Correspondence

Persons wishing further information about Avila graduate degree programs and graduate certification programs should contact the appropriate office listed below:

Deana Angotti
Director of Graduate Education
11901 Wornall Road, Kansas City, MO 64145
Phone: (816) 501-2464
Fax: (816) 501-2915 or (816) 501-2433
E-mail: gradcert@avila.edu GradEd@avila.edu

Wendy Acker
Associate Dean of the School of Business, or
JoAnna Giffin
Director of MBA Admissions
11901 Wornall Road, Kansas City, MO 64145
Phone: (816) 501-3601
Fax: (816) 501-2463
E-mail: MBA@avila.edu

Robin M. Schluter
Director of Graduate Psychology
11901 Wornall Road, Kansas City, MO 64145
Phone: (816) 501-2969
Fax: (816) 501-2455
E-mail: gradpsych@avila.edu

Cathy Mahurin
Director of Enrollment Management
Advisor, Organizational Development Graduate Program and Management Graduate Program
11901 Wornall Road, Kansas City, MO 64145
Phone: (816) 501-3737
Fax: (816) 941-4650
E-mail: Advantage@avila.edu

Visitors are welcome at the University. While it is advisable to make appointments in advance, the offices listed above will be happy to arrange a tour of the campus during regular office hours, 8:00 a.m. to 5:00 p.m., Monday through Friday.

This catalog is not to be construed as a contract. The university reserves the right to change fees, tuition, or other charges; add or delete courses; revise academic programs; or alter regulations and requirements as deemed necessary. Avila University offers both equal education and equal employment opportunities.

TABLE OF CONTENTS

Academic Calendar 2011-2012 .................................................................................................................. 2
General Information ................................................................................................................................. 3
Introducing Avila University ................................................................................................................... 3
Mission Statement of Avila University ..................................................................................................... 3
Purposes of Avila University .................................................................................................................... 3
Value Statements of Avila University ...................................................................................................... 4
History of Avila University ...................................................................................................................... 4
Avila University Campus ........................................................................................................................... 4
Campus Buildings/Centers ...................................................................................................................... 4
Library ....................................................................................................................................................... 5
Academic Technology Facilities ............................................................................................................. 5
Faculty ...................................................................................................................................................... 6
Student Body ............................................................................................................................................ 6
Accreditation .......................................................................................................................................... 6
Membership ............................................................................................................................................ 6
Alumni Association ................................................................................................................................. 7
University Policies .................................................................................................................................. 7
Enrollment and Student Development .................................................................................................... 11
Student Policies ....................................................................................................................................... 14
Admission ................................................................................................................................................ 14
Expenses, Payment and Refund Policies ................................................................................................. 15
Financial Aid .......................................................................................................................................... 18
Academic Information ............................................................................................................................. 19
Academic Programs ................................................................................................................................. 19
Academic Policies ................................................................................................................................... 20
Graduate Programs/ Courses .................................................................................................................. 26
Administration & Graduate Faculty ......................................................................................................... 47
Addresses for Accreditation/Approval Agencies .................................................................................... 50
Index ......................................................................................................................................................... 51
Campus Map ......................................................................................................................................... 53
ACADEMIC CALENDAR 2011-2012

MBA CALENDAR

Fall Trimester
August 29, 2011– November 14, 2011
Avila Day: October 14, 2011—University closed

Winter Trimester
January 2, 2012 – March 19, 2012
Martin Luther King Jr. Day: January 16, 2012—University closed

Spring Trimester
March 26, 2012 – June 11, 2012
Commencement: May 11-12

Summer Session
June 18, 2012 – August 16, 2012
Fourth of July Holiday: July 4—University closed

EDUCATION MASTER’S/ GRADUATE CERTIFICATION CALENDAR

Fall Term
August 24, 2011- December 15, 2011
Labor Day Weekend: September 3 – September 5 – University Closed
Fall Break: October 12 - October 16
University closed October 14-16
Thanksgiving Break: November 23 - November 27
University closed November 23-27
Finals Week: December 14 – December 15

Spring Term
January 17, 2012 - May 10, 2012
Spring Break: March 12 - March 18
Easter Break: April 5-April 8
University closed April 6-8
Finals Week: May 7 – May 10
Commencement Weekend: May 11 - May 12

Summer Term
Fourth of July Holiday: July 4 – University closed

AVILA ADVANTAGE CALENDAR

Fall Term
August 22 - December 17, 2011
Thanksgiving Break: November 23-27—University closed

Spring Term
January 2–April 28, 2012
Martin Luther King Jr. Day: January 16, 2012—University closed
Easter Break: April 6-8—University closed

Summer Term
April 30 - August 18, 2012
Commencement: May 11-12
Fourth of July Holiday: July 4—University closed
GRADUATE PSYCHOLOGY
CALENDAR

Fall Term
August 24, 2011 – December 15, 11

Labor Day Weekend: September 3 - September 5—University closed

Avila Day/Fall Break: October 12- October 16
    University closed October 14-16

Thanksgiving Break: November 23 - November 27
    University closed November 23-27

Finals Week: December 14 - December 15

Spring Term
January 17, 2012 – May 10, 2012

Spring Break: March 12 - March 18

Easter Break: April 5-April 8
    University closed April 6-8

Finals Week: May 7 - May 10

Commencement Weekend: May 11 - May 12

Summer Term

Fourth of July Holiday: July 4—University closed

GENERAL INFORMATION

Introducing Avila University

Avila University is a Catholic, co-educational university with liberal arts and professional programs. It is situated on 50 rolling acres in south Kansas City, Missouri. Avila University was founded in 1916 and is sponsored by the Sisters of St. Joseph of Carondelet.

From its modest beginnings, Avila has become a flourishing, comprehensive university offering a variety of degree programs. Founded as the College of St. Teresa, the college grew and expanded to a larger campus in 1963. It was at this time that the college name was changed to Avila to honor St. Teresa of Avila. In 2002, Avila College became Avila University, a name reflecting its growth and development as an institution of higher education.

Avila University’s commitment to excellence, to service of students and the community, to quality education of spirit, mind and body, and to growth of the whole person is deeply rooted in its Catholic heritage and in the lives and beliefs of the founding Sisters of St. Joseph.

Students, faculty and staff at Avila University provide a supportive, caring yet challenging environment in which students receive close personalized attention.

Mission Statement of Avila University

Avila University, a Catholic University sponsored by the Sisters of St. Joseph of Carondelet, is a values-based community of learning providing liberal arts, professional, undergraduate and graduate education to prepare students for responsible lifelong contributions to the global community. (adopted 1986; reviewed 1995; revised 2005)

Purposes of Avila University

- Pursue academic excellence by providing an educational experience rooted in the Catholic tradition and in the spirit of the Sisters of St. Joseph, both of which emphasize collaboration, examination of social justice issues, responsiveness to needs of others, and respect for the worth and dignity of each individual.
- Offer liberal arts and professional undergraduate and graduate programs grounded in scholarship with well defined educational outcomes which emphasize communication and thinking skills, knowledge, and personal, social and spiritual development of each student.
• Strive for excellence through responsiveness to on-going assessment, evaluation, and self-reflection.
• Promote student learning by emphasizing teaching-learning strategies which actively engage the student in the learning process.
• Foster development of the whole person for life-long learning and service to the global community through curricular and co-curricular programs.
• Serve a community of learners with diverse backgrounds and needs by providing a variety of educational formats.
• Address the broader educational needs of the greater Kansas City area by exploring, initiating, and supporting partnerships within the community. (adopted 1996; revised 2005)

Value Statements of Avila University

The Avila Community Values . . .

• Excellence in teaching and learning
• The Catholic identity of the University
• The sponsorship and contributions of the Sisters of St. Joseph
• The worth, dignity and potential of each human being
• Diversity and its expression
• Commitment to the continual growth of the whole person
• Interaction with and service to others

History of Avila University

The Sisters of St. Joseph were founded in LePuy, France, in 1650 to serve their neighbors by responding to the needs of society. In 1836, six Sisters arrived in America and traveled up the Mississippi to St. Louis, Missouri, and settled in a small town south of the city known as Carondelet. These women established several schools and were soon known as the Sisters of St. Joseph of Carondelet.

In 1866, five Sisters came to Kansas City and opened the first private high school for young women, St. Teresa’s Academy. In 1916, the academy administration chartered the first private college for women in Kansas City, St. Teresa College, and offered a two-year program leading to an Associate of Arts Degree. Fifteen years later, St. Joseph’s Hospital School of Nursing became affiliated with the college and nursing students were enrolled in basic science and humanities courses.

In 1940, the college was expanded to a four-year liberal arts college with professional programs in nursing, education, and business. It was fully accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 1946 and was called the College of St. Teresa.

The college established Kansas City’s first baccalaureate degree program in nursing in 1948 and was accredited by the National League for Nursing in 1966. Additional programs in allied health, social work, and special education were developed to complement strong programs in the liberal arts.

The growth of the college resulted in a move to its present campus in 1963, which is located in suburban South Kansas City, three miles from Interstate 435. Seeking to serve a diverse population, the college became co-educational in 1969, established graduate programs in business, education and psychology in 1978 and began Kansas City’s first Weekend College in 1984. Owing to its continued growth as a comprehensive institution of higher learning during the 1990s, offering undergraduate, graduate, and professional programs, Avila became, in 2002, Avila University.

Since its founding in 1916, Avila University has been committed to excellence in teaching and learning in an environment that respects the uniqueness of each person and stresses responsible service to others.

Avila University Campus

Avila University is just minutes off an interstate highway network and is convenient to Kansas City’s many attractions. Its eleven buildings are situated on 50 acres in suburban South Kansas City and include residence halls; a fieldhouse; a sports complex for baseball, softball and soccer; the library; theatre; chapel and classroom facilities.

Campus Buildings/Centers

Blasco Hall (1963)
Administrative Offices, including the Offices of the President, Academic Affairs, Registration and Student Records Office, Undergraduate Admission, Financial Aid, the Business Office, and Advancement.

O’Rielly Hall (1963)
Primary academic building with science laboratories, computer classrooms, lecture hall, classrooms, School of Science and Health, and the Department Offices of Social Sciences.

Carondelet Hall (1965)
Residence Hall and computer lab.

Marian Center (1965)
Dining room, lounge, Eagle’s Nest, computers, and bookstore.
Foyle Hall (1967)
The Orscheln Memorial Chapel, the School of Education, the Department of Psychology, Campus Ministry and the Mindfulness Program.

Ridgway Hall (1970)
Residence Hall

Hodes Center (1973)

Goppert Theatre/Borserine Nurse Education Center (1974)
Theatre with thrust stage and seating capacity of 500, the McKeon Performance Studio and Music rooms. Borserine Center houses the College of Liberal Arts and Social Sciences, the School of Nursing, classrooms, lounges, and nursing education resource center.

Hooley-Bundschu Library (1978)
The Library houses several computers dedicated to research databases, a collection of print periodicals, a reference and circulating collection of materials as well as an information commons with computers.

Whitfield Center (1978)
The School of Business, The School of Professional Studies, which offers the Avila Advantage program, classrooms, the Whitfield Conference Center, mailroom, and Campus Safety and Sustainability Office.

Competition and practice arena, fitness center, locker rooms, training room, weight room, batting and golf cage, walking track and athletic offices.

Multipurpose outdoor athletic complex for baseball, football, soccer, softball and recreational use.

Dallavis Center (1992)
The School of Visual and Communication Arts, classrooms, film and video production studios with audio and digital video editing facilities, graphic design, painting, and ceramics studios, photography laboratory, Macintosh classroom and lab and Thornhill Art Gallery

Schlumpberger Facility (1999)
The maintenance equipment and services.

Jeanne Collins Thompson Hall (2007)
Residence Hall with suite-style apartments.

Library
The Hooley-Bundschu Library is the information resource center for the campus. It houses a collection of over 60,000 books, a current subscription list of 500 periodicals and newspapers, videotapes, CD-ROMs, DVDs and the entire ERIC document collection on microfiche. The Library is a member of MOBIUS, a statewide consortium of over 50 academic libraries with a shared on-line catalog. The Library subscribes to on-line search services DIALOG and WESTLAW as well as providing student access to the bibliographic databases FirstSearch, ERIC, and Modern Language Association databases. In addition, the Library provides access to full-text and bibliographic databases such as EBSCOhost, Academic Universe, Contemporary Women’s Issues, NewsBank: Missouri Newspapers, the ABC-CLIO databases, ProQuest Psychology and PsycArticles. The Eschbacher Education Room houses the children’s literature and Curriculum Collections. There are study rooms available for faculty and student use. In addition the Library houses an information commons with over 20 PCs connected to the campus network and providing e-mail and Internet access, Microsoft Office and curriculum related software as well as digital camcorders, tripods and software for class projects. The Library is designed to provide an environment conducive to learning and research in an age that merges written and electronic media.

Academic Technology Facilities
Avila University maintains several computer labs and classrooms to support teaching and learning. Labs are home to both PC and Macintosh computers, color monitors, and laser printers. Each computer lab facility is upgraded on a regular basis and is network supported so student and faculty can access specialty software, internet resources, and Microsoft Office products.

MyAU is Avila’s web portal. MyAU is an online web tool allowing students, faculty and staff to communicate in a variety of ways. Students can also request transcripts, print enrollment verifications, make tuition payments and quickly find an assortment of resources and available services. Faculty can enter attendance and grades for current students, and review their advisees’ academic records. Administrators can post documents, announcements and events for the Avila Community. MyAU is available via the Avila University web site home page at www.avila.edu.

An Avila Email Account is where a student will receive all official email correspondence from the University. Students may also use it to communicate with instructors and fellow
students. It is the student’s responsibility to check their Avila Email on a regular basis. The student email address is formatted as last name and Student ID Number@avila.edu.

Computer labs are located in the following locations.

**Hooley-Bundschu Library**: A dedicated open information commons for student use consisting of over 20 Dell computers and laser printers. Additional laptops for student research are located on the main library floor. An iMac computer is available to support the development of a large variety of presentational formats.

**O’Rielly Hall**: Three dedicated classroom labs are located in this hall. Two classrooms have 22 Dell computers each. Another classroom, with 12 Dell computers, is dedicated for teaching Mathematics and Computer Science courses. Each classroom has Microsoft Office software, SPSS, internet access, and other specialty teaching software available.

**Borserine Nursing Center**: Six Dell computers are located in the new Nursing classroom. Software is available to support Nursing education in addition to Microsoft Office and internet resources.

**Dallavis Center**: Two computer labs are housed in Dallavis. The Macintosh lab consists of 20 iMac computers with 20” monitors. Software includes Creative Suite, Macromedia Studio, Microsoft Office, and other software needed to support Graphics Design and Communication majors. The Communication lab houses 12 G5 dual-processor Macs with Final Cut Pro to support video editing and other Communication program endeavors.

**Hodes Center & Residence Halls**: Include Dell computers and laser printers available to students.

In addition to computer facilities, computers, projectors, and other audio-visual equipment are available to support teaching and student presentations.

**Faculty**

The Avila University faculty is made up of 123 full-time equivalent professors. Seventy-six percent of the full-time faculty hold Ph.D. degrees or terminal degrees in their field and teach introductory as well as advanced courses. Avila’s adjunct faculty are practitioners chosen for their ability to teach in specialized areas.

The faculty is committed to excellence in teaching. Research and publication are also valued especially when collaboration of students and faculty is involved. The Avila University faculty is dedicated to life-long learning, professional growth and excellence in the classroom.

**Student Body**

Avila University’s 1,900 students come from the Kansas City Metropolitan area as well as at least 21 states and 27 countries. They range in age from 17 to 75. Some reside on campus and others commute to classes. Over 95% of the full-time students receive some type of financial aid. Avila University students major in one of 35 undergraduate and 6 graduate programs doing clinical work or internships in numerous agencies and businesses throughout the metropolitan area.

**Accreditation**

Avila University is accredited by:

- The Higher Learning Commission and a member of the North Central Association
- Council on Social Work Education
- Missouri State Department of Elementary and Secondary Education
- Commission on Collegiate Nursing Education
- International Assembly for Collegiate Business Education to offer the Master of Business Administration degree in the School of Business.

Avila University School of Nursing is approved by:

- Missouri State Board of Nursing

**Membership**

- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Grant Professionals
- American Association of Paralegal Educators
Alumni Association

Through the Avila University Alumni Association individuals who have attended the university can maintain friendships and loyalties developed during their college years. Any former student who has completed twenty-four (24) semester hours of undergraduate coursework or twelve (12) semester hours of graduate coursework at Avila is considered an alumnus/a. Through the association, alumni/ae promote the continued growth of the university and their own interest in higher education.

University Policies

Equal Opportunity in Education

Avila University is an Equal Opportunity Employer and is committed to achieving and maintaining equal opportunity in employment and personnel actions and procedures including, but not limited to, recruitment, hiring, training, transfer, promotion, compensation, and services.

Further, Avila University is committed to non-discrimination and equal opportunity to its students including, but not limited to, recruitment, admissions, financial aid, educational
policies, placement services, housing, athletics, sponsorship, conduct of co-curricular activities, and other University administered programs and services.

These policies for students, faculty, and staff are to be administered without regard to gender, race, religion, age, color, sexual orientation, disability, national or ethnic origin, genetic information or any other characteristic protected by law.

Any concerns regarding discrimination should be addressed to the director of human resources in the Business Office, Blasco Hall, (816) 501-3618. Good faith concerns can be raised without fear of reprisal.

Anti-Harassment/Anti-Discrimination Policy

Policy Statement
Avila University’s policy is to maintain an environment for all of our employees and students that is free of unlawful harassment, illegal discrimination and unprofessional conduct. It is never justifiable to harass one of our employees or students because of their race, color, gender, religion, national origin, age, disability or sexual orientation. Unlawful harassment is counterproductive and does not serve the principles on which Avila University operates. We respect the dignity and worth of each employee and student. We believe that each employee and student should be free to develop fully his or her potential, neither hindered by artificial barriers nor aided by factors that are not related to merit. Avila University also prohibits unprofessional conduct and comments that may not amount to unlawful harassment. All employees are expected to use good judgment and to avoid even the appearance of impropriety in all of their dealings with other employees and students. Supervisory employees especially must exhibit the highest degree of personal integrity at all times, refraining from any behavior that might be harmful to their subordinates, students or to the University.

Racial, Religious, Sexual Orientation or National Origin Harassment
Racial, religious, sexual orientation or national origin harassment is expressly prohibited. Racial, religious, sexual orientation or national origin harassment includes any oral statement, written statement or physical act in which race, religion, sexual orientation, or national origin is used or implied in a manner that makes another person uncomfortable in the work or educational environment or that would interfere with another person’s ability to perform his or her job. Examples of racial, religious, sexual orientation, or national origin harassment include jokes that include reference to race, religion, sexual orientation, or national origin; the display or use of objects or pictures that adversely reflect on a person’s race, religion, sexual orientation, or national origin; or use of language that is offensive due to a person’s race, religion, sexual orientation, or national origin.

Sexual Harassment
Sexual harassment is a form of sex discrimination, which is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. Sexual harassment is also illegal under Missouri State Law and prohibited by Avila University. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- Submission to the conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee; or
- Such conduct has the purpose or effect of substantially interfering with the employee’s work performance or creates an intimidating, hostile or offensive work environment; or
- Submission to the conduct is made either explicitly or implicitly a condition of a student’s participation in a school program or activity or the basis for an educational decision affecting a student; or
- Such conduct is so severe, persistent or pervasive that it affects a student’s ability to participate in or benefit from an education program or activity or creates an intimidating, threatening, or abusive educational environment.

Prohibited acts of sexual harassment can take a variety of forms, ranging from off-color jokes to subtle pressure for sexual activity to physical assault. It is not possible to identify each and every act that may constitute sexual harassment. Examples of conduct that may constitute sexual harassment are:

- Repeated or unwelcome sexual flirtations, advances, propositions, touching, remarks or requests for sexual favors;
- Repeated verbal abuse of a sexual nature;
- Graphic verbal comments about a person’s body;
- Sexually degrading words used to describe a person;
- The display of sexually suggestive objects or pictures;
- Unwelcome questions or comments about private sexual matters;
- Slurs, “off color” jokes, or degrading comments related to gender;
- Demeaning, discourteous conduct or negative stereotyping; or
- A sexual relationship with a subordinate or a student.

No Retaliation
It is strictly against University policy to retaliate against anyone who reports or assists in making a complaint of prohibited harassment. Retaliation is contrary to this policy statement and may result in discipline up to and including termination for employees and dismissal for students. Anyone who feels that retaliatory action has been taken because of his or her report or assistance in making a complaint of prohibited harassment should immediately bring the matter to the University’s attention as described below.
How to Report Instances of Harassment or Retaliation
The University cannot resolve matters that are not brought to its attention. Any student or employee, regardless of position, who has a complaint of or who witnesses harassment or retaliation at work by anyone, including instructors, students, supervisors, managers, employees or even non-employees, has a responsibility to immediately bring the matter to the University’s attention. If the complaint or observation involves someone in the employee’s direct line of command or if the employee is uncomfortable discussing the matter with his or her direct supervisor, the employee is urged to go to another supervisor, a University vice president or to the director of human resources. If the complaint or observation involves a student, the report should go to the vice president for academic affairs or the vice president of enrollment and student development or the dean of students. Student-to-student harassment complaints may be referred to the disciplinary system in the school’s Code of Conduct for the appropriate investigation and resolution of such complaints.

How the University Will Investigate Complaints
The University will thoroughly and promptly investigate all claims of harassment or retaliation. A complainant will be given the opportunity to provide a good faith list of persons who may have information regarding the subject matter of the complaint, and those persons will be contacted by a representative of the University.

If an investigation confirms that harassment or retaliation has occurred, the University will take prompt, corrective action, as is appropriate. Complaints of harassment and retaliation will be kept as confidential as possible.

Avila University’s Commitment to an Effective No Harassment Policy
If you feel that the University has not met its obligations under this policy, you should contact the Department of Human Resources.

