Correspondence

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

Stacey Keith, Ed.D.
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: GradEd@avila.edu

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

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

Linda Dubar
Graduate Program Coordinator
School for Professional Studies
11901 Wornall Road, Kansas City, MO 64145
Phone: (816) 501-2482
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.
AVILA ADVANTAGE CALENDAR

Fall Term, 2015 ................................................................. August 24 - December 19
Thanksgiving Break (University closed): ................................................... November 25 - 29

Spring Term, 2016 .............................................................. January 4 - April 23
Martin Luther King Jr. Day (University closed): ........................................... January 18
Easter Break (University closed): ................................................................. March 25 - 27
Commencement: ...................................................................................... May 13 - 14

Summer Term, 2016 .......................................................... April 25 - August 13
Fourth of July Holiday (University closed): ................................................ July 4

MBA CALENDAR

Fall Trimester-2015 ................................................................. September 8 - November 23
Avila Day (University closed): ...................................................... October 16 - 18 — University closed

Winter Trimester-2016 ................................................................. January 4 – March 21
Martin Luther King Jr. Day (University closed): ........................................... January 18

Spring Trimester-2016 ................................................................. March 28 – June 13
Commencement: ...................................................................................... May 13 - 14

Summer Session-2016 ................................................................. June 20 – August 17
Fourth of July Holiday (University closed): ................................................ July 4

EDUCATION MASTER’S/GRADUATE CERTIFICATION CALENDAR

Fall Term-2015 ................................................................. August 24 - December 19
Labor Day Weekend (University closed): .................................................... September 5 - 7
Fall Break: .................................................................................................. October 14 - 18
University closed: ....................................................................................... October 16 - 18
Thanksgiving Break: ................................................................................. November 25 - 29
Finals Week: ............................................................................................... December 14 - 17

Spring Term-2016 .............................................................................. January 19 - May 14
Martin Luther King Jr. Day (University closed): ........................................... January 18
Spring and Easter Break: ........................................................................... March 17 - 27
University closed: ....................................................................................... March 25 - 27
Finals Week: ............................................................................................... May 9 - 12
Commencement Weekend: ......................................................................... May 13 - 14

Summer Term-2016 ................................................................................ May 16 – July 29
Fourth of July Holiday (University closed): ................................................ July 4
### GRADUATE PSYCHOLOGY CALENDAR

**Fall Term-2015**
August 26 – December 19
- Labor Day Weekend (University closed): September 5 - 7
- Avila Day/Fall Break: October 14 - 18
- University closed: October 16 - 18
- Thanksgiving Break: November 25 - 29
- Finals Week: December 14 - 17

**Spring Term-2016**
January 19 – May 14
- Spring and Easter Break: March 17 - 27
- Finals Week: May 9 - 12
- Commencement Weekend: May 13 - 14

**Summer Term-2016**
June 6 - July 29
- Fourth of July Holiday (University closed): July 4

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### 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 the 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.

A strong emphasis is placed on integrating the liberal arts into all programs in order to prepare students for a lifetime of personal fulfillment and career growth. Carefully-planned courses in the humanities, arts, natural and social sciences are designed to develop each student’s ability to think critically, analyze written material and write and speak effectively. At Avila University, students acquire those skills necessary for success in a chosen career as well as preparation for graduate or professional studies.

#### 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 (adopted 1988; reviewed 1996, 2005)

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 one of Kansas City’s first baccalaureate degree programs 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, football 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/Marie Joan Harris, CSJ, Ph.D.
Science and Health Complex (1963, renovated 2014)
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; renovated 2012)
Residence Hall on second and third floors. First floor houses Avila Advantage offices, Campus Ministry offices, the Center for Global Studies and Social Justice, Instructional Technology, Instructional Support and Information Management offices, conference rooms and classrooms.

Marian Center (1965)
Dining room, lounge, Eagle’s Nest, and bookstore.

Foyle Hall (1967)
The Orscheln Memorial Chapel, the School of Education, the Department of Psychology and the Mindfulness Program.

Ridgway Hall (1970)
Residence Hall.

Hodes Center (1973)
Dean of Students offices, Counseling and Career Services, Health Services, International Student Services, Learning & Disability Services, Retention and First Year Experience, and the Upward Bound Program. Computers and quiet study space.

Goppert Theatre/Borserine Nurse Education Center (1974)
Theatre with thrust proscenium 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/Learning Commons (1978, renovated 2014)
The Hooley-Bundschu Learning Commons, renovated in the summer of 2014, is the information resource center for the campus. The Learning Commons offers a full-service learning, research and project space.

Whitfield Center (1978)
The School of Business classrooms, the Whitfield Conference Center, the mailroom, Campus Safety and Sustainability Office and a Subway Restaurant.

Maebie Fieldhouse (1980, expanded 2001)
Competition and practice arena, fitness center, locker rooms, training room, weight room, 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)
Maintenance equipment and services.

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

The Pavilion (Name to be determined) (2011)
Student recreational facility with practice arena and batting and golf cage.

Glenna Wylie Hall (2012)
Residence Hall with suite-style rooms.

Library/Learning Commons

The Hooley-Bundschu Learning Commons offers staff assistance to meet student information and academic needs and is designed to provide an environment conducive to learning and research in an age that merges written and electronic media. The Learning Commons is a member of MOBIUS, a statewide consortium of over 60 academic libraries with a shared on-line catalog, providing access to holdings statewide and delivered by courier 5 days a week. The Learning Commons also provides access to full-text and bibliographic databases such as EBSCO’s Academic Search Premier, Business Source Premier, Contemporary Women’s Issues, Access World News Research, CREDO Literati, eMO!: ebooks, ProQuest Psychology Journals, PsycArticles, BioOne, CINAHL, JSTOR, MANGO Languages, and many others.
The Learning Commons subscribes to on-line search service DIALOG as well as providing student access to the bibliographic databases WorldCat and the MLA International Bibliography. In addition, the Learning Commons also provides a designated quiet study area, a collection of over 30,000 print books and 125,000 ebooks, a current subscription list of 283 periodicals and newspapers, videotapes, and DVDs to support the curriculum. The Laura Sloan Children’s Literature Collection, Curriculum Collection, Play Scripts, Reference, and Current Periodicals are also housed in the Learning Commons, as is the Reference Collection for Saint Paul’s School of Theology.

The Learning Commons also features a Circulation Desk, IT Help Desk, Tutoring Space, Presentation Space and Learning Space. For more detailed information about the Hooley-Bundschu Learning Commons and its features, please visit www.avila.edu/hbl/AvilaLearningCommons/index.aspx.

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 students 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 16 desktop computers, 60 laptop computers, six Mac’s, three printers, six study rooms with monitors and wireless access for students to share work, the ability to video tape presentations and wireless printing.

**O’Rielly Hall/Marie Joan Harris, CSJ, Ph.D. Science and Health Complex:** 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:** Seven Dell computers are located in the Nursing Education and Resource Center. 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 & Eagles’ Nest:** Hodes Center and Eagles’ Nest are equipped with Dell computers and laser printers for student use.

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 134 full-time equivalent professors. Seventy-seven 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 practitioners are 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 between 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 2,000 students come from the Kansas City Metropolitan area as well as 24 other states and 24 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 38 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
230 South LaSalle St., Suite 7-500
Chicago, Illinois 60604-1411
(800) 621-7440 • Fax (312) 263-7462 • Internet: info@hlcommission.org

Avila University programs are accredited by*:
Joint Review Committee on Education in Radiologic Technology
Council on Social Work Education
Missouri Department of Elementary and Secondary Education
Commission on Collegiate Nursing Education

Avila University is accredited by the International Assembly for Collegiate Business Education to offer the Bachelor of Science in Accounting and Bachelor of Science in Business Administration degrees in the School of Business*

Avila University School of Nursing has conditional approval by the Missouri State Board of Nursing
3605 Missouri Boulevard
Post Office Box 656
Jefferson City, Missouri 65102-0656
(573) 751-0681 • Fax (573) 751-0075

*Addresses for accreditation/approval agencies on pg 62
For questions or to view informational materials on Avila University’s accreditation approval or licensing, please contact the Academic Affairs Office.

Membership

American Advertising Federation
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 College Counseling Association (ACCA)
American College Health Association
American College Personnel Association
American College Theatre Festival
American Counseling Association (ACA)
American Counseling Association of Missouri-Kansas City
American Institute of Graphic Arts

American Marketing Association
American Psychological Association
American Society for Training & Development
Assistive Technology Metropolitan Area Network
Associated Collegiate Press
Association for Psychological Science
Association for Student Affairs at Catholic Colleges and Universities
Association of American Colleges and Universities
Association of Colleges of Sisters of Saint Joseph
Association of Catholic Colleges and Universities
Association of College and University Housing Officers International
Association of College Unions-International
Association of Consumer Research
Association of Departments of English
Association of Fundraising Professionals
Association of Governing Boards of Universities and Colleges
Association of Higher Education and Disabilities
Association of Independent Liberal Arts Colleges for Teacher Education
Catholic Campus Ministry Association
Central Association of College and University Business Officers
Central College Health Association
College and University Professional Association for Human Resources
College Reading and Learning Association
Collegiate Nurse Educators of Greater Kansas City
Commission for Accelerated Programs
COSMC-HOA (Consortium of Small Metropolitan Colleges-Heart of America
Council of Independent Colleges
Council on Philanthropy
Council on Social Work Education
Council for Advancement and Support of Education
Diocesan Directors of Campus Ministry
Employment Practices Network
Foundations in Art: Theory and Education
Greater Kansas City Chamber of Commerce
Greater Kansas City Psychological Association
Heart of America Athletic Conference
Heartland Chapter of CRLA
International Assembly for Collegiate Business Education
International Association of Business Communicators
International Society of Performance Improvement
The Higher Learning Commission
National Association of Independent Colleges & Universities
University Policies

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 origin 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.

EIIA Campus Hotline- This is not a first responder system. Therefore, if this is an immediate emergency, please contact 911. Using this confidential reporting service is easy. If you have a question or concern about an unethical or illegal situation on your campus simply dial toll-free to 866-943-5787. Translation services are available should you need them. Good faith concerns can be raised without fear of reprisal.

Anti-harassment/Anti-discrimination Policy

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 the University.

Alumni Association

The purpose of the Avila University Alumni Association is to maintain, enhance and perpetuate a mutually beneficial and enduring relationship among alumni, the University, and their respective communities. 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. The Alumni Association Board serves as an advisory board to the Alumni Office and seeks to cultivate close relationships and foster loyalty and service 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 make 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, to 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 dean of students. Student-to-student harassment complaints may be referred to the disciplinary system in the school’s Student 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.
Sexual Assault

All forms of sexual assault, including rape and other unwanted sexual contact, will not be tolerated by Avila University. The University is committed to fostering and maintaining a safe environment for all of its students and employees. Violation of the University’s policy on sexual assault will result in strict disciplinary action including possible dismissal or suspension from the University.

Missouri Revised Statutes

Chapter 566 of the Missouri Revised Statutes defines sexual offenses. It lists the sections and degrees of sex crimes. Sexual assault is a criminal act carrying a penalty of varying degrees.

For more detailed information on this Chapter 566 of the Missouri Revised Statutes, contact Campus Security at (816) 985-6079 or refer to http://www.moga.mo.gov/statutes/c566.htm

Sexual Misconduct offenses include, but are not limited to the following:

**Sexual Misconduct**—Sexual misconduct is defined as engaging in sexual intercourse by a man or woman upon a man or woman without consent or engaging in deviate sexual intercourse (sodomy) with another person without that person’s consent. Such actions may include any sexual intercourse however slight with any object.

**Sexual Assault and Sodomy**—Rape is defined as engaging in sexual intercourse or deviate sexual intercourse (sodomy) by forcible compulsion or by engaging in such action with a person who is incapable of consent.

**Sexual Abuse and Aggravated Sexual Abuse**—Sexual abuse and aggravated sexual abuse are defined as subjecting another person to sexual contact by forcible compulsion or subjecting another person who is incapable of consent to sexual contact.

**Sexual Harassment**—

- Unwelcome, gender based verbal and physical conduct that is,
- Sufficiently severe, persistent or pervasive that it,
- Unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from the university’s educational program and/or activities, and is
- Based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation

**Sexual Exploitation**—Occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses.

Information and Workshops

The University offers a number of programs over the course of the academic year, addressing sexual assault and related topics. A specific program is presented to all new incoming students during fall orientation. Further programming is offered by various offices and student organizations including Residence Life, the Counseling and Career Services, and Campus Safety. Pursuant to federal law, students and employees will be educated and updated about security procedures, personal safety, crime prevention and sexual assaults in all ways that are necessary and appropriate to alert the University community. This may include: posting appropriate flyers, mass e-mail messages, classroom announcements and emergency meetings.

What is Sexual Assault?

Sexual assault isn’t about love or lust—sexual assault is a crime. It is sexual violence directed at an individual. It involves the use of force or coercion or involves the threat of force to the point an individual feels physically or emotionally powerless. Sexual assault is an expression of hostility, aggression and dominance. It is any sexual act that is committed against an individual without the person’s consent.

Date or Acquaintance Rape

The most common form of sexual assault on University campuses is date/acquaintance rape. Date rape occurs when your date forces you to have unwanted sexual activity. This may include touch, penetration, forcing you to touch him/her or being forced to pose for sexually explicit photos. While date rape involves sexual activity, it is used as a means to gain power and control. If you find yourself in a situation that is making you uncomfortable, listen to your instincts. Get to a safe place right away.

Sexual assault is not isolated to women. Men can be raped. A man’s body will respond to stimuli. This does not mean that the experience was enjoyable, but only that the body responded to the touches. Rape or sexual misconduct is no less a crime when it happens to a man.

Verbal Assault

Verbal Assault, without accompanying physical contact, is not sexual assault, but may fit the criteria for sexual harassment. Sexual harassment is also prohibited by the University’s Code of Conduct.

Additional information is available in the Student Handbook on Sexual Harassment policy.
Ways to Protect Yourself
There are some practical steps you can take that may decrease the risk of sexual assault.
• Express your expectations and limits clearly before you get into a sexual situation.
• Limit alcohol and drug use. They make it more difficult for you to be in control.
• Never ride with someone who has used alcohol or drugs.
• Avoid meeting in secluded places and walking alone. If you are concerned, ask Campus Security to escort you.
• Try to be aware of attitudes that your date expresses concerning women or men: hostility, unrealistic views of women or men and/or viewing people as “sex objects.”
• Use assertive language such as, “I feel uncomfortable when you don’t listen to me or when you touch me like that.”
• Scream “fire” (rather than “rape” or “help”), if you need assistance.
• Be alert to what is happening around you.

