



EXECUTIVE MPA HANDBOOK

2014 - 2015

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Welcome to the Bloch EMPA

Welcome to the Executive Master of Public Administration (EMPA) program at UMKC! We are delighted that you have chosen to make the Department of Public Affairs in the Henry W. Bloch School of Management your academic home. Our department is committed to excellence in education, experiential learning, and the kind of collaboration that makes an essential difference in the work of the leaders and agencies that serve our metropolitan community. Through this commitment you will have the opportunity to participate in an exceptional professional education experience -- an experience that will further prepare you for an exciting future, whether that future involves building the foundation for a new career or growing the next stage of your current career.

Being in the Bloch School of Management allows us to offer you important opportunities to engage in the important work of the public service and civic community of this region. Not only will you engage in applied research projects within your classes -- projects that are connected to real issues and organizations -- but you will have the opportunity to connect with leading professionals of this region through the events we sponsor, the guest speakers in your classes and participation with organizations such as the Kansas City Chapter of the American Society for Public Administration. The Department of Public Affairs also is home to two special centers that provide opportunities to work directly with the community. One, the Cookingham Institute of Urban Affairs, provides research and programs to help build local government capacity. The second, the Midwest Center for Nonprofit Leadership, is a nationally-recognized academic center that offers credit and non-credit leadership and professional development programs for nonprofit and governmental leaders. The Midwest Center works with an extensive array of metropolitan and national nonprofit and governmental agencies every year, providing research, evaluation, and policy-development support services that help these agencies do their work.

We have high expectations for you and for your professional development. You have been chosen for your potential and for the contribution that your particular skills and experiences bring to the cohort. The success of the EMPA is based on a combination of learning from program components and faculty and of learning from fellow students.

EMPA education is different from other degree programs in focus, delivery methods, and learning goals. Students are also asked to examine issues across courses and to enhance their capacities for written and oral communications, team leadership, ethical decision making, critical thinking, managing diversity, and self-awareness.

In addition to the promise of the Bloch School's outstanding education record, EMPA students will also be exposed to multiple program features that enhance their experience. Additional features designed specifically for our EMPA's include:

- Executive coaching: Students will work both individually and in teams with nationally recognized executive coaches. Work will focus on how to effectively lead teams in the workplace, and how to overcome personal barriers to effective leadership.
- Residency Immersions: As part of their program of study, EMPA students will participate in week-long immersion courses. Immersion courses create concentrated learning environments where students work with other members of their cohort to develop knowledge and solve public/nonprofit management issues.
- Cohort: Unlike our traditional MPA, the EMPA will employ a cohort model. Cohorts provide opportunities for students to engage in peer-to-peer learning and students complete the program together as one group.
- Out of Town Study: The EMPA expands the classroom beyond UMKC's campus to Washington D.C. and South Africa. Each out of town study experienced is designed to apply frameworks and models in differing environments, allowing students to expand their frame of reference and application capacity.

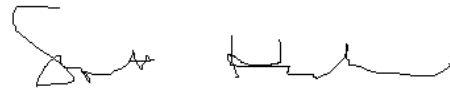
The EMPA pace is quick; and we ask you to take responsibility for getting what you need from each course, from each instructor, from each experience. Some of the time, you will be building on current skills and clear strengths. At other times, you will be navigating unfamiliar terrain or facing personal patterns and behaviors that can derail a career. We know that our high expectations for your learning and growth will be met with your commitment and with your responsible choices over the course of the program.

The transition from the role of successful professional to new graduate student has its challenges. High impact learning is never easy or comfortable: it requires trust in the program. The EMPA will challenge you to open your mind to new ideas and to new ways of seeing the world and yourself. It will test your capacities for resilience; for patience; and for balancing school, work, and personal life – and we will be there to support you as you find your way.

The faculty and staff of the Department of Public Affairs are here as a resource for you as you earn your degree. You will find this program exciting, engaging, and challenging, and we look forward to our work together. Congratulations on entering the EMPA program and joining the Department of Public Affairs!



David O. Renz, Ph.D.
Beth K. Smith/Missouri Chair in Nonprofit Leadership
Chair, Department of Public Affairs



Scott Helm, Ph.D.
EMPA Program Director

The Bloch EMPA: Mission

EMPA MISSION

The program is designed to provide emerging leaders with opportunities to strengthen their management acumen while developing the leadership savvy, team skills, and wisdom needed for career success. Today's complex and ever-changing world requires leaders who are creative, socially responsible, and entrepreneurial in spirit and strategy. The Bloch EMPA is focused on the development of those capacities.

EMPA VALUES

Core values of the Bloch EMPA program lead to student success. The program promotes:

1. Personal responsibility and the honoring of commitments
2. Integrity and ethical decision making
3. Respect for self and for others
4. Valuing of diversity and the creation of a caring community
5. Openness to learning and to new ideas.

Department of Public Affairs: The Mission and Vision

The faculty and staff of the Department of Public Affairs envision the future of the Henry W. Bloch School of Business and Public Administration in a special way: as a single school uniquely positioned to educate and prepare innovative and entrepreneurial leaders to be successful in service to all organizations. Bloch is a school that exemplifies such leadership through its own innovation and entrepreneurship -- institutional innovation and entrepreneurship that accelerate a new generation of excellence in teaching, research, and community engagement.

It is in this context that the Department of Public Affairs envisions its future. We prepare leaders and executives to be innovative, entrepreneurial, and effective in their work in public service settings, including:

- Executives and managers who provide leadership to nonprofit and other public service organizations;
- Members of governing boards of nonprofit and governmental organizations;
- For-profit executives and managers who are active in public affairs, policy analysis, and policy development processes in government and related settings;
- Executives and managers who serve as leaders of trade groups and other types of mutual interest associations; and
- Citizens who serve in leadership roles in public interest and community organizations, at all levels of community and government.

The mission of the Department of Public Affairs is to build the capacity of public service leaders and executives, and the organizations they serve, through exceptional education, research, and service to the community. We prepare entrepreneurial and innovative leaders for success in nonprofit and governmental organizations.

Teaching is central to our purpose. The public administration education is substantive, integrative and practical, offering a curriculum that brings the perspectives of multiple disciplines to bear on the complex challenges of 21st century organizations and communities. Learning experiences are practice-focused, preparing students to lead and manage diverse and complex organizations, engage in disciplined analytical and critical thinking, and engage in entrepreneurial and innovative action. PA programming is globally relevant and locally applicable, and our graduates understand the value of diversity and inclusion and are capable of leading and managing in ethical, effective, culturally competent ways.

Research is equally central to the mission of the department, and high quality scholarship is critical to our success. Bloch PA research is unique for its dual focus on quality scholarship and relevance. The best of our research enhances the potential for public service leaders to more fully understand how to be entrepreneurial, innovative, and effective in their work. We are an urban public university, and our research agenda is directly relevant to the needs and challenges of the urban community. Bloch PA research is designed to provide unique insights into innovative and entrepreneurial ways to address and resolve the most complex and “wicked” urban challenges and issues.

The third element of the department’s mission, that of service, is also central to our vision of the department’s future. For public affairs, service means active and substantive engagement in the work of the people and organizations of our urban community. Our department understands service as a collaborative form of engagement with community leaders, and well-developed internships and service learning initiatives provide excellent vehicles for linking the teaching and service elements of our mission.