Tobacco Policy
Smoking, and the use of smokeless tobacco products, is prohibited in all buildings on campus. Members of the Avila community and their guests must exercise courtesy at all times in the use of smoking and smokeless tobacco products outside the buildings. Disposal of smoking and smokeless tobacco materials should be made in the nearest outdoor receptacle provided for that purpose. Some buildings may establish non-smoking areas outside of primary building entrances to facilitate access for all community members. Any such areas shall be identified through approved postings in the designated area.

Family Education Rights and Privacy Act (FERPA)
Avila University is in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act, also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure or information from the records.

Official student records are maintained in the Registration and Student Records Office. Students and parents of dependent students may request to review official educational records under the following procedure.

- The student must provide a written request to review the education record. Written requests need to identify the record(s) requested for review. Parents of dependent students must supply evidence of the income-tax dependency of the student if the student does not sign a release. If the parent provides documentation, the academic advisor and/or instructor will be notified.
- An appointment to review the record will be set with the Registrar/Director of the Office or with the Associate Vice-President for Academic Affairs within 45 days of the date the University received the request.
- If the student believes that inaccurate or misleading information is contained in the educational record, or that the information is in violation of the student’s rights of privacy, the student may submit a written request to the administrator of the office responsible for that record. The written request submitted should include the part of the record that is believed to need change and why it is believed the information is inaccurate, misleading, or in violation. The university will investigate the request and notify the student of the decision. If the record is not amended as requested, the student has the right to request a hearing.

Institutions may disclose information on a student without violating FERPA if it has designated the information as “directory information.” At Avila University, this includes the following:

- Verification of enrollment status including full-time, part-time, graduate, undergraduate, and classification.
- Student name, major and minor fields of study, academic honors, and degrees.
- Student address and telephone numbers (only in connection with campus events and to persons with legitimate reason).
- Student email address (only available to authorized users of the Avila University email system).
- Dates of attendance.
- Participation in campus activities and sports.
- Weight and height of members of athletic teams.
- Most recent education agency or institution attended and hometown.
- Student photograph.
Students have the right to “opt out” of providing directory information. Requests to limit the release of directory information must be provided in writing to the Registration and Student Records Office by the end of the second week of each semester.

Institutions may disclose non-directory information without violating FERPA under the following conditions:
• with the student’s written request;
• to school officials with “legitimate educational interests;”
• to parents of dependent students;
• to a person in response to a lawfully issued subpoena or court order.

For questions regarding FERPA, please contact the Registrar or the Academic Affairs Office. Students have 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. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Right-to-Know Act
Avila complies with the provisions of the Student Right-to-Know Act of 1990. This Act requires institutions of higher learning who receive Title IV student financial assistance to be responsible for calculating completion of persistence rates, and making them available to current or prospective students through “appropriate publications and mailings.” Requests for copies can be directed to the Registrar.

Financial Report
The annual financial report is available upon request to the Office of the President

Education Pass Rates
Information on the Praxis pass rates for students seeking initial teacher certification, is available on the Avila University website at www.Avila.edu.

Crime Awareness and Campus Security
Avila complies with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)). It is committed to assisting all members of the Avila community in providing for their own safety and security. The annual security compliance document is available on the Avila University website at http://www.avila.edu/campuslife/crimestats.asp. Anyone interested may obtain a hardcopy of the report by calling (816) 501-2425.

The website contains information on campus security and personal safety, including crime prevention, University police law-enforcement authority, crime reporting policies, disciplinary procedures, and other important matters about security on campus. It also contains statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Avila University and on public property within or immediately adjacent to and accessible from the campus. Avila University has created a text message alert service as one method by which members of the Avila community may be contacted in the event of an emergency. Follow the registration link available at www.avila.edu/safe for more information and to sign up.

Additional information on campus security and current safety issues may also be found on www.avila.edu/safe.

Information Technology, Student User’s Agreement
The primary purpose of the information technology system on the Avila University campus is for educational related activities. Members of the Avila community must adhere to the following:

System Integrity
• Ultimate responsibility for proper use and misuse of the system (including all computers, software, related equipment and the network) lies with each individual user.
• Actions taken by users that deliberately deny authorized persons access to any aspect of the system are prohibited.
• Actions taken by users that interfere with or alter the integrity of the University’s equipment or software are prohibited.
• Intentional actions taken by users that place onto any Avila equipment any icons, or screen-savers or items of a nature that would be considered offensive are prohibited.

Privacy and No Harassment
• Students are required to respect others’ rights to privacy in the electronic forum. Avila University prohibits users of University technology including computers and users of personally owned computers linked via University telecommunications equipment to other systems from violating such rights. This includes, but is not limited to, attempts to read another person’s electronic mail, to access another’s files, to access electronic records containing information concerning another person, use of another person’s e-mail account, and use of another person’s password.
• Accounts are not to be shared by multiple users.
• Fraudulent, harassing, nuisance, threatening, offensive or obscene messages and/or materials are not to be displayed, sent with or stored onto any Avila equipment, or displayed with private equipment in any public forum.
• This policy does not prohibit Avila University from monitoring users of University technology. Users should have no expectation of privacy in Avila owned equipment or technology.

Copyright Observance
• Avila University purchases or licenses the use of copies of computer software from a variety of outside companies. The University does not own the copyright to this software or its related documentation. Users may not reproduce any portion for use on another computer without permission from Computer Services. Permission is granted only if it complies with the University’s licensing or receives permission from the software developer.
• Copyright with regards to traditional written materials applies to works in electronic forms. Users must comply with all copyright rules and regulations according to the U.S. Copyright Law.
• Software may not be loaded and/or saved onto any Avila University equipment without written permission from the director of computer services.
• Observances or other information regarding misuse of software or related documentation must be reported to the Dean of Students.

Courtesy
• Users must observe basic technology courtesy with regards to other users. This includes, but is not limited to, refraining from excessive use of paper, refraining from making electronic mass mailings for non-University business use, and refraining from using University-owned computers or other technology for personal monetary gain.
• The primary purpose of University-owned computers on the campus is for educational purposes. Users needing the computers for academic purposes will have priority over users playing games, in chat rooms, sending personal e-mails or other personal uses.

Enforcement
Avila University may monitor and record usage of network resources. Information gained in this way may be used in disciplinary and/or criminal proceedings. Violations of this policy will be reported to the vice president for student affairs. The above listed items of prescribed conduct are not intended to be all-inclusive. Any behavior that is contrary to the ethical use of Avila computer technology will be subject to disciplinary action.

Enrollment and Student Development
The mission of the Division of Enrollment and Student Development, affirming the University’s mission, is to promote student growth by recruiting, serving, educating and developing students to become contributing members of the local and global community. By serving and partnering with students, staff in this division of the University strives to represent and advocate for the needs of students, promote a community of respect to affirm the value of each individual, and provide and promote services and co-curricular activities which enhance student learning and University identified learning outcomes.

Athletic and Recreation Department
The Athletic and Recreation Department is responsible for the development and administration of an intercollegiate and recreational sports program that provides quality and competitive opportunities for students in a variety of fields. Avila offers intercollegiate women’s competition in basketball, cross country, golf, soccer, softball and volleyball. Intercollegiate opportunities for men’s competition include baseball, basketball, cross country, football, golf and soccer. In addition, Avila sponsors spirit squads that include performance/competitive dance and cheer teams.

The director of athletics and recreation, in conjunction with coaches and staff, coordinates recruitment of student athletes, promotion of athletic and recreational programs and management of all athletic facilities and equipment including the Mabee Fieldhouse and the Zarda Sports Complex.

The Eagles are members of and compete at the National Association of Intercollegiate Athletics (NAIA) level and have a conference affiliation with the Heart of America Athletic Conference.

Avila students, faculty and staff receive free admission to all home athletic contests with a valid Avila ID card.
For more information, please call the Athletic Department at (816) 501-3634.

Athletic and Recreational Facilities
Avila has outstanding athletic and recreational facilities available to students, faculty and staff. Outdoor facilities include the Thomas R. Zarda Family Athletic Complex for baseball, football, soccer, softball and recreation use, the Santa Fee Trail and practice football fields. Indoor facilities within the Mabee Fieldhouse & Pavilion include a competition and practice arena for basketball and volleyball, fitness center, weight room, indoor batting and golf cage and men’s and women’s locker rooms.
Bookstore
The campus Bookstore operates to meet the needs for course textbooks. In addition, it sells school and office supplies, logo clothing, stamps, and miscellaneous gifts and merchandise. For more information, please call (816)501-3630.

The bookstore buys back books all year at blue book prices for wholesale companies. However, the last two weeks of each traditional semester are the best times to sell back books and get the most money from the sale. At this time the bookstore is buying for Avila and the wholesale companies.

Campus Life Office
The Campus Life Office includes residence life, student activities and organizations, and new student programs. Drop by the Campus Life Office to arrange for a student activity van, obtain a residence hall contract, learn more about commuter meal plans, join a club, or for information on the Student Code of Conduct, parking regulations or campus crime statistics. For more information, please call (816) 501-3660.

Campus Ministries
Campus Ministries views the development and exploration of “Spiritual Values” as an important part of ongoing and comprehensive formation at Avila. Students are invited to develop their spirituality through communal celebrations, liturgies, interfaith services, social justice awareness, community service, small communities for faith sharing, retreats, pastoral counseling, community nights, and spiritual direction. Student leadership and involvement is highly encouraged in the variety of ministries offered. Each year students from different religious traditions are chosen as the Campus Ministries Team who, with the director of campus ministries, comprises the leadership team. Whether on the leadership team or not, each of us is called to ministry by virtue of our faith. Although our University is sponsored by the Sisters of St. Joseph, a community within the Roman Catholic tradition, we welcome all to participate as we explore our spiritual lives together. For more information please call (816) 501-2423.

Counseling and Career Services
Counseling and Career Services is staffed by mental health and career development professionals and graduate interns.

Personal counseling services include:
- Personal counseling dealing with a wide range of issues including: anxiety, depression, grief/loss, and adjustment
- Support for those struggling with a personal crisis

Career services include:
- Referrals to outside agencies, as appropriate
- Workshops, information sessions, and small group sessions

Appointments can be scheduled by contacting 816-501-2901 or stopping by Hodes Center. Walk-in appointments are available.

Counseling services are free, confidential and available to all Avila students. Career services are free, confidential and available to all Avila students and alumni.

Disability Services
Avila University welcomes students with disabilities who can be successful learners and contributors to the Avila community. To apply for accommodations in your learning environment (curricular and co-curricular), please contact Disability Services. The Disability Services staff welcomes questions, issues and concerns. For more information or to schedule an appointment, call Disability Services at (816) 501-3666, or see our web site at www.avila.edu/disability/

Dining Services
The University, through Great Western, provides a variety of dining service programs and services for the campus. The primary dining service facility on campus is the dining hall, located in Marian Centre.

All resident students select a meal plan option. Currently, resident students have the choice of three meal plan options. Complete plan details are available through the Campus Life Office at (816) 501-3660.

Commuter students, faculty and staff have the opportunity to select an option of commuter meal plans. Contracts and information for commuter student and employee plans are available through the Food Service Office.
Dining room hours are subject to change and are posted outside of the dining hall main entrance. For menu details or operating hours, contact Great Western at (816) 501-3755.

**Health Services**

The nurse-directed health center is staffed by registered nurses. Services include:
- minor illness/injury assessment
- treatment with non-prescriptive medications and medical supplies
- immunizations (some with a fee)
- blood pressure/weight monitoring
- emergency care
- referrals to campus resources or appropriate community health care resources
- individual health and wellness counseling
- student health insurance information
- group health and wellness programs or presentations

Appointments can be scheduled by contacting the Hodes Center office manager at 816-501-3666, the nurse at 816-501-3668. Walk-in appointments are available. Health services are free, confidential and available to all Avila students during the Fall and Spring semesters. Services are not available during breaks. For more information, see our website at [http://www.avila.edu/wellness/](http://www.avila.edu/wellness/).

**International Student Services**

International Student Services assists international students with their adjustment to both Avila and the U.S. In addition, students are helped with questions regarding student visa issues and requirements. For further details, contact the ISS office at (816)501-3666.

One component of the International Student Services office is the **Intensive Language and Culture Program** (ILCP). The ILCP is an ESL program. Students study twenty hours of English per week, which includes five hours in each language area: speaking and listening, reading, vocabulary, grammar (structure), and writing (composition). The program features several levels of instruction and small class sizes to ensure personalized attention. Additional English practice is available through one-on-one instruction by faculty and tutors. Students may register for ESL classes and courses in their major during the same semester. Upon successful completion of the ESL program, students may study for a degree full time. In addition, students learn about American customs and idioms, banking, shopping, telephone use, and have access to some local transportation. They also have the opportunity to experience American society through trips to cultural events, entertainment, and sight-seeing destinations. For further details, contact the ILCP office at (816) 501-3771.

**Learning Services**

To ensure academic success, Avila encourages students to meet with a member of the Learning Services staff for support and advice. Together students and staff will explore such areas as writing, time management, note and test taking, study strategies, and other academic skills.

**Peer and Professional Tutors** are available to work with students on writing skills and a variety of content areas and to prepare for standardized exams such as C-BASE. Tutoring sessions are available in a variety of formats including individual tutoring, study groups, and small group sessions for test preparation and review.

**Tutoring** is offered during regular office hours (8 a.m. to 5 p.m.) in the Hodes Center and is also available various evenings each week in the library during the fall and spring semesters. For more information or to schedule an appointment, visit the Learning Services Web site at www.avila.edu/ls. **Evening and weekend appointments available if scheduled in advance by calling Learning Services at (816)501-3666.**

**Campus Safety**

The campus is supported by professional campus safety officers 365 days a year, 24-hours a day. Campus safety officers can be reached immediately at (816) 985-6079.

**If the situation calls for immediate emergency response from local authorities, call 911** (Campus phones – dial 9-911).

Officers are also available for escorts on campus, completing incident reports, crime statistics, and safety education. All campus crimes or incidents must be reported to the Campus Safety Office at (816) 985-6079.

**Lost and Found items may be recovered from the Campus Safety Office located in Whitfield Center.**

**Residence Life**

As an integral part of the Campus Life Office, the residence hall program strives to complement a student’s academic program through a community living experience. Along with the convenience of living on campus, living in the residence halls allows a student to interact with students of diverse backgrounds, cultural experiences, and lifestyles.

The residence halls consist of a fully air-conditioned environment, featuring student rooms to accommodate approximately 350 students, professional live-in staff and professionally trained student staff. The residence hall complex contains Wi-Fi, lounges, kitchen facilities,
laundry facilities, piano practice rooms, and computers. Each student room comes complete with satellite television service, local telephone service and high-speed Internet services.

Additional information about the residence halls, including the community living standards, staff contact information, and processes and procedures can be found in the Residence Life section of the Student Handbook at http://www.avila.edu/handbook/. To find out how to become more involved in Residence Life, contact the Campus Life Office at (816) 501-3660.

Student Policies

Student Code of Conduct
As a Catholic University, sponsored by the Sisters of St. Joseph of Carondelet, Avila maintains a position that its educational role is more than an exchange of knowledge and the pursuit of wisdom. Avila is committed to the educational development of the total person and seeks to develop an environment that is conducive to academic endeavor, social, spiritual, personal, and physical growth with an emphasis on individual self-discipline and responsibility. The Student Code of Conduct serves to create an environment in which students have the best chance to learn, to study, and to grow as members of our campus community and the greater global community. This Student Code of Conduct allows members of our diverse community to live in harmony, to interact effectively, and to learn from each other.

The University operates from a value system in which caring, sharing and respect are paramount. While we value diversity and seek to serve all segments of society, we do not aspire to be only a reflection of society. We seek higher goals, with higher values, and higher standards. This is the community that you have chosen, one that expects more from itself, more from one another, and more from you.

It is the intent of this code to set forth in a clear, concise and uniform manner the expectations of students who join with the University community and to set forth administrative and judicial procedures whereby those who are accused of violating the rules may be afforded due process.

A complete explanation of the Student Code of Conduct, student policies, and the discipline process is available in the Avila University Student Handbook. Handbooks are available online through the Avila University Web site at http://www.avila.edu/handbook/

Some key student policies are listed below with a complete listing available in the Avila University Student Handbook.

Alcohol and Drug Policy
The misuse of alcohol and other drugs pose major health problems and are potential safety and security problems, can adversely affect academic and job performance, and can generally inhibit the educational development of students. Avila University, therefore, prohibits the unlawful manufacture, distribution, dispensing, possession, or use of illicit drugs and alcohol.

Identification Cards (ID)
All students are required to have an official, validated Avila University ID card. Students shall present their ID card upon request of an authorized official for services, admittance to activities, events, and the use of some facilities. ID cards are required for students on a meal plan to access food service and for resident students to access the residence halls. Some local businesses grant discounts to students who present a valid ID. ID cards must be validated each semester that a student is enrolled at Avila. Replacement ID cards are available at a cost of $20, due at the time of card replacement. For more information or for a schedule of times for the ID service, please contact the Campus Safety Office at (816) 501-2466.

Personal Property Losses
The University is not responsible for the loss or damage to property owned by students or their guests, regardless of the cause.

Admission
The admission procedures and policies of Avila University are designed to assist in the selection of those students who are most likely to benefit from and contribute to the educational opportunities offered at the University.

Persons applying for admission to one of Avila’s graduate programs should follow the admission procedures outlined in the respective section for each of the graduate programs in the Graduate Program/Course section below. An official transcript of the highest degree earned is required for each graduate program.

Persons interested in applying may obtain more information by contacting one of the following offices:

- For the M.B.A., students apply directly through the School of Business. For application materials or information, contact the School of Business at (816) 501-3601, fax (816) 501-2463, or e-mail to MBA@avila.edu.
• For the M.S. in Psychology, apply directly through the Psychology Department. For application materials or information, contact Psychology Admissions at (816) 501-3698, fax (816) 501-2455 or e-mail to gradpsych@avila.edu.

• For the M.A. in Education, apply through the School of Education. For application materials or information, contact the school at (816) 501-2464 or e-mail GradEd@avila.edu.

• For the M.A. in Management, apply directly through the School of Professional Studies. For application materials or information, contact Avila Advantage at (816)501-3737, check http://www.avila.edu/Advantage/graduate.asp or email Advantage@avila.edu

• For the M.S. in Organizational Development, apply directly through the School of Professional Studies. For application materials or information, contact Avila Advantage at (816) 501-3737, check http://www.avila.edu/Advantage/graduate.asp or e-mail Advantage@avila.edu.

Graduate Certificate/Certification Students

Business Certificate
The Graduate Business Certificate Program has been designed so that students can enroll in a one-step process. Students can be advised and registered for their first course in a single meeting. For more information, contact School of Business MBA Office, 11901 Wornall Road, Kansas City, MO 64145, Phone: (816) 501-3601, Fax: (816) 501-2463, e-mail: MBA@Avila.edu.

Nonprofit Fundraising Certificate
The Graduate Nonprofit Fundraising Certificate consists of 13 credit hours of coursework designed to improve the preparation of fundraising professionals to contribute to the overall growth of philanthropy. The certificate provides students with knowledge of the research and theories of non-profit fundraising. The hours count toward the Master of Art in Management degree.

Project Management Certificate
The Graduate Project Management Certificate consists of 13 credit hours of coursework designed specifically for adults to develop proficiency with the latest tools and techniques of effective project managers. Students study current industry practices, examine in-depth case studies, review team interactions and assess project management technology. This curriculum prepares the student to take the PMI exam for certification; in addition these hours count toward the M.A. in Management degree.

Teacher Certification
The School of Education provides the opportunity for students who have previously earned a bachelor’s degree from an accredited college or university to become eligible for a Missouri and Kansas teaching certificate by successfully completing a certification program. The teaching certification applicant must demonstrate the same competency requirements as those required for all education students. Consult the Teacher Education Resource Manual for specific requirements and procedures.

Required Materials:
Teacher Certification applicants must:
• Attend an information session.
• Complete all parts of the written application.
• Submit official transcript(s) of all college-level work completed. Final college transcript must indicate conferral of bachelor’s degree with an overall GPA of 2.5.

Special Students

Enrichment Students
Enrichment students may take up to nine (9) credit hours of coursework without submitting official transcripts or applying for admission. Enrichment students need permission of the Graduate School to enroll in courses and must meet the prerequisites for the courses for which they wish to enroll. Students must be admitted to a graduate program to enroll in courses that will accumulate more than ten hours of credit.

Visiting Students
Visiting students are students who are seeking a degree at another university and wish to take classes at Avila University. Students must have written permission of their home institution and need permission from the Avila Graduate School to enroll in courses.

Expenses, Payment and Refund Policies

The university year is divided into terms whose length is determined by each individual graduate program. Tuition and fees are the same for audited and credited courses. Accounts must be paid in full at the beginning of each term in order to be considered in good standing.

Basic Expenses (2011-2012)

Tuition per credit hour for Psychology graduate credit .................................................. $475.00
Tuition per credit hour for Avila Advantage graduate credit ................................. $475.00
Tuition per credit hour for Graduate Education ......................................................... $395.00
Tuition per credit hour for Graduate Education Certification .............................. $355.00
Tuition per credit hour for MBA ................................................................. $495.00
Student Activity and Recreation Fee per credit hour ................................. $5.00
Technology Fee per credit hour ............................................................ $25.00
Audit per credit hour ................................................................................. same as tuition per credit hour

| Triple room per semester (if available) | $1,325.00 |
| Carondelet/Ridgway Hall | $1,325.00 |
| Double Room per semester (if available) | $1,625.00 |
| Carondelet/Ridgway Hall | $1,625.00 |
| Single Room per semester (if available) | $2,550.00 |
| Carondelet/Ridgway Hall | $2,550.00 |
| Suite Room per semester | $2,550.00 |
| Thompson Hall | $1,975.00 |
| Apartment per semester (if available) | $1,975.00 |
| Wornall House (if available) | $1,750.00 |
| Board per semester |
| 19 meals/week | $1,650.00 |
| 14 meals/week | $1,500.00 |
| 100 meals/semester (Thompson Hall residents only) | $975.00 |

Note: Other Meal Plans for Residents and Commuters are available.
Contact the Campus Life Office for further information.
Residence Hall Activity Fee per semester ................................................. $50.00

Special Tuition
Students 65 years and older (excluding Avila Advantage credit)
Verification of age required: must be 65 years old by the first day of the semester to qualify.
Tuition for all Graduate day and evening classes
(per credit hour) .................................................................................. 75% of current tuition per credit hour
Student Center and Activity Fee (per credit hour) .................................... $3.75
Technology Fee (per credit hour) ........................................................... $20.00

For Lab Fees and Miscellaneous Fees see the Semester Class Schedule.