What Do I Do If I Am Sexually Assaulted?
1. Go with your instincts. Whatever you decide to do is a decision you must feel comfortable with. Your goal is to survive and escape safely. You will react to the crime in the way that makes the most sense to you at the time.
2. Get to a safe place—a friend’s house or any place where people can give you emotional support.
3. Call Metropolitan Organization to Counter Sexual Assault (MOCSA): 24-hour Crisis Line: 816-531-0233 or 913-642-0233 or Rape, Abuse & Incest National Network (RAINN): 24-hour Phone Hotline: 1-800-656-HOPE (4673) or 24-hour Online Hotline: https://ohl.rainn.org/online.rainn.org/ for confidential counseling, assistance and referral.
4. Seek medical help immediately for the treatment of any injuries and for tests to check the possibility of pregnancy or sexually transmitted diseases. If you do plan to report the incident to authorities, there is an additional reason to seek medical attention. Medical evidence can be collected. Don’t douche, bathe, shower or change your clothes before seeking medical attention.
5. If you feel comfortable report the incident to Campus Safety and/or police. This is your decision.
6. File a complaint following the judicial process if the perpetrator is part of the Avila community. An investigation for appropriate disciplinary action under the University’s conduct system will occur.
7. Tell your story soon to avoid forgetting details. Alternatively, write out the details for yourself or use a tape recorder.
8. Seek counseling, whether or not you decide to report the crime or participate in legal action. Professional counseling is available through the Counseling and Career Services Center at Avila, MOCSA or RAINN. Counseling can be beneficial as you work through your reaction to sexual assault.
9. Take whatever steps are necessary to work through the assault. This might include talking to your partner, friend or counselor about your feelings. Resume your normal routine as much as possible.

Procedures for Dealing with Sexual Offenses
On-Campus
A student in possible violation of an all-campus regulation is subject to a hearing and possible disciplinary action via the University’s Conduct Process. Refer to the Judicial Process Section of the Student Handbook for a complete explanation of this process. The Dean of Students will assign a designee to investigate and then a different designee will be the hearing officer for grievances brought by students against students.

Appeal Process
The student in possible violation of this policy or the student who filed the complaint may appeal the decision of such a hearing. Refer to Appeal Procedures in the Code of Conduct Section of the Student Handbook for complete appeal criteria and procedure. The Dean of Students will serve as the appeal officer.

Off-Campus
A student who is a victim of sexual assault has an independent right to file a complaint with the Kansas City Police Department. The University, by way of the Campus Safety or Student Development will support the student’s decision to pursue off-campus legal action.

Anonymous Reporting
If the victim does not want to pursue action within the University system or the criminal justice system at this time, she/he may still want to consider having an anonymous report made. A member of the Counseling and Career Services staff or Campus Ministry can report the details of the incident to the Campus Safety without revealing the identity of the victim. The victim will be asked to sign a Complaint Acknowledgement Form, which protects their right to pursue action at a later time, if they so choose. The purpose of an anonymous report is to comply with the victim’s wish to keep the matter private while taking steps to ensure future safety for the victim and others. With such information, the University can keep accurate records about the number of assaults involving students, determine whether there is a pattern of assaults with regard to particular location, method, or assailant, and alert the campus community to potential danger.

Non-Retaliation
Retaliation against individuals for filing a complaint, reporting an incident of sexual assault, or for participation in an investigation under this policy will be cause for independent disciplinary action.
Campus Resources
Unfortunately, sexual assault is a frightening reality for anyone to have to face alone. But, you are not alone. You can recover from this. Avila University is concerned about your physical and mental well-being, and will be ready to assist you in dealing with the aftermath of a sexual assault.

A victim may request a change to their academic or living arrangements through the Dean of Students. The University will honor such a request as long as such other arrangements are reasonably available. Also, the Counseling and Career Services Office is available if a student desires to process what has occurred and seek professional assistance in coping with the effects of an assault.

Reporting Agencies
Campus Security: Cell Phone (816) 985-6079   Office Phone: (816) 501-2466
Kansas City Police: 911 or (816) 234-5550

Confidential Counseling, Assistance and Referral
Counseling and Career Services: 816-501-3767
Campus Ministry: 501-2423
Metropolitan Organization to Counter Sexual Assault (MOCSA): 24-hour Crisis Line: 816-531-0233 or 913-642-0233
Rape, Abuse & Incest National Network (RAINN): 24-hour Hotline: 1-800-656-HOPE (4673) or 24-hour Online Hotline: https://ohl.rainn.org/online.rainn.org/

Other Campus Resources
Residence Life: 501-3628
Health Service: 501-3668

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 in the parking lots. Disposal of smoking and smokeless tobacco materials should be made in the nearest outdoor receptacle provided for that purpose.

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.

a. 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.

b. An appointment to review the record will be set with the Registrar/Director of the Registration Office or with the Associate Vice-President for Academic Affairs within 45 days of the date the University received the request.

c. 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.

d. Institutions may disclose information on a student without violating FERPA if they have designated the information as “directory information.” At Avila University, this includes:
1. Student name, address and telephone numbers (only in connection with campus events and to persons with legitimate reason).
2. Verification of enrollment status including full-time, part-time, graduate, undergraduate, and classification.
3. Student major and minor fields of study, academic honors, and degrees.
4. Student email address (only available to authorized users of the Avila University email system).
5. Dates of attendance.
6. Participation in officially recognized campus activities and sports.
7. Weight and height of members of athletic teams.
8. Most recent education agency or institution attended and hometown.
9. 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 web site at http://www.avila.edu/education/title.asp

**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 web site 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 Policy**
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**
1. Ultimate responsibility for proper use and misuse of the system (including all computers, software, related equipment, and the network) lies with each individual user.
2. Actions taken by users that deliberately deny authorized persons access to any aspect of the system are prohibited.
3. Actions taken by users that interfere with or alter the integrity of the University’s equipment or software are prohibited.
4. 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**
1. Students are required to respect others’ right 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.
2. Accounts are not to be shared by multiple users.
3. 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.
4. 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
1. 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.
2. 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.
3. Software may not be loaded and/or saved onto any Avila University equipment without written permission from the Director of Computer Services.
4. Observances or other information regarding misuse of software or related documentation must be reported to the Dean of Students.

Courtesy
1. 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.
2. 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 Dean of Students. 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.

Student Development
The mission of the Division of Student Development, affirming the University’s mission, is to promote student growth by serving, educating and developing students to become contributing members of the local and global community. By serving and partnering with students, the 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. The individual departments that make up this large division are described briefly below.

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 & track, golf, soccer, softball, and volleyball. Intercollegiate opportunities for men’s competition include baseball, basketball, cross country & track, football, golf and soccer. In addition, Avila sponsors a spirit squad that includes performance and 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 recreation programs, and management of all competitive events, athletic facilities and equipment, including the Mabee Fieldhouse, the Pavilion and the Zarda Sports Complex.

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 recreational use, as well as practice football fields and the Santa Fe Trail. Indoor facilities within the Mabee Fieldhouse & Pavilion include a competition practice arena for basketball and volleyball, fitness center weight room, indoor batting and golf cage, and men’s and women’s locker rooms.
Bookstore-Mailroom

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. The bookstore is located in the lower level of Marian Center. For more information, please call the bookstore at (816)501-3630 or access the bookstore page on the Avila website.

The bookstore buys back books the last two weeks of each traditional semester. At this time the bookstore is buying for Avila and the wholesale companies.

The bookstore also operates the mailroom which all UPS, FED X, and USPS letters and packages are received and shipped out. All mail will be picked up by the R.A.’s of the various dorms and delivered to the respected student’s mailboxes. All packages are picked up by the student during open hours of the bookstore. A student ID is required for package pickup.

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 & assistant 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 & Career Services

Counseling and Career Services is staffed by mental health and career development professional 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
- Referrals to outside agencies, as appropriate
- Workshops, information sessions and small group sessions

Career services include:
- Major and career decision making assistance
- Advice and resources for gaining practical experience and building skills
- Job-readiness (résumé and cover letter preparation, networking, interview skills, and other aspects of the job search process)
- On-line job posting for on and off-campus part-time and full-time jobs and internships
- Career/job fairs
- Career related programs and workshops

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 Web site at www.avila.edu/disability/.

Dining Services

The University, through Great Western, provides a variety of dining services for the campus. The primary dining facility on campus is the dining hall located in Marian Center.
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.

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 or access the dining hall page on the Avila website.

Commuter students, faculty and staff have the opportunity to purchase commuter meal plans. Contracts and information for commuter student and employee plans are available through the Food Service Office.

**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/.

**Mother’s Lounge**

As part of our family-friendly environment, Avila University supports breastfeeding mothers by accommodating the mother who wishes to express breast milk during the day. The University provides a private lactation room on the lower level of Blasco Hall. The room is the Mother’s Lounge. The room is furnished with a table, two chairs, and electrical outlets. It also has a small refrigerator reserved for the specific storage of breastmilk and a microwave.

Employees and students may use the Mother’s Lounge anytime during normal business hours. The room has signage for “Available” when it is not occupied, or “Occupied” when in use. The Human Resources office also maintains a key for this room. Visitors who wish to use this room to express breast milk should be directed to the Human Resources office.

**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 Department 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 and 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 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 culture and the university system. 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 http://www.avila.edu/ls/. **Evening and weekend appointments available if scheduled in advance by calling Learning Services at (816) 501-3666.**
**Orientation for New Students**

New student orientation affirms the mission of Avila University by partnering with students, faculty and staff to facilitate the transition of all new students into the Avila collegiate environment with an emphasis on educational, service and social opportunities. For more information please call (816) 501-3660.

**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 Department 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 400 students, professional live-in staff and professionally trained student staff. The residence hall complex contains Wi-Fi, TV & study lounges, kitchen facilities, & laundry facilities. Each student room comes complete with satellite television service, local telephone service if requested and high-speed wired & Wi-Fi 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. To find out how to become more involved in Residence Life, contact the Residence Life Office at (816) 501-2485.

**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 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, 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 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. For more information or for a schedule of times for the ID service, please contact the Campus Safety 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.

Residency Requirement

Avila University believes in its responsibility to ensure that each new student is given maximum opportunity to succeed academically, developmentally, and socially. This can best be accomplished through a total integration of the University’s environment and residence on campus. Therefore, all full-time, single first-year and sophomore students under the age of 21 are required to live in University residence halls if they are not residing with parents or legal guardians within a commutable distance from campus. Housing is available to part-time students pending availability and approval of the dean of students. Contact the Campus Life Office at (816) 501-3660 for further information or exceptions to this policy.

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 email 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 email gradpsych@avila.edu.
- For the M.A. in Education, 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 email 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, or email: MBA@Avila.edu.

Child and Adolescent Counseling Certificate
The Child and Adolescent Counseling Certificate consists of 12 credit hours and is offered in the Psychology Department. Students can take these courses independent of enrollment in any graduate degree program.

Couples and Family Counseling Certificate
The Couples and Family Counseling Certificate consists of 12 credit hours and is offered in the Psychology Department. Students can take these courses independent of enrollment in any graduate degree program.

English Language Learners Advanced Certificate
The Advanced Certification program is for certified K-12 teachers who wish to add an ELL (English Language Learners) endorsement to an existing teaching certificate. Applicants must already have a teaching certificate in another area of specialization to complete this program.
Executive Leadership Development Certificate
The Graduate Executive Leadership Development Certificate consists of 12 credit hours of coursework designed to develop leaders to effectively function at all levels of their organization. The hours count toward the Master of Science in Organizational Development degree. The certificate in Executive Leadership Development can be taken independent of enrollment in any graduate degree program.

Instructional Design & Technology for Organizations Certificate
The Graduate Instructional Design & Technology for Organizations Certificate consists of 13 credit hours of coursework designed to prepare qualified individuals who are transitioning to performance support roles as instructional designers, learning consultants and managers of learning & development enterprises. The hours count toward the Master of Arts in Management degree or the Master of Science in Organizational Development. The certificate in Instructional Design & Technology can be taken independent of enrollment in any graduate degree program.

Leadership Coaching Certificate
The Graduate Leadership Coaching Certificate consists of 12 credit hours of coursework focusing on learning coaching skills to improve organizational effectiveness and to align with organizational goals. The hours count toward the Master of Science in Organizational Development degree. The certificate in Leadership Coaching can be taken independent of enrollment in any graduate degree program.

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 nonprofit fundraising. The hours count toward the Master of Arts in Management degree. The certificate in Nonprofit Fundraising can be taken independent of enrollment in any graduate degree program.

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. The certificate in Project Management can be taken independent of enrollment in any graduate degree program.

Strategic Human Resources Certificate
The Graduate Strategic Human Resources Certificate consists of 12 credit hours of coursework designed to prepare learners for upper level management of human resource functions and departments within their organizations. This curriculum prepares the student to take the PHR or SPHR exam for certification; in addition the hours count toward the Master of Science in Organizational Development degree. The certificate in Strategic Human Resources can be taken independent of enrollment in any graduate degree program.

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 School of Education Teacher Candidate Handbook 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 2.75.

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 (2015-2016)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour for Psychology graduate credit</td>
<td>$494.00</td>
</tr>
<tr>
<td>Tuition per credit hour for Avila Advantage graduate credit</td>
<td>$494.00</td>
</tr>
<tr>
<td>Tuition per credit hour for Graduate Education</td>
<td>$398.00</td>
</tr>
<tr>
<td>Tuition per credit hour for Graduate Education Certification</td>
<td>$368.00</td>
</tr>
<tr>
<td>Tuition per credit hour for MBA</td>
<td>$538.00</td>
</tr>
<tr>
<td>Student Activity and Recreation Fee per credit hour</td>
<td>$8.00</td>
</tr>
<tr>
<td>Technology Fee per credit hour</td>
<td>$30.00</td>
</tr>
<tr>
<td>Audit per credit hour</td>
<td>same as tuition per credit hour</td>
</tr>
<tr>
<td>Triple room per semester (if available)</td>
<td>$1,425.00</td>
</tr>
<tr>
<td>Carondelet/Ridgway Hall</td>
<td></td>
</tr>
<tr>
<td>Double Room per semester (if available)</td>
<td>$1,650.00</td>
</tr>
<tr>
<td>Carondelet/Ridgway Hall</td>
<td></td>
</tr>
<tr>
<td>Single Room per semester (if available)</td>
<td>$2,550.00</td>
</tr>
<tr>
<td>Carondelet/Ridgway Hall</td>
<td></td>
</tr>
<tr>
<td>Suite Room per semester</td>
<td>$2,550.00</td>
</tr>
<tr>
<td>Thompson Hall</td>
<td></td>
</tr>
<tr>
<td>Apartment per semester (if available)</td>
<td>$2,025.00</td>
</tr>
<tr>
<td>Thompson Hall</td>
<td></td>
</tr>
<tr>
<td>Glenna Wiley Hall</td>
<td>$2,100.00</td>
</tr>
<tr>
<td>Board per semester</td>
<td></td>
</tr>
<tr>
<td>19 meals/week</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>14 meals/week</td>
<td>$1,650.00</td>
</tr>
<tr>
<td>100 meals/semester (Thompson Hall residents only)</td>
<td>$1,100.00</td>
</tr>
</tbody>
</table>

Note: Other Meal Plans for 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)........................................................................ $8.00
Technology Fee (per credit hour)........................................................................ $30.00

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. Early application for financial aid allows the aid to be finalized by the payment due date. 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 VISA, MasterCard, Discover and American Express credit cards via on-line payment. A 2.75% convenience fee is assessed on credit card payments. Electronic check payments can be made with no convenience fee. Each student is required to have a signed student payment agreement and guarantee document on file in the Business Office. If a student account is placed with an outside collection agency additional restrictions will apply to future enrollment.