The Bloch School at a Glance

The EMPA program is one program offered in the widely respected Henry W. Bloch School of Management at the University of Missouri-Kansas City. Information about the school and its faculty, leadership, programs and offerings is available at <http://www.bloch.umkc.edu/index.aspx>. Knowing something about the Bloch School helps to appreciate the strengths and benefits of a Bloch EMPA.

HISTORY

The University has offered business courses since 1933. In 1953, with the support and encouragement of the Kansas City community, the School of Business Administration was established.

The Master of Public Administration program was established in Kansas City in 1961 by the University of Missouri as part of its outreach and extension program. In 1978, UMKC renamed its Department of Public Administration the L.P. Cookingham Institute of Public Affairs, in recognition of the role former L.P. Cookingham, former city manager of Kansas City, Missouri, played in inspiring and supporting professional public management.

In 1986, the School of Business received an endowment from Henry Bloch, co-founder of H&R Block. The MPA program was merged into the new school, and in recognition of Mr. Bloch, the school was named in his honor – the Henry W. Bloch School of Business and Public Administration.

In 2010, with the full support of Henry Bloch, The School was renamed the Henry W. Bloch School of Management to reflect its new 21st century vision to be Kansas City's nationally and globally preeminent school of management focusing on entrepreneurial and innovative thinking as the foundation of transforming talent and achieving sustainable growth in for-profit, public and nonprofit enterprises.

Throughout its history, the Bloch School has maintained close connections to the business and civic community. Bloch's faculty and teaching experts regularly consult with local leaders about the skills that they need from Bloch graduates. Those skills are found in the School's curricula across the undergraduate and graduate degrees, executive education, and certificate programs. More than 14,000 Bloch alumni live and work in the greater Kansas City area, forming a powerful network.

PRESTIGE

The Bloch School is a dynamic urban school of Management serving its community and the larger world through excellent teaching, scholarship, outreach, and service.

It is the only fully accredited school of Management in the greater Kansas City area – and one of very few such schools in the nation. The integrated public and private sector focus of the School offer Bloch students a competitive advantage. The Bloch School is accredited by AACSB International - The Association to Advance Collegiate Schools of Business and by the National Association of Schools of Public Affairs and Administration (NASPAA).

The Bloch School, located on a beautiful campus beside Kansas City's famous Country Club Plaza, is nationally ranked with distinction in a wide range of specializations from entrepreneurship and innovation to real estate and nonprofit management.

Bloch has built programs that are garnering international recognition through rankings, as well as enthusiastic local and regional support, including the Executive MBA (founded in 1995), the Institute for Entrepreneurship and Innovation (founded in 2005) and the Lewis White Real Estate Center (founded in 2007).

MISSION

The mission of the Henry W. Bloch School of Management is to develop purposeful, entrepreneurial and innovative leaders to meet changing global demands and advance knowledge and practice through excellent teaching, scholarship, outreach, and service.

Bloch graduates are recognized for their innovative solutions to the challenges of a changing global marketplace, their entrepreneurial mindset, their ethical conduct, and their critical thinking skills. The creative scholarship of Bloch faculty enhances both theoretical understanding and practical applications, and faculty service and outreach activities advance careers by expanding access to learning and professional development.

WORLD-RENOWNED FACULTY

The Bloch School is known for its very diverse and accomplished faculty. All of the school's full-time faculty hold the highest terminal degrees in their subject areas.

Bloch is home to two of the world's top scholars in innovation management; the former founder of Harvard's National Center for Educational Leadership; and other faculty who have received prestigious awards and recognition for their teaching, research, and service. Bloch faculty publish extensively in top journals; write internationally-acclaimed books; and are in high demand to advise and consult with leading corporations, governmental agencies, and nonprofit organizations across the nation and around the world.

CONNECTED

Throughout its history and today, the School maintains close connections to the nonprofit, business and civic community. It regularly consults with local leaders about the skills that they need from Bloch graduates; and those skills are found in the school's curricula across undergraduate and graduate degrees, executive education, and certificate programs. More than 13,000 Bloch alumni live and work in the greater Kansas City area, forming a powerful network.

The Bloch EMPA: Learning Models

COHORT- BASED LEARNING

As a Bloch EMPA student, you join an elite group of professionals with whom you will take courses in a prescribed sequence over the course of the EMPA program. This cohort-based model creates a powerful learning community with multiple benefits. You will learn from each other and profit from the diverse backgrounds and experiences of your classmates. You will find peer guidance to strengthen your weak areas and good colleagues to support you through difficult times. Multiple activities and small group experiences will enable you to get to know your classmates well and to build a powerful network to rely on throughout your career.

EXPERIENTIAL LEARNING

The Bloch EMPA curriculum is underpinned by a belief in the importance of learning from doing. The experiential component facilitates a quick transfer of class learning back into the workplace and makes course assignments rich and enjoyable activities. Effective professionals understand the importance of reflective practice and *just-in-time* learning. Simulations, role plays, live cases, field work, and on-the-ground research projects are found throughout the curriculum.

EMPA WORK TEAMS

A key feature of the EMPA program is teamwork that offers opportunities to develop cross-functional, leadership, and interpersonal abilities. Teams are an increasingly important part of organizational life across sectors; and the program is committed to strengthening your capacities to understand, to lead, and to work well with diverse others.

Students are assigned to a small EMPA work teams in some of their classes. The EMPA work teams provide a laboratory of sorts for students to see themselves in action as leaders and as members, to understand the consequences of their choices, to learn to develop healthy work cultures, and to experiment with new behaviors. They are also a great way to see the science of group dynamics in action and to develop ways of effectively intervening to create high performing teams.

Your work team will be an important support for you over the course of the program. It is a safe haven for sharing expertise and to help you handle the demands of the program. Work teams will have formal assignments in different courses. Team members also often choose to study together. Teams usually meet once a week in person or virtually to work on team-based assignments and to contribute knowledge and expertise to individual assignments – a good opportunity to learn the values of supporting and of depending on a work team for executive success, rather than doing everything yourself.

Individual vs. team grading: The program is designed so that course grades reflect a combination of individual and team assignments. Unless indicated by the instructor, team members will each get the same grade for a team project – a high incentive for teams to hold everyone accountable to the same standards of quality, contribution, and participation.

Team management and communication are critical leadership skills, and EMPA graduates report their increased ability to positively influence peers as an important outcome of their Bloch EMPA experience. Because every student enters the program with high standards and strong initiative, it is not unusual to experience friction from unclear expectations, miscommunications, individual differences, or the stress of the program. When these instances occur, it is important to resolve them quickly and before they become major obstacles or regular patterns.

The EMPA Executive Coach is available to work with team members – at the team's request or at the Coach's initiation – to facilitate learning about group dynamics and about appropriate ways to discuss sensitive matters while building trust and commitment. In the majority of situations, the result is a high-functioning, productive work group. If a problem cannot be resolved after working with the Executive

Coach, team members will be required to meet with the EMPA Director to determine the next appropriate course of action.

Because of the rigors of the program, many teams rotate leadership on assignments to share opportunity for learning and to divide the workload. However, all team members are expected to understand an entire project and to demonstrate their knowledge through team presentations that include Q & A and through other methods an instructor may choose. Although different individuals may contribute more on one assignment than on another, the expectation is that all members should have gained knowledge and should contribute equally over the course of each semester.