Payment of Accounts
All accounts must be paid in full (via personal payment or financial aid) by the payment
due date announced in the class schedule or arrangements must be made to pay in
installments through Avila’s Deferred Payment Plan. This includes applying for financial
aid. Students are responsible for the total tuition and other miscellaneous charges even
though a third party may pay the university directly or reimburse the student. In addition to
cash, check, or money order Avila University accepts MasterCard, Discover, American
Express and Diners Club credit cards via on-line payment. A 2.75% service fee is charged
on credit card payments. Electronic check payments can also be made with no service fee.
Each student is required to have a signed student payment agreement and guarantee
document on file in the Business Office.

Deferred Payment
Through Avila’s Deferred Payment Plan, the tuition and fee balance, after accepted
financial aid is applied, may be paid in equal installments throughout the semester/
trimester. Payment plan agreements should be selected on-line prior to the beginning of
each semester/trimester. If a plan is not selected, the enrollee, by making the first payment
of the deferred payment plan, accepts all conditions of the plan. A $50.00 fee is charged
for the plan. If payments are not made on or before the due dates, a $25.00 late payment
penalty is assessed. THE STUDENT’S RESPONSIBILITY FOR THE TOTAL
CHARGES IS NOT CHANGED BY HAVING SOME PORTION OF THE PAYMENT
DEFERRED.

Financial Aid and Loan Recipients
Graduate students will receive their Financial Aid award letters electronically, via their
Avila email accounts. If changes are necessary, please send your award letter back to
Financial Aid for the revisions you are requesting. If you are accepting all of the aid
offered, no response is necessary.

The student will be responsible for any payment due on the scheduled due dates. Loan
proceeds must be finalized to be considered as payment on the student account. If finalized
financial aid does not cover the remaining balance, personal payment will be due on the
scheduled dates. Loan proceeds must be applied to any balance due and any resulting credit
balances will be refunded as noted under Credit Balance Refunds.

Please remember: Loans of any type MUST BE REPAID.

Late Payment Penalties
Failure to make arrangements for any payment due on a campus account by the due date
will result in one or more of the following actions:
• late payment penalty
• a hold on the student’s record and/or registration
• cancellation of the student’s registration

A student may be reinstated by paying a reinstatement fee; however, the original classes
cannot be guaranteed.

REFUNDS
Credit Balance Refunds
Credit balances are available from the Business Office on the following schedule:
Students not receiving federal assistance may request a refund at any time after the second day of classes.

Students receiving any federal assistance (Subsidized and/or Unsubsidized Stafford Loans) will automatically receive a credit balance return on the schedule outlined below. Credit balances resulting from these federal monies must be issued to the student by the 14th day following the beginning of class. Avila University regulations will not permit credit balances generated by loans to be returned until classes have begun and attendance has been verified. In instances where credit balances are created by funds paid from outside sources (such as business, government and banks), the money must first be received by Avila University in order to issue a disbursement check to the student. An authorization to bill an outside source does not create a credit balance.

Adjustment of Tuition and Enrollment Charges
If for any reason a student will not be attending a course, that student must withdraw before the course begins to avoid financial penalty. To withdraw from a course a student must sign a Change of Schedule form, which can be obtained in the Graduate Office of the respective School.

In any instance of adding, dropping or withdrawing courses, the student must complete a Change of Schedule form available in the Registration and Student Records Office and return the form to the Registration and Student Records Office. The date the form is returned and processed in the Registration and Student Records Office is the date used for adjustments to charges. The time periods for the adjustments commence with the first day of classes according to the academic calendar and not the beginning date of the individual courses, unless otherwise noted. Fees are not refundable, except for cancellation of registration.

• Cancellation of Registration
The return of any Title IV federal student aid and non-federal student aid will follow the policies listed below.

• Withdrawal from Some or All Classes

Classes meeting 11-16 weeks
Students withdrawing from classes will be re-assessed tuition based on the following schedule. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the given period to officially re-assess tuition charges. Fees are not refundable.

• 1 through 8 calendar days
  • 100% tuition refund + 100% fees refund
  • 9 through 15 calendar days
    • 75% tuition refund - no refund of fees
  • 16 through 22 calendar days
    • 50% tuition refund - no refund of fees
  • 23 through 29 calendar days
    • 25% tuition refund - no refund of fees

The return of any Title IV federal student aid and non-federal student aid will follow the policies listed below.

Weekend and Avila Advantage Classes
See the Avila website at www.avila.edu/registrar/withdraw.asp

REFUND and TUITION ADJUSTMENT APPEAL POLICY
Students who feel their individual circumstances warrant an exception from the above stated refund policies may appeal in writing. The appeal should include a statement of the exception being requested, an explanation as to why an exception should be granted and appropriate materials to support the request for the exception. The appeal letter and supporting materials should be sent to the Academic Affairs Office. Once all appeal materials are complete in the Academic Affairs Office, the student will receive written notification of the decision. The appeal must be received by the Academic Affairs Office within one year after the semester in which the registration occurred.

RETURN OF STUDENT AID

Return of Title IV Federal Student Aid
Students who withdraw from all courses before 61% of the semester has elapsed will be evaluated according to the Department of Education guidelines and formula as stipulated by the Higher Education Amendments of 1998. Federal aid is earned by the percentage of the payment period the student completes. The percentage of aid earned is derived by dividing calendar days attended in the period by total days in that period. Weekends are included,
but scheduled breaks that are at least five (5) days long are excluded. If the student completes more than 60% of the term, 100% of the aid is earned for the period and no immediate repayment obligation results. If the student completes 60% or less of the term, the portion of the federal aid determined to be unearned must be repaid to the federal programs.

The Title IV federal programs that are affected include Stafford Subsidized and Unsubsidized loan programs and the Grad PLUS loan program. Federal aid programs are returned in the following order: Stafford Unsubsidized Loan, Stafford Subsidized Loan, Grad PLUS and other Title IV programs.

Avila will return Title IV aid from the student’s account according to the federal formula. A student may be required to return a Title IV aid overpayment. When a student receives notification from Avila of an overpayment, the student has 45 days to return the funds to the Business Office. Students not complying with the 45-day requirement will be submitted to the Department of Education for collection. The student will be ineligible for further Title IV aid until the overpayment has been paid in full or satisfactory repayment arrangements have been made with the Department of Education.

The return of enrollment charges policy calculation and applicable institutional refunds will be done within 30 days of the withdrawal date. A letter indicating the calculation results, any applicable refund or the adjusted statement of charges will be sent to the student’s home address.

Financial Aid

Avila University provides financial aid and services in order to provide students access and choice in their education. While the student and/or the student’s family has primary responsibility for the student’s education, the University, federal and state governments and other external agencies work as partners in making higher education affordable. Therefore, the University commits its resources to assist qualified students in assembling the resources necessary to pay for an Avila education.

Students are encouraged to apply for financial assistance through the Financial Aid Office, located in Blasco Hall. Financial Aid staff can be reached by phone at (816) 501-3600, by e-mail at financialaid@avila.edu, or by mail at the general University address. Detailed information about aid programs and the application process for federal, Avila and private assistance is available at www.avila.edu/financialaid.

Most of the resources available at Avila University for graduate education are in the form of loans, though a limited number of graduate assistantships covering partial tuition may be available. Loans must be repaid and the graduate assistantships require service to the University during the time of enrollment. The most prominent loan program is the Stafford Loan Program, a federally sponsored program providing deferred, fixed and variable interest rate loans to graduate students who demonstrate financial need. These loans are processed through the Financial Aid Office.

When to Apply for Financial Aid

Students should apply for aid as soon as possible after being admitted to a program of study at Avila University. This will facilitate having financial aid resources available to apply toward the costs of attendance at the beginning of a term of study. Since financial aid is awarded for one year at a time, students must reapply each year.

How to Apply for Financial Aid

Contact the Financial Aid Office located in Blasco Hall for complete instructions on how to apply for all types of financial assistance. However, understand that you will be required to file the Free Application for Federal Student Aid (FAFSA) to qualify for loans.

Notification of Award

All Avila aid recipients will be officially notified of the type and amount of aid awards by the Director of Financial Aid in an electronic award notice.
Standards for Satisfactory Academic Progress
Federal regulations and Avila University require that any student receiving federal, state or institutionally-controlled financial aid maintain satisfactory academic progress as determined by cumulative GPA and the number of credits completed each semester. Copies of the standards are available in the Financial Aid Office and on-line at www.avila.edu/financialaid/appolicy.asp.

Private Sources of Financial Assistance
Although resources available from private sources (foundations, clubs, agencies, etc.) are not offered directly through the University, you can find excellent free scholarship search services on the Internet. You may search on your own at www.fastweb.org.

ACADEMIC INFORMATION

Academic Programs

Graduate Degree Programs

Degrees and Majors

- Master of Arts (M.A.) Education with a concentration in:
  - Teaching English to Speakers of Other Languages (TESL)
  - Teaching and Learning
- Master of Arts (M.A.) Management with a concentration in:
  - Fundraising
  - Project Management
- Master of Science (M.S.) Counseling Psychology
- Master of Science (M.S.) General Psychology
- Master of Science (M.S.) Organizational Development Psychology
- Master of Business Administration (M.B.A.) Business Administration with a concentration in:
  - Accounting
  - Finance
  - General Management
  - Health Care Administration
  - International Business
  - Management Information Systems
  - Marketing

Graduate Certificate/Certification Programs

- Graduate Business Certificate
- Graduate Child and Adolescent Counseling Certificate
- Graduate Education Initial Certification
- Graduate Education Advanced Certification: ESOL
- Graduate Nonprofit Fundraising Certificate
- Graduate Project Management Certificate

Assessment Program
Avila University is committed to evaluating the performance of the University as well as the academic achievement of the students. Assessment at Avila is a multidimensional, ongoing process of gathering, interpreting and sharing information about the learning and development of Avila’s students. This information is used to determine student achievement; to evaluate the effectiveness of the curriculum; to guide the revision of programs, courses and instruction; and to serve as a catalyst to aid students in self-
evaluation and goal setting. Assessment at the undergraduate level addresses the learning outcomes for the Core Curriculum as well as the major. Graduate assessment focuses on the educational outcomes associated with each of the graduate programs. Students participate in assessment activities throughout their time at the university and after graduation as alumni. These activities include surveys, standardized examinations, in-class assessments, portfolios and final projects or theses.

Alternative Programs

Avila’s Weekend Classes
Avila’s weekend classes are designed for students who find the weekend a convenient and attractive time for learning and study. They are designed to service students who, because of job and family responsibilities, find weekend classes compatible with their lifestyles and goals.

Weekend Options
There are two options for weekend classes from which a student might choose:

- **Weekend Intensive Classes**: classes meet one, two or three weekends on Fridays from 6:00 to 10:00 p.m. and on Saturdays from 8:30 a.m. to 5:00 p.m.
- **Saturday Classes**: classes meet for two, four or six Saturdays. See the course schedule for meeting dates and times.

Weekend Policies

**Weekend Intensive and Saturday Only Classes:**

- The closing date for registration in weekend intensive courses or Saturday only courses is one week prior to the beginning of the course. Exceptions to this policy are at the discretion of the academic department.
- Weekend Intensive and Saturday only Withdrawal and Refund Policy.
- Students may withdraw from a weekend intensive course that meets one weekend any time prior to the beginning of the course.
- Students may withdraw from a two or three credit hour weekend intensive course or a Saturday only course, any time prior to the second weekend of the course.
- Part-time students who withdraw from a weekend intensive course before the beginning of the course receive full tuition reimbursement.
- Part-time students who withdraw after the first weekend (for weekend classes of 2 or 3 credit hours) but before the second weekend of the course will receive 50% reimbursement for the course tuition.
- There is no refund if the withdrawal takes place after the second meeting of the class.
- Full-time students who withdraw from a weekend intensive course before the beginning of the course receive tuition reimbursement as stated in the university catalog.
- Weekend intensive courses require readings prior to the beginning of the class, and STUDENTS MAY BE TESTED ON THAT MATERIAL DURING THE FIRST EVENING OF CLASS. Students should pick up a copy of the reading assignment in the Library or may obtain a copy on the Library web page.

- **Courses may require the completion of assignments after the last weekend.**
- Students are required to attend all sessions of a weekend intensive or Saturday only course. Missing any part of the class may result in either reduction of the final grade or assignment of “F” as the final course grade. Students who cannot attend all sessions should not enroll in a weekend intensive course or should withdraw from the class.
- The Credit/No Credit grade option is available to students for special session courses. For a one-credit course, this grading option must be contracted prior to the beginning of the course. If more than one credit, this grading option must be contracted prior to the second meeting of the course.

Academic Policies

Catalog Student Must Follow

The catalog in existence at the time a student first enrolls at Avila University is the one a student must follow in order to fulfill graduation requirements. With school or college approval, a student may choose to fulfill degree requirements under a subsequent catalog in existence during the student’s attendance at Avila University. Once a student changes catalogs, the student may not revert to the earlier catalog. Forms to change a catalog are available in the Registration and Student Records Office.

If a student does not attend Avila University for four consecutive semesters (not including summer sessions), the student must then fulfill the requirements of the catalog in existence at the date of re-enrollment.

The dates of the catalog a student follows to fulfill degree requirements must be stated on the degree application.

Progress Toward Degree

A student accepted into a Graduate Program is expected to work consistently toward the degree and to register in the program until all requirements are met. Ordinarily, a student registers each semester for a minimum of three credit hours.

A student who does not register for graduate courses during two consecutive years will be required to reapply for admission to the Graduate Program; no fee is required for readmission.

To be granted a degree, all coursework must be completed within seven years from the time admitted to the Graduate Program.
Transfer of Credit

Avila University accepts transfer credits towards any Master’s degree as recommended in the transfer credit practices directory published by the American Association of Collegiate Registrars and Admissions Officers. Ordinarily, six (6) hours of “A” or “B” graduate coursework may be transferred into the MBA, nine (9) hours for General Psychology, Management and Organizational Development and fifteen (15) hours for the Counseling Psychology programs. Students transferring from another accredited institution’s doctoral Psychology program or an International Psychology Master’s program may be able to transfer more than the maximum hours noted above. The Education master’s program will transfer up to fifteen (15) hours of approved graduate coursework. Only courses accepted to meet degree requirements will be transcripted. All transcripted courses are included in the grade point average (GPA). Transcript grade will not include ‘+’ or ‘-’.

Academic Advising

Students must meet with their assigned academic advisor. Academic advising is required prior to each registration. Students are encouraged to contact their advisor at other times throughout the semester for information about university policies, services or professional opportunities.

Student Responsibility for Degree Completion

Students should discuss their specific degree requirements with their academic advisors throughout their academic career. While an academic advisor is to be of help to a student in planning and confirming the student’s progress toward graduation, ultimately it is the student’s responsibility to be familiar with the requirements for graduation, and to be aware of the number of hours completed towards graduation. Please check your individual program or school for deadlines to file for graduation.

Exceptions to Academic Policies

A student may request an exception to an academic policy or the degree requirements. An “Exception to Academic Regulations/Policies” form may be obtained from the Registration and Student Records Office. The request must be completed by the student with recommendations from the academic advisor and the dean of the school or college. The form is submitted to the Academic Affairs Office for the final decision.

Registration

Students should register prior to the beginning of classes. Late registration or class section changes may be permitted:

• During the first week of an 11- or 15-week course, including arranged classes;
• Up to one week prior to the beginning of a weekend intensive course;
• On the first day of class for 5-week, 6-week, 7-week, 8-week and summer classes, excepting ED intensive courses with pre-assignments.

A late registration fee will be charged.

Permission to Attend Another College

A student in a degree program must have the written approval of the academic advisor and the Registrar to take courses at another college. Students not obtaining written permission prior to studying off campus may risk not receiving credit at Avila University. Permission forms may be obtained from the academic advisor.

Repeated Course Work

Graduate students may repeat courses according to the policy of the program in which they are enrolled. The most recent grade earned is reflected in the cumulative grade point average. However, all course entries remain a part of the permanent record and credit is forfeited for all previous attempts.

• MBA Program: Students may repeat a course in which they earned a grade of “C,” “D,” or “F.” only one repeat of a required MBA course will be permitted.
• Education Program: Only one course may be repeated during the entire program.
• Psychology Program: Only one course may be repeated during the entire program.
• Organizational Development Program: Only one course may be repeated during the entire program.
• Management Program: Only one course may be repeated during the entire program.

Independent Study

Students may enroll for independent study with the permission of the instructor and the dean of the school or college. For students in Education and in Psychology, independent study is limited to three credit hours; however, for students in Psychology independent study may not apply to state licensure. See advisor for details.

Courses Offered for both Graduate and Undergraduate Credit

Students enrolled in Graduate Programs may take courses which are cross-listed and offered for both graduate and undergraduate credit. Students must take a minimum number of credits in courses exclusively reserved for graduate students as indicated below:
MBA .................................................................................. 24 hours
Education ............................................................................. 18 hours
Psychology
   Counseling Psychology .................................................. 60 hours
   General Psychology ....................................................... 36 hours
Organizational Development .............................................. 37 hours
Management ........................................................................ 37 hours

Class Attendance
Students are expected to attend all sessions of courses for which they are registered. Excessive absence may result in a grade of “F.”

Active Military Duty
Avila University supports students who are members of a branch of the United States armed services and makes efforts to accommodate them academically when possible if they are called to active duty. All requests under this policy must be sent to the Academic Affairs Office.

Academic Honesty
Avila University expects and requires academic honesty from all members of the university community. Cheating, plagiarism and falsification of documents will not be tolerated and appropriate sanctions will be imposed.

The university defines “cheating” to include the following practices: stealing an exam; collaborating on projects where not allowed by the instructor; copying during exams; exchanging information during exams; using unallowable information as designated by the instructor; and buying, selling or stealing copies of exams or other projects.

The university defines “plagiarism” as taking ideas from another and passing them off as one’s own. Included would be the practice of incorporating portions from a printed or online book or article into a paper and not acknowledging the source; copying a whole paper or report directly from a book or article; securing a paper or report from another person or an online source and submitting it as one’s own work.

The instructor who discovers that a student has cheated or plagiarized has the right and duty to impose an appropriate sanction. The maximum sanction available to the instructor is to dismiss the student from class and administer an “F.” Lesser sanctions, appropriate for the offense, may be selected at the discretion of the instructor. An attempt must be made by each instructor to treat each offense in a consistent manner within the same course. Repeated offenses may result in dismissal from the university.

After informing the student of the sanction, the instructor may (if this is a first offense) notify Academic Affairs as to the nature of the offense and the sanction imposed. After the student’s second offense, the instructor must notify Academic Affairs who will relate this confidential information to the academic advisor.

For the third reported offense of cheating or plagiarizing, the student will be required to appear before the University Judicial Board. After hearing the case, this board has the right to impose a further sanction beyond that imposed by the instructor. The maximum sanction available to the University Judicial Board is to dismiss the student from the university for repeated offenses.

Records of accumulated reported offenses of cheating and plagiarizing will be maintained in the office of Academic Affairs. When the student graduates from Avila University, these records will be destroyed.

Program Changes and Withdrawals
Program changes and withdrawals are official when forms that are available in the Registration and Student Records Office have been obtained, completed and returned by the student to that office. Students who do not officially withdraw from a course by the date published in the class schedule will receive a final grade of “F.”

All schedule cancellations or complete withdrawals will result in charges of $25.00; all other changes in schedule will be charged $15.00 for each change. There is no fee for changes made as a result of classes cancelled by the university.

The MBA Program meets on a trimester calendar (11-weeks). The fall trimester begins in early September and runs through the week prior to Thanksgiving. The winter trimester begins early January and runs through mid-March. The spring trimester begins late March and runs through early June. The summer session typically runs mid-June through mid-August. The last date to change to audit or drop a trimester-long MBA class will be prior to the seventh class meeting.

The fee for each change is $15. There is no fee for changes made as a result of classes cancelled by the university.

Credit Hours and Grading System

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B = Good</td>
<td>3</td>
</tr>
<tr>
<td>C = Minimum Pass</td>
<td>2</td>
</tr>
<tr>
<td>D = Below Passing</td>
<td>1</td>
</tr>
<tr>
<td>F = Failing</td>
<td>0</td>
</tr>
</tbody>
</table>
CR = Credit (not included in GPA).
NC = No credit (not included in GPA).
W = Withdrawal without academic assessment
AU = Audit. Courses may be taken for audit with the approval of the instructor. Students may also change an audit course to credit with the permission of the instructor prior to the SECOND week of classes. Students auditing a course are required to meet the attendance and participation requirements of the course. If these requirements are not met, students will be withdrawn from the course by the instructor. A final grade of “AU” is recorded on the transcript.
I = Incomplete. Incomplete grades are only issued at the instructor’s discretion due to extenuating circumstances. All assigned incomplete grades must have a Contract for an Incomplete Grade Form completed and submitted by the instructor to the Registration and Student Records Office within one week of grade entry through MyAU. The student is charged $5.00 for each Incomplete Grade assigned. Course work required for a grade must be completed within six weeks after the last day of the course. If not completed by the due date stipulated on the Incomplete grade form, the grade of Incomplete will be changed to an ‘F’ in the Registration and Student Records Office. If the student and instructor wish to extend the original due date for the work to be completed, that extension must be submitted in writing by the instructor to the Registration and Student Records Office. If the timeframe will extend beyond six weeks after the last day of the course (not counting summer term), the extension must be approved by the School/College Dean and the Academic Affairs Office. See MBA program for policy on incomplete (I) grade in a graduate directed study or research course.

