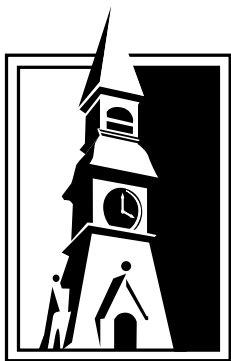


# 2012 – 2013

## UNDERGRADUATE CATALOG



PARK UNIVERSITY<sup>SM</sup>



PARK  
UNIVERSITY<sup>SM</sup>

2012 - 2013

## UNDERGRADUATE CATALOG

### COLLEGE OF LIBERAL ARTS AND SCIENCES

School for Arts and Humanities

School for Natural and Applied Sciences

School for Social Sciences

### SCHOOL OF BUSINESS

### SCHOOL FOR EDUCATION

### HAUPTMANN SCHOOL FOR PUBLIC AFFAIRS

### PARK DISTANCE LEARNING

8700 N.W. River Park Drive

Parkville, MO 64152-3795

(816) 741-2000

(800) 745-PARK

[www.park.edu](http://www.park.edu)

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Certified true and correct as to content and policy.

Michael H. Droge, Ph.D.  
President, Park University



## LETTER FROM THE PRESIDENT



**PARK**  
UNIVERSITY SM



Dear Students,

Whether you are new to Park University or returning, I am pleased to extend a heartfelt welcome on behalf of the many students, faculty and staff members who proudly call Park their University! I encourage you to learn about Park's rich history of embracing diversity and offering classes at the times, term lengths, locations and delivery formats that best serve students.

Our story began in 1875 in Parkville, Mo., and now extends across 40 campus centers in 21 states, many of which serve our brave men and women in uniform and their families. With Park's large online learning program, the University also has a global presence that is further enriched by approximately 650 international students studying at Park from nearly 100 nations. In fact, Park has welcomed international students to the University since the late 1800s.

Beginning with the 2012-13 academic year, Park University is launching a bold, comprehensive strategic plan, "*Park's Promise!*" Numerous initiatives are planned over the next five years to leverage Park's many strengths in ways that will further distinguish the University as a leader in higher education. A focus of "*Park's Promise*" is providing personalized, quality education with global relevance and understanding. Park's dedicated faculty and staff members across the country will increasingly accomplish this initiative by engaging individuals in a lifelong learning relationship with the University to meet their changing educational needs over their careers and beyond. For 137 years, Park has been helping people better serve their community and country.

Both now and into the future, Park is here for you, your family and your community! You too can become a proud Park Pirate and successful future alumnus. My challenge to you is that you use your great Park education to serve others! That is both Park's legacy and future.

Welcome to Park!