The study team will serve as a support for individuals when they have a particularly difficult week. If these difficulties persist, however, a member of the team should contact the Executive Coach to discuss the situation. Just as in the workplace, students should not be expected to carry another member for any length of time.

EXECUTIVE COACHING

Students receive professional development feedback on interpersonal communication behaviors and executive presence from the EMPA Executive Coach. In addition to the following structured activities, the Coach is on call to help students apply the skills they learn in their courses to everyday workplace situations.

Developing Executive Presence. Students receive individual and team presentation feedback each semester. Students may receive additional individual coaching on their executive presence in one-on-one conferences.

Leveraging Team Interactions. The Executive Coach participates in team meetings and coaches team members on how to interact effectively with peers who have diverse backgrounds, perspectives, and capabilities.

Improving Interpersonal Leadership Skills. Based on the *360 degree feedback assessments*, team interactions and personal observations, the Executive Coach provides feedback and coaching to individuals who are interested in improving their interpersonal influence and leadership abilities.

Creating a Brand. During the final semester (and in the summer after their graduation), the EMPA Executive Coach works with second year students to develop a resume for internal and/or external use that clearly identifies new capabilities, strengths, and skills and that helps them explain their individual leadership styles.

The Academic Program: Moving Through the Bloch EMPA

The Bloch EMPA is student-centered learning at its best. The program is designed to be different from the traditional classroom experience where students passively receive information from revered faculty. Don't worry: Bloch EMPA faculty are some of the best in the world, but they are not teaching in the program to intimidate or impress you. They are there to engage you in discussions and learning about things that matter to successful professionals – and they all strive to weave the best from the world of theory and the world of practice into their teaching.

What you learn depends on what you bring: your willingness to participate, engage in conversation, share your experiences, and come to each class with ideas from your reading and preparation to test and to explore with others.

Faculty are committed to your learning. They, however, will not coddle you – nor will they protect you from the kinds of learning that you need to advance. They may provide what can seem, in the moment, as sharp feedback. They will critique your writing and your critical thinking, will ask probing questions, and will expect you to rise to your full potential. While the program appreciates that you have much on your plate, we also know that you have come to learn the hard stuff, that you are giving us your precious time (and money) to do that, and that we have a collective program responsibility to hold you to high standards.

From your perspective as an experienced professional, the student role is *and* will feel very different from the options and independence that you often have in running your own companies and departments. Recognizing the differences – and watching for the inevitable temptation to become defensive or unfairly demanding – will keep you open to the very learning you need most to receive.

Not only do Bloch EMPA faculty bring diverse and relevant backgrounds, they are known for being highly-accessible.

Students, therefore, should think of the faculty as a resource; and they are encouraged to establish relationships with their instructors as well as with the EMPA program staff. Bloch faculty are interested in you and your learning. Take full advantage of that.

Bloch EMPA: An Overview

The Bloch EMPA is a 21 - month program. Students are admitted each spring to a new EMPA cohort through a special, selective application process.

A variety of teaching formats are employed in the program, including case studies, group projects, simulations and role playing, fieldwork, interactive discussions, and renowned guest lecturers and speakers.

EMPA ACADEMIC PROGRAM POLICIES AND NORMS

Navigating the EMPA is easy if you understand the rules and requirements. This section of the *Handbook* helps you make good choices in the program – and to understand the implications and consequences of your decisions. EMPA core values ask for responsible conduct and a commitment to your own and to cohort learning.

YEAR ONE -			
FALL Intersession	PA 5548	<ul style="list-style-type: none"> Executive Leadership immersion, part I 	3 hours
FALL Semester	PA 5510	<ul style="list-style-type: none"> Research Methods Elective 	3 hours 3 hours
SPRING Intersession	PA 5548	<ul style="list-style-type: none"> Executive Leadership immersion, part II 	
SPRING SEMESTER	PA 5541 PA 5526	<ul style="list-style-type: none"> Public Policy Analysis Politics of Administration w/ DC Residency 	3 hours 3 hours
SUMMER	PA 5525	<ul style="list-style-type: none"> Financial Accountability Elective 	3 hours 3 hours
YEAR TWO -			
FALL Intersession	PA 5544	<ul style="list-style-type: none"> Program Evaluation immersion, pt. I 	3 hours
FALL Semester		<ul style="list-style-type: none"> Elective Elective 	3 hours 3 hours
SPRING Intersession	PA 5544	<ul style="list-style-type: none"> Program Evaluation immersion, pt. II 	
SPRING Semester	PA 5530 PA5585A	<ul style="list-style-type: none"> Capstone South Africa Residency Elective 	3 hours 3 hours 3 hours

COURSES AND DELIVERABLES

Students take at least two courses each semester. Students receive at the start of the semester a schedule which includes all class meetings, assignments, and deliverables due for each course segment or “block” held during the semester. Due dates for assignments and exams for each class are also posted in a course syllabus. The course professor has sole discretion for extending deadlines for assignments and for making up tests and exams. Students should alert the faculty member in advance about a late assignment and make it up quickly and in accordance with policies in the syllabus.

EMPA faculty members work to balance assignments in their own courses – and work together to try to coordinate due dates across courses. At times, however, multiple assignments due on the same weekend cannot be helped. Please look ahead and plan ahead. With rare exceptions, you will know the entire set of deliverables for a semester before that semester begins. This helps to work ahead, to arrange schedules and supports, and to keep one step ahead of work and life demands.

Having said that, there may be additional readings or assignment changes once a course begins. This may be based on class needs for additional background or on some hot-off-the-press discovery or happening that begs attention.

It is a student’s responsibility to check due dates, understand criteria for assignment assessment, and make sure s/he meets the expectations of each course instructor. Faculty and disciplines have their own norms and preferences. Learning to identify and to meet diverse expectations are critical leadership skills. The EMPA gives you ample opportunity to fine-tune those skills!

CLASS PREPARATION AND PARTICIPATION

Each faculty member will assign course material (e.g. cases, problem sets, readings) for students to prepare in anticipation of each class block. Each participant is expected to come to every session fully prepared. Since class participation is a major path to EMPA learning -- and is often graded in individual courses – lack of preparation greatly affects course grades as well as learning.

Good class participation is not just how often you speak. It is how well your comments further the discussion at hand, integrate materials from course readings, apply ideas and concepts to real world problems, and illustrate deep thinking about the subject matter.

CLASS ATTENDANCE

The cohort-based learning model depends on attendance and participation for full learning. Reading someone else's notes or watching a videotape is not the same as engaging in discussion, thinking on the spot, or being challenged to explain a complex issue. For those reasons, missing a single class may translate into significant loss that may be hard to make up – and that can derail progress in the rest of the course or program.

We recognize that EMPA students have many demands on their time. However, we ask you to plan ahead as needed to meet your program commitments.

Students develop new skills and take them back into the workplace. They are also encouraged to target many course assignments toward issues relevant to their employing organization.

EMPA Attendance Policy: Participants are required to attend all sessions of every immersion course. This is essential to maintain program standards and the dynamic nature of the EMPA learning environment.

If an emergency or serious illness occurs, students must contact the course professor prior to missing a class session. Contact information will be available on the course syllabus or will be provided to students during the first class.