Grade Point Average (GPA)
The basis for determining the academic standing is the point-hour ratio. The Grade Point Average (GPA) is obtained by dividing the total number of semester hours, including transfer credits, but excluding grading assessments of W, AU and I. Transcript letter grades will not be assigned ‘+’ or ‘-’. All grades for courses retaken will be displayed on the transcript, but only the most recent grade will be averaged into the GPA.

For graduate students, only transferred courses that meet requirements will be transcripted and averaged into the grade point average.

Probation and Dismissal
The following criteria apply for all graduate students:
Graduate students must maintain a cumulative GPA of 3.0. A student will be placed on probation if the cumulative GPA falls below a 3.0 or if the student earns a grade of “D” or “F.” If the student’s GPA falls below a 3.0, the student must raise the GPA within 9 credit hours, or the student will be subject to dismissal from the program. The student can only repeat a given course one time. The number of “C” grades allowed per student varies by graduate program, but can never exceed 20% of the total program hours.

Grade Reports
Final student grades are available on-line. Paper grade reports are only mailed by specific request.

Transcripts
Students who have satisfied all financial obligations to the University are entitled to a transcript of their academic record.

Due to the confidential nature of a student’s record, transcripts are issued only on written authorization of the student concerned. Telephone requests will not be accepted. Written requests should be directed to the Registration and Student Records Office.

OFFICIAL transcripts are forwarded directly by mail to other institutions. UNOFFICIAL transcripts are issued to the student for personal use. The fee for an official transcript is $7, payable in advance. Unofficial transcripts are also available on-line via a student’s MyAU account.

Current students may also order official transcripts online with a credit card via their MyAU account. This service is provided by the National Student Clearinghouse, which charges a processing fee in addition to the $7.00 transcript fee.

Release of Student Information - FERPA
Avila University is in compliance with the Family Education Rights and Privacy Act (FERPA) of 1974. This Act, also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure or information from the records.
Official student records are maintained in the Registration and Student Records Office. Students and parents of dependent students may request to review official educational records under the following procedure.

- The students must provide a written request to review the record. Parents of dependent students must supply evidence of the income-tax dependency of the student if the student does not sign a release. If the parent provides documentation, the academic advisor and/or instructor will be notified.
- An appointment to review the record will be set with the Registrar/Director of the Registration and Student Records Office or with the Vice Provost.
- If the student believes that inaccurate or misleading information is contained in the educational record, or that the information is in violation of the student’s rights of privacy, the student may submit a written request to the administrator of the office responsible for that record. The written request submitted should include the part of the record that is believed to need change and why it is believed the information is inaccurate, misleading, or in violation. The university will investigate the request and notify the student of the decision. If the record is not amended as requested, the student has the right to request a hearing.

Institutions may disclose information on a student without violating FERPA if they have designated the information as “directory information.” At Avila University, this includes:

- Verification of enrollment status including full-time, part-time, graduate, undergraduate, and classification.
- Student name, major and minor fields of study, academic honors, and degrees.
- Student address and telephone numbers (only in connection with campus events and to persons with legitimate reason).
- Student email address (only available to authorized users of the Avila University email system).
- Dates of attendance.
- Participation in campus activities and sports.
- Weight and height of members of athletic teams.
- Most recent education agency or institution attended and hometown.
- Student photograph.

Students have the right to “opt out” of providing directory information. Requests to limit the release of directory information must be provided in writing to the Registration and Student Records Office by the end of the second week of the semester. Institutions may disclose non-directory information without violating FERPA under the following conditions:

- to a person in response to a lawfully issued subpoena or court order.

For questions regarding FERPA, please contact the Registrar or the Academic Affairs Office. Students have 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. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Procedure for Grade Appeal

Students have recourse to an appeals procedure for the review of student course grades received at Avila University. Guidelines and request forms are available in the Office of Academic Affairs. The deadline for appealing a grade is fourteen (14) Avila University business days after grades are due for the course being appealed.

Application for Degree

Students must file an application for degree with the Registration and Student Records Office during the semester prior to their final semester at the university, stating the expected date of degree completion. There is a penalty fee for filing after the published deadline date.

MBA deadline dates:
- Last Avila business day on or before June 15th for (November completion) December degree candidates
- Last Avila business day on or before November 15th for (March completion) May degree candidates
- Last Avila business day on or before November 15th for (June & August completion) students planning to participate in May ceremonies.
- Last Avila business day in February for June & August completion students NOT planning to participate in May ceremonies.

Education deadline dates:
- Last Avila business day in August for December degree candidates
- Last Avila business day on or before November 15th for May and June degree candidates
- Last Avila business day on or before November 15th for (August completion) students planning to participate in May ceremonies.
Last Avila business day in February for August completion students NOT planning to participate in May ceremonies.

Psychology deadline dates:

- Last Avila business day in August for December degree candidates
- Last Avila business day on or before November 15\textsuperscript{th} for May and June degree candidates
- Last Avila business day on or before November 15\textsuperscript{th} for (August completion) students planning to participate in May ceremonies.
- Last Avila business day in February for August completion students NOT planning to participate in May ceremonies.

Organizational Development and Management deadline dates:

- Last Avila business day in August for December degree candidates
- Last Avila business day on or before November 15\textsuperscript{th} for May and June degree candidates
- Last Avila business day on or before November 15\textsuperscript{th} for (August completion) students planning to participate in May ceremonies.
- Last Avila business day in February for August completion students NOT planning to participate in May ceremonies.

If students do not complete the degree requirements by the expected date of completion, they must file a new degree application in the Registration and Student Records Office.

After the degree application is filed with the Registration and Student Records Office, a survey of all academic work is reviewed by the Registrar to verify degree requirements still needed to be satisfied. Written notification of those requirements will be sent from the Registrar to the student.

**Second Degree**

Requirements for earning two degrees to be awarded simultaneously:

- Completion of a minimum of twenty-four (24) semester hours at Avila University in addition to the hours required for the first Master degree.

Requirements for earning a second degree after having been awarded a Master degree:

- Completion of a minimum of twenty-four (24) additional semester hours at Avila University after the awarding of the first Master degree.

**Participation in Commencement**

Graduate students in Education, traditional Psychology, and MBA with nine (9) hours or less of coursework to complete in the summer term may participate in the May graduation ceremony. Advantage Graduate Students with twelve (12) hours or less of coursework to complete in the summer term may participate in the May graduation ceremony. Requests for exceptions to this policy must be submitted in writing to the Academic Affairs Office. Students may only participate in one graduation ceremony for a given degree.

**Course Numbering System**

500-599 Foundational graduate courses and Education graduate certification courses
600-699 Graduate courses

The number in parentheses after the course title indicates the credit in semester hours.

The letters following the course description indicate the semester in which the course is given. Fall semester course offerings are indicated by FA; spring semester, SP; summer session, SU. Where frequency of course offering is not indicated, the course is given as required.
GRADUATE PROGRAMS/ COURSES

Master of Business Administration (MBA)

Concentrations:
- Accounting
- Finance
- General Management
- Health Care Administration
- International Business
- Management Information Systems
- Marketing

The MBA program provides preparation for adults to assume administrative positions in a broad range of business and other types of institutions within our society. A student with a bachelor’s degree in any academic discipline may enroll in Avila’s MBA program. However, students who have not completed a bachelor’s degree in business will be required to take certain (500-Level) prerequisite courses.

MBA Schedule
The Avila MBA is an evening program offered in an 11-week trimester scheduling format. The fall trimester meets from early September through mid-November. The winter trimester meets from early January through mid-March. The spring trimester meets from late March through early June. The summer session typically runs from mid-June through mid-August.

Regular Admission
Admission requirements for the MBA program are a baccalaureate degree from an accredited institution and at least 1000 points based on the formula: 200 X the GPA on the last 60/90 semester/quarter hours (4.0 system) plus the GMAT score. In addition, all MBA applicants must score a minimum of 420 points on the GMAT.

Provisional Admission
Students with a 3.0 grade point average from the bachelor’s degree can be admitted provisionally, but they are then required to take the GMAT in their first trimester and the minimum score (420) is required to be considered as admitted. If the minimum score is not achieved during the first trimester, a student may continue with provisional admittance but must achieve the GMAT score of 420 in the second trimester of study. The provisionally admitted student must maintain a 3.0 GPA in the Avila MBA courses. Students may not continue beyond two trimesters on provisional admit status.

International Student Requirements
All international student applicants are required to score a minimum of 550 on the TOEFL. There will be no exceptions to the minimum TOEFL score requirement.

Candidacy Status
Upon having satisfied all admission criteria identified above, having demonstrated a satisfactory level of written and oral communication skills, spreadsheet and word processing computer application skills, and having completed nine (9) hours of graduate work with a grade point average of 3.0 or better, the student must apply for candidacy status. Only students approved for candidacy status will be permitted to continue in the degree program.

Grades
The MBA student can only repeat a given course one time. Only two “C” grades are allowed during the student’s entire program of study.

Requirements for Graduation
All study programs shall require at least 24 hours of foundation courses associated with an education for business. This requirement may be met with a combination of undergraduate and graduate work. Additionally, the MBA student must complete at least 24 hours of additional graduate work. Each program must involve a minimum of 30 total graduate hours of which 24 hours are open exclusively to graduate students. A maximum of six (6) graduate hours may be transferred from another accredited institution toward the minimum 30-hour requirement.

All concentrations, except accounting, require the completion of 9 hours of work in an area of concentration beyond the foundation level. The accounting concentration requires 12 hours. Principal graduate courses otherwise required may be counted in this 9-hour requirement when relevant to the concentration selected. All students must file an application for degree in accordance with guidelines set forth by the University. A 3.0 grade average is required in graduate courses. All requirements for the degree program must be completed within a seven-year period.

Incomplete Grade in Directed Study or Research
Any incomplete (I) grade in a graduate Directed Study or Research course not completed for evaluation by the first day of the second session or semester following the one in which the student initially enrolled will be changed to “F.”

In order to extend the time for completing the work, the student must again enroll in the course and pay the tuition.

The Curriculum
The specific courses required of a particular student in completing the program depends on his or her prior educational background and the specific concentration selected. Courses may be classified as prerequisite, foundation and principal courses.

MBA Outcomes:
- Demonstrate the ability to synthesize and integrate all of the functional areas of business and apply this knowledge to leadership positions in the workplace.
- Demonstrate the ability to communicate professionally in an organizational setting via written, oral and technological means.
- Formulate and solve problems through systematic analysis.
- Understand the effects of globalization on business operations.

The MBA outcomes are assessed as part of the MBA capstone course, Organizational Policy and Strategy (BU 699). The Major Field Test for the MBA, a comprehensive national assessment instrument from ETS (Educational Testing Service), will be...
utilized for this purpose.

For a complete listing of graduate business courses that meet MBA outcomes and a comprehensive assessment plan, please contact the School of Business.

**Prerequisite Courses**

- Math requirement:
  - Accounting concentration – MA 120
  - College Algebra
  - All other concentrations – either MA 115
  - Finite Mathematics or MA 120 College Algebra

- Required in specific concentrations:
  - Management Information Systems: Two semesters of computer language(s)
  - International Business: Two years of a second modern language

**Accounting**

- Cost Accounting (AC 355)
- Intermediate Accounting I (AC 361)
- Intermediate Accounting II (AC 362)
- Auditing (AC 370)
- Tax Accounting (AC 451)
- Advanced Accounting (AC 460)

**Foundation Courses**

Foundation courses may be satisfied by previous undergraduate work.

- Financial Accounting (AC 501)
- Economic Concepts (EC 501)
- Statistical Analysis (EC 540)
- Quantitative Analysis (EC 541)
- Business Legislation (BL 501)
- Management Processes (MG 521)
- Marketing Management (MK 610)

- Financial Management I (FI 630)

**Principle Courses**

The following principle graduate courses are required in all or most concentrations, particularly the programs of students with undergraduate business degrees.

- Organizational Behavior and Development (MG 622)
- Organization Policy and Strategy (BU 699)
- Business, Government and Society (BU 601)
- Marketing Strategy (MK 615)
- Financial Management II (FI 635)
- Current Issues in Management (MG 629)
- Aggregate Income Analysis (EC 611) or Managerial Economics (EC 612)
- Managerial Accounting (AC 650) or Management Information Systems (IM 661)

**Graduate Business Certificate Programs**

Also offered are Graduate Business Certificates in Accounting, Finance, Health Care Administration, International Business, Management, Management Information Systems, and Marketing.

- Admission to the Graduate Business Certificate Program will be granted to those holding a Masters Degree from an accredited institution in any discipline. Admission will also be granted to those with undergraduate degrees from an accredited institution in any discipline and having a cumulative grade point average (GPA) of 3.0 or greater for their last 60 hours of academic work. Those that have graduated from an accredited institution but do not meet the minimum GPA criteria may be admitted provisionally to the program. In order to gain full admission, they must receive a grade of “B” or better on all courses marked with ** in their respective certificate program. College Algebra with a minimum grade of “C” is required for all certificate programs.

- Required hours for each certificate vary according to the concentration and previous coursework. Generally, an average of 15 hours is required for the graduate business certificate.

**Graduate Courses in Accounting**

- **AC 501. Financial Accounting. (3)**
  - An introduction to accounting concepts and procedures. Prerequisite: Accounting concentration -MA 120. All others - MA 115 or MA 120.

- **AC 650. Managerial Accounting. (3)**
  - A study of accounting concepts as applied in manufacturing and merchandising firms emphasizing analysis of financial statements and managerial use of cost data. Prerequisite: AC 501 or equivalent.

- **AC 652. Advanced Tax Accounting. (3)**
  - An advanced study of federal income taxation of business entities, with an introduction to tax research. Prerequisite: AC 451 or equivalent.

- **AC 653. Taxation and Decision Making. (3)**
  - A discussion of aspects of individual, partnership, corporate and estate taxation, emphasizing tax planning. It is designed for the non-accounting major and is not open to students who have completed AC 451, AC 452 or AC 652. Prerequisite: AC 501 or equivalent.

- **AC 655. Advanced Cost Accounting. (3)**
  - A study of additional cost accounting techniques, emphasizing advanced applications. Prerequisite: AC 355 or equivalent.

- **AC 670. Advanced Auditing. (3)**
  - Emphasis is given to techniques used in arriving at audit decisions and the practical implementation of such audit decisions. Prerequisite: AC 370 or equivalent.

- **AC 675. Advanced Accounting Theory. (3)**
  - An evaluation of accounting theory in relation to user satisfaction, emphasizing resource flows, asset valuation, and accounting history. Prerequisite: AC 362 or equivalent.

- **AC 690. Directed Study in Accounting. (3)**
  - Independent study of an approved topic not parallel with the content of any other course offering.

- **AC 698. Accounting Research. (3)**
  - Independent research resulting in the completion and defense of a master’s thesis. This is an optional course not required for MBA students. Graded as Credit/No Credit.

**Graduate Courses in Business Administration**

- **BL 505. Business Legislation. (3)**
  - A study of the legal issues inherent to business transactions.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 521</td>
<td>Management Processes. (3)</td>
<td></td>
<td>An overview of management processes performed in complex organizations.</td>
</tr>
<tr>
<td>BU 601</td>
<td>Business, Government and Society. (3)</td>
<td></td>
<td>A review of the basic means-ends relationship which exist among society’s goals and the various units comprising the economic and political systems, with special emphasis given to ethical behavior. Prerequisite: EC 501.</td>
</tr>
<tr>
<td>MK 610</td>
<td>Marketing Management. (3)</td>
<td></td>
<td>An introduction to the fundamentals of marketing management and strategy formulation with special emphasis on segmenting markets and research, product, pricing, promotion, distribution and channel or place decisions. Prerequisite: EC 501 or equivalent.</td>
</tr>
<tr>
<td>MK 611</td>
<td>International Marketing. (3)</td>
<td></td>
<td>Introduction to the special problems associated with marketing in international environments. Prerequisites: MK 610, MG 521 and FI 630 or equivalents.</td>
</tr>
<tr>
<td>MK 613</td>
<td>Promotion Management. (3)</td>
<td></td>
<td>Analysis of consumer and buyer behavior and the study of personal selling, advertising, sales promotion, and publicity as they relate to structuring a balanced promotional mix and a marketing communication system. Prerequisite: MK 610 or equivalent.</td>
</tr>
<tr>
<td>MK 614</td>
<td>Marketing Channel Management. (3)</td>
<td></td>
<td>Analysis of factors basic to the development of and problems associated with maintaining direct and indirect channels of distribution and the development of physical distribution systems. Prerequisite: MK 610 or equivalent.</td>
</tr>
<tr>
<td>MK 615</td>
<td>Marketing Strategy. (3)</td>
<td></td>
<td>Analysis of problems associated with the development, execution, evaluation, and redirection of marketing programs, plans, and strategies in a wide range of organizations. Prerequisites: MK 610, EC 501 or equivalents.</td>
</tr>
<tr>
<td>MK 616</td>
<td>Product and Pricing Strategies. (3)</td>
<td></td>
<td>Analysis of problems associated with the development and commercialization of products and alternative pricing strategies utilized at various stages of product/brand life cycle. Prerequisite: MK 610 or equivalent.</td>
</tr>
<tr>
<td>MK 617</td>
<td>Marketing Analysis. (3)</td>
<td></td>
<td>Analysis of the techniques and methods utilized in planning, executing, and reporting results of marketing research in a managerially useful manner. No credit for those who have completed MK 417 or equivalent. Prerequisites: MK 610 and EC 540 or equivalents.</td>
</tr>
<tr>
<td>MG 622</td>
<td>Organization Behavior and Development. (3)</td>
<td></td>
<td>The study of the structure, individual and group behavior, and development of organizations. Prerequisite: MG 521 or equivalent.</td>
</tr>
<tr>
<td>MG 629</td>
<td>Current Issues in Management. (3)</td>
<td></td>
<td>Analysis of special problems, trends, and developments in areas of general management. Prerequisites: MG 521 or equivalent.</td>
</tr>
<tr>
<td>FI 630</td>
<td>Financial Management I. (3)</td>
<td></td>
<td>A study of the principles of financial management and the application of those principles to major financial management decisions. Prerequisites: AC 501, EC 501, EC 540 or equivalents.</td>
</tr>
<tr>
<td>FI 631</td>
<td>Advanced Security Analysis. (3)</td>
<td></td>
<td>A study of techniques for evaluating investments in common stock, preferred stock, corporate bonds, and government bonds. Prerequisite: FI 630 or equivalent.</td>
</tr>
<tr>
<td>FI 635</td>
<td>Financial Management II. (3)</td>
<td></td>
<td>Develops students’ understanding of issues in financial management through application of finance principles via case studies. Prerequisite: FI 630 or equivalent. Spreadsheet skills are recommended.</td>
</tr>
<tr>
<td>FI 636</td>
<td>Financial Management III. (3)</td>
<td></td>
<td>Discussion of advanced theoretical issues and case problems in financial management. Prerequisites: FI 630 and FI 635 or equivalents.</td>
</tr>
<tr>
<td>IM 661</td>
<td>Management Information Systems. (3)</td>
<td></td>
<td>Designed to assist students in developing the ability to determine an organization’s information needs, to relate key organizational decisions to their underlying sources of data, and to evaluate overall information systems. Prerequisites: AC 501, MG 521, MK 610, FI 630 or equivalents. AC 650 is recommended.</td>
</tr>
<tr>
<td>IM 662</td>
<td>MIS: Project Development and Management. (3)</td>
<td></td>
<td>Management analysis of the System Development Life Cycle (SDLC) and project management used to implement computer applications. Prerequisite: IM 661 or consent of graduate advisor.</td>
</tr>
<tr>
<td>IM 664</td>
<td>Seminar in Management Information Systems. (3)</td>
<td></td>
<td>This seminar will involve the identification and in-depth analysis of problems, trends, and issues currently encountered by management information professionals. Prerequisite: Two semesters of computer language.</td>
</tr>
<tr>
<td>IM 665</td>
<td>Managing I/T Communications. (3)</td>
<td></td>
<td>Managerial use of computer networks to improve organizational efficiency and gain competitive advantage in the global marketplace. Project management to assess network requirements and network.</td>
</tr>
</tbody>
</table>
selection emphasizes strategic planning in the decision process. Prerequisite: IM 661 or consent of graduate advisor.

**MG 666. Production/Operations Management. (3)**
A study and analysis of methods and techniques used in managing the operations function. Prerequisites: MG 521, EC 501, EC 541 or equivalent.

**MG 667. Procurement Management. (3)**
A study of procurement management and an analysis of problems associated with the purchase of a wide variety of industrial products and services. Prerequisites: MG 521, EC 501, EC 540, EC 541 or equivalents.

**HA 671. Health Care Systems. (3)**
An examination of the interrelationships which exist among the various components of the health services industry and the role each plays in the delivery of health care services. Prerequisites: MG 521 and EC 501 or equivalents.

**HA 672. Economic and Political Context of Health Care. (3)**
An analysis of demand for and costs of providing health care services from both a macro and micro perspective and analysis of the supportive and regulatory aspects of public policy that impact the health care industry. Prerequisites: AC 501, MG 521 and EC 501 or equivalents.

**HA 673. Special Problems in Health Care Management. (3)**
An investigation of special problems associated with the management of health care institutions. Prerequisites: AC 501, MG 521, MK 610, FI 630 and HA 671 or equivalents.

**HA 674. Current Issues in Health Care Administration. (3)**
Analysis of special issues and trends in the field of health care. Prerequisites: AC 501, MG 521, MK 610, FI 630, HA 671 or equivalents.

**BU 680. Special Topics. (1-3)**
Selected graduate topics to be determined at the discretion of the school.

**BU 690. Directed Study in Business. (3)**
Independent study of an approved topic not parallel with the content of any other course offering.

