources.....	45
<b>Loans.....</b>	<i>See Financial Aid: Types Available</i>
<b>Lower-College Courses.....</b>	<i>See Course Numbering</i>

## M

<b>Management and Leadership Concentration....</b>	<b>75</b>
<b>Management Major.....</b>	<i>See Bachelor of Business Administration: Majors</i>
<b>Marketing Concentration.....</b>	<b>69</b>
<b>Master of Arts in Education.....</b>	<b>79–81</b>
Concentrations.....	81
Course Sequence.....	80–81
Field Experience.....	80
Graduation Requirements.....	79–80
Overview.....	79
Program Objectives.....	79
Program Orientation.....	80
Program Portfolio.....	80
<b>Master of Arts in Organizational Leadership..</b>	<b>69–70</b>
Course Sequence.....	70
Graduation Requirements.....	70
Overview.....	69–70
Program Learning Outcomes.....	70
<b>Master of Business Administration.....</b>	<b>70–71</b>
Course Sequence.....	71
Graduation Requirements.....	71
Overview.....	70–71
Program Learning Outcomes.....	71
<b>Master of Liberal Arts.....</b>	<b>72–75</b>
Capstone Project.....	73
Concentrations.....	75
Course Sequence.....	74–75
Graduation Requirements.....	74
Independent Study.....	73
Overview.....	72
Portfolio.....	73
Program Learning Outcomes.....	72
Program Scheduling.....	74

**Master of Science in School Leadership ..... 82–85**  
 Course Sequence..... 84–85  
 Directed Field Experience ..... 83–84  
 Graduation Requirements ..... 82–83  
 Licensure ..... 84  
 Orientation ..... 83  
 Overview ..... 82  
 Portfolio..... 83  
 Program Objectives..... 82

**Master of Science in Special Education..... 85–87**  
 Course Sequence..... 87  
 Field Experience ..... 86  
 Graduation Requirements ..... 86  
 Licensure ..... 86–87  
 Orientation..... 86  
 Overview ..... 85  
 Portfolio..... 86  
 Program Objectives..... 85

**Master of Science in Sport Management ..... 75–76**  
 Course Sequence..... 76  
 Graduation Requirements ..... 76  
 Overview ..... 75  
 Program Learning Outcomes..... 75

**Master of Science in Teaching..... 87–89**  
 Course Sequence..... 88–89  
 Graduation Requirements ..... 88  
 Overview ..... 87  
 Portfolio..... 88  
 Program Objectives..... 87–88

**Military**  
 Credit.....*See* Credit: Military  
 Leave Policy..... 35–36

**Misconduct..... *See* Academic Misconduct**

**Mission statement ..... 5**

**N**

**No Credit Grade ..... 34, *See* also Grade System**

**Non-Degree**  
 Graduate Business ..... 77–79  
 Graduate School of Education ..... 93–94  
 Senior Scholars ..... 74

**Nondiscrimination Policy ..... *See* Policies: Ethics and Compliance**

**O**

**Official Transcripts ..... *See* Transcripts**

**Online Education ..... 22–23**  
 Attendance ..... 46  
 Available Programs..... 22  
 Course Format ..... 22  
 Course Participation..... 46

**Online Teaching and Learning Concentration. 75**

**P**

**Payment Policies.....*See* Tuition and Fees**

**Physical Education Courses.. *See* Credit: Transfer Credit**

**Plagiarism..... *See* Academic Misconduct Policies**  
 Academic .....*See* Academic Policies  
 Conduct ..... 47–50  
 Animals ..... 49  
 Anti-Harassment ..... 48  
 Cancellation of Classes..... 49  
 Children and Visitors..... 49  
 Complaint Procedure ..... 47  
 Firearms and Weapons..... 48  
 Sanctions ..... 47–48  
 Severe Weather ..... 49–50  
 Tobacco, Alcohol, and Drugs..... 48–49

Ethics and Compliance ..... 9–10  
 Americans with Disabilities Act ..... 9  
 FERPA ..... 9–10  
 Harrassment ..... 9  
 Jeanne Clery Act..... 9  
 Nondiscrimination ..... 9

**Prior Learning Assessment**

Fees ..... 54  
 Portfolio..... 32

**Probation ..... *See* Academic Probation**

**Proof of Residency .....*See* International Student Admission**

**R**

**Re-entry and Readmission Policy.....29–30**

**Refunds**  
 Financial Aid ..... 58–59  
 Tuition..... 56–57

**Residency**  
 Academic ..... 15–16  
 International Students..... 30

**S**

**Schedule Changes ..... 35**

**Scholastic Honors..... *See* Academic Honors**

**Second Bachelor’s Degree Policy ..... 36**

**Security Information ..... 186**

**Senior Scholars..... *See* Non-Degree**

**Severe Weather..... *See* Policies: Conduct**

**Smoking Policy.. *See* Policies: Conduct: Tobacco, Alcohol, and Drugs**

**Special collections ..... *See* Facilities and locations**

**Standardized Examination Center ..... 32**

**Strategic Communication Major .. *See* Bachelor of Business Administration: Majors**

<b>Structure of the University</b> .....	5–6
<b>Student Resources</b> .....	44–45
Career Services .....	45
Identification Cards.....	44
Instructional Resources .....	45
Library Services .....	45
Web Resources.....	45
<b>Student Responsibilities</b> .....	10–16, 45–46

## T

<b>Technical Courses .... See Credit: Transfer Credit</b>	
<b>Transcripts</b> .....	41
<b>Transfer Credit</b> .....	<i>See Credit</i>
<b>Transfer GPA</b> .....	24–25
<b>Tuition and Fees</b> .....	52–57
Educational Expenses By Program .....	53–56
Fees.....	52
Making Payment .....	52–53
Non-Payment .....	52
Refund Policy .....	56–57
<b>Tutoring</b> ..... <i>See Student Resources: Instructional Resources</i>	

## U

<b>Undergraduate</b>	
Admission .....	24–26
Course Descriptions.....	96–121

Programs .....	61–69
Transfer Credit .....	31–33
Tuition .....	53–54

## University

Accreditation .....	6
Catalog policies .....	10–16
Facilities and locations .....	7–8
Faculty	
Administrative .....	16–17
Graduate School of Education.....	185
School of Professional and Graduate Studies ...	179–84
History .....	6–7
Mission statement.....	5
Structure .....	5–6

## Upper-College Courses.....*See Course Numbering*

## V

<b>Veterans Administration Education Benefits ....</b>	42
<b>Visitor Policy</b> .....	<i>See Policies: Conduct</i>

## W

### Withdrawal

Administrative .....	35
Course .....	35
Financial Aid.....	58–59
Program .....	35