Please be advised that missing class may negatively impact a course grade, and multiple absences can affect eligibility to continue in the EMPA program.

Individual instructors may establish specific penalties for missed classes and guidelines for make-up work. Those make-up policies will be stated in course syllabi or discussed at the beginning of each course. If no such policy exists in a particular class, the general Bloch EMPA absence policy applies.

In all absence cases, the EMPA Academic Director determines a student's eligibility to continue enrollment in the EMPA program.

If multiple absences are confined to a single course, the student may be required to repeat the course the following year. Since EMPA courses are only offered one time per year, graduation will be delayed. The repeated or substitute course *must* be retaken within one year.

If a student misses more than 25% of class time across the courses in which he or she is enrolled during a semester, the student may be placed on academic probation by the EMPA Academic Director independent of academic performance. Cumulative program absences of over 30% of total program time can lead to dismissal from the program.

VIDEOTAPING

As discussed, students are expected to attend each class session. In exceptional circumstances, however, a student may need to miss a class and may request that an individual class be taped. Videotaping is not a substitute for class attendance nor will viewing the class tape count toward program attendance – and students should not deceive themselves in believing that watching a class results in the same kind of learning that participating in it does.

Also honoring a request to videotape cannot be guaranteed. Equipment may be unavailable; and an instructor may decide not to allow all or a portion of his/her course to be videotaped. Students may not videotape or audiotape courses with their own equipment without the consent of the faculty member.

DISABILITIES OR SPECIAL NEEDS

The EMPA seeks to create an environment that supports all students in their learning. Students who desire accommodations for special needs under the Americans with Disabilities Act should alert the EMPA Director and contact the Office of Disabled Student Service at 235-1083 or disability@umkc.edu. ODSS will inform the EMPA program about how best to respond.

PLAGIARISM, ACADEMIC DISHONESTY, AND RESPONSIBLE REFERENCING

The University of Missouri Student Code of Conduct is provided in the Appendix. The Code outlines student misconduct for which EMPA students can face disciplinary action or removal from the program.

It is particularly helpful for EMPA students returning to the classroom after years away to review the section on academic dishonesty so that there are no oversights.

Plagiarism is a serious intellectual offense. It **will not be tolerated**; and without exception, it will trigger an investigation consistent with University of Missouri policies. Be on notice that faculty members regularly review all written assignments using *Turnitin* software or other methods of checking for responsible referencing of source materials.

In the case of suspected academic misconduct, the instructor will report the incident to the EMPA Director who must alert the Bloch School Dean's Office according to the guidelines printed in the University catalog. The issue is then investigated by Bloch School central administration and the Dean of the School of Graduate Studies.

A grade of zero will be assigned on any such item where plagiarism has been detected. Confirmed academic dishonesty results in serious sanctions imposed by the School of Graduate Studies, such as suspension or expulsion from the University. It can also result in immediate dismissal from the EMPA program. Tuition and fees will not be refunded in the case of dismissal from the program.

NOTE: Students are responsible for understanding guidelines for documentation and for responsible referencing. These can be found at the university-based internet writing support sites such as <http://owl.english.purdue.edu/owl/resource/589/01/> All students are asked to review such information in order to facilitate learning – and to avoid any misunderstandings.

COURSE EVALUATIONS

Faculty appreciate feedback during their courses, and many have regular checks to see how things are going. Informal feedback to instructors furthers the aim of establishing healthy student-faculty relationships and fosters program norms of mutual respect.

Each EMPA course is also formally evaluated to provide future guidance to faculty and to the program in the selection and delivery of materials. Students provide computer tabulated and written feedback on the last day of class, anonymously if they wish. The evaluations are summarized by the program and reviewed by the Executive Director; and original documentation is delivered to the faculty member. Student evaluations and inputs are taken very seriously.

Just like good company management practices, however, a final course evaluation should contain few surprises for the instructor if students are sharing their reactions and questions along with way. This ongoing give-and-take enables instructors to adjust their methods or materials to meet cohort experiences or interests. It also gives students opportunity to get all that they need in a specific subject area.

RESIDENCIES AND RESIDENCY ATTENDANCE

Residencies are a required part of the curriculum – and a distinctive feature of the Bloch EMPA. Missing a residency is serious. The cohort nature of the program does not allow for easy make-up of the residency in the following year without potentially complicating the experiences of the other cohort. The

residencies have a team project connected to them; and a “newcomer” entering an established work team always impacts the culture, ongoing relationships, informal leadership, and established work patterns in the original group.

EMPA CLASSROOM NORMS AND ENVIRONMENT

Each cohort creates its own class culture and norms. There are, however, common expectations for classroom behavior to encourage the creation of an open, comfortable, and welcoming learning community. These expectations include:

What to wear: The classrooms vary from cool to warm so dressing in layers makes sense. Dress comfortably, too. Informal attire is generally the rule for most days.

The one exception is neat business attire during presentations, field-trips or community events, and when distinguished speakers are invited to address the group. This does not necessarily mean students need to wear a business suit on those occasions. Business casual attire – a nice shirt and pants for men and an appropriate top and pants or skirt for women may work just fine. Use your professional judgment and decide what you need to do to express respect or to make a positive impression.

Guest speakers: Distinguished guest speakers meet with students throughout the program. These visiting scholars and community leaders are giving their time to support your education. During these exchanges, students represent the Bloch school. Well-prepared and incisive questions reflect well on the class and on the program, as do respectful actions such as engagement in discussion, no laptop use beyond note taking, staying in the room throughout the session, active listening, refraining from distracting chatter with neighbors, and so on. Enough said: you know how professionals treat superiors.

Using cell phones: The classroom is a **no cell phone zone**. That includes beeps to announce new text messages! Turn your phone off during classes: students are asked to wait until break time to make and to receive calls and messages.

Laptops in the classroom: Professors have their own preferences. Some will declare no laptop use during their classes. Students are asked to respect that. When laptops are allowed, students are asked to use them **only for class notes or for internet use as and when requested by the professor**.

Students seen answering email, doing other assignments, or surfing the web for personal reasons will be approached by the program staff and asked to stop. Continued infractions may result in a no-laptop policy for the entire class. Be respectful of faculty and of your peers – and understand the consequences of your choices.

Starting times: Classes are compressed in the EMPA, and professors like to start on time and they need to end on time to keep things on schedule. In addition, there regularly are important program announcements five minutes before the start of the morning and afternoon class blocks. Being punctual helps you and others.

Working lunches: We recognize that lunch breaks are a time to refresh and to catch up on conversation with classmates or to check email or cell phone messages. We will do our best to honor that break time. However, periodically special guests or important EMPA program-related work will require a working lunch. We will make sure that students know about these special lunch sessions ahead of time, and we appreciate in advance your flexibility in responding to them.

Prepare, engage, respect, participate: The themes have been consistent throughout this *Handbook*. Make the most of your time in the program. Express your ideas – and use class discussions as a way to test your understandings, stretch your beliefs, and enhance your communications skills. Ask for feedback – it’s a good way to understand what others think about your ideas or choices. Ask questions – it’s a way to steer discussions in important ways and to make sure that your learning needs are met. Offer constructive feedback to your cohort mates – it will help them grow and show your interests in their ideas and efforts. Try out new perspectives and different ways of doing things – variety makes the world go around. Take risks – practice new professional behaviors and be a role model to your class mates. Bring your leadership into the classroom – you are your cohort’s keeper.