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 $75.00 annual plan fee or $50.00 per semester/trimester plan fee is charged. 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 semester/trimester 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 REPAYED.

**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 fee
- A hold on the student’s record and/or registration
- Cancellation of the student’s registration

A student may be reinstated within the designated time period by bringing the account to current status and 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 (Direct Stafford Subsidized and/or Unsubsidized 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 under Return of Title IV Federal Student Aid.

**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

**Classes meeting 10 weeks or less**
Students who withdraw from classes meeting 10 weeks or less are eligible for refunds under the following schedule:

- Before start of course
  - 100% tuition refund + 100% fees refund
- After first class meeting
  - 75% tuition refund - no refund of fees
- After second, before third class meeting
  - 0% 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 under Return of Title IV Federal Student Aid below.

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

Avila University believes that qualified students should not be denied an educational opportunity due to lack of financial resources, and that financing a student’s education should be a cooperative effort between the student and the institution. While 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. The University commits its own scholarship, grant, and work resources to assist qualified students in assembling the resources necessary to pay for an Avila education. Students and families are strongly encouraged to call or visit the Financial Aid Office to engage in this planning process: the office may be reached by phone at 816-501-3600 or via email at finaid@avila.edu. Please note that counseling on debt management and loan repayment is also available to all students attending Avila University.

Detailed information about aid programs and the application process for federal, state, Avila and private assistance is available at www.avila.edu/financialaid.

Application Process for the 2015-2016 Academic Year

Avila University uses the Free Application for Federal Student Aid (FAFSA) as its primary application for all federal and state financial aid programs; no supplementary applications are required. Students are encouraged to apply online at www.fafsa.ed.gov. The FAFSA is completed using the student’s and parents’ federal income tax returns and should also include Avila University’s School Code (002449). When possible, students should utilize the IRS Data Retrieval Tool to import their tax information from the IRS’s database into the FAFSA.

Avila University does not have established deadlines for processing financial aid. However, students are encouraged to file the 2015-2016 FAFSA as soon as possible after January 1, 2015.

Financial Aid awards will be communicated to the student via the Financial Aid Award Letter. All students will receive their award letter via email to their University email address. The student is then expected to confirm acceptance of the offer of financial aid by returning to the Financial Aid Office a signed copy of the award letter.

Generally, the initial offer of financial assistance delineated in the award letter is non-negotiable. The financial aid package may, however, be altered as a result of one or more of the following conditions:

- Changes in the student’s housing status
- Changes in the student’s enrollment (i.e., credit hours) status

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 Direct Stafford Subsidized and Unsubsidized loan programs and the Direct Grad PLUS loan program. Federal aid programs are returned in the following order: Direct Stafford Unsubsidized Loan, Direct Stafford Subsidized Loan, Direct 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 to Avila University and/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 processed 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.
• Lack of satisfactory academic progress
• Receipt of financial aid from an outside source
• Discrepancies noted as a result of the verification process

Note that the U.S. Department of Education randomly selects one in three FAFSA applications for verification. The verification process entails the comparison of actual financial aid data to that supplied on the FAFSA. Students selected for this process will be notified by the Financial Aid Office and additional documents may be requested.

Students must submit all documents requested with the financial aid award letter (e.g., IRS tax transcript, copy of birth certificate, etc.). Financial aid packages cannot be finalized, nor aid applied to a student account, until the financial aid file is complete.

Types of Financial Assistance

Financial aid packages at Avila University may be comprised of a combination of grant, scholarship and loan funding. Grants and scholarships are forms of assistance that do not have to be repaid, while loans must be repaid with interest. Interest rates and repayment terms vary as a function of the type of loan a student has secured. The following paragraphs identify and describe the types of funding at Avila University for graduate students.

Private Scholarships
Various service clubs, organizations, churches, schools and industries offer scholarships to students. High school counselors, libraries, and hometown newspapers are often excellent sources for information concerning private scholarships. The Financial Aid Office website provides a listing of various scholarship websites that will enable you to conduct your searches on your own and to apply for these scholarships online. For a complete listing students can visit www.avila.edu/financialaid/outside-scholarships.asp.

Federal Programs
Loans. Students attending Avila University can borrow funds from the Federal Direct Unsubsidized Stafford loan program or through private lenders. Students completing the FAFSA will automatically be awarded all federal loans they are eligible for. Students are encouraged to exhaust federal loan options prior to applying for additional aid through private lenders. Also available is the Federal Direct Graduate PLUS loan which allows students to borrow up to their cost of attendance.

Federal TEACH Grant. Avila University does participate in the Federal TEACH Grant program. This program provides grants of up to $4,000 per year to students who intend to teach in high need fields in a public or private elementary or secondary school that serves students from low-income families. For additional information regarding this program please contact the Financial Aid Office at 816-501-3600.

For additional information regarding state and federal funds please visit the Financial Aid Office website at www.avila.edu/financialaid.

Satisfactory Academic Progress
Federal regulations require institutions to establish minimum standards of satisfactory academic progress for students receiving federal, state and/or institutional financial aid. All aid applicants are required to maintain a designated grade point average (GPA) and satisfactorily complete a percentage of the number of credit hours they attempt. The full Satisfactory Academic Progress Policy is available at www.avila.edu/financialaid/academic-progress-policy.asp.

All students are encouraged to thoroughly read all information sent from the financial aid office including the terms and conditions for all awards prior to accepting their aid. For more information about the financial aid process, visit www.avila.edu/financialaid or contact the Financial Aid Office at 816-501-3600.

ACADEMIC INFORMATION

Academic Programs

Graduate Degree Programs

Degrees and Majors
• Master of Arts (M.A.) Education with a concentration in:
  International Advocacy and Leadership
  Teaching English to Speakers of Other Languages (TESL)
  Teaching and Learning
• Master of Arts (M.A.) Management with a concentration in:
  Fundraising
  Instructional Design and Technology for Organizations
  Project Management
• Master of Science (M.S.) Counseling Psychology
  Child and Adolescent
  Couples and Families
• Master of Science (M.S.) Psychology
  Mental Health
  Research
• Master of Science (M.S.) Organizational Development Psychology with a concentration in:
  Executive Leadership Development
Instructional Design and Technology for Organizations
Leadership Coaching
Strategic Human Resources
- Master of Business Administration (M.B.A.) Business Administration with a concentration in:
  - Accounting
  - Finance
  - Management
  - Health Care Administration
  - International Business
  - Management Information Systems
  - Marketing

Graduate Certificate/Certification Programs
- Graduate Business Certificate
- Graduate Certificate in Child and Adolescent Counseling
- Graduate Certificate in Couples and Family Counseling
- Graduate Education Initial Certification
- Graduate Education Advanced Certification: ELL
- Graduate Executive Leadership Development Certificate
- Graduate Instructional Design & Technology for Organizations Certificate
- Graduate Leadership Coaching Certificate
- Graduate Nonprofit Fundraising Certificate
- Graduate Project Management Certificate
- Graduate Strategic Human Resources 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 Program Completion

A student accepted into a Graduate Program is expected to work consistently toward the completion of the program and to register in the program until all requirements are met.

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 or certificate, 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 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. The number of “C” grades allowed per student varies by graduate program, but can never exceed 20% of the total program hours. The student can only repeat a given course one time.

- 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 two courses may be repeated during the entire program. This includes students who are pursuing a second psychology degree.
- 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
- 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 State 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.
For the third reported offense of cheating or plagiarizing, the student will be required to appear before the Academic Progress Committee. 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 Academic Progress Committee is to dismiss the student from the university for repeated offenses. See Master of Science in Psychology Degree Programs for additional information about policies related to professional conduct for MSCP and MSP students.

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>Grade</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 SECONDS 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. Coursework 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 timeframe will extend beyond six weeks after the last day of the course (not counting summer term), the extension must be approved by 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.” See each graduate program’s policy regarding probation and dismissal.

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 and UNOFFICIAL transcripts can be forwarded directly by mail to other institutions as well as issued to the student for personal use. The fee for an official transcript is $8, payable in advance. Unofficial transcripts are also available on-line via a student’s MyAU account.

Students may also order official transcripts online with a credit card via the “Transcript” link on the university homepage. This service is provided by the National Student Clearinghouse, which charges a processing fee in addition to the $8.00 transcript fee.

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.

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

After the degree application is received 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.

Please check the Avila website for graduation application due dates:
http://www.avila.edu/graduation

Second Degree

A student can be enrolled in only one Master’s degree program at a time. Concurrent admission in cross unit degree programs or certificate programs is prohibited. Upon completion of the first graduate degree or graduate certificate, a student may enroll in another degree or certificate program.

Requirements for earning an additional degree after having been awarded a Master’s degree:
• Completion of a minimum of twenty-four (24) additional semester hours at Avila University after the awarding of the first Master’s 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 six (6) 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
• Health Care Administration
• International Business
• Management
• 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. Students who have a bachelor’s degree in a field other than business will be required to take certain (500-Level) prerequisite courses. The MBA and its concentrations are accredited by the International Assembly for Collegiate Business Education.

MBA Schedule
The Avila MBA is an evening program offered in an 11-week trimester scheduling format. The fall 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.

Admission
The admission requirements for the MBA program begin with a 4-year baccalaureate degree from an accredited institution. Students with a minimum cumulative GPA of 3.2 (based on a 4.0 grading system) can apply to the MBA program. Applicants with less than a 3.2 cumulative GPA may apply, but must submit a GMAT score to be considered for admission. All students are encouraged to take the GMAT to be considered for a competitive merit scholarship. All official transcripts of college-level work must be submitted.

Admission Appeal
Should a student wish to appeal the admission decision he/she must submit a written request to the Director of Admission of the appropriate admitting office. Grounds for the appeal must be contained in the appeal request. Standard grounds for an appeal include:

- The decision was based on inaccurate information.
- New information or facts have come to light that were not presented at the original review of application.

Appeals on admission decisions will be considered for up to one semester after the term the student was denied. After one semester, the student must re-apply for admission and complete the required admission process.

Send the signed appeal letter and supporting material to:

Avila University
Attn: Director of MBA Admission
11901 Wornall Road
Kansas City, MO 64145

The University official/committee reviewing the appeal will communicate the final decision to the student.

International Student Requirements
An official transcript and/or an official transcript evaluation is required for admittance into a graduate program. All applicants are also 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 will be permitted to continue in the degree program.

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 nine (9) hours of work in an area of concentration beyond the foundation level. The accounting concentration requires twelve (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 point 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 operation.

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.

As part of this process, students are assessed utilizing 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 505)
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)
Strategic Management (MG 698)
MBA Capstone (BU 699)
Business, Government and Society (BU 601)
Marketing Strategy (MK 615)
Financial Management II (FI 635)
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, Healthcare Administration, International Business, Management, Management Information Systems, and Marketing. Admission to the Graduate Business Certificate Program will be granted to those holding a Master’s 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 who 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 BUSINESS ADMINISTRATION
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.

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.

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.

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

AC 670. Fraud Examination and Auditing. (3)
Emphasis is given to techniques used in arriving at audit decisions and the practical implementation of such audit decisions. Prerequisite: AC 370.
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.

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.

BL 505. Business Legislation. (3)
A study of the legal issues inherent to business transactions.

BU 601. Business, Government and Society. (3)
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.

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. (1-6)
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.

BU 699. MBA Capstone. (3)
A capstone course, taken preferably in the last semester of study, that synthesizes learning through case analysis and simulation of organization management. Prerequisites: MK 610, FI 630 and MG 698.

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 involve methods of collecting and analyzing data with an emphasis on inferential statistical techniques used for hypothesis testing and decision making. Prerequisite: MA 115.

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, and EC 540.

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.

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.

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 and EC 541.

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

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.

FI 630. Financial Management I. (3)
A study of the principles of financial management and the application of those principles to major financial management decisions. Prerequisites: AC 501, EC 501, and EC 540.

FI 631. Advanced Security Analysis. (3)
A study of techniques for evaluating investments in common stock, preferred stock, corporate bonds, and government bonds. Prerequisite: FI 630.

FI 632. Derivatives. (3)
A study of the major types of derivative instruments, their uses and valuation. Topics covered include the pricing of vanilla and exotic options, forwards, futures, swaps, and other products composed of combinations of derivatives. The uses of derivative products with respect to the creation of structured cash flows, risk management and hedging are examined. The student will have the opportunity to create their own derivative product using fundamental valuation methods. Prerequisite: FI 630.

FI 635. Financial Management II. (3)
Develops students’ understanding of issues in financial management through application of finance principles via case studies. Prerequisite: FI 630. Spreadsheet skills are recommended.

FI 636. Financial Management III. (3)
Discussion of advanced theoretical issues and case problems in financial management. Prerequisites: FI 630 and FI 635.

FI 637. International Finance. (3)
A survey of major issues in international financial management and investments. Topics covered will include: exchange rate determination, spot and forward markets for foreign exchange, the financial management of multinational corporations, and managing the risks inherent in international business. Prerequisite: FI 630.

FI 638. Financial Markets and Instruments. (3)
An analysis of the financial instruments and the operation of these markets in
promoting capital formation, investment flows and risk management. Prerequisite: FI 630.

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 healthcare services. Prerequisites: MG 521 and EC 501.

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

HA 673. Special Problems in Health Care Administration. (3)
Analysis of special issues and trends in the field of healthcare. Prerequisites: AC 501, MG 521, MK 610, FI 630 and HA 671.

HA 674. Current Issues in Health Care Management. (3)
An investigation of special problems associated with the management of healthcare institutions. Prerequisites: AC 501, MG 521, MK 610, FI 630 and HA 671.

IM 661. Management Information Systems. (3)
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, and FI 630. AC 650 is recommended.

IM 662. MIS: Project Development and Management. (3)
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.

IM 664. Seminar in Management Information Systems. (3)
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.

IM 665. Managing I.T. Communications. (3)
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 selection emphasizes strategic planning in the decision process. Prerequisite: IM 661 or consent of graduate advisor.

MG 521. Management Processes. (3)
An overview of management processes performed in complex organizations.

MG 622. Organization Behavior and Development. (3)
The study of the structure, individual and group behavior, and development of organizations. Prerequisite: MG 521.

MG 629. Current Issues in Management. (3)
Analysis of special problems, trends, and developments in areas of general management. Prerequisites: MG 521.

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, and EC 541.

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, and EC 541.

MG 698. Strategic Management. (3)
This course is concerned with the functions and responsibilities of top-level management. We will examine the process by which top-level managers make strategic decisions within a competitive market. In addition, we will discuss the difficulties involved with matching an organization’s competence with the opportunities in the market and achieving a sustainable competitive advantage. Furthermore, we will examine the scope of the firm in terms of the number of areas and industries it should participate in to further value of the firm. Success in this course requires the application of functional skills from accounting, finance, marketing, and management, in addition to the strategic management concepts introduced in the course. Prerequisites: MK 610; FI 630, and MG 622.

MG 610. Marketing Management. (3)
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.

