

## VIII. GRADUATE DEGREE PROGRAMS

### // MASTER OF ARTS IN EDUCATION EFFECTIVE TEACHER

The Masters of Arts: Effective Teacher program is designed for working professionals in institutional, governmental or educational workplaces who need to further develop their teaching skills. A master's level program helps working adults better understand their roles as teachers at their place of employment, or move more confidently within the hierarchy at their place of employment would help many people succeed. The program is designed for all people wanting to improve their teaching skills regardless of their employment, full or part-time student status, racial, ethnic, or national origin.

**Major Required . . . . . 36**

**TOTAL . . . . . 36**

#### **Major Required . . . . . 36**

ORG 5000	Personal Leadership Development . . . . .	3
ORG 5100	Leadership Theory and Practice . . . . .	3
ORG 6700	Diversity and Inclusion in the Organizational Culture . . . . .	3
EDU 5100	Personal Leadership Skills and Team Building. . . . .	3
EDU 5101	Culture of Continuous Improvement in Education. . . . .	3
EDU 5102	Student-Centered Differentiated Instruction. . . . .	3
EDU 5400	Instructional Strategies . . . . .	3
EDU 5500	Becoming a Reflective Practitioner. . . . .	3
EDU 5700	Digital Strategies for 21st Century Learning . . . . .	3
EDU 6000	Assessment, Learning, and Action Research. . . . .	3
EDU 6100	Classroom Management for Effective Learning . . . . .	3
EDU 6900	Ethical Leadership. . . . .	3

#### **Master's Degree Requirements**

- // Successful completion of 36-credit hours curriculum
- // Minimum 3.00 cumulative GPA
- // Grade of B or higher in all required courses and professional electives.

### // MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP NON-CONCENTRATION

**Major Required . . . . . 15**

**Professional Electives . . . . . 9**

**Non-concentration Options . . . . . 12**

**TOTAL . . . . . 36**

#### **Major Required . . . . . 15**

ORG 5000	Personal Leadership Development . . . . .	3
ORG 5100	Leadership Theory and Practice . . . . .	3
ORG 6600	Culture of Learning Organizations. . . . .	3
ORG 6700	Diversity and Inclusion in the Organization Culture . . . . .	3
ORG 6900	Leading Complex Change . . . . .	3

#### **Professional Electives . . . . . 9**

*Choose three courses from the following, or any course numbered at or above the 5000-level (or equivalent) that is not used to satisfy other degree requirements*

COM 5360	Crisis Communication and Leadership. . . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5300	Ethics for Business Leadership . . . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
PA 5306	Public Policy . . . . .	3
PA 6304	Local Government Planning . . . . .	3

#### **Non-concentration Options . . . . . 12**

ORG 5800	Managing Project Teams . . . . .	3
ORG 6000	Leadership Development and Coaching . . . . .	3
ORG 6800	Organization Development . . . . .	3

Choose an additional 5000- or 6000- ORG course not used to satisfy other degree requirements

#### **Master's Degree Requirements**

- // Successful completion of 36-credit hours curriculum
- // Minimum 3.00 cumulative GPA
- // Grade of B or higher in all required courses and professional electives.

## MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP APPLIED LEADERSHIP CONCENTRATION

The Applied Leadership Concentration track requires successful completion of a minimum of 15 credits in the concentration area. Students have the option of completing a second Applied Leadership Concentration by meeting the 15 credit requirement under both concentrations.

There are seven concentrations to select from: Criminal Justice Leadership, Emergency Management Leadership, Fire/Rescue Executive Leadership, Healthcare Administration, Human Resource Management, Public Administration Leadership, Sport Management, and Teacher Leader.

**Major Required . . . . . 15**

**Professional Electives and Concentration Required . . . . . 21**

**TOTAL . . . . . 36**

### Major Required of All Concentrations. . . . . 15

ORG 5000	Personal Leadership Development . . . . .	3
ORG 5100	Leadership Theory and Practice . . . . .	3
ORG 6600	Culture of Learning Organizations. . . . .	3
ORG 6700	Diversity and Inclusion in the Organization Culture . . . . .	3
ORG 6900	Leading Complex Change . . . . .	3

### Criminal Justice Leadership Concentration

#### Professional Electives

*Choose two (2) of the following five courses*

COM 5360	Crisis Communication and Leadership. . . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
PA 5306	Public Policy . . . . .	3