For your convenience, *the University of Missouri Student Code of Conduct* is provided in the back of this Handbook.

Academic Standards

STANDARDS OF PERFORMANCE

The following policies establish acceptable standards of performance. They are based on University of Missouri requirements for all Bloch School graduate students, and they identify steps for intervention when students encounter difficulty.

Academic Standing and Continuing Enrollment

Students are responsible for keeping apprised of their academic status by referring to their semester grades. To remain in good academic standing, students enrolled in the EMPA program must at a minimum meet the following University requirements:

1. Must maintain a minimum 3.0 (B) grade point average (GPA) for all UMKC courses for which graduate credit is given
2. No course with a grade below B- (2.7) in any 300- or 400- level course or below C (2.0) in any 500-level course or above will count as credit toward a graduate degree program; however, the low grades will be included in the calculation of a student's GPA
3. 80% of the credits for the degree must be passed with a grade of B (3.0) or better.

NOTE: In addition to the University minimum standards listed above, the EMPA program requires that any student who receives a grade of C or lower in more than two EMPA courses will be excluded from further study in the program and will not be awarded a degree. If, with the approval of the EMPA Academic Director, a student chooses to retake a comparable course at his or her own expense at UMKC or at another accredited AACSB business school and earns a grade of B- or better, the C earned in the Bloch EMPA will stay on the student's transcript for GPA calculation. It will *not*, however, be counted toward this ineligibility rule.

Academic Probation and Removal from the EMPA

EMPA students whose cumulative GPA for all UMKC courses taken for graduate credit falls below the 3.0 minimum will be put on academic probation by the University. The EMPA program takes University academic probation seriously. Students receiving this warning must meet with the EMPA Director before the start of the next semester to determine an approved academic plan of action that assures their continuation in the EMPA program.

*EMPA students acting in good faith and with an approved plan to regain academic standing will be allowed to continue in the EMPA program; however, they must raise their cumulative GPA to 3.0 within two semesters of the warning. In addition, while on probation, a graduate student *must* achieve at least a 3.0 term GPA (B) in order to enroll for the following term. Failure to do either will lead to dismissal by the University.

*NOTE: If a student ends up on Academic Probation for more than one semester, the student may be dismissed from the program because the program length makes it too short for the student to remedy the situation following the UMKC probation guidelines. A student **may** be eligible to transfer to the traditional MPA program to finish his/her degree.

Any student who elects to leave the EMPA program and wants to complete the traditional MPA program will be required to apply for the MPA following all admission requirements.

Students should be aware that all previously acquired grades, including C's or lower, remain on a

student's academic record even though good academic standing has been regained. Additional grades of C or lower may, therefore, lead to dismissal status as described in the *Academic Standing and Continuing Enrollment* section of this *Handbook*.

In addition, the EMPA Director has the right to terminate a student's eligibility to continue in the EMPA program because of: (1) violation of an approved academic plan of action for regaining academic standing; (2) multiple absences (as previously described in this *Handbook*); (3) repeated and unexcused missed assignments or exams; (4) academic dishonesty in all forms which includes plagiarism; (5) unpaid and over-due EMPA tuition and fees; and/or (6) violation of the University of Missouri Student Code of Conduct (see the Appendix). The EMPA staff members take seriously their role as program stewards and will act as needed to maintain the quality of cohort learning and the value of a Bloch EMPA degree.

Students removed from the program are responsible for any past due tuition and fees. Semester tuition and fee charges cannot be refunded to students who are asked to leave after registration and/or residencies or classes have begun.

Ineligibility Due to Unsatisfactory Progress or Performance

Students who do not regain their academic standing after academic probation or who are removed from the EMPA program for other reasons, such as those listed above, are not eligible for readmission to the EMPA program.

Incomplete Work

An instructor may give a grade of *Incomplete (I)* to students who have been unable to complete the work of the course because of illness or other valid reasons beyond their control. Students who receive an incomplete must complete the required work within one calendar year to avoid an automatic F (failure without credit) by the University. The instructor may, however, specify a shorter completion period. A grade of incomplete is only appropriate when enough work in the course has been completed that the student can finish the remaining work without re-enrolling in the course in question or by attending additional classes. *In other instances, students should withdraw.* Students cannot re-enroll in a course for which an incomplete remains on their record.

The EMPA Academic Director must be informed by the student that she or he has requested an *Incomplete* in a specific course and that the instructor has agreed to the request. Such information must be sent in writing and be accompanied by a statement of what coursework needs to be completed and when that will be done.

To graduate, all *Incompletes* must be finished at least by one week before UMKC graduation. If not, students may need to file a second *Request to Graduate* form and to cover any additional tuition fees required for continued enrollment.

NOTE: EMPA students with more than two *Incompletes* will not be permitted to enroll in subsequent courses until all but one of the *Incompletes* has been removed. In exceptional cases, a student may petition for release from this policy. Students should stay current and aware of their academic records and understand their responsibilities in maintaining their academic status.

Grade Reports

EMPA grades are posted on Blackboard at the end of each semester. As a policy, the Bloch EMPA does not send grade reports at the end of each semester. Students who need grade reports for reimbursement purposes should make their request via email to the EMPA Program Coordinator at least two weeks in advance of when the grade report is needed.

Grade Disputes and Grade Appeals

It is understood that faculty members have the right to determine grading policies for their classes and that they have the expertise to evaluate student work unless substantive and objective evidence to the contrary is presented. Students who have a dispute with the grade they have received in a course should consult the course instructor to discuss their concern within **three weeks** of receiving the grade. In the

event that the dispute cannot be resolved between the faculty member and the student, the EMPA Director will determine the next appropriate course of action.

NOTE: Students cannot return after the three week window to petition for a grade appeal without sufficient reason to justify the delay, nor should they return merely because they had hoped for a higher evaluation of their performance or they want to redo assignments having seen their final course grade.

Grade appeals in the Bloch EMPA follow guidelines and procedures set by the University of Missouri. They are, therefore, available only for the review of allegedly capricious grading and not for review of an instructor's evaluation of a student's academic performance. Capricious grading is defined by the University as comprising any of the following:

- Assignment of a grade to a particular student on some basis other than performance in the course
- Assignment of a grade to a particular student according to more exacting or demanding standards than applied to other students in the course
- Assignment of a grade by a substantial departure from the instructor's previously announced assessment criteria or standards.

Graduation

To be recommended for the EMPA degree, a candidate must:

- have completed all required courses on the EMPA program plan of study
- have a cumulative GPA of 3.00 for all required courses on the EMPA plan of study with 80% of the courses passed with a grade of B- or better
- pay in full all bills and fees owed to the University
- file a *Request to Graduate* application.

Withdrawal and Leave of Absence

Application for withdrawal or leave of absence from the Bloch EMPA program must be made in writing to the EMPA Academic Director. Tuition and fees for the semester when the withdrawal is requested cannot be refunded to students who choose to leave after registration and/or residencies or classes have begun. All owed tuition and fees must be paid before a student can be readmitted to the program or for the transference of any earned academic credit to another degree program or institution.