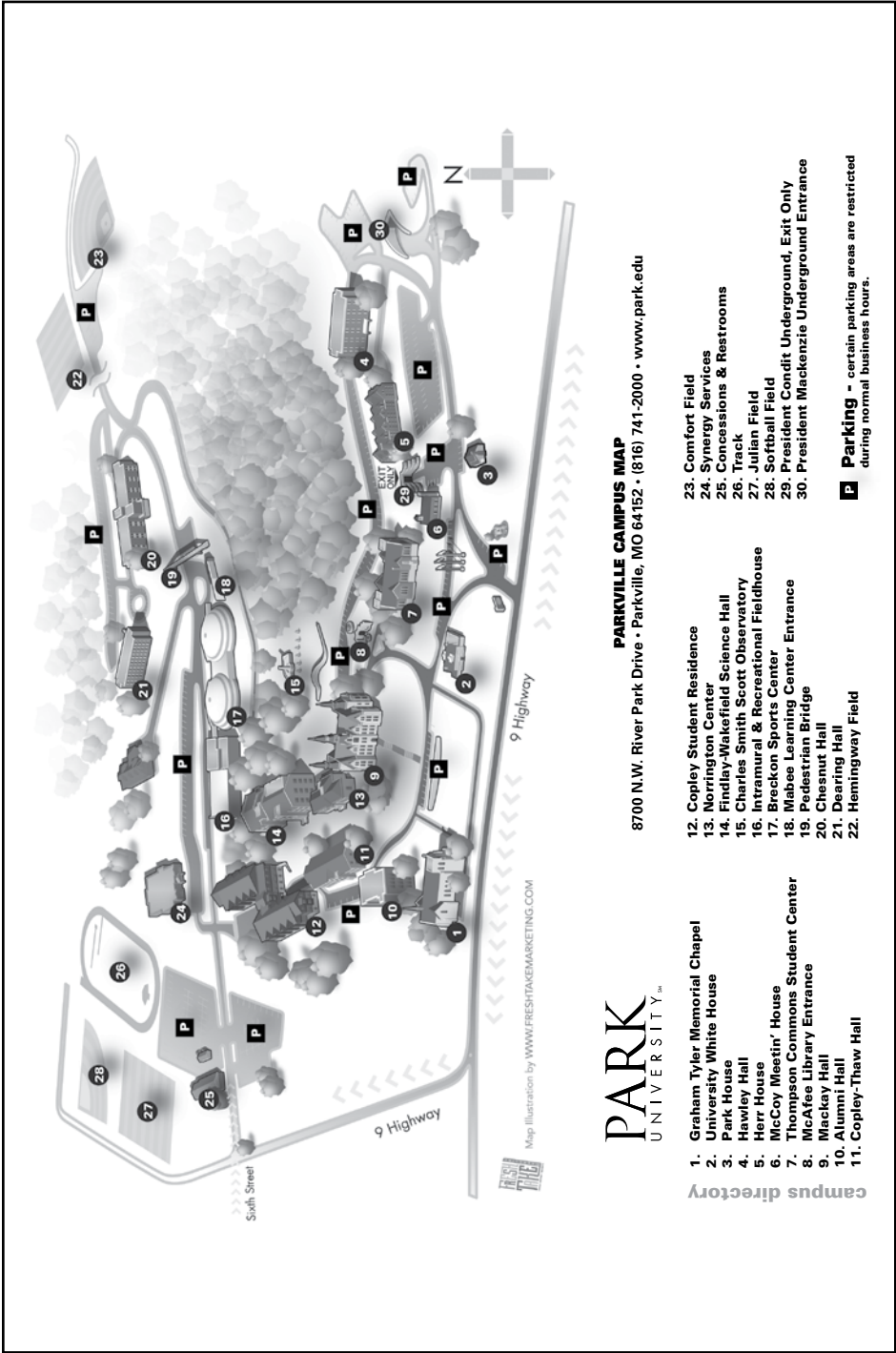
Michael H. Droge, Ph.D.  
President  
Park University