#### Concentration Required

PA 5302	Ethics for Public Administration . . . . .	3
ORG 6000	Leadership Development and Coaching . . . . .	3
CRJ 5200	Leadership and Management Skills for Criminal Justice . . . . .	3
CRJ 5390	Critical Analysis of Criminal Justice Administration. . . . .	3
CRJ 6800	Criminal Justice Policy Analysis and Socio-Cultural Systems . . . . .	3

### Emergency Management Leadership \*

#### Professional Electives

*Choose one (1) of the following four courses:*

COM 5360	Crisis Communication and Leadership. . . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5300	Ethics for Business Leadership . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3

#### Concentration Required

EMG 5000	Emergency Management . . . . .	3
EMG 5100	Legal Aspects of Emergency Management . . . . .	3
EMG 5300	Interagency Disaster Management . . . . .	3
EMG 6300	Risk Management . . . . .	3
EMG 6305	Leadership and Decision Making in Emergency Management . . . . .	3
EMG 6700	Case Studies in Natural and Man-made Disasters . . . . .	3

### Fire/Rescue Executive Leadership \*

#### Professional Electives

*Choose three(3) of the following five courses*

COM 5360	Crisis Communication and Leadership. . . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3
PA 5302	Ethics for Public Administration . . . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
PA 5306	Public Policy . . . . .	3

#### Concentration Required

ORG 6000	Leadership Development and Coaching . . . . .	3
FSC 6200	The Fire/Rescue Executive's Role in Community Risk Reduction . . . . .	3
FSC 6400	The Fire/Rescue Executive's Role in Emergency Management . . . . .	3
FSC 6800	Executive Leadership for Fire/Rescue Officers . . . . .	3

### Healthcare Management \*

#### Professional Electives

*Choose one (1) of the following three courses*

COM 5360	Crisis Communications and Leadership . . . . .	3
EMG 5300	Interagency Disaster Management . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3

#### Concentration Required

HCM 5000	Emerging Issues in Health Administration . . . . .	3
HCM 5100	Building Professional Teams . . . . .	3
HCM 5200	Self Care for Health Professionals . . . . .	3
HCM 6100	Health Field Human Resource Management . . . . .	3
HCM 6200	Health Care Budgeting and Financial Management . . . . .	3
HCM 6900	Ethical Leadership in Healthcare . . . . .	3

**Human Resource Development****Professional Electives***Choose two (2) of the following five courses*

COM 5360	Crisis Communication and Leadership . . . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
PA 5306	Public Policy . . . . .	3

**Concentration Required**

ORG 5200	Emerging Trends in Human Resource Management . . . . .	3
ORG 5300	Ethics for Business Leadership . . . . .	3
ORG 6000	Leadership Development and Coaching . . . . .	3
ORG 6400	Measuring HR and Change Impact . . . . .	3
ORG 6800	Organization Development . . . . .	3

**Public Administration Leadership****Professional Electives***Choose one (1) of the following three courses*

COM 5360	Crisis Communication and Leadership . . . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5300	Ethics for Business Leadership . . . . .	3

**Concentration Required**

ORG 5800	Managing Project Teams . . . . .	3
ORG 6000	Leadership Development and Coaching . . . . .	3
PA 5302	Ethics for Public Administration . . . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
PA 5306	Public Policy . . . . .	3
PA 6304	Local Government Planning . . . . .	3

**Sport Management****Professional Electives***Choose two (2) of the following five courses*

COM 5360	Crisis Communication and Leadership . . . . .	3
ORG 5101	Strategic Management and Business Policy . . . . .	3
ORG 5300	Ethics for Business Leadership . . . . .	3
ORG 5800	Managing Project Teams . . . . .	3
PA 5306	Public Policy . . . . .	3

**Concentration Required:**

SMT 5200	Emerging Trends in Sport Management . . . . .	3
PA 5305	Public Finance and Budgeting . . . . .	3
ORG 6000	Leadership Development and Coaching . . . . .	3
SMT 6400	Strategic Marketing in Sport. . . . .	3
SMT 6800	Strategic Management in Sport . . . . .	3

**Teacher Leader****Concentration Required**

ORG 6000	Leadership Development and Coaching . . . . .	3
EDU 5000	Adults as Learners. . . . .	3
EDU 5100	Personal Leadership Skills and Team Building. . . . .	3
EDU 5102	Student-Centered Differentiated Instruction . . . . .	3
EDU 5200	Building Professional and Community Relations . . . . .	3
EDU 6000	Assessment, Learning, and Action Research . . . . .	3
EDU 6900	Ethical Leadership . . . . .	3