Students who voluntarily withdraw for personal, medical, or other reasons may reapply for readmission by submitting a written appeal to the EMPA Academic Director. This appeal must be made within **two years** following their departure from the program. After that time, students who have left the program in good academic standing and who wish to return must reapply through regular EMPA admission processes and may be required to begin the program again.

EMPA Program Logistics

EMPA Tuition and Billing Policy

Tuition for the Bloch EMPA program is currently \$28,000, 5600.00 per semester for the five semesters. This inclusive cost covers all university tuitions and fees for the academic program, as well as other program expenses including: individualized executive coaching, textbooks and instructional materials, professional assessments and career coaching sessions, lunch on class days, software, email accounts, a communication tool kit, access to the UMKC library and its online journals and data-bases, and many of the expenses related to the Washington, D.C. and South Africa residencies.

Student financial responsibilities and planning: Bloch EMPA students are responsible for the timely payment of tuition, whether it is paid by the individual and/or by the student's employer. Tuition and fees are collected so as to cover costs for each semester of the program.

Fee Payment Schedule

Fall Due Dates	Amount of Balance Due	
	Aug. 20	25 percent
	Sept. 20	25 percent
	Oct. 20	25 percent
	Nov. 20	Final Payment

Spring Due Dates	Amount of Balance Due	
	Jan. 20	25 percent
	Feb. 20	25 percent
	March 20	25 percent
	April 20	Final Payment

Spring Due Dates	Amount of Balance Due	
	June 20	50 percent
	July 20	Final Payment

*Other payments options may be negotiated with the Bloch School Business Office.

University Financial Aid and Billing Deadlines

EMPA students have access to the services of the UMKC Financial Aid Office for arranging student loans and other support. Information and services are available on the UMKC Financial Aid and Scholarships homepage at <http://www.sfa.umkc.edu/site2/index.cfm> .

Most scholarships and fellowships have early spring (February – March) application deadlines. Plan ahead!

NOTE: Students will want to think through their financial planning early and completely, including the need for any bridge loans to cover calendar differences between EMPA tuition due dates and their company's reimbursement policies and delays.

The University of Missouri will not confer a degree, send a student's diploma or transcript, or allow for the transfer of any course credits to another degree program or institution until all bills have been paid in full.

Blackboard: Faculty use Blackboard in different ways. Some post syllabi and handouts. Others use it for announcements, communication, and class discussions. Students are expected to clarify with an instructor how Blackboard will be used in his or her class. You can access Blackboard [here](#) using your UMKC login and password.

All electronic communications pertaining to a course will be done through Blackboard and/or your UMKC e-mail account. You can access Blackboard at <https://blackboard.umkc.edu/webapps/login/> using your UMKC login and password.

Cell Phones/ Emergency Contact Information: Students are asked to turn off cell phones during class lectures and official program events. The EMPA Program Coordinator will serve as the point of emergency contact should you need that service while in class. The Coordinator can be reached at 816-235-2894.

Inclement Weather Policy: In the event of threatening weather conditions, check local media outlets for information on potential class cancellation. The UMKC Alert! notification system provides students, faculty and staff with cancellation information sent via text message, personal or UMKC voice mail, personal or UMKC e-mail, and pager.

To sign up for UMKC Alert! go <http://www.umkc.edu/umkcalert/> .

In the event of threatening weather conditions, classes may be cancelled at the discretion of the UMKC central administration or the EMPA Director.

Every effort will be made to notify students promptly. Messages will be sent to UMKC student email addresses, and students are asked to check those before driving into class when conditions warrant. Students are also encouraged to use the buddy system to make sure that their teammates know of any schedule changes or delays. Students can consult the UMKC website and/or listen to radio/TV broadcasts for official announcements of a University closing.

NOTE: If the University is closed, EMPA classes on campus will be cancelled. However, be aware that the EMPA may cancel classes due to inclement weather without an official University closing announcement and that the University does not officially close for bad weather on a Saturday.

UMKC Email Addresses: All students are assigned a UMKC email address at the beginning of the first semester. This address will be the vehicle for all official program communication from faculty, staff, and

the University. Students are advised to check this email account regularly and to keep it managed. UMKC mailboxes fill up quickly – and a full mailbox is no excuse for missing an important announcement, deadline, requirement, or program change. An easy link is <http://www.umkc.edu/exchange/>

Student ID Cards: ID Cards will be distributed to all students at the beginning of the first semester. These cards provide access to the University Libraries and other campus buildings and activities. If it is lost, it is up to the student to get a replacement card. The cards are easily obtainable in office 101A of the [University Center](#) at 5000 Holmes: 816-235-6657.

Computer Requirements and Resources: All EMPA students must have access to a personal computer and subscribe to an Internet Service Provider (ISP) account during enrollment in the EMPA program. The Bloch School Computer Lab is available for your use. Lab staff are available during Lab hours; and they can inform you about software, equipment, and services. The Lab is located in Bloch 110; the lab's website is: <http://www.umkc.edu/is/oa/IS-Lab-Brochure.pdf>

Academic Calendar: Students should consult the UMKC academic calendar [academic calendar](#) for starting dates as well as add/drop deadlines, commencement, etc.

Catalog: The catalog is the official site for curriculum policy. Find the most recent catalog or the catalog for the year in which you were admitted [here](#)

Faculty Directory [Here](#) is a listing of faculty in the Bloch School with additional links.

GPA Calculator: Graduate students must maintain a 3.0 grade point average to stay in their program and to graduate (other, more specific grade requirements are noted elsewhere in this handbook, on the Bloch School website and in the university catalog). Calculate your GPA [here](#)

Parking Permits: Student parking is available on side streets, in metered lots or in campus parking lots. Most campus parking lots require a valid parking permit. For information on parking options and the purchase of permits, go to the UMKC Parking Operations Office or to their [website](#)

Pathway: UMKC's student information system is referred to as Pathway. During your tenure at UMKC, you will utilize Pathway frequently. Class schedules, enrollment, financial aid notices and billing statements are all accessed through the Pathway system. For more information and Pathway tutorials visit [here](#).

Release of Transcripts: University policy prohibits the re-release (including copying) of test scores, transcripts, etc. once received by the University. Students may view their materials in the Bloch School Student Services Office.

Request Transcripts: To request a UMKC transcript of your academic work click [here](#).

Scholarships: The deadline for most Bloch School scholarships is February 1st for the next academic year. Awards are made for the fall and spring semesters (unless otherwise noted). For more information on available scholarships and the scholarship application visit [here](#) .

Student Organizations: The university as well as the Bloch School has numerous organizations for students to join. For more information about general university student organizations, visit [Student Involvement](#) inside the New Student Union. For information on organizations specific to the Bloch School, go to [here](#).

Student Resources: The [Student Resources](#) site is provided by the university Registrar's Office and gives links to many important things including forms, address change instructions, student directory, Blackboard website, etc. This is a must-have bookmark.

Syllabi: P.A. course syllabi are available online at [syllabi](#)

Department of Public Affairs

Department of Public Affairs
 University of Missouri – Kansas City
 310 Bloch School
 5100 Rockhill Road
 Kansas City, MO 64110-2499
 Phone: 816.235.2894
 Website: www.bloch.umkc.edu

Dr. David Renz
 Department Chair
 816.235.5243
renzdz@umkc.edu

Barbara Domke
 Program Coordinator
 816-235-2894
domkeb@umkc.edu

Public Administration Department Office Hours: Monday – Friday 8:30 am – 4:30 pm

Director of the EMPA

Scott Helm
 304 Bloch
 816-235-6055
helmst@umkc.edu

Bloch Student Services Office

Staff members in the Bloch School Student Services Office are available to help students with their customer service needs including admissions, advising, graduation and course requirements. Advising for the MPA program is done by department faculty (**see below**).

