BAKER UNIVERSITY

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Academic Catalog

2026-2027

School of Professional and Graduate Studies

School of Education Graduate Programs

BakerU.edu

BAKER UNIVERSITY

SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES

AND

GRADUATE SCHOOL OF EDUCATION

2026-2027
ACADEMIC CATALOG
& STUDENT HANDBOOK

Baker University
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THE UNIVERSITY
VISION, MISSION, AND VALUES

VISION
Baker University will continue its tradition of academic excellence by preparing graduates to realize their full potential to become confident contributors to society through student-focused learning experiences in a respectful, innovative, and values-based learning community.

MISSION
Baker University empowers students with the knowledge, skills, and values to make a meaningful impact on their professions, their communities, and the world.

VALUES
The values of Baker University reflect the principles and beliefs that guide the institution's actions, decisions, and interactions. They are: In the tradition of our United Methodist heritage, Baker University values:

- Excellence: Providing high-quality education through academic rigor, critical thinking, and continuous improvement.
- Integrity: Upholding the highest ethical standards, promoting honesty, transparency, accountability, and a culture of trust.
- Respect: Valuing the dignity and worth of all individuals, creating a safe and welcoming environment, and promoting a culture of inclusivity.
- Community: Fostering connection, belonging, collaboration, and shared responsibility among students, faculty, staff, and alumni.
- Service: Encouraging a commitment to social responsibility and making a positive difference in local, national, and global communities.
- Growth: Cultivating intellectual curiosity, lifelong learning, and personal and professional development.
- Innovation: Promoting new ideas and encouraging adaptability, flexibility, entrepreneurial thinking, and creativity.
- Spirituality: Respecting religious diversity and fostering individual spiritual development in an inclusive manner.

These values will guide the University's policies, programs, and practices, creating a strong and purposeful foundation for the Baker University 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 associated with a superior undergraduate liberal arts education. It offers the Bachelor of Arts (BA), Bachelor of Music Education (BME), and Bachelor of Science (BS) 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 online. It offers the Associate of Arts in Business, Bachelor of Business Administration, Bachelor of Science, Master of Arts in Organizational Leadership, Master of Business Administration, and Master of Science in Sport Management degree programs.

The School of Education (SOE) offers undergraduate licensure programs and graduate education programs. SOE undergraduate programs are located at the Baldwin City campus where students receive a BA, BS, or BME 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 various Kansas locations, as well as online. Graduate degree programs offered include the Master of Arts, Master of Science, and Doctorate of Education.

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) 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 extended through 2031-32. 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 BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Kansas State Board of Nursing. The MSN program is accredited by the CCNE.

The majors of Accounting, Business, and International Business offered by the Department of Business and Economics in the College of Arts and Sciences are fully accredited at the national level by the Association of Collegiate Business Schools and Programs (ACBSP). In addition, the undergraduate degrees in Business Administration. Master of Business Administration, and Master of Organizational Leadership degrees offered by the School of Professional and Graduate Studies are fully accredited at the national level by the ACBSP.

Baker University has been accredited by the National Association of Schools of Music (NASM) since 1994. The Exercise Science program is accredited by the Committee on Accreditation for the Exercise Sciences (CoAES).

The University is a member of numerous professional organizations in higher education including the Council of Independent Colleges (CIC), the National Association of Independent Colleges and Universities (NAICU), the National Association of Intercollegiate Athletics (NAIA), the Kansas Independent College Association (KICA), 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 by developing a graduate degree program for adult students in the Kansas City metropolitan area. This initiative led to the formalization in 1988 of undergraduate and graduate professional degrees through the School of Professional and Graduate Studies.

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. The graduate nursing program began in 2016 and provides online education leading to an MSN. An accelerated BSN track began in 2024 offering online didactic and in-person clinical experiences.

In 2005, the School of Education was formed with undergraduate programs provided on the Baldwin City campus and graduate programs provided in various Kansas locations and online. The School of Education offers the University's only doctoral program, the Doctorate of Education (Ed.D) in the following areas: PreK-12 Educational Leadership, Leadership in Higher Education, and Instructional Design and Technology.

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 also located on the Baldwin City campus. These offices house the school's administrative functions. Classes may be offered in the evenings at various Kansas locations, as well as online. Classes may be arranged in corporate sites and other more rural areas to serve the educational needs of adult learners in the service region.

The School of Nursing is located in the Pozez Education Center on the corner of SW 8th Avenue and Horne on the campus of Stormont Vail Health in Topeka, Kansas. This facility provides administrative offices, large modern classrooms, and fully equipped clinical training and simulation labs, and a computer

lab. On the lower level, the Stauffer Health Sciences Library provides computer labs and individual study areas and is a strong learning resource for both students and faculty.

SPECIAL COLLECTIONS

Baker University's Special Collections are the result 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, a 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 Baker University and Baldwin City history.

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. The archives contain manuscripts, diaries, photographs, records, and other documentation of the history of Kansas, the Civil War, and Baldwin City, as well as of Baker and the Methodist Church.

Clarice L. Osborne Memorial Chapel was built in 1864 as the Methodist Chapel of Sproxton, a small village in Leicestershire, England. It was served by several Methodist clergy and Mr. Alf Roberts, a lay minister and father of Lady Margaret Thatcher, former Prime Minister of England. Closed for lack of attendance, the Chapel stood unused until the summer of 1995, when it was dismantled stone by stone and reassembled on its present site in Baldwin City. 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 weekly chapel services at 11:00 am on Thursdays, weddings, and other religious activities; and, it 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 eleven 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 date to the 1800s and were used 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 trees 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/compliance. 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

The University publishes an Annual Security Report in compliance with the federal Clery Act that is available on the University website at www.bakeru.edu/compliance. 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 at www.bakeru.edu/compliance.

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. 20202-5920.

All requests to release, inspect, or review education records or to petition to amend education records should be made in writing to: Ms. Ramie Nation, 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
- Date of birth
- Permanent address and telephone number
- Baker email address
- Dates of attendance
- Enrollment status
- Class level
- Major area(s) of study
- Honors and awards
- Degree(s) conferred (including dates)
- Photograph
- Participation in officially recognized activities and sports
- 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).

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. Students who have officially withdrawn, been administratively withdrawn, or who have not been enrolled in courses at Baker University for six months are subject to graduation requirements 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.

OFFICIAL COMMUNICATIONS

Baker University deems the student, faculty, and staff Baker email an official means of communication. Students are responsible for regular and frequent monitoring of this email account.

ACADEMIC POLICIES

CLASSIFICATION

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

Freshman/First Year:	0 through 29 credit hours earned
Sophomore:	30 through 59 credit hours earned
Junior:	60 through 89 credit hours earned
Senior:	90 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. 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 9 graduate credit hours for a fall or spring semester and 6 credit hours for a full summer session.

For students in the SPGS/GSOE, full-time and part-time status is determined as outlined in the Enrollment Status 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 students in their first two years. 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	Letter Grade	Quality Points
A	4.00	B-	2.67	C-	1.67	D-	0.67
A-	3.67	C+	2.33	D+	1.33	F	0.00
B+	3.33	C	2.00	D	1.00	XF	0.00
B	3.00						

ADDITIONAL GRADING NOTATIONS

P: Pass (represents work at the level of C or higher)
I: Incomplete (temporary grade only)
IP: In Progress (Ed.D and GSON only)
ABD: All But Dissertation (Ed.D only)
AU: Audit
W: Withdraw
WF: Withdrawn Failing (punitive grade, SPGS/GSOE only)
WP: Withdrawn Passing (SPGS/GSOE only)
NC: No Credit
DIST: Distinguished (GSOE portfolio only)
PROF: Proficient (GSOE portfolio only)
FAIL: (GSOE portfolio only)
*: Indicates a retaken course
R: Indicates a repeatable course
XF: Academic Misconduct (punitive grade)

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 previously identified.

The grade point average (GPA) is computed as follows and includes only those courses taken on a letter grade basis, WF, and XF: 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 0.00 to 4.00.

In computing the cumulative grade point average, all courses are included except: transferred courses; those with course numbers below the 100 level; and those in which a grade of ABD, P, NC, I, IP, 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 SPGS/GSOE catalog for more details.)

A passing grade for master-level SPGS students is a grade of C or higher. A passing grade for a master-level GSOE student may vary. See the graduation requirements section within each GSOE degree program for minimum grade requirements.

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: The student has four weeks into the next regular semester (i.e., fall or spring).
- GSON: The student has four weeks after the start of the next semester in which to remove the Incomplete grade. Only one other course may be taken concurrently during the semester that an Incomplete is addressed.
- GSOE: The student has four weeks following the ending course date.
- SPGS: The student has 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 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/GSOE students should refer to the tuition and fees section of the SPGS/GSOE catalog. Degree-seeking GSOE students may audit a GSOE course upon approval of the program coordinator. Courses may not be audited in the 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.

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 1 to 3 credit hours.

Depending on the program of study, students interested in pursuing an independent study should contact a designated academic administrator, supervising professor, and/or academic advisor to discuss the independent study and seek appropriate approvals. The student in consultation with the supervising professor is responsible for providing a course syllabus which includes the purpose of the study, objectives, procedure and methods, evaluation criteria, list of resources, and clearly indicates how the student will meet the Federal credit hour definition within the independent study modality. 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

Undergraduate programs 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 scores 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.

UNDERGRADUATE ACADEMIC HONORS

DEAN'S LIST

At the conclusion of each semester at CAS/USOE/USON, all full-time degree-seeking students earning a term 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.

At the conclusion of each semester at SPGS (Spring and Fall parent terms), all undergraduate degree-seeking students earning a term GPA of 3.60 or higher in at least 9 credit hours of coursework 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 at commencement 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:

	Summa Cum Laude	Magna Cum Laude	Cum Laude
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 declared 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 by the end of the semester 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.

The cumulative GPA and academic rules that determine good academic standing for students within the SPGS and GSOE vary by degree and program. Students should refer to the Academic Performance Policies and Procedures section of the SPGS/GSOE catalog for details.

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

Full payment of tuition and fees and approval of the respective faculty and Board of Trustees are required of all graduation candidates from the college/school.

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	Min. Cr Hrs	Min. GPA	Degree Program	Min. Cr Hrs	Min. GPA
CAS Bachelor	124	2.00	SON Master	35	3.00
SOE Bachelor	124	2.00	SPGS Master	30-36	3.00
SON Bachelor	120	2.00	MBA 4+1	21	3.00
SPGS Associate	60	2.00	MAED, MSIDT,	36-42	3.00
SPGS Bachelor	120	2.00	MS-HEL		
			MSSE & MSSL	33-37	3.25
			SOE Doctorate	58-59	3.00

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 26 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 5 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. Transferring 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 (ASEM) committee.

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

At SPGS: 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 30 upper-college credit hours (numbered 300 and above) must be completed in residency.

See school catalog for details of the residency requirements for SPGS and GSOE graduate-level programs. A maximum time frame of six years has been designated for completion of all graduate program requirements at SPGS/GSOE.

BOARD OF TRUSTEES

In 1858 the founders of Baker University deemed the University to be governed by an overseeing body of members known as the Board of Trustees which consists of not more than twenty-eight members nor less than twenty-four members. Today, Board of Trustees members are elected by the Board and serve a four-year term. Members meet three times annually—October, February, and May—to approve University programs, budgets, and faculty promotions. The Board of Trustees is composed of civic, professional, and spiritual leaders, and remains the highest governing body of the University.

EXECUTIVE OFFICERS

JODY S. FOURNIER.....President
TOM DELAHUNT.....Interim Vice President of Enrollment Management
TINA HARTLEY.....Executive Dean of the College of Arts and Sciences
KIRK HASKINS.....Interim Dean of the School of Professional and Graduate Studies
BERNADETTE HINKLE.....Interim Chief Financial Officer
KELSEY NOLTE.....Executive Assistant to the President
JENNIFER PATTERSON.....Vice President of Advancement
ALAN SALTS.....Executive Vice President
RANEE SEASTROM.....Interim Dean of the School of Nursing
DEANNA WAGNER.....Vice President for Student Affairs
SCOTT KIMBALL.....Professor of Biology
RAMIE NATION.....University Registrar and Advisor to the President for Accreditation

SENIOR ADMINISTRATION

PHARAMOND GUICE.....Director of Student Academic Success
DEBORAH MARZALEK.....Director of the Center for Teaching, Learning, and Development
BRANDON MILBURN.....Executive Director of Marketing and Communications
JANA PARKS.....Director of Financial Aid
DARLA PRATHER.....Executive Director of Finance and Administration
BLAKE STANWOOD.....University Minister

ADMINISTRATIVE FACULTY

TARA BRINKOETTER, 2018. Assistant Dean of Academics and Operations for the School of Professional and Graduate Studies; Assistant Professor. B.A. Rockhurst University, 2016; M.B.A. Baker University, 2020.

TINA HARTLEY, 2025. Dean of the College of Arts and Sciences; Professor. B.S. United States Military Academy, 1990; M.S. University of Washington, 1999; Ph.D. George Mason University, 2008.

KIRK HASKINS, 2019. Interim Dean of the School of Professional and Graduate Studies; Professor. B.A. Washburn University, 1993; M.B.A. Wichita State University, 1999; Ed.D. University of Kansas, 2018.

ERIC HAYS, 2004. Director of Institutional Research; Assistant Professor of Mathematics. B.S.E. University of Kansas, 1997; M.S.E. University of Kansas, 2002; M.S. University of Kansas, 2018.

MELANIE MASSEY, 2022. Director of Library Services. B.S. Kansas State University, 1996. M.A. Kansas State University, 2001. M.L.S. Emporia State University, 2016; Ed.D, Logan University, 2026.

RANEE SEASTROM, 2009. Interim Dean of the School of Nursing; Professor of Nursing. BSN Baker University, 2003; MSN and MHA University of Phoenix, 2008; DNP Grand Canyon University, 2025.

SPGS AND GSOE GENERAL INFORMATION

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
- 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
- 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 a 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.

GSOE 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 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 (Ed.D.) in Educational Leadership degree became a reality and the first cohort group started. The Graduate School of Education also offers a Master of Science in Student Affairs and Higher Education (MSSAHE), Master of Science in Special Education (MSSE), and a Master of Science in Instructional Design and Technology (MSIDT). Students in the Ed.D. program may choose either the PreK-12, Higher Education, or Instructional Design and Technology 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
- 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-level, and secondary teachers for teacher licensure. Baker's graduate master education programs prepare building-level administrators, special education teachers, PreK-12 teachers for master's degrees, and post-secondary level

positions in student affairs. Baker's Ed.D. graduate program prepares district-level leaders for licensure and 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 Instructional Design and Technology (MSIDT):** This program is designed to prepare individuals to reach technology-rich, research-based performance improvement solutions.
- **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 Higher Education Leadership (MS-HEL):** This program is designed to prepare individuals to reach a high level of expertise in the area of leadership in higher education.
- **Doctor of Education (Ed.D.) 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 (Ed.D.) in Instructional Design and Technology:** This program is designed to prepare individuals to reach technology-rich, research-based performance improvement solutions.
- **Doctor of Education (Ed.D.) 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 on-ground students.

COURSE FORMAT

Baker University SPGS and GSOE offer online courses that are asynchronous, meaning that they do not meet at a predetermined time. Baker University GSOE and SPGS also offer online synchronous programs that meet at predetermined times. Students attend class weekly by logging into Moodle, Baker University's Learning Management System. Students receive their assignments and are expected to collaborate with their peers through Moodle.

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 the 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
- are administered with integrity
- involve the entire Baker University SPGS and GSOE population, 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

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

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 and anonymously complete this survey for each course. Students are asked to evaluate faculty performance, curriculum quality, and instructional technology.

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 GSOE alumni one year and three years after program graduation. A three-year follow-up survey is sent to GSOE Ed.D., MAEd, MSSE, and MSSL alumni. 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 external assessment when available. Educational Testing Service (ETS) field assessments 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 enhancement of student learning. As data are collected

and interpretations are made, information is shared with diverse constituencies, including students, individual faculty, faculty program review and assessment committees, and university administrators. The assessment system comprises a series of academic assessments gathered throughout coursework and program reviews, as well as graduate surveys designed to gather evaluative data on the graduate's perceived competence on program outcomes.

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

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

ADMISSION INFORMATION

The SPGS and GSOE welcome applications from prospective students. Application forms are available online at www.bakeru.edu.

SPGS UNDERGRADUATE PROGRAMS

UNDERGRADUATE ADMISSION REQUIREMENTS

All applicants must submit 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 ≥ 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 the 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 ≥ 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 credit, and may affect admissibility to current or future 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).
- Courses with grades of, "In Progress", "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 transferable. Only the most recent grade is calculated into the admission transfer GPA.

NON-DEGREE SEEKING ADMISSION REQUIREMENTS

Non-degree seeking, or special students, may apply for admission as special students through the School of Professional and Graduate Studies. Such students are expected to maintain the same academic standards as degree-seeking students. Special students are normally not eligible for any type of financial aid and may complete up to 24 credit hours as a non-degree seeking student. Special students who wish to become degree-seeking students must file an Application for Admission and meet minimum degree seeking student standards. Non-degree seeking students aiming to obtain graduate credit are required to submit proof of accredited baccalaureate degree completion.

SPGS GRADUATE PROGRAMS

GRADUATE ADMISSION REQUIREMENTS

In addition to any program-specific requirements, all applicants must submit:

- a completed application form
- an official transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education **OR**
- an official transcript from a regionally accredited institution of higher education showing all undergraduate coursework completed and a letter from the school's registrar on letterhead validating the anticipated degree and degree completion date

If an SPGS graduate applicant is lacking an official final transcript, the applicant may be admitted on a provisional basis. Should the student be admitted provisionally, he/she has until the last day of the first course to submit all admission documents required to be granted admission. Failure to satisfy this provision will result in administrative withdrawal from the program.

ADDITIONAL REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION

Applicants who meet graduate admissions requirements and have earned a minimum 2.75 cumulative grade point average (on a 4.0 scale) will be granted full admission to the MBA program.

Conditional Admission

Applicants who meet admissions requirements but have earned a below 2.75 cumulative grade point average (on a 4.0 scale) will be granted conditional admission. Students accepted conditionally must have a minimum 3.0 cumulative GPA upon completing 9 credit hours in the MBA program to be granted full admission.

ADDITIONAL REQUIREMENT FOR THE 4+1 BACHELOR TO MBA

Applicants who have earned a Baker University SPGS or CAS business baccalaureate degree may apply for admission to the 4+1 MBA Program. Graduates must have earned:

- a 3.00 Baker Cumulative undergraduate GPA (on a 4.0 scale)
- a 3.00 cumulative GPA in Baker business courses

ADDITIONAL REQUIREMENT FOR THE 4+1 BACHELOR TO MSSM

Applicants who have satisfied the graduation requirements for their respective Baker University SPGS or CAS Sport Management/Administration baccalaureate degree may apply for admission to the 4+1 MSSM Program. Graduates must have earned:

- a 3.00 Baker Cumulative undergraduate GPA (on a 4.0 scale)
- a B- or higher in the equivalent Baker SPGS/CAS undergraduate courses

COMMON PROFESSIONAL COMPONENT (CPC) PATHWAY REQUIREMENT

MBA and MAOL applicants who do not hold a business baccalaureate degree from a regionally accredited United States institution of higher learning or a degree equivalent to a United States bachelor's degree from an accredited foreign institution will be required to complete the CPC Pathway courses with no grade lower than a "B."

Re-entry Exemption: If a student without a business baccalaureate degree is in good academic standing and has completed 9 credit hours of the previous MBA or MAOL program coursework, the student may re-enter the general MBA or MAOL pathway without completion of the CPC coursework. If the student has earned less than 9 MBA or MAOL credit hours, the CPC pathway will be required. If a student is not in good academic standing at the point of re-entry, the student will be evaluated to determine eligibility for the exemption at the time of petition.

NON-DEGREE SEEKING ADMISSION REQUIREMENTS

Non-degree seeking, or special students, may apply for admission as special students through the School of Professional and Graduate Studies. Such students are expected to maintain the same academic standards as degree-seeking students. Special students are normally not eligible for any type of financial aid and may complete up to 24 credit hours as a non-degree seeking student. Special students who wish to become degree-seeking students must file an Application for Admission and meet minimum degree-seeking student standards. Non-degree seeking students aiming to obtain graduate credit are required to submit proof of accredited baccalaureate degree completion.

GSOE MASTERS PROGRAMS

ADMISSION REQUIREMENTS

In addition to any program-specific requirements, all applicants must submit:

- a completed application form and fee
- an official transcript indicating a bachelor's degree conferred from a regionally accredited institution of higher education with a cumulative undergraduate GPA of ≥ 2.75 from the bachelor's degree conferring institution **OR** an official transcript indicating a master's degree conferred from a regionally accredited institution of higher education

MASTER OF ARTS IN EDUCATION ADDITIONAL REQUIREMENTS

Required of all applicants:

- a copy of a valid teaching license or certificate **OR** the ability to verify license is in process in order to secure a teaching license within six months of program start

MASTER OF SCIENCE IN SCHOOL LEADERSHIP ADDITIONAL REQUIREMENTS

Required of all applicants:

- a copy of a valid standard educator license, certificate, or a valid professional clinical license
- two completed professional recommendations that attest to the applicant's leadership potential
- verification of a minimum of one year of teaching with a valid educator license or school certificate specialist experience in an accredited PK-12 program (e.g. school psychologist, school counselor, library media specialist, reading specialist, or teacher leader)

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 must have completed 21 credit hours of MSL course work by the start date of the DFE.
- An MSSL student is responsible for securing his/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 21 MSL credit hours
- a cumulative GPA in the MSSL program of ≥ 3.25
- a composite average of ≥ 3.0 in the Professionals Skills Rubric (4.0 scale)

MASTER OF SCIENCE IN SPECIAL EDUCATION ADDITIONAL REQUIREMENTS

Required of LAL (Para to Teacher) MSSE applicants:

- an undergraduate GPA of ≥ 2.5 for the most recent 60 semester credit hours earned
- two completed professional recommendations that attest to the applicant's leadership potential
- a minimum of one-year experience as a full-time paraprofessional under the supervision of a licensed special education teacher
- verification of district or school employment and support in an appropriate special education assignment during the completion of the program

Required of all MSSE applicants:

- a copy of a valid standard educator license, certificate, or a valid professional clinical license
- two completed professional recommendations that attest to the applicant's leadership potential
- verification on a transcript of successful completion of a course covering the exceptional child

NON-DEGREE SEEKING ADMISSION REQUIREMENTS

Students who hold an approved master's degree in education and are pursuing building level licensure only (BLLO) may apply for admission as non-degree seeking, or special, student through the Graduate School of Education. Such students are expected to maintain the same academic standards as degree-seeking students. Special students are normally not eligible to apply for any type of financial aid. As non-degree seeking students are not working towards a degree or certificate program, no credential is awarded for completion of the building licensure track. Special students seeking to take the courses (13 credit hours) in the building licensure track must submit the following to be admitted as a non-degree school leadership student:

- an unofficial transcript indicating an approved master's degree in education conferred from a regionally accredited institution of higher education with a final GPA > 3.0
- a copy of a valid standard educator license, certificate, or a valid professional clinical license
- two completed professional recommendations that attest to the applicant's leadership potential
- evidence of four years of experience as an educational professional in a PK-12 program that is accredited by a state-recognized institution

GSOE DOCTORAL PROGRAMS

ADMISSION REQUIREMENTS

In addition to any program-specific requirements, all applicants must submit:

- a completed application form and fee
- 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
- writing samples that demonstrates advanced writing skills (waived for Baker University MSSL graduates and BLLO completers with a 3.5 GPA or higher)
- a score on a university critical thinking instrument that demonstrates well- developed critical thinking and problem-solving skills (waived for Baker University MSSL graduates and BLLO completers with a 3.5 GPA or higher)
- three references who can attest to the applicant's academic and leadership potential may be required

ADDITIONAL REQUIREMENTS FOR THE DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP (PK-12)

Admission to the Ed.D. program is a selective process administered by the GSOE faculty. The admission information must be submitted and assessments completed in a timely fashion. The applicant's information and assessment performance are reviewed by the faculty to determine who is accepted in each Ed.D. cohort.

Required of all applicants:

- evidence of completion of a state-approved building administrator program (for District Leadership License [DLL] seeking applicants only)
- evidence of three years of experience as an educational professional in a PK-12 program that is accredited by a state-recognized institution

Program Options

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

- **Ed.D. program:** Applicants who possess a master's degree are eligible for admission to the Ed.D. 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 catalog. The total program costs for tuition, books, and fees are set annually by the University.
- **Ed.D. program:** Applicants who possess a master's degree in instructional design and technology, learning technologies, online learning, or a related field may, after a transcript review by the program coordinator, waive up to 8 credit hours.

- **Ed.D. program with district licensure and specialist degree:** Applicants who possess District Leadership Licensure and a specialist degree in Educational Administration are eligible for admission to the Ed.D. program. 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. This review is to be completed and approved prior to admission to the Ed.D. program. 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.
- **Ed.D. 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 to the Ed.D. program. 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 8 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.
- **Ed.D. program with specialist degree:** Applicants who possess a specialist degree in Educational Administration are eligible for admission to the Ed.D. program. 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.
- **Ed.D. program with previous doctoral work:** Applicants who have earned doctoral hours from an accredited university are eligible for admission to the Ed.D. program. 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 9 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.

ADDITIONAL REQUIREMENTS FOR THE DOCTOR OF EDUCATION IN LEADERSHIP IN HIGHER EDUCATION

Admission to the Ed.D. program is a selective process administered by the GSOE faculty. Admission information must be submitted and assessments completed in a timely fashion. The applicant's information and assessment performance are reviewed by the faculty to determine who is accepted in each Ed.D. cohort.

Required of all applicants:

- Evidence of one year of experience in an accredited higher education institution

Program Options

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

- **Ed.D. program:** Applicants who possess a master's degree are eligible for admission to the Ed.D. program. The program includes 58+ credit hours as defined in this catalog. The total program costs for tuition, books, and fees are set annually by the University.
- **Ed.D. program with specialist degree:** Applicants who possess a specialist degree in Higher Education Administration are eligible for admission to the Ed.D. program. 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.

- **Ed.D. program with previous doctoral work:** Applicants who have earned doctoral hours from an accredited university are eligible for admission to the Ed.D. program. 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 9 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.

ADDITIONAL REQUIREMENTS FOR THE DOCTOR OF EDUCATION IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

Admission to the Ed.D. program is a selective process administered by the GSOE faculty. The admission information must be submitted and assessments completed 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.

Required of all applicants:

- A professional resume

Program Options

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

- **Ed.D. program:** Applicants who possess a master's degree are eligible for admission to the Ed.D. program. The program includes 59+ credit hours as defined in this catalog. The total program costs for tuition, books, and fees are set annually by the University.
- **Ed.D. program with specialist degree:** Applicants who possess a specialist degree in Instructional Design and Technology or a related field are eligible for admission to the Ed.D. program. 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 12 credit hours completed in the last six years. The student is required to pay the existing credit hour charges for courses not waived.
- **Ed.D. program with previous doctoral work:** Applicants who have earned doctoral hours from an accredited university are eligible for admission to the Ed.D. program. The program includes a minimum of 50 credit hours of coursework, field experience, and clinical research. The hours required are determined after the applicant's transcript and course syllabi have been submitted and reviewed. This review is to be completed and approved prior to admission to the IDT program. Current program costs may be reduced at the per-credit-hour cost for up to 12 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.

GSOE DOCTORAL PROGRAMS – ABD READMISSION

Students who previously attended Baker University pursuing an Ed.D. in Educational Leadership PK-12, Leadership in Higher Education, or Instructional Design & Performance Technology and completed all but the dissertation may be considered for readmission to their original program in order to complete the degree.

ADMISSION REQUIREMENTS

In addition to any program-specific requirements, all applicants must:

- Be readmitted to the university and approved by appeal committee.
- Be readmitted under their original catalog.

- Be a student in good standing with the university.
- Demonstrate completion of all EdD requirements with the exception of the dissertation.
- Complete a re-entry form and associated fee payment.
- Meet with an advisor and research analyst prior to admittance to determine a topic for the dissertation.

ADDITIONAL REQUIREMENTS

Students readmitted must complete the defense of a dissertation within two years of being readmitted into the EdD program. Each semester, students enroll in 2 credit hours of Dissertation Completion continuously until the completion of the degree. Students may complete a maximum of 12 credit hours of Dissertation Completion coursework and must remain in good financial standing during the time working on the completion of the dissertation. Candidates who re-enter the program have two years to complete their dissertation.