MK 611. International Marketing. (3)
Introduction to the special problems associated with marketing in international environments. Prerequisites: MK 610, MG 521 and FI 630.

MK 613. Promotion Management. (3)
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.

MK 614. Marketing Channel Management. (3)
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.

MK 615. Marketing Strategy. (3)
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 and EC 501.
MK 616. Product and Pricing Strategies. (3)
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.

MK 617. Marketing Analysis. (3)
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.
Prerequisites: MK 610 and EC 540.

Graduate Level Education
Initial Certification Program

Note: The Missouri Department of
Elementary and Secondary Education
is completing a re-design of teacher
education programs. As a result,
requirements are subject to change.

The School of Education is accredited by
the Missouri Department of Elementary
and Secondary Education.

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, middle school education
and K-12 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.

Conceptual Framework for the School of
Education
The School of Education has ten Conceptual
Framework goals/outcomes which all
initial certification candidates must achieve.
These goals/outcomes are aligned with the
Missouri Teacher Standards and Quality
Indicators. These goals/outcomes are
designed to produce excellent teachers who
meet the university and School of Education
missions. A full text copy of the School
of Education Conceptual Framework,
including goals/outcomes assessment
information, is available in the School
of Education office and on the School of
Education website.

Concepual Framework Goals/Outcomes
Goal 1: Professional Communication
Candidates will demonstrate strong
competencies in the communicative arts
including exemplary use of the oral, written,
nonverbal, technological communication
and group processing skills with professors,
students, colleagues, administrators, parents
and others in the educational arena.

Goal 2: Critical Reflection and Decision
Making
Candidates will exhibit critical reflection
on practice and display exemplary decision
making skills including higher level
thinking, evaluative thinking and problem
solving in both university classrooms and in
K-12 schools.

Goal 3: Professional Dispositions
Candidates will demonstrate appropriate
professional dispositions toward self,
students, colleagues, administrators,
and parents. Candidates’ professional
dispositions will foster positive human
relationships and demonstrate respect for
the profession and the responsibilities it
entails.

Goal 4: Content Expertise and
Standards Based Curricular Alignment
Candidates will demonstrate content
expertise and ability to align content and
curriculum to appropriate standards.

Goal 5: Instructional and Assessment
Methods
Candidates will demonstrate appropriate
use of varied research-based teaching
strategies and technologies to deliver
effective lessons. Candidates will design
and demonstrate appropriate use of varied
assessments for promoting and measuring
the learning of all students.

Goal 6: Diversity Knowledge and
Commitment
Candidates will understand and recognize
differences in students who represent
various categories of diversity. Candidates
will demonstrate ability and commitment
to promoting the intellectual and personal
growth of all students.

Goal 7: Human Behavior, Motivation
and Classroom Management
Candidates will use theoretical knowledge
and research about learning and human
behavior to create motivating learning
experiences, manage the classroom and
respond appropriately to classroom events.

Goal 8: Field Experiences and Clinical
Practice
Candidates will fully grasp the realities
of classrooms by applying principles,
thories, and methods in diverse field-
based and clinical experiences.

Goal 9: Leadership and Service
Candidates will demonstrate a commitment
to lead and serve in an ethical manner
through interactions at the university and
in school-based communities.

Goal 10: Foundation for Continued
Professional Development
Candidates will establish a foundation
for continued professional growth and
development.

Alignment matrices showing the
relationship between Conceptual
Framework goals/outcomes and Missouri
Teacher Standards and Quality Indicators
are available in the School of Education
office. Alignment matrices showing the
relationship between course key
assessments and Conceptual Framework
goals/outcomes and Missouri Standards
and Quality Indicators are also available
in the School of Education office.
Individual course syllabi show the ways
University Wide Outcomes, Conceptual
Framework goals/outcomes, Missouri
Teacher Standards and Quality Indicators,
Most teacher education candidates apply for Kansas teacher certification along with Missouri teacher certification.

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 for admission;
• Submit official transcripts of all previous college work;
• International students- an official transcript and/or an official transcript evaluation is required for admittance into a graduate program;
• Have an overall grade point average of 2.75 on a 4.0 scale;
• Have a grade point average of 3.0 on a 4.0 scale for all education and content courses eligible for transfer; and
• 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.

Admission Appeal
Should a student wish to appeal the admission decision he/she must submit a written request to the Director of Admission of the appropriate admitting office. Grounds for the appeal must be contained in the appeal request. Standard grounds for an appeal include:
• The decision was based on inaccurate information;
• New information or facts have come to light that were not presented at the original review of application

Appeals on admission decisions will be considered for up to one semester after the term the student was denied. After one semester, the student must reapply for admission and complete the required admission process.

Send the signed appeal letter and supporting material to:
Avila University
Attn: Director of Graduate Education
11901 Wornall Road
Kansas City, MO 64145

The University’s official committee reviewing the appeal will communicate the final decision to the student.

Required Courses:
Liberal arts and content area course requirements vary depending on the certification area. Upon acceptance to the Graduate Initial Certification program, each candidate 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:

Elementary:

Special Education: Mild/Moderate Cross Categorical:

Middle School:
ED 514, 515, 519, 522, 529, 535, 545, 554, 555, 556, 575, 581, 584, 585, 587, 594, 595 or 597 & 598. ED 580 Test Prep for Teacher Candidates is strongly recommended.

Secondary:
ED 514, 515, 519, 522, 529, 535, 545, 555, 566, 575, 581, 584, 585, 587, 594, 595 or 597 & 598. ED 580 Test Prep for Teacher Candidates is strongly recommended.

Note: Certification requirements are subject to change as per changes in MoDESE & accreditation requirements. Current and prospective teacher candidates should remain in consistent contact with their advisors.
Graduate Initial Certification
Academic Policy
All candidates who have been officially admitted to the Avila University Graduate Initial Certification program must maintain a cumulative grade point average of 2.75. Candidates seeking middle school or high school certification must also maintain a grade point average of 3.0 in their content area. All candidates (at all levels) must maintain a grade point average of 3.0 in education coursework. A candidate who receives an earned grade of “F” or who does not maintain the required cumulative grade point averages will be dismissed from the program. A grade of “C” or better is required in each course in the graduate certification program. Only one course may be repeated one time during the program. To be granted a degree or certificate, all coursework must be completed within seven (7) years from the time admitted to the graduate program.

Requirements for Graduate Initial Certification Program Completion
Candidates seeking secondary and middle school certification must complete a minimum of 18 hours of education coursework at Avila prior to Final Clinical Experience/Internship. Candidates seeking elementary or special education certification must complete a minimum of 30 hours of education coursework at Avila prior to Final Clinical Experience/Internship.

Criteria for Admission to the School for the Education
1. Admission to Avila University.
2. Passing the security background check. Only candidates who pass the security background check are allowed to enroll in courses with field-based or clinical components. Candidates who do not pass the security background check must meet with the Dean of the School of Education to determine an alternate course of action. Successful completion of the required background check is also necessary for certification.
3. Completion of 6 hours in education courses, including ED 584 and ED 585.
4. Attainment of a cumulative grade point average of at least 2.75 (on a 4.0 scale) for all college work.
5. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale) for all education classes with no grade below a “C” (2.0).
6. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale) for content area courses (middle and secondary completers only).
7. A grade of “C” or higher in the following courses or their equivalents: English Composition I, English Composition II, Communication, and college level math.
8. Favorable recommendation for performance of activities for ED 585 Practicum, including mentor, site supervisor, and instructor evaluations.
9. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluation of field-based mentors, the practicum supervisor, and education faculty member(s).
10. Evidence of positive evaluations of Professional Dispositions. Candidates are evaluated on the Professional Dispositions evaluation form during ED 585 Practicum, ED 515 General Methods & Differentiated Learning, and in either ED 586 Reading Practicum (elementary and special education candidates) or in ED 555 Special Methods (middle school and secondary candidates) and in 595 Final Clinical Experience. In addition, the Professional Dispositions evaluation form is available to all faculty and staff throughout the candidate’s time at Avila. If a candidate receives two or more Professional Dispositions Forms which indicate concerns, a conference with the Dean of the School of Education and/or the Director of Graduate Education is required. Concerns will be shared and the candidate will be placed on a plan for remediation which will be monitored in subsequent courses. Continued concerns in this area may be cause for delay, denial, or removal from the teacher education program. For more information on Professional Dispositions, consult the School of Education Teacher Candidate Handbook.

The School of Education reserves the right to refuse admission to the teacher education program to any person who has been convicted of a felony or has otherwise committed offenses inappropriate for a teacher.

Criteria from Completion of Graduate Certification Program
1. Completion of all courses needed for the appropriate program.
2. Attainment of a cumulative grade point average of 2.75 (on a 4.0 scale). 3. Attainment of a 3.0 (on a 4.0 scale) for all certification and education coursework with a minimum grade of “C”. Only one course may be repeated one time during the program.
4. Evidence of positive evaluations of Professional Dispositions. All candidates are evaluated on the Professional Dispositions form during ED 585 Practicum, ED 515 General Methods & Differentiated Learning, either ED 586 (for elementary and special education majors) or in ED 555 Special Methods (for middle school majors, business education majors, and secondary education minors) and in ED 595 Final Clinical Experience. In addition, the Professional Dispositions evaluation form is available to all faculty and staff throughout the candidate’s time at Avila. If a candidate receives two or more Professional Dispositions Forms which indicate concerns, a conference with the Dean of the School of Education is required. Concerns will be shared and the candidate will be placed on a plan for remediation which will be monitored during subsequent courses. Continued concerns in this area may be a cause for delay, denial, or removal from the teacher education program. For more information on Professional Dispositions, consult the School of Education Teacher Candidate Handbook.
5. Successful completion of the Final Clinical Experience/Internship. A teacher candidate may be removed from the Final Clinical
Experience school site based on the recommendation of the school district or any of its agents, Avila University supervisors, or the Director of Clinical and Field-Based Experiences. If a teacher candidate is removed from the Final Clinical Experience, the teacher candidate will be dismissed from the program and will not be eligible for re-entry into the program. For candidates who are currently employed as full-time paraprofessionals in a Missouri school, certain exemptions to the Final Clinical Experience/Internship may apply. See the Policy on Teacher Assistants/Paraprofessionals in the School of Education office.

6. Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA). The MoPTA requires that the teacher candidate plan and teach appropriate lessons during the Final Clinical Experience. Before teaching, the teacher candidates will describe contextual factors, identify learning goals based on state and district standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, design instruction based on learning goals, and make instructional decisions. After teaching, the teacher candidate will analyze student learning and then reflect upon and evaluate his/her teaching as related to student learning in order to improve teaching practice. The MoPTA is the capstone assessment in Final Clinical Experience. Successful completion and passage of the MoPTA is required for Missouri teacher certification.

7. Missouri’s Pearson Content Exam must be passed before beginning Final Clinical Experience and in order to complete the Certification program. The Principles of Learning and Teaching Praxis II exam is required for Kansas certification, but is not a program completion requirement.

8. All coursework must be completed within seven (7) years.

**ADVANCED CERTIFICATION PROGRAM ELL**

The Advanced Certification program is for certified K-12 teachers who wish to add an ELL (English Language Learners) endorsement to an existing teaching certificate. Applicants must already have a teaching certificate in another area of specialization to complete this program.

**Educational Outcomes ELL**

The courses in the ELL 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 ELL 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, key assessments and performance evaluations. Individual course syllabi show in detail the way in which each course addresses and evaluates the graduate and individual program outcomes. Alignment matrices showing the assessment of outcomes in each graduate course is located in the School of 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 official transcript(s) of all college-level work completed;
- International students- an official transcript and/or an official transcript evaluation is required for admittance into a graduate program;
- Submit verification of teaching certificate;
- Have a grade point average of 3.0 on a 4.0 scale;
- Have taken a course in Psychology of the Exceptional Child and Reading Strategies & Interventions in the Content Areas;
- ELL: Satisfactory completion of one year of foreign language study or an equivalent experience learning a language within another culture is recommended; and
- 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 7.0 with no individual band score below 6.0.

Required Courses ELL
The ELL 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.

Required Courses: ED 650, 651, 652, 654, 656, 661, 695.

Master of Arts in Education
The Master of Arts in Education is a 33 credit-hour program with areas of concentration in International Advocacy and Leadership, 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. All course requirements are tied to the Avila Learning Outcomes and the School of Education’s Conceptual Framework. Courses in the Teaching English as a Second Language and Teaching and Learning concentrations are also aligned with the Missouri Standards for Practicing Teachers and the InTASC Core Teaching Standards. Courses in the International Advocacy and Leadership concentration are also tied to the NAFSA Knowledge, Skills and Dispositions.

International Advocacy and Leadership Outcomes
Program Outcomes
- Gain knowledge of the world outside of their own national borders and of the forces and issues that drive global education, policies, economies and behavior. Possessing this knowledge will help global leaders make informed decisions and understand the impacts of those decisions on peoples, nations and global systems.
- Develop skills and dispositions to be reflective and ethical practitioners committed to promoting social justice across cultural contexts. Courses in this area will provide learners with the cultural sensitivity and adaptive skills needed to interact with diverse colleagues, students and community constituents in culturally appropriate manners.
- Develop leadership potential, a sense of “global-mindedness,” and capacity for intellectual humility, integrity and empathy. They will form leadership and operational approaches to lead more successfully in a global context.
- Acquire critical analysis and application skills to organize, implement, and lead social change initiatives in a global landscape. Students will demonstrate a deep understanding of the nexus between culture, child development and education and use this knowledge to advocate and serve variety of contexts.
- Gain the skills needed to ethically manage human, technological and fiscal resources to respond to the needs of children, youth, families, and communities. Courses in this area will provide learners with tools to make ethical decisions and bolster others toward ethical action.
- Exhibit the ability to design, implement, and assess formal and informal educational programs that promote social justice and social inclusion for marginalized and vulnerable people.
- Demonstrate appropriate use of research-based pedagogical strategies and technologies to deliver effective lessons in formal and non-formal education and advocacy settings. Students will demonstrate appropriate uses of assessments for measuring and promoting learning and development.

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
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, key assessments, and performance evaluations. Individual course syllabi show in detail the way in which the course addresses and evaluates the graduate outcomes.

Alignment matrices showing the assessment of outcomes in each graduate concentration is located in the School of Education Office. Concentrations require capstone courses in which the outcomes are assessed in clinical settings.

Admission Requirements for the Master in Education Program
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 all official transcript(s) of all college-level work completed;
- International students- an official transcript and/or an official transcript evaluation is required for admittance into a graduate program;
- Have a grade point average of 3.0 on a 4.0 scale; and
- 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. For students applying to the International Advocacy and Leadership concentration, the minimum TOEFL score required is 550 on the written test, 213 on the computer-based test, or 79 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 6.5 with no individual band score below 5.5.

Admission Appeal
Should a student wish to appeal the admission decision he/she must submit a written request to the Director of Admission of the appropriate admitting office. Grounds for the appeal must be contained in the appeal request. Standard grounds for an appeal include:
- The decision was based on inaccurate information; or
- New information or facts have come to light that were not presented at the original review of application

Appeals on admission decisions will be considered for up to one semester after the term the student was denied. After one semester, the student must re-apply for admission and complete the required admission process.