\* *Executive Fire Officer Course Credit: Waldorf University will accept transfer credit for the United States Fire Administration's Executive Fire Officer courses completed at the National Fire Academy. Students successfully completing the following courses will receive transfer credit as indicated: a) the EFO program's Executive Development course satisfies 3 credit hours of elective credit, b) the EFO program's Executive Analysis of Community Risk Reduction course satisfies FSC 6200, c) the EFO program's Executive Analysis of Fire Service Operations in Emergency Management course satisfies FSC 6400, and d) the EFO program's Executive Leadership course satisfies FSC 6800.*

**Master's Degree Requirements:**

- // Successful completion of 36-credit hours curriculum
- // Minimum 3.00 cumulative GPA
- // Grade of B or higher in all required courses and in all concentration courses

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## IX. GRADUATE COURSE DESCRIPTIONS

### COM 5360

#### **Crisis Communication and Leadership . . . . . (3 cr.)**

Explores strategies for leading and communicating effectively with both internal and external audiences during crisis situations. Discusses the development of a communication plan and how to craft and deliver messaging during the crisis situation.

### CRJ 5200

#### **Leadership and Management**

#### **Skills for Criminal Justice. . . . . (3 cr.)**

Leadership is an essential element for criminal justice professionals. Developing an effective management style is an important component for advancement. This course is designed for students to integrate research with real-world experiences involved in becoming a leader in the criminal justice field. Students will analyze and assess research that delves into the many leadership and management styles within criminal justice.

### CRJ 6800

#### **Criminal Justice Policy Analysis and the Socio- Cultural System . . . . . (3 cr.)**

Beginning in the 1970s, the United States has seen a shift in punishment philosophies, which has resulted in one of the highest rates of incarceration in the world. This course will provide an analysis of these decisions and their implications on the criminal justice system (law enforcement, courts, and corrections), as well as society. (Prerequisites CRJ 5200 and CRJ 5390)

### EDU 5000

#### **Adults as Learners . . . . . (3 cr.)**

Adults as Learners emphasizes learning methods, strategies, and techniques which cater to the non-traditional adult learner. This course will focus systemically at the philosophical and social context of adult education. Teacher leaders must be aware of strategies and techniques that create a rich learning environment for adults making up the educational team. Learners will leave this course with a psychological and philosophical understanding of what adults are seeking when they decide to improve themselves academically. Additionally, trends, issues, and research related to creating the most positive learning culture possible for adults will be explored. (Prerequisites ORG 5000 and ORG 5100)

### EDU 5100

#### **Personal Leadership Skills for Team Building . . . (3 cr.)**

Self-assessment and self-reflection are both key if leaders are to remain true to their purpose. Understanding one's own leadership style is important. Utilizing an individual's strengths and recognizing areas of needed growth are also vital if the leader is to be effective and able to assist in building stronger teams within a professional setting. (Prerequisites ORG 5000 and ORG 5100)

### EDU 5101

#### **Culture of Continuous Improvement in Education . (3 cr.)**

The focus of EDU 5101 is around quality and performance improvement in today's education settings. This will be accomplished through examination of quality assurances, continuous quality improvement, and performance improvement in management and performance systems. Part of the focus will be around coaching colleagues toward identification of gifts and talents and how to maximize those

gifts personally and institutionally. One component of this course is to clearly define the proper role of performance evaluations. (Prerequisites ORG 5000, ORG 5100, and ORG 6700.)

### EDU 5102

#### **Student-Centered Differentiated Learning . . . . . (3 cr.)**

The principle mission of the Organizational Leadership Teacher Leader program is to help learners recognize, understand, build, and cultivate their individual leadership skills. Such skills will be realized by reflecting on leadership theories, current practice, personal leadership development, and a systemic view of leadership and the role of leaders. The program is anchored in application and how learners utilize and model Teacher Leader "best practices" in their day-to-day professional and personal life. (Prerequisites ORG 5000, ORG 5100, ORG 6600, ORG 6700, and EDU 5000)

### EDU 5200

#### **Building Professional**

#### **and Community Relationships. . . . . (3 cr.)**

The 21st century work environment is anchored in teams, teamwork, and collaboration. The skills necessary to develop professional and community relationships are anchored in well-defined processes and strategies which lead to greater interaction within the educational community. Some of the areas explored will be communication skills, building relationships, problem-solving strategies, facilitation skills, and expanding the walls of a traditional school setting to the broader community.