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. The School of Professional and Graduate Studies and the Graduate School of Education do not currently sponsor F-1 students requiring an I-20 for study in the US.

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 (if applicable).

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 the 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, from both international and United States institutions.

- If secondary (applicants with fewer than 12 credit hours of transferable college credit only) or post-secondary experience is from an institution outside of the United States, a credential evaluation from a NACES (https://www.naces.org/members) or AICE (https://aice-eval.org/endorsed-members/) member organization is required. Evaluations should include U.S. equivalency, graduation date and GPA. In order to be reviewed for transfer of credit, post-secondary school evaluations should also include a course-by-course evaluation.
- 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 and www.ets.org.

The following are the 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 may be required to submit documentation proving sufficient availability of liquid assets to pay for at least one year of tuition, fees, and living expenses.

ADMISSION POLICIES

PROVISIONAL ADMISSION

If an SPGS/GSOE applicant is lacking one or more of the admission requirements, the admission file is reviewed by the Admissions Committee. Upon completion of the review, the applicant may be admitted, admitted on a provisional basis, or 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 provisionally on unofficial transcripts, 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

An 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 appropriate 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 six months or more must contact Enrollment and complete a re-entry application.
- All GSOE and SPGS 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. All transcripts are re-evaluated according to the graduation requirements in effect at the time of readmission or re-entry.

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

FINANCIAL INFORMATION

PAYMENT POLICIES

TUITION AND FEES

Tuition is the cost for instruction and is typically charged per credit hour with the exception of the doctoral programs, which are charged a set program tuition.

DUE DATE

Tuition and fees for each course are due one week prior to the start of the course, with the exception of doctoral programs which are on a payment schedule. For students with documentation of participation in an employer-provided tuition reimbursement program, the student is given the option to pay up until the last day of the course.

FEES

Fees are charged per course, per program, or are one-time fees.

The **General Fee** is a one-time, non-refundable fee for students upon admission and enrollment.

The Baker 360° is a per course fee applied to certain programs and most courses in SPGS to cover the cost of books and course materials. It also provides students access to online tutoring services and career services tools. For programs and courses that include this fee, all materials and books are provided to the student at no additional cost and the technology fee is rolled into the Baker 360° fee. For programs and courses that are exempted from this fee, the student is responsible for acquiring all books and course materials and is charged the Technology Fee separately.

The **Technology Fee** is charged per course for courses and programs exempted from the Baker 360 fee and covers University expenses related to maintenance and expansion of technology services and support; and systems to support enrollment, advising, student records, and instruction. This fee is charged for all courses regardless of modality (on-ground, online, or hybrid courses.) The fee is non-refundable and non-transferable. Students are required to purchase their own books and course materials.

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 supports expenses related to:

- processing expense incurred by the University including verifying graduation eligibility, preparing commencement publications, organizing commencement ceremonies, printing diplomas, and calculating scholastic honors for undergraduate students;
- supplies purchased to support graduation including but not limited to- diplomas, diploma covers, postage to mail diplomas, and commencement regalia;
- Commencement Ceremony expenses incurred by the University include speakers, music, and wages associated with setup and cleanup of the venue and receptions.

A **Course Fee** may be charged to certain courses for specific costs related to the course not covered by general tuition.

Additional questions about Baker University fees and tuition may be addressed with the Business Office.

PAYMENT OF TUITION AND FEES

All tuition and fees must be paid at least one week prior to the start of each course. Students are responsible for remaining current on all tuition and fees due the University.

If a student's account becomes delinquent, the University will place a financial hold on the account and the student will not be able to enroll or participate in future courses. A diploma will not be issued until the student account is current with no balance due. The University will send seriously delinquent accounts, for which the student has made no effort to pay, to an outside collections service. Students whose accounts are sent to collection are responsible for all costs associated with collection. A financial hold will remain on their account preventing future enrollment.

Late payments are subject to interest at the rate of 1% per month.

MAKING AND CONFIRMING PAYMENT

Payments can be made by check, money order, EFT, or credit card* (Visa, MasterCard, Discover, or American Express) through the student portal at https://my.bakeru.edu/, online at www.bakeru.edu, or delivered in person at the Baldwin City campus in Constant Hall at the corner of 8th Street and Grove Street.

Payments may also be mailed or delivered in person to:
Baker University (Insert your Degree Program), Attn: Business Office, P.O. Box 65, Baldwin City, KS 66006

*Credit card fees will apply to all credit/debit card payments.

FINANCIAL AID PAYMENTS

Financial aid, including Pell Grants and federal financial aid and loans, are remitted directly to the Business Office by the Department of Education. The aid is applied to the student account for all expense related to all courses that are scheduled during the financial aid period. If the amount of the aid is in excess of the expenses, the student will receive a financial aid refund. A refund check or direct deposit is made 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.

EDUCATIONAL EXPENSES

Baker University reserves the right to modify the following tuition and fee schedule at any time, and charges assessed per university policies.

SPGS UNDERGRADUATE PROGRAMS

These SPGS undergraduate degree programs are open enrollment and charged tuition per course based on the number of credit hours taken during the Academic Year. Payment for each course is due one week prior to the start of the course. For students with documentation of participation in an employer-provided tuition reimbursement program, the student is given the option to pay up until the last day of the course.

General Fee (one time upon admission for continuous enrollment, non-refundable)	$100.00
Tuition rate per credit hour	$455.00
Active Military tuition rate per credit hour	$250.00
360° Educational Resource Fee (includes the technology fee) per course for applicable programs (students charged the 360° fee are not charged the technology fee.)	$135.00

Technology Fee applied to programs and courses exempted from the Baker 360° Educational Resource Fee (students are responsible for acquiring their own books and course materials)	$45.00
Non-Refundable Graduation Fee (charged one time per degree program)	$125.00
Audit Fee per credit	$230.00

Prior Learning Assessment Fees

Submission Fee	$100.00
Transcription fee per credit hour	$30.00
Students are responsible for the fees in effect at the time of the submission of the Prior Learning Assessment Portfolio.	

SPGS Graduate Business Programs

The graduate SPGS degree programs are open enrollment courses and are charged tuition per course based on the number of credit hours associated. Tuition and fees are subject to change annually. Payment for each course is due one week prior to the start of the course.

Employer Tuition Reimbursement Programs

For students with documentation of participation in an employer-provided tuition reimbursement program, the student is given the option to pay up until the last day of the course.

General Fee (one time upon admission for continuous enrollment, non-refundable)	$100.00
Tuition per credit hour Active Military tuition rate per credit hour	$660.00 $250.00
360° Educational Resource Fee (includes the technology fee) per course for applicable programs (students charged the 360° fee are not charged the technology fee.)	$135.00
Technology Fee applied to programs and courses exempted from the Baker 360° Educational Resource Fee (students responsible for acquiring their own books and course materials)	$45.00
Non-Refundable Graduation Fee (charged one time per degree program)	$125.00
Audit Fee per credit (no credit awarded)	$330.00

GSOE Masters Education Programs

The GSOE degree programs are cohort-based with tuition and fees set for students who are continually-enrolled throughout the program. Tuition and fees are subject to change annually. Payment for each course is due one week prior to the start of the course.

Employer Tuition Reimbursement Programs

For students with documentation of participation in an employer-provided tuition reimbursement program, the student is given the option to pay for the course up until the last day of the course.

General Fee (once upon admission for continuous enrollment, non-refundable)	$100.00
Application Fee (non-refundable)	$20.00
Tuition per credit hour early	$400.00
Technology Fee per course	$45.00
Non-Refundable Graduation Fee (charged one time per degree program)	$125.00
Audit Fee per credit (no credit awarded)	$200.00

GSOE DOCTOR OF EDUCATION PROGRAMS

Application Fee (non-refundable)	$50.00
Registration Fee (non-refundable) Due upon acceptance into the program	$100.00
Doctoral Program Tuition paid pursuant to payment schedule (generally 17 payments over 2 years, 8 months)	$38,350.00
Additional course work for Principalship tuition per course paid pursuant to payment plan (3 courses)	$1,200.00
Non-Refundable Graduation Fee (charged one time per degree program)	$125.00
Continuous Enrollment* (one credit-hour per term) Due per semester in fall, spring, and summer in years 4 – 6+	$400.00

*The Baker University doctoral programs are 3-year cohort programs with locked-in tuition assessed during the first 3 years of the program when all coursework is completed. Students who have not completed their Dissertations by the end of the 3rd year must be continuously enrolled in a minimum of 1 credit hour per semester and will be assessed Continuous Enrollment Tuition until the dissertation is complete. Please contact GSOE academic advisor for more information.

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 supports expenses related to:

- processing expense incurred by the University including verifying graduation eligibility, preparing commencement publications, organizing commencement ceremonies, printing diplomas, and calculating scholastic honors for undergraduate students,
- supplies purchased to support graduation including but not limited to- diplomas, diploma covers, postage to mail diplomas, and commencement regalia; and
- commencement ceremony expenses incurred by the University include speakers, music, and wages associated with setup and cleanup of the venue and receptions.

TUITION REFUND POLICY

Students are expected to meet all financial obligations of their degree program. For cohort students, a schedule of tuition and fee payments with due dates is outlined at the time of enrollment. Students are expected to meet these obligations according to the schedule. A service charge of $25 is assessed for any check returned due to insufficient funds. Any questions regarding payments or problems associated with making those payments should be directed to the Business Office at 913-344-1204.

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

Refund policy guidelines are as follows:

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

Course Drop or Withdrawal Date*	Tuition Only Refund
Written notification of withdrawal received by Academic Advising or the Office of the Registrar <u>prior</u> to the first session of a course	100%
Written notification of withdrawal received by Academic Advising or the Office of the Registrar <u>after</u> the first session of a course but prior to the second class-session	90%
Written notification of withdrawal received by Academic Advising or the Office of the Registrar <u>after</u> the second session of a course	0%

*Courses run Monday through Sunday, with Monday being the beginning of a new course week.

- For the Ed.D. Program, tuition payments made per the schedule are only refundable prior to the first session of the first course. After the first session of the first course, the tuition payments that have been made are non-refundable. If the student properly withdrawals from the program, no further payment will be due.
- For all terms, only tuition and related course fees are subject to the refund policy. All other fees are non-refundable.

CHANGE IN MODALITY

Tuition and fees are not modified based on a change in modality. Therefore, no tuition refund or modified tuition schedule will be applied to a student's account upon or because of any change in the modality of instruction (for example, in person to online). The refund schedule above will remain in place for students that opt to withdraw for any reason including a change in modality.

Once a drop has been processed, 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 and the Withdrawals and Refunds subsection under Financial Aid for more information.)

For students receiving financial aid, the refund is first repaid to the Title IV programs or VA educational benefits 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.

Baker University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a **Chapter 31** or **Chapter 33** recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

FORCE MAJEURE EVENT

Baker University shall not be liable for any default or delay in the performance of its obligations to one or more students: (a) if and to the extent that such default or delay arises out of causes beyond its reasonable control, including defaults; delays or actions of one or more students (including students other than the student(s) affected by such Force Majeure Event); acts of God; acts of war (whether declared or not); acts, omissions or delays in acting by governmental authority; moratorium; epidemics or quarantine restrictions; other acts of public emergency; embargoes; insurrection; earthquakes; fires; tornadoes; cable cuts; floods; terrorism; civil commotions; riots; and strikes, lockouts or other labor disturbances (each, a "Force Majeure Event") and (b) if such default or delay cannot reasonably be circumvented by Baker University through the use of alternative sources, work-around plans or other means without additional cost or delay to Baker University. Upon the occurrence of any such Force Majeure Event, Baker University shall be excused from further performance or observance of the obligation(s) affected so long as such circumstances caused by the Force Majeure Event prevail.

FINANCIAL AID

QUALIFYING FOR FINANCIAL AID

Information on federal assistance is available through the Baker University Office of Financial Aid. 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 student aid index as determined by federal guidelines. The cost of attending Baker University is listed in the Educational Expenses section. 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 https://studentaid.gov/h/apply-for-aid/fafsa (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/fa-app
4. Complete Baker's Title IV authorization form at www.bakeru.edu/fa-titleiv
5. Complete the entrance counseling and loan application online at www.studentaid.gov. Keep the confirmation pages for your records.
6. If requested, be prepared to submit additional income information to Baker University.

Once the above information has been received, the information will be processed and the applicant contacted if any additional information is needed. All records are held in strict confidence. No file is available for public use.

AID AVAILABLE TO UNDERGRADUATE STUDENTS

- **Federal Pell Grants** - This program provides grants to undergraduate students which need not be repaid. 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 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.
- **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 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.

- **Federal Graduate PLUS Loans** - Effective July 1, 2026 the Graduate PLUS program is eliminated for new borrowers, only students who had borrowed a Federal Direct Loan for their current program before July 1, 2026, and remained continuously enrolled at the same school, can utilize Graduate PLUS for up to three years or until program completion. 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 $3772 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 2.0.
    - Minimum GPA for graduate students is determined by degree, see Graduation Requirements section.

Student's academic progress must be reviewed by the Office of Financial Aid after each payment period. Federal regulations 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 a student is not maintaining SAP after the "Warning" payment period has ended, the student loses Title IV eligibility. Students who are placed on Financial Aid Suspension will receive written notification from the Financial Aid Office of their status. 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 are reviewed by the Financial Aid Advisory Committee. The student is informed of the decision within one week. Decision notifications are sent to the student's Baker email.

If appeal is approved, the student has one more payment period of Title IV aid eligibility. If the student is not successful in meeting SAP standards, 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, SEOG, and TEACH Grants as well as all federal loans.

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

Students who plan to withdraw must start with Academic Advising 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

Unearned aid must be returned as soon as possible but no later than 45 days after determining the student has withdrawn.

45-DAY ALLOWABLE BREAK IN ENROLLMENT

The Department of Education has defined Baker's SPGS and GSOE 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**
- 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 a 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. This request must be submitted to the Office of Financial Aid.

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 should be directed to the Office of Financial Aid.

POST-WITHDRAWAL DISBURSEMENT

A student that is determined to have received less Title IV aid than earned will be offered a post-withdrawal disbursement for the amount of earned aid that was not received. Any post-withdrawal disbursement made must meet required conditions for late disbursement.

DISBURSEMENT OF TITLE IV GRANT FUNDS

Post-withdrawal grant disbursements will be credited to a student's account for outstanding allowable current semester charges or refunded to the student if their balance is zero. The school is permitted to credit any Title IV grant funds to the student's account without the student's permission. The school will post any credit applying to current charges to the student's account. If the student has no current allowable charges, the disbursement must be made no later than 45 days of the school's determination the student withdrew.

DISBURSEMENT OF TITLE IV LOAN FUNDS

Post-withdrawal loan disbursements will be credited to a student's account for outstanding allowable current semester charges or paid directly to the student or parent for a Direct Parent PLUS Loan. Prior to making

any disbursement, the student/parent must be notified in writing within 30 days of the school's determination the student withdrew. The letter must identify the type and amount of the funds. If loan funds are available, the school must explain the student/parent has the option to accept/decline all or part of the loan. The letter must also inform the student/parent a response must be received within 14 days of the date of notice. If the school does not receive a response, no further disbursement is made. If the request is denied due to a late response, the school will send the student/parent notification.

CREDIT BALANCE DUE TO RETURN OF FUNDS CALCULATION

The school must determine the correct Title IV credit balance, taking into account the results from both the Return to Title IV calculation and the institutional refund calculation. If after the Return to Title IV funds and the institutional refund calculations are applied to the student's account and a credit balance results, the credit balance will be disbursed as soon as possible but no later than 14 days after the date of the Return to Title IV calculation is performed.

OTHER FINANCIAL POLICIES

- Enrollment is contingent upon the following criteria. Students:
    - must pay in full by the due date set forth by the Business Office; OR
    - must have sufficient financial aid to cover all charges; OR
    - must have secured long-term financing or a combination of long-term financing and financial aid that will cover all charges at the University; OR
- University policy does not permit students to pre-enroll or enroll if they owe in excess of $100 from a previous term unless approved prior arrangements have been made with the Business Office.
- Diplomas are not released until all accounts are paid in full and all loan obligations are current.
- Interest of 1% per month will be charged to all accounts with an outstanding balance.
- Failure to pay accounts due on a timely basis or after sufficient notice constitutes grounds for termination of services and administrative withdrawal of the student from the University.
- Students no longer attending Baker University and having an unpaid account balance will be required to make arrangement for payment with the Business Office. If the student owes Financial Aid repayment, the student will coordinate with the Office of Financial Aid. Failure to comply will result in the account being declared in default. Baker reserves the right to accelerate a defaulted account and demand immediate payment of the entire unpaid balance plus interest, late charges, and collection costs. Collection costs will be calculated up to 50% of the unpaid principal and accrued interest.
- After attempts to collect outstanding balances by the university, accounts in default may also be placed for collections with one of Baker's collection agencies and reported to a credit bureau.
- For students eligible for Chapter 31 or Chapter 33, Baker University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

STUDENT AFFAIRS INFORMATION

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 behaviors 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:

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

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 Assistant Dean or Program Coordinator, 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 Dean or designee contacts the person(s) against whom the grievance is made and requests a response in writing within an assigned deadline. If the matter is not resolved, the grievant may request in writing that the grievance be reviewed by the Student Grievance Committee or Conduct Hearing Board. The committee meets monthly to review any pending grievances.

STUDENT COMPLAINT PROCESS AND POLICY

Concerns and complaints about any function of the university are ordinarily handled through the normal administrative chain. In accordance with the Higher Learning Commission Policy FDCR.A.10.030, Baker University has established a student complaint process. Information about individual established process may be found at https://www.bakeru.edu/student-complaint-process/.

STEPS FOR INITIATING A STUDENT COMPLAINT

When a student encounters a problem on campus or feels they have been treated unfairly, the student should first try to resolve the issue informally with the faculty member, staff member, or department directly involved. Many issues can be resolved by making an appointment with a faculty or staff member and calmly and honestly communicating the concerns.

- If the informal resolution is unsuccessful or the student is unable, the student may choose to use one of the established processes for filing a complaint or pursuing an appeal.
    - Academic Grievance
    - Accounting and Financial
    - Athletic Grievance
    - Ethics and Compliance Reporting
    - Personnel Issues
    - Risk and Safety Matters
    - Prohibited Harassment Complaints
    - Sexual Misconduct Policy and Procedures
    - Student Nonacademic Concerns
    - Student Conduct Violations
    - Student Academic Concerns (attendance, academic progress)
- If a student is not satisfied after working informally or through an established process to resolve the concern, and resolution has not been achieved through one of the processes listed above, the student may file a formal student complaint. A formal student complaint is defined as follows:
    - An issue that is not resolved or resolved satisfactorily through routine channels
    - A nonroutine issue
- A formal student complaint must contain the following elements:
    - Identity attributed (not anonymous)
    - Actionable with an explicit call for action
    - Arising from any area on campus
    - Timely
    - Formalized by submitting the student complaint form found at https://www.bakeru.edu/student-complaint-process/

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 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 Dean will decide when institutional purposes are best served by such disciplinary action.

COMPLAINT PROCEDURE

Any member of the University community may provide information against a student alleging an infraction of University policies or regulations by a written or verbal complaint to the Dean or designee. If warranted, the Dean or 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 Dean or designee.

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.

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, 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 Dean or designee so that 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/compliance.

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 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.

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 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.
- SPGS/GSOE students will find weather cancellations posted in their Baker University student portal.

The instructor and Baker University Assistant Dean (SPGS); or the Director of Academics or Program Coordinator (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 members of the class will receive an email to confirm the date and classroom location for the make-up session. In many cases the class will be held at the scheduled time through Zoom video conferencing. Instructors will notify students.

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.

ACADEMIC INFORMATION

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, and are available to work with students by phone, email, or in person.

SCHEDULE CHANGES

To add and drop courses, withdraw from the program, or seek guidance regarding any schedule adjustments, please contact an academic advisor.

SPGS ACADEMIC ADVISING

Throughout the program, students will work with an academic advisor who continually monitors degree progress and initiates contact on a regular basis to provide updates and further degree planning. 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.

Options for undergraduate 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, www.bakeru.edu. Undergraduate students are required to submit their chosen degree completion options to their academic advisor for University approval.

GSOE ACADEMIC ADVISING

Students admitted to a GSOE degree 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. Additionally, doctoral students will be assigned a faculty advisor who will assist with portfolio and dissertation preparation throughout the program.

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

THE HONORS PROGRAM

OBJECTIVES

The SPGS Undergraduate Honors Program seeks to promote exemplary student performance and recognize students who have distinguished themselves in alignment with the program's four pillars:

- Academic Excellence: Ability to excel intellectually and exceed academic standards.
- Professional Development: Active process of acquiring new knowledge and skills that directly relate to professional growth.
- Experiential Learning: Development and completion of learning opportunities designed to provide education beyond coursework.
- Community Leadership: Service related to the advancement of an individual's community for the betterment of the community

ADMISSION CRITERIA

Incoming Students:

- 3.3 GPA at the time of admission

- Acceptance of invitation to honors program before last day of student's first course

Returning and current Students:

- 3.3 Baker GPA upon completion of a minimum of 12 credit hours
- No history of academic or non-academic misconduct
- Approved honors program application.

PROGRAM REQUIREMENTS

To graduate from Baker University's School of Professional and Graduate Studies with honors, students must distinguish themselves in each of the honors programs' four pillars. To exemplify the pillar of academic excellence, a Baker cumulative undergraduate GPA of 3.3 must be maintained and in place at the time of graduation. To demonstrate excellence in regards to the other three pillars, students must earn a minimum number of honors points across the three areas. Honors points are awarded based on the successful and verified completion of approved activities in alignment with the pillars.

Activities that can be considered for points under each pillar include:

PROFESSIONAL DEVELOPMENT:

- Completion of major initiatives in the workplace while the student is actively enrolled in coursework
- Earned credentials and/or certifications from a professional, industry-recognized organization

EXPERIENTIAL LEARNING:

- Successful completion of approved honors contracts
- Research Projects
- Internships

COMMUNITY LEADERSHIP:

- Involvement in student leadership positions
- Participation in a leadership role within a community organization while the student is enrolled
- Demonstration of a personal leadership initiative that contributes to the betterment of one's community concurrent with the student's enrollment at Baker

Students will work with designated student services and faculty members to ensure they are maintaining satisfactory progress to complete honors program requirements; yearly check-ins with an assigned honors program representative are required. All honors program requirements must be completed by the first day of the student's last course. The honors distinction will be noted on the student's transcript and the student will receive recognition at graduation.

STUDENT RESOURCES

BAKER IDENTIFICATION

Each SPGS and GSOE student is issued a Baker University identification number. Access information through the student portal is emailed to each student prior to his/her first course.

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/career-services. Instructions for helpful career assessments are available there as well.

LIBRARY SERVICES AND RESOURCES

Baker University offers access to a wide assortment of resources and services to support student research endeavors. As the portal to this wealth of knowledge, the library homepage (https://lib.bakeru.edu/home) provides tools to search the library's physical and electronic collections, as well as resources held by libraries around the world. Some resources and services require you to log in using Access Baker credentials, which are the same as the Moodle credentials provided at the beginning of the program. Both tangible resources from the library collection and from libraries around the world can be requested using the interlibrary loan service. While the library pays postage fees to mail tangible materials to a student, the student is responsible for fees to send the resource back to the library by the due date.

The library staff is also available to help Baker students with their research needs and can be contacted by phone, email, or by setting up a reference consultation via Zoom. Subject guides and video tutorials are also available on the library website for additional support.

LEARNING 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 resources through Baker 360° (SPGS Students), Career Services, interactive ebooks, online tutoring and writing support, and lab learning. Technical support available online includes tutorials for Moodle, Watermark, the Student Portal, and other electronic resources. Additionally, students have access to the Baker IT HelpDesk 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 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.

ACADEMIC POLICIES AND REQUIREMENTS

See the Catalog Policies and Student Responsibilities section for general University-wide academic policies and student responsibilities. The following are SPGS/GSOE policies and practices either not addressed in or needing further detail than what is provided in The University section of the catalog.

ATTENDANCE POLICY

Under no circumstances may a student miss more than 35% 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 35% of a course OR is absent for 3 consecutive weeks, regardless of total percentage missed of a course without communicating an intent to return in writing with their academic advisor will be administratively withdrawn from the course. The student will be 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 Grading Systems and Practices for further information.

ONLINE ATTENDANCE POLICY

Synchronous online courses are those where students are expected to be present for a specific amount of time each week. Instruction is delivered in real time and interactions occur in a virtual environment. Attendance is tracked based on the number of minutes each week. This is analogous to how attendance works for a course that is taught in a physical classroom.

Asynchronous online courses are those where students interact with the course material through a defined period of time. Hybrid online courses are those where students may join a synchronous session and work asynchronously on activities to achieve course requirements. The class session for these courses is a seven-day timeframe of instructional time (typically Monday 12:00 am – Sunday 11:59 pm Central Standard Time).

Students are expected to participate actively in and contribute to the learning experience in asynchronous and hybrid online courses. Full attendance in an asynchronous or hybrid online course is defined as a learner who logs into the learning management system and submits or participates in at least two significant activities in the course during the class session. A significant activity includes the following:

- physically attending a synchronous session where there is an opportunity for a direct interaction between the instructor and students
- submitting an academic assignment
- completing an exam, an interactive tutorial, or computer-assisted instruction
- attending a study group assigned by the instructor
- actively contributing to an online discussion forum in the LMS about course content

Half-time attendance is recognized for one completed activity.

Students must meet the minimum attendance requirements to stay active in the course. 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.

TRANSFER CREDIT - UNDERGRADUATE

Courses completed prior to application to Baker University at regionally accredited or candidate-status post-secondary institutions with grades of C- or better are evaluated at the time of application. Courses are granted full transfer 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 8 credit hours are used in computing the admission GPA.
- Field experiences are accepted up to a limit of 6 credit hours. This includes courses such as internships, practicums, clinical courses, and on-the-job-training.

Course equivalencies considered for transfer are determined by the Registrar's Office in consultation with the appropriate faculty and/or chair.

UNDERGRADUATE PROGRAMS TRANSFER CREDIT RESTRICTIONS

Students cannot use transfer coursework to satisfy BK 110.

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 (see next section).

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., AP, IB, CLEP, DSST), and military training.

Undergraduate students may earn a maximum of 30 credit hours toward an undergraduate degree through assessed credit. Credit awarded is recorded as assessed credit. All transfer credit restrictions listed in the *Non-Transferrable Credit* section apply to assessed credit. See the Financial Information section of this catalog for details pertaining to assessment fees. Students should work with their academic advisor regarding options for assessed credit.

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

Graduate-level courses completed prior to application to a business degree program are evaluated upon request at the time of application. Up to 6 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 evaluated as equivalent to a program course
- are not outdated in content (more than six years old)

GRADUATE BUSINESS PROGRAMS TRANSFER CREDIT RESTRICTIONS

- **MAOL** - Students cannot use transfer coursework to satisfy the following requirements: MAOL 595, MAOL 598.
- **MBA** – Students cannot use transfer coursework to satisfy the following requirements: MBA 580, MBA 595.
- **MSSM** - Students cannot use transfer coursework to satisfy the following requirement: MSSM 570.

GRADUATE EDUCATION PROGRAMS

Graduate-level courses completed prior to application to a graduate education program are evaluated upon request before beginning concentration courses. Up to 6 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 (CE) program may also be requested to apply toward elective courses. The previous transfer credit stipulations apply.

GRADUATE EDUCATION PROGRAMS TRANSFER CREDIT RESTRICTIONS

MAEd students cannot use transfer credit hours to satisfy the 18-credit-hour education core requirement.

GRADING SYSTEMS AND PRACTICES (ADDITIONAL)

NO CREDIT (NC)

When extenuating circumstances make it impossible to complete a course, a student may petition for an administrative code of NC no later than 10 days after the course ends. 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 the Business Office and applied when the student retakes the course. These funds may not be transferred to any other course.

COURSE OVERLOAD

Course overload is defined as enrollment in two courses per term and may not exceed 6 credit hours. Enrollment is considered from the start date of any course through the end date of the course. No student in any SPGS program is allowed to enroll in more than one course per term while on academic probation.