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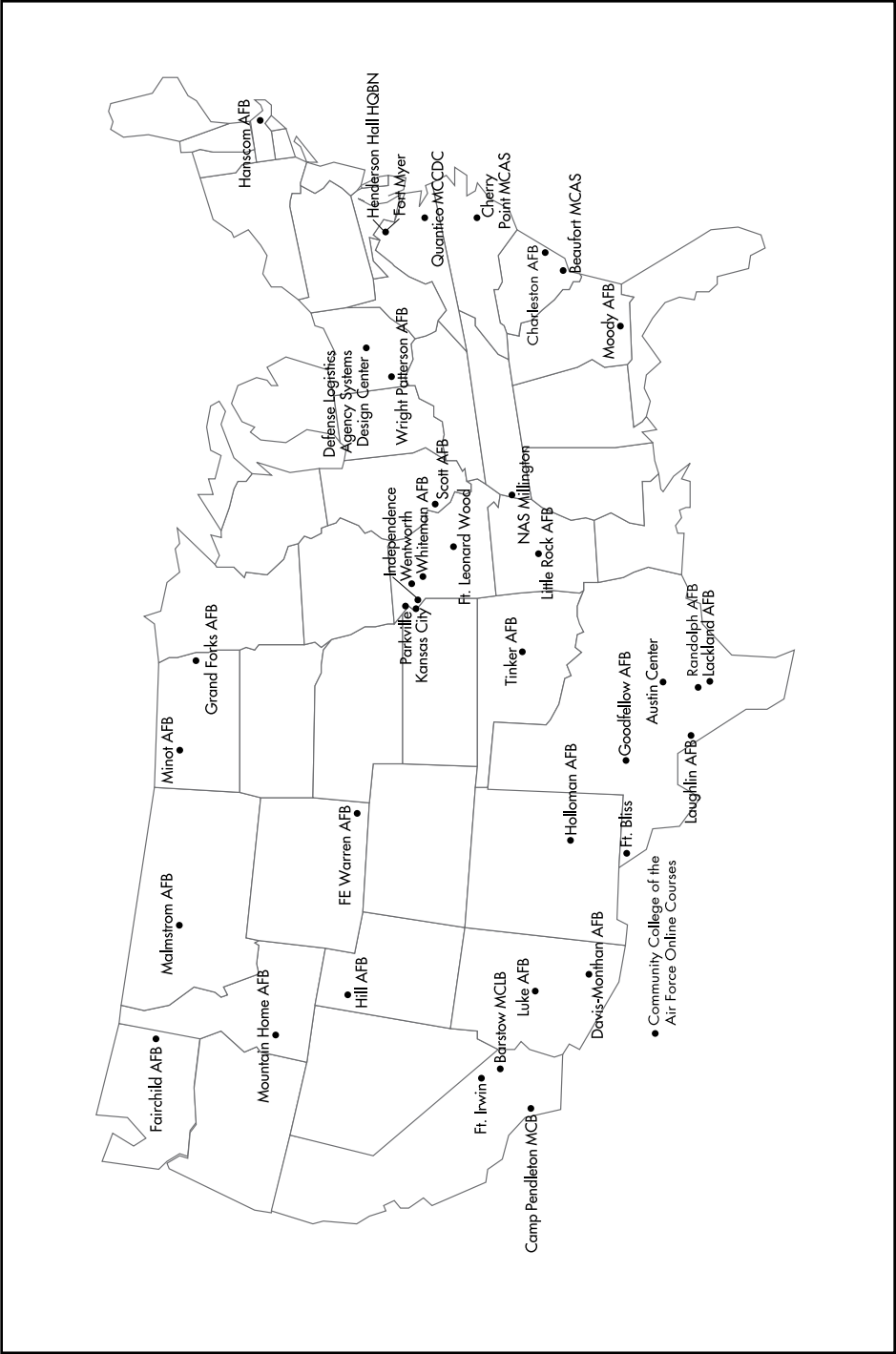
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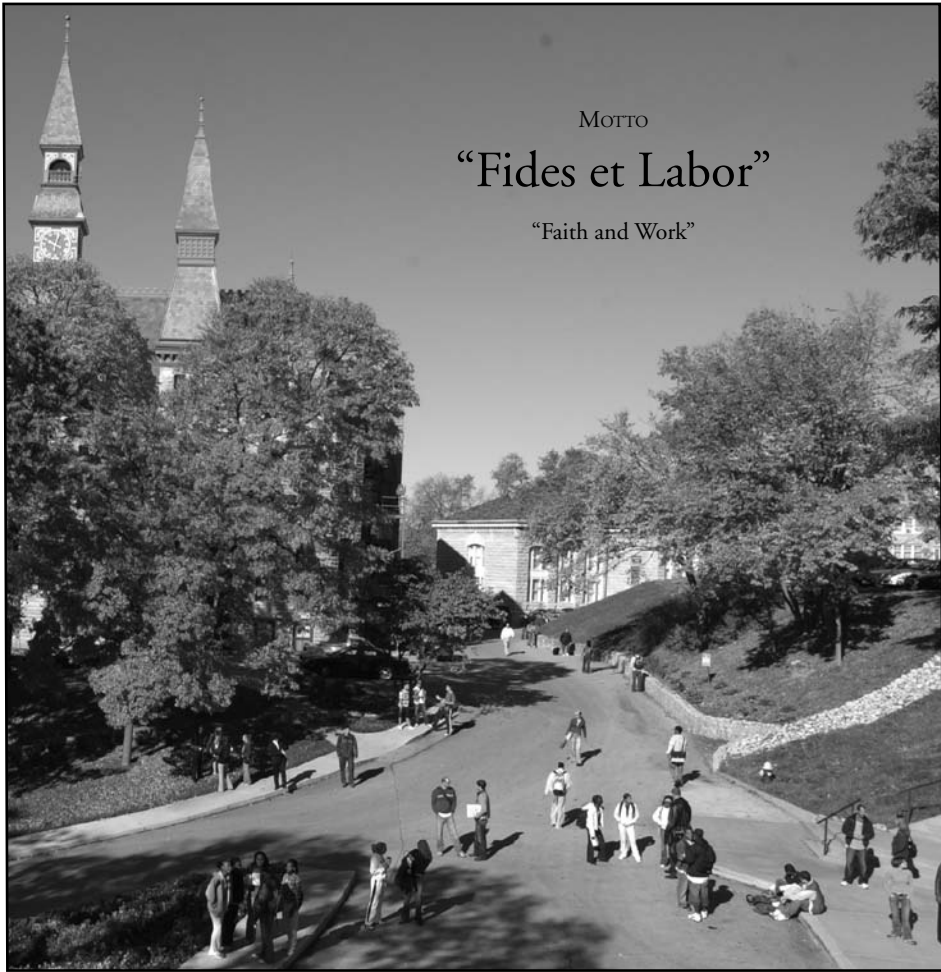
Maps - Parkville Campus Map