Bloch School Student Services Office

University of Missouri – Kansas City
 5110 Cherry Street, Room 115
 Kansas City, MO 64110-2499
 Phone: 816.235.2215
 Fax: 816.235.2708
 E-Mail: bloch@umkc.edu
 Website: <http://www.bloch.umkc.edu>

Staff

Kami Thomas, Assistant Dean for Student Services
 Nancy Wilkinson, Manager of Student Services
 Jewell Allers, Student Services Coordinator
 Erica Hoffman, Student Services Coordinator
 Asia Williams, Student Services Coordinator
 Anita Haney, Administrative Assistant
 Gene Pegler, Recruitment
 Scott Ezzell, Recruitment

EMPA Program Supports and Services

The Bloch EMPA is demanding by any measure; and we recognize that our students are employed full time and that many have family obligations, too. The program offers a range of student services not found in traditional MPA programs to help manage the load – and to make graduate student life simpler.

WRAP-AROUND STUDENT SERVICES

Enrolling in the Bloch EMPA means that you only need to show up ready to learn. We manage the rest. The EMPA Program Coordinator serves as a class concierge, of sorts. The Coordinator provides students what they need when they need it; serves as a conduit of important program information and requirements; and plays the role of gatekeeper to other university services and supports. Members of the EMPA program staff, for example, handle university processes like registering for courses, getting campus IDs and library access and more. In addition, they provide all books and course materials, arrange lunch on class days, and do what they can to facilitate your studies.

Campus Services

ACADEMIC TUTORIALS, WRITING, AND LEARNING SUPPORTS

Online tutorials

Writing is an essential leadership skill. The EMPA program expects students to understand the essentials of business communication and to leave the program (a) with good writing skills and (b) with the capacity to build a strong argument using data, theory, and research. Courses, especially during the first year in the program, are writing intensive.

UMKC Supports: Students are supported in their writing development by access to the staff of two UMKC resource centers. The **Bloch Communications Center** (816-235-1146), located in Bloch Room 227, specializes in assistance with written and oral business communication.

<http://bloch.umkc.edu/students/student-services/bloch-communications-center.aspx>

The Center will focus on brainstorming, writing and editing for message effectiveness, enhancing public speaking skills, and serving as a resource for the development of the writing skills required for success in the EMPA program. The Bloch Communications Center also has a writing reference collection for browsing.

The **UMKC Writing Lab** at 5201 Rockhill Road (816-235-1146) is a university-wide resource. It offers one-on-one coaching and editing help at student request. Workshops and study space are also available. <http://cas.umkc.edu/writingcenter/>

Appointments are required for both writing centers, and advanced planning is needed to secure a spot during heavy-demand times like the end of the semester. Students using the UMKC Writing Lab are advised to request staff members who are experienced working with graduate-level writing and assignments. To work effectively with staff at either center, students should take their paper draft, a copy of the assignment, and the course syllabus.

Online Support: A number of university-based online writing sites are also very helpful. An EMPA program favorite is the **Online Writing Lab (OWL)** at Purdue University. The site offers a wide range of supports from basic grammar and business letter writing to theory building and how to construct a strong research-based argument. The site is known for its contrasting examples of good vs. weak writing: students see common mistakes and learn steps for avoiding basic writing traps. This site is regularly used by university faculty and by writing professionals! <http://owl.english.purdue.edu/>

CAREER CENTER ACCESS AND SERVICES

EMPA students have full access to the resources of the Bloch School and University career services and supports. These include:

The **Bloch Career Launcher** is at <http://bloch.umkc.edu/students/bloch-career-network/default.aspx>

The site offers information on career planning and job searches. It includes a listing of seminars, networking events, job postings, job search web links, and more. The *Bloch Career Launcher* is located in Blackboard (under the “My Organizations” tab on each student’s homepage).

UMKC Career Services Center is at <http://www.career.umkc.edu/> This Center's site provides resources for job seekers and for employers, and it includes guidance on resume building and on other career management information.

The UMKC Career Services Center has a satellite office located in the Bloch School, Room 16. This office can be reached at 816-235-5845; please call for office hours. UMKC Career Services provides a variety of special services to UMKC alumni. These include resume critiques, career assessments, individual career counseling, and practice interviews (a slight fee may apply for some services). Please call UMKC Career Services directly for more information.

Graduate students have full access to the resources of the Bloch School and University. A full listing of campus resources, university policies and links to University of Missouri – Kansas City services and programs is available on the [UMKC Website](#). Some of those services are detailed below.

Swinney Recreation Center

5030 Holmes Street
 (816) 235-1556: Membership
 (816)235-2712: Campus Recreation
 (816) 235-5470: Fax
<http://www.umkc.edu/src>

Swinney Recreation Center includes the following:

- A 25-meter indoor/outdoor pool
- An 1/8-mile indoor track
- A ¼-mile competitive outdoor track
- Handball, racquetball and squash courts
- A fitness training center
- A wellness center
- Numerous aerobic training machines
- Five multipurpose courts

Graduate students are eligible to use Swinney Recreation Center. Your UMKC ID will identify you as eligible.

In conjunction with the Swinney Recreation Center, the UMKC Campus Recreation and Intramural Department offers a variety of individual and team sports and programs. Student Intramural leagues consist of flag football, volleyball, basketball, kickball, softball, and Ultimate Frisbee. Individual tournaments include table tennis, golf chipping, three point shot, and many others. Aerobics and swimming lessons (group or private) are also available.

UMKC Counseling and Testing Center

4825 Troost, Suite 206
 Kansas City, MO 64110
 Phone: (816) 235-1635
 Fax: (816) 235-5534
 Website: <http://www.umkc.edu/chtc/> Email: chtc@umkc.edu

The University Counseling and Testing Center offers a range of comprehensive services to students, including counseling for personal concerns at no or modest costs. The staff consists of eight licensed psychologists, one licensed social worker, two consulting psychiatrists, three doctoral-level interns and five masters-level or advanced practicum interns.

The Center offers psychological counseling services to students without charge for the first eight sessions. The initial intake session is also free. Additional sessions are \$15 each. Visits to the Center and the contents of counseling sessions are always strictly confidential. The Center website (listed above) provides full details of services and fees. These include:

1. Individual and Couples Counseling
2. An Assessment Service for individuals experiencing difficulty due to study skills, unique learning styles, test anxiety, learning disabilities, or attention and focus issues.

3. General Process Therapy Groups offering students an opportunity to practice the development of healthy relationship building skills while in a group of peers. A counseling group is typically comprised of six to eight university students and two co-leaders who are members of the Center's professional staff. The group meets once each week for about 1 ½ hours. The Therapy Group provides a safe and challenging place where members can work on their concerns which often include interpersonal relationship and communication difficulties. Contact Dr. Allison Roodman at 235-5798 or roodmana@umkc.edu for more information.
4. Study Skills and Test Anxiety Assistance in the form of counseling and/or psycho-educational materials.
5. Alcohol and Other Substance Use Services which include specially trained staff available to provide evaluations, support, education, early intervention, and recovery related services including assistance in locating community referral resources for particular needs. More information is available at [here](#).