UNDERGRADUATE DEGREE PROGRAMS

Course overload is prohibited for new students in the first course of the program. Thereafter, a student with a minimum cumulative GPA of 3.00 may enroll in two courses per term. Failure to maintain a cumulative

GPA at or above 3.00 while enrolled in more than one course per term 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 course of the program. Thereafter, a student with a minimum cumulative GPA of 3.50 may enroll in more than one course per term. Failure to maintain a cumulative GPA at or above 3.50 while enrolled in more than one course per term will result in disallowance of this option until the student's GPA is restored to 3.50 or higher.

GSOE Degree Programs

Due to the intense and accelerated nature of the GSOE degree programs, no student in any program may take more than 6 credit hours per term.

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/her academic advisor for consideration by the GSOE program coordinator or department chair.

Because of the accelerated nature of GSOE programs and 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.)

The university reserves the right to limit enrollment in any given class in order to ensure an appropriate learning experience for that class. The university also reserves the right to cancel, if deemed necessary, any class in which sufficient enrollment is not met.

Enrollment and Scheduling Policies

Adding Courses

Students may add courses to their schedules prior to the start of the course. Students must be registered in the course before the course's start date.

- Students will be enrolled in courses by their academic advisor and the Office of the Registrar. A student must submit a written request to an academic advisor for courses to be added to their course schedule. No requests to add courses are accepted without the student's signature or confirmation from the bakerU.edu email address.
- A student who does not properly add a class will not receive credit or a grade for the class. Attendance in a class does not constitute addition of a class.
- It is the student's responsibility to confirm how schedule changes will impact their financial assistance, including but not limited to financial aid, tuition reimbursement, and military benefits.
- MSSM only: students are required to complete the DFE application to add a DFE course to their schedule. Students must work with their academic advisor and an assigned faculty sponsor to complete the application.

Dropping and Withdrawing from Courses

A student who desires to make any change to his/her course enrollment must contact an academic advisor for assistance. Changes may include, but are not limited to rescheduling of an individual course, withdrawal

from a course or program, or requesting a program change. Note: students repeating a course incur additional tuition expense for the course and possibly some additional materials expense.

- Students may drop courses by submitting a written request to an academic advisor. The written request must contain the student's original signature or be sent through the student's Baker email account.
- Courses dropped through the end of the first week of class do not appear on transcripts.
- Courses may also be dropped up until the halfway point in the course. Courses dropped during this period are posted on students' transcripts along with a final grade of W, which is not included in a student's GPA computation.
- Courses dropped after the halfway point in the course are posted on students' transcripts along with a final grade of WP/WF depending on the student's standing in the course at the time the drop is requested. WF grades will be included in a student's GPA computation.
- A student who does not meet attendance policy requirements and does not properly drop a course will be administratively dropped from the course. A final grade of WF will be posted to the student's transcript; students who exceed attendance in the final week of a course will have a final grade of F posted to their transcript.
- It is the student's responsibility to confirm how schedule changes will impact their financial assistance, including but not limited to financial aid, tuition reimbursement, and military benefits.
- All drops will be subject to the refund policies in effect at the time of the drop. Students are responsible for impacts that schedule changes may have to their current financial aid awards.

CLASS SIZES

The university reserves the right to limit enrollment in any given class in order to ensure an appropriate learning experience for that class. The university also reserves the right to cancel, if deemed necessary, any class in which sufficient enrollment is not met.

PREREQUISITES

Students must meet the prerequisites for any course that designates prerequisites before they can officially enroll in that course. In general, a student for whom a prerequisite has been waived may not subsequently enroll for credit in any course satisfying that prerequisite.

ADMINISTRATIVE WITHDRAWAL

A student may be administratively withdrawn from a course or program for just cause at the initiative of the instructor, academic advisor, Dean, or University Registrar. Just cause includes 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 academic withdrawal may be noted on the student's transcript.

LEAVE OF ABSENCE

If for unforeseen circumstances a student must be out of the program for an extended period of time, a leave of absence may be approved. (See Leave of Absence under the Financial Aid section.)

UNIVERSITY WITHDRAW

To officially withdraw from Baker University, students must notify an academic advisor or the Office of the Registrar in writing by filing the appropriate form and/or sending an email from the university email address. The official withdrawal date will be the latter date of when the student began the official withdrawal process or officially notified the institution of intent to withdraw.

Students may be administratively withdrawn from a program for just cause at the initiative of the academic advisor, Dean, or University Registrar. Just cause includes 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 academic withdrawal may be noted on the student's transcript.

University Withdrawals will be subject to the refund policies in effect at the time of the withdrawal.

MILITARY LEAVE POLICY

A student should work closely with an academic advisor, an accounting representative, the VA certifying official, his/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. If military leave is granted, the student may have a maximum of three absences in a six or seven week course. The student is expected to follow the incomplete policy granting a two-week extension from the course ending date (see Incomplete/Change of Grade policy in the University section for more details and the Grading Systems and Practices-Additional Information in the General Information section).

OR

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

Note: If the student is called to duty because of a natural disaster or emergency, the University Registrar reserves the right to withdraw the student from a course.

MAJOR AREA OF STUDY

In undergraduate degree programs requiring a major, students are required to report to the Office of the Registrar their selection of major area of study no later than earning 63 credit hours. Students who do not have a major declared by this time will have a hold placed on their enrollment and will not be allowed to register for classes until the major declaration process has been completed.

MINOR AREA OF STUDY

Undergraduate bachelor-level degree-seeking students wishing to minor in a given discipline must meet the minor requirements as outlined in the Academic Programs section of the catalog. Students are required to report to the Office of the Registrar their selection of minor field of study in order for the minor to be recorded on their transcript.

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 150 credit hours.

DUAL/SECOND GRADUATE DEGREE POLICY

Baker University offers students the opportunity to obtain a second master's degree. All graduate dual degree programs will require a minimum of at least 45 credit hours of graduate-level coursework. No more than fifty percent (50%) of the courses can be double counted or applied toward either degree program.

SPGS UNDERGRADUATE ACADEMIC STANDING

All students are expected to meet the academic performance requirements of Baker University during enrollment. Academic Standing is reviewed following the completion of the Spring, Summer, and Fall semesters/Parent Terms.

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 2.0 or higher. 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/major program GPA of 2.0 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 2.0. A student on probation is restored to good academic standing when a 2.0 cumulative GPA is achieved.

Students who maintain a term GPA of at least 2.0 while on Academic Probation may be continued on Academic Probation until a cumulative GPA of 2.0 has been achieved and the student is restored to good academic standing.

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 if Academic Probation terms are not satisfied.

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

A student declared academically ineligible to continue has 10 business days to appeal the dismissal in writing. The appeal should minimally include reasons for believing the circumstances warrant special consideration, indicate why the circumstances will not recur, and include a plan for success upon returning to Baker University.

Students who do not appeal the Academic Dismissal or whose appeals are denied must wait a minimum of two consecutive terms or courses (minimum of 11 weeks) 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:

- reasons for the scholastic deficiencies;
- the manner in which the intervening time has been spent preparing for return to the academic environment;
- strategies that will be implemented to help ensure good academic standing; and
- why favorable consideration for readmission should be given

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 work with an academic advisor to schedule courses to be repeated and discuss strategies for success.

SPGS GRADUATE ACADEMIC STANDING

All students are expected to meet the academic performance requirements of Baker University during enrollment. Academic Standing is reviewed following the completion of the Spring, Summer, and Fall semesters/Parent Terms.

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. 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. A student is placed on academic probation when the cumulative GPA falls below 3.0. A student on probation will be restored to good academic standing if a 3.0 cumulative GPA is achieved.

Students who maintain a term GPA of at least 3.0 while on Academic Probation may be continued on Academic Probation until a cumulative GPA of 3.0 has been achieved and the student is restored to good academic standing.

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 if Academic Probation terms are not satisfied.

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

A student declared academically ineligible to continue has 10 business days to appeal the dismissal in writing. The appeal should minimally include reasons for believing the circumstances warrant special consideration, indicate why the circumstances will not recur, and include a plan for success upon returning to Baker University.

Students who do not appeal the Academic Dismissal or whose appeals are denied must wait a minimum of two consecutive terms or courses (minimum of 11 weeks) to apply for readmission. An application for readmission and a petition requesting readmission are required. The petition should outline:

- reasons for the scholastic deficiencies;
- the manner in which the intervening time has been spent preparing for return to the academic environment;
- strategies that will be implemented to help ensure good academic standing; and
- why favorable consideration for readmission should be given

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 work with an academic advisor to schedule courses to be repeated and discuss strategies for success.

GSOE ACADEMIC STANDING

All students are expected to meet the academic performance requirements of Baker University during enrollment. Academic Standing is reviewed following the completion of the Spring, Summer, and Fall semesters/Parent Terms.

MASTER'S DEGREE PROGRAMS

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 and MSIDT student must maintain a cumulative GPA of 3.00 or higher.
- An MSSL, MSSE, and MS-HEL student must maintain a cumulative GPA of 3.25 or higher.
- 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, the 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. A student will be placed on academic probation when their GPA falls below the satisfactory cumulative GPA.

A GSOE student on academic probation may take only one course at a time until he/she is restored to good academic standing. Additionally, a GSOE student on probation must meet with an academic advisor to identify a plan to return to good academic standing.

A GSOE student on probation is restored to good academic standing when the required cumulative GPA is achieved.

ACADEMICALLY INELIGIBLE TO CONTINUE

The status of Academically Ineligible to Continue is reserved for a GSOE student who is ineligible to continue enrollment at Baker University. A student is declared academically ineligible to continue at Baker University if, while on probation, the student's cumulative GPA does not restore him/her to good academic standing required for the program following completion of the next semester/parent term (Spring, Summer, Fall).

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 two consecutive terms or courses (minimum of 11 weeks) to apply for readmission. An application for readmission and a petition requesting readmission are required. The petition should outline:

- reasons for the scholastic deficiencies
- the manner in which the intervening time has been spent preparing for return to the academic environment

The request for readmission is reviewed and approved or denied by the Admissions Committee. If readmitted, the student is continued on probation and subject to current tuition, fees, policies, and program requirements. The student will complete the course through an independent study (if approved) of join the class the next time it is offered.

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.

DOCTORAL PROGRAMS (ED.D.)

GOOD ACADEMIC STANDING

All students are expected to meet the academic performance requirements of Baker University during enrollment. An Ed.D. student must maintain a cumulative GPA of 3.00 to be considered in good academic standing.

ED.D. PROGRAM PROBATION/DISMISSAL

If an Ed.D. student fails to maintain good academic standing, the student is placed on probation and notified of this action. Doctoral students will remain on academic probation until their GPA rises above the program minimum or they retake the failed course, whichever comes last. Additionally, a GSOE student on probation must meet with an academic advisor to identify a plan to return to good academic standing.

Doctoral students on academic probation will be administratively withdrawn should they earn any further grades of C, D, F, or WF. Furthermore, a student is academically dismissed if he/she fails to maintain good academic standing requirements 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.

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 two consecutive terms or courses (minimum of 11 weeks) to apply for readmission. An application for readmission and a petition requesting readmission are required. The petition should outline:

- reasons for the scholastic deficiencies
- the manner in which the intervening time has been spent preparing for return to the academic environment

The request for readmission is reviewed and approved or denied by the GSOE Student Grievance Committee. If readmitted, the candidate continues on probation and is subject to current tuition, fees,

policies, and program requirements. A candidate granted approval for readmission must first retake courses in which grades of C or lower were earned and achieve a grade of B in those courses before advancing in the program.

A student granted approval for readmission must work with an Academic Advisor to schedule courses to be repeated.

CONTINUOUS ENROLLMENT CONTACT POLICY

Doctoral students enrolled in Continuous Enrollment (CE) are expected to make regular contact with their major advisor during this stage of their program. This contact will be confirmed at the end of each CE term (Fall, Spring, Summer) by the Department Chair. If a student's major advisor confirms that he or she has not made contact for the term in question, the student will earn a grade of "I" (Incomplete) for that term. Two consecutive grades of "I" in Continuous Enrollment will result in administrative withdrawal from the doctoral program.

GSOE ACADEMIC MISCONDUCT POLICY

The university community traditionally has been a place where all members may feel free to express and exchange ideas. Such fundamental goals of the university as intellectual growth and development are predicated on honest investigation, straightforward expression of views and opinions, and genuine dialogue. The attainment of these goals requires that all who participate in the exchange of ideas maintain intellectual integrity.

The purpose of this policy is not to resolve the moral, religious, and philosophical issues involved in "cheating, plagiarism, or dishonesty." Rather, the purpose is to identify unacceptable behaviors and enforce honesty in academic endeavors. A further purpose is to ensure that both instructor and student are protected from unfair actions or accusations in cases of cheating and plagiarism. A further purpose of the university is to encourage instructors and students to adopt a responsible attitude toward one another.

ACADEMIC MISCONDUCT DEFINITIONS

Baker University expects students and instructors ("instructor" is used as the term to designate members of the faculty and others in their role and function as teachers or supervisors in connection with academic course work at the University) to have solely completed or prepared the work or research that bears their names, and to acknowledge the materials and sources of others. The University expects students to do their own work and research, to prepare their own assignments, and to take examinations without the assistance of others or aids not allowed in the testing procedure. The standards and ideals of learning at the University assert that students participate directly in the process of learning rather than substitute others' labor and experience.

The following definitions are intended as guides and are not meant to be comprehensive.

- Academic Misconduct includes but is not confined to plagiarizing; cheating on assignment and assessments; turning in counterfeit reports, tests, and papers; stealing of tests and other academic material; knowingly falsifying academic records or documents; and turning in the same work to more than one class. Students and instructors alike must recognize that none of the procedures set forth in this document operate to the exclusion of civil or criminal litigation. Likewise, no definitions in this document supersede any parties concerned to resolve the contested issues without the necessity for recourse to the law in a manner that protects the rights of the individuals involved.
- Plagiarism includes presenting as one's own efforts the work of someone else without proper acknowledgment of that source. It is not enough to copy the work of someone else and provide a citation. Exact copying must be enclosed in quotation marks or properly blocked with an appropriate citation of its origin. Failure to cite paraphrasing in which the basic sentence structure, phraseology,

and unique language remain the same constitutes plagiarism, as well as failure to acknowledge unique, unusual, or new ideas or facts not the product of one's own investigation or creativity. It is the student's responsibility to understand what constitutes plagiarism and how to properly paraphrase and cite sources. When in doubt, it is the student's responsibility to seek guidance from the instructor of the course.

- Cheating includes possession, use, or receipt of unauthorized aids or assistance. Notes, charts, books, and mechanical devices used in a quiz, test, or examination, but not specifically allowed by the examiner, constitutes cheating. Visually or verbally receiving or giving information during a quiz, test, or examination that is not specifically allowed by the examiner is also cheating.
- 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.
- Theft, use or circulation of quizzes, tests, or examinations, or answer sheets specifically prepared for use in a given course and as yet not used or publicly released by the instructor of the course constitutes academic misconduct.
- Falsification of data or creation of false data by instructors or students in research or experimental procedures is academic misconduct.
- Unauthorized reuse of work or the turning in of the same work to more than one class without informing the instructors involved constitutes academic misconduct.
- Falsification or procurement of falsified academic records or knowingly or improperly changing transcripts, grade sheets, or related documents constitutes academic misconduct.

STUDENT AND INSTRUCTOR RESPONSIBILITIES

STUDENTS

- Have the responsibility to do their own academic work.
- Must acknowledge sources of their materials and material that is the work of others.
- Have the responsibility to consult approved writing standards (APA) when they are uncertain as to what constitutes proper acknowledgment.
- Have the responsibility to inquire of the instructor as to what materials and aids are permitted in testing and research work.
- Have an obligation to know student responsibilities and rights as delineated in the Baker University SPGS and GSOE Catalog and Student Handbook.
- Have the responsibility to know the university's position with respect to academic misconduct as set forth in this document.

INSTRUCTORS

- Have the responsibility to support and implement the standards, policies, and procedures with respect to scholarship and academic misconduct approved and outlined by Baker University.
- Have the responsibility to be familiar with the students' rights, freedoms, and responsibilities, as approved and outlined in the Baker University SPGS and GSOE Catalog and Student Handbook.
- Are responsible for informing a class, in writing, with respect to special scholarship standards, rules, and penalties for the class or field of study, and to give clarification in the event of private or class queries on the subject.
- Must treat fairly and impartially all members of a class and devise testing and assignment procedures that reflect this impartiality.
- Have the responsibility to respect contrary opinions and the right of a student to think differently.
- Shall not use ideas originating with and expressed by another student without permission and proper acknowledgement.

STUDENT AND INSTRUCTOR RIGHTS

- Students have those rights, freedoms, and responsibilities as enunciated in the Baker University SPGS and GSOE Catalog and Student Handbook.
- Students or instructors have the right to differing and contrary opinions without fear of reprisal or unfair treatment.
- A student charged with academic misconduct is innocent unless judged guilty through due process. A student has the right of appeal through the Student Grievance Committee process.

INSTANCES OF ACADEMIC MISCONDUCT

Individual instructors have the autonomy to deal with individual instances of academic misconduct in their courses. The instructor may choose from a variety of possible sanctions including, but not limited to: a lowered grade on the assignment, a failing grade on the assignment, a failing grade in the course. Instructors are required to document all instances of academic misconduct.

The instructor shall notify the student in writing of the misconduct and the course-related sanctions for it and is required to report the instance to the Dean of the SOE. Copies of the report will be sent to the student's academic advisor and the report will be made a part of the student's record. Additional institutional sanctions may follow if the student has received a written notification of misconduct in the past.

The student will receive a letter from the teacher of record. Included in this correspondence will be a description of the institutional sanction as well as an outline of the appeal process. Students may be required to meet with the Dean of SOE to review the accusation and to discuss the importance of academic integrity. A copy of the conversation of that meeting will be placed in the student's file.

ACADEMIC MISCONDUCT SANCTIONS

One or more of these sanctions may be imposed for the same offense.

- warning by written reprimand
- reduction of grade for specific assignment may include a zero or an F for that specific assignment
- reduction of grade for the course may include the assignment of an F for the course
- citation placed on the student's transcript
- suspension from all courses for a defined period, including a notation on the student's transcript that suspension is due to academic misconduct
- 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.

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 GSOE Student Grievance (SG) Committee Chair within 90 days of the last date of the protested course.
4. The 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 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.

Students with unresolved concerns regarding courses and programs authorized through the State Authorization Reciprocal Agreement (SARA) can download a Kansas Board of Regents SARA complaint Form and follow the directions for submission.

SPGS Academic Misconduct Policy

Academic Misconduct

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 and sources must be cited. All forms of student dishonesty constitute academic misconduct.
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.

Standards and Definitions

Baker University expects students and instructors ("instructor" is used as the term to designate members of the faculty and others in their role and function as teachers or supervisors in connection with academic course work at the university) to have solely completed or prepared the work or research that bears their name, and to acknowledge the materials and sources of others. The university expects students to do their own work and research, to prepare their own reports and papers, and to take examinations without the assistance of others or aids not allowed in the testing procedure. The standards and ideals of learning at the university assert that students participate directly in the process of learning rather than substitute others' labor and experience. The following definitions are intended as guides and are not meant to be comprehensive.

Academic misconduct includes but is not confined to plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing of tests and other academic material; knowingly falsifying academic records or documents; and turning in the same work to more than one class without informing the instructors involved.

- Plagiarism includes presenting as one's own efforts the work of someone else without proper acknowledgment of that source. It is not enough to copy the work of someone else and provide a citation. Exact copying must be enclosed in quotation marks or properly blocked with an appropriate citation of its origin. Failure to cite paraphrasing in which the basic sentence structure, phraseology, and unique language remain the same constitutes plagiarism, as well as failure to acknowledge unique, unusual, or new ideas or facts not the product of one's own investigation or creativity. It is the student's responsibility to understand what constitutes plagiarism and how to properly paraphrase and cite sources. When in doubt, it is the student's responsibility to seek guidance from the instructor of the course.
- Cheating includes possession, use, or receipt of unauthorized aids or assistance. Notes, charts, books, and mechanical devices used in a quiz, test, or examination, but not specifically allowed by the examiner, constitutes cheating. Visually or verbally receiving or giving information during a quiz, test, or examination that is not specifically allowed by the examiner is also cheating.

- 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.
- Theft, use or circulation of quizzes, tests, or examinations, or answer sheets specifically prepared for use in a given course and as yet not used or publicly released by the instructor of the course constitutes academic misconduct.
- Falsification of data or creation of false data by instructors or students in research or experimental procedures is academic misconduct.
- Unauthorized reuse of work or the turning in of the same work to more than one class without informing the instructors involved constitutes academic misconduct.
- Falsification or procurement of falsified academic records by knowingly or improperly changing transcripts, grade sheets, or related documents constitutes academic misconduct.

STUDENT AND INSTRUCTOR RESPONSIBILITIES

Students

- Have the responsibility to do their own academic work.
- Must acknowledge sources of their materials and material that is the work of others.
- Have the responsibility to inquire of the instructor when they are uncertain as to what constitutes proper acknowledgment.
- Have the responsibility to inquire of the instructor as to what materials and aids are permitted in testing and research work.
- Have an obligation to know their rights and responsibilities as delineated in the SPGS Student Handbook.
- Have the responsibility to know the university's position with respect to academic misconduct as set forth in this document.

Instructors

- Have the responsibility to support and implement the standards, policies, and procedures with respect to scholarship and academic misconduct adopted and approved by Baker University, as outlined in the Faculty Handbook.
- Have the responsibility to be familiar with the students' rights, freedoms and responsibilities, as outlined in the Baker University SPGS Catalog and Student Handbook.
- Are responsible for informing a class in writing with respect to special scholarship standards, rules and penalties for the class or field of study, and to give clarification in the event of private or class queries on the subject.
- Must treat fairly and impartially all members of a class and devise testing and assignment procedures that reflect this impartiality.
- Have the responsibility to respect contrary opinions and the right of a student to think differently or to be critical without being penalized.
- Shall not use ideas originating with and expressed by a student without permission and proper acknowledgment.
- Shall inform the student in writing when a student's term grade is affected by the student's academic misconduct.

Rights of Students and Instructors

- Students have those rights, freedoms, and responsibilities as enunciated in the Baker University SPGS Catalog and Student Handbook.
- Students or instructors have the right to differing and contrary opinions without fear of reprisal or unfair treatment.
- A student charged with academic misconduct is innocent unless judged guilty through due process.
- A student has the right of appeal as specified in "Appeals" in this document.

IN ANY INSTANCE OF ACADEMIC MISCONDUCT

Individual instructors have the autonomy to deal with individual instances of academic misconduct in their courses. The instructor may choose from a variety of possible sanctions including, but not limited to: a lowered grade on the assignment, a failing grade on the assignment, or a failing grade in the course.

The instructor shall notify the student in writing of the misconduct and the class-level sanctions for it and is required to report the instance to the Dean of the SPGS on the Academic Misconduct along with appropriate documentation. Copies of the report will be sent to the student's academic advisor and the report will be made a part of the student's record. Additional institutional sanctions may follow if the student has accumulated sanction points.

The Dean of the SPGS will review the report and supporting documentation and will assign an appropriate sanction point. The Dean will consult with the Chair of the Student Grievance (SG) Committee as necessary. The student will receive a letter from the Dean of the SPGS that an Academic Misconduct Report has been filed in the Office of the Dean of the SPGS. Included in this correspondence will be a description of the institutional sanction as well as an outline of the appeal process. Students may be required to meet with the Dean of the SPGS to review the accusation and to discuss the importance of academic integrity. A copy of the conversation of that meeting will be placed in the student's file.

ACADEMIC MISCONDUCT VIOLATION AND SANCTION EXAMPLES & GUIDELINES

Instances of academic misconduct are taken very seriously at Baker University. At the same time, individual instances of academic misconduct vary in their magnitude and severity. The list of violations and sanctions that follow should be used as a guideline for making decisions regarding academic misconduct. These guidelines should not be considered an exhaustive list. Lower level violations are considered to be less severe because they impact a minor portion of course work and/or include little to no premeditation or intent. In contrast, upper level violations are more severe violations that impact a larger portion of course work and/or that include evidence of premeditation and intent. There are sanction points associated with each violation. Students will receive a sanction point for each violation and these points will be cumulative over a student's time at Baker University.

VIOLATION LEVELS

Warning Level Violation – 0 sanction point (first offense only)

- For plagiarism/copying in work done for a course, if the plagiarized/copied material constitutes a minor portion of the assignment
- Unauthorized collaboration on homework assignments constituting a minor portion of the assignment
- Any subsequent Warning Level Violations will be classified as a Level One Violation (and 0.5 sanction points will be applied).

Level One Violation – 1 sanction point for each violation

- Submission of plagiarized/counterfeit work including the submission of the work of another person as one's own that was created, researched, or produced by someone else; the submission of joint work as if that work was solely one's own; or the production of work to be submitted in the name of another.
- Collaboration with other students on homework assignments or laboratory work that is not specifically allowed by the instructor.
- Witnessing another student engaging in academic misconduct and not reporting the misconduct to the professor.

- Possession, use, or receipt of unauthorized aids or assistance (including, but not limited to: notes, charts, books, and mechanical devices) during a quiz, test, or examination, that is not specifically allowed by the instructor.
- Visually or verbally receiving or giving information during a quiz, test, or examination that is not specifically allowed by the instructor.
- Unauthorized reuse of work or the turning in of the same work to more than one class without informing the instructors involved.
- Falsifying evidence of attendance or participation by the student, or on behalf of another student.

Level Two Violation - 2 sanction points for each violation

- Theft, use or circulation of quizzes, tests, or examinations, or answer sheets specifically prepared for use in a given course and as yet not used or publicly released by the instructor of the course.
- Falsification of data or creation of false data in class assignments, laboratory work or research conducted inside or outside a class setting.
- Taking an exam for another person, or allowing another person to take an exam on one's behalf.

Level Three Violation - 6 sanction points for each violation

- Falsification or procurement of falsified academic records by knowingly or improperly changing transcripts, grade sheets, or related documents
- Providing someone else's signature on any university-related document.
- Destroying or in any way altering the work of another student without his or her specific consent.

Range of Institutional Sanctions:

Sanction points = 0: The student will be asked to take part in an educational experience designed to improve his or her understanding of academic misconduct (first offense only).

Sanction points = 1: The student will be issued a Letter of Reprimand from the office of the Dean of the SPGS and may be asked to take part in an educational experience designed to improve his or her understanding of academic misconduct.

Sanction points = 2: The student will have a meeting with the Dean of the SPGS to discuss the importance of academic integrity. In consultation with the Dean of the SPGS, the student may also receive a notification on his or her transcript.

Sanction points = 3: The student will be allowed to complete the current term, but will be suspended for the following term.

Sanction points = 4: The student will be allowed to complete the current term, but will be suspended for the following two terms.

Sanction points = 5: The student will be allowed to complete the current term, but will be suspended for the following three terms.

Sanction points = 6 or more: The student will be expelled immediately from the university. Expulsion from Baker University for academic misconduct will be permanently noted on the student's transcript.

DEGREES, AWARDS & HONORS MEMBERSHIP

In addition to possible suspension or expulsion, violations of the Academic Misconduct Policy may lead to the removal of degrees, awards, and/or membership in the Baker University Honors program.

APPEALS

Students may appeal course grades and they may appeal any sanctions imposed by the Dean of the SPGS as a result of alleged academic misconduct.

A Hearing Board will be convened to hear grade appeals and appeals of sanctions due to alleged academic misconduct. Students have the right to appeal any course grade (including a grade awarded because of alleged academic misconduct) to the hearing board.

A student wishing to appeal a course grade or sanction must petition the Chair of SG within ten (10) days

after the beginning of the subsequent term. The hearing board shall normally be convened within ten (10) days following the receipt of a completed petition.

HEARING BOARD

The Board will be comprised of 3 faculty members and 2 SPGS student representatives in good academic and social standing. Faculty members will be selected by the Program Chair at the School of Professional and Graduate Studies. The composition of the hearing board shall reflect a reasonable attempt to avoid bias or conflict of interest. The hearing board shall elect a chair from among its members. The accused student has the right to a faculty advisor who will be selected by the Office of the Dean of the SPGS.