# Maps - Campus Center Locations



## Mission, Vision, History and Affiliations



MOTTO  
“Fides et Labor”  
“Faith and Work”

Parkville Daytime Campus Center

### CORE VALUES THAT GUIDE OUR ACTIONS

- Accountability
- Civility and Respect
- Excellence
- Global Citizenship
- Inclusivity
- Integrity



## HISTORY OF PARK UNIVERSITY

Founded in 1875 in Parkville, Mo., a suburb of Kansas City, Park University has developed into a comprehensive, independent institution that is a national leader in higher education. In 2000, Park achieved university status and now serves more than 22,000 students annually at 40 campus centers in 21 states and online, including 35 campuses at military installations across the country. The University is accredited by the Higher Learning Commission, a member of the North Central Association of Colleges and Schools, and dedicates itself to affordability, innovation and quality.

Serving an ethnically diverse student population and non-traditional adult learners has, for many years, been central to Park's educational mission. Even in its first year, the University enrolled women students as well as men, something that was unusual at the time; and two of the original 17 students were Native Americans. Park was also an early integrator when it welcomed African-American students to live in Park's residence halls in the 1950s. Park has educated generations of students from diverse backgrounds providing affordable access to a private university education.

Park University's flagship Parkville Campus is situated high on a bluff commanding an inspiring view of the Missouri River, which sweeps in a broad bend around the quiet community of Parkville. To the south and southeast, the skyline of downtown Kansas City, Mo., is visible. The 700-acre campus is a site of breathtaking natural beauty with woodlands, waterfalls and wildflowers.

Steeped in history, one can almost sense the presence of former Parkites who assisted in constructing many of the Parkville Campus buildings. Mackay Hall, on the National Register of Historic Places, houses administrative offices as well as classrooms. Construction began in 1886 with students quarrying stone from the surrounding land and carrying it to the site, building the structure as a means of earning their tuition. With its clock tower overlooking

the residence halls, classrooms and other more modern facilities around it, Mackay is the symbol of Park University.

You can still work to help pay for your Park University education, and there is still a Park family atmosphere. This is the part of the University we can't put on a map or show on a tour, yet it is as much a part of Park as the buildings and the landscape. This is friendliness, helpfulness, caring and concern for one another. It transcends race, religion, gender, cultures and income bracket. It is known as the Park Spirit.

### MISSION STATEMENT

Park University provides access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective, and engage in lifelong learning and service to others.

### VISION STATEMENT

Park University, a pioneering institution of higher learning since 1875, will provide leadership in quality, innovative education for a diversity of learners who will excel in their professional and personal service to the global community.

Park University is committed to being one of the finest institutions in the nation, providing quality education in a wholesome environment for all students, including traditional and non-traditional full-time students on the historic Parkville Campus, and fully employed, full-time and part-time students on campus centers across the nation. And Park prides itself in its long-standing partnership with the U.S. military, and it is recognized as one of the largest providers of online undergraduate education to the armed forces.

## **PARKVILLE and KANSAS CITY**

**P**ark Park University calls Parkville, Mo., and the Greater Kansas City area home, offering students both small-town life and the flashing lights of a big city. With a population of more than 4,000, Parkville allows students the small-town lifestyle and tightly knit community often times associated with smaller universities. The Kansas City metropolitan area, the 29th largest in the U.S. with an estimated population just more than 2 million, provides numerous entertainment and shopping options, along with excellent opportunities for student employment in industries, businesses and agencies throughout the region.

Parkville is ideally located in the Heart of America, just 10 minutes northwest of downtown Kansas City, Mo., and 15 minutes south of Kansas City International Airport. Just minutes away are tradition-rich barbeque spots and professional sports venues, recreational activities, performing arts, museums, galleries, theaters and parks, making the Kansas City area one of the hottest tourist destinations in the country.