**BU 698. Business Research. (3)**
Independent research resulting in the completion and defense of a master’s thesis. This is an optional course not required for MBA students. It may be taken more than once. Graded as Credit/No Credit.

**BU 699. Organization Policy and Strategy. (3)**
A capstone course, taken preferably in the last semester of study, that synthesizes learning through case analysis and simulation of organization management. Prerequisites: MG 521, MK 610, FI 630 or equivalents.

**GRADUATE COURSES IN ECONOMICS**

**EC 501. Economic Concepts. (3)**
An introduction to fundamental macroeconomic and microeconomic concepts which provide the background for economic analysis.

**EC 540. Statistical Analysis. (3)**
An introduction to basic statistical techniques which involves methods of collecting and analyzing data with an emphasis on inferential statistical techniques used for hypothesis testing and decision making. Prerequisite: MA 115 or equivalent.

**EC 541. Quantitative Analysis. (3)**
An introduction to quantitative analysis techniques needed to apply models to situations in business and economics. Prerequisites: AC 501, EC 501, EC 540 or equivalents.

**EC 603. Business and Economic Forecasting. (3)**
An analytical approach to developing a forecast for the economy and its relationship to forecasting industries and firms market potential. Prerequisite: EC 501 or equivalent.

**EC 611. Aggregate Income Analysis. (3)**
An analysis of macroeconomic variables and models from the viewpoint of how business fluctuations and external economic variables impact business decision making. Prerequisite: EC 501 or equivalent.

**EC 612. Managerial Economics. (3)**
Study of microeconomic analysis and models relevant to a broad cross section of decision within the business firm. Prerequisites: EC 501, EC 541 or equivalents.

**EC 682. International Economics. (3)**
An introduction to the theory, structure, and policies of international trade and international financial institutions. Prerequisite: EC 501 or equivalent.

**EC 690. Directed Study in Economics. (3)**
Independent study of an approved topic not parallel with the content of any other specific course offering.

**EC 698. Economic Research. (3)**
Independent research resulting in the completion and defense of a master’s thesis. This is an optional course and not required for MBA students. It may be taken more than once. Graded as Credit/No Credit.

**Graduate Level Education Initial Certification Program**

This program is designed for the adult who has completed a baccalaureate degree and wishes to pursue teaching certification. The education courses required for the 9-12 (high school) teaching certificate are offered in an intensive study format at a graduate level. Courses for elementary, special education and middle school education are also offered at a graduate level; however, some may not be offered in an evening, intensive study format. Additional undergraduate courses will be required to complete the state requirements for certification in elementary and special education.

The School of Education at Avila University is committed to educating...
innovative, adaptable, and involved professionals who will provide service to a diverse and ever-changing population. Through value-based learning and authentic experiences, our graduates will be qualified, ethical, and responsible contributors to the greater society.

The theme of the conceptual framework around which the education curriculum is designed is: Avila teachers--reflective practitioners prepared to impact a changing world.

Educational Outcomes
The School of Education has seven outcomes which all initial certification students must achieve. These outcomes are tied to the eleven state quality indicators for beginning teachers. The outcomes are designed to produce excellent beginning teachers who meet the University and School missions. Each of the outcomes is tied to the quality indicators and is evaluated through multiple measures. A full text copy of the outcomes with rationales and outcome measures is available in the Education Office.

Outcomes:
• Students will demonstrate acceptable basic skill competencies in the communicative arts, quantitative concepts, and technological communications. (aligned with state quality indicators 2, 3, 5, 8, 9, 10)
• Students will demonstrate attitudes toward self, parents, children, colleagues, and administrators to foster learning and genuine human relationships in varied field experiences. (aligned with state quality indicators 9, 10)
• Students will integrate subject matter knowledge and a repertoire of teaching skills to meet the diverse needs of students and effectively manage the classroom. (aligned with state quality indicators 1, 2, 3, 4, 5, 6, 7, 8, 11)
• Students will use theoretical knowledge and research about learning and human behavior to orchestrate learning experiences and respond appropriately to classroom events. (aligned with state quality indicators 1, 2, 3, 4, 5, 6, 7, 8, 9)
• Students will apply principles, theories, and methods learned in college classrooms to actual on-site experiences in schools. (aligned with state quality indicators 1, 2, 3, 4, 5, 6, 7, 8, 9, 11)
• Students will establish a foundation for continuing professional development. (aligned with state quality indicators 9, 10, 11)

Assessment
All initial certification students are evaluated through seven School of Education outcomes tied to eleven state quality indicators. These outcomes and indicators are assessed through a variety of methods, including admittance to the School of Education requirements, written and performance assessments as indicated on syllabi, student teaching/internship requirements, successful completion of the Teacher Work Sample, and the Praxis specialty examination. A grid showing the relationship between the outcomes and quality indicators is available in the Education Office. In addition, a grid showing the relationship between the education class requirements and the eleven quality indicators is also available. Course syllabi show in detail the way in which the courses address and evaluate the quality indicators.

Programs for Teacher Certification
Approved by the State of Missouri are:
Elementary 1-6
Special Education K-12
- Mild/Moderate Cross Categorical
Middle School 5-9
Art K-12
Biology 9-12
Business Education 9-12
English 9-12
Music Unified Vocal/Choral K-12
Social Studies 9-12
Speech/Theater-9-12

Admission Requirements for the Graduate Initial Certification Program (500 Level)
The applicant seeking admission to the program must:
• Attend an information session;
• Have a bachelor’s degree from an accredited institution;
• Complete all parts of the written application;
• Submit official transcripts of all previous college work;
• Have an overall and content grade point average of 2.5 on a 4.0 scale.
• Students whose primary language is not English are required to submit official score reports of the TOEFL. (Test of English as a Foreign Language) exam. The examination results should not be more than two years old. The minimum TOEFL score required is 580 on the written test, 237 on the computer-based test, or 92 on the internet-based test. The International English Language Testing System (IELTS) exam scores may be submitted in lieu of the TOEFL. The minimum IELTS exam score required for admission is an overall score of 7.5 with no individual band score below 6.0.

Required Courses:
Liberal arts and content area course requirements vary depending on the certification area. Upon acceptance to the Graduate Initial Certification program, each student will receive an official transcript evaluation. This evaluation indicates the courses required for completion of the initial certification.

In addition to the liberal arts and content area requirements, the following education courses are required:


Middle School:
ED 515, 519, 521, 535, 541, 545, 554, 555, 575, 581, 585, 587, 594, 595 or 597 & 598.

Secondary:
ED 515, 519, 521, 535, 545, 555, 575, 581, 585, 594, 595 or 597 & 598.

Note: Certification requirements are subject to change. Current and prospective students should obtain a current list of requirements from their advisors. Additionally, provisionally certified teachers may take up to 9 credit hours of 600 level coursework prior to being formally admitted to the Master of Arts in Education program.

Graduate Initial Certification Academic Policy
All students who have been officially admitted to the Avila University Graduate Initial Certification program must maintain a cumulative grade point average of 2.5. Students seeking middle school or high school certification must also maintain a grade point average of 2.5 in their content area. Students must also maintain a 3.0 grade point average in all education coursework. A student who receives an earned grade of “F” or who does not maintain the required cumulative grade point averages will be dismissed from the program. Only one course may be repeated one time during the program.

Requirements for Graduate Initial Certification Program Completion
- Students seeking secondary and middle school certification must complete a minimum of 18 hours of education coursework at Avila prior to student teaching/internship. Students seeking elementary or special education certification must complete a minimum of 30 hours of education coursework at Avila prior to Student Teaching/Internship.
- Admission to the University
- Formal admission to the School of Education by:
  a. Attainment of at least 2.5 on a 4.0 scale for all college work.
  b. Passing the background check. Only students who pass the background check are allowed to enroll in courses with a clinical component. Students who do not pass the background check must meet immediately with their advisor to determine what course of action should be taken.
  c. Completion of 6 hours in education courses, including ED 585, with a cumulative grade point average of at least 3.0 (on a 4.0 scale) for these classes and with no grade below a “C.”
  d. A grade of “C” or higher in the following courses or their equivalents: English Composition I, English Composition II, Communication, and college level math and technology.
  e. Favorable recommendation of performance in all activities for ED 585 Education Practicum, including mentor, site supervisor, and instructor evaluations.
  f. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluation of practicum supervisor, education faculty member(s) and background check.
  g. Evidence of positive evaluations of Professional Dispositions. All students are evaluated on the Professional Dispositions form during ED 585 Practicum. In addition, the form is available to all faculty and staff throughout the student’s time at Avila. If a student receives two or more Professional Dispositions Forms which indicate concerns in this area, a conference with the Dean of the School of Education and/or the Director of Graduate Education will be initiated.
  Concerns will be shared and the student will be requested to respond with a plan for improvement. Continued concerns in this area may be cause for denial to or removal from the program. For more information on Professional Dispositions, consult the School of Education Student Handbook. In addition, all students are evaluated prior to Student Teaching/Internship in either ED 570 (for elementary and special education certification) or in ED 555 Special Methods (for middle school and secondary certification and during Student Teaching/Internship). The form is also available to all faculty and staff throughout the student’s time at Avila.
- Completion of all education coursework with a grade point average of 3.0 on a 4.0 scale and no grade below “C.” Only one course may be repeated one time during the program.
- Completion of all content courses required for certification and a 2.5 GPA on a 4.0 scale and no grade below “C.”
- Successful completion of Student Teaching/Internship. A student may be removed from the student teaching school site based on the recommendation of the student teaching mentor or any of its agents, Avila University supervisors, or the Director of Field Experiences. If a student is removed from student teaching, the student will be dismissed from the program and will not be eligible for re-entry into the program. For students who are currently employed as full-time paraprofessionals in a Missouri school, certain exemptions to Student Teaching/Internship may apply. See the Policy on Teacher Assistants/Paraprofessionals in the School of Education Office.

Successful completion of the Teacher Work Sample. The Teacher Work Sample (TWS) is a performance-based activity and assessment tool to help teacher candidates develop a focus based on student learning rather than on their own behaviors. The TWS requires that the teacher candidate plan and teach a unit of study during student teaching. Before teaching the unit, the students will describe contextual factors, identify learning goals based on state and district standards (GLE’s), create an assessment plan designed to measure student performance (pre-assessment), during (formative assessment) and
Applicants must already have a teaching certificate. Certification to teach in another area of specialization requires additional courses and completion of student teaching.

**Educational Outcomes**

**ESOL**
The courses in the ESOL Advanced Certification program provide students with knowledge of advanced principles of learning and teaching a second language as well as practical applications of those principles in classroom teaching situations. Students who complete the ESOL Advanced Certification program will also meet the following outcomes:

- Understand the nature of language and language learning.
- Understand the structure and use of English in different contexts.
- Understand culture and the role it plays in learning a second language.
- Consider a range of theories, approaches, methods, and techniques for learning and teaching a second language.
- Analyze and critique past practices and current trends in second language learning, teaching, and evaluation.
- Apply the knowledge they have gained by teaching in a supervised setting.
- Work with teachers and students in a multicultural environment.
- Further develop personal skills in using the English language.
- Develop a personal philosophy of second language learning and teaching.
- Understand the evolving nature of second-language learning and teaching and have strategies for dealing effectively with this change.

**Outcomes Assessment**
Outcomes for the Advanced Certification program are assessed through a combination of written examinations and assignments and performance evaluations and assignments. Individual course syllabi show in detail the way in which each course addresses and evaluates the graduate and individual program outcomes. A grid showing the assessment of outcomes in each graduate course is located in the Education Office.

**Admission Requirements for the Advanced Certification Program**
The applicant seeking admission to the program must:

- Attend an information session/personal interview;
- Have a bachelor’s degree from an accredited institution;
- Complete all parts of the written application, including writing sample;
- Submit one letter of recommendation;
- Submit an official transcript indicating degree(s) earned and transcripts of graduate work from other institutions;
- Submit verification of teaching certificate;
- Have a grade point average of 3.0 on a 4.0 scale;
- Meet designated prerequisites for the program:
  - ESOL: Satisfactory completion of one year of foreign language study or an equivalent experience learning a language within another culture.
  - Students whose primary language is not English are required to submit official score reports of the TOEFL (Test of English as a Foreign Language) exam. The examination results should not be more than two years old. The minimum TOEFL score required is 580 on the written test, 237 on the computer-based test, or 92 on the internet-based test. The International English Language Testing System (IELTS) exam scores may be submitted in lieu of the TOEFL. The minimum IELTS exam score required for admission is an overall score of 7.5 with no individual band score below 6.0.

**Advanced Certification Programs ESOL**
The Advanced Certification program is for certified K-12 teachers who wish to add an ESOL (English for Speakers of Other Languages) endorsement to an existing teaching certificate. Certification to teach English for Speakers of Other Languages (ESOL) is an add-on endorsement. Applicants must already have a teaching certificate in another area of specialization to complete this program.

The Principles of Learning and Teaching exam is required for Kansas certification, but is not a program completion requirement.

**Required Courses**

*ESOL*
The ESOL Advanced Certification requires a minimum of 21 hours of coursework. Additional courses may be necessary if a candidate does not meet the professional prerequisites. To maintain enrollment, a student must maintain a 3.0 grade point average in coursework, with no grade lower than a “C”. Only one grade of “C” is accepted in the certification program.

**Master of Arts in Education**
The Master of Arts in Education is a 33 credit-hour program with areas of concentration in Teaching English as a Second Language (TESL) and Teaching and Learning.

**Educational Outcomes**
The educational outcomes are designed to prepare practicing professionals with the skills necessary to model professional practice, integrate educational theory with
practice, assume leadership roles, and demonstrate knowledge of current educational research and practice. Graduate education outcomes assess skills in receptive and expressive communication, thinking strategies and skills, personal and social development, and depth and breadth of knowledge. Master’s degree-seeking students must meet the outcomes as identified for the particular area of concentration.

**Teaching and Learning Concentration Outcomes**

- Demonstrate communication skills, including the ability to: model effective teaching skills through integration of theory, professional practice, and applied research; communicate in specific, concrete, general, and abstract terms as appropriate; express written ideas in a clear, well-organized manner; express oneself orally using correct verbal skills including grammar, intonation, and fluency; and communicate within a culturally diverse milieu.

- Demonstrate cognitive skills, including the ability to: be a reflective teacher by analyzing individual teaching behaviors and integrating practical and theoretical concepts in an educational setting; utilize creative and critical thinking skills to become an effective instructional leader; evaluate and critique quantitative and qualitative research; plan and conduct classroom investigations and implement a plan of change when appropriate; and interpret group and individual standardized and informal assessments.

- Demonstrate personal and social skills, including the ability to: demonstrate commitment to lifelong learning; assume leadership responsibilities with colleagues and in their profession; cultivate the ongoing exploration and acceptance of differing educational perspectives; and demonstrate acceptance of individual differences.

- Demonstrate knowledge in each of the following areas: depth and breadth of educational literature; the major historical developments and philosophical principles of education in the United States; the theoretical concepts describing human learning and motivations and their application to lesson design, instruction, and evaluation and assessment; curriculum development, both the philosophical basis and current research in design and implementation of curricular plans; and measurement of groups and individual learning.

**Teaching English as a Second Language (TESL) Concentration Outcomes**

- Understand the nature of language and language learning.
- Understand the structure and use of English in different contexts.
- Understand culture and the role it plays in learning a second language.
- Consider a range of theories, approaches, methods and techniques for learning and teaching a second language.
- Analyze and critique past practices and current trends in second language learning, teaching, and evaluation.
- Apply the knowledge they have gained by teaching in a supervised setting.
- Work with teachers and students in a multicultural environment.

- Further develop personal skills in using the English language.
- Develop a personal philosophy of second language learning and teaching.
- Understand the evolving nature of second-language learning and teaching and have strategies for dealing effectively with this change.

**Assessment**

Outcomes for the Master of Arts in Education are assessed through written examinations and assignments and performance evaluations and assignments. Individual course syllabi show in detail the way in which the course addresses and evaluates the graduate outcomes. A grid showing the assessment of outcomes in each graduate concentration is located in the Education Office. A concentration in TESL requires capstone courses in which the outcomes are assessed in a clinical setting.

**Admission Requirements**

The applicant seeking admission to this program must:

- Attend an information session/personal interview;
- Have a bachelor’s degree from an accredited institution;
- Complete all parts of the written application, including writing sample;
- Submit one letter of recommendation;
- Submit an official transcript indicating degree(s) earned and transcripts of graduate work from other institutions;
- Have a grade point average of 3.0 on a 4.0 scale;
- Students whose primary language is not English are required to submit official score reports of the TOEFL (Test of English as a Foreign Language) exam. The examination results should not be more than two years old. The minimum TOEFL score required is 580 on the written test or 237 on the computer-based test, or 92 on the Internet-based test. The International English Language Testing System (IELTS) exam scores may be submitted in lieu of the TOEFL. The minimum IELTS exam score required for admission is an overall score of 7.5 with no individual band score below 6.0.

**Requirements for Master’s Degree Program**

Requirements: Master of Arts in Education requires a minimum of 33 hours of coursework. The student must complete one of the areas of concentration. A maximum of 15 hours of transfer credit is allowed. To maintain enrollment the student must carry a 3.0 average in coursework, with no grade lower than a “C.” Only one grade of “C” is accepted toward the 33 hour program. Only one course may be repeated one time during the entire program.

**Required Courses**

<table>
<thead>
<tr>
<th>Master of Arts in Education: Teaching English as a Second Language (TESL) Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 561, 650, 651, 652, 654, 656, 657, 696.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Arts in Education: Teaching and Learning Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 612, 615, 617, 630, 680 or ED 600 level elective (3 hours total), 684.</td>
</tr>
</tbody>
</table>
Academic Policy
All students who have been officially admitted to the Avila University Master’s program must maintain a 3.0 grade point average in all graduate coursework with no grade below a “C.” Only one grade of “C” is accepted toward the 33-hour program. Only one course may be repeated one time in the entire program. Students who are unable to maintain these academic standards will be dismissed from the program.

GRADUATE COURSES IN EDUCATION

ED 515. General Methods. (3)
Theories and principles of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; unit goals and assessment for a Teacher Work Sample, exploration of learning styles, trends, and issues. Observations required. General Methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.

ED 519. Behavior Management: Introduction to Classroom Discipline. (3)
Theories, techniques, and current research concerning behavior management/discipline in classrooms. The emphasis is on a proactive integrated method of discipline. By the end of the course, each student will have produced his/her own discipline plan.

ED 520. Technology in Education. (3)
Examines basic technology components of a typical educational environment. Learners will develop an understanding of issues, challenges, and changes in technology as an integral part of today’s classroom and society. Best practices and emerging technologies for schools and consumers will be examined. Fee required.

ED 521. Developmental Psychology. (3)
A survey of the main patterns of growth and development of the person from birth through adolescence; emphasis on the social, cognitive, emotional, and physical development of the person.

ED 525. Psychology of the Exceptional Child. (3)
Designed to provide an introduction to the various areas of exceptionality (gifted, mentally handicapped, learning disabled, emotionally disturbed, etc.) Social, educational, and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required.

ED 537. General Methods II. (3)
Different instructional models based on concept formation, inquiry, and diversity. Theories and principles of pedagogy are discussed in general and applied specially to the teaching of social studies in the elementary and middle school classroom, with an emphasis on economics. Management theory is also examined. Prerequisite or corequisite: ED 515

ED 540. Elementary School Science Methods. (2)
Methods for planning units of study in science. Experiments, cooperative group work and alternative ways of presenting material in the area of science. Prerequisite or corequisite: ED 515.

ED 541. Foundations of Literacy. (3)
This course will examine a balanced literacy program and how to facilitate it. Theories and objectives for teaching literacy in the elementary and middle school will be studied. Strategies for teaching word recognition, vocabulary, comprehension, and critical thinking will be explored. Prerequisite or corequisite: ED 515. Observations and clinical experience required.

ED 543. Language Arts Methods. (2)
This course will examine oral and written language development and how this is facilitated and integrated into a balanced literacy program. Theories and objectives for teaching language arts in the elementary and middle school classroom will be studied. Strategies for teaching written languages will be explored. Prerequisites or corequisites: ED 515 and ED 541. Observations and clinical experience required.

ED 545. Tests and Measurements. (3)
A study of the role of evaluation in the instructional process, preparation of outcomes objectives, and basic statistical concepts and common terminology related to educational measurement. Practice in developing classroom tests, assessment in the Teacher Work Sample, and the study of performance-based assessment are provided as well as information regarding commonly used formal tests in school districts.

ED 553. Analysis and Characteristics: Cross Categorical. (4)
Exploration of the theories and characteristics of behavior disorders, learning disabilities, mental handicaps, and physical orthopedic and health disorders. Theories and practices of cross-categorical placements will be studied. Legal implications, identification procedures, and diagnosis procedures will be discussed. Observations are required. Prerequisites: ED 535. Prerequisite or corequisite ED 515 and ED 541.

ED 554. Middle School Teacher Skills/ Knowledge Attitudes. (3)
The knowledge, skills, and attitudes necessary to understand the basic organizational structure of the middle school and the necessary competencies to teach in an organization that stresses teamwork and collaboration. The course will provide simulated interdisciplinary team experiences, the opportunities to examine flexible grouping arrangements, block scheduling, effective school components, and incorporating advising into the total school program.

ED 555. Special Methods of Teaching Content Subjects. (2)
Methods and procedures special to the content areas of middle and secondary teaching including unit preparation and lesson design for the Teacher Work Sample. Observation/participation required. Art and vocal music certification candidates (K-12) take the elementary and
secondary Special Methods classes. Prerequisite: ED 515.

**ED 558. Methods and Curriculum: Cross Categorical. (4)**
Selection of appropriate teaching methods and materials applicable for teaching children in cross-categorical settings will be the focus of study. Clinical experience required. Prerequisite: ED 553.

**ED 561. Language Acquisition & Development. (3)**
Exploration of speech and language problems associated with exceptional children and second language learners; normal speech and language development, indications for referral, and educational techniques.