HEARING BOARD MEETINGS

The first meeting of the board will normally take place within ten (10) days following notification from the SG Chair. The committee will meet as often as necessary to interview affected parties and review relevant documentation and evidence. The student should be given at least 10 days to prepare a case. After thorough review of the evidence regarding the course syllabus and/or alleged violations, the committee will make a recommendation to the Dean of the SPGS of the grade to be changed or the sanctions to be imposed. Findings should be delivered in a timely manner – in no fewer than 30 business days. The recommendation requires the approval of four of the five voting members. A finding exonerating a student of academic misconduct shall result in all references to that misconduct being expunged from the student's record.

Committee meetings are closed to outside parties, including legal counsel. All proceedings and materials reviewed by the committee will be kept strictly confidential.

FINAL APPEAL

If the hearing board finds the student guilty of academic misconduct and imposes sanctions on the student, the student has ten days to make a final appeal to the Chief Academic Officer. The Chief Academic Officer has 3 options: 1) to uphold the decision of the hearing board, 2) to lessen the sanction proposed by the hearing board, or 3) to remove the sanction proposed by the hearing board. If either of the latter two options is selected, the Chief Academic Officer must provide an explanation for the decision in writing to the Chair of SG.

There is no appeal beyond this point.

ACADEMIC MISCONDUCT RECORDS

All records of academic misconduct will be kept by the Office of the Dean of the SPGS. All records of academic misconduct will be kept for five years after a student has graduated or five years past the date that they depart campus. These records will be consulted only if a) an additional Academic Misconduct Report has been submitted by a faculty member or b) if a student is petitioning for some other mitigation of imposed sanctions. All decisions of suspension and expulsion will remain in the student's file permanently.

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 Student Grievance (SG) Committee Chair within 90 days of the last date of the protested course.

4. The SPGS 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 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

Academic transcripts are maintained by the Office of the Registrar. The transcript request form is available online at www.bakeru.edu/records. Student requests for copies of transcripts must be made in writing and contain the signature of the student. There is a processing fee for each transcript requested. The fee payment instructions are noted on the transcript request form.

A student may obtain an unofficial copy of his/her transcript through the student portal located on the Baker website at https://my.bakeru.edu.

GRADE ACCESS

Grades are available online via the student portal at https://my.bakeru.edu 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, an unofficial transcript may be printed from the student portal. 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 and the release of academic records (transcript or diploma).

Students are informed of holds via the student portal at https://my.bakeru.edu. 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 through the student's portal account at https://my.bakeru.edu.

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. The Name Change form is available on the Baker website at www.bakeru.edu/records. Students who are receiving financial aid must also provide the Office of Financial Aid 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. In-school 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, or from the validation of course attendance; whichever is later. Requests must be made in writing via fax to 785-594-4521 or email to records@bakeru.edu. Degree and enrollment verifications are processed through a third-party vendor, the National Student Clearinghouse (www.studentclearinghouse.org).

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 29 days may impact a student's enrollment status. Students with a break in enrollment that exceeds 29 days are encouraged to work closely with an academic advisor and a financial aid representative (if applicable). 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 and Graduate School of Education is deemed a military-friendly college. Any veteran who wishes to apply for Veterans Administration (VA) education benefits should contact the Baker University VA Certifying Official at 913-344-1256 or academicrecords@bakeru.edu 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 the SPGS/GSOE programs, advance pay is not allowed. Students are encouraged to visit the Veterans page of the Baker website for extensive information.

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 at least six months prior to the expected completion date. The deadline for submission of the Intent to Graduate form is March 1 for participation in the May Commencement Ceremony.

The Intent to Graduate form is available on the Baker University website. Students who fail to complete all degree requirements as anticipated are required to re-file their Intent to Graduate form for a future completion date.

DEGREE COMPLETION PLAN

Undergraduate students with unmet degree requirements at the time of filing the Intent to Graduate must additionally have an up-to-date Degree Completion Plan (DCP) on file. Students must work closely with an academic advisor throughout the degree program to maintain and update this document.

The undergraduate student with a degree completion plan that includes portfolio and other non-exam 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 deadline for

submission of official results for portfolio, other non-exam, or CLEP/DSST examinations is March 1 for participation in the May Commencement Ceremony.

DEGREE CONFERRAL AND DIPLOMA

The degree conferral 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. Diplomas are printed multiple times throughout the year and reflect the degree conferral date posted to the transcript. Students with outstanding financial obligations to the University will not receive their diploma until all obligations have been satisfied.

PARTICIPATION IN COMMENCEMENT

Undergraduate and master's degree students who participate in the May commencement ceremony must complete or be scheduled to complete final degree requirements by the following August 31st. Ed.D. students must complete all graduation requirements no later than one week prior to commencement. This includes successful defense of the dissertation research. Participation in commencement is not required, but encouraged.

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

ACADEMIC PROGRAMS
ASSOCIATE OF ARTS IN BUSINESS (AAB)

OVERVIEW
The Associate of Arts in Business program is a lower-division undergraduate sequence of courses designed for working professionals. The Foundational core sequence provides a foundation in business, including accounting, economics, finance, marketing, human resources, project management 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.

PROGRAM LEARNING OUTCOMES
Upon completion of the program, the AAB graduate should be well-versed in:
- Communication: Able to communicate effectively in written and oral modes
- Critical Thinking: Able to utilize critical thinking and reasoning in research, problem solving, and decision making
- Technology: Able to use technology and credible resources in research and communication
- Business Understanding: Able to describe basic functions of a business community, including fundamental accounting concepts

GENERAL EDUCATION
- BK 110 Introduction to Undergraduate Studies (3 credit hours)
- 18 credit hours of arts and humanities (no more than 6 credit hours from any one discipline)
- 6 credit hours of social sciences
- 6 credit hours of science

PROFICIENCIES
Written Communication
- 3 credit hours of written communication (transferred course must be equivalent to EN 102 with a grade of C- or higher)

Mathematics
- 3 credit hours of mathematics at the college algebra level or higher

RESIDENCY REQUIREMENT
A minimum of 24 credit hours must be taken at Baker University.

GRADUATION REQUIREMENTS
- successful completion of at least 60 credit hours
- successful completion of the Foundational Core Courses
- successful completion of all general education requirements
- successful completion of all proficiency requirements
- a cumulative GPA of 2.0 or higher
- filing of an Intent to Graduate with the Office of the Registrar
- payment of all tuition and fees
- approval by the faculty and Board of Trustees

FOUNDATIONAL CORE COURSES (21 HOURS)

- BSA 205 Financial Accounting
- BSA 242 Microeconomics
- BU 220 Foundations of Business
- BU 248 Human Resources
- BU 252 Introduction to Project Management
- MKT 200 Foundations of Marketing
- PY 258 Industrial and Organizational Psychology

BACHELOR OF BUSINESS ADMINISTRATION (BBA)

OVERVIEW

The School of Professional and Graduate Studies offers curricula leading to a degree of Bachelor of Business Administration. This 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 foundational and core coursework, students select a major in one of the following areas: Organizational Management, Project Management, Sport Management, Human Resources or Marketing. 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 Bachelor of Business Administration degree requires the completion of 120 credit hours.

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
- identify and comply with general legal and ethical principles that currently impact business practices
- demonstrate effective written and oral communications

GENERAL EDUCATION

- BK 110 Introduction to Undergraduate Studies (3 credit hours)
- 18 credit hours of arts and humanities (no more than 6 credit hours from any one discipline)
- 6 credit hours of social sciences
- 6 credit hours of science

PROFICIENCIES

WRITTEN COMMUNICATION

- 3 credit hours of written communication (transferred course must be equivalent to EN 102 with a grade of C- or higher)
- 3 credit hours of upper-level written communication (transferred course must be equivalent to EN 305 with a grade of C- or higher)

ORAL COMMUNICATION

- 3 credit hours of oral communication or public communications (transferred course must be equivalent to CO 102 with a grade of C- or higher)

MATHEMATICS

- 3 credit hours of mathematics at the college algebra level or higher

MAJOR AREA OF CONCENTRATION

Each student must successfully complete a major area of concentration with a minimum GPA of 2.0 in all courses taken in residency toward the major. Students are required to earn a minimum of 18 credit hours

of coursework in one discipline, of which at least 15 credit hours are comprised of upper-college courses (numbered 300 or higher).

RESIDENCY REQUIREMENT

A minimum of 30 upper-college credit hours (numbered 300 or higher) must be taken at Baker University.

GRADUATION REQUIREMENTS

- successful completion of at least 120 credit hours
- successful completion of all general education requirements (typically, an earned Associate of Arts or Associate of Science degree from a regionally accredited institution will satisfy this requirement)
- successful completion of all proficiency requirements
- successful completion of all foundational and core courses
- successful completion of a major area of concentration
- 30 upper-college credit hours completed in residency
- a cumulative GPA of 2.0 or higher
- a major area of concentration GPA of 2.0 or higher
- filing of an Intent to Graduate with the Office of the Registrar
- payment of all tuition and fees
- approval by the faculty and Board of Trustees

The request to transfer-in coursework must be made in writing prior to beginning the bachelor's program. Course equivalencies considered for transfer are determined by the Registrar's Office in consultation with the appropriate faculty and/or chair.

FOUNDATIONAL CORE (18 HOURS)

- BSA 205 Financial Accounting
- BSA 242 Microeconomics
- BSA 252 Macroeconomics
- BU 248 Human Resources
- BU 252 Introduction to Project Management
- BU 272 Business Analytics

BUSINESS CORE (21 HOURS)

- BU 312 Principles of Finance
- BU 315 Best Practices in Management and Leadership
- BU 327 Leveraging Technology in Decision Making
- BU 352 Business Law I
- MGT 439 Supply Chain Management
- MKT 300 Principles of Marketing
- BU 490 Applied Business Strategies

BBA MAJOR AREAS OF CONCENTRATION

HUMAN RESOURCES MAJOR (18 HOURS)

The BBA Human Resources major track is an undergraduate sequence of courses designed for working professionals.

MAJOR LEARNING OUTCOMES

- Demonstrate knowledge of how workplace learning and training can increase organizational effectiveness.
- Identify who is subject to which employment laws and the implication of each of these laws for both the employer and employee.
- Evaluate the integration of all methods, procedures, and outcomes to determine the overall effectiveness of the staffing function.
- Summarize the global and organizational contexts within which international human resource management functions.
- Analyze the relationship between leadership, motivational forces, and organizational climate and culture.

REQUIRED COURSES

- HR 4023 Employment Law
- HR 4740 Employee Development and Retention
- HR 4741 Staffing
- HR 4742 Global Human Resources
- HR 4743 Human Relations
- LDR 433 Building Organizational Climates

MARKETING MAJOR (18 HOURS)

The BBA Marketing major track is an undergraduate sequence of courses designed for working professionals. The major aims to enhance students' proficiency, expand their performance responsibilities, and refine their ability to devise and implement cutting-edge industry-led digital and traditional global marketing management strategies, which are necessary in business practices. Students will take four required courses (12 credit hours). These courses combine skills required out of Marketing and Information Systems. To complete the major, students select two "Flexible Focus" courses (6 credit hours) depending on student's particular interests.

MAJOR LEARNING OUTCOMES

- Core Marketing Theory and Practice: Demonstrate knowledge in various marketing disciplines, and latest in marketing techniques.
- Proficiency in Digital Tools and Platforms: Demonstrate competence in utilizing various digital marketing tools and platforms.
- Strategic Marketing Planning: Develop comprehensive marketing strategies that align with organizational goals and target audience preferences.
- Content Creation and Optimization: Acquire the skills to create content and optimize it for search engines and user engagement.
- Data Analysis and Interpretation: Demonstrate proficiency in collecting, analyzing, and interpreting data from marketing campaigns.
- Integrated Marketing Communication: Understand the importance of integrated marketing communication and be able to coordinate messaging across various digital and traditional marketing channels.
- Ethical and Legal Considerations: Recognize the ethical and legal implications of marketing practices.

REQUIRED COURSES (12 HOURS)

- MKT 330 Digital Media Marketing
- MKT 378 Content and Social Media Strategies
- MKT 420 Marketing Research and Web Analytics
- MKT 481 Sales Management and Conversion Rate Optimization Strategies

FLEXIBLE FOCUS COURSES (6 HOURS)

Choose two of the following:

- MKT 340 Consumer Behavior
- MKT 440 Sales and Sales Processes
- MKT 482 Web Site and Web Page Design
- MKT 483 Introduction to E-Commerce Design

ORGANIZATIONAL MANAGEMENT MAJOR (18 HOURS)

The BBA Organizational Management major offers undergraduate courses designed for working professionals. The major sequence provides students with knowledge and skills in management through studies in theory, case studies, and application of best business practices.

MAJOR LEARNING OUTCOMES

- Apply various theories of group, team, and individual development.
- Explain the relevance of business ethics to management practice.
- Utilize principled negotiation and positional negotiation to achieve an acceptable outcome.
- Analyze the influence of ethical, political, economic and social challenges on corporate policies and management practices.
- Demonstrate knowledge of entrepreneurial methods and opportunities.

REQUIRED COURSES

- LDR 365 Leadership: Lessons from History
- LDR 397 Leading and Coaching Teams
- MGT 387 Entrepreneurship
- MGT 455 Business Policies Analysis
- MGT 485 Negotiation and Conflict Resolution
- MGT 491 Management Issues and Society

PROJECT MANAGEMENT MAJOR (18 HOURS)

The BBA Project Management major track is an undergraduate sequence of courses designed for working professionals. With the major in Project Management, students will analyze and apply theories and concepts associated with temporary endeavors undertaken to create a unique product, service, or result. The courses emphasize key project management knowledge areas across project, program, and portfolio management. Students will also learn to apply the soft skills associated with leadership, communication, and team building as they relate to the project management knowledge areas.

MAJOR LEARNING OUTCOMES

- Apply management and leadership theories to managing projects and project teams.
- Examine tools and techniques for initiating, planning, executing, monitoring, and closing projects.
- Demonstrate the ability to apply successfully the project management process.
- Examine the concepts and skills necessary to manage project risk.
- Analyze best practices regarding contract management and purchasing within a project management environment.
- Demonstrate project management skills that impact quality.

REQUIRED COURSES

- PM 317 Project Scheduling and Control
- PM 324 Project Risk Management
- PM 332 Project Procurement and Contract Management
- PM 333 Project Management Tools, Technology, and Templates
- LDR 446 Project Planning Implementation
- LDR 465 Leadership Project

SPORT MANAGEMENT MAJOR (18 HOURS)

The BBA Sport Management major track is an undergraduate sequence of courses designed for working professionals. A sport management major in a business degree offers the opportunity for students to apply their knowledge of management and business to the sports industry. The sport management curriculum emphasizes the psychological principles at work behind sports, how sports fit into and influence our society, how the business sector and sports world interact and how to make the most of these interactions. Students will also study the legal and ethical aspects of sports and the sport business (drug testing, NIL, legal sports betting, player and event contracts, product liability, and legal duties of owners, coaches and facility supervisors/directors) that are so much in the news and on social media today.

MAJOR LEARNING OUTCOMES

- Demonstrate knowledge of best practices in the administration of a sports enterprise.
- Analyze issues and challenges in sport management using critical thinking and decision-making techniques.
- Demonstrate an awareness of the laws and standards of ethical behavior as related to the sport management profession.
- Demonstrate an ability to apply the fundamental management concepts utilized in the sport industry.
- Communicate effectively in written and oral forms within the conventions of the sport management discipline.

REQUIRED COURSES

- SPM 240 Introduction to Sport Management
- SPM 317 Introduction to Legal Aspects of Sport
- SPM 324 Fundamentals of Managing Sport Organizations
- SPM 332 Introduction to Sport Marketing
- SPM 333 Essentials of Sport Facility and Event Management
- SPM 345 Ethical Issues in Sport

BACHELOR OF SCIENCE DEGREE

OVERVIEW

The School of Professional and Graduate Studies offers curricula leading to a degree of Bachelor of Science. Listed below are the graduation requirements for this degree as well as those that are associated with the degree. In support of the University's mission, the program encourages the development of responsible, ethical, and socially committed graduates.

GENERAL EDUCATION

- BK 110 Introduction to Undergraduate Studies (3 credit hours)
- 18 credit hours of arts and humanities (no more than 6 credit hours from any one discipline)
- 6 credit hours of social sciences
- 6 credit hours of science

PROFICIENCIES

WRITTEN COMMUNICATION

- 3 credit hours of written communication (transferred course must be equivalent to EN 102 with a grade of C- or higher)
- 3 credit hours of upper-level written communication (transferred course must be equivalent to EN 305 with a grade of C- or higher)

ORAL COMMUNICATION

- 3 credit hours of oral communication or public communications (transferred course must be equivalent to CO 102 with a grade of C- or higher)

MATHEMATICS

- 3 credit hours of mathematics at the college algebra level or higher

MAJOR AREA OF CONCENTRATION

Each student must successfully complete a major area of concentration with a minimum GPA of 2.0 in all courses taken in residency toward the major. Students are required to earn a minimum of 24 credit hours of coursework in one discipline, of which at least 15 credit hours are comprised of upper-college courses (numbered 300 or higher).

RESIDENCY REQUIREMENT

A minimum of 30 upper-college credit hours (numbered 300 or higher) must be taken at Baker University.

GRADUATION REQUIREMENTS

- successful completion of at least 120 credit hours
- successful completion of a major area of concentration
- successful completion of all general education requirements (Typically, an earned Associate of Arts or Associate of Science from a regionally accredited institution will satisfy the requirement)
- successful completion of all proficiency requirements
- 30 upper-college credit hours completed in residency
- a cumulative GPA of 2.0 or higher
- a major area of concentration GPA of 2.0 or higher
- filing of an Intent to Graduate with the Office of the Registrar
- payment of all tuition and fees
- approval by the faculty and Board of Trustees

MAJOR AREAS OF CONCENTRATION

CRIMINAL JUSTICE (39 HOURS)

The Criminal Justice (CJ) Major is an 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 39 credit hours of coursework required of all students and can be completed in approximately 18 months.

PROGRAM LEARNING OUTCOMES

Upon completion of the CJ major 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
- effectively use written and oral communication
- sufficiently approach and process a crime scene

LOWER-LEVEL REQUIRED COURSES (18 HOURS)

- CJ 100 Introduction to Criminal Justice (prerequisite to all other CJ courses)
- MA 191 Introduction to Statistics for Behavioral Sciences
- CJ 220 Criminal Justice Research
- CJ 225 Criminology
- CJ 226 Victimology
- CJ 247 Criminal Investigations

UPPER-LEVEL REQUIRED COURSES (21 HOURS)

- CJ 330 Inequality and Crime
- CJ 344 Youth and Crime
- CJ 380 Law and Society
- CJ 385 Corrections
- CJ 395 Criminal Justice Ethics
- CJ 425 Criminal Law and Procedure
- CJ 495 Criminal Justice Seminar

PSYCHOLOGY (39 HOURS)

The Psychology major is an undergraduate sequence of courses designed for working professionals. The core sequence provides students with knowledge and skills in general, developmental, social, learning, and behavioral psychology. Students will learn research methods and application to analyze existing research as well as design and execute a research plan. Students must fulfill pre-requisites for some courses. In support of the University's mission, the program encourages the development of responsible, ethical, and socially committed graduates who will be competitive in their readiness for post-graduate employment, graduate school, or professional school.

PROGRAM LEARNING OUTCOMES

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

- demonstrate comprehension of major concepts, theoretical perspectives, historical and current trends, and important empirical findings in the field
- apply psychological principles to behavioral problems
- explain scientific results and present information to a knowledgeable audience
- utilize scientific reasoning, problem solving, and effective research methodology
- analyze scientific data and present findings
- demonstrate skills related to effective self-reflection, teamwork, and career preparation
- practice competence in written, oral, and interpersonal communication skills in regards to research projects

LOWER-LEVEL REQUIRED COURSES (18 HOURS)

- MA 191 Introduction to Statistics for Behavioral Sciences
- PY 111 General Psychology
- PY 236 Social Psychology
- PY 243 Human Development
- PY 254 Research Methods I
- PY 255 Research Methods II

UPPER-LEVEL REQUIRED COURSES (21 HOURS)

- PY 334 Abnormal Psychology
- PY 347 Behavioral Neuroscience
- PY 362 Learning and Behavior
- PY 371 Contemporary Issues
- PY 383 Clinical and Counseling Psychology
- PY 455 Research Methods Application
- PY 471 History and Systems

INTERDISCIPLINARY STUDIES (39 HOURS)

The Bachelor of Science in Interdisciplinary Studies is a customized academic program intended for students who are looking to combine disciplines (focused areas of study) into a degree tailored to fit their interests and goals. The major in Interdisciplinary Studies prepares students to be well rounded and well-versed in concentrated coursework that translates to public and private sector marketplaces. Areas of emphasis develop skills in critical thinking, analyzing questions, team building, and management. An Interdisciplinary Studies major is one of the most versatile and foundational programs that also offers students the opportunity to gain knowledge in a specific discipline.

Students work with an academic advisor to create a specific degree plan approved in consultation with the appropriate faculty member. Students complete coursework in areas offered at Baker University or may capitalize on work already completed at other institutions by transferring college credits to the Interdisciplinary Studies major. Students may apply up to 12 transfer credit hours in one discipline provided the courses meet the minimum requirements set forth in the Transfer Credit – Undergraduate policy.

PROGRAM LEARNING OUTCOMES

Upon completion of the program, the BS Interdisciplinary Studies graduate should be able to:

- Exhibit knowledge of concepts, theories, and applications related to the academic disciplines taken;
- demonstrate the ability to utilize critical thinking and reasoning in research, problem solving, and decision making;
- apply technology and credible resources in research and communication; and

- develop effective written and oral communications.

REQUIRED COURSES (39 HOURS)

- 18+ credit hours in each of two disciplines
- A minimum of 6 credit hours in each discipline must be upper-college level, with a minimum of 15 total upper-college credit hours
- 3 credit hours of internship or research project

BACHELOR OF SCIENCE IN ACCOUNTING (BSA)

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 a 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 BSA 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 120 credit hours.
- Successful completion of the BSA core program and all other course taken through SPGS.
- A cumulative GPA of 2.0 or higher.
- A BSA major core GPA of 2.0 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 9-credit hour general education requirement in math, upper-college written English, and computer science.
- Filing an Intent to Graduate with the Office of the Registrar.
- Payment of all tuition and fees.
- Approval by the faculty and Board of Trustees.

The Bachelor of Science in Accounting degree requires 120 credit hours:

- BK 110 Introduction to Undergraduate Studies (prerequisite course for all other coursework)
- 57 credit hours of BSA core/major courses including:
    - 3 credit hours of math*
    - 3 credit hours of upper-division written English*
    - 3 credit hours of computer science*
    - 6 credit hours of social science*
- 18 credit hours of arts and humanities (no more than 6 credit hours from any one discipline)

- 6 credit hours of science
- 36 credit hours of electives

* In the BSA program, the requirement to complete 3 credit hours in math, 3 credit hours in computer science, 3 credit hours of upper-college written English, and 6 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 (120 credit hours); rather, it allows students to complete additional elective coursework.

Students complete at least 57 credit hours of core/major coursework within the BSA. The request to transfer-in coursework must be made in writing prior to beginning the bachelor's program. Course equivalencies considered for transfer are determined by the Registrar's Office in consultation with the appropriate faculty and/or chair. To obtain a BSA, a minimum of 51 credit hours must be completed in residence.

BSA CORE/MAJOR COURSES (57 HOURS)

- EN 305 Written Communication II *(satisfies upper-college written English requirement)*
- BU 315 Best Practices in Management and Leadership
- BU 327 Leveraging Technology in Decision Making *(satisfies computer science requirement)*
- BU 272 Business Analytics *(satisfies math requirement)*
- BU 336 Innovative Marketing Strategies
- BU 352 Business Law I
- BSA 205 Financial Accounting
- BSA 242 Microeconomics *(satisfies 3 credit hours of social science requirement)*
- BSA 338 Income Tax
- BSA 346 Managerial Economics
- BSA 350 Managerial Accounting I
- BSA 351 Managerial Accounting II
- BSA 420 Accounting Information Systems
- BSA 455 Business Policies Analysis
- BSA 252 Macroeconomics *(satisfies 3 credit hours of social science requirement)*
- BSA 470 Intermediate Accounting I
- BSA 471 Intermediate Accounting II
- BSA 480 Advanced Accounting
- BSA 484 Finance, Capital, and Management

MINOR AREAS OF CONCENTRATION

MINOR IN CRIMINAL JUSTICE (15 HOURS)

Students earning a minor in Criminal Justice must successfully complete the following requirements:

- CJ 100 Introduction to Criminal Justice (Prerequisite to all other CJ courses)
- CJ 220 Criminal Justice Research

Choose three courses from the following (total of 9 hours):

- CJ 225 Criminology
- CJ 226 Victimology
- CJ 247 Criminal Investigations
- CJ 330 Inequality and Crime
- CJ 344 Youth and Crime
- CJ 380 Law and Society
- CJ 385 Corrections
- CJ 395 Criminal Justice Ethics
- CJ 425 Criminal Law and Procedure

MINOR IN PSYCHOLOGY (18 HOURS)

Students earning a minor in Psychology must successfully complete the following requirements:

- PY 111 General Psychology
- PY 254 Research Methods I
- PY 236 Social Psychology
- PY 334 Abnormal Psychology

Choose two courses from the following (total of 6 hours):

- PY 243 Human Development
- PY 255 Research Methods II
- PY 347 Behavioral Neuroscience
- PY 362 Learning and Behavior
- PY 371 Contemporary Issues
- PY 383 Clinical and Counseling Psychology (prerequisite: PY334)
- PY 471 History and Systems

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP (MAOL)

OVERVIEW

The Master of Arts in Organizational Leadership (MAOL) degree is a graduate-level 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 30-credit-hour requirement. Admitted students who do not have a recognized accredited baccalaureate degree in business must complete the 6-credit-hour CPC Pathway requirement before beginning the MAOL program. It is structured so that students concentrate on one course at a time, and courses are completed in the order recommended by the University. It takes approximately 18 months to fulfill the curriculum requirements.

PROGRAM LEARNING OUTCOMES

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

- Justify a personal statement of ethics and social responsibility and a personal leadership development plan.;
- analyze various stakeholder needs within the ethical and socially responsible system leadership of the organization;
- evaluate organizational and environmental data supporting critical thinking and decision-making through the effective use of technology and methodology;
- develop strategic plans capable of creating and sustaining organizational and inter-organizational performance through a vision of shared values; and
- propose a leadership project that grows an organization through change management and culture development theories.

GRADUATION REQUIREMENTS

- successful completion of the MAOL curriculum (30 credit hours)
- a 3.00 overall GPA with no grades below C
- 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)
- payment of all tuition and fees
- approval by the faculty and Board of Trustees

COMMON PROFESSIONAL COMPONENT (CPC) CURRICULUM – (6 HOURS)

Only students entering the MAOL program with a non-business baccalaureate degree will be required to complete these courses. (See *CPC Pathway Requirements within Admissions section)*

- MBA 500 Fundamentals of Business Administration
- MBA 501 Fundamentals of Business Economics and Finance

Upon completion of the CPC Pathway, students will be prepared to:

- demonstrate basic knowledge of the common professional components required to succeed in the SPGS MAOL program
- explain the complex role of business data analytics in the decision-making process
- utilize critical thinking skills related to meeting SPGS graduate-level curriculum requirements

COURSE SEQUENCE (30 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.

- MAOL 515 Leadership Fundamentals
- MAOL 520 Leadership and Organizational Behavior
- MAOL 530 Corporate Social Responsibility and Accountability
- MAOL 540 Maximizing Technology in Organizations
- MAOL 550 Methods of Inquiry for Business Decisions
- MAOL 560 Assessment of Organizational Performance
- MAOL 580 Sustainability for Future Success
- MAOL 585 Winds of Change
- MAOL 590 Strategic Leadership: Vision to Implementation
- MAOL 595 The Leadership Perspective

MAOL students may complete a concentration from the Master of Business Administration (MBA) to complement their degree program; available concentrations are listed in the MBA section. Each concentration is a collection of four courses within a related content area and may be taken concurrently with a student's MAOL core program or following completion of the MAOL core.

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 the development of knowledge and skills in identifying, analyzing, and solving today's business concerns.

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 30 credit hour requirement, including 12 hours dedicated to an approved concentration. Admitted students who do not have a recognized accredited baccalaureate degree in business must complete the 6-credit-hour CPC Pathway requirement before beginning the MBA program. An academic plan will be developed for each MBA student to allow them to focus on one course at a time, in the order recommended by their SPGS advisor and the University. It takes approximately 18 months to fulfill the curriculum requirements.