## **ACCREDITATION**

**P**ark University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (KAN214F), 30 North LaSalle Street, Suite 2400, Chicago, IL. 60602 (312-263-0456). The State of Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO. 65102 (573-751-3469) has officially approved the academic standards of Park University for teacher education. The Department of Nursing is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326 (404-975-5000) and approved by the Missouri State Board of Nursing. The Athletic Training Education Program is accredited by CAATE, Commission on Accreditation of Athletic Training Education, 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664. The Department of Social Work is accredited by the Council on Social Work Education (CSWE), 1725 Duke Street, Suite 500, Alexandria, VA 22314. School of Business is in candidacy status with ACBSP (the Accreditation Council for Business Schools and Programs). 11520 West 119th Street, Overland Park, KS 66213 (913-339-9356).

Accreditation documents are available for review upon request in the Office of Academic Affairs.

## **STATE AUTHORIZATIONS**

### **Tennessee**

Park University Campus Center at Millington NSA is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville, TN 37243-0830, (615) 741-5293.

### **Arkansas**

The director of the Arkansas Department of Higher Education has determined that Park University - Little Rock Air Force Base meets the requirements for institutions on military installations, and has issued an Exemption from Certification for the degree programs to be offered at Park University - Little Rock Air Force Base.

### **Arizona**

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private-Post Secondary Education. The student must contact the State Board for further details. The state board address is:

1400 W. Washington, Room 260

Phoenix, AZ 85007

Phone: 602-542-5709

Website: <http://azppse.state.az.us>

## Georgia

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the State of Georgia Nonpublic Postsecondary Education Commission. The student must contact the Commission for further details. The Commission's contact information is:

2082 EAST EXCHANGE PLACE  
SUITE 220  
TUCKER, GEORGIA 30084-5305  
770-414-3300  
770-414-3309 (FAX)  
<http://www.gnpec.org/>

## Texas

The Texas Higher Education Coordinating Board authorizes the Austin Campus Center as a Branch Campus of Park University.

## Virginia

Park University is certified to operate by the State Council of Higher Education of Virginia (SCHEV). If a student complaint cannot be resolved after exhausting the institution's grievance procedure (and by doing so the student under no circumstances will suffer any adverse actions by Park University) the student may contact SCHEV as a last resort.

State Council of Higher Education of Virginia  
101 North 14th Street 9th Floor  
Richmond, VA 23219

## Washington

Park University at Fairchild AFB is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Park University to offer the following degree programs:

- Associate of Science in Information and Computer Science
- Bachelor of Science in Information and Computer Science
- Associate of Science in Criminal Justice Administration
- Bachelor of Science in Criminal Justice Administration
- Associate of Science in Management
- Bachelor of Science in Management
- Associate of Science in Management/Accounting
- Bachelor of Science in Management/Accounting
- Bachelor of Science in Management/Computer Information Systems
- Bachelor of Science in Management/Health Care
- Bachelor of Science in Management/Human Resources
- Associate of Science in Management/Logistics
- Bachelor of Science in Management/Logistics
- Bachelor of Science in Management/Marketing
- Associate of Science in Social Psychology
- Bachelor of Science in Social Psychology

Authorization by the HECB does not carry with it an endorsement by the board of the institutions or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

## MEMBERSHIPS

Park University is an institutional member of the following:

- Accreditation Council for Business Schools and Programs
- American Association for Adult and Continuing Education
- American Association of Colleges of Teacher Education
- Association for Continuing Higher Education
- Association for Non-Traditional Students in Higher Education
- Association of American Colleges and Universities (founding member)
- Association of College and University Housing Officers International
- Association of Collegiate Business Schools and Programs

- Association of University Programs in Health Administration
- Association of Veterans Education Certifying Officials
- Council of College and Military Educators
- Council of Graduate Schools
- Kansas City Chamber of Commerce
- National Association of Schools of Public Affairs and Administration
- National Association of Student Personnel Administrators
- North American Association of Summer Sessions
- Northland Chamber of Commerce
- Texas Association of Collegiate Veterans Program Officials
- The American Association of Collegiate Registrars and Admissions Officers
- The Council of Independent Colleges
- The Kansas City Professional Development Council (founding member)
- The Missouri Association of Colleges for Teacher Education
- The Missouri College Fund
- The Missouri College Relations Committee
- The National Association of Colleges and Employers
- The National Association of Institutions for Military Education Services
- The National Association of Intercollegiate Athletics
- The National Association of International Educators
- The National Association of Veterans Program Administrators
- The National College and University Business Officers
- The National Hispanic Institute
- The National Society of Leadership and Success
- The Service Members Opportunity Colleges (Charter member for all services)

## **EQUAL EMPLOYMENT OPPORTUNITY POLICY**

Park University is committed to equality in employment in all personnel matters, both academic and non-academic areas. Park University shall not discriminate on the basis of race, color, religion, gender, marital status, sexual orientation, pregnancy, national origin, age, disability, and veteran status. The University will follow procedures to prohibit discrimination in accordance with appropriate legal principles, including, but not limited to, Title VI of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972. Inquiries or concerns may be directed to the Director of Human Resource Services.