**ED 563. Educational Assessment. (3)**
An analysis and study of selected topics pertinent to the assessment of educational functioning. Emphasis will be on diagnostic assessment, both formal and informal, to aid in the diagnosis and treatment of learning problems occurring in special education settings, with the mainstreamed child, or with children needing individualized programming in regular classrooms. Students will administer and interpret several of the currently used assessment instruments.

**ED 564. Parent Conferencing for Special Education. (1)**
Methods in the conferencing situation with the parents of children. Also includes methods of counseling during IEP meetings and methods of working with a variety of educational providers.

**ED 565. Parent Conferencing for Elementary Education. (1)**
Methods in the conferencing situation for the elementary teacher with an emphasis on developing positive relationships with parents and students.

**ED 566. Parent Conferencing for Middle School and Secondary Teachers. (1)**
Methods for communicating with parents of the middle school and high school student. Involvement of the family in the school community is stressed.

**ED 567. Transition/Career Education. (1)**
Methods for helping the exceptional child successfully make the transition from school to competitive employment with emphasis on appropriate transition goals and objectives. Legal and ethical considerations are explored.

**ED 570. Assessment & Remediation of Reading Problems. (3)**
This course explores the diagnostic and reflective teaching of reading. Emphasis is on assessment, instruction, and reflection that appropriately supports children at various stages of reading development. Must be taken concurrently with ED 586. Prerequisite: ED 541.

**ED 575. Reading in the Content Areas. (3)**
Students will learn strategies for teaching reading, writing, speaking, and listening in the content areas. Methods of teaching effective comprehensive vocabulary and study skills will be presented. Students will practice techniques for adapting materials and dealing with challenged readers.

**ED 577. Adolescent Literature. (2)**
Study of adolescent literature, how to analyze and teach it, ways to incorporate literature in middle school and secondary classrooms. Primarily for middle school and secondary education students.

**ED 578. Special Topics: Issues in Education. (1-3)**
This course will offer a series of intensive classes on topics dealing with current issues. This class will utilize outside experts as instructors along with regular faculty. It will provide an opportunity for students to choose topics of particular interest and use for them.

**ED 580. Special Topics: Issues in Schools. (1)**
Presents an overview of health and safety issues specifically related to school settings. Students will experience learning activities and skill practices to increase knowledge and skills in dealing with emergency and first aid situations. Students will earn CPR and first aid certification as well as bloodborne pathogen training. Health issues such as eating disorders, nutrition, substance abuse, and depression will be covered, and the teacher’s role in dealing with these situations will be discussed. NOTE: Should be taken the semester before student teaching. CPR/first aid certification must be current during student teaching/internship. Fee required.

**ED 585. Practicum. (2-3)**
The preservice teacher will assist in activities with mentor teachers. This course serves as an early screening process for prospective teachers. The course requires 40 hours of observation/participation, which must be met during the regular school day. Students will meet on campus, be introduced to the Teacher Work Sample, and communicate with the instructor through e-mail. Evaluation will be based on professional performance, reflective writing, log, and mentor evaluations.

**ED 587. Educational Foundations. (3)**
Examination of American education including philosophical, historical, and social foundations; teaching as a profession; recent innovations; diversity and critical issues. All levels of schooling are explored including elementary, middle school, and secondary education.
ED 590. Directed Study. (1-3)
Opportunity for the student to study a topic of interest in depth. Consent of the instructor required.

ED 594. Student Teaching/Internship Seminar. (1)
The seminar is an on-campus weekly meeting for the purposes of professional development, sharing of experiences, and completion of the Teacher Work Sample. Students in ED 596 or 598 Internship will also participate in ED 594 though some requirements may be adapted for their unique circumstances. Prerequisites: admittance to the School of Education; all Education coursework must be completed. Must be taken concurrently with ED 595, 596, or 598.

ED 595. Student Teaching. (7)
Pre-professional experience in a classroom setting; supervision and guidance shared between the cooperating teacher and the University supervisory staff. A student may be removed from the student teaching school site based on the recommendations of the school district or any of its agents, Avila University supervisors, or the Director of Field Experiences. If a student is removed from student teaching, the student will not be eligible for neither re-entry into the program nor for recommendation for certification by Avila University. Prerequisites: admittance to the School of Education; all Education coursework must be completed. Corequisite: ED 594.

ED 596. Internship. (7)
Professional experience in teaching while in a full-time paid position as a teacher in the appropriate certification area. Students must complete a contract with the sponsoring school. Avila University will provide a qualified supervisor. Prerequisites: admittance to the School of Education; all Education coursework must be completed. Credit/No Credit only. Corequisite: ED 594.

ED 597. Beginning Internship. (4)
Registration in this course of study requires full-time employment as a teacher in the appropriate certification area. This course will provide the initial professional support from University supervisors to focus on development of essential beginning teacher skills. This is the first half of the 8-hour requirement for the clinical internship experience.

ED 598. Advanced Internship. (3)
Registration in this course of study requires full-time employment as a teacher in the appropriate certification area. This course will provide follow-up instructional support and assessment of development of professional teaching skills. Prerequisites: successful completion of ED 597; admittance to the School of Education; all Education coursework must be completed. Corequisite: ED 594.

ED 599. Measurement and Assessment. (3)
This course is designed to integrate planning, instruction, and measurement of the learning process. Thinking will be directed toward the assessment of student outcomes. Topics include traditional classroom assessment, performance-based assessment, non-traditional methods of assessment, curriculum measurement, grading, reporting, state assessments and critical reading of professional literature including research design.

ED 615. Theories of Learning. (3)
The purpose of this course is to survey the major theoretical concepts underlying how the human organism learns and what propels him/her to action. Implications for instruction, lesson planning, and assessment will be explored.

ED 617. Advanced Behavior Management. (3)
This course will focus on the application of specific ecological, behavioral, psychoeducational, and developmental theories to real classroom management and behavior problems. Students should have a foundation in general classroom management models.

ED 630. Advanced Curriculum Development. (3)
The student will explore the basic concepts, terminology, philosophy, and current research in curriculum planning; apply these factors both in class projects and teaching situations and be exposed to and analyze curricula of various school districts. Students will apply concepts to actual curriculum writing.

ED 650. Language and Culture. (3)
Language and Culture will explore norms, features, and traditions that influence language learning within the educational environment. It will examine contemporary cultures prevalent in the United States and identify educational differences caused by a multiplex of factors including culture, language, ethnicity, gender, socioeconomic, and education. The course will provide teachers with specific strategies for working with English Language Learners and for differentiating instruction to meet the needs of English Language Learners in heterogeneous classrooms. The course will review research concerning the reduction of challenges associated with the presence of language and cultural differences both in schools and in society.

ED 651. Modern Grammar and Linguistics. (3)
Linguistic approaches to the study of language and usage, with traditional grammar as a foundation. Includes semantics, syntax, phonology, morphology, and language variations (dialects). The course will give particular attention to English and comparative linguistics.

ED 652. Methods of Teaching English to Speakers of Other Languages. (3)
Instructional methods and techniques for teaching vocabulary, reading, writing, speaking, listening, and visual literacy skills to ESL/EFL learners. Instructional techniques are critiqued as to their usefulness with different groups of language learners.

ED 654. Materials, Design & Assessments for English Language Learners. (3)
An examination of the principles of course design for language teaching including curriculum design, syllabus design, lesson design, materials design, and test/assessment instrument design. Different assessment instruments and techniques to be used with second language learners.
ED 656. Advanced Literature For Youth. (3)
A course designed to help teachers explore the wide variety of children’s and adolescent literature available for use in the classroom. The course will introduce narratives with bibliotherapeutic potential, high interest/low readability literature, literature to help young people make affective connections, literature for use in thematic studies, and literature to explore diverse cultures. Special emphasis on multicultural literature.

ED 657. Teaching Adult Language Learners. (3)
Principles for organizing and administering an adult ESL program in a community-based or academic setting. Instructional methods and techniques for teaching and assessing adult ESL/EFL learners. Meets the capstone requirement for the TESL program. Must be taken concurrently with ED 696.

ED 680. Special Topics: Issues in Education. (1-3)
This course will offer a series of intensive classes on topics dealing with current issues such as site-based management, teacher as instructional leader, and group process techniques. This class will utilize outside experts as instructors along with regular faculty. It will provide an opportunity for students to choose topics of particular interest and use for them.

ED 684. Effective Instruction. (3)
The course includes the advanced study and implementation of learning theory, including motivation, reinforcement, lesson design, transfer, practice, and higher level thinking skills.

ED 695. ESOL Practicum. (3)
Supervised clinical experience in teaching ESOL in a K-12 situation as appropriate to the individual student’s program of study. This supervised clinical experience will occur under the direction of a university faculty member. Pre or corequisites: ED 652 and ED 654. Meets the capstone requirement for the ESOL certification program.

ED 696. TESL Practicum. (3)
Supervised clinical experience in teaching ESL to adult students as appropriate to the individual student’s program of study. This supervised clinical experience will occur under the direction of a university faculty member. Must be taken concurrently with ED 657.

Master of Science in Psychology Degree Programs

The Psychology Department offers two Master’s of Science degrees and one graduate level certificate. The degrees include Counseling Psychology and General Psychology.

The graduate certificate is in Child and Adolescent Counseling. This certificate requires 12 credit hours in the respective area of specialization and can be taken independent of enrollment in any graduate degree program.

The graduate psychology programs of Avila University are part of a values-based community of learning which respects the worth and dignity of all persons. Within this context, we are committed to the scientist-practitioner model to:
- Train master’s-level counseling psychologists and counselors, for the delivery of services in a variety of settings;
- Prepare graduates for advanced study at the doctoral level; and
- Provide a source for continuing professional education.

These purposes are accomplished through rigorous courses of study that focus on the integration of psychological theory and application. Each program’s curricula are designed around sets of Educational Outcomes that specify the knowledge and skills students are expected to demonstrate upon graduation. Successful graduates will demonstrate an understanding of people and situations they can expect to encounter in their professional lives.

As stated elsewhere in this catalog, students applying to the graduate psychology programs may be eligible for transfer credit. If a student is admitted into a graduate psychology program and then transfers into another program within the Psychology Department, the student’s transcript will be reevaluated for potential transfer credit into the new program. A minimum of 24 additional, non-duplicative credit hours must be taken for any Master’s Degree.

1. Scholarship

This outcome includes development of a thorough grounding in theoretical/conceptual foundations of psychology, the ability to apply knowledge (theory to practice), the ability to describe relevant biological/psychological and social psychological information that would be helpful in understanding individuals, and the ability to understand and use statistics and research design to aid in understanding individuals. This outcome also includes the ability to write in a clear, well-organized manner and to speak and present
material in an audience-appropriate manner.

2. Professional Behavior

This outcome includes the ability to comport oneself professionally at all times, to include the ability to maintain appropriate boundaries, to give and accept feedback, and the ability to analyze personal thought processes such as personal needs, values, strengths, weaknesses, feelings and motivations. It also involves behaving in accordance with professional ethical standards.

3. Professional Practice

This outcome includes the use of appropriate receptive counseling skills, to include, but not necessarily limited to: establishing rapport and communicating empathy; attending to the client; adapting terminology to the language level of the client; appropriately paraphrasing client messages; verbally and nonverbally demonstrating genuine concern for others; and reflecting feelings expressed verbally and nonverbally by the client.

Use of appropriate expressive counseling skills includes, but is not limited to: asking open-ended questions when possible and closed-ended questions when necessary; communicating in specific and concrete, rather than in general and abstract terms; using constructive confrontational skills when appropriate; communicating information about individuals and families in ways that would be most useful to entities such as a vocational counselor, a psychiatrist, a court judge, or a family member; and, engaging in genuine self-disclosure of personal thoughts and feelings when appropriate and the appropriate use of group process skills.

4. Individual Differences

This outcome includes the understanding and application of theoretical and practical knowledge about individual differences, the integration of cultural, national, ethnic, socioeconomic, religious, sexual orientation, and similarly diverse backgrounds and characteristics, and the tolerance of variability.

MSCP Admission Requirements

The applicant seeking admission to the program must:

1. Have a bachelor’s degree from an accredited institution;
2. Complete all parts of the written application, including statement of purpose/letter of intent;
3. Submit two letters of recommendation;
4. Submit official transcripts of all previous college work at the undergraduate and graduate level (when appropriate). Please note that no more than 15 hours of credit can be transferred from another institution;
5. Have a cumulative grade point average of at least 3.0 on a 4.0 scale;
6. Have prerequisite undergraduate training in psychology:
   • a major or minor degree in Psychology, or
   • completed coursework in General, Developmental, Social and Abnormal Psychology.
7. If a student does not meet the above prerequisite requirements they must complete a graduate level course in Advanced General Psychology prior to or concurrent with beginning graduate classes.
8. Provide evidence that the applicant is a “person who merits public trust” as required by law in both Missouri and Kansas. A background check will be required of all students in order to become eligible for candidacy (see Counseling Candidacy below) and a second background check will be completed prior to the first semester of Internship;
9. Adhere to the American Counseling Association’s Code of Ethics; and
10. Behave in a professional manner at all times, both inside and outside the classroom.

MSCP Counseling Candidacy

To be eligible for candidacy, a student must have completed at least 15 credit hours at Avila with a minimum 3.0 grade point average. Students initiate the candidacy process by completing an application and self-evaluation. A comprehensive background check must also be completed. The department will identify specific classes where instructor evaluations are completed for each student. Once all candidacy criteria are met, the graduate faculty will conduct a review of the applicant to determine readiness for becoming a Counseling Candidate. Students will not be allowed to register for Counseling Practicum until they are Counseling Candidates. Application deadlines do apply and can be found in the Graduate Psychology Student Handbook and in the MSCP Candidacy Application Packet.

MSCP Degree Requirements

The Master’s Degree in Counseling Psychology requires 60 hours of graduate coursework that students must complete within seven years, maintaining a cumulative grade point average of at least 3.0 in coursework. Students may take the Counseling Practicum after becoming candidates in the program and meeting all prerequisite requirements. Students who pass Practicum and complete a second background check through the Family Care Safety Registry will be eligible for Internship. Interns are required to accumulate 750-1000 clock hours of
experience (6 credit hours) over a period of at least two semesters in order to graduate.

**Student Status within the MSCP Graduate Program**

**Student in Good Standing**
- Has successfully met all entrance requirements;
- Has maintained an overall GPA of 3.0 or better with no grade below “C,” only 12 hours of “C” grade allowed in Counseling Psychology program. The Department of Psychology determines which courses for which a grade of “C” is allowed; and
- Has not yet taken Practicum.

**Probationary Status**

- Newly admitted MSCP students may be classified as “probationary” if any portion of their entrance requirements is less than satisfactory. The probationary student must maintain a minimum GPA of 3.0 for the first 15 hours of graduate coursework. The student will be eligible for reevaluation at the end of that period, at which time they can apply for candidacy status (see Counseling Candidacy above).
- A student may change status from “Student in Good Standing” to “Student on Probation” if any of the following criteria are met: overall GPA falls below 3.0, the student received a grade of “D” or lower during any semester, or the student has been placed on a remediation plan.
- Students on probation have 9 credit hours in which to return their GPA to 3.0 or above to regain “Good Standing.” Failure to raise their GPA may lead to dismissal from the program.

**Candidacy Status**

- “Students in Good Standing” who gain approval from the graduate faculty will be considered a “Counseling Candidate” by the graduate faculty.
- Students who are not approved for candidacy will be denied “Candidate Status.” The graduate faculty will determine under what circumstances the student will be allowed to reapply.
- Students who are not approved for candidacy status may reapply after completing the requirements set out by the graduate faculty (see Candidacy Status above).

**MSCP Internship**

The internship experience allows students to apply in practice what they have learned in the program at a mental health facility of their choice, with adequate on-site supervision. Interns are required to accumulate 750-1000 clock hours of experience (6 credits) over a period of at least two semesters. In addition, interns will meet as a group once per week with the Avila internship supervisors to review progress.

**MSCP Capstone**

The members of the graduate faculty of the Counseling Psychology program at Avila University believe that students graduating with a Master of Science degree should have a sound grasp of psychological theory, allowing them to develop:
- an understanding of people and situations which they might encounter in their professional lives; and
- a course of action with regard to these people and situations.

It is our contention that theory provides the necessary insight to good counseling. Graduate students are expected to be able to articulate that theory, both orally and in writing, in a paper that is presented to the graduate faculty during the last semester of internship.

**MSCP Professional Conduct**

Students in the MSCP program are expected to conduct themselves as professionals-in-training both inside and outside the classroom. We encourage and expect students to treat others (including classmates and instructors) with sensitivity and dignity. Impairment, incompetence, ethical misconduct, and/or problematic behavior may be identified and addressed in a variety of ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the community. If the behaviors or attitudes are egregious, the student may be dismissed immediately. If the behaviors or attitudes are less severe, they will be discussed in a confidential meeting with the student’s faculty advisor and/or Director who will make a plan for remediation in a specified time frame. During that time, the student will be placed on probation. At the end of the stated period, the student can return to Student in Good Standing or Candidate Status, continue on probation, or be dismissed depending upon the ability to successfully complete the corrective action. Students may appeal this process at any time. For further details about the Professional Conduct policy, consult the Graduate Psychology Student Handbook.

**MSCP Licensure**

While the MSCP program meets the Kansas and Missouri state educational requirements, graduation does not guarantee licensure eligibility. Certain requirements peculiar to a particular state, poor licensure exam results, criminal activity, and/or other applicant behavior and restrictions may render a graduate ineligible for licensure.

**MSCP Required Courses:**

PY 601, 605, 612, 615, 621, 625, 630, 635, 645, 650, 655, 660, 665, 685, 693, 695, 698 and nine hours of approved elective credit, for a total of 60 credit hours.

**Master of Science in General Psychology**

**MSGP Program**

The Master of Science in General Psychology is a 36-credit degree program that provides students with a solid foundation in many fields of psychology. The program offers students an in-depth survey of the diverse research, theory, and practices of psychology’s many sub-disciplines. The MSGP program is designed for students interested in discovering and studying non-clinical applications in the field and/or who want to pursue a career in non-clinical settings as well as those who desire greater preparation for doctoral programs.
MSGP Educational Outcomes and Assessment:
The General Psychology program relies on the same Scholarship, Professional Behavior, and Individual Differences educational outcomes and assessments as presented in the Counseling Psychology program. (See the MSCP Educational Outcomes and Outcomes Assessment sections for further information).

MSGP Admission Requirements
Applicant admission requirements for the Master of Science in General Psychology program are the same as those listed above for the Counseling Psychology program with the following exceptions:
- No more than 9 hours of credit may be transferred from another institution.
- General Psychology students are not required to complete a background check or the Candidacy process.

MSGP Degree Requirements
The Master degree in General Psychology requires 36 hours of graduate coursework that students must complete within seven years, maintaining a cumulative grade point average of at least 3.0 in coursework.

MSGP Required Courses:
PY 601, 610, 612, 621, 625, 650, 655, 698, 699, and a choice of PY 615, 635, or 645, plus six hours of approved elective credit, for a total of 36 credit hours.

Student Status within the MSGP Graduate Program
Student in Good Standing
- Has successfully met all entrance requirements; and
- Has maintained an overall GPA of 3.0 or better with no grade below “C,” only 9 hours of “C” grade allowed in General Psychology program. The Department of Psychology determines which courses for which a grade of “C” is allowed.

Probationary Status
a. Newly admitted MSGP students may be classified as “probationary” if any portion of their entrance requirements is less than satisfactory. The probationary student must maintain a 3.0 GPA for the first 9 hours of graduate coursework. The student will be eligible for reevaluation at the end of that period.
b. A student may change status from “Student in Good Standing” to “Student on Probation” if any of the following criteria are met: overall GPA falls below 3.0, the student received a grade of “D” or lower during any semester, or the student has been placed on a remediation plan.
c. Students on probation have 9 credit hours in which to return their GPA to 3.0 or above to regain “Good Standing.” Failure to raise their GPA may lead to dismissal from the program.

Certificate in Graduate Psychology
The Department of Psychology offers a certificate in Child and Adolescent Counseling. This certificate requires 12-credit hours and can be taken independent of enrollment in any graduate degree program.

Child and Adolescent Counseling Certificate
Course requirements: PY 620, 621, 641, and 661. Both 641 and 661 can be taken as one-hour intensive courses, for a total of 12 credit hours.

GRADUATE PSYCHOLOGY COURSE DESCRIPTIONS
PY 600. Advanced General Psychology. (3)
This course is designed to provide students with an overview of the macro- and micro-levels of material that make up the ever-expanding and diverse field we call “psychology.” As a research-oriented, applications-relevant approach to the discipline, it will also promote the critical, receptive and expressive communication and thinking skills that define a Master’s-level candidate.

PY 601. Statistics for the Behavioral Sciences. (3)
This course is designed as an introductory course in statistical analysis. The development of a conceptual understanding of how to interpret statistics will be emphasized as well as an understanding of statistical procedures. Topics will include central tendency, variability, correlation, regression, hypothesis testing, and analysis of variance.

PY 605. Essential Counseling Skills. (3)
This course introduces students to a general multicultural model of effective helping skills, including didactic and experiential components, and emphasizes basic attending skills as the foundation of effective listening.

PY 610. Personality Development. (3)
This course compares and contrasts the major themes of personality development. Constructs from the psychoanalytic, cognitive, behavioral, biological, sociocultural and humanistic movements will be employed to analyze individuals’ adjustments from birth through adulthood.

PY 612. Advanced Cognitive Processes. (3)
This course provides an overview of cognitive processes, such as attention, language, memory, and decision making. Prerequisite: PY 650.

PY 615. Career Development. (3)
This course investigates historical foundations of the career development movement, and explores major career development theories and their applications in a counseling setting. Topics include vocational choice theory, career decision-making processes, career development exploration techniques, and assessment instruments. Fee required.