Send the signed appeal letter and supporting material to:
Avila University
Attn: Director of Graduate Education Admission
11901 Wornall Road
Kansas City, MO 64145

The University official/committee reviewing the appeal will communicate the final decision to the student.

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**

Master of Arts in Education: International Advocacy and Leadership
ED 641, 642, 643, 644, 645, 646, 647, 648, 649, 650 and 680 (3 hours total) or an approved 3 hour elective.

Master of Arts in Education: Teaching English as a Second Language (TESL) Concentration
ED 650, 651, 652, 654, 656, 657, 661, 696 and 6-9 hours of electives. Note: Students seeking Advanced Certificate must also successfully complete ED 695.

Master of Arts in Education: Teaching and Learning Concentration
ED 612, 615, 617, 630, 684, ED 600 level electives (3 hours total) and 15 hours of approved graduate electives.

**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.

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**GRADUATE COURSES IN EDUCATION**

**ED 514. Methods and Educational Technology. (1)**
The focus of this course is teaching candidates to use technology for differentiating instruction to meet the needs of every student in every lesson. The course provides critical tools to meet the demands of teachers and learners. Candidates will explore how to differentiate instruction using technologies such as internet, wikis, blogs, podcasts, photo sharing, virtual offices, simulation and game-based learning and other emerging technologies. This course explores learning-theory research and its applications for technology-enriched, standards-based units of study. Students will study theories of constructivism, multiple intelligences, and other research related to how people learn. Participants will learn how technology applications can be used to create learning environments that strengthen problem-solving skills, and encourage communication, collaboration, and reflection. Corequisite: ED 515. Prerequisite: ED 584, ED 585 and official admission to the School of Education. FA, SP.

**ED 515. General Methods and Differentiated Learning. (3)**
This course addresses theories, and principles of pedagogy; developing and writing objectives; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; and assessments. Tasks of the MoPTA are addressed as well as exploration of learning styles, trends, and issues. Course serves as the mid-level field-based placement in the program. Course requires a forty-five hour placement in a K-12 classroom of a TEXT mentor. Course requires daytime flexibility to accomplish the field-based placement. General Methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted. Transportation is required. Fee required. Field-based placement required.
Corequisite: ED 514. Prerequisites: ED 584, ED 585 and official admission to the School of Education. FA, SP.

**ED 519. Managing the Learning Environment. (3)**
This course explores theories, techniques and current research concerning behavior management and discipline in classrooms and related settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each candidate will have produced his/her own discipline plan. Field-based assignment required. Should be taken no more than two semesters before Final Clinical Experience. FA, SP.

**ED 522 Language and Literacy in the Global Context. (3)**
This course explores the development of language as the foundation for literacy. It further examines how language and literacy are interrelated, and presents multiple perspectives on the definition of “literacy,” in developing nations and the industrialized world. Cultural, social, and political factors impacting literacy acquisition will be addressed as well as the role of schools as social systems. Strategies for promoting literacy in multiple contexts will be presented. FA, SP.

**ED 529. Developmental and Educational Psychology. (3)**
An exploration of learning and motivation theory, cognitive, moral, psychological, and physical development. Additional topics include an examination of social-emotional difficulties of children, and the influence of the classroom environment on learning. SU.

**ED 535. Psychology of the Exceptional Child. (3)**
Designed to provide an introduction to the various areas of exceptionality (gifted, intellectually disabled, learning disabled, emotionally disturbed.) Social, educational, and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials, and techniques of instruction are discussed. In addition, laws and regulations covering exceptional students are presented. Field-based assignment required. FA.

**ED 537. Elementary Social Studies Methods. (3)**
Exploration of instructional models based on concept formation, inquiry and diversity. Theories, methods and principles of pedagogy are discussed in general and applied specifically to the teaching of social studies in elementary classrooms. Candidates are required to teach economics lessons at an elementary site through the Junior Achievement program. Transportation is required. Field-based assignment required. Prerequisite or corequisite: ED 514 and ED 515. FA.

**ED 540. Elementary Science Methods. (2)**
Descriptive study of instructional models based on concept formation and inquiry in elementary science. Theories, methods and principles of pedagogy are discussed in general and applied specifically to the teaching of science in elementary classrooms. Candidates are required to teach science lessons at an elementary site through the Junior Achievement program. Transportation is required. Field-based assignment required. Prerequisite or corequisite: ED 514 and ED 515. FA.
ED 541. Foundations of Literacy and Language Development. (3)
This course will examine a balanced literacy program and how to facilitate it. Theories and objectives for teaching literacy in the elementary school will be studied. Strategies for teaching word recognition, vocabulary, comprehension, and critical thinking will be explored. Field-based assignment required. Prerequisite or corequisite: ED 514 and ED 515. FA, SP.

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 classroom will be studied. Strategies for teaching written language will be explored. Field-based assignment required. Prerequisites or corequisites: ED 514 and ED 515. FA.

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

ED 553. Analysis and Characteristics: Cross Categorical. (4)
In-depth exploration of the theories and characteristics of behavior disorders, learning disabilities, intellectual disabilities, and physical orthopedic and health disorders. Theories and practices of cross-categorical placements will be studied. Legal implications, identification procedures, and diagnostic procedures will be discussed. Field-based assignment required. Prerequisite: ED 535. Prerequisites or Corequisites: ED 514, ED 515, and ED 541. FA, odd years.

ED 554. Middle School Philosophy and Organization. (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 will be addressed. The course will provide simulated interdisciplinary team experiences, the opportunities to examine flexible grouping arrangements, block scheduling, effective school components and student advising into the total school program. Field-based assignment required. Prerequisite or corequisite: ED 514 and ED 515. SP.

ED 555. Special Methods of Teaching Content Subjects. (2)
Exploration of the specialized methods and procedures for content area teaching including unit preparation and lesson design for the MoPTA. This course typically meets at the K-12 school sites. It includes a minimum of 20 hours of field-work in a TEXT mentor’s classroom. This course includes a video teaching assignment at the placement site. Transportation required. Field-based placement required. Prerequisite: ED 514 and ED 515. FA, SP.

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. Response to intervention (RTI) and methods for adapting curricular materials will be addressed. Field-based placement required. Prerequisite: ED 535. Pre- or corequisite: ED 514 and ED 515. SP, even years.

ED 561. Language Acquisition and Development. (3)
Exploration of speech and language problems associated with children with exceptionalities and second language learners; normal speech and language development, indications for referral, and educational techniques. Field-based assignment required. Course is for Initial Certification students only. Prerequisite or corequisite: ED 543, 545. FA, even years.

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, or with children needing individualized programming in general education classrooms. Candidates will administer, score, and interpret several of the currently used assessment instruments, in addition to data collection utilized in the RTI model. Fee required. Field-based assignment required. Prerequisite: ED 535. SP, odd years.

ED 564. Consultation, Collaboration and Family Engagement: Special Education. (1)
Exploration of methods to be used in a conferencing situation with an emphasis on working with parents in the development of an I.E.P. Interpreting progress, discussions of various assessments including state requirements. Emphasis on developing relationships with parents and families of exceptional children to increase student learning. SP, odd years.

ED 565. Consultation, Collaboration and Family Engagement: Elementary. (1)
Exploration of methods to be used in a conferencing situation; emphasis on developing a partnership with the parents and families of children to increase student learning. SP.

ED 566. Consultation, Collaboration and Family Engagement: Middle/Secondary. (1)
Exploration of methods for communicating with parents of the middle and high school student. Involvement of the parents and family in the school community is stressed. FA.

ED 567. Transition/Career Education. (2)
Exploration of methods for helping children with exceptionalities successfully make the transition from school to employment with emphasis on appropriate transition goals and objectives. Legal and ethical considerations are explored. Prerequisite: ED 535. FA, odd years.

ED 570. Assessment & Remediation of Reading Problems. (3)
This course explores the diagnostic and
ED 575. Reading Strategies and Interventions in the Content Areas. (3)
Candidates 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. Candidates will practice techniques for adapting materials and supporting challenged readers. Field-based assignment required. Prerequisite: ED 514 and ED 515. FA odd years, SP.

ED 577. Adolescent Literature. (3)
Study of adolescent literature, how to analyze and engage students, ways to incorporate literature and promote reader-response in middle school and secondary classrooms. Primarily for middle school and secondary English education candidates, but open to all education students. Prerequisite: one lower level literature course. FA, even years.

ED 580. Special Topics. (1-3)
This course will offer a series of intensive classes on topics dealing with current issues, such as cooperative education. 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. FA, SP, SU.

ED 581. Health and Safety Issues in a School Setting. (1)
Presents an overview of health and safety issues specifically related to school settings. Candidates will experience learning activities to increase knowledge and skills in dealing with emergency and first aid situations. Candidates will earn CPR and first aid certification as well as receive 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: This course should be taken the semester before Final Clinical Experience. CPR/First aid certification must be current during Final Clinical Experience. For Education majors/minors only. Fee required. FA, SP.

ED 582. Implementing Business Education Programs. (3)
This course is designed to prepare business education and vocational teacher candidates for all aspects of vocational programs. This includes administration, specific issues, funding procedures, and the involvement of state and federal roles in vocational business. FA.

ED 584. Introduction to Educational Technology. (1)
The central focus of this course is the use of technology as a catalyst for changing teaching and learning in ways that better support the acquisition of higher-order thinking skills by all students. Thus, the course will include an introduction to the National Educational Technology Standards and the historical and current trends in educational technology addressing specifically national standards and how they impact learning/schools; profiles of NETS (National Education Teaching Standards) for teachers and students; integration of the standards into the classroom; analysis, evaluation, and creation of media and its effect on schools, learning, and society. Corequisite: ED 585. FA, SP.

ED 585. Practicum. (3)
Pre-service experience with a TEXT mentor in a K-12 classroom. Serves as an early screening process for teacher candidates. Course requires observation/participation which must be met during regular K-12 school days. Candidates will meet on-campus, be introduced to MoPTA, program policy, and reflective writing. The Missouri Educator Profile (MEP) will be taken as part of this course. This course is an important part of admission to the School of Education. Developmental recommendations may be made as a result of this course. Practicum can only be taken at Avila University. Transportation is required. If necessary, candidates will be allowed to retake Practicum one time after waiting at least one subsequent semester in which the course is offered. Fee required. Part of the fee is non-refundable due to the security background check requirement. Field-based placement required. Corequisite: ED 584. FA, SP.

ED 586. Reading Practicum. (2)
Reading practicum is delivered in a case study format, on-site at a partner elementary school. Candidates will design one-on-one lessons for and provide instruction to an elementary child who needs reading support across the semester. Transportation required. Field-based placement required. Corequisite: ED 570. Prerequisite: ED 514, ED 315, and ED 541. FA, SP.

ED 587. Multicultural Foundations of Education. (3)
This course will provide an examination of education including philosophical, historical and social foundations, teaching as a profession, diversity and multicultural issues in education, critical questions, and other innovations. All levels of schooling are explored including elementary, middle school, and secondary education. FA.

ED 590. Directed Study. (1-3)
Opportunity for the candidate to study a topic of interest in depth. Consent of instructor, advisor and School of Education Dean required. FA, SP.

ED 594. Final Clinical Experience Seminar. (2)
Final Clinical Experience Seminar is a companion course to Final Clinical Experience. Seminar is a communication-intensive course which requires professional writing and reflections (with Avila University supervisor and instructor) and job search documents (resume, cover letters, and thank you letters) to potential employers. Additionally, the course covers pertinent professional topics and requires the completion of the Missouri Pre-Service Teacher Assessment (MoPTA). Fee required. Corequisite: ED 595. FA, SP.

ED 595. Final Clinical Experience. (10)
Co-teaching in a classroom setting; supervision and guidance shared between the cooperating teacher and the university supervisor. Application must be made in advance of registration date. A teacher
candidate may be removed from the Final Clinical Experience school site based on the recommendations of the school district or any of its agents, Avila University supervisors, or the Director of Clinical and Field-based Experiences. If a teacher candidate is removed from the Final Clinical Experience, the teacher candidate will not be eligible for re-entry into the program nor eligible for a recommendation for certification. Transportation required. Fee required. Corequisite: ED 594. Prerequisites: admittance to the School of Education, admittance to Final Clinical Experience, all coursework must be completed. FA, SP.

ED 596. Internship. (10)
Professional experience in teaching while in a full-time paid position as a teacher in the appropriate certification area. Candidates must complete a contract with the sponsoring school. Avila University will provide a qualified supervisor. Fee required. Corequisite: ED 594. Prerequisites: admittance to the School of Education, admittance to Internship, and all Education coursework must be completed. Credit/No Credit only. FA, SP.

ED 597. Beginning Internship. (3)
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. Fee required. FA.

ED 598. Advanced Internship. (7)
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. Fee required. Corequisite: ED 594. Prerequisites: successful completion of ED 597; admittance to the School of Education, admittance into Advanced Internship, and all Education coursework must be completed. FA, SP.

ED 612. Measurement and Assessment. (3)
This course is designed to integrate planning, instruction, and measurement of the learning process. Thinking will be directed toward 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. FA.

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. Action research required. SP.

ED 617. Theories of Behavior. (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. Action research required. FA.

ED 630. Advanced Curriculum and Instruction. (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. FA.

ED 641. Cultural Sensitivity & Global Citizenship. (3)
This course includes an examination of diverse cultures, stereotypes, concepts and issues that impact the way individuals interact with one another in society. It explores cultural attributes from a media perspective, as well as from being immersed into diverse settings. It is designed to help students develop sensitivity and awareness of cultural influences in America and in the world. Emphases are placed on sources of cross-cultural conflict, and approaches to cross-cultural conflict resolution as they relate to schools and communities. SP.

ED 642. Gender Considerations in Global Education and Advocacy. (3)
This course explores how gender impacts students, teachers, schools, and classrooms. It investigates intersections and conflicts between gender and education and deconstructs how gender influences disciplinary knowledge and impacts negotiation of disciplines. The course addresses the implications for teaching, society, and social justice, as well as explores gender relationships and issues commonly encountered in child/youth advocacy work. SU.

ED 643. Law & Politics for Human Rights & Social Justice Education. (3)
This course offers an introduction to the legal codification of human rights at both national and international levels and focuses on how social justice ideologies impact education, economic, political, social, and cultural structures within society. It examines how formal and informal educators and advocates promote human rights and influence policy both locally and globally. Students will study and analyze instances of successful and unsuccessful change within the field of human rights during the past century. The course also examines the role of the child/youth advocate/educator within legal, political, and social action frameworks and prompts the learner toward greater self-awareness in regard to equity and social justice in personal and practical settings. SP.

ED 644. Informal and Non-formal Education. (3)
This course provides both underlying theory and practical skills to assist those who wish to be involved in educational and development work in informal settings. The course focuses on non-formal approaches to education in a variety of settings including vocational education, child/youth development and services, community education and adult education and professional training. The influence of educational philosophy, policy and practice on non-formal education curriculum and program development will be examined. Non-formal educators will further define
and develop their own approaches and determine applicability with specific audiences. Emphasis will be placed on grassroots approaches to helping local people clarify and address their own needs through non-formal educational initiatives. A respect for the wisdom of local people, and a humble awareness of one’s own strengths, gifts, and challenges as a non-formal educator will frame the context and experiences within the course. FA.