## **DIVERSITY STATEMENT**

Park University is committed to recruiting, developing, retaining, and promoting talented employees with diverse backgrounds, talents, skills and experiences. At Park University, diversity encompasses a variety of characteristics, lifestyles, and perspectives. The University firmly believes this diversity is essential to enhancing the quality of service to its students, to meeting the needs and goals of its learners, and to ensuring the personal satisfaction of its employees and the Park University community.

## **NON-DISCRIMINATION POLICY**

Park University prohibits discrimination on the basis of race, sex, color, national origin, sexual orientation, marital status, disability, religion and age in employment, and in its admission, education, programs, and activities of students under state and federal law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Titles VI and VII of the Civil Rights Act of 1964, as amended. Title IX specifically prohibits discrimination and harassment on the basis of sex. Park University will not tolerate sex discrimination or harassment of applicants, students, or employees, whether by students, faculty, staff, administrators, contractors, or outside vendors. Park University recognizes not only its legal responsibilities but also its moral and ethical responsibilities to prohibit discrimination and harassment on the basis of sex and to take appropriate and timely action to ensure an environment free of such inappropriate conduct and behavior. Additionally, Park University will not tolerate retaliation in any form against an applicant, student, or employee for reporting a violation of this policy or assisting in the investigation of a complaint. Inquiries or concerns about the Non-Discrimination Policy may be directed to the Dean of Student Life, who serves as Interim Title IX Coordinator.

## **SERVICE MEMBERS OPPORTUNITY COLLEGES (SOC)**

Park University is an undergraduate institution designated as a two-year and four-year member institution of SOC. As one of over 1,800 SOC member institutions, Park University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training experiences. SOC has been developed jointly by educational

representatives of each of the Armed Services, the office of the Secretary of Defense and a consortium of thirteen leading national higher education associations. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC). Park University is a charter member of SOCAD-2 and 4, SOCNV-2 and 4, SOCMAR-2 and 4, and SOCCoast 2 and 4. As a member institution, Park University provides occupational and flexible associate and baccalaureate degree programs to active duty Army, Navy, Coast Guard and Marine personnel and their family members. Service members and their family who wish to take this degree completion opportunity through Park University must achieve degree candidate status by submitting an Application for Admission and Evaluation for one of the SOC curriculum networks offered by Park University at the location attended. Park University will then provide the student with a degree audit and a SOC Student Agreement. The student must complete the residency requirements at Park University but have the opportunity to complete the degree requirements at other network member institutions.

Park University is also a member of the SOC Education Program (SOCED). Park University provides a selection of professional education courses useful in most certification programs and whose transferability is guaranteed within the SOCED Core non-degree network.

### **CONCURRENT ADMISSIONS PROGRAM (ConAP)**

The Concurrent Admissions Program (ConAP) is conducted by colleges and universities that offer associate or bachelor degree curriculums and that are members of Service members Opportunity Colleges (SOC). Concurrent with their enlistment in the Army or Army Reserve, new soldiers may apply for admission at a participating SOC college or university of their choice. If they meet admission criteria, they are granted admission on a full or provisional basis. Provisional admission means that the student may be required to take certain foundation courses or undergo other academic preparation as determined by the university and may be limited in the number of courses undertaken. Enrollment is deferred until completion of initial enlistment for active military service or, in the case of Army Reserve, until completion of initial active duty for training. The student must meet degree requirements of the catalog in effect at the time of enrollment in classes at the university. Enrollment of a student who attempts college/university course work elsewhere is subject to academic performance standards stated in the catalog. Admission of a student receiving other than an honorable discharge is subject to institutional review. This agreement is in effect for two years following completion of initial enlistment for active military service or initial active duty for training.



Colleges and Schools



**ORGANIZATION OF ACADEMIC PROGRAMS**