An MBA student must select one of the following offered MBA Program Concentrations:

- Data Analytics (DTA)
- Finance (FIN)
- Health Care Administration (HCA)
- Human Resource Management (HRM)
- Strategic Management (STMG)
- Supply Chain Management and Logistics (SCM)
- Venture and Innovation Development (VID)
- Transformational Studies (TFS)

PROGRAM LEARNING OUTCOMES (PLO)

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

- assess the impact of globalization on an organization's environment, operations, and vision
- design ethical plans for ensuring fiscal and operational sustainability and growth
- build accomplished teams by integrating effective management and leadership techniques and theories
- compose professional quality communications using coherent research methods and logic
- analyze relevant data and information to effectively make executive-level decisions
- formulate innovative solutions for domestic and global business problems by integrating applicable program knowledge

GRADUATION REQUIREMENTS

- successful completion of the MBA curriculum (30 credit hours)
- a 3.00 overall GPA with no grades below C
- 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)

- payment of all tuition and fees
- approval by the faculty and Board of Trustees

COURSE REQUIREMENTS

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.

COMMON PROFESSIONAL COMPONENT (CPC) CURRICULUM – (6 HOURS)

Only students entering the MBA program with a non-business baccalaureate degree will be required to complete these courses. (See *CPC Pathway Requirements within Admissions section)*

- MBA 500 Fundamentals of Business Administration
- MBA 501 Fundamentals of Business Economics and Finance

Upon completion of the CPC Pathway, students will be prepared to:

- demonstrate basic knowledge of the common professional components required to succeed in the SPGS MBA program
- explain the complex role of business data analytics in the decision-making process
- utilize critical thinking skills related to meeting SPGS graduate-level curriculum requirements

MBA PROGRAM COURSES (30 HOURS)

The MBA program has a 30 credit-hour requirement composed of 9 hours of foundation, 9 hours of core, and 12 hours of concentration courses.

FOUNDATION AND CORE CURRICULUM (18 CREDIT HOURS)

FOUNDATION

- MBA 553 Marketing Management and Strategy
- MBA 554 Managerial Finance
- MBA 557 Accounting Applications for Management

CORE

- MBA 542 Business Data and Analysis
- MBA 580 Executive Leadership
- MBA 595 Strategic Planning for Competitive Organizations

4+1 PATHWAY PROGRAM

The Baker "4+1" Bachelor to MBA Program provides a pathway for Baker SPGS and CAS students to earn an undergraduate business degree and an MBA degree in five years. Baker students who meet program requirements will not be required to take either the CPC Pathway (6 hours) or MBA-Foundation Curriculum (9 hours). "4+1" students only have to complete the MBA Core Curriculum (9 hours) and a chosen MBA Concentration (12 hours). To complete the remaining 21 MBA hours within a year, "4+1" students must take one course each term for seven terms.

MBA+MSN DUAL DEGREE PROGRAM

Baker University presents a unique opportunity for professionals passionate about healthcare management with our dual degree program. Upon completing Baker's Master of Science in Nursing, participants embark on a streamlined journey, requiring only 18 to 24 credit hours of MBA courses within the transformational studies concentration. This results in the attainment of a second master's degree from Baker. Applicants are required to meet the admission criteria for both graduate programs to qualify for this integrated educational experience.

CONCENTRATION COURSES* (12 HOURS)

In addition to the foundation and core curriculum, MBA students must select an approved concentration and complete four courses (12 hours) within the concentration. Each concentration description includes specific learning outcomes which are in addition to the MBA Program Learning Outcomes. The available concentration tracks are listed as follows.

DATA ANALYTICS CONCENTRATION (12 HOURS)

MBA graduates with a concentration in Data Analytics (DTA) will be prepared to:

- Apply principles and skills of data science and information systems to make informed and objective decisions;
- Develop meaningful reports and visualization of business data analytics;
- Articulate forecasting using predictive models for real-world analytical applications;
- Gain practical, hands-on experience with statistics programming languages and big data tools through coursework and applied research experiences; and
- Transform big data from various platforms into relatable contexts for problem-solving and business solutions.

MBA-DTA students must complete:

- DTA 510 Advanced Business Data and Analytics
- DTA 520 Data Visualization
- DTA 530 Data Management
- DTA 570 Advanced Data Analytics

FINANCE CONCENTRATION (12 HOURS)

MBA graduates with a concentration in Finance (FIN) will be prepared to:

- assess the emerging financial challenges that are transforming the business administration landscape
- apply economic, finance, risk management, and quality assurance principles when making business decisions

MBA-FIN students must complete:

- FIN 510 Investments and Portfolio Management
- FIN 520 Advanced International Finance
- FIN 540 Strategic Corporate Finance
- FIN 550 Integrated Financial Planning

HEALTH CARE ADMINISTRATION CONCENTRATION (12 HOURS)

MBA graduates with a concentration in Health Care Administration (HCA) will be prepared to:

- assess the components of health care services in the United States and analyze the current issues, trends, and limitations of health care administration
- understand the fundamentals of health care system information management, including electronic health records
- discuss the principles of public health practices, the role of the public health department, and the tools needed to effectively manage a typical health department

MBA-HCA students must complete:

- HCA 520 Advanced Concepts of Health Care Administration
- HCA 540 Integrating Ethics in Health Care
- HCA 550 Managing Health Care Information Systems
- HCA 560 Hospital Management

HUMAN RESOURCE MANAGEMENT CONCENTRATION (12 HOURS)

MBA graduates with a concentration in Human Resource Management (HRM) will be prepared to:

- assess that human resource management practices align with legal regulations and organizational policies, procedures, and practices
- develop ethical human resource management plans for ensuring business sustainability and staffing needs are met

MBA-HRM students must complete:

- HRM 510 Advanced Employment Law
- HRM 525 Managing Generational Differences
- HRM 540 International Human Resource Management
- HRM 550 Transformative Employee Relations

STRATEGIC MANAGEMENT CONCENTRATION (12 HOURS)

MBA graduates with a concentration in Strategic Management (STMG) will be prepared to:

- assess the emerging challenges that are transforming the business administration landscape
- discuss how organizations create, capture, and maintain value is fundamental for sustainable competitive advantage
- formulate a strategic, ethical plan which motivates a workforce and inspires others to follow

MBA-STMG students must complete:

- STMG 515 Advanced Business Law
- STMG 525 Business in Today's Global Environment
- STMG 535 Managing and Developing Human Resources
- STMG 595 Advanced Organizational Management

SUPPLY CHAIN MANAGEMENT AND LOGISTICS CONCENTRATION (12 HOURS)

MBA graduates with a concentration in Supply Chain Management and Logistics (SCM) will be prepared to:

- assess supply chain strategy to ensure its integration with major organizational functions & processes including coordination and collaboration with internal and external stakeholders in support of the organization's strategic objectives and goals
- conduct supply chain planning, forecasting, and management of interrelated supply chain activities
- analyze procurement and manufacturing operations which enable the sourcing and conversion of raw materials, inputs, and components into finished goods and services that can be delivered to the customer
- conduct the planning, coordination, and execution required for the efficient and cost-effective inventory, warehousing, transportation, and distribution of finished goods and services to consumers to meet supply chain objectives

MBA-SCM students must complete:

- SCM 510 Supply Chain Concepts & Design
- SCM 520 Supply Chain Strategy & Innovation
- SCM 530 Procurement & Manufacturing for Supply Chain Excellence
- SCM 570: Integrated Logistics Management

VENTURE AND INNOVATION DEVELOPMENT CONCENTRATION (12 HOURS)

MBA graduates with a concentration in Venture and Innovation Development (VID) will be prepared to:

- integrate entrepreneurship and its application in the recognition and exploitation of venture development opportunities for both start-up companies and corporations;
- discuss the most recognized sources of potential funding and financing for business start-ups and/or expansion;

- compose the business opportunity evaluation process which develops and fosters innovation; and design creative strategies for pursuing, exploiting, and further developing new opportunities.

MBA-VID students must complete:
- VID 510 New Venture Management
- VID 520 Building and Sustaining Innovative Organizations
- VID 530 Venture Capitalism
- VID 570 Venture and Innovation Development

TRANSFORMATIONAL STUDIES CONCENTRATION (12 HOURS)
MBA graduates with a concentration in Transformational Studies (TFS) will be prepared to:
- Integrate cross-functional disciplines and knowledge for problem-solving and decision-making;
- apply reflective leadership and engagement learning skills to foster positive changes within a global economy; and
- explain how an organization's sustainable success is accomplished by incorporating diverse academic and professional business expertise.

MBA-TFS students must complete:
- 9 credit hours of graduate studies courses approved by the academic advisor in consultation with the appropriate faculty member/chair and/or Dean.
- TFS 570 Transformational Studies Portfolio

*****Students may earn more than one concentration in the degree program.

MASTER OF SCIENCE IN SPORT MANAGEMENT (MSSM)

OVERVIEW

The Master of Science in Sport Management (MSSM) degree is a graduate-level 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 sport administration in 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; and sport facility operations and event management.

The MSSM program has a 30-credit-hour requirement. It is structured so that students concentrate on one course at a time, and courses are completed in the order recommended by the University. It takes approximately 18 months to fulfill the curriculum requirements.

PROGRAM LEARNING OUTCOMES

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

- 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;
- develop communication strategies to strengthen stakeholder relationships;
- evaluate the impact of financial and environmental variables on an organization;
- establish criteria to attract, develop, retain, and evaluate employees and volunteers through the use of leadership and management principles; and
- assimilate management principles with organizational practices through experiential learning.

GRADUATION REQUIREMENTS

- successful completion of the MSSM curriculum (30 credit hours)
- a 3.00 overall GPA with no grades below C
- 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)
- payment of all tuition and fees
- approval by the faculty and Board of Trustees

COURSE SEQUENCE (30 HOURS)

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.

- MSSM 515 Finance for Managers
- MSSM 517 Legal Aspects of Sport Business
- MSSM 524 Leadership and Management in Sport

- MSSM 525 Organizational Culture and Dynamics
- MSSM 532 Communication and Public Relations in Sport
- MSSM 533 Sports Facility and Event Management
- MSSM 538 Sponsorship and Revenue in Sport
- MSSM 555 Administration, Policy, and Governance
- MSSM 560 Marketing Strategies in Sport
- MSSM 570 Directed Field Experience (Internship)

MSSM students may complete a Master of Business Administration (MBA) concentration to complement their degree program; available concentrations are listed in the MBA section. Each concentration is a collection of four courses within a related content area and may be taken concurrently with a student's MSSM core program or following completion of the MSSM core.

4+1 PATHWAY PROGRAM

The Baker "4+1" Bachelor to MSSM Program provides a pathway for Baker SPGS and CAS students to earn a baccalaureate degree in either Sports Administration or Sport Management and an MSSM degree in less than five years. In addition, this program would be retroactively open to any Baker SPGS and CAS graduates who earned a Baker undergraduate baccalaureate degree in either Sports Administration or Sports Management.

For a Baker student to participate in the MSSM 4+1 Program they must:

- Satisfy the graduation requirements for their respective SPGS or CAS undergraduate Sport Management/Administration program;
- Earn a Baker cumulative undergraduate GPA of 3.0 (on a 4.0 scale); and
- Earn a B- or higher in the equivalent Baker SPGS/CAS undergraduate courses.

SPGS determines equivalency and alignment between Baker undergraduate (UG) and graduate (GR) courses. If an MSSM 4+1 student has previously completed an identified UG equivalent course, the aligned GR course will have been satisfied and waived. A maximum of four courses or 12 credit hours may be waived, allowing 4+1 students to complete the MSSM in as few as 18 credit hours.

The following MSSM courses are eligible to be waived based upon SPGS or CAS course equivalency:

- MSSM 517 Legal Aspects of Sport Business
- MSSM 524 Leadership and Management in Sport
- MSSM 532 Communication and Public Relations in Sport **OR** MSSM 538 Sponsorship and Revenue in Sport
- MSSM 533 Sports Facility and Event Management

SPGS GRADUATE CERTIFICATE PROGRAMS

Baker University SPGS offers non-degree 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 students' quality of life through development of skills, attitudes, and dispositions reflective of 21st-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.

Each certificate is a collection of courses within a related content area, ranging from 12-15 credit hours. These courses are offered online and are seven weeks in length. They are scheduled on a term basis with seven terms per calendar year (Spring I, II, & III; Summer I & II; Fall I & II).

Requirements for enrollment in a certificate program include:

- a completed certificate non-degree seeking (NDS) application form
- 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. Baker University reserves the right to cancel a course due to insufficient enrollment.

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 3

credit hours per term. A SPGS Graduate Certificate participant may make a written appeal to enroll in additional credit hours per term.

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.

REFUND POLICY

Payment is due at the time of registration. Refer to the refund policies in the Financial Information section for specific information.

GRADUATE CERTIFICATES

DATA ANALYTICS

Must complete the following courses:

- DTA 510 Advanced Business Data and Analytics
- DTA 520 Data Visualization
- DTA 530 Data Management
- DTA 570 Advanced Data Analytics

FINANCE

Must complete the following courses:

- FIN 510 Investments & Portfolio Management
- FIN 520 Advanced International Finance
- FIN 540 Strategic Corporate Finance
- FIN 550 Integrated Financial Planning

HEALTH CARE ADMINISTRATION

Must complete the following courses:

- HCA 520 Advanced Concepts of Health Care Administration
- HCA 540 Integrating Ethics in Health Care
- HCA 550 Managing Health Care Information Systems
- HCA 560 Hospital Management

HUMAN RESOURCE MANAGEMENT

Must complete the following courses:

- HRM 510 Advanced Employment Law
- HRM 525 Managing Generational Differences
- HRM 540 International Human Resource Management
- HRM 550 Transformative Employee Relations

LEADERSHIP AND ORGANIZATIONAL CHANGE

Must complete 12 credit hours from the following courses:

- MBA 580 Executive Leadership
- MAOL 520 Leadership and Organizational Behavior
- MAOL 530 Corporate Social Responsibility and Accountability
- MAOL 580 Sustainability for Future Success
- MAOL 585 Winds of Change
- MAOL 590 Strategic Leadership: Vision to Implementation

SUPPLY CHAIN MANAGEMENT AND LOGISTICS

Must complete the following courses:

- SCM 510 Supply Chain Concepts and Design
- SCM 520 Supply Chain Strategy and Innovations
- SCM 530 Procurement and Manufacturing for Supply Chain Excellence
- SCM 570 Integrated Logistics Management
- SCM 580 Supply Chain Integration

MASTER OF ARTS IN EDUCATION (MAEd)

OVERVIEW

The Master of Arts in Education (MAEd) program is a 30 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.

PROGRAM STANDARDS

The MAEd program standards 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.

- Teachers are committed to students and their learning.
- Teachers know the subject(s) they teach and how to increase students' knowledge of the subject(s).
- Teachers motivate, manage, and monitor student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.
- Teachers pursue innovative technology for use in the classroom and for professional growth.

GRADUATION REQUIREMENTS

- successful completion of the approved 30 credit hour MAEd curriculum:
    - 18 credit hours of required education core courses
    - 12 credit hours of graduate education electives of the student's choice
- 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)
- completion of an individually developed MAEd portfolio with an evaluation of "Proficient" or "Distinguished"
- 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)
- payment of all tuition and fees
- approval by the Faculty and the Board of Trustees

PROGRAM ORIENTATION

MAEd students attend a scheduled orientation with an academic advisor prior to the start of their courses.

WATERMARK

Watermark is used by the University as a program accountability and data management system. Baker University provides each MAEd student with a Watermark 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 MAEd program orientation. An MAEd student enrolls in EDU 5997 MAEd Portfolio, which

is completed the term 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/she may not enroll in any other course.

If a student decides to drop after enrollment in EDU 5997, he/she must do so within the first two weeks of EDU 5997; otherwise, if a student does not complete the portfolio in his/her first enrollment in EDU 5997, he/she will pay a fee equal to 1 credit hour at the current rate to enroll in EDU 5997 each time thereafter.

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 (30 CREDIT HOURS)

CORE COURSES

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

- EDU 5111 Enhancing Communication and Embracing Understanding
- EDU 5049 Inclusion: Students with Exceptionalities
- EDU 5101 Learning Theories and Instruction
- EDU 5102 Assessment Strategies
- EDU 5103 Curriculum Development and Design
- EDU 5120 Action Research in the Classroom
- EDU 5997 MAEd Portfolio *(see previous Program Portfolio section)*

SUPPORTING COURSEWORK

In addition to the core curriculum, MAEd students must select and complete 4 courses (12 credit hours) of elective coursework. Available elective courses are listed as follows.

- EDU 5033 Creating School Improvement in the Classroom
- EDU 5031 Enhancing Meaningful Learning
- EDU 5254 Teacher as Counselor
- EDU 5261 Differentiated Literacies for English Language Learners
- 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 5531 Today's Learner

4+1 PATHWAY PROGRAM

The Baker "4+1" Bachelor to Master of Arts in Education (MAEd) graduate program provides a pathway for Baker Undergraduate School of Education (USOE) students to earn an undergraduate education degree (leading to teaching licensure) and a MAEd degree in five years. The innovative course curriculum allows 9 credit hours (Three, 3-credit hour undergraduate courses) to be applied to the MAEd degree resulting in only 21 graduate-level credit hours (seven courses) to obtain a MAEd. The course outline allows candidates to complete their Masters in just one year.

For a Baker student to participate in the MAEd 4+1 Program they must:

- Satisfy the graduation requirements for their undergraduate education program;
- Earn a Baker cumulative undergraduate GPA of 2.8 (on a 4.0 scale); and
- Provide a copy of a valid teaching certificate OR the ability to verify license is in process.
- Earn a B- or higher in the equivalent Baker USOE courses.

GSOE determines equivalency and alignment between Baker undergraduate (UG) and graduate (GR) courses. If an MAEd 4+1 student has previously completed an identified UG equivalent course, the aligned GR course will have been satisfied and waived. A maximum of three courses or 9 credit hours may be waived, allowing 4+1 students to complete the MAEd in as few as 21 credit hours.

The following MAEd courses are eligible to be waived based upon USOE course equivalency:

- EDU 5049 Inclusion: Students with Exceptionalities
- EDU 5102 Assessment Strategies
- EDU 5103 Curriculum Development & Design

MASTER OF SCIENCE IN INSTRUCTIONAL DESIGN AND TECHNOLOGY (MSIDT)

OVERVIEW

The Master of Science in Instructional Design and Technology (MSIDT) program is a 36-credit-hour degree program designed to meet the need for quality graduates in this field by a wide variety of employers in education, government, business, industry, and health-related professions. In accordance with the mission of the School of Education, candidates earning the MSIDT will be confident, competent, and responsible contributors to society through their chosen field of study. The foundation of the MSIDT is the Instructional Design Competencies set in 2012 by the International Board of Standards for Training, Performance, and Instruction (IBSTPI).

PROGRAM STANDARDS

In the tradition of our United Methodist heritage, guided by Baker University's Vision and Values and the School of Educations commitment to learning and to developing confident and competent educational leaders, graduates of Baker University's MS in Instructional Design and Technology program will:

- create quality learning solutions that promote intellectual, professional, and personal development
- solve real world problems by blending critical thinking with professional knowledge, skills, and dispositions
- value and establish the highest ethical and legal standards for their personal/professional conduct and for their work setting
- cultivate and maintain networks with other Instructional Design and Technology professionals to support and nurture their personal, professional, and workplace goals
- promote technology-rich, research-based performance improvement solutions that inspire diversity of community, thought, and expression
- lead and foster organizational change while addressing the civic and social needs of a global community

The IBSTPI Instructional Designer Competencies provide candidates with skills in five domains. The five domains contained in the IBSTPI competencies are Professional Foundations, Planning and Analysis, Design and Development, Evaluation and Implementation, and Management. Candidates in the MSIDT program will focus on twenty-two instructional design competencies within the five domains.

The Instructional Design and Technology MS program is based upon twenty-two (22) standards from the International Board of Standards for Training, Performance, and Instruction (IBSTPI).

GRADUATION REQUIREMENTS

- a maintained 3.00 GPA or higher with no more than one grade of C
- completion of the approved 36 credit hour MSIDT curriculum
- completion of a master's project in IDT
- completion of all course work within six years of the date of initial enrollment
- filing of an intent to graduate with the Office of the Registrar (see Candidacy for Graduation section)
- payment of all tuition and fees
- approval by the faculty and Board of Trustees

PROGRAM ORIENTATION

MSIDT students attend a scheduled orientation before beginning their first course.

WATERMARK

Watermark is used by the University as a program accountability and data management system. Baker University provides each MSIDT student with a Watermark account. Each MSIDT student is responsible for submitting course assessments.

COURSE SEQUENCE (36 CREDIT HOURS)

The following courses are required for the MSIDT degree:

- IDT 5000 Foundations and Issues in Instructional Design and Technology
- IDT 5010 Principles of Instructional Design and Technology
- IDT 5015 Designing and Developing Online Instruction
- IDT 5020 Managing Performance Assessment and Evaluation
- IDT 5025 Multimedia Design and Development
- IDT 5030 Simulations and Games
- IDT 5035 Principles and Applications of Visual Literacy
- IDT 5050 Learning and Cognition Theories Applied
- IDT 5060 Research and Evidence-Based Problem Solving
- IDT 5070 Instructional Design Models
- IDT 5080 Developing Instructional Design and Technology Solutions
- IDT 5090 Masters Project and Portfolio

MASTER OF SCIENCE IN SCHOOL LEADERSHIP (MSSL)

OVERVIEW

The Master of Science in School Leadership (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.

The fundamental goal of the program 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 PreK-12 building leadership licensure.

The MSSL program standards are closely aligned with the KSDE professional standards for building administrators. Program assessments and student activities focus on the functions of these standards. The MSSL program standards are listed below.

An applicant holding a graduate degree in the field of education and pursuing building leader licensure only (BLLO) with Baker University GSOE must complete the three Principalship courses (MSL 5392, MSL 5394, and MSL 5396). All MSSL program students and BLLO students must complete 4 credit hours of MSL 5504 Directed Field Experience completed at a PreK-12 building under the mentorship of a current building administrator and university supervisor.

PROGRAM STANDARDS

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to:

- promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, equity, diversity, digital citizenship and community
- promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms
- promote and advocate for the social emotional well-being of each student and adult, and promote the current and future success of each student and adult, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture
- promote the current and future success and well-being of each student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent instructional leadership, including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems
- promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage, communicate, and intentionally collaborate with families, community members, business leaders, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community
- promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations

- promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of transformational collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning

GRADUATION REQUIREMENTS

- successful completion of at least 37 credit hours from the approved MSSL curriculum:
    - 33 credit hours of required MSSL school leadership core courses, 4 credit hours of Directed Field Experience (DFE), and
    - an MSSL Program Portfolio (Proficient or Distinguished)
- 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)
- completion of all coursework within six years of the date of initial enrollment (extension of this timeframe must be approved by the Student Grievance Committee)
- a composite average of $\geq$ 3.0 (4.0 scale) on the Professional Skills Survey
- 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
- filing of an Intent to Graduate with the Office of the Registrar (see the Candidacy for Graduation section)
- payment of all tuition and fees
- approval by the faculty and the Board of Trustees

PROGRAM ORIENTATION

An MSSL student attends a scheduled orientation before beginning his/her first MSL course.

WATERMARK

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

PROGRAM PORTFOLIO

All MSSL and BLLO 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 Watermark. Portfolio expectations are discussed early in the MSSL program and completed during MSL 5504, Directed Field Experience.

FIELD EXPERIENCE

An MSSL student receives a Directed Field Experience Resource Guide at the first mandatory Directed Field Experience (DFE) meeting. The DFE provides a program student 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. 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 an August to April, October to May, or March to November timeframe in a state-accredited PreK-12 school. Exception to this timeframe must be approved by GSOE administration.
- Students are expected to engage in the DFE at a location within 100 miles of the site at which the student's MSSL program of study is conducted. Exceptions to this maximum distance requirement must be approved by GSOE administration.
- A student must be in at least his/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 building administrator mentor and a school's district office administrator indicates (by signature on the Contractual Agreement) that the student is an employee in good standing, and the student must remain in good standing in the district and building in which he/she is employed during the DFE.
- A student participates in a minimum of 120 hours of administrative field experiences in 7 different areas and collects evidence of such on the "Log of Activities" form. The majority of the required 120 hours of DFE experiences is at the level of licensure that corresponds to the student's level(s) of teaching licensure and service. A student completes 12 of the 120 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. A student may complete 20 hours (verified by the building mentor) of field experience requirements in the semester prior to the DFE.
- A student is required to attend and participate in mandatory class meetings (a maximum of three) during the DFE.
- The university supervisor schedules meetings with the student and building mentor during the DFE for the purpose of discussing progress and experiences.
- At the conclusion of MSL 5504, the student completes an MSSL portfolio containing documentations and reflections relating to coursework and the DFE.

LICENSURE

Students who have successfully completed the MSSL program of study, have five years of teaching experience on a professional license, and have a passing School Leadership Licensure Assessment (SLLA) score are eligible for a two-year initial license in PreK-12 building leadership from the Kansas State Department of Education (KSDE). Applicants for the initial license must submit an SLLA #6990 score to Baker University. For the cut score, contact the SOE License Officer. Registration for the SLLA is online at www.ets.org/sls.

Detailed information concerning SLLA and licensure procedures is provided during DFE orientation. A student may also contact the SOE License Officer.

NOTE: Students must meet recency criteria for building leadership licensure recommendation. Baker University does not accept coursework for transfer credit that is older than six years.

If the student has completed an approved building-level licensure program at Baker University and passed a current KSDE exam, Baker University will recommend the student for licensure to KSDE.

If the student has not taken OR has taken but not received a passing score on a current licensure examination, Baker University may require the student to retake courses older than eight years. Baker University will require the student to take MSL 5060, MSL 5070, and MSL 5080 if these courses were not part of the student's original program.

If a student has a current building leader license in another state and is seeking licensure in Kansas, Baker University's licensure officer will assist the student in identifying and meeting KSDE's current licensure requirements. **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 REQUIREMENTS (37 CREDIT HOURS)

MSSL students complete courses in two core areas: Leadership and Field Experience. The following courses are required for the MSSL degree:

LEADERSHIP (33 CREDIT HOURS)

- MSL 5010 Foundations of Education Administration*
- MSL 5020 Organizational Health and Performance
- MSL 5030 School Personnel
- MSL 5040 Curriculum and Instruction for Administrators
- MSL 5050 Inclusive and Equitable Culture: Student Services
- MSL 5060 Legal Issues of School Leadership
- MSL 5070 School Planning, Operation, and Finances
- MSL 5080 The Ethical Building Leader
- MSL 5102 The Principal as Assessment Leader
- MSL 5121 Inquiry and Research
- MSL 5318 Educational Leadership: Technology in Support of Teaching and Learning

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

FIELD EXPERIENCE (4 CREDIT HOURS)

- MSL 5504 Directed Field Experience

Enrollment in MSL courses is limited to one course per term unless MSL courses are overlapped on the course schedule. Students may transfer up to six hours of graduate credit based on an evaluation of their transcripts. Baker University does not accept any coursework credit hours for transfer that are older than six years.

MASTER OF SCIENCE IN SPECIAL EDUCATION (MSSE)

OVERVIEW

The Master of Science in Special Education (MSSE) program is a 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 high incidence needs. The MSSE degree satisfies the Kansas State Department of Education (KSDE) standards for K-12 high incidence special education licensure.

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 National Board of Professional Teaching Standards (NBPTS) and Indicators. Program assessments and student activities focus on providing evidence that program goals and objectives are met. The MSSE program objectives are listed below.

PROGRAM STANDARDS

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

- Understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.
- Uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.
- Uses Individual Education Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.
- Uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.
- Demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.
- Understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas, and includes the principles of universal design for learning and use of technology to support literacy and to make data-based decisions.
- Demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.
- Understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.

GRADUATION REQUIREMENTS

- successful completion of the 36 credit hour approved MSSE curriculum
- 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)
- a composite average of $\geq$ 3.0 (4.0 scale) on the Professional Skills Survey
- successful completion of an MSSE Program Portfolio (Proficient or Distinguished)
- 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)
- payment of all tuition and fees
- approval by the faculty and Board of Trustees

PROGRAM ORIENTATION

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

WATERMARK

Watermark is used by the University as a program accountability and data management system. Baker University provides each MSSE student with a Watermark 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 Watermark.