UMKC HelpLine

Administrative Center, Room 336
 5115 Oak Street
 (816) 235-2222
 (818) 235-6504: Fax
helpline@umkc.edu

The Bloch School Student Services Office is normally your first stop for information about the School and services available. However, students may have a larger question about the University or access to services. In such cases, the HelpLine provides a confidential, independent resource for problem solving and information sharing about the University. The UMKC HelpLine services students, staff, faculty, and the community via phone, e-mail, walk-ins, and appointments.

The HelpLine is also the contact for information on access to health services while on campus, hours of University operation, and a host of other topics.

University Libraries

There are multiple University Libraries. Bloch students have access to them as well as to inter-library loan programs and other library services.

UMKC also has a business librarian, Chris LeBeau who can be reached at (816) 235-6371 or lebeauc@umkc.edu; office: Miller Nichols Library 122F <http://l.web.umkc.edu/lebeauc/>

The business librarian is knowledgeable about business-related information access, resources, and management. She is available to assist with research projects, the identification of primary and secondary *source materials*, *instruction on the use of databases*, or *responses to general how to* questions on research and documentation.

Administrative Offices, University Libraries

Miller Nichols Library, Room 212
 800 E. 51st Street
 (816) 235-1531: Administration
 (816) 235-1534: Reference
 (816) 235-1526: Access Services
<http://library.umkc.edu/>

Admissions Office

816-235-1111
admit@umkc.edu
www.umkc.edu/admissions

Cashier's Office

816-235-1365
cashiers@umkc.edu

www.umkc.edu/adminfinance/finance/cashiers

Financial Aid and Scholarships Office

816-235-1154

www.sfa.umkc.edu

Office of Services for Students with Disabilities

816-235-5696

<http://www.umkc.edu/disability/> or email at disability@umkc.edu

UMKC Campus Shuttle Service

<http://www.umkc.edu/transportation/>

Registration and Records Office

816-235-1213

<http://www.umkc.edu/registrar/>

UMKC Campus Police

816-235-1515

<http://www.umkc.edu/adminservices/police/>

UMKC Campus Bookstore

816-235-2665

<http://www.umkcbookstore.com/>

University of Missouri Student Code of Conduct

STUDENT CODE OF CONDUCT

A student enrolling in the University assumes an obligation to behave in a manner compatible with the University's function as an educational institution and voluntarily enters into a community of high achieving scholars. Consequently, students assume new privileges along with new responsibilities in accordance with the University's mission and expectations.

These expectations have been established in order to protect a specialized environment conducive to learning which fosters integrity, academic success, personal and professional growth, and responsible citizenship.

A. **Jurisdiction of the University of Missouri** generally shall be limited to conduct which occurs on the University of Missouri premises or at University-sponsored or University-supervised functions. However, nothing restrains the administration of the University of Missouri from taking appropriate action, including, but not limited to, the imposition of sanctions under Section 200.020(C), against students for conduct on or off University premises in order to protect the physical safety of students, faculty, staff, and visitors. In addition, a student who believes that he or she has been discriminated against based upon his or her sex may file a complaint with the Title IX Coordinator for the campus in accordance with the provisions of Section 330.062 of the Collected Rules and Regulations. See contact information for campus Title IX Coordinators contained in Section 330.062

B. **Conduct** for which students are subject to sanctions falls into the following categories:

1. **Academic dishonesty**, such as cheating, plagiarism, or sabotage. The Board of Curators recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that work and in that course. The instructor shall report the alleged academic dishonesty to the Primary Administrative Officer.
 - a. The term **cheating** includes but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations.
 - b. The term **plagiarism** includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

- c. The term **sabotage** includes, but is not limited to, the unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community.
2. **Forgery, alteration, or misuse** of University documents, records or identification, or knowingly furnishing false information to the University.
3. **Obstruction or disruption** of teaching, research, administration, conduct proceedings, or other University activities, including its public service functions on or off campus.
4. **Physical abuse** or other conduct which threatens or endangers the health or safety of any person including, without limitation, conduct commonly known as hazing, which is directed at a student or prospective member of a student organization for the purpose of initiation or admission to or continued membership in such student organization, and intimate partner/relationship violence, which includes violence between those who are in an intimate relationship with each other.
5. **Sexual Misconduct** including but not limited to nonconsensual sexual intercourse; nonconsensual sexual contact involving the sexual touching of the genitals, breast or anus of another person or the nonconsensual sexual touching of another with one's own genitals whether directly or through the clothing; or exposing one's genitals to another under circumstances in which he or she should reasonably know that his or her conduct is likely to cause affront or alarm; sexual exploitation; or sexual harassment, as defined in Section 330.060 of the Collected Rules and Regulations. For purposes of this policy, the term nonconsensual includes, without limitation, circumstances in which the alleged victim was incapacitated by alcohol, drugs or other circumstances and, therefore, incapable of consenting.
6. **Stalking** another by following or engaging in a course of conduct with no legitimate purpose that puts another person reasonably in fear for his or her safety or would cause a reasonable person under the circumstances to be frightened, intimidated or emotionally distressed.
7. **Harassment**, outside the scope of sexual harassment defined in Section 200.010B.5 above, by engaging in a course of conduct directed at a specific person that serves no legitimate purpose that would cause a reasonable person under the circumstances to be frightened, intimidated, or emotionally distressed.
8. **Invasion of privacy** by photographing or recording (using electronic or other means) another person in a state of full or partial nudity in a place where one would have a reasonable expectation of privacy without that person's consent, and distributing or transmitting one or more such images, photographs or recordings without that person's consent.
9. **Participating in attempted or actual theft** of, damage to, or possession without permission of property of the University or of a member of the University community or of a campus visitor.
10. **Unauthorized possession**, duplication or use of keys to any University facilities or unauthorized entry to or use of University facilities.
11. **Violation of University policies**, rules or regulations or of campus regulations including, but not limited to, those governing residence in University-provided housing, or the use of University facilities, or the time, place and manner of public expression or the prohibition against retaliation contained in the policy on sexual harassment found in Section 330.060 of the Collected Rules and Regulations.

12. **Manufacture, use, possession, sale or distribution of alcoholic beverages** or any controlled substance without proper prescription or required license or as expressly permitted by law or University regulations, including operating a vehicle on University property, or on streets or roadways adjacent to and abutting a campus, under the influence of alcohol or a controlled substance as prohibited by law of the state of Missouri.
13. **Disruptive or disorderly conduct** or lewd, indecent, or obscene conduct or expression.
14. **Failure to comply** with directions of University officials acting in the performance of their duties.
15. **The illegal or unauthorized possession or use of firearms**, explosives, other weapons, or hazardous chemicals.
16. **Misuse in accordance with University policy of computing resources**, including but not limited to:
 - . Actual or attempted theft or other abuse.
 - a. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
 - b. Unauthorized transfer of a file.
 - c. Unauthorized use of another individual's identification and password.
 - d. Use of computing facilities to interfere with the work of another student, faculty member, or University official.
 - e. Use of computing facilities to interfere with normal operation of the University computing system.
 - f. Knowingly causing a computer virus to become installed in a computer system or file.