### EDU 5400

#### **Instructional Strategies . . . . . (3 cr.)**

Specific instructional strategies can have an amazing impact on certain student audiences. Understanding the best way to reach a diverse classroom setting can make a huge difference in the learning experience for each learner. The alignment of the strategy with the classroom dynamics and content can lead to greater efficiency and effectiveness for the instruction. This contributes to the greater professional satisfaction for the teacher. There will be an intense comparison between the "constructivist" classroom and the traditional teacher-centered learning environment. (Prerequisites ORG 5000, ORG 5100, and ORG 6700)

### EDU 5500

#### **Becoming a Reflective Practitioner . . . . . (3 cr.)**

Knowledge without reflective practices, values keeping us focused on our "True North," and without vision can be dangerous. EDU 5500 is anchored in framework which centers on understanding social responsibility. Learners will demonstrate as a clear understanding of the "use of self" in their professional world as well as their personal life. (Prerequisite ORG 5000, ORG 5100, and ORG 6700)

### EDU 5700

#### **Digital Strategies for 21st Century Learning . . . . (3 cr.)**

This course is designed to serve as an introduction and exploration of current and emerging technologies and their applications for classroom instruction. An emphasis is placed on highlighting best practices for 21st century Teacher and learning with technology as a tool to enrich those experiences for both the teacher and the learner. (Prerequisites ORG 5000, ORG 5100, and ORG 6700)

**EDU 6000****Assessment, Learning, and Action Research . . . . (3 cr.)**

In an age of accountability at all levels of our educational structure, it has become vitally important to understand the linkage between assessment, learning and action research. It is the assumption that learners come into this course with a solid understanding of assessment and the role it plays in teaching and learning. The basics of assessment will be reviewed and linked to a wide range of strategies to improve learning in our Pre-K-16 educational structure. Action research is the tool many educators use as they “repair the plane while it is flight.” The more proactive the leader is in the use of action research the more quickly logical changes can take place. (Prerequisites ORG 5000, ORG 5100, ORG 6600, ORG 6700, EDU 5000, and EDU 5102)

**EDU 6100****Classroom Management for Effective Learning . . (3 cr.)**

As teachers work toward creating an inclusive learning environment there needs to be a balance between a purely interactive classroom environment and classroom management. Classroom management does not mean sitting in straight rows and no one talking or making eye contact. Rather, the 21st century diverse classroom setting is managed by adults who are proactive, culturally sensitive, academically engaging, and gifted in multiple ways to motivate students academically and in positive behaviors. (Prerequisites ORG 5000, ORG 5100, and ORG 6700)

**EDU 6900****Ethical Leadership . . . . . (3 cr.)**

Where do we develop our ethical and moral direction? Ethical Leadership is designed to explore basic ethics and the development of ethical leadership skills. The course will also help educators learn more about their own state’s specific ethical standards and the rationale behind those standards. Learners will discuss and propose ways to work with the broader community to implement positive character development among education faculty, staff, and even elected boards. EDU 6900 Ethical Leadership serves as the Capstone course for the Teacher Leader concentration in Organizational Leadership. The course culminates with the learner merging all previous content into comprehensive reflective demonstration of how they have changed and who they desire to be as a Teacher Leader. (Prerequisites ORG 5000, ORG 5100, ORG 6600, ORG 6700, EDU 5000, EDU 5100, EDU 5102, EDU 5200, and EDU 6000)

**EMG 5000****Emergency Management . . . . . (3 cr.)**

This course focuses on the evolution of emergency management in the last 110 years and the role of the Federal Government. Students will investigate Hurricane Katrina to identify the breakdown of response efforts that resulted in the reconstruction of federal policies and procedures. Finally, students will study major disasters since Hurricane Katrina to assess present and future government response capabilities to a major disaster.

**EMG 5100****Legal Aspects of Emergency Management . . . . . (3 cr.)**

Explores the basic principles and terms of law in relation to fire protection and various legal actions against people or organizations charged with emergency services management duties. Contains court cases, statutes, and regulations that have an impact on emergency service organizations.

**EMG 5300****Interagency Disaster Management . . . . . (3 cr.)**

Focuses on interagency cooperation for complex crises and domestic emergencies. Reviews the coordinating mechanisms and planning tools within the disaster response community for enhanced interagency response operations. Particular attention paid on lessons from post 9/11 and Hurricane Katrina.

**EMG 6300****Risk Management . . . . . (3 cr.)**

Comprehensive foundation on the background, components, and systems involved in the management of disasters and other man-made or natural emergencies. Examples focus on the U.S. domestic system of emergency management.