PY 620. Family Systems: Theory and Treatment. (3)
This course surveys the fundamental processes of systems functioning and application of general theory to formulations of family development. Therapeutic interventions with disordered families also will be explored. A systematic investigation of particular approaches to family function/dysfunction utilizing multigenerational viewpoints, structural, and solution-focused models will be explored.
PY 621. Advanced Developmental Psychology. (3)
This course focuses on the study of the physical, cognitive, social, personality, brain, and emotional development across the lifespan. The role of the environment and special issues also will be included.

PY 622. Substance Abuse. (3)
This course serves as an introduction to the problems of substance abuse and addiction. This course covers four areas of knowledge that are fundamental to working with clients with substance abuse problems, understanding addiction, treatment knowledge, application to practice, and professional readiness.

PY 625. Research Design. (3)
This course introduces students to reading and evaluating empirical research, and acquaints the student with various research designs including qualitative, and quantitative methods commonly used in psychological research. Prerequisite: PY 601.

PY 630. Theories of Counseling. (3)
This course introduces students to theories of counseling and psychotherapy. It includes an orientation to professional practice and emphasizes a multicultural approach to counseling and therapy. Prerequisite: PY 605.

PY 635. Individual Intelligence Assessment. (3)
This course requires students to administer a series of individual intelligence tests to adults, adolescents, and children, to interpret these as indicators in the assessment of cognitive ability, and to produce rudimentary psychological testing reports. Primary emphasis will be given to the various tests developed by Wechsler. Prerequisite: PY 601 or advisor approval. Fee required.

PY 641. Abnormal Child and Adolescent Psychology. (1-3)
This course explores the major behavior disorders of children and adolescents. The etiology and characteristics of these disorders will be studied as well as treatment options. Developmental and systemic issues will also be considered. Prerequisite: PY 621 or advisor approval.

PY 645. Personality Assessment. (3)
This course will provide the student with a basic understanding of the fundamentals of psychological testing, including factors critical in the selection and interpretation of instruments. The students will gain a broad knowledge of many of the instruments used in the assessment of personality and psychiatric disorders. Students will learn to administer, score and interpret several tests, to integrate data from a battery of tests, and to write reports based on several data sources, including test data from more than one standard test. Fee required.

PY 647. Applied Experimental Psychology. (1)
This course is intended as an apprenticeship in psychological research. Through discussion, readings and hands-on experiences, the student will learn about how to conduct research, from initial planning stages to data collection and analysis, writing up results, and submitting to conferences and academic journals. The course can be repeated for additional credit. Prerequisite: Permission of instructor. Fee required.

PY 650. Biological Bases of Behavior. (3)
This course explores the relationship between biology and human experience, including an introduction to the brain, memory, consciousness, sensation, and perception, movement and emotion, as well as genetic explanations of human experiences.

PY 655. Advanced Social Psychology. (3)
This course explores social cognitive processes, personal relationships and interpersonal processes. In addition, the course examines professional considerations of multi-culturalism and diversity, including gender, age, race, ethnicity, physical ability, sexual orientation and socio-economic status.

PY 665. Differential Diagnosis of Mental Disorders. (3)
This course provides a thorough familiarization with the current Diagnostic and Statistical Manual (DSM). Students will be able to recognize indicators of psychiatric disorders in order to appraise individual differences, diagnose when appropriate, and communicate these impressions effectively with other professionals. Prerequisite: PY 698.

PY 660. Theories & Methods of Group Counseling. (3)
This course focuses on the structure and dynamics of the group treatment process. Students will be exposed to the important elements of selection, grouping, and choice of leadership style. General techniques of group practice applications to specific populations will be discussed. Prerequisites: PY 605 and PY 630.

PY 661. Counseling with Children and Adolescents. (1-3)
This course explores theories, methods, and techniques of counseling with children and adolescents. Developmental, social and contextual issues also will be discussed. Prerequisite: PY 621 or advisor approval.

PY 680. Selected Topics. (3)
This course provides current information on a selected topic in the field of psychology.

PY 685. Counseling Practicum. (3)
This course will teach the student to understand and apply basic interventions in counseling. Additionally, students will build skills in the assessment of client dynamics, learn basic methods of keeping case notes and case presentations, and further refine and apply the elements of ethical professional behavior, emphasizing the maintenance of confidentiality. Prerequisites: PY 605, PY 630, and PY 693 as well as Candidate status.

PY 693. Ethics and Professional Development. (3)
The primary academic objectives of this course include the introduction and developing mastery of the following areas: the legal and ethical concepts and standards governing the counseling, Master-level psychology professions; the qualities related to what is considered “good practice” and professional conduct;
development of skills in recognizing and forming a course of action when faced with ethical dilemmas; research of the national and community professional resources available to the counseling and psychological professions; the process of functioning as a professional as part of a team; the use of interpersonal skills to create a team product; and technological literacy related to the use of a course management system in addition to collecting high quality research resources. Prerequisites: PY 601, PY 625, a minimum of 15 hours in the program, and permission of instructor. Fee and Family Care Safety Registry background check may be required.

**Master of Arts in Management**

The Master of Arts in Management program is a 37-credit degree designed to meet the needs of working adults and develop communication, teamwork, leadership and management skills. The program focuses on the behavioral skills of management and applying those skills to today’s organizations. Concentrations in both fundraising and project management are available.

**Management Educational Outcomes**

In addition to the general degree requirements stated earlier in this university catalog, Master of Arts in Management students will be expected to meet the following educational outcomes, which will be assessed in the courses mentioned in parentheses.

- Integrate management theory and practice to meet organizational goals (MG 688, MG 670).
- Effectively communicate and collaborate with others (MG 650, MG 675).
- Develop skills of leadership (MG 688, MG 650, MG 675).
- Present and implement solutions to address business problems (MG 630, MG 670).
- Distinguish ethical aspects of managerial decisions (MG 605, MG 688).
- Identify and secure resources necessary to solve business problems (MG 601, MG 630).

**Management Outcomes Assessment:**

Summative outcomes for the Master of Arts in Management degree will be assessed in the Applied Research capstone course in which students will apply the concepts, theories and research from earlier classes in the program to a real-life project with an organization or business in the area. Students will present the results of their projects to the clients from that organization in both oral and written format. The clients for the project will assess the project based upon the above criteria. In addition, professionals in the management field and faculty in the program will assess the written portion of the final reports. The Summative assessment occurs yearly. Formative outcomes are assessed in individual courses noted in parentheses above as students move through the program. Students may obtain a copy of the assessment plan and the timetable for assessing the formative outcomes in the School of Professional Studies (i.e., Avila Advantage) Office.

**Management Admissions Requirements**

The applicant seeking admission to the program must:

1. Have a bachelor’s degree from an accredited institution;

2. Complete all parts of the written application, including an essay and resume;

3. Complete an admission interview;

4. Submit two letters of recommendation;

5. Submit official transcripts of all previous college work at the undergraduate and graduate level (when appropriate). Please note that no more than 9 hours of graduate credit can be transferred from another institution.

6. Have a grade point average of 3.25 on a 4.0 scale for at least the last 60 hours of undergraduate work (see Student Status section, Probationary Status, below).

**Management Degree Requirements**

The Master of Arts in Management degree requires 37 hours of graduate coursework that students must complete within seven years, maintaining a cumulative grade point average of 3.0 in order to graduate.

**Student Status within the Management Graduate Program**

- Student in Good Standing
- Has successfully met all entrance requirements;
- Has maintained an overall GPA of 3.0 or better with no grade below “C” (only two courses with “C” grades are allowed);
- Probationary Status
  - Newly admitted Management students may be classified as “probationary” if any portion of their entrance requirements is less than satisfactory. The probationary student must
Professional Conduct
Students in the Management program are expected to conduct themselves as professionals-in-training both inside and outside the classroom. We encourage and expect students to treat others (including classmates and instructors) with sensitivity and dignity. Impairment, incompetence, ethical misconduct, and/or problematic behavior may be identified and addresses in a variety of ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the community. If student behaviors or attitudes are egregious, he or she may be dismissed immediately. If student behaviors or attitudes are less dire, they will be addressed in a confidential meeting with the student’s faculty advisor and/or Dean of the School of Professional Studies who will make a plan for remediation in an articulated time frame. At the end of the stated period, during which time the students would be placed on probation, he or she could return to Student in Good Standing status, continue on probation, or be dismissed depending upon the ability to successfully complete the corrective action. Students may appeal this process at any time.

Management Required Courses
Students are required to take the following courses: MG 601, MG 650, MG 670, MG 675, MG 688, and MG 695, as well as one course each in Ethics & Legal Environment and Financial Decision Making for Managers. In addition, students complete each of the courses in one of the following concentrations:

- Fundraising: FR 600, 610 and 620, and one course each in Major & Planned Giving and Institutional Fundraising
- Project Management: PM 600, 672, 673 and 674, and one course in either Six Sigma or Management Technology

Certificate in Nonprofit Fundraising

Nonprofit Fundraising Certificate
The Graduate Nonprofit Fundraising Certificate consists of 13 credit hours of coursework designed to improve the preparation of fundraising professionals to contribute to the overall growth of philanthropy. The certificate provides students with knowledge of the research and theories of non-profit fundraising. The hours count toward the Master of Art in Management degree.

Nonprofit Fundraising Certificate
Course requirements: FR 600, 610, 620 and one course each in Major & Planned Giving and Institutional Fundraising.

Certificate in Project Management

The Graduate Project Management Certificate is a set of 13 credit hours designed specifically for adults to develop proficiency with the latest tools and techniques of effective project managers. Students study current industry practices, examine in-depth case studies, review team interactions and assess project management technology. This curriculum prepares the student to take the PMI exam for certification; in addition these hours count toward the M.A. in Management degree. The certificate in Project Management requires 13 credit hours and can be taken independent of enrollment in any graduate degree program.

Project Management Certificate
Course requirements: PM 600, 672, 673 and 674 and one course in either Six Sigma or Management Technology.

Nonprofit Fundraising Certificate
The Graduate Nonprofit Fundraising Certificate consists of 13 credit hours of coursework designed to improve the preparation of fundraising professionals to contribute to the overall growth of philanthropy. The certificate provides students with knowledge of the research and theories of non-profit fundraising. The hours count toward the Master of Art in Management degree.

Nonprofit Fundraising Certificate
Course requirements: FR 600, 610, 620 and one course each in Major & Planned Giving and Institutional Fundraising.

FR 610 – Direct and Interactive Marketing for Fundraising (3)
This course identifies trends, issues and giving patterns in direct marketing and e-marketing for fundraising. Focus on how to conduct a research-driven interactive marketing campaign.

FR 620. Strategic Fundraising Planning. (3)
This course covers fundraising audit purposes and procedures and the strategies inherent in mounting fundraising campaigns. Topics include donor retention and relationship marketing, principles of fundraising marketing research and best practices in fundraising tactics.

FR 635. Major and Planned Giving. (3)
This course helps students understand the role of planned giving within an organization’s overall fundraising efforts. The course focuses on the various tools used in planned giving and their impacts. Topics include major gift fundraising and bequests. Students will learn the specifics of designing proposals, balancing donor readiness with institutional needs.

MG/OD 601. Statistics. (3)
Designed to be an introductory course in statistical analysis. Emphasis will be on practical methods as well as on theory. Topics include central tendency, variability, correlation, regression, hypothesis testing and analysis of variance.

MG/OD 650. Strategic Communication. (3)
This course focuses on the interpersonal communication and leadership skills needed for effective organizational development. The course emphasizes
conflict management, presentation skills, and informal writing, as well as important leadership skills ranging from giving and receiving feedback to performance appraisals. The course is designed as a "train the trainers" course, enabling learners to later pass on skills to consulting clients, co-workers, and employees.

MG/OD 670. Organizational Psychology and Behavior. (3)
This course focuses on applying organizational theories in the workplace setting. After completing this course the student should be able to diagnose organizational problems and develop coherent action plans that address the problems, not just the symptoms of the problem. During facilitated case discussion, class assignments and group projects the students will develop an overall appreciation of the dynamics of the organizational cultural and political systems at work and use those systems to manage organizational change with success. This course will focus on group processes to analyze areas of organizational change and problem-solving. Students will apply the concepts learned in the reading and learn how to use those concepts to solve real world problems promoting organization success.

MG/OD 675. Team Development & Facilitation. (3)
This course examines the processes involved in groups and teams including their development, evolution, establishment of norms, handling dissension and problem solving.

MG/PY 688. Leadership and Influence Processes. (3)
This is a course about leadership theory specifically in the context of management and organizations. In this course, you will survey the broad spectrum of leadership theories and the research that led toward the theoretical conclusions. You will learn to appreciate the strength of the theories but understand the limitations so that as practitioners you can apply your own set of principles based on what we do know about leadership.

PM 600. Introduction to Project Management (1)
This course is an overview of the main components of Project Management, how they flow, project metrics and how to beat a project failure rate of 67%. The class will look at key success issues, various PM approaches used today, including traditional IPECC, Agile, and Scrum. Students will become familiar with key project metrics, do some basic calculations and take away a spreadsheet for use in their place of business. Students will demonstrate the critical success factors of balancing hard and soft skills essential for the Project Manager’s success. Finally – the class takes a look at the PMP exam using sample questions and preparation approaches.

PM/PY 672. The Practice of Project Management. (3)
This course is a systematic examination of the core methodologies and techniques of project development, process development, and project deployment.

PM/PY 673. Tools and Technology of Project Management. (3)
This course is a survey of project management tools and the use of technology application in the management process. Prerequisite: PY 672.

PM/PY 674. Case Study and Application of Project Management. (3)
This course focuses on the completion of a case study simulation to develop a solution and supporting project plan. Prerequisite: PY 673.

---

Master of Science in Organizational Development Psychology

The Master of Science in Organizational Development (MSOD) psychology program is a 37-credit degree designed to provide graduates with practical, empirically tested principles, tools, and methodologies to manage change in a way that encourages and strengthens individual, team, and organizational potential. As a university member of the Organizational Development Network, our program goals parallel their purpose and values as outlined in their published Principles of Practice (Organizational Development Network (n.d). Principles of practice. Retrieved December 6, 2010, from http://www.odnetwork.org/aboutod/principles.php

MSOD Educational Outcomes
In addition to the general degree requirements stated earlier in this university catalog, Master of Science in Organizational Development Psychology students will be expected to meet the following educational outcomes, which will be assessed in the courses mentioned in parentheses.

Communication: Expressive and Receptive
C-1: Generative dialog skills (OD 600, 640, 695)
C-2: Collaborative and teambuilding skills (OD 600, 650, 695)
C-3: Writing skills (OD 625, 640, 695)
C-4: Presentational skills (OD 625, 650, 695)

Thinking: Strategies and Skills
T-1: Deductive and inductive inquiry skills (OD 601, 640, 695)
T-2: Creative, strategic, and integrative problem solving (OD 600, 640, 695)
T-3: Systems thinking (OD 600, 630, 695)

Personal and Professional Development
P-1: Self-awareness (OD 600, 630, 695)
P-2: Self-management (OD 600, 630, 695)

Depth and Breadth of Knowledge
K-1: Theoretical underpinnings (OD 600, 630, 695)
K-2: Change methodologies and tools (OD 600, 640, 695)

MSOD Outcomes Assessment:
The outcomes for the Master of Science in Organizational Development (MSOD) Psychology degree will be assessed through a combination of written and performance examinations and assignments, in addition to self, peer,
instructor, supervisor (where applicable),
and psychology faculty evaluations. These
outcomes will be outlined in detail in
individual course syllabi. Students may
also obtain a copy of these outcomes in the
School of Professional Studies (i.e., Avila
Advantage) Office.

MSOD Admissions Requirements
The applicant seeking admission to the
program must:
1. Have a bachelor’s degree from an
accredited institution;
2. Complete all parts of the written
application, including an essay and
resume;
3. Submit two letters of recommendation;
4. Submit official transcripts of all
previous college work at the
undergraduate and graduate level
(when appropriate). Please note that no
more than 9 hours of graduate credit
can be transferred from another
institution.
5. Have a grade point average of 3.25 on
a 4.0 scale for at least the last 60 hours
of undergraduate work (see Student
Status section, Probationary Status,
below).

MSOD Degree Requirements
The Master’s degree in Organizational
Development requires 37 hours of graduate
coursework that students must complete
within seven years, maintaining a
cumulative grade point average of 3.0 in
order to graduate.

Student Status within the
MSOD Graduate Program
• Student in Good Standing
• Has successfully met all entrance
requirements;
• Has maintained an overall GPA of 3.0
or better with no grade below “C”
(only two courses with “C” grades are
allowed);
• Probationary Status
  o Newly admitted MSOD
    students may be classified as
    “probationary” if any portion
    of their entrance requirements
    is less than satisfactory. The
    probationary student must
    maintain a 3.0 GPA for the
    first 9 hours of graduate
coursework in order to remain
    in the program.
  o A student may change status
    from “Student in Good
    Standing” to “Student on
    probation” if any of the
    following criteria are met:
      overall GPA falls below 3.0,
      or student receives a grade of
      “C” or lower in any course.
  o Students on probation have 9
credit hours to return their
GPA to 3.0 or above to regain
“Good Standing.” Failure to
raise the GPA may lead to
dismissal from the program.

MSOD Applied Research or
Internship Project
The members of the graduate faculty of
the Organizational Development
program at Avila University believe
that students graduating with a Master
of Science degree should have a
sound grasp of psychological theory
and the methodologies that provide
the foundation for effective
organization interventions. Our
graduate students are given an option
regarding how they would like to
articulate a theory-to-action in their
capstone experience. Students may
choose to write a thesis, which could
address either a theoretical or applied
research issue, or they may invest in
an applied internship project at an
organization of their choice. The
course instructor must approve all
projects prior to enrollment in the
course.

Professional Conduct
Students in the MSOD program are
expected to conduct themselves as
professionals-in-training both inside
and outside the classroom. We
encourage and expect students to treat
others (including classmates and
instructors) with sensitivity and
dignity. Impairment, incompetence,
ethical misconduct, and/or
problematic behavior may be
identified and addresses in a variety of
ways and by a variety of persons,
including but not limited to students,
faculty, supervisors, clients, and/or
members of the community. If student
behaviors or attitudes are egregious,
he or she may be dismissed
immediately. If student behaviors or
attitudes are less dire, they will be
addressed in a confidential meeting
with the student’s faculty advisor
and/or Dean of the School of
Professional Studies who will make a
plan for remediation in an articulated
time frame. At the end of the stated
period, during which time the students
would be placed on probation, he or
she could return to Student in Good
Standing status, continue on
probation, or be dismissed depending
upon the ability to successfully
complete the corrective action.
Students may appeal this process at
any time.

MSOD Required Courses
Students are required to take the following
courses: OD 600, 601, 625, 630, 640, 670,
675, 691, and 695. In addition, students
need to choose four of the following
courses in related areas to finalize their
degree:
• Organizational Dynamics: OD 650,
  680, PY 678, 679, 688

ORGANIZATIONAL
DEVELOPMENT
COURSE DESCRIPTIONS

OD 600. Introduction to
Organizational Development. (1)
An introduction to the content and process
guiding the work of organizational
development professionals.

OD/MG 601. Statistics. (3)
Designed to be an introductory course in
statistical analysis. Emphasis will be on
practical methods as well as on theory.
Topics include central tendency,
variability, correlation, regression,
hypothesis testing and analysis of variance.

OD 625. Practical Research:
Planning and Designing. (3)
This practical research course is designed
to teach action research as both a process
and methodology. Emphasis will be placed
on the development of skills that can be
transferred to any organization as an
internal or external consultant.
OD 630. Applications of Psychology in Organizations. (3)
This course focuses on the study of personality in the workplace. Psychological aspects of decision-making, social processes, and leadership will be explored. The interaction of individual, group, organizational, and environmental factors will be included.

OD 640. Organizational Development and Planned Change. (3)
An experiential approach to the study of change for the internal or external OD professional or organizational manager. Topics regarding consulting and motivating for high-performing systems include interpersonal interventions, team development, and continuous improvement processes. Prerequisite: OD 600.

OD/MG 650. Strategic Communication. (3)
This course focuses on the interpersonal communication and leadership skills needed for effective organizational development. The course emphasizes conflict management, presentation skills, and informal writing, as well as important leadership skills ranging from giving and receiving feedback to performance appraisals. The course is designed as a “train the trainers” course, enabling learners to later pass on skills to consulting clients, co-workers, and employees.

OD/MG 670. Organizational Psychology and Behavior. (3)
This course focuses on applying organizational theories in the workplace setting. After completing this course the student should be able to diagnose organizational problems and develop coherent action plans that address the problems, not just the symptoms of the problem. During facilitated case discussion, class assignments and group projects the students will develop an overall appreciation of the dynamics of the organizational cultural and political systems at work and use those systems to manage organizational change with success. This course will focus on group processes to analyze areas of organizational change and problem-solving. Students will apply the concepts learned in the reading and learn how to use those concepts to solve real world problems promoting organization success.

OD/MG 675. Team Development & Facilitation. (3)
This course examines the processes involved in groups and teams including their development, evolution, establishment of norms, handling dissension and problem solving.

OD 680. Special Topics in Organizational Development. (1-3)
This course offers a series of one-credit hour weekend intensive classes on special OD topics.

OD 691. Consulting Skills. (3)
This course focuses on how to intervene in a variety of organizational cultures for optimal diagnosis and implementation of change strategies. Prerequisites: OD 600, 601, 625, 630 and 640.

OD 695. Applied Research Project. (1-3)
This course is the capstone of the OD Programs. It requires the completion of a faculty-approved project that demonstrates professional competence. Prerequisites: OD 600, 601, 625, 630, 640, and 691. Offered as CR/NC only.

PY 671. A Framework for Project Management. (3)
This course includes an overview of the core competencies necessary for success in managing projects in business, industry, government, and education.

PY/PM 672. The Practice of Project Management. (3)
This course is a systematic examination of the core methodologies and techniques of project development, process development, and project deployment.

PY/PM 673. Tools and Technology of Project Management. (3)
This course is a survey of project management tools and the use of technology application in the management process. Prerequisite: PY 672.