ED 645. Education in Conflict & Post-Conflict Settings. (3)
This course helps the student understand how to develop learning environments that prevent and ameliorate conflict leading to violence. It helps the student answer questions such as: How does education fit within larger efforts to regenerate social support networks and community well-being? What do schools and communities learn from conflict? What broad-based approaches to education and community development will facilitate healing, resilience, and the rebuilding of trust in post conflict settings? Students will analyze a variety of conflict and post-conflict situations and identify ways in which education can contribute toward reconciliation and add value in transforming conflict-generating inequalities at their roots. Additionally, students will gain valuable knowledge and practical skills for working in conflict and post-conflict educational settings. FA.

ED 646. Technology as a Tool for Global Outreach. (3)
Technology as a Tool for Global Outreach is designed to introduce learners to the multitude of ways technological tools are changing the face of education and development. The course provides a dialogue on contemporary global challenges influencing and influenced by technological advancements including a study of global technology as affected by socio-cultural events. Emphasis will be placed on key issues facing the world and forthcoming technological developments. The discussion will include topics such as ethics, communication, education, training, development, and their confluence with technology. FA.

ED 647. Grant Writing & Management for Education and Community Development. (3)
Developing effective grant writing skills is essential to acquiring competitive funding from government agencies and private foundations. This course will provide students with the background necessary to develop competitive funding proposals. It will focus on researching and identifying potential funding sources, understanding proposal guidelines in requests for proposals (RFP), writing objectives, developing project descriptions, preparing and justifying budgets, developing protocols for assessment, submitting grants, launching projects, evaluating projects, and grant reporting. SU.

ED 648. International Advocacy & Leadership Field Experience. (3)
This course is a structured civic engagement experience which requires leadership participation in a program that serves the educational and developmental needs of children, youth, and/or families. Students will apply knowledge gained from coursework to contribute to a child, youth or family serving agency or community organization. Students are highly encouraged to explore and gain experience internationally. However international, national or local sites may be considered with pre-approval by one’s advisor and professor. Prerequisite: Completion of 21 hours in the program and advisor and instructor approval of field site. SP, SU.

ED 649. Master’s Project Seminar in International Advocacy & Leadership. (3)
This seminar is a culminating and integrating experience designed to provide learners developing their Master’s projects the opportunity to discuss and probe the broader aspects of international development education, global education, and international education and culture. It is intended to provide advanced Master’s students with guidance in conceptualizing, conducting and writing their Master’s projects. It offers a mixture of group planning and support as well as guided individual study for those working on action-oriented projects based on a needs assessment and problem identification. Corequisite or Prerequisite ED 648 and completion of 21 hours in the program. SP.

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, socio-economics, 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. FA.

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. SU.

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. Field-based assignment required. SP.

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. Field-based assignment required. Prerequisite: ED 652. SP.
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.  SU.

ED 657. Teaching Adult Language Learners. (3)
Principles for organizing and administrating 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. Corequisite: ED 696. FA.

ED 661. Language Acquisition & Development. (3)
Exploration of speech and language problems associated with children with exceptionalities and second language learners; normal speech and language development, indications for referral, and educational techniques. Field-based assignment required. Prerequisite or corequisite ED 543.  FA.

ED 680. Special Topics. (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. FA, SP, SU.

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. Field-based assignment required. SU.

ED 695. ELL 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. Students must pass a background clearance check for this course. Fee required. Fee is non-refundable due to the background clearance check. Field-based placement required. Pre or corequisites: ED 652 and ED 654. Meets the capstone requirement for the ESOL certification program. SP.

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. Field-based placement required. Corequisite: ED 657. FA.

Psychology Graduate Degree Programs
The Psychology Department offers two Master of Science degrees and two graduate level certificates. The degrees are Counseling Psychology and Psychology. The graduate certificates are in Child and Adolescent Counseling and Couples and Family Counseling. 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.

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.

Educational Outcomes
In addition to the general degree requirements stated elsewhere in this university catalog, graduate psychology students will be expected to meet the following program outcomes.

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/physiological and social psychological information that would be helpful in understanding individuals, and the ability to understand and use statistics and research design in psychology. 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. 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 diversity.

3. Professional Behavior
This outcome relates to the ability to comport oneself professionally at all times, including the ability to maintain appropriate boundaries; to give and accept feedback, and to analyze one’s own needs, values, strengths, weaknesses, feelings and motivations. It also involves behaving in accordance with academic and professional ethical standards.

4. Professional Practice (Counseling Psychology)
This outcome relates to the use of appropriate receptive and expressive counseling skills. Receptive skills include the ability to establish rapport and communicate empathy; attend to the client; adapt terminology to the language level of the client; appropriately paraphrase client messages; verbally and nonverbally demonstrate genuine concern for others; and reflect feelings expressed verbally and nonverbally by the client.
Expressive counseling skills include the ability to ask open-ended questions when possible and closed-ended questions when necessary; communicate in specific and concrete, rather than in general and abstract terms; use constructive confrontational skills when appropriate; communicate information about individuals and families in ways that would be most useful to outside entities such as vocational counselors, psychiatrists, court judges, or family members; engage in genuine self-disclosure of personal thoughts and feelings when appropriate; and use group process skills appropriately.

Outcomes Assessment
The outcomes for the graduate psychology degree programs will be assessed through a combination of written and performance examinations and assignments, in addition to self, peer, instructor, internship supervisor, 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 Graduate Psychology Student Handbook.

Admissions
Regular Admission
For regular admission consideration, a completed application packet must include:

1. Departmental application for admission
2. Transcripts from all colleges/universities attended, to include official transcripts reflecting an earned bachelor’s degree from a regionally accredited institution;
3. A GPA of:
   a. 3.0 on a 4.0 scale for all undergraduate coursework;
   b. 3.0 on a 4.0 scale for all graduate coursework, if applicable.
4. A completed online application, including:
   a. A statement of purpose/letter of intent;
   b. Current resume.
5. Two letters of recommendation:
   a. Letters of recommendation should be from previous faculty, supervisors, or community leaders who are able to assess the potential future success of the applicant in a graduate program;
   b. Family members, familial-type relations and friends are expressly prohibited from being recommenders.
6. Background check (counseling psychology applicants only)
   a. The background check is considered separately from all other admission criteria when determining admission eligibility. Information on how to request a background check can be found on the Avila University Department of Psychology website.

Applicants for degree seeking admission who do not meet minimum requirements for regular admission may be considered for regular admission with a student status as good standing or probation. All students who complete application files will be considered for an admission decision, which includes admission, denial of admission, or admission in a non-degree seeking category. Students admitted on probation may have probationary conditions set at the point of admission. All degree seeking applicants should apply for regular admission. For counseling psychology applicants, an admission recommendation is granted after review of the completed application. The final admission decision into the program will not be granted until a formal evaluation of the background check is completed.

If admitted, the admission decision will also contain the admitted student status. An applicant, whose coursework does not reflect a foundation in psychology, as determined by the department, may be required to complete prerequisite coursework during the first semester of attendance.

Applicants who have previously completed a degree in counseling psychology, counseling, or have been licensed in a mental health profession are ineligible for degree seeking admission in the counseling psychology graduate program. Admission to complete courses in a non-degree seeking category is permitted.

Non-Degree Seeking Admission
Non-degree admission is reserved for applicants who have completed a graduate degree already or are not interested in completing a degree program in the Department of Psychology. Applicants interested in completing the Child and Adolescent Counseling Certificate only should choose this admission category. Non-degree seeking students are not eligible for federal financial aid. For admission as a non-degree student, a completed application packet must include:

1. Departmental application for admission.
2. Official or unofficial transcripts from:
   a. All institutions where graduate level coursework was completed;
   b. Undergraduate degree granting institution if no graduate degree has been conferred.

Non-degree applicants who pursue a graduate certificate will be required to submit official transcripts post admission.

Enrichment Admission
Enrichment is an admission category reserved for applicants who may not meet regular admission criteria or for the applicant who is unable to complete the regular admission application packet. Enrichment students intend to complete a degree in the Department of Psychology. This admission category is considered non-degree seeking by the University. Enrichment students have no additional minimum admission requirements beyond those required of the Non-Degree Admission requirements.

Meeting the minimum admission requirements in any admission category does not guarantee admission into any graduate psychology degree or certificate program. Additionally, graduate psychology students are expected to adhere to all policies as outlined by the University, this catalog, the Graduate
Psychology Student Handbook, and any other documentation provided by the Department of Psychology during their time in the program. Applicants who fail to provide accurate, original documents during the admission process, or who show, in additional ways, that they are not prepared to succeed in the graduate psychology degree programs, may have their admission decision reversed and be denied from the department’s programs.

International Applicants
Applicants whose primary language is not English are required to submit an official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) score report. The examination results should not be more than two years old.

A. The minimum overall TOEFL score required for admission is an 89 iBT (internet based test), with no individual score below 20. Alternative TOEFL exams will use an equivalent score. Additionally, those applicants who did not complete the iBT may be required to complete an interview before an admission decision is considered.

B. The minimum IELTS score required for admission is an overall score of 7.0 with no band score below 6.5.

C. Completion of an intensive English program does not waive the required submission of a TOEFL/IELTS score report.

For the purposes of this requirement, only the following countries/provinces and their associated territories are considered as having a primary language of English:

United States of America, United Kingdom, Australia, Ireland, New Zealand, and certain areas of Canada. Applicants with a bachelor’s degree from an English language based institution may waive this requirement.

An official transcript and/or an official transcript evaluation is required for admittance into a graduate program. If the original transcripts are not provided in English, official translations of official transcripts must also be submitted. All admitted international students must submit a Statement of Finance. Proof of financial support showing ability to meet the costs of study in the United States must be provided. Proof of health insurance coverage is required before enrollment is allowed.

Transfer Credit
Transfer applicants may request an evaluation of transfer credit once admitted to the program by completing an Evaluation of Transfer Credit Request form. Students in the psychology degree program may request the transfer of up to 9 credit hours. Students in the counseling psychology program may request transfer credit for up to 15 graduate level credit hours. Quarter hours may be transferred to meet specific course requirements, but will only be counted for equivalent hours. The awarding of any transfer credit is at the discretion of the department.

If a previous graduate degree was completed for a different degree program may be counted as transfer credit.

Admission Appeal
Should a student wish to appeal the admission decision, he/she must submit a written request to the Director of Admission or Enrollment Management of the appropriate admitting office. Grounds for the appeal must be contained in the appeal request. Standard grounds for an appeal include:

A. The decision was based on inaccurate information;
B. New information or facts have come to light that were not presented at the original review of application.

Appeals on admission decisions will be considered for up to one semester after the term the applicant was denied. After one semester, the applicant must reapply for admission and complete the required admission process. Send the signed appeal letter and supporting material to:

Avila University
Attn: Director of Graduate Psychology
Enrollment Management
11901 Wornall Road
Kansas City, MO 64145
The University official/committee reviewing the appeal will communicate the final decision to the applicant.

Psychology Schedule
The Avila Psychology degree programs are offered in a traditional semester format, primarily in the evenings. The counseling psychology practicum and internship experiences may require day and weekend time commitments.

Master of Science in Counseling Psychology
The Master of Science in Counseling Psychology (MSCP) is a 60-credit degree program is designed to help graduates meet the Kansas and Missouri state educational requirements for licensure as a Licensed Professional Counselor (LPC) and Kansas state requirements for licensure as a Licensed Masters-Level Psychologist (LMLP).

The MSCP program has a two-step admission process: acceptance into the program and acceptance into candidacy. Students must be admitted into the candidacy stage to complete required coursework necessary for degree completion.

MSCP Degree Requirements
The Master of Science in Counseling Psychology degree requires 60 hours of graduate coursework that students must complete within seven years, maintaining a cumulative grade point average of at least 3.0.

MSCP as a Second Degree
Earning the Counseling Psychology degree as a second Master’s degree requires the completion of a minimum of 36 additional semester hours after the awarding of the first Master’s degree at Avila University.
Student Status within the MSCP Program

Good Standing
A. Has successfully met all entrance requirements;
B. Has maintained an overall grade point average of 3.0 or better with no grade below “C.” Only 6 hours of “C” grades are allowed in the Counseling Psychology program. The Department of Psychology determines for which courses a grade of “C” is allowed; and
C. Has not yet received “Counseling Candidate” status.

Probation
A. 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 grade point average 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.
B. A student may change status from “Student in Good Standing” to “Student on Probation” if any of the following criteria are met: overall grade point average falls below 3.0, the student receives 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 grade point average to 3.0 or above to regain “Good Standing.” Failure to raise their grade point average may lead to dismissal from the program.

Counseling Candidate
A. Students in “Good Standing” status who complete the application process and gain approval from the graduate faculty will have “Counseling Candidate” status. The graduate faculty will determine under what circumstances the student will be allowed to reapply.
B. Students who are not approved for candidacy will be denied “Counseling Candidate” status. The graduate faculty will determine under what circumstances the student will be allowed to reapply.
C. Students who are not approved for candidacy status may reapply after completing the requirements set out by the department.
D. Students with “Counseling Candidate” status may have their status revoked at the discretion of the department for violating any policy in this catalog or for not meeting the expectations outlined in the Graduate Psychology Student Handbook.

Counseling Candidacy
Counseling candidacy is a student status granted by the department. Candidacy may be granted after an application and review process are initiated by the student in the program. 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 in the semester prior to enrolling in PY 694. 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. All students in the MSCP program are expected to follow the policies outlined in this catalog and in the Graduate Psychology Student Handbook. Failure to do so may lead to disciplinary action by the department, result in the revocation of “Counseling Candidate” and/or “Good Standing” status, or dismissal from the program.

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 on-site supervision. Interns are required to accumulate 750-1000 clock-hours of experience (6 credits) over a period of at least two semesters. Students completing internship must register for PY 695 each semester until they complete internship.

The department requires that all students complete a second background check prior to enrollment in their first term of internship.

Professional Conduct
Students in the MSCP program are expected to conduct themselves as professionals-in-training both inside and outside the classroom and adhere to the American Counseling Association’s code of ethics. We encourage and expect students to treat others (including classmates and instructors) with sensitivity and dignity. Impairment, incompetence, ethical misconduct, academic dishonesty in any form, or other problematic behaviors 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 Program Director and/or other departmental faculty/staff (overseen by the Program Director and/or Department Chair) 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.
Counseling Licensure
While the MSCP program aims to meet the Kansas and Missouri state educational requirements, graduation does not guarantee licensure eligibility. Certain requirements specific to a particular state, poor licensure exam results, criminal activity, and/or other applicant behavior and restrictions may render a graduate ineligible for licensure. To ensure your degree program contains all requirements needed for licensure, please refer to the respective state’s licensure granting agency. Selecting a concentration is not required for graduation.