**EMG 6305****Leadership and Decision****Making in Emergency Management . . . . . (3 cr.)**

Students demonstrate knowledge and understanding of the history, evolution and theoretical concepts, and technologies used in emergency planning and management. Students differentiate disasters and hazards and apply knowledge of the four stage response to disaster preparedness, emergency planning, mitigation response, and recovery. Students demonstrate comprehension of theory and practice in the public sector by writing up a final emergency management policy.

**EMG 6700****Case Studies in Natural and Man Made Disasters . (3 cr.)**

Critical look at emergency services management interactions in major historical natural catastrophes, man-made disasters, or terrorist incidents through the lessons learned from case study evaluation. (Prerequisites: EMG 5000 and EMG 5300)

**FSC 6200****The Fire Executive’s Role****in Community Risk Reduction . . . . . (3 cr.)**

This course examines the Executive Fire/Rescue Officer’s role as a leader for community risk-reduction. Students will address ways to enhance life safety and reduce multi-hazard risks within their communities. Avenues for influencing statewide officials to champion these causes will be examined. Specific areas of fire prevention, such as code enforcement, fire safety education, and fire investigation, will also be discussed.

**FSC 6400****The Fire/Rescue Executive’s Role****in Emergency Management . . . . . (3 cr.)**

The course examines the Fire/Rescue Executive’s role as an integral part of community and state emergency management systems. Student will apply their experience to conventional incident management concepts and analyze the effective management of various emergency incidents. Student will also analyze the preparedness of emergency operations centers.

**FSC 6800****Executive Leadership for Fire/Rescue Officers . . . (3 cr.)**

The course examines the Fire/Rescue Officer’s role as an executive leader. Students evaluate leadership effectiveness, comparing and contrasting approaches used by various leaders. Students also analyze legal issues and insurance grading, as well as develop procedures for job evaluation and promotion. The course concludes with strategies to enhance the Fire/Rescue Officer’s life quality through personal and professional development. (Prerequisites: FSC 6200 and FSC 6400)

**ORG 5000****Personal Leadership Development . . . . . (3 cr.)**

Cornerstone course for the M.A. in Organizational Leadership: Learners develop the “use of self” as an instrument for change, applying critical thinking skills. Personal reflection and self-assessment are used to identify preferred learning styles and leadership tools that complement one’s personal style. Additionally, this course introduces learners to the Organizational Leadership program, acclimates them to the online format, and builds their identity as members of the Waldorf community.

**ORG 5100****Leadership Theory and Practice . . . . . (3 cr.)**

Learners explore the philosophy and expression of leadership and how those aspects have changed through history. A variety of leadership theories and styles are discussed, along with their impact on today’s leadership practice. (Prerequisite: ORG 5000)

**ORG 5101****Strategic Management and Business Policy . . . . . (3 cr.)**

Presents an integrative analysis and case studies on the process of developing and managing business strategies. Topics include development of corporate goals and objectives, competitive analysis, business model examination, and organizational systems design for plan implementation.

**ORG 5200****Emerging Trends in Human Resource Management (3 cr.)**

Learners explore trends related to demographic shifts among talent, globalization, technology, and economic trends, as these trends influence HR practices such as talent acquisition, development, and retention; performance management; and organization effectiveness.

**ORG 5300****Ethics for Business Leadership. . . . . (3 cr.)**

Explores the role of individual, business, and government activities related to ethically responsible commerce and socially beneficial business activity.

**ORG 5800****Managing Project Teams . . . . . (3 cr.)**

Analysis and discussion of the diverse sectors of project management leadership and team activity, as well as a wide range of organizations and topics related to project teams. Project teams are comprised of multiple job sectors and divisions. Explores project team members from project creation to completion, while managing team conflict, motivation, individual and group behavior, and strategic completion of work assignments.

**ORG 6000****Leadership Development and Coaching . . . . . (3 cr.)**

Further developing the “use of self” as an instrument for change, learners apply critical thinking to the practice of developing and coaching people within the organization. Special focus is on developing and coaching leaders within the student’s chosen career field. (Prerequisites: ORG 5000 and ORG 5100)

**ORG 6400****Measuring HR and Change Impact . . . . . (3 cr.)**

Learners examine practical approaches for measuring human resource management functions and change initiatives, with special focus on employee performance and organizational effectiveness. Case studies will be used to apply approaches for measurement design, data collection, analysis, and evaluation strategies for effective organizational decision-making.