PY/PM 674. Case Study and Application of Project Management. (3)
This course focuses on the completion of a case study simulation to develop a solution and supporting project plan. Prerequisite: PY 673.

PY 678. Conflict Management Systems. (3)
This course focuses on an organizational growth strategy. It emphasizes the development of conflict management systems for organizations. Conflict management system design applies Organizational Development theory and processes in ways that transcend the management of conflict in an organization from a case by case basis of employee dissatisfaction to a strategic re-design of workplace processes in order to address and manage conflict on a systemic level.

PY 679. Training and Development. (3)
In the modern business world, professional organizations must adapt to rapidly changing conditions in order to survive. They must become learning organizations to be successful. Change management, transformation, training and development are all critical aspects of Organizational Development that help organizations adapt. Training and Development (T&D) in particular can be a key component of learning organizations especially if the T&D group uses progressive instructional design techniques that maximize proven learning theories and aligned with business imperatives. This course applies principles of instructional design and surveys modern trends and issues in learning theories, the use of technology in performance improvement, and how organizations use and align their T&D functions.

PY/MG 688. Leadership and Influence Processes. (3)
This is a course about leadership theory specifically in the context of management and organizations. In this course, you will survey the broad spectrum of leadership theories and the research that led toward the theoretical conclusions. You will learn to appreciate the strength of the theories but understand the limitations so that as practitioners you can apply your own set of principles based on what we do know about leadership.
Study Tour (ST)

No Major or Minor is offered.

STUDY TOUR COURSE (ST)

ST 608. Study Abroad. (6-12)
Avila University has affiliated with universities to offer study abroad opportunities in countries such as Switzerland, the Netherlands, England, Austria, Thailand, China, Japan, and Spain. Courses chosen are determined with the assistance of the academic advisor. Credits for study abroad will transcripted from courses completed at the university abroad. Students interested in information should contact the Academic Affairs Office in Blasco Hall. Study abroad is open only to current Avila students. Prerequisite: Completion of application and all paperwork required by deadlines set by the sponsoring university; good standing at Avila University.

ADMINISTRATION & GRADUATE FACULTY

BOARD OF TRUSTEES

Sister Patricia Clune, CSJ, Ph.D. (2004)
Anna B. Coles, Ph.D. (2008)
Stephen D. Dunn (2007)
David W. Frantze (2002)
Tom Freeman (2008)
Carlos Gomez (2008)
Kenneth V. Hager (2007)
Sister Mary Frances Johnson, CSJ, Ph.D. (2008)
Sister Patricia A. Lorenz, CSJ, Ph.D. (2007)
Sister Shawn Madigan, CSJ, Ph.D. (2008)
Catherine E. Mueller (2007)
Jeanne Hamilton Olofson (2000)
Lee Robben (2007)
Sister Roberta Schmidt, CSJ, Ph.D. (2008)
Sister Rita Marie Schmitz, CSJ, Ph.D. (2001)
Mark C. Thompson, J.D. (2007)
Rick Weller (2007)

EXECUTIVE OFFICERS

Ronald A. Slepitza, Ph.D. (2006)
President. B.A., St. Vincent’s College; M.A., Ph.D., University of Maryland.

Vice President for Finance and Administrative Services. B.S.B.A., Midland Lutheran College.

Sister Marie Joan Harris, CSJ, Ph.D. (1970)
Provost and Vice President for Academic Affairs. B.A., Fontbonne University; Ph.D., University of Kansas.

Sue King, Ph.D. (1999)
Vice President for Information Services and Vice Provost. B.A. Avila University; M.A. University of Missouri-Kansas City; Ph.D. University of Kansas.

ADMINISTRATIVE AND PROFESSIONAL STAFF

Deana Angotti (1996)
Director of Graduate Education. B.A., M.A., University of Missouri-Kansas City.

Dave Armstrong (2002)
Director of Mission Effectiveness and Campus Ministries. B.A., Benedictine College; M.P.S., Loyola University.

Jason F. Baldwin (2001)
Director of Student Life. B.F.A., M.S., Emporia State University.

Jared Banks (2008)
Director of IT Operations. B.S., William Jewell College.

Director, Learning Services. B.A., Millersville University; M.A., University of Central Missouri.

Timothy Bosler (2004)
Director of Environmental Safety. B.A., Briar Cliff University; M.Ed., Iowa State University.

Crystal M. Bruntz (2011)
Director of Financial Aid. B.B.A., M.S., Fort Hays State University.

Kari Clevenger (1999)
Director of Advising and Retention, School of Professional Studies. B.A., M.S.O.D., Avila University.

Sister Olive Louise Dallavis (1952)
President Emerita. B.M., Fontbonne University; M.M., University of Illinois.

David Deitch (2004)
Coordinator of Information Management. B.S., University of Florida; M.A., Kansas State University.

Kathleen Finegan (1994)
Director of the Library. B.A., M.A., University of Missouri-Kansas City; M.L.S., University of Missouri-Columbia.

Carol Frevert (1981)
Director of Health Services. B.S.N., University of Missouri-Columbia.

Jessie Fuller (2003)
Senior Director of Advancement. B.S., Iowa State University.

David Gebauer (1973)
Director of Maintenance, Residence Life.
JoAnna Giffin (2006)
Director of MBA Admissions. B.S., Friends University; M.S., Baker University.

Darby Gough (2007)
Dean of Students. B.A., Western Washington University; M.A., Virginia Technical University.

Bruce Inwards (1989)

Keith Jaloma (2010)
Director of Major Gifts. B.A., Kansas State University; M.H.R.M., Keller Graduate School of Management.

Brandan Johnson (2010)
Director of Undergraduate Admission. B.A., Buena Vista; M.Ed. University of St. Mary.

Jannette Madlock (2007)
Director of Upward Bound. B.S.; Illinois State University; M.S., University of Kansas.

Cathy Mahurin (2006)
Director of Enrollment Management. B.S., California State University; M.H.R.M., Keller Graduate School of Management.

Janet McManus (2005)
Director of Human Resources. B.G.S., University of Kansas; M.S., Baker University.

Susan Randolph (1996)
Director of Alumni Relations. B.A., Augustana College-Sioux Falls; M.B.A., Avila University.

Robbin Schuler (2010)
Director of Graduate Psychology Admissions. B.A., M.H.A., University of Minnesota.

Linda Shaffer (2008)
Chief Marketing and Communications Officer. B.S., Avila University; M.B.A., Rockhurst University.

Dana Shirley (2008)
Registrar and Director of Registration and Student Records. B.S.B.A., DeVry University; M.B.A., Keller Graduate School of Management.

Joseph Sjuts (2003)
Controller. B.S., Midland Lutheran College; M.B.A., Bellevue University.

John Taranto (2002)
Bookstore Manager. B.S., Park University.

Susan Walker (2008)
Executive Director of Development; B.A., Ottawa University; M.P.S., Loyola University.

Susan Wulff (2005)
Coordinator of Career and Counseling Services. B.A., M.A., University of Iowa; M.S., Avila University.

FULL-TIME FACULTY

Wendy Acker (1992)
Assistant Professor of Business and Associate Dean of the School of Business. B.S., Kansas State University; M.B.A., Avila University; Ph.D., University of Kansas.

Grant Beck (2008)
Assistant Professor of Accounting. B.S.B.A., Rockhurst University; M.A.S., University of Illinois; Ph.D., University of Missouri-Columbia.

Amy Bucher (2002)
Associate Professor of Psychology. B.A., University of California-Irvine; Ph.D., University of Missouri-Kansas City.

Brian Buckler (1996)
Professor of Business. B.S., M.B.A., Missouri State University; Ph.D., University of Texas.

Wendy Donnell (2010)
Assistant Professor of Education. B.S., University of Kansas; M.S., Kansas State University; Ph.D., University of Missouri-Kansas City.

Susan Wulff (2005)
Coordinator of Career and Counseling Services. B.A., M.A., University of Iowa; M.S., Avila University.

C. Alan Garner (2008)
Associate Professor of Business. B.A., University of Missouri-Columbia; Ph.D., Harvard University.

Fred Geer (1975)
Professor of Education and Psychology. B.S.E., M.S., Emporia State University; Ph.D., University of Kansas.

Judy Gibbs (1983)
Associate Professor of Business. B.A., Graceland University; J.D., University of Missouri-Kansas City.

Professor of Theatre and Dean of the College of Liberal Arts and Social Sciences. B.S., Kansas State University; M.A., Wichita State University; Ph.D., University of Kansas.

Neal Horrell (2008)
Associate Professor of Business. B.S., State University of New York at Stony Brook; M.B.A., Long Island University; Ph.D., New York University, Stern School of Business.

Maria Hunt (2000)
Professor of Psychology. B.S., Ph.D., Louisiana State University.

Steve Iliff (1995)
Associate Professor and Dean of the School of Professional Studies. B.A., Upper Iowa University; M.P.A., Ph.D., University of Missouri-Kansas City.

Reulan Levin (1996)
Professor of Education. B.A., Luther College; M.A., Governors State University; Ed.S., University of Missouri-Kansas City; Ed.D., University of Kansas.

Sue Ellen McCalley (1993)
Professor of Education and Dean of the School of Education. B.S., Northwestern University; M.A., University of Missouri-Kansas City; Ph.D., University of Kansas.

Marcia Smith Pasqualini (2006)
Professor of Psychology and Chair of Psychology. B.S., Tulane University; Ph.D., University of Missouri-Columbia.

Stephen Sirridge (1975)
Professor of Psychology. B.A., M.S., Ph.D., University of Kansas.
Regina Staves (2005)
Assistant Professor of Psychology. B.A., University of Kansas; M.S., Avila University; Ph.D., Capella University.

Andria Stokes (2007)
Assistant Professor of Education and Director of the Center for Transformational Learning. B.A., University of Missouri-Kansas City; M.S., University of Kansas, National Board Certified Teacher.

Jordan Wagge (2009)
Assistant Professor of Psychology. B.S., Northern Kentucky University; M.A., Ph.D., Miami University.

Richard Woodall (1994)
Professor of Business and Dean of the School of Business. B.A., University of South Florida; M.A., University of Iowa; D.A., Illinois State University.

ADJUNCT FACULTY

BUSINESS

Pam Bean (2009)
Business. B.S.N., Webster University; M.H.S.A., University of Kansas; M.B.A., Avila University.

Betty Berg (2007)

Christine Brough (1995)
Business. B.A., Rockhurst University; M.S., Texas Women’s University; Ph.D. Candidate, University of Southern California.

James Filley (2003)

Marc Fountain (2004)
Accounting. B.S., Murray State University; M.B.A., William Woods University.

Nancy J. Haworth (1990)
Accounting. B.S., M.B.A., Avila University.

David Longstreet (2003)
Business. B.S., Texas A&M University; M.B.A., Avila University.

Edith L. Messina (2004)
Business. B.A., M.S., Avila University; J.D., University of Missouri-Kansas City.

Jeff Randolph (2004)
Business. B.A., University of Missouri-Kansas City; M.B.A., Avila University.

Stan J. Salva (1991)
Business. B.S., University of Missouri-Columbia; M.S., University of Central Missouri.

Brian Staihr (1996)
Economics. B.A., University of Missouri; M.A., Ph.D., Washington University in St. Louis.

Business. B.S., Manhattan College; M.S., Fordham University; M.B.A., Avila University.

Tricia Betts (2000)
Education. B.S. University of Central Missouri; M.A., Webster University; Ed.D., Saint Louis University.

Amy Cameron (2006)
Education. B.S., Arizona State University; M.A., Avila University.

Carol Frevert (1981)
Education. B.S.N., University of Missouri-Columbia.

Jennifer Heller (2007)
Education. B.A., B.S.Ed., M.S.Ed., Ph.D., University of Kansas.

Gloria Henry (2010)
Education. B.A., Oklahoma Baptist University; M.L.A., Baker University.

Bonnie (Sue) Kropp (2009)
Education. B.A., Missouri Valley College; M.S.Ed., University of Central Missouri.

Betty Clune Martin (2007)
Education. B.S.Ed., M.S., Ed., Emporia State University.

Jillian Pattison (2006)
Education. B.S., Avila University; M.A., University of Missouri-Kansas City.

Patricia Reynolds (2009)
Education. B.S., M.S., Ed.S., University of Central Missouri.

Shelly Todd (2009)
Education. B.S., M.S.Ed., University of Kansas.

Margaret VanDyke (2008)
Education. B.S., M.A., St. Louis University.

Julia Weigel-Husein (2007)
Education. B.S., University of St. Mary; M.A., Southeast Missouri State University.

PSYCHOLOGY

Jan Asnicar (2010)
Organizational Development. B.S., University of Wisconsin-Platteville; M.S.W., University of Wisconsin-Milwaukee; M.A., Baker University; Ph.D. Candidate, University of Minnesota.

Barry Berglund (2007)
Psychology. B.S., University of Missouri; M.S., Avila University.

Carol Cobb (2006)
Organizational Development. B.A., Northwest Missouri State University; M.S.W., University of Kansas.

Amelia Davenport (2007)
Organizational Development. B.A., University of Central Missouri; M.A.,
Psy.D., Forest Institute of Professional Psychology.

Delany Dean (2004)
Psychology. M.A., Ph.D, University of Missouri-Kansas City; J.D., University of Missouri-Columbia.

Ron Frigault (1998)
Psychology. B.S., Michigan State University; M.Ed., University of Missouri-Columbia; Ph.D., University of Texas-Austin.

Nekita Fuller (2009)
Psychology. B.A, Park University; M.A., University of Missouri-Kansas City; Ed.D Candidate, Nova Southeastern University.

Paul Marquardt (2009)
Organizational Development. B.A., University of Kansas; M.S., Emporia State University; Ph.D., Kansas State University.

Sharon McGloin (2010)
Organizational Development. B.S., University of Kansas; M.S., University of Missouri-Columbia; M.S.O.D., Avila University.

Maureen Purcell (2009)
Organizational Development. M.A., Fielding Graduate University; M.S., University of Kansas.

Joyce A. Rozmiarek-Hill, SPHR (2007)
Organizational Development. B.S, M.S., Friends University.

Jean Sheffer (2007)
Organizational Development. B.B.A., University of Missouri-Kansas City; M.S.O.D., Avila University.

Dean Skadeland (2005)
Psychology. B.A., University of Nebraska-Lincoln; M.A., Abilene Christian University; Psy.D., Florida Institute of Technology.

Carrie Stevick (2006)
Project Management. B.S., M.B.A., Avila University.

Timothy Streitwieser (2009)
Psychology. B.A., Hastings College; Psy.D., Spalding University.

Paul Sturgis (2006)
Psychology. B.A., Life Pacific College; M.B.A., Pepperdine University.

John Wade (2005)
Psychology. B.A., University of Dallas; M.A., University of North Texas; Ph.D., Pennsylvania State University.

Anne H. Wagner (2004)
Psychology. B.A, University of Missouri-Kansas City; M.S., Avila University.

Marilyn Walter (2007)
Psychology. B.S., University of Central Missouri; M.S., Avila University.

Colleges Sponsored by the Sisters of St. Joseph of Carondelet
Avila University
Kansas City, Missouri

Fontbonne University
St. Louis, Missouri

Mount St. Mary’s College
Los Angeles, California

The College of St. Catherine
St. Paul, Minnesota

The College of Saint Rose
Albany, New York

Addresses for Accreditation/Approval Agencies
The Higher Learning Commission and a Member of the North Central Association
230 South LaSalle St., Suite 7-500
Chicago, Illinois 60604-1411
800-621-7440; Fax 312-263-7462
Internet: info@hlcommission.org

International Assembly for Collegiate Business Education
P.O. Box 3960
Olathe, KS 66063

Missouri State Board of Nursing
3605 Missouri Boulevard Post Office
Box 656
Jefferson City, Missouri 65102-0656
573-751-0681 • Fax 573-751-0075

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
202-887-6791

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive
Suite 285
Chicago, IL 60606-3182

Council on Social Work Education
1725 Duke Street, Suite 500
Alexandria, VA 22314

Missouri Department of Elementary and Secondary Education
Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102-4446

Address of Interest to Teacher Education Students:
Kansas Department of Education
120 SE 10th Avenue
Topeka, KS 66612
## INDEX

| Academic Advising | 21 |
| Academic Calendar | 2 |
| Academic Honesty | 22 |
| Academic Information | 19 |
| Academic Policies and Procedures | 20 |
| Accounting Courses | 27 |
| Accreditation | 6, 50 |
| Accrediting Agencies Addresses | 50 |
| Adjunct Faculty | 49 |
| Admission Policies and Procedures | 14 |
| Alumni Association | 7 |
| Appeals Procedure, Academic Matters | 24 |
| Assessment Program | 19 |
| Athletic Department | 11 |
| Attendance | 22 |
| Audit | 16, 23, 27 |
| Board of Trustees | 47 |
| Bookstore | 12 |
| Business Administration Courses | 27 |
| Business Certificate Programs | 15 |
| Business Certificate, Admission | 15 |
| Campus | 7, 10, 13 |
| Campus Buildings/Centers | 4 |
| Campus Life | 11 |
| Campus Map | 53 |
| Campus Ministry | 7 |
| Campus Policies | 7 |
| Catalog Student Must Follow | 20 |
| Certificate in Project Management | 43 |
| Certificates in Graduate Psychology | 40 |
| Certification Program in Education | 29 |
| Certification Programs | 19, 32 |
| Change of Program and Withdrawals | 22 |
| Colleges, Sisters of St. Joseph | 50 |
| Computer Facilities | 5 |
| Copyrighted Materials and Licensed Software | 11 |
| Correspondence | 1 |
| Counseling | 19, 21, 22, 37, 38, 39, 40, 41 |
| Course Numbering System | 25 |
| Courses of Instruction | 26 |
| Credit Balance Refunds | 16 |
| Credit Cards | 15, 16 |
| Credit Hours | 22 |
| Crime Awareness and Campus Security | 10 |
| Deferred Payment Plan | 16 |
| Degree Completion, Student Responsibility | 21 |
| Degree, Application for | 24 |
| Disability Services | 12 |
| Economics Courses | 29 |
| Education Calendar, Graduate | 2 |
| Education Certification Program | 29 |
| Education Master's/Graduate Certification Calendar | 2 |
| Education Pass Rates | 10 |
| Exceptions to Academic Policies | 21 |
| Executive Officers | 47 |
| Expenses | 15 |
| Faculty | 6 |
| Family Education Rights and Privacy Act (FERPA) | 9, 23 |
| Financial Aid | 16, 18, 19 |
| Food Service | 12 |
| General Information | 3 |
| General Psychology | 19, 21, 22, 37, 38, 40 |
| Grade Appeal | 24 |
| Grade Point Average | 23 |
| Grade Reports | 23 |
| Grading System | 23 |
| Graduate and Undergraduate Credit | 22 |
| Graduate Certification Students | 21 |
| Graduate Education Refund Policy | 15 |
| Graduate Education Refund Policy | 16 |
| Graduate Programs | 21 |
| Graduate Programs/Courses | 26 |
| Graduation Participation | 25 |
| Health and Child Services | 13, 47 |
| History of Avila University | 4 |
| Identification Cards | 14 |
| Incomplete Grade | 23, 26 |
| Independent Study | 21 |
| Information Technology Student Users Agreement | 10 |
| Intensive Language & Culture Program (ILCP) | 13 |
| Introduction to Avila University | 3 |
Refund Policy ................................................................................................................. 20
Registration .................................................................................................................... 9, 10, 17, 20, 21, 22, 23, 24, 25, 36
Release of Student Information ................................................................. 8, 23
Religious Harassment .................................................................................................. 8
Repeated Course Work ................................................................................................. 21
Residence Life ................................................................................................................ 14
Return of Student Aid ................................................................................................. 17
Security .......................................................................................................................... 10, 28
Sexual Harassment ...................................................................................................... 8
Sexual Orientation Harassment ............................................................................... 8
Student Body .................................................................................................................. 6
Student Conduct .......................................................................................................... 8
Student I.D. Cards .......................................................................................................... 14
Student Life Office ...................................................................................................... 12, 13, 14
Student Policies ........................................................................................................... 14
Student Right-to-Know Act ....................................................................................... 10
Table of Contents ........................................................................................................ 1
Teacher Certification, Admission ........................................................................... 15
Technology Facilities ................................................................................................. 5
Theatre ........................................................................................................................... 7, 48
Tobacco Use .................................................................................................................. 9
Transcripts ...................................................................................................................... 23
Tuition ............................................................................................................................. 15, 16, 17
Value Statement ......................................................................................................... 4
Weekend Classes ......................................................................................................... 17, 20
Withdrawal .................................................................................................................... 17, 20, 23

Learning Services ....................................................................................................... 13
Library ............................................................................................................................. 5, 6, 20
Loans ............................................................................................................................... 16, 17, 18
Master of Arts in Education .................................................................................... 31, 32, 33
Master of Arts in Management .............................................................................. 42
Master of Business Administration ..................................................................... 19, 26
Master of Science in Counseling Psychology .................................................. 37
Master of Science in General Psychology .......................................................... 39, 40
Master of Science in Organizational Development Psychology .................. 42, 44
Master of Science in Psychology .......................................................................... 37
Memberships ................................................................................................................ 6
Military Duty ............................................................................................................... 22
Mission Statement ..................................................................................................... 3
National Origin Harassment .................................................................................. 8
Non-Discriminatory Policy ......................................................................................... 8
Organizational Development Courses ................................................................. 43, 45
Performing Arts .......................................................................................................... 48
Permission to Attend Another College ................................................................. 21
Policy ............................................................................................................................... 8, 9, 10, 24, 27, 29, 31, 34
Probation and Dismissal ............................................................................................ 23
Professional Conduct and No Harassment ......................................................... 14
Progress Toward Degree ........................................................................................... 20
Project Management Certificate ............................................................................ 19, 43
Psychology Courses .................................................................................................. 40
Purposes ......................................................................................................................... 3
Racial Harassment ..................................................................................................... 8
Refund Appeal Policy ................................................................................................. 17