MSCP Required Courses:
PY 605, 612, 615, 617, 621, 627, 630, 645, 650, 656, 660, 667, 668, 693, 694, 695 (six hours),

Electives:
Select one of the following:
- Concentration
- 9 additional hours of PY coursework

PY 600 may not be used toward the 60-credit degree program requirement needed for graduation for the MSCP program.

Completion of the following courses within the first 30 credit hours of the degree program is required: PY 605, 617, 630, 650, 667, and 693. Failure to meet this requirement may prevent future enrollment or progression to candidacy status.

Concentrations:

Child and Adolescent:
Students who plan to work primarily with children and adolescents should select the child and adolescent concentration. Beyond the required courses, students in the child and adolescent concentration must complete: PY 620, 641 (three hours), and 661 (three hours).

Couples and Families:
Students who plan to work primarily with couple and families should select the couples and families concentration. Beyond the required courses, students in this concentration must complete: PY 619, PY 620, and three hours from PY 631, PY 641, and/or 681.

If both concentrations are pursued, nine unique hours must be attained in each concentration.

Master of Science in Psychology
The Master of Science in Psychology is a 36-credit degree program that provides students with a solid foundation of the diverse research, theory, and practices of psychology. The MSP degree is designed for students interested in preparing for doctoral programs in psychology, as well as for students interested in pursuing careers in non-clinical settings.

MSCP Required Courses:

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

Student Status within the MSP Program

Good Standing
A. Has successfully met all entrance requirements; and
B. Has maintained an overall grade point average of 3.0 or better with no grade below “C.” Only 6 hours of “C” grades are allowed in the Psychology program. The Department of Psychology determines for which courses a grade of “C” is allowed.

Probation
A. Newly admitted MSP students may be classified as “probationary” if any portion of their entrance requirements is less than required. The probationary student must maintain a 3.0 grade point average 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 “Good Standing” to “Probation” if any of the following criteria are met: overall grade point average 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 grade point average to 3.0 or above to regain “Good Standing.” Failure to raise their grade point average may lead to dismissal from the program.

MSP Required Courses:
All MSP students are required to complete: PY 612, 617, 621, 627, 650, and 655.

Students who have not selected a concentration area are required to complete PY 699 (3 hours) and 15 hours of approved psychology graduate elective credits, for a total of 36 hours.

PY 600 may not be used toward the 36 hour degree program requirement needed for graduation for the MSP program.

Concentration:

Mental Health:
Students interested in pursuing professional non-clinical opportunities in mental health should select this concentration. Beyond the required courses, students in the mental health concentration must complete 12 hours from the following courses: PY 622, 623, 630, 641, 647, 667, 681, and 680 (maximum of three hours, by departmental approval only).

Research:
Students interested in pursuing advanced research opportunities or graduate study should select the research concentration. Beyond the required courses, students in the research concentration must complete: PY 637, PY 647 (2 hours), PY 697 (6 hours), and seven hours of graduate psychology elective credits, for a total of 36 hours.
Graduate Certificate in Child and Adolescent Counseling
The Department of Psychology offers a certificate in Child and Adolescent Counseling. This certificate requires 12-credit hours and can be taken independently of enrollment in any graduate degree program. Transfer credit is not allowed for those students pursuing only the graduate certificate.

Child and Adolescent Counseling Certificate Course requirements: PY 620, 621, 641 (3 hours), and 661 (3 hours).

Graduate Certificate in Couples and Family Counseling
The Department of Psychology offers the Post-Master’s Certificate in Couples and Family Counseling. This certificate requires 12 credit hours and can be taken independently of enrollment in a graduate degree program. Transfer credit is not allowed for those students pursuing only the graduate certificate.

Couples and Families Counseling certificate course requirements: PY 619, PY 620 and 6 hours from PY 631, PY 641, and/or PY 681.

If a student wishes to attain both certificates, nine unique hours must be taken in each program.

GRADUATE PSYCHOLOGY COURSE DESCRIPTIONS

PY 600. Advanced General Psychology. (3)
This course is designed to provide students with an overview of the major areas of 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. This course cannot be used to satisfy the graduate requirements in the MSCP and MSP programs.

PY 605. The Helping Relationship I. (3)
This course introduces students to a multicultural model of effective helping skills, including didactic and experiential components, and emphasizes basic attention skills as the foundation of effective listening. Prerequisite: PY 630.

PY 610. Psychology of Personality. (3)
This course compares and contrasts the major themes of personality development. Constructs from the psychoanalytic, cognitive, behavioral, biological, socio-cultural 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 617 Research Design and Analysis I. (3)
This course provides an introduction to the fundamentals of designing and conducting research studies in psychology, and using statistical methods to analyze and interpret research data.

PY 619. Couples Counseling: Theory and Treatment. (3)
This course provides a foundation in theories and clinical applications related to working with couples in counseling. Topics will include major theories and techniques for the professional counselor when dealing with the development and maintenance of romantic attachments across the lifespan. Other topics will include dealing with intimacy, conflict, separation, and reconciliation in romantic partnerships. Prerequisite/Corequisite: PY 694.

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 will be explored. A systematic investigation of particular approaches to family function/dysfunction utilizing multi-generational viewpoints, structural, and solution-focused models will also be explored.

PY 621. Advanced Developmental Psychology. (3)
This course focuses on the study of 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. Addictions. (3)
This course serves as an introduction to understanding addiction and substance abuse. Various theoretical models of addiction will be explored along with a brief overview of associated treatment methods. Self-help approaches will be included.

PY 623. Drugs and Behavior. (3)
This course provides an overview of the major psychoactive drugs (illicit and prescription) and their effects on psychology, physiology, and society. Emphasis will be placed on the pharmacological treatment of mental disorders as well as current policies and controversies for all classes of drugs. Prerequisites: PY 650.

PY 627 Research Design and Analysis II. (3)
This course builds upon knowledge and skills acquired in Research Design and Analysis I. Students will learn to design and conduct more complex research studies in psychology, and analyze and interpret data. Prerequisite: PY 617 in the preceding semester or by permission.

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.
PY 631. Topics in Couples and Family Counseling (1-3)
These courses explore interpersonal and/or parent-child dynamics as well as application of theories to issues that impact the overall functioning of the unit. May be repeated for up to six credit hours. Prerequisite: PY 630. Additional prerequisites may be designated.

In this course, students will learn about applied research methods used in psychological research, including the theoretical and practical background behind the methods, with hands-on experience in the collection and interpretation of data.

PY 635. Individual Intelligence Assessment. (3)
This course requires students to administer and interpret a series of individual intelligence tests for adults, adolescents, and children, and to produce basic psychological testing reports. Primary emphasis will be given to tests developed by Wechsler. Prerequisite: PY 617 or advisor approval. Fee required.

PY 637 Research Design and Analysis III. (3)
In this course, students explore advanced concepts in design and analysis for psychological research. Prerequisite: PY 627 and instructor approval.

PY 641. Topics in Abnormal Child and Adolescent Psychology. (1-3)
These courses explore the major behavior disorders of children and adolescents. May be repeated for up to six credit hours. 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 instruments used in the assessment of personality and mental disorders. Students will learn to administer, score, interpret and integrate test, and to write reports. Fee required.

PY 647. Research Experience. (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: instructor approval. Fee required.

PY 650. Biological Bases of Behavior. (3)
This course explores the relationship between biology and human experience. Topics include the organization and development of the nervous system, genetics, memory, consciousness, perception, movement, and emotion.

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 multiculturalism and diversity, including gender, age, race, ethnicity, physical ability, sexual orientation and socio-economic status.

PY 656. Multicultural Counseling. (3)
This course promotes sensitivity to historical and current issues in counseling service delivery for culturally, ethnically and socioeconomically diverse populations.

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. Topics in Counseling with Children and Adolescents. (1-3)
These courses explore theories, methods, and techniques of counseling with children and adolescents. May be repeated for up to six credit hours. Prerequisite: PY 621 or advisor approval.

PY 667. Psychopathology I. (3)
The first of a two-course sequence which integrates two dimensions of conceptualizing and diagnosing mental conditions. The first dimension examines paradigms used to understand psychiatric disorders, including their etiology, maintenance, and social implications. The second dimension provides a familiarization with the current Diagnostic and Statistical Manual (DSM) of Mental Disorders, with a consideration of individual differences. Upon completion of this first course in the sequence, students will: have practiced creating a formal diagnostic impression, be able to appropriately code and document the most common conditions, and begin to implement these skills in practice. Prerequisite: PY 621.

PY 668. Psychopathology II. (3)
The second of a two-course sequence which continues the integration of two dimensions of conceptualizing and diagnosing mental conditions; this course focuses on the less prevalent and/or more unique disorders. Upon completion of this second course in the sequence, students will be able to create a comprehensive and formal diagnostic impression, appropriately code and document the majority of the DSM mental disorders, and continue to implement these skills in practice. Prerequisite: PY 667. Corequisite: PY 694.

PY 669. Treatment of Disorders. (3)
This course focuses on treatment modalities considered most effective in the treatment of each disorder. This is a theory-to-practice course taught using a multicultural perspective. Prerequisite: PY 630, PY 668, and PY 693.

PY 680. Selected Topics. (1-3)
This course provides current information on a selected topic in the field of psychology.

PY 681. Human Sexuality. (3)
This course will teach the student to understand and apply concepts of human sexuality. It will afford the student an opportunity to explore their personal belief system of human sexuality, and the topics
of human anatomy, sexual development, attraction, arousal, sexual behavior, sexual orientation, sexual abuse, sexual disorders, and sexuality across the lifespan.

**PY 682. Writing for Psychology. (3)**
This course will promote thinking and writing in psychology at the graduate and professional level, how to translate thinking and data into critical and reflective writing, and how to target that writing for specific purposes.

**PY 683. Trauma & Stress. (3)**
This course will prepare the student to understand the dynamics involved in the stress response, fight or flight and trauma. Specific areas of focus will be the impact that stress and trauma have on the brain, different types of traumatic experiences and effective interventions.

**PY 693. Ethics and Professional Development. (3)**
This course will expose students to the ethical standards and related laws governing mental health counselor and psychologist behavior, as well as practice applying those standards to ethical dilemmas. Prerequisite/ Corequisite: PY 630.

**PY 694. The Helping Relationship II. (3)**
This course is a bridge between theory and practice that integrates key concepts from development, psychopathology, theories of counseling, and assessment. An emphasis is placed on utilizing professional literature to inform theoretically based conceptualizations and treatment of issues presented by practice clients. Students learn how to integrate theory and practice via a variety of methods such as: didactics, modeling, peer/live supervision, individual supervision. Maintenance of ethical, professional, and diversity standards is required. Prerequisites: PY 605, PY 630, PY 693, and counseling candidate status. Corequisite: PY 668. Fee required. Offered as CR/NC only.

**PY 695. Internship. (1-6)**
Students are required to spend 750-1000 clock-hours working in a responsible, supervised capacity in an outside professional placement. Students will attend class that entails group supervision and clinically-oriented course objectives. Internship must extend to two or more semesters. Prerequisite: PY 694. Offered as CR/NC only.

**PY 697. Master’s Thesis. (1-6)**
This course provides an opportunity for graduate students to produce a primary research project in psychology utilizing empirical data. Prerequisite: PY 647 and instructor approval. Fee required.

**PY 699. Master’s Project. (1-4)**
This course provides an opportunity for graduate students to participate in the planning, implementation, and communication of an application project related to their area of interest, with an emphasis on current theory and practice in their chosen research or apprenticeship experience Prerequisites: PY 617, PY 627, a minimum of 15 hours in the program, and instructor approval. Fee required. Family Care Safety Registry background check may be required.

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**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 nonprofit fundraising, project management and instructional design & technology in organizations 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. International students— an official transcript and/or an official transcript evaluation is required for admittance into a graduate program;

7. Have a grade point average of at least 3.0 on a 4.0 scale for the last 60 hours of undergraduate work, for the cumulative undergraduate grade point average or for nine or more hours of graduate work (see Student Status section, Probationary Status, below).

8. 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 minimum TOEFL score required is 550. Completion of an intensive English for Speakers of Other Languages program does not waive the required submission of a TOEFL score report. All international applicants must also submit a statement of finance and a visa, passport or other immigration documentation.

Admission Appeal
Should a student wish to appeal the admission decision he/she must submit a written request to the Director of Admission of the appropriate admitting office. Grounds for the appeal must be contained in the appeal request. Standard grounds for an appeal include:

a. The decision was based on inaccurate information; or
b. New information or facts have come to light that were not presented at the original review of application

Appeals on admission decisions will be considered for up to one semester after the term the student was denied. After one semester, the student must re-apply for admission and complete the required admission process.

Send the signed appeal letter and supporting material to:

Avila University
Attn: Director of Admission, Avila Advantage
11901 Wornall Road
Kansas City, MO 64145

The University official/committee reviewing the appeal will communicate the final decision to the student.

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; students may retake a class with a grade below a C once);

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 maintain a 3.0 GPA for the first 6 hours of graduate coursework (7 hours if taking FR 600, ID 600 or PM 600) in order to remain in the program.
- 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.
- Students on probation have 6 credit hours (7 hours if taking FR 600, ID 600 or PM 600) 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.

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 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 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 605, MG 630, MG 650, MG 670, MG 675, MG 688, and MG 695. In addition, students complete each of the courses in one of the following concentrations:
- Nonprofit Fundraising: FR 600, 610, 620, 635 and 645.
- Instructional Design and Technology for Organizations: ID 600, ID 611, ID 621, ID 631 and ID 641.
- Project Management: PM 600, 672, 673 and 674, and either PM 676 or PM 677.
Certificate in Instructional Design & Technology for Organizations

Instructional Design & Technology for Organizations Certificate
The Graduate Instructional Design & Technology for Organizations Certificate consists of 13 credit hours of coursework designed to prepare qualified individuals who are transitioning to performance support roles as instructional designers, learning consultants and managers of learning & development enterprises. The hours count toward the Master of Arts in Management degree. The certificate in Instructional Design & Technology for Organizations can be taken independent of enrollment in any graduate degree program.

Instructional Design & Technology for Organizations Certificate
Course requirements: ID 600, ID 611, ID 621, ID 631 and ID 641.

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 nonprofit fundraising. The hours count toward the Master of Art in Management degree. The certificate in Nonprofit Fundraising can be taken independent of enrollment in any graduate degree program.

Nonprofit Fundraising Certificate
Course requirements: FR 600, 610, 620, 635 and 645.

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 can be taken independent of enrollment in any graduate degree program.

Project Management Certificate
Course requirements: PM 600, 672, 673, 674 and either PM 676 or PM 677.

MANAGEMENT COURSE DESCRIPTIONS

FR 600. Introduction to Fundraising & Donor Behavior. (1)
An introduction to the fundraising profession and the theoretical basis behind it. Topics include introduction to the nonprofit sector and to philanthropy in general, as well as fundraising ethics and best practices.

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.

FR 645. Institutional Fundraising. (3)
This course covers the significance of corporate support of the nonprofit sector. Students will explore types of corporate support and best practices in relation to each as well as forms of foundation fundraising, including sources of grant income.