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.

SPED 704 Instructional Methods and Strategies for Students with High Incidence Disabilities 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 and MSSE Portfolio requires 90 supervised hours in a special education classroom. Before beginning either of the two required practicum courses, a student must submit a Contractual Agreement form signed by a building principal, site supervisor, human resources or special education director, district administrator, GSOE practicum supervisor, and a cooperating teacher/mentor. This form must also be approved and signed by the SPED 704 or SPED 716 practicum course instructors. 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 an initial license until he/she has successfully completed 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

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-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 (Adaptive) Special Education test ("Special Education: Foundational Knowledge #5355"). Registration for these tests is online at www.ets.org/praxis/register. Results of the assessments must be sent to Baker University.

Detailed information concerning licensure procedures is provided during the program orientation. A student may also contact the SOE License Officer.

COURSE REQUIREMENTS (36 CREDIT HOURS)

Students in the MSSE program must complete the following courses:

- SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities
- SPED 704 Instructional Methods and Strategies for Students with High Incidence Disabilities Field Practicum (*45-hour practicum*)
- SPED 705 Educating Students with Social and Behavioral Needs
- SPED 708 Assessments of Students with High Incidence Disabilities
- SPED 710 Communication and Collaboration within the School Setting
- SPED 712 Creating Optimal Learning Environments for Students with High Incidence Disabilities
- SPED 714 Inquiry, Data Collection, and Research
- SPED 716 Advanced Practicum and MSSE Portfolio (*90-hour practicum)*
- SPED 720 Negotiation and Conflict Resolution
- SPED 721 Methods of Effective Transition Services
- SPED 723 Instructional Methods and Strategies for Students with High Incidence Disabilities in Grades K-12
- SPED 727 Methods of Reading, Writing, Math & Content Areas

Students who graduated from Baker's Undergraduate School of Education (USOE) may transfer a maximum of 9 credit hours to the MSSE program based on an evaluation of their transcripts. 6 of these credit hours must be at the 500-level; 3 of these credit hours may be at the undergraduate 400-level. The Baker USOE courses allowable for transfer to the MSSE program are the following:

Baker USOE Course	MSSE Course Equivalent
ED 413/513	SPED 723
ED 414/514	SPED 700
ED 415/515	SPED 704

LIMITED APPRENTICE LICENSE (LAL) – PARA TO TEACHER PROGRAM

Paraeducators who hold a bachelor's degree and have one year of experience as a paraprofessional are eligible for the Para to Teacher Program as an alternate pathway to high incidence special education licensure. To qualify and apply for this program, students must:

- hold a bachelor's degree from a regionally accredited university
- meet the GPA requirement of 2.5 on a 4.0 scale for the most recent 60 semester hours earned
- have a minimum of one-year experience as a full-time paraprofessional under the supervision of a licensed special education teacher
- provide verification of district or school employment and support in an appropriate special education assignment during the completion of the program

COURSE REQUIREMENTS (36 CREDIT HOURS)

Students must take the following courses to begin the LAL program:

- SPED 690 Foundations in Special Education I (in place of SPED 700)
- SPED 695 Foundations in Special Education II (in place of SPED 723)

Upon successful completion of these courses, students are eligible to apply for their Limited Apprentice License in K-12 High Incidence Special Education through KSDE, and continue with the course of study outlined above for MSSE starting with SPED 704.

MASTER OF SCIENCE IN HIGHER EDUCATION LEADERSHIP (MS-HEL)

OVERVIEW

The Master of Science in Higher Education Leadership (MS-HEL) program is a 36-credit-hour degree program designed to meet the need for quality graduates in student affairs and leadership in higher education.. In accordance with the mission of the School of Education, candidates earning the MS-HEL will be confident, competent, and responsible contributors to society through their chosen field of study. The foundation of the MS-HEL is the Council for the Advancement of Standards in Higher Education (CAS).

PROGRAM STANDARDS

In the tradition of our United Methodist heritage, guided by Baker University's Vision and Values and the School of Educations commitment to learning and to developing confident and competent educational leaders, Baker University Graduates in the MS in Student Affairs in for Leadership in Higher Education Administration program will accomplish the following program goals.

- Student learning and academic excellence. Apply and organize the knowledge, values and beliefs of Student Affairs policy and practice to promote intellectual, professional, and personal development resulting in lifelong learning in undergraduate and graduate students.
- Critical thinking, inquiry and freedom of expression. Analyze and evaluate best practices in student affairs from a practical and theoretical point of view.
- Integrating learning with faith and values. Demonstrate and support an openness to questions of faith and values as part of intellectual inquiry and exhibit personal and professional responsibility that is based on high standards of ethical conduct.
- Connections. Investigate and participate in professional associations and promote the advancement of the field of student affairs and leadership in higher education.
- Inclusiveness. Demonstrate an appreciation for diversity within community, thought, and expression and advocate for all students and their learning experiences.
- Service to the community. Value and engage in service to the institution's community.
- Advocacy. Develop and engage in activities that promote the development and learning success of the whole student.
- Fiduciary Responsibility. Prioritize and demonstrate fiduciary responsibility within the leadership role and as a steward of the institution.

GRADUATION REQUIREMENTS

- successfully complete all courses in the program of study
- 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)
- completion of all coursework within six years of the date of initial enrollment
- payment of all tuition and fees
- approval of faculty and Board of Trustees

PROGRAM ORIENTATION

MS-HEL students attend a scheduled orientation before beginning their first course.

COURSE REQUIREMENTS (36 CREDIT HOURS)

The following courses are required for the MS-HEL degree:

- SAHE 5100 Foundations of Higher Education
- SAHE 5110 Leading through Change, Innovation, and Strategic Planning

- SAHE 5200 Student Development and Mental Health Theory and Practice
- SAHE 5210 The College Student, Enrollment Management, and Articulation
- SAHE 5220 Adaptive and Ethical Leadership
- SAHE 5230 Diversity, Equity, Inclusion, and Social Justice
- SAHE 5240 Institutional Governance, Legal Issues, and Financial Management
- SAHE 5250 Resource Development and External Relations
- SAHE 5260 Assessment, Evaluation, and Technology
- SAHE 5310 Supervised Practice I
- SAHE 5312 Supervised Practice II /Capstone

DOCTOR OF EDUCATION DEGREE PROGRAMS (ED.D.)

OVERVIEW

Three Doctor of Education (Ed.D.) degrees are offered at Baker University: Doctor of Education in Leadership, Doctor of Education in Leadership in Higher Education, and Doctor of Education in Instructional Design and Technology. The Ed.D. program is a 58-59+-credit-hour degree program designed to prepare students for a variety of educational leadership positions. The complete Ed.D. program objectives and guidelines are included in the handbooks for the specific degree programs, which are updated each August. The student receives the handbook at the program orientation and abides by the guidelines within the appropriate handbook.

The Doctor of Education in Leadership prepares the student for any PK12 district-level administrative position. Program objectives are closely aligned with KSDE program standards for district leadership. 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 Doctor of Education in Leadership in Higher Education prepares the student for a multitude of leadership positions in higher education. The higher education degree is aligned with the Council for the Advancement of Standards in Higher Education (CAS).

The Doctor of Education in Instructional Design and Technology degree prepares professionals for opportunities to use instructional design and technology, particularly in the growing field of online learning and training, to lead and direct the training and performance in a variety of workplaces. The Instructional Design and Technology degree 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
- advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment
- collaborating with faculty and school, home, and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources
- acting with integrity, fairness, and in an ethical manner
- 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
- 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

- 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
- applies knowledge related to effective staff recruitment, retention, training, performance supervision, and evaluation, using strategies that promote diversity, equity, and access
- applies ethical standards to personal, professional, and institutional actions
- understands relevant laws, regulations, (e.g., constitutional, statutory, regulatory, case law) and institutional policies that impact students, faculty, and staff
- understands the budgeting process and financial management of resources, including human, technology, facilities, and equipment

PROGRAM OBJECTIVES FOR INSTRUCTIONAL DESIGN AND TECHNOLOGY

In the tradition of our United Methodist Heritage, guided by Baker University's vision and values and the School of Education's commitment to learning and to developing confident and competent educational leaders, graduates of Baker University's Ed.D. in Instructional Design and Technology will:

- create quality learning solutions that promote intellectual, professional, and personal development
- solve real-world problems by blending critical thinking with professional knowledge, skills, and dispositions
- value and establish the highest ethical and legal standards for their personal and professional conduct and for their work setting
- cultivate and maintain networks with other Instructional Design and Technology professionals to support and nurture their personal, professional, and workplace goals
- promote technology-rich, research-based performance improvement solutions that inspire diversity of community, thought, and expression
- lead and foster organizational change while addressing the civic and social needs of a global community

WATERMARK

Watermark is used by the University as a program accountability and data management system. Baker University provides each Ed.D. student with a Watermark account. Each Ed.D. student is responsible for uploading course and self-assessments that may be used toward the student's final portfolio.

GRADUATION REQUIREMENTS

- successful completion of all program coursework requirements with a cumulative program GPA equal to or greater than 3.00 (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) for PK12 Ed.D.
- successful completion of the field experience, 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 of an individually developed Ed.D. portfolio with an evaluation of "Proficient" or "Distinguished"
- 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
- payment of all program fees
- dissertation form signed by major advisor, committee members, and SOE 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 portfolio is presented to a committee. The recommended committee composition is 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 handbook for the specific doctoral program.

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 Council for the Advancement of Standards in Higher Education (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 and are planned and guided cooperatively by the supervisor, mentor, and the student. Specific Field Experience guidelines as well as standards and indicators are found in the handbook for the specific doctoral program.

Instructional Design and Technology (IDT) activities are tied to the International Board of Standards for Training, Performance, and Instruction (IBSTPI). Those choosing the IDT degree focus on incorporating the IBSTPI standards into their IDT activities. These activities are chosen together by the supervisor, IDT mentor, and the student in IDT-related areas within organizations and institutions.

DISSERTATION

The doctoral dissertation is a clinical research study that:

- establishes 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 handbook for the specific degree program

LICENSURE (PK-12)

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 currently 162. Students can register for this test online at www.ets.org/sls/register. Anyone wishing to obtain a DLL license in Missouri should contact Baker University's Licensure Officer for details. Results of the assessment must be sent to Baker University.

Detailed information concerning licensure guidelines and application requirements for both Kansas and Missouri is provided during the program orientation. A student may also contact the SOE License Officer.

BUILDING LEADERSHIP PROGRAM (PK12)

REQUIREMENTS FOR STUDENTS WHO ARE ELIGIBLE FOR AND/OR ENROLLED IN THE ED.D. PROGRAM

A student who is eligible for and/or enrolled in the PK-12 Ed.D. program and does not have building or district leadership licensure may obtain both licensures by enrolling in the courses listed below:

- MSL 5392 Principalship I
- MSL 5394 Principalship II
- MSL 5396 Principalship III
- MSL 5504 Directed Field Experience (Building Level)

A student is not permitted to enroll concurrently in an Ed.D. course and MSL course (not to include field experiences and dissertation).

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 9034 Field Experience
- successfully completed DED 9032 Portfolio Presentation
- obtained a passing score on the ETS School Leadership Assessment (SLLA)
- five years of accredited teaching experience with a professional license

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

COURSE REQUIREMENTS: EDUCATIONAL LEADERSHIP, PK-12 (59+ HOURS)

The following courses are required for the Doctor of Education in Educational Leadership, PK-12:

- DED 9000 Foundations of Educational Leadership
- DED 9001 Communication and Collaboration in Leadership
- DED 9002 Leading Special and Diverse Populations
- DED 9004 Curriculum, Learning, and Instruction
- DED 9005 Legal, Policy, and Advocacy Issues in Leadership
- DED 9006 Human Resources Management
- DED 9007 Management of Finances, Facilities, and Resources
- DED 9009 Systemic School Improvement and Evaluation
- DED 9010 Statistical Analysis
- DED 9011 Methods of Inquiry and Research
- DED 9013 The Ethics of District Leadership
- DED 9034 Field Experience
- DED 9032 Portfolio Presentation
- DED 9091 Dissertation Development 1
- DED 9092 Dissertation Development 2
- DED 9093 Dissertation Development 3 (16 credit hours)
- DED 9094/9095 Dissertation Development Continuous Enrollment (*continuous enrollment until completion)*

COURSE REQUIREMENTS: LEADERSHIP IN HIGHER EDUCATION (58+ HOURS)

The following courses are required for the Doctor of Education in Leadership in Higher Education:

- LHE 9010 Statistical Analysis
- LHE 9011 Methods of Inquiry and Research
- LHE 9012 Student Affairs and Enrollment Management in Higher Education
- LHE 9014 Foundations and Contemporary Leadership in Higher Education
- LHE 9015 Administration, Governance, and Strategic Planning in Higher Education
- LHE 9016 Curriculum and Instruction in Higher Education
- LHE 9017 Budget, Finance, and Advancement in Higher Education
- LHE 9018 Program Planning, Assessment, and Evaluation in Higher Education
- LHE 9019 Communication, Collaboration, and Decision Making in Higher Education
- LHE 9022 Ethical and Contemporary Issues in Higher Education/Readings in Leadership
- LHE 9023 Legal Issues and Human Resources Management in Higher Education
- LHE 9033 Field Experience
- LHE 9032 Portfolio Presentation
- LHE 9091 Dissertation Development 1
- LHE 9092 Dissertation Development 2
- LHE 9093 Dissertation Development 3 (16 credit hours)
- LHE 9094/9095 Dissertation Development Continuous Enrollment (*continuous enrollment until completion)*

COURSE REQUIREMENTS: INSTRUCTIONAL DESIGN AND TECHNOLOGY (59+ HOURS)

The following courses are required for the Doctor of Education in Instructional Design and Technology:

- IDT 9000 Instructional Design and Technology
- IDT 9001 Design Principles for Instructional Design and Technology
- IDT 9002 Project Management
- IDT 9003 Instructional Models and Tools for Online Learning
- IDT 9004 Assessment, Evaluation, and Reporting
- IDT 9005 Informal Learning
- IDT 9006 Systems Thinking and Process Improvement
- IDT 9007 Leadership, Motivation, and Change Management
- IDT 9008 Trends and Issues in Instructional Design and Technology
- IDT 9010 Statistical Analysis
- IDT 9011 Methods of Inquiry and Research
- IDT 9030 Field Experience I
- IDT 9031 Field Experience II
- IDT 9032 Portfolio Presentation
- IDT 9091 Dissertation Development 1
- IDT 9092 Dissertation Development 2
- IDT 9093 Dissertation Development 3 (16 credit hours)
- IDT 9094/9095 Dissertation Development Continuous Enrollment *(continuous enrollment until completion)*

GSOE CONTINUING EDUCATION

VISION

The GSOE Continuing Education (CE) Department of Baker University recognizes the need for increasing access to excellent and innovative academic programming that advances the workforce by addressing state and national education standards, societal needs, and economic trends.

MISSION

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

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

PROGRAM LEARNING OUTCOMES

The 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

GSOE 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 required to register at least one week prior to the start of a class to ensure enrollment availability. Baker University reserves the right to cancel a course due to insufficient enrollment.

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 9 credit hours. A GSOE Continuing Education participant may make a written appeal to enroll in additional credit hours per term.

Graduate credit hours earned through GSOE Continuing Education 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.

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

COURSES COMMON TO ALL DISCIPLINES

The following courses are available in all undergraduate academic disciplines or areas of study, pending approval.

XX 295, 495 - 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 and student interests and needs. Prerequisite: Varies by course. **R**

XX 390 – Internship/Research Project 3 hrs.
Based on the determination of the student and faculty, this course could be a supervised practical experience related to the academic subject in selected organizations, agencies, or businesses, or an intensive research project relating to the academic subject. Prerequisite: Varies by course. **R**

UNDERGRADUATE COURSES

AR 182 20th 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.

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, media, and popular culture as they relate to historical events, trends, and social implications of music.

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 126 Fundamentals of Genetics - 3 hrs.
In this biology course for non-science majors, students will discover how biology and genetics affect them directly. Fundamentals of Genetics will focus on the basic principles of genetics and their role in health, medicine, society, ethics, and evolution.

BI 220 Infectious Diseases - 3 hrs.
This course is designed to provide current information about the most common infectious diseases facing local and global populations. Course content includes history of infectious diseases, associated legislation, immunology, disease transmission and symptomology, disease risk factors, disease control and treatment, and the role of public health and health care professionals. The emergence and re-emergence of infectious diseases that were previously controlled but on the rise will be an important component of this course. Examples of infectious diseases discussed include (but are not limited to) vaccine-preventable childhood diseases, MRSA, tuberculosis, STDs/HIV, Zika, various influenza, Ebola and other hemorrhagic infections, foodborne illnesses, West Nile, and Lyme disease.

BK 110 Introduction to Undergraduate Studies - 3 hrs.
As an introductory course for students at Baker, this course provides students with a litany of resources and skills to prepare them for their future coursework. Not only will students gain first-hand familiarity with online resources and academic writing, but they will develop their own practices for time management, critical thinking, and self-reflection, to not only better understand themselves as learners, but to better engage and meet their educational goals.

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 252 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 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 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 and BSA 252.

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 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 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 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 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 471 Intermediate Accounting II - 3 hrs.
This course is a continuation of BSA 470. Prerequisite: BSA 470.

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 nonprofit organizations. Prerequisite: BSA 471 Intermediate Accounting II.

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.

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 will 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.

BU 248 Human Resources - 3 hrs.
This course introduces students to the fundamental elements of the Human Resource process. Students study human resources management, job analysis, managing diversity, employee recruitment, hiring, training, and evaluation. Students learn the processes of wage, salary, and benefit administration. Also, during the

course, employment law and HR best practices are a focus for this course. Mid-level AAB and BBA core course.

BU 252 Introduction to Project Management - 3 hrs.
This course focuses on key issues involving project planning and execution that every project manager is likely to face - managing project scope, time, cost, quality, human resources, communications and risk. The course focuses on "real-world" challenges that project managers face and provides knowledge about the strategies, tactics and deliverables that are critical to project managers and general organizational leadership.

BU 272 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 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.

BU 312 Principles of Finance - 3 hrs.
This course is an introduction to corporate finance. Most of the course covers asset valuation and pricing theory and practice, with applications to long-term investment decisions. The implications of capital structure decisions will be evaluated. . Prerequisites: BSA 205 and BU 272.

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.

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.*

BU 352 Business Law I - 3 hrs.
Business Law I examines the formation and application of case law, state statutes, including the Uniform Commercial Code, federal regulations, and the United States Constitution and its amendments in relation to the business organization.

BU 490 Applied Business Strategies - 3 hrs.
This course's purpose is to provide students with an opportunity to develop and expand upon their quantitative analysis and reasoning skills in the context of problems and challenges often faced by leaders in business, accounting, and economic research.

CJ 100 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.

CJ 220 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. Prerequisite: CJ100

CJ 225 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. Prerequisite: CJ100

CJ 226 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. Prerequisite: CJ100

CJ 247 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. Prerequisite: CJ100

CJ 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. Prerequisite: CJ100

CJ 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. Prerequisite: CJ100

CJ 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 the 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. Prerequisite: CJ100

CJ 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." Prerequisite: CJ100

CJ 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. Prerequisite: CJ100

CJ 425 Criminal Law and Criminal Procedure – 3 hrs.
In this study of criminal law and procedure, students will explore the elements of crimes, analyze each step in the criminal process, and examine the constitutional protections guaranteed to individuals facing criminal charges, to gain a thorough understanding of how the criminal justice system works.

CJ 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. Prerequisite: CJ100

CO 102 Oral Communication - 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.

EN 102 Written Communication I - 3 hrs.
This course introduces students to the fundamentals of college writing. Students will learn to use the writing process as well as different rhetorical strategies to develop logical, organized communications and classroom essays. Emphasis will be placed on communicating ideas clearly and using feedback to edit and improve

work. *This course satisfies the lower-division written communication requirement. This course must be completed within the first three courses of the program.*

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.

EN 305 Written Communication II - 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. *This course satisfies the upper-division written communication requirement.* Prerequisite: EN 102.

GEL 212 Geology - 3 hrs.
Geology is the study of the Earth. The science of geology is traditionally divided into two broad disciplines: physical and historical. This course will focus primarily on physical geology through an examination of the basic structure and composition of the materials that comprise the Earth, and the processes that underlie major geologic phenomena. The course is divided into the following broad subject areas: Earth's place in the Solar System; rocks and minerals (the materials which comprise the surface, crust, and interior); internal processes (volcanic activity, earthquakes, plate tectonics, and mountain building); and external processes (physical/chemical weathering, erosion [transport of materials] by gravity, running water, ice, and wind) and the landforms created by the interaction of internal and external processes. There will be an emphasis placed on how geologic phenomena are linked together into large-scale systems and how these systems interact to create the geologic features we observe.

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 245 World War II - 3 hrs.
This course serves as an introduction to the Second World War. Students will examine the origins of the war, the numerous nation states involved, and significant events and individuals during the war. Students will also analyze how the end of the Second World War transitioned into the Cold War and how our understanding of World War II impacts our decisions today.

HI 445 Civil Rights Movement - 3 hrs.
Students investigate the struggle for civil rights in the United States during the 20th 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 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 this interdisciplinary course will study propaganda in both totalitarian and democratic societies and the ability it has for both good and evil.

HIS 4200 Decade of the Sixties - 3 hrs.
Students examine numerous issues that were in conflict in the 1960s, including Indochina, race relations, the role of federal government, youth culture, the status of women, the private enterprise system, and the fabric of the "good life."

HR 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.

HR 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.

HR 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.

HR 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.

HR 4743 Human Relations - 3 hrs.
Students will explore how the development of human relations skills contributes to personal and career success as well as organizational effectiveness. Students will study theoretical constructs and engage in application exercises in topics such as self-efficacy, motivation, goal setting, emotional intelligence, managing stress, communication, problem solving, creative thinking, conflict, leadership, working in teams, diversity, and cross-cultural relations.

HTH 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.

HTH 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.

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.

HU 4618 Communicating in a Global Society - 3 hrs.
With the business world being global, it is imperative that business students are able to effectively and sensitively communicate with persons around the globe, those from non-US cultures. In this course,

students will discover their own world view, learn about histories and points of view from various cultures (anthropology), learn how to interpret cultural norms and work effectively with persons in multicultural settings.

IT 210 Cloud Foundations - 3 hrs.
This course covers essential cloud concepts and foundational skills needed to participate in strategic discussions and decision-making regarding cloud adoption and implementation. It addresses the essential knowledge and skills required for an individual to participate in a range of strategic activities and conversations necessary for the application of cloud technologies as a business solution, including AWS, Microsoft Azure, and Google Cloud, and to understand how these technologies can be leveraged as innovative business solutions.

IT 220 Introduction to Programming with Python - 3 hrs.
This course offers a comprehensive introduction to Python, a versatile and widely used programming language. It is perfect for beginners with little or no coding experience. Students will learn fundamental concepts such as the language, how to use operators, define and call functions, and control the flow of their programs with conditional statements. Through hands-on exercises and projects, students will develop problem-solving skills and create simple applications, building a solid foundation in Python that prepares them for further study in areas like computer science, data analysis, and web development.

LDR 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.

LDR 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.

LDR 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.

LDR 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. Understand and apply critical project management processes and techniques. Students can demonstrate the ability to apply successfully the project management process in two ways: one, with real data in case analysis, two, with a specific project under the guidance of a faculty member.

LDR 465 Leadership Project - 3 hrs.
The course surveys broad leadership concepts including strategic planning, organizational management, crisis management, evaluation techniques, and project management lifecycle.

LIT 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.

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.

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.

MA 191 Introduction to Statistics for Behavioral Sciences - 3 hrs.
This course introduces fundamental concepts of descriptive and inferential statistical techniques for organizing research data in the field of behavioral and social sciences and testing simple hypotheses. Students will learn basic procedures for analyzing research data, interpreting statistical results, and drawing conclusions based on data. Emphasis is on understanding the logic of the statistical procedures and the interpretation of the statistical analysis. The course will be fundamental and practical in orientation. Most of the computations are computer software-based with an emphasis on interpretation.

MGT 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.

MGT 387 Entrepreneurship - 3 hrs.
This course examines the problems, opportunities, and methods of starting a new business or running a small business. The course examines the special needs of entrepreneurs regarding forecasting, planning, venture capital, trade finance, marketing, staffing, structuring, budgeting, cost control, and operations. It also examines the use and application of the Internet and electronic business tools.

MGT 439 Supply Chain Management - 3 hrs.
This course introduces the student to supply chain management. Students are presented the key concepts of supply chain management: to monitor and relate production, distribution, and shipment of products and services. Major overall activities studied include product creation, development, production and distribution, managing purchases, inventory control, quality control, storage, logistics and evaluation.

MGT 455 Business Policies Analysis - 3 hrs.
Students will 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.

MGT 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.

MGT 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.

MGT 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.

MKT 200 Foundations of Marketing - 3 hrs.
This course is an introduction to the basic principles of marketing, practices, and the application of these practices. Subjects covered include ethical decision making, feasibility analysis, products, promotion, channels of distribution, pricing, international marketing and use of technology in marketing. Prerequisite for Marketing majors only.

MKT 300 Principles of Marketing - 3 hrs.
This course is an introduction to the basic principles of marketing, practices, and the application of these practices. Subjects covered include ethical decision making, feasibility analysis, products, promotion, channels of distribution, pricing, international marketing and use of technology in marketing.

MKT 330 Digital Media Marketing - 3 hrs.
This course concentrates on digital media as a business marketing strategy employed for both internet and mobile devices. Learners examine multiple techniques, tools, and the art of creating compelling content. Through social media platforms, email campaigns, mobile, and paid advertising, students produce a digital marketing plan and correlate performance results using web analytics and key performance metrics. Prerequisite: MKT 200 or MKT 300

MKT 340 Consumer Behavior - 3 hrs.
Students study and analyze various behavioral concepts and theories of consumer buying behavior and stages of the decision-making processes. Items include consumer perceptions and attitudes, the role of group influence, and the essential nature of customer satisfaction. Prerequisite: MKT 200 or MKT 300

MKT 350 Integrated Marketing Communications - 3 hrs.
In this course, students will design an integrated advertising plan. Students will focus on aspects of marketing communication including segmentation, targeting, positioning, branding, promotion, and media as it pertains to the consumer decision-making process. Students will develop an awareness and appreciation for the strategies successful brands utilize to build brand equity. Prerequisite: MKT 200 or MKT 300

MKT 378 Content and 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. Creation of video production and social site uploads. Students also will learn how to develop a social media plan, react to online sentiment, and respond to a social media crisis. Prerequisite: MKT 200 or MKT 300

MKT 420 Marketing Research and Web Analytics - 3 hrs.
This course covers basic steps in the marketing research process. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing. Students explore how consumers navigate online and why they participate in those actions. The course reviews web analytic programs that measure website user experience, SEO ranking and traffic that measures the success of digital marketing campaigns. Students will also be introduced to standard industry analytics software to report Key Performance Indicators of digital strategies driven to campaign landing pages. Prerequisite: MKT 200 or MKT 300

MKT 440 Sales and Sales Processes - 3 hrs.
This course covers basic steps in the marketing research process. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer and business marketing. The course covers research design, including qualitative and quantitative data, and quantitative methods used for analyzing research data to make decisions. Prerequisite: MKT 200 or MKT 300

MKT 481 Sales Management and Conversion Rate Optimization 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 consumer behaviors in marketing as a human activity directed at satisfying needs and wants through exchange processes, converting branding awareness to purchase. Prerequisite: MKT 200 or MKT 300

MKT 482 Principles of Web Site and Landing Page Design - 3 hrs.
Design and hands-on implementation skills in designing and creating dynamic web sites with campaign landing pages. Key topics include web page design, usability principles, HTML, XHTML, Cascading Style Sheets (CSS), JavaScript, Internet security, and ethical privacy practices. Prerequisite: MKT 200 or MKT 300

MKT 483 Introduction to E-Commerce Design - 3 hrs.
This course introduces Web site design methods and processes to support e-commerce development. E-Commerce integrates the life cycle and user-centered design, including site goals, business models, value propositions, user analysis, information architecture, interface and navigation design, usability guidelines, database, testing, hosting strategies, usage metrics, and collaborative development. Technologies for e-commerce, shopping cart, digital payments, promotion strategies, and security issues. Prerequisite: MKT 200 or MKT 300

PC 204 Fundamentals of Earth Science - 3 hrs.
Students are introduced to earth's four main systems: geosphere (geology), hydrosphere (water cycle), atmosphere, and biosphere (ecosystems). Students analyze the interrelatedness of these systems, how they influence humans, and how they are influenced by humans. Topics also include the dynamic nature of these systems and scientists' attempts to forecast future changes.