**ORG 6600****Culture of Learning Organizations . . . . . (3 cr.)**

Learners use a systems approach to explore group dynamics and leadership strategies for developing an effective team. Special focus is devoted to the leader’s role in influencing group dynamics to create a learning organization culture. (Prerequisites: ORG 5000 and ORG 5100)

**ORG 6700****Diversity and Inclusion in the Organization Culture (3 cr.)**

Learners explore strategies for influencing and shaping an organization culture to embrace diversity and inclusion. Emphasis is on transforming the organization’s norms to foster group dynamics that honor diversity and inclusion. (Prerequisites: ORG 5000, ORG 5100 and ORG 6600)

**ORG 6800****Organization Development . . . . . (3 cr.)**

Learners analyze organization development (OD) processes that are designed to improve organization effectiveness. These OD processes are systematic, long-term efforts that focus on the human and social elements of organization change. (Prerequisites: ORG 5000 and ORG 5100)

**ORG 6900****Leading Complex Change . . . . . (3 cr.)**

Capstone for the M.A. in Organizational Leadership: Learners create a leadership project with an applied context. As part of the capstone, learners also reflect and discuss how the individual’s leadership lens informs his or her chosen career field. ORG 6900 should be taken during the last term of the M.A. program. (Prerequisites: ORG 5000, ORG 5100, ORG 6600, and ORG 6000)

**PA 5302****Ethics for Public Administration. . . . . (3 cr.)**

The Public Administration Ethics course focus is meta-ethics, normative ethics, and applied ethics theory in the context of the multidisciplinary applied field of public administration and policy research and practice. Students demonstrate knowledge and comprehension of ethical theories such as utilitarianism, deontology, and social constructivism, and through analysis engage in critical thinking and problem solving for comprehension of real problems facing public managers. Students write up their analysis and synthesis in support of an ethical decision and judgments from readings. Students will evaluate a public agency Code of Ethics for analysis and presentation to support comprehension. Ethical case studies are useful for application of ethical constructs and written evaluations include recommendations for administrative, managerial, and leadership responsive action. (Prerequisite: ORG 5000)

**PA 5305****Public Finance and Budgeting . . . . . (3 cr.)**

Demonstrate both knowledge and comprehension of the foundational theories and methodological tools used in public finance and budgeting. Students will apply their knowledge and comprehension and make use of finance and budgeting methodological tools, such as cost-benefit and cost-effectiveness analysis, in the application of finance and budgetary theory to practice, create, and oversee public sector fiscal processes. Students will evaluate a real budget and identify important budget items that public managers must consider in preparation and presentation of a budget. The usefulness of finance and budgeting theoretical constructs and methodological tools will be applied to solve real world public finance and budgetary case studies. (Prerequisite: ORG 5000)

**PA 5306****Public Policy. . . . . (3 cr.)**

The Public Policy and analysis course provides a critical overview of the public policy process and effects on public, nonprofit, and private organizations. Students identify the steps in the public policy and analysis process including problem identification, policy formation, and implementation, as well as evaluate techniques within various public sectors and nonprofit organization environments. This course allows students to implement successful strategies using case analysis. (Prerequisite: ORG 5000)

**SMT 5200****Emerging Trends in Sport Management . . . . . (3 cr.)**

Learners will explore emerging trends in sport management including demographic shifts, managing diversity, economic trends, pay for play, coaching and administrative accountability, student-athlete eligibility issues, drug use in sport, strategic planning, organizational effectiveness, and ethical issues in sport.

**SMT 6400****Strategic Marketing in Sport. . . . . (3 cr.)**

This course provides an overview of marketing in sport. Emphasis is placed on enabling the marketing manager to create strategies that “fit” the products and services to an athletic department or sport organization’s distinctive competencies and its target market. The course centers on the development of decision-making skills in marketing and provides an overview of the strategic marketing management process. Case studies in sport marketing are used to address and exemplify the many issues and problems that are involved in creating and implementing the marketing strategy. (Prerequisites: ORG 5000 and ORG 5100)

**SMT 6800****Strategic Management in Sport . . . . . (3 cr.)**

This course is designed to provide a deeper understanding of strategic management principles, theories, and concepts in their application to specific sport management settings. During this course, students will examine the basic concepts of strategic management, learn how to develop mission statements, and assess both the external and internal environments to determine organizational strengths and weaknesses. This course will include the analysis of various methods for strategic planning, formulating and implementing tactical strategies, as well as the numerous issues associated with technological and economic challenges. (Prerequisites: ORG 5000 and ORG 5100)