ID 600. Introduction to Instructional Design & Technology. (1)
This is the first course of the program and may be taken in conjunction with any of the other courses in the program. The course sets the stage for lifelong learning based on competencies in professional foundations within the field. As reflective practitioners, students will create and use ePortfolios throughout the program to demonstrate IDT competencies.

ID 611. Trends in Instructional Design & Technology. (3)
Students will study learning theory and instructional design theory; and, assess the impact of technology on learning and instruction. This course provides a historical view of the Instructional Design and Technology (IDT) field to draw parallels between constantly changing issues and demands on its practitioners. Students will learn how to adjust instructional methods for specific instructional situations. Students will be challenged to adapt methods and technologies in innovative ways to respond to market demands. Prerequisite: ID 600.

ID 621. Applied Instructional Design. (3)
Participants test their consulting skills and their conceptualizations of IDT principles in problem-solving based scenarios. The course emphasizes instructional-design theory to match methods and techniques to the situation for learning solutions that provide speed-to-value at minimal costs for clients. Technology is demonstrated as an enabler to achieve these results. Prerequisite: ID 600.

ID 631. Organizational Learning. (3)
Learning professionals who are experts on instructional design interventions are often asked by their organizations to design and implement programs that increase the capacity of an organization to learn. This course examines how IDT contributes to successful practices of a Learning Organization. Prerequisite: ID 600.
ID 641. Instructional Design as a Dynamic Capability. (3)
Disruptive innovations and technology can create conditions and risk for a business that it did not plan for. Often a firm must reconfigure its competencies to remain competitive. This course explores IDT practices that are flexible and adaptable making it a dynamic capability that adds value to a business. Prerequisite: ID 600.

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 605. Ethics & Legal Environment. (3)
This course explores the importance and significance of ethics, personal morality, corporate social responsibility and the legal issues surrounding them in an organizational context. Students will analyze management decisions from a legal, ethical, and social responsibility perspective.

MG 630. Financial Decision Making for Managers. (3)
This course is designed as a survey of, and overview of fundamental and intermediate statistical and financial concepts and techniques. The emphasis is primarily on the thought processes behind different types of analyses and secondarily on the mechanical execution of such analyses. The primary topics covered will blend key concepts from three disciplines: statistics, finance, and decision science.

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 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/OD 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.

MG 695. Applied Research Project. (3)
This course is the capstone of the M.A. in Management program. It requires the completion of a faculty-approved project that demonstrates professional competence. The project is informed by and contributes to the appropriate discipline literature. It is comparable to a project a student would complete as an internal or external professional. The purpose of the Applied Research Project is the application and demonstration of skill and proficiency as a direct result of student learning accomplished throughout the Master’s program and in their work experience and integrating that with a knowledge base that provides evidence of the ability to research and give meaning to theory and assumptions. Prerequisite: completion of concentration courses plus 15 hours of other Management required courses. Offered as CR/NC only.

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 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. Prerequisite: PM 600.

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: PM 672.

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: PM 673.

PM 676. Management Technology and Strategy. (3)
Many organizations use knowledge management strategies to learn and continuously improve their technology base. Dynamic innovation capabilities help organizations remain agile and competitive. This course examines the role of project management in creating and managing these capabilities. It suggests that with a project-driven technology strategy, organizations can better manage technology innovation to sustain their competitive edge. Specifically the course looks at how to leverage the project management office/organization (PMO) to effectively manage a technology strategy.
PM 677. Six Sigma. (3)
Six Sigma requires the process improvement practitioners to use a complex set of skills, tools and methods to analyze data for the purpose of improving business performance. This course acquaints the student with these well-established practices allowing them to gain a fundamental understanding of the Six Sigma methods leading to quality and process improvement in business today. Moreover, this course will illustrate the key considerations in building an effective organization-wide Six Sigma program.

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 4, 2013, from http://www.odnetwork.org/?page=PrinciplesOfODPracti.

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:

1. Understand how individual, group and organizational processes and structure influence behavior in organizations.
2. Demonstrate an understanding of how to use each phase of the Action Research Model.
3. Master the principles, theories, and concepts in organization design and development.
4. Apply knowledge from the foundation courses and skills developed in the intensives in real time interaction with clients guided by faculty.
5. Develop skills in managing complexity and influencing high performance in larger organizations.
6. Gain insights into the impact of globalization and culture on today’s organizations.
7. Demonstrate effective professional, ethical and interactional communication skills.

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 faculty evaluations. These outcomes will be outlined in detail in individual course syllabi.

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. 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. International students- an official transcript and/or an official transcript evaluation is required for admittance into a graduate program;
7. Have a grade average of at least 3.0 on a 4.0 scale for the last 60 hours of undergraduate work, for the cumulative undergraduate grade point average or for nine or more hours of graduate work (see Student Status section, Probationary Status, below).

Admission Appeal
Should a student wish to appeal the admission decision he/she must submit a written request to the Director of Admission of the appropriate admitting office. Grounds for the appeal must be contained in the appeal request. Standard grounds for an appeal include:

a. The decision was based on inaccurate information; or
b. New information or facts have come to light that were not presented at the original review of application.

Appeals on admission decisions will be considered for up to one semester after the term the student was denied. After one semester, the student must re-apply for admission and complete the required admission process. Send the signed appeal letter and supporting material to:

Avila University
Attn: Director of Admission, Avila Advantage
11901 Wornall Road
Kansas City, MO 64145

The University official/committee reviewing the appeal will communicate the final decision to the student.

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; students may retake a class with a grade below a “C” once);
Probationary Status

- 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 6 hours of graduate coursework (7 hours if taking OD 600) in order to remain in the program.
- 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.
- Students on probation have 6 credit hours (7 hours if taking OD 600) 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 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 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, 660, 675, 691, and 695. In addition, students need to choose a concentration or four non-required MSOD courses to finalize their degree.

- Executive Leadership Development: OD 650, 655, 678, 688
- Instructional Design and Technology for Organizations: ID 600, ID 611, ID 621, ID 631, ID 641.
- Leadership Coaching: OD 642, 643, 644, 645
- Strategic Human Resources: OD 662, 664, 667, 679 or another course in Strategic Human Resources

Certificate in Executive Leadership Development

Executive Leadership Development Certificate

The Graduate Executive Leadership Development Certificate consists of 12 credit hours of coursework designed to develop leaders to effectively function at all levels of their organization. The hours count toward the Master of Science in Organizational Development degree. The certificate in Executive Leadership Development can be taken independent of enrollment in any graduate degree program.

Executive Leadership Development Certificate

Course requirements: OD 650, OD 655, OD 678 and OD 688.

Certificate in Instructional Design & Technology for Organizations

Instructional Design & Technology for Organizations Certificate

The Graduate Instructional Design & Technology for Organizations Certificate consists of 13 credit hours of coursework designed to prepare qualified individuals who are transitioning to performance support roles as instructional designers, learning consultants and managers of learning & development enterprises. The hours count toward the Master of Science in Organizational Development degree. The certificate in Instructional Design & Technology for Organizations can be taken independent of enrollment in any graduate degree program.

Instructional Design & Technology for Organizations Certificate

Course requirements: ID 600, ID 611, ID 621, ID 631 and ID 641.

Certificate in Leadership Coaching

Leadership Coaching Certificate

The Graduate Leadership Coaching Certificate consists of 12 credit hours of coursework focusing on learning coaching skills to improve organizational effectiveness and to align with organizational goals. The hours count toward the Master of Science in...
Organizational Development degree. The certificate in Leadership Coaching can be taken independent of enrollment in any graduate degree program.

Leadership Coaching Certificate
Course requirements: OD 642, OD 643, OD 644 and OD 645.

Certificate in Strategic Human Resources

Strategic Human Resources Certificate
The Graduate Strategic Human Resources Certificate consists of 12 credit hours of coursework designed to prepare learners for upper level management of human resource functions and departments within their organizations. This curriculum prepares the student to take the PHR or SPHR exam for certification; in addition the hours count toward the Master of Science in Organizational Development degree. The certificate in Strategic Human Resources can be taken independent of enrollment in any graduate degree program.

Strategic Human Resources Certificate Course requirements: OD 662, OD 664, OD 667, OD 679 or another course in Strategic Human Resources.

ORGANIZATIONAL DEVELOPMENT COURSE DESCRIPTIONS

ID 600. Introduction to Instructional Design & Technology. (1)
This is the first course of the program and may be taken in conjunction with any of the other courses in the program. The course sets the stage for lifelong learning based on competencies in professional foundations within the field. As reflective practitioners, students will create and use ePortfolios throughout the program to demonstrate IDT competencies.

ID 611. Trends in Instructional Design & Technology. (3)
Students will study learning theory and instructional design theory; and, assess the impact of technology on learning and instruction. This course provides a historical view of the Instructional Design and Technology (IDT) field to draw parallels between constantly changing issues and demands on its practitioners. Students will learn how to adjust instructional methods for specific instructional situations. Students will be challenged to adapt methods and technologies in innovative ways to respond to market demands. Prerequisite: ID 600.

ID 621. Applied Instructional Design. (3)
Participants test their consulting skills and their conceptualizations of IDT principles in problem-solving based scenarios. The course emphasizes instructional-design theory to match methods and techniques to the situation for learning solutions that provide speed-to-value at minimal costs for clients. Technology is demonstrated as an enabler to achieve these results. Prerequisite: ID 600.

ID 631. Organizational Learning. (3)
Learning professionals who are experts on instructional design interventions are often asked by their organizations to design and implement programs that increase the capacity of an organization to learn. This course examines how IDT contributes to successful practices of a Learning Organization. Prerequisite: ID 600.

ID 641. Instructional Design as a Dynamic Capability. (3)
Disruptive innovations and technology can create conditions and risk for a business that it did not plan for. Often a firm must reconfigure its competencies to remain competitive. This course explores IDT practices that are flexible and adaptable making it a dynamic capability that adds value to a business. Prerequisite: ID 600.

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. Action Research. (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. Prerequisite: OD 600 & OD 640.

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 642. Introduction to Leadership Coaching. (3)
This is a course about the field of coaching, specifically in the context of individuals and organizations. In this course students will learn what is considered coaching, understand the foundation, principles and ethics of coaching as adopted by the International Coach Federation, and learn processes and methodology of coaching. Students will apply the coaching process in hands-on practice to start developing their own unique coaching style.

OD 643. Personal Coaching. (3)
In today’s world of work, the pace of change is moving at lightning speed. The challenge for the individual is not only managing and surviving change, but transcending and transforming in its midst. Personal coaching is a process which encourages individuals to build resilience, leverage change to their advantage, and stay fully engaged and
productive in spite of the changes around
them. In this course, students will learn
a robust coaching methodology while
embracing the principles and ethics of
coaching as adopted by the International
Coach Federation. Students will apply
the coaching process in hands-on practice
to continue developing their own unique
coeaching style. Prerequisite: OD 642

OD 644. Leadership Coaching Skills. (3)
This is a course about the skills and
techniques of a skilled practitioner when
coaching individuals in organizations. In
this course, students will reflect on what is
considered coaching and will deepen their
knowledge and skill of the coaching practice
by exploring and practicing coaching
techniques. Students will reflect on how
coaching skills relate to the ethics and core
competencies embraced by the International
Coach Federation. Hands-on practice and
reflective journaling will allow students
to continue developing their own unique
coeaching style. Prerequisite: OD 642.

OD 645. Leadership Coaching as an OD
Intervention. (3)
The focus of this course is on use of self
as coach, the client and the organization
as a system. In this course students will
learn about the influences of organizational
systems on the client and coach. Students
will become more aware of their coaching
presence and the impact while deepening
their coaching knowledge and skills.
Students will employ the action research
model with special emphasis on issues in
entry and contracting. Students will
understand the foundation, principles
and ethics of coaching as adopted by the
International Coach Federation. Students
will apply the coaching process in hands-
on practice. Prerequisite: OD 642

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 655. Innovation and Creativity. (3)
This course will examine fundamental
questions about the role of creativity and
innovation in leadership and organization
development. The course links creativity
and innovation to the organization
development practices and human resource
programs including recruiting, staffing,
benefits, compensation, and organization
development interventions. Students discuss
the importance of creativity and innovation
for individuals, teams/groups, and
organizations as a whole. The course will
also examine the connection of creativity
and innovation to problem solving,
diversity, and organizational effectiveness.

OD 660. Organizational Analysis and
Strategy. (3)
This course is first and foremost a course
about “strategy” and about “managing
for success.” The course centers on the
theme that a company achieves sustained
success if, and only if, its leaders (1) have
an astute, timely strategic game plan for
running the company and (2) implement
and execute the plan with proficiency.
The importance of how and why a well-
conceived, well-executed strategy nearly
always enhances a company’s long-term
performance will be stressed.

OD 662. Strategic HR Management. (3)
HR professionals can no longer focus
solely on traditional tasks of control and
compliance and must develop a more
integrated perspective to ensure their
contribution can help promote the entire
organization. This course will provide
individuals with critical knowledge and
skills needed to move beyond the tactical
and craft a strategic plan that aligns with
the functional areas of the organization
and supports the accomplishments of
the organizational strategic objectives.
Individuals will learn how to transform
themselves from just performing HR
functions to serving a leading-edge role
that will develop a stronger HR presence
in the organization.

OD 664. Workforce Planning &
Employment. (3)
Workforce planning and employment
involves the processes of developing,
implementing, and evaluating sourcing;
recruitment, hiring, orientation, succession
planning, retention, and organizational
exit programs deemed appropriate to
ensure that the workforce will meet the
organization’s goals and objectives.
This course will examine key legislation
affecting employee rights, employee
privacy, equal employment opportunity,
affirmative action, discrimination issues,
and employee record management.

OD 667. Total Rewards & Risk
Management. (3)
The manner in which an organization
manages rewards and risks has a significant
impact on its ability to achieve its
strategic goals and objectives. A carefully
crafted compensation plan, offering an
appropriate mix of direct and indirect
compensation, is essential to maintaining
a quality workforce. The careful and
strategic management of organizational
risk is equally as important. This course
will focus on identifying and designing
appropriate and effective compensation
systems that serve to sustain a highly
engaged workforce in full compliance with
legal and ethical standards. Today’s HR
professionals will be expected to, not only
understand strategic compensation and
risk issues as they relate to organizations,
but take a leadership role in designing,
revising, and implementing current and
relevant compensation and risk strategies
in a quickly changing employment and
legal landscape.

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 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.

**OD 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.

**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/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.

**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. (3)**
This course is the capstone of the OD Program. It requires the completion of a faculty-approved project that demonstrates professional competence. Pre-requisites: OD 600, 601, 625, 630, 640, and 691, offered as CR/NC only.

**Study Tour (ST)**
No Major or Minor is offered.

**STUDY TOUR COURSE (ST)**

**ST 608. Study Abroad. (6-12)**
Avila University has affiliated with other 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 be 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**

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David W. Frantze (2002)
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Bob Hardin (2015)
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Dave Armstrong (2002)
Director of Mission Effectiveness and Campus Ministries. B.A., Benedictine College; M.P.S., Loyola University.

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800-621-7440; Fax 312-263-7462
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International Assembly for Collegiate Business Education
P.O. Box 3960
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Missouri Department of Elementary and Secondary Education
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