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 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 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.

PM 317 Project Scheduling and Control - 3 hrs.
This course explores project scheduling, monitoring, and controlling techniques used by successful project managers. The course covers the following areas: project planning, scope definition and control, cost estimation, cost control, scheduling, controlling, decision-making, and communication management. Agile, waterfall and other project management and development methodologies will be covered.

PM 324 Project Risk Management - 3 hrs.
This course introduces students to the concepts and skills necessary to manage project risk. Students learn how various components of a project risk management plan including planning, risk identification, qualitative risk assessment, quantitative risk assessment, risk response planning, risk response implementation, and risk monitoring.

PM 332 Project Procurement and Contract Management - 3 hrs.
This course examines the procurement-management knowledge aspect of project management. Students will learn the process of acquiring external resources through vendors and the legal requirements associated with contracts. Students will have an opportunity to study best practices regarding contract management and purchasing within a project management environment.

PM 333 Project Management Tools, Technology, and Templates - 3 hrs.
This course is an overview of project management tools and templates related to planning, scheduling, tracking, controlling, and reporting on a project. A wide variety of software tools and techniques will be studied and referenced throughout the program.

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.

PY 111 General Psychology - 3 hrs.
This course is an overview of the wide variety of subject areas that comprise the study of behavior. Schools of thought and empirical research findings are presented in the approach to understanding physiology, sensation and perception, learning, memory, development, personality, stress, abnormal behavior, therapy, and social interactions.

PY 236 Social Psychology - 3 hrs.
This course is intended to provide an introduction to the field of social psychology. Research in this field examines the influence of the social context on the thoughts, feelings, and behavior of individuals. One unique aspect of social psychology is the connection between what students learn in the classroom and the situations and circumstances they encounter in their daily lives. Prerequisite: PY 111

PY 243 Human Development - 3 hrs.
This course examines changes in human behavior over the entire life span from conception to death. Topics are presented in chronological order and cover developmental changes in physical, cognitive, and social domains. Traditional theories are integrated with current findings of developmental researchers. Prerequisite: PY 111

PY 254 Research Methods I - 3 hrs.
This course is designed to introduce students to the basics of behavioral sciences research. Psychology and sociology allow us to make sense of our world and help us make changes that will improve our understanding of behaviors and deviations. This class is designed to provide students with the basics of research while inspiring them to find their passions to help contribute to our ever-expanding knowledge base. Prerequisite: PY 111

PY 255 Research Methods II - 3 hrs.
Building on the foundations of PY 254, this course deepens students' understanding of experimental design. Working in teams, students will replicate experiments, analyze data, and present their findings in an

APA-formatted research paper. Emphasis will be placed on reinforcing fundamental statistical concepts and ethical considerations in psychological research. Prerequisite: MA 191 and PY 254

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.

PY 334 Abnormal Psychology - 3 hrs.
This survey course utilizes a multi-dimensional approach to help students understand how biological, psychological, socio-cultural, and even political forces contribute to psychological disorders. Students will learn the diagnostic criteria for the major mental disorders using the DSM-V and review research on their causes, course, and treatment. This course provides a foundation for students interested in learning more about mental health and/or pursuing a career in the helping professions. Prerequisite: PY 111

PY 347 Behavioral Neuroscience - 3 hrs.
This course examines the biological aspects of human behavior. It provides students with a basic overview of neuroanatomy, synaptic transmission, and chemical components of the nervous system. These biological factors are subsequently applied to behavioral associations.

PY 362 Learning & Behavior - 3 hrs.
This course focuses on basic principles and theoretical issues associated with both classical and operant conditioning. Subject areas covered include a brief history of behavior theory, generalization and discrimination, schedules of reinforcement, classical/operant interactions, and biological constraints on behavior. Some applications of behavior theory are also discussed.

PY 371 Contemporary Issues - 3 hrs.
Students will discuss contemporary psychological research and theoretical writings. Emphasis will be placed on critical analysis, integration, and application of psychological theories and findings to current societal issues. Students will investigate specific topics of interest in-depth, and write and orally defend a position paper.

PY 383 Clinical & Counseling Psychology - 3 hrs.
This course provides an orientation to the professional application of clinical and counseling psychology. The historical and empirical foundations of the profession are reviewed, as well as its current issues and trends. It focuses on basic helping skills; contemporary and traditional theories; the processes of assessment, diagnosis, and psychotherapy; and issues of diversity, such as culture, race/ethnicity, gender, socioeconomic status, and sexual orientation. Prerequisite: PY 334

PY 455 Research Methods Application - 3 hrs.
This course expands students' understanding of nonexperimental research design. Working in teams, students will develop a qualitative study, including participant selection and data collection methods, and present their findings in an APA-formatted research paper. Emphasis will be placed on foundational coding techniques and ethical considerations in qualitative research. Prerequisite: PY 255

PY 471 History & Systems - 3 hrs.
This seminar traces the history of psychology from its development out of philosophy and physiology to its culmination in the various systems and schools of thought in psychology. Comparisons and contrasts among these schools of thought are the focus of most class discussion.

RE 222 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 440 Power of Myth - 3 hrs.
This course provides a survey of humanity's use of myth and explores how myth is related to worldview and religion. While usually associated with non-scientific or non-modern cultures, the study will consider how myth continues to exert power over and shapes current cultures, worldviews, and religious beliefs.

SO 246 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 405 Psychology of Humor - 3 hrs.
Students examine and analyze humor as it appears in various media (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 definitions of humor, the value of humor in various settings, and the social benefits and liabilities of comedy.

SPM 240 Introduction to Sport Management - 3 hrs.
This course will provide students with an overview of sports management and leadership concepts and practice. Topics include the history of sport management, youth, community and scholastic sport and recreation, professional and international sport, the relevance and practice of managerial and leadership concepts within sport, typical settings and opportunities for sport leaders, diversity and ethical issues in sport, as well as sustainability practices in sport.

SPM 317 Introduction to Legal Aspects of Sport - 3 hrs.
Overview of legislation as it relates to sport business. Study in collegiate and high school governance, rules, and regulations. Includes topics such as drug testing, NIL, legal sports betting, player and event contracts, product liability, and legal duties of owners, coaches and facility supervisors/directors.

SPM 324 Fundamentals of Managing Sport Organizations - 3 hrs.
Fundamentals of Managing Sports Organizations examines 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 organizations.

SPM 332 Introduction to Sport Marketing - 3 hrs.
The study of concepts and specialized strategies used to market sport, and fund raising within sport organizations. The course will provide a general overview of various marketing strategies, as well as corporate social responsibility initiatives.

SPM 333 Essentials of Sport Facility and Event Management - 3 hrs.
This course is a study of sport facilities to include mission development, site selection, planning, design, facility management concepts, evaluation, budgeting, and selection of support personnel. Students will study the process of planning and hosting a variety of public and private events for social or business

purposes. Concepts related to project management will be discussed relating to the organization and execution of event plans.

SPM 345 Ethical Issues in Sport - 3 hrs.
Introduction to ethical theory, personal and professional ethics, and applied sport management ethics. Ethical views will be applied to topics such as drug testing, NIL, and legal sports betting.

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).

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.

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 PK-12 and higher education. Students will be expected to address "community" according to their individual work settings and/or career aspirations.

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.

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.

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 human and physical resources, staff evaluations, ethical values, and integrity.

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?"

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.

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 evaluation 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.

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 will learn to analyze categorical and numerical data, report results, and draw evidence-based conclusions. The course will be practical in orientation. Topics include measures of central tendency and variability, population inferences, hypothesis testing, group comparisons, and bivariate associations. All computations are software-based, prioritizing the interpretation and application of results over manual calculation.

DED 9011 Methods of Inquiry and Research - 3 hrs.
Presented in this course are three basic research designs: qualitative, quantitative, and mixed methods. The qualitative paradigm is presented as complementary to quantitative methods, rather than contradictory and competitive. Throughout the course, students will apply these designs to their own areas of interest, culminating in a preliminary research plan for their dissertation.

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.

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. The student uses a variety of technology tools and applications to enhance the portfolio and to present its contents before a committee of adjudicators. The student's defense of the portfolio will be considered a major exhibit of the student's abilities as a leader.

DED 9034 Field Experience - 4 hrs.
Students plan and carry out a field experience of a minimum of 120 hours under the direct supervision and mentoring of a school district administrator. A minimum of 12 field experience hours must be spent working in a diverse setting. Students are expected to assist in significant and varied leadership responsibilities and opportunities under the supervision of an educational administrative mentor(s) and a Baker University supervisor(s). The goal of the DFE is to develop the candidate's leadership and management abilities through the candidate's engagement, problem analysis, data collection, and ensuring that Ed.D. students transfer their knowledge, classroom theories, values, and beliefs into policy and action. In such, these activities are

expected to provide real-world opportunities to gain effective experiences. The DFE experience should address program standards and follow the seven KSDE / NELP District Leader Standards.

DED 9091 Dissertation Development 1 - 2 hrs.
This course guides candidates through the development of foundational dissertation elements. Major course work includes topic development and literature exploration, identification and synthesis of relevant scholarship, drafting Chapter One components, completion of a mini-literature review, application of APA style, and presentation of a concise overview of the proposed study.

DED 9092 Dissertation Development 2 - 2 hrs.
Building on prior dissertation development coursework, this course guides candidates through the development of foundational Chapter Three methods components. Major course work includes exploration of research methods and procedures, critical evaluation of suggestions for methodological rigor, drafting selected Chapter Three components, applying APA style, and presenting a concise overview of the proposed study's methods.

DED 9093 Dissertation Development 3 - 4 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.

DED 9094 Dissertation Development Continuous Enrollment - 1 hr.
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. Students are continuously enrolled in this course through the successful defense of the dissertation.

DED 9095 Dissertation Development ABD Continuous Enrollment - 2 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. ABD students are continuously enrolled in this course through the successful defense of the dissertation.

DEI 510 Intersectionalities at Play - 3 hrs.
In this course, you will analyze the personal intersectionalities at play that foster potential biases and prejudices and how they influence organizational engagement. Additionally, you will examine the sociological and psychological processes that impact the way individuals make decisions within an organization and how that affects the culture and climate.

DEI 520 Understanding and Building a DEI Frame of Reference - 3 hrs.
This course is to understand, analyze, and begin framing initial DEI processes and practices into the existing organizational structure and culture. Where you will examine diversity in the contexts of the self, teams, and

leaders, and it frames diversity in terms of current organizational and cultural challenges. Additionally, you identify sources of DEI, align DEI efforts to improve employee engagement and organizational results, and determine methods to assess the effectiveness of DEI initiatives.

DEI 530 Improving Organizational Engagement - 3 hrs.
In this course, you will explore, analyze, and consider existing organizational structures and cultures in implementing DEI processes and practices, and identify strategies for creating a stronger engagement within teams to improve organizational systems.

DEI 540 Advocating for an Inclusive Workplace - 3 hrs.
You will analyze the frameworks for advocacy and allyship within an organizational network. You will be able to foster inclusivity and facilitate hard and vulnerable conversations. Additionally, explore opportunities to engage and lead various stakeholders in DEI advocacy and allyship.

DTA 510 Advanced Business Data and Analytics - 3 hrs.
The goal of this course is to teach applied job skills in close connection to the concepts and theories that drive the daily decisions relevant to data analysis and business intelligence. Each module will focus on a primary theme. Students will start by grappling with real-world cases, then will methodically drill down to solve the problems from a technical approach. A few of these topics include, applications of statistics, data visualization tools in Excel, linear regression, time-series, classification algorithms, and bias in data.

DTA 520 Data Visualization - 3 hrs.
The goal of this course is to teach the skills, concepts, and theories relevant to data visualization and its applications. Students learn theoretical fundamentals and design principles of data-based visualizations, how to spot misleading and untruthful visualizations, and how to use Tableau, a leading data visualization software. Students also learn visualization best practices, how to design usable dashboards, and will sharpen their analytical skills. This course is hands-on, allowing students to merge, join, and download data from several sources for their visualizations.

DTA 530 Data Management - 3 hrs.
This course is designed for people who want to learn how to answer questions by using Data. In particular, this course is for aspiring analysts who understand Microsoft Excel but have little to no coding experience. The modules are combined in a manner to provide students in-demand job skills with a focus on real-world applications. Students learn about the different types of SQL, data aggregation, and how to join tables in SQL.

DTA 540 Data Analytics Capstone - 3 hrs.
The Capstone course provides students with an opportunity to apply skills learned throughout the program - both core analytical skills and soft skills like problem solving and communication - on complex, real-world projects. Students work in small teams to play active roles in project planning, scheduling, and presenting data from a wide array of verticals, such as digital marketing, business operations, finance, and health care. This course serves as a final preparation for students entering into the workforce.

DTA 570 Advanced Data Analytics - 3 hrs.
The Capstone course provides students with an opportunity to apply skills learned throughout the program - both core analytical skills and soft skills like problem solving and communication - on complex, real-world projects. Students work in small teams to play active roles in project planning, scheduling, and presenting data from a wide array of verticals, such as digital marketing, business operations, finance, and health care. This course serves as a final preparation for students entering into the workforce.

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 Creating School Improvement in the Classroom - 3 hrs.
Candidates learn about the changing demands of our world and how that relates to students in their classrooms. Candidates will learn to use online tools to improve collaboration with colleagues around the world in order to empower and engage students. Candidates find ways to increase students' curiosity and lifelong ability to think critically and problem solve.

EDU 5049 Inclusion: Students with Exceptionalities - 3 hrs.
Program students examine the attributes of all learners and their learning in the least restrictive environment by reviewing special education processes and the legal implications of specially designed instruction, and describing the diverse learner and access to curriculum and instruction. Students will examine the attributes of evidence-based instruction and apply theory to practice by demonstrating how to differentiate the principles of universal design for learning.

EDU 5101 Learning Theories and Instruction - 3 hrs.
Program students examine past and present learning theories and expand their awareness in the area of research-based instructional strategies and effective lesson design. Students examine their beliefs about classroom learning and make informed decisions about best teaching practices that increase student success. Program students reflect on their learning and practice of instruction and teaching.

EDU 5102 Assessment Strategies - 3 hrs.
Program students examine current assessment theory and practice and increase their awareness of multiple and effective ways to assess student progress (formative assessments) and student learning (summative assessments). Students compare and contrast the characteristics of a variety of assessment tasks and interpret standardized and classroom assessment data to improve classroom instruction and increase student achievement. Students design a project that outlines the use of varied modes of assessment.

EDU 5103 Curriculum Development and Design - 3 hrs.
Program students design a unit of instruction through collaboration with educational professionals in an academic setting and systematically and critically examine their instructional practice through the lens of curriculum development and design, expand the use of differentiated instruction, and use authentic assessment to check for student learning.

EDU 5111 Enhancing Communication and Embracing Understanding - 3 hrs.
Program students complete 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 PK-12 diverse settings. *Diverse groups and settings include at least two of the following different from the student's own classroom: ethnic/racial/cultural, socioeconomic, disability/special education, and linguistic (ELL).

EDU 5120 Action Research in the Classroom - 3 hrs.
Program students use best practice resources to reflect on their instructional practices and assess their classroom environment. Through the action research process, teachers make informed decisions to create an environment that improves student motivation and design instruction that increases student learning.

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 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 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 21st-century learners.

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.

EDU 5313 Enhancing Instruction with Technology - 3 hrs.
Program 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 21st-century learner. Students develop technology-enriched learning environments that encourage learners to facilitate and take ownership in the learning process.

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.

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.

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, and listening) to curriculum content and grade levels.

EDU 5506 Classroom Management and Student Engagement - 3 hrs.
Students review proactive classroom management strategies that improve earning. Students practice strategies that increase motivation and engagement and explore ways to increase classroom 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/her district's mission and school improvement plan and aligns best practices in his/her classrooms to these goals.

EDU 5531 Today's Learner - 3 hrs.
Program candidates explore the changing face of classroom students through current research and best practice on academic success for all students. Candidates examine how classroom diversity has implications for student learning: curriculum, instruction, classroom management, collaboration, and school climate. Candidates critically examine their practice to deepen knowledge, expand a repertoire of skills, and incorporate new understanding in the following areas to increase students' learning and academic success: create supportive environments, foster student resiliency, and encourage students' social growth.

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 PK-12 classrooms. Students enroll in the portfolio the semester before the intended graduation, completing and submitting the portfolio documents to Watermark.

FIN 510 Investments & Portfolio Management - 3 hrs.
In this course, students will investigate the complexities of investments, portfolio management, and security analysis. Students will manage an investment portfolio, distinguishing risk and return diversification as well as the impact of economic and market variables. Students will also examine how the stock market behaves during a financial crisis and build strategies for managing investments during crises.

FIN 520 Advanced International Finance - 3 hrs.
In this course, students examine the financial complexities of operating a multinational firm. The unique risks and opportunities presented in the international financial environment are analyzed, and the use of global markets as sources of financing are evaluated. Current issues in international finance are debated, as well as alternative solutions to address the strategic and financial challenges faced by multinational firms.

FIN 540 Strategic Corporate Finance - 3 hrs.
In this advanced course, students examine the financial operations of a business, with an emphasis on capital budgeting and cash flow. Students will also explore trend analysis and the ethical management of financial documents.

FIN 550 Integrated Financial Planning - 3 hrs.
In this course, students create a financial plan that manages the entire spectrum of finance, from credit and insurance needs to estate and retirement planning. Students will develop an in-depth understanding of the impact of government requirements related to estate planning issues and assess the tax advantages that select investments possess.

HCA 520 Advanced Concepts of Health Care 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, caregivers, and support services such as finance management, information services, human resources, and marketing are explored concerning 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.

HCA 540 Integrating Ethics in Health Care - 3 hrs.
Students explore the ethical components, dilemmas, and obligations in American health care organizations and systems. Specifically, ethical issues related to patients, healthcare professionals and leaders/managers are examined. The ethical allocation of scarce resources and ethical terminology are discussed. Health care organizational ethics and obligations are analyzed, emphasizing the role of the manager/leader in creating an ethical culture of care delivery. An ethical decision-making model is created and applied to a healthcare organization while incorporating and using ethical terminology and principles.

HCA 550 Managing Health Care Information Systems - 3 hrs.
Students focus on the increasing synergies in healthcare information technologies for healthcare organizations as applied across the industry spectrum. It is incumbent upon healthcare leaders and executives to understand the innovations in information systems, including current issues, trends, benefits, costs, and resources required to meet the needs of patients, communities, and healthcare professionals, as well as regulatory and reimbursement requirements. Elements of infrastructure, security, related regulations and laws, and strategic planning are reviewed.

HCA 560 Hospital Management - 3 hrs.
In this course the student examines the theories, practices, and principles related to internal hospital management. Key hospital departments, as well as management issues, trends and limitations are reviewed. General principles and fundamentals of healthcare administration are presented and analyzed to acquire general hospital management knowledge. This approach also provides insight applicable to new problems in the future of hospitals.

HRM 510 Advanced 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 how legislation and legal precedents guide employers' actions and decisions and affect their relationships with their employees.

HRM 525 Managing Generational Differences – 3 hrs.
In this course, students will examine the fundamental generational issues that occur in the workplace and the strategies to resolve them. Students will study the two-generation model and the four-generation model. Also, they will learn about the different generations and their common stereotypes. Some of the core concepts of this course include loyalty, work ethics, career development, and innovation.

HRM 540 International Human Resource Management - 3 hrs.
This course is designed to provide students with a robust understanding of international human resources practices and issues. Students will examine the challenges of international business and the role of human

resources in worldwide organizations. Special attention is given to the differences between domestic and international policies, procedures, and strategies for effectively managing human resources in the global environment.

HRM 550 Transformative Employee Relations - 3 hrs.
In this course, students will analyze and understand the factors that affect the relationship between employees and their employers and explore strategies for effectively managing this relationship. Students will study team dynamics, organizational culture, creativity, and problem-solving. Students will focus on human resources' role in fostering organizational ethics, justice, and the fair treatment of employees.

IDT 5000 Foundations and Issues in Instructional Design and Technology - 3 hrs.
This course examines the foundations of instructional design and technology, including the contemporary challenges and opportunities that accompany rapid technological change. Students engage with professional standards, copyright, and the ethical issues facing the field, drawing on current professional standards in instructional design.

IDT 5010 Principles of Instructional Design and Technology - 3 hrs.
This course examines the principles of instructional design and their application across education, government, business, industry, and health-related professions. Students will analyze and apply these principles to design effective and accessible instruction.

IDT 5015 Designing and Developing Online Instruction - 3 hrs.
This course examines the design and development of online instruction. This course examines the design and development of online instruction. Students apply instructional design principles and learning theories to develop instruction for use across a variety of learning settings.

IDT 5020 Managing Performance Assessment and Evaluation - 3 hrs.
This course examines the evaluation of instructional programs and training. Students design and develop evaluation methods for instructional programs and assessments that measure knowledge, skills, and dispositions.

IDT 5025 Multimedia Design and Development - 3 hrs.
This course examines the design and development of multimedia for instruction. Students apply multimedia theories of learning and develop projects using authoring and production tools, integrating graphics, audio, and video.

IDT 5030 Simulations and Games - 3 hrs.
This course examines games and simulations for learning. Drawing on theories of learning, cognition, and multimedia design, students evaluate games and simulations and design games for instruction.

IDT 5035 Principles and Applications of Visual Literacy - 3 hrs.
This course examines the principles of visual literacy and their application in instructional design. Students apply these principles, using a variety of visual and digital tools, to create a project that can be used across education, government, business, industry, and health-related professions.

IDT 5050 Learning and Cognition Theories Applied - 3 hrs.
In this course, students survey, analyze, and apply theories of learning and cognition to design and develop instruction.

IDT 5060 Research and Evidence-Based Problem Solving - 3 hrs.
This course examines evidence-based problem solving in instructional design and technology. Students gather and read research reports, examine how studies are conducted, and assess their quality and relevance.

Drawing on multiple sources of evidence and using current technologies, they analyze a real-world problem and recommend a solution.

IDT 5070 Instructional Design Models - 3 hrs.
This course provides an overview of instructional design models, with an emphasis on evaluating and selecting the appropriate model for specific scenarios. Students apply models to solve real-world instructional design problems.

IDT 5080 Developing Instructional Design and Technology Solutions - 3 hrs.
In this course, students analyze and solve real-world instructional design and technology problems across a variety of professional settings.

IDT 5090 Masters Project and Portfolio - 3 hrs.
In this course, students investigate a real-world problem of their own choosing and apply instructional design and technology processes to develop a solution. They present their solution and assemble a professional portfolio of artifacts from across the program that showcases their work and design process as instructional design and technology professionals.

IDT 9000 Instructional Design and Technology - 3 hrs.
This course provides a contemporary introduction to the field of instructional design. Students explore foundational theories, influential literature, and the historical developments that have shaped the discipline, while also examining tools and trends that will influence its future across the industries that employ designers.

IDT 9001 Design Principles for Instructional Design and Technology - 3 hrs.
This course introduces students to design thinking, message design, and user interface design as they apply to contemporary instructional design and learning technologies. Students develop design-thinking skills and learn how a design-centered approach supports the creation of innovative learning solutions, strengthens client understanding, and builds organizational buy-in. Emphasis is placed on creating user-centered, technology-supported learning experiences that are clear, accessible, and visually effective.

IDT 9002 Project Management - 3 hrs.
This course introduces contemporary project-management models and methodologies, such as PMI, PMP, Lean, Six Sigma, and Agile/Scrum. Students learn the core principles, tools, and relationship-management practices essential for leading successful learning and technology projects. The course emphasizes managing complex projects and teams, meeting scope, time, and quality expectations, and adapting methodologies to diverse organizational settings.

IDT 9003 Instructional Models and Tools for Online Learning - 3 hrs.
This course provides an overview of contemporary online learning models and the technologies that support them. Students examine core concepts in online instruction and adult learning, explore the roles involved in digital learning projects, and learn methods for designing interactive content and facilitating online learning. The course also introduces current tools and platforms used to create, deliver, and manage effective e-learning experiences.

IDT 9004 Assessment, Evaluation, and Reporting - 3 hrs.
This course explores the evaluation of instructional programs and training, the design of assessments, and the reporting of results. Students examine evaluation models, analyze and develop evaluation methods and assessment instruments, and interpret evaluation data to support decision making. Students also use data analysis and visualization tools to present findings to stakeholders.

IDT 9005 Informal Learning - 3 hrs.
This course examines the design and assessment of informal learning environments used in modern training and development. Students explore how organizations leverage social and on-the-job learning to build essential skills such as communication, collaboration, teamwork, and technical proficiency. Learners design technology-supported informal learning solutions, including mentoring, coaching, peer reviews, job shadowing, social platforms, learning communities, and performance-support tools.

IDT 9006 Systems Thinking and Process Improvement - 3 hrs.
This course explores systems thinking and process improvement and how they can help organizations work more effectively, assuring that processes are aligned with the organization's values and capabilities. Students will examine how processes interact in a system and where they create friction for the wider system. Students will evaluate which activities add value, identify where change will have the most impact, design and defend improvements, and leverage technology to automate and redesign processes.

IDT 9007 Leadership, Motivation, and Change Management - 3 hrs.
This course explores organizational leadership, motivation, and change management. Students examine key theories of motivation, organizational development, and change, and apply them across human-service organizations, community environments, and systems of varying scale.

IDT 9008 Trends and Issues in Instructional Design and Technology - 3 hrs.
This course provides students with an overview of emerging national and international trends and issues in the fields of instructional design, training and development, and technology. Presentations and discussions will be devoted to broadening an understanding of the field as it relates to learning in the workplace, schools, and other organizations.

IDT 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 will learn to analyze categorical and numerical data, report results, and draw evidence-based conclusions. The course will be practical in orientation. Topics include measures of central tendency and variability, population inferences, hypothesis testing, group comparisons, and bivariate associations. All computations are software-based, prioritizing the interpretation and application of results over manual calculation.

IDT 9011 Methods of Inquiry and Research - 3 hrs.
Presented in this course are three basic research designs: qualitative, quantitative, and mixed methods. The qualitative paradigm is presented as complementary to quantitative methods, rather than contradictory and competitive. Throughout the course, students will apply these designs to their own areas of interest, culminating in a preliminary research plan for their dissertation.

IDT 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 experienced designer at a location of their choice. During one of the two directed field experiences, a minimum of 10 clock hours must be spent working in a diverse setting. The two field experiences may be within the same location with DFE Coordinator approval. Field experience activities coincide with program objectives and standards. These activities are expected to provide real-world opportunities to gain effective experiences.

IDT 9032 Portfolio Presentation - 2 hrs.
The 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 IBSTPI Standards. The student writes

a paper and creates a presentation for a committee of adjudicators. Defense of the portfolio will be considered a major exhibit of the student's abilities as a scholar.

IDT 9091 Dissertation Development 1 - 2 hrs.
This course guides candidates through the development of foundational dissertation elements. Major course work includes topic development and literature exploration, identification and synthesis of relevant scholarship, drafting Chapter One components, completion of a mini-literature review, application of APA style, and presentation of a concise overview of the proposed study.

IDT 9092 Dissertation Development 2 - 2 hrs.
Building on prior dissertation development coursework, this course guides candidates through the development of foundational Chapter Three methods components. Major course work includes exploration of research methods and procedures, critical evaluation of suggestions for methodological rigor, drafting selected Chapter Three components, applying APA style, and presenting a concise overview of the proposed study's methods.

IDT 9093 Dissertation Development 3 - 4 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.

IDT 9094 Dissertation Development Continuous Enrollment - 1 hr.
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. Students are continuously enrolled in this course through the successful defense of the dissertation.

IDT 9095 Dissertation Development ABD Continuous Enrollment - 2 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. ABD students are continuously enrolled in this course through the successful defense of the dissertation.

LHE 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 will learn to analyze categorical and numerical data, report results, and draw evidence-based conclusions. The course will be practical in orientation. Topics include measures of central tendency and variability, population inferences, hypothesis testing, group comparisons, and bivariate associations. All computations are software-based, prioritizing the interpretation and application of results over manual calculation.

LHE 9011 Methods of Inquiry and Research - 3 hrs.
Presented in this course are three basic research designs: qualitative, quantitative, and mixed methods. The qualitative paradigm is presented as complementary to quantitative methods, rather than contradictory and competitive. Throughout the course, students will apply these designs to their own areas of interest, culminating in a preliminary research plan for their dissertation.

LHE 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.

LHE 9014 Foundations and Contemporary Leadership in Higher Education - 3 hrs.
This course provides a beginning foundation for the knowledge and performance areas needed in leadership roles within a higher education setting: Exploring the nature of leadership; leadership research, best practices, styles, and models; beliefs and values related to leadership; and the impact of leadership on the learning culture in higher education settings. Developing and understanding the importance a mission and vision provide to higher education institutions. Communicating with diverse public and political entities. Refining decision-making and critical thinking skills. Examining community, political, social, economic issues, and ethical issues impacting leadership.

LHE 9015 Administration, Governance, and Strategic Planning in Higher Education - 3 hrs.
This course develops the knowledge and performance areas needed to understand the history and current trends in administration and organization of varied types in higher education institutions. Governance structures will be examined and shared governance explored. Institutional strategic planning process and role in governance, along with emergency operation planning will be reviewed.

LHE 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.

LHE 9017 Budget, Finance, and Advancement in Higher Education - 3 hrs.
This course is designed to provide an overview of financial and budgeting principles and management in higher education institutions. Strategic financial perspectives and trends will be explored to include support for operational and other institutional assets such as human resources, facilities and technology. Budgeting models, funding sources, and the role of advancement in support of institutional mission and strategic planning will be addressed. Internal and external financial environments facing higher education today and their impact on college and university operations, and affordability and accessibility for students will be discussed.

LHE 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 course also provides an understanding of assessment of student learning for the purpose of improving learning and its role in program review, accreditation processes and the cycle of continuous improvement for curriculum.

LHE 9019 Organizational Effectiveness and Decision Making in Higher Education - 3 hrs.
This course examines the philosophy, principles, practices, and agencies and organizations involved in or influencing higher education programs and initiatives and organizational effectiveness. Special attention is focused on the role of resilient leaders in planning and implementing system-wide change, communications, decision- making and involvement networks. Candidates explore their creativity and critical thinking to 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 linkages, and collaborative efforts to provide for the educational cultural, and life-long learning needs of students, faculty, staff, alums, and citizens in a higher education community.

LHE 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 such as gender, ethnicity, and technology in higher education. Candidates will discuss case studies and examples of ethical issues common to higher education settings. Candidates will examine core elements of leadership through reading and discussing various books on the topic of leadership.

LHE 9023 Legal Issues and Human Resource Management in Higher Education - 3 hrs.
This course is a study of human resources development practices with emphasis on responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty and staff in higher education. The course provides a conceptual and technical background in the human resources function within the organization. Candidates have an opportunity to research and practice problem-solving and leadership skills as applied to human resources. The tenure process and evaluation of tenured and non-tenured faculty will be addressed. 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?".

LHE 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 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.

LHE 9033 Field Experience - 3 hrs.
Students plan and carry out a field experience with a minimum of 80 hours under the direct supervision and mentoring of an organization's leadership. Students are expected to assist in significant and varied leadership responsibilities and opportunities under the supervision of a Baker University supervisor (supervisors) and an educational administrative mentor (mentors). The goals of the DFE are to develop the candidate's leadership and management abilities through the candidate's engagement, problem analysis, data collection, and program solving activities with others. The DFE experience should address program outcomes and be

project centered. These activities are expected to provide real-world opportunities to gain effective experiences.

LHE 9091 Dissertation Development 1 - 2 hrs.
This course guides candidates through the development of foundational dissertation elements. Major course work includes topic development and literature exploration, identification and synthesis of relevant scholarship, drafting Chapter One components, completion of a mini-literature review, application of APA style, and presentation of a concise overview of the proposed study.

LHE 9092 Dissertation Development 2 - 2 hrs.
Building on prior dissertation development coursework, this course guides candidates through the development of foundational Chapter Three methods components. Major course work includes exploration of research methods and procedures, critical evaluation of suggestions for methodological rigor, drafting selected Chapter Three components, applying APA style, and presenting a concise overview of the proposed study's methods.

LHE 9093 Dissertation Development 3 - 4 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.

LHE 9094 Dissertation Development Continuous Enrollment - 1 hr.
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. Students are continuously enrolled in this course through the successful defense of the dissertation.

LHE 9095 Dissertation Development ABD Continuous Enrollment - 2 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. ABD students are continuously enrolled in this course through the successful defense of the dissertation.

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 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 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 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 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 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 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 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 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 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.

MBA 500 - Fundamentals of Business Administration – 3 hrs.
The Fundamentals for Business Administration course provides the knowledge, resources, and essential skills for success at the business graduate level. Students will demonstrate an understanding of common professional components (e.g., Marketing, Business Finance, Accounting, Management, Legal Environment of Business, Economics, Business Ethics, etc.).

MBA 501 - Fundamentals of Business Economics and Finance – 3 hrs.
Students will gain a foundational understanding of business economics and finance to prepare them for their graduate business studies. This course will cover the basics of supply and demand, comparative advantage, opportunity costs, maximization of profit, money, banking, investments, and financial planning.

MBA 542 Business Data and Analysis - 3 hrs.
This course is designed to provide students with the ability to comprehend, analyze, and solve business challenges utilizing data from internal and external sources. Students will apply the latest data analysis techniques to support effective organizational decision-making across industries.

MBA 553 Marketing Management and Strategy - 3 hrs.
This course examines the issues facing today's marketing managers in a dynamic competitive global environment. The course assesses responsive marketing strategies measured by industry-recognized key performance indicators. Students will explore the various contemporary functions of marketing and build competency for making effective decisions in the area of marketing management.

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

MBA 557 Accounting Applications for Management - 3 hrs.
In this course students will learn methods to assess, plan, and control the company's financial health. Students will explore key accounting principles and financial statements, constructing an understanding of how managers use decision making tools to properly assign costs to products and add economic value to position the company for long-term success

MBA 580 Executive Leadership - 3 hrs.
This course presents a broad survey of theory, research, and the practical application of effective leadership in formal organizations. Students will examine the major perspectives on leadership and think critically to apply leadership concepts related to leading change, influencing others and organizations, as well as the dyadic relationships between leaders and followers.

MBA 595 Strategic Planning for Competitive Organizations - 3 hrs.
This course is designed to be the capstone of the MBA core. Students will go through the actual strategic planning processes of an organization to identify the firm's present situation, internal and external competitive positions, financial health, and overall market standing. Students will learn how to formulate realistic and attainable short and long-term strategies for achieving organizational objectives.

MSL 5010 Foundations of Educational Administration - 3 hrs.
In this first course in the MSSL program, an MSSL candidate develops the ability to examine and transfer beliefs and values, leadership theories, and educational research into policy and best practice for all students and adults. Candidates study a number of topics related to leadership and building administration, including the following: the importance of developing a mission supported by values and beliefs, the process of school improvement, time management and organization, best practices of communication and collaboration, and district and societal expectations. Participants are introduced to the standards provided by KSDE in

preparation for the licensing examination later in the program. MSL 5010 must be completed prior to enrollment in any other MSSL course.

MSL 5020 Organizational Health and Performance - 3 hrs.
MSSL candidates develop the leadership skills needed to manage, maintain, and evaluate a healthy organization. Candidates develop an understanding of organizational culture and the essential strategies that result in a collaborative and professional learning climate for all students and adults. Candidates demonstrate an understanding of the continued collection of data and how analyzing the data results in effective school improvement. Prerequisite: MSL 5010

MSL 5030 School Personnel - 3 hrs.
MSSL candidates gain the necessary expertise to select, supervise, evaluate, and empower school personnel. Candidates review legal and policy issues that relate to employee rights. Candidates learn to enhance the interpersonal skills necessary for one on one communication with personnel and communication with the larger population in the building. Candidates develop necessary skills to maintain personnel records, develop policies and procedures, edit handbooks, document personnel recommendations, and budget for personnel needs. Candidates show an understanding of professional development that results in success for all adults and students. Prerequisite: MSL 5010

MSL 5040 Curriculum and Instruction for Administrators - 3 hrs.
MSSL candidates develop the instructional leadership necessary to evaluate, develop, and implement coherent systems of curriculum and instruction consistent with a district's mission. To increase adult and student learning, Candidates examine and assess systematic approaches to the process of curriculum, review a variety of effective instructional practices supported by research and best practice, and plan for technology integration. Prerequisite: MSL 5010

MSL 5050 Inclusive & Equitable Culture: Student Services - 3 hrs.
MSSL candidates develop the leadership skills necessary to create and maintain a safe, supportive, and inclusive school culture; advocate for equitable governance in student activities and athletics; recognize the many different needs of a diverse student population; and support special education and student services, including counselors, social workers, and mental health professionals. Candidates show an understanding of best practice in disciplinary plans and practices and due process procedures relating to suspension and expulsion. Candidates demonstrate the capacity to use data and other evidence to support equitable access to resources and promote the educational success and social emotional well-being of each student and adult. Prerequisite: MSL 5010

MSL 5060 Legal Issues of School Leadership - 3 hrs.
MSSL candidates locate and apply legal resources pertaining to education. Through an understanding of educational laws, policy, and practice, candidates learn ways to advocate for the rights of all students and adults Candidates research and review ways to ethically and legally influence decisions that lead to effective teaching and learning. Prerequisite: MSL 5010

MSL 5070 School Planning, Operations, and Finances - 3 hrs.
MSSL candidates learn necessary leadership skills for how to operate, manage, and maintain a building that supports the current and future educational needs of students and adults and meets the mission and vision of the district. Candidates demonstrate an understanding of district financial policies and practices, data-informed decision making of school planning and operations, and fund allocation and accountability, resulting in effective and equitable use of building resources. Prerequisite: MSL 5010

MSL 5080 The Ethical Building Leader - 3 hrs.
MSSL candidates gain perspective of the ethical and moral aspects of building-level leadership and of how a building leader impacts and influences the school community. Candidates examine moral conflicts within sustainable leadership practice, increasing leadership skills that assure success of all students and adults. In all situations, a candidate acts ethically, modeling integrity and fairness in their conduct and relationships and cultivates this behavior in others. Candidates cultivate and demonstrate professional norms that support the values of democracy, equity, and diversity. Prerequisite: MSL 5010

MSL 5102 The Principal as Assessment Leader - 3 hrs.
MSSL candidates expand their knowledge of various types of assessments and school improvement strategies. This knowledge includes an understanding of assessment for learning and assessment of learning. Candidates analyze school practices to identify the different types of data to guide data-driven decisions, which ensure sustainable school improvement.

MSL 5121 Inquiry and Research - 3 hrs.
MSSL candidates conduct and interpret their own and other's research for sustainable school improvement and increased classroom student learning.

MSL 5318 Educational Leadership: Technology in Support of Teaching and Learning - 3 hrs.
MSSL candidates increase knowledge and skills of effective and appropriate technologies that support teaching and learning in a school-level environment, improve classroom instruction, increase classroom student achievement, and promote continuous school improvement. Candidates research "Acceptable Use Policy", technology infrastructures, and performance management systems that monitor, analyze, and evaluate assessment data for accountability reporting.

MSL 5392 Principalship I - 3 hrs.
This course examines 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. 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 MSL 5392, MSL 5394, MSL 5396, a building-level directed field experience, and the SLLA exam required by the Kansas State Department of Education.

MSL 5394 Principalship II - 3 hrs.
This course examines ethical and equitable 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, candidates examine aspects of the ethical, legal, and political aspects of the daily work of principals. Scenarios and case studies will be presented to students with an expectation that the candidates will develop strategies for resolving these situations. Candidates will demonstrate an understanding of the major ethical schools of thought and of their impact and influence on the principalship. In addition, the course will include the capacity to evaluate, cultivate, and advocate for a supportive and equitable school culture. The course is part of the required program in partial fulfillment of building-level licensure requirements. To successfully complete building licensure requirements, a candidate must complete MSL 5392, MSL 5394, MSL 5396, a building-level directed field experience, and the SLLA exam required by the Kansas State Department of Education.

MSL 5396 Principalship III - 3 hrs.
This course extends the examination begun MSL 5392 and MSL 5394, giving special attention to how principals integrate technology for students, staff, and faculty, and in their own work, manage the organization, and promote the welfare and safety of students, faculty, and staff. Candidates develop skills in conflict resolution and explore leader attributes needed for working successfully with professional and classified employees. Candidates develop an understanding of how to collaborate effectively with all stakeholders, be responsive to diverse stakeholder needs, and utilize external resources. Concepts learned in both of the previous Principalship courses are extended, focusing on how principals effectively lead and bring about higher levels of success through teamwork. 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 MSL 5392, MSL 5394, MSL 5396, a building-level directed field experience, and the SLLA exam required by the Kansas State Department of Education.

MSL 5504 Directed Field Experience (DFE) - 4 hrs.
The DFE is the capstone course that provides candidates with the hands-on experiences necessary to transfer beliefs, values, theory, and knowledge into policy and practice. The 120 hours of building level administrative field experiences takes place in a state-accredited school setting under the direction and supervision of a university supervisor and a building administrator.

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 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 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 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 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 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 535 Human Resource Management - 3 hrs.
This course deals with recruitment, training, evaluation, promotion, and retention of today's increasingly diverse employees. Students 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 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 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 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 570 Directed Field Experience (Internship) - 3 hrs.
The Sport Management Directed 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. Prerequisite: 12-15 credit hours of MSSM credit hours completed. **P/F grading method**.

SAHE 5100 Foundations of Higher Education – 3 hrs.
This course presents an overview of the United States higher education historical development with a contemporary context. The course also explores higher education missions and goals, multiple sectors, and current and future challenges.

SAHE 5110 Foundations of Student Affairs – Leading Through Change, Innovation, and Strategic Planning - 3 hrs.
This course examines institutional strategic planning and leadership models for organizing, staffing, and funding programs and services across the institution. Special attention is given to institutional culture adapting to change and innovation.

SAHE 5200 Student Development and Mental Health Theory and Practice - 3 hrs.
The course provides major student development theories with special attention given to student mental health. Course participants are supported in application of theories to practice.

SAHE 5210 The College Student, Enrollment Management, and Articulation - 3 hrs.
This course provides an overview of the college environment through the student paradigm. Enrollment management is defined with an emphasis on shifting student recruitment, retention, and articulation patterns

SAHE 5220 Adaptive and Ethical Leadership - 3 hrs.
This course examines ethical frameworks, professional code of ethics, and ethical dilemmas and issues. Institutional leadership and strategic planning theories, including self and team building as well as conflict management, are the course's key foci.

SAHE 5230 Diversity, Equity, Inclusion, and Social Justice - 3 hrs.
This course presents the reframing of institutional multi-cultural dynamics. Course participants study the evolution of diversity, equity, and inclusion with a focus on the emerging implication for higher education. Diversity is framed institutionally, and how institutions educate diverse students, and create pluralistic communities.

SAHE 5240 Institutional Governance and Legal Issues, and Financial Management – 3 hrs.
The course provides an understanding of institutional leadership and governance roles and responsibilities. This course also emphasizes postsecondary institutional legal environments, legal processes and analyses, and application of education law. Additionally, this course introduces higher education institutional financial management related to revenue generation and student affordability.

SAHE 5250 Resource Development, and External Relations – 3 hrs.
This course presents participants with an understanding of higher education financial resources, resource allocation, and budget management. The course emphasizes resource development and capacity building for stakeholder resources. This course also covers institutional advancement, including grant awards and other philanthropic initiatives. Further focus is devoted to external partnership building and community relations.

SAHE 5260 Assessment, Evaluation, and Technology – 3 hrs.
This course addresses program assessment and evaluation research with applications for student learning and general education outcomes. The course also offers an overview of relevant research methodologies. Candidates will apply these skills through an evaluation project plan. Additionally, this course addresses the connection between institutional technology resources and successful application.

SAHE 5310 Supervised Practice I – 3 hrs.
Supervised Practice I affords students with an opportunity to gain practical hands-on work experience under practitioner guidance. The field supervisor (host) provides on-site supervision, and the university instructor provides individual/group processing of the experience. The supervised practice will provide leadership in meeting the candidates' self-educational needs, inspire self-confidence and self-reliance in dealing with students, and encourage a sense of responsibility to those whom he/she serves. Through the candidates' portfolio and site supervisor evaluation, the university instructor determines the final course grade.

SAHE 5312 Supervised Practice II/Capstone – 6 hrs.
Supervised Practice II affords students with an opportunity to gain practical hands-on work experience under practitioner guidance. This course provides the opportunity to gain practical, in-depth experience in one institutional setting in multiple departments/divisions. The field supervisor (host) provides on-site supervision, and the university instructor provides individual/group processing of the experience. The supervised practice will provide leadership in meeting the student's self-educational needs, inspire self-confidence and self-reliance in dealing with students, and encourage a sense of responsibility to those whom he/she serves. The student's portfolio and leadership reflection, in addition to the site supervisor evaluation, contribute to the degree's capstone experience and evaluation.

SCM 510 Supply Chain Concepts & Design – 3 hrs.
This course examines the supply chain from a holistic perspective, linking key concepts and strategies with the integration of essential activities and stakeholder roles and functions. Emphasis is placed on supply chain planning, forecasting, and management of integrated supply chain activities required for the efficient and effective flow of products, information, and finances to satisfy consumers.

SCM 520 Supply Chain Strategy & Innovation – 3 hrs.
This course investigates the development of supply chain strategies which integrate with and support organizational goals to promote customer care while increasing supply chain competitiveness, efficiency, responsiveness, and resilience. Focus is on an analysis of widely used principles of Supply Chain Management that enable organizations to concentrate on the customer while coordinating key activities across their enterprise, and collaborating with stakeholders to enhance customer service, reduce operating costs, and improve the organization's financial position.

SCM 530 Procurement & Manufacturing for Supply Chain Excellence – 3 hrs.
This course assesses the role of operations management and its effective integration with other activities in the supply chain. Supply management & procurement, manufacturing, and service operations are explored as they relate to linking market demand to supplier identification and selection, sourcing activities, as well as manufacturing planning, processes & control, and quality & performance management. The critical role of technology in managing operations is also discussed.

SCM 570 Integrated Logistics Management – 3 hrs.
This course investigates the planning, coordination, and implementation actions required for distribution of finished goods and services to the customer. Focus is on analysis of efficient planning, execution and the systems that support supply chain logistics, including: inventory, warehousing, transportation, and fulfilment activities to facilitate the balancing of demand and supply across an organization's supply chain.

SCM 580 Supply Chain Integration – 3 hrs.
This course examines the management and integration of supply chain planning, procurement, production, distribution, customer interface, and the role of supply chain information and technology. Effective alignment of demand and supply, as well as supply chain flows (product, information and monetary), and customer and vendor relationships are explored. Integrated supply chain best practices are analyzed through a series of case studies.

SPED 690 Foundations in Special Education I - 3 hrs.
Candidates will gain an understanding of students' learning needs in this class. The candidate will explore characteristics of students cognitive, physical, and emotional needs. The candidate will develop an understanding of the foundations that interrelate between education and special education.

SPED 695 Foundations in Special Education II - 3 hrs.
Program candidates will learn to plan for an effective instructional planning of effective instructional

methods and strategies to meet the needs of diverse learners with high disabilities. This will include learning about the implementation of MTSS. In addition, the candidate will learn to develop needed IEPs for students.

SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities - 3 hrs.
Program candidates gain an understanding of students' diverse learning needs as they explore the characteristics of students' cognitive, physical, social, emotional, and career developmental levels. The program candidate develops an understanding of the philosophical, historical, and legal foundations of the interrelatedness of education and special education. This course must be completed prior to taking any other courses in the MSSE program.

SPED 704 Instructional Methods and Strategies for Students with High Incidence Disabilities Field Practicum - 3 hrs.
In this field-based practicum focused on standards-based goals, program candidates demonstrate knowledge and skill in planning and implementing effective instruction for students with high incidence disabilities. A 45-hour supervised practicum is required. Within the SPED 704 45-hour practicum, a program candidate 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). Program students enroll in SPED 704 concurrently with SPED 702 and/or SPED 703. Prerequisite: SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities.

SPED 705 Educating Students with Social and Behavioral Needs - 3 hrs.
Program candidates learn to identify specific behavioral and social characteristics of learners with high incidence disabilities and the effect of trauma and tragedy on the student's ability to learn. Program candidates also gain knowledge of significant ways to use effective strategies and assessments to increase student success. Prerequisite: SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities.

SPED 708 Assessments of Students with High Incidence Disabilities - 3 hrs.
Program candidates screen, assess, and identify the needs of high incidence learners for eligibility of special education services and instructional strategy implementation. Prerequisite: SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities.

SPED 710 Communication and Collaboration within the School Setting - 3 hrs.
Program candidates develop and refine communication and collaborative skills and knowledge to work effectively with students with high incidence disabilities, para-educators, administrators, teachers, volunteers, and other school personnel to foster a supportive learning environment. Prerequisite: SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities.

SPED 712 Creating Optimal Learning Environments for Students with High Incidence Disabilities - 3 hrs.
Program candidates develop the knowledge and skills necessary in behavior management to foster positive relations, promote student self-advocacy, and increase student problem solving to facilitate learning. Prerequisite: SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities.

SPED 714 Inquiry, Data Collection, and Research - 3 hrs.
Program candidates develop knowledge of data collection and research techniques that enable them to design individual research projects that address a specific educational practice in a classroom setting with students who have high incidence disabilities. Emphasis is placed on ethical considerations when working with high incidence disability students. The research project designed in SPED 714 is implemented in SPED

716. Prerequisite: SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities.

SPED 716 Advanced Practicum and MSSE Portfolio - 3 hrs.
In this advanced field-based practicum, the MSSE program candidate as a facilitator of effective instruction focuses on the following: demonstrating an understanding of the characteristics of high incidence disabilities; developing supportive learning environments; and promoting social skills, including professional, ethical, collaborative, and effective communication skills. Ninety (90) hours of supervised practicum are required in this practicum. SPED 716 is taken concurrently with SPED 714, and the research project designed in SPED 714 is conducted in SPED 716. Prerequisite: SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities.

SPED 720 Negotiation and Conflict Resolution in Special Education - 3 hrs.
Program candidates examine the process of negotiation and conflict resolution and prepare problem-solving strategies to use with parents, educators, and other community professionals. A variety of effective negotiation and conflict resolution prevention strategies and techniques are analyzed from person-centered planning to assertive communication Prerequisite: SPED 700 Introduction and Characteristics of Students with High Incidence Disabilities.

SPED 721 Methods of Effective Transition Services - 3 hrs.
Program candidates learn to use transition assessments for data-driven decisions while writing transition portions of the IEP. In addition, candidates develop transition curriculum and lessons plans within the curriculum. Candidates learn strategies to assess the skills, interests, and preferences of students with high incidence disabilities as they plan for their futures, help students articulate their needs in school and employment settings, and prepare students for post-secondary options and career readiness.

SPED 723 Instructional Methods and Strategies for Students with High Incidence Disabilities in Grades K-12 - 3 hrs.
Program candidates plan and implement effective instructional methods and strategies to meet the needs of diverse high incidence (adaptive) learners in the K-12 classrooms.

SPED 727 Methods of Reading, Writing, Math & Content Areas - 3 hrs.
Program students screen, assess, and identify the needs of learners with high incidence disabilities in the areas of reading and other content areas and effectively intervene using research and evidence-based strategies and methodology.

STMG 515 Advanced Business Law - 3 hrs.
In this advanced study of business law, students will examine the United States Constitution, federal and state statutes, and administrative regulations to identify potential legal issues related to managing business and design effective strategies to reduce corporate legal liabilities.

STMG 525 Business in Today's Global Environment - 3 hrs.
This course reviews the global entities and operational approaches involved with interacting in the international business arena. Students will learn to create leadership strategies and managerial practices aimed at effectively competing in the global business environment.

STMG 535 Managing & Developing Human Resources - 3 hrs.
This course explores the strategies used by Human Resource leaders to address the contemporary people issues facing organizations today. Course topics include talent acquisition, career development, corporate social responsibility (CSR), performance assessment, compensation/benefits, employee termination, HR technology, and managing a global workforce. In addition to examining the approaches Human Resource

professionals utilize to handle these matters, the course will emphasize associated employment and regulatory compliance obligations.

STMG 595 Advanced Organizational Management - 3 hrs.
In this capstone course for the Strategic Management concentration, students will integrate their academic and professional experiences to build strategies for organizational success. By presenting and discussing advanced strategic practices and management concepts, the course explores why some businesses prosper while others flounder in a competitive global marketplace.

TFS 570 Transformational Studies Portfolio - 3 hrs.
This concentration capstone course is designed to showcase the student's work completed while in the program to demonstrate how the areas of study the student has chosen synthesize.

VID 510 New Venture Management - 3 hrs.
In this course students will conduct extensive research and in-depth analysis for starting or expanding their own business venture. Major topics include new venture strategy, sources of capital, and growth management.

VID 520 Building and Sustaining Innovative Organizations - 3 hrs.
This course will offer a set of frameworks, tools, and concepts in to allow students to develop innovative strategies that support organizational needs. Students will learn how to advance as innovative and strategic leaders within various organizational settings.

VID 530 Venture Capitalism - 3 hrs.
This course will deal with the sources of capital for early-stage companies and the implications of the decisions a company makes to fund its operations. Students will explore issues in the valuation of ventures and how the achievement of milestones can impact that valuation. Accounting and finance techniques that are vital to monitoring the success of the enterprise will be discussed.

VID 570 Venture and Innovation Development - 3 hrs.
In this integrated course for the Venture and Innovation Development concentration, students will integrate their academic and professional experiences to analyze a situation concerning a new enterprise to develop and analyze the current business model. Students will analyze various aspects of the business model including the competitive environment, value proposition, revenue model, resources, and capabilities, taking the vantage point of the enterprise and developing a plan for a specific geography.

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2026-2027 ACADEMIC CALENDARS

SPGS UNDERGRADUATE

Term	Start	End	Notes
Fall 1	8/10/2026	9/20/2026	
Fall 2	9/21/2026	11/1/2026	
Fall 3	11/2/2026	12/20/2026	Break 11/23/2026 to 11/29/2026
Spring 1	1/4/2027	2/14/2027	
Spring 2	2/15/2027	3/28/2027	
Spring 3	3/29/2027	5/9/2027	
Summer 1	5/10/2027	6/20/2027	
Summer 2	6/21/2027	8/8/2027	Break 6/28/2027 to 7/4/2027

SPGS GRADUATE

Term	Start	End	Notes
Fall 1	9/14/2026	11/1/2026	
Fall 2	11/2/2026	12/20/2026	Break 11/26/2026
Spring 1	1/4/2027	2/21/2027	
Spring 2	2/22/2027	4/11/2027	
Spring 3	4/12/2027	5/30/2027	
Summer 1	5/31/2027	7/25/2027	Break 6/28/2027 to 7/4/2027
Summer 2	7/26/2027	9/12/2027	

GSOE MASTERS PROGRAMS

Term	Start	End	Notes
Fall 1	8/24/2026	10/11/2026	
Fall 2	10/19/2026	12/13/2026	Break 11/23/2026 to 11/29/2026
Spring 1	1/4/2027	2/21/2027	
Spring 2	2/22/2027	4/18/2027	Break 3/15/2027 to 3/21/2027
Summer 1	4/19/2027	6/13/2027	Break 5/24/2027 to 5/30/2027
Summer 2	6/14/2027	8/8/2027	Break 6/28/2027 to 7/4/2027

GSOE EDD PROGRAMS

Term	Start	End	Notes
Fall 1	8/24/2026	10/18/2026	Break 8/31/2026 to 9/7/2026
Fall 2	10/19/2026	12/13/2026	Break 11/23/2026 to 11/29/2026
Spring 1	1/11/2027	2/28/2027	
Spring 2	3/1/2027	4/25/2027	Break 3/22/2027 to 3/28/2027
Summer 1	4/26/2027	6/20/2027	Break 5/24/2027 to 5/31/2027
Summer 2	6/21/2027	8/22/2027	Break 6/28/2027 to 7/11/2027

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. It includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Baker University, and on public property within or immediately adjacent to and accessible from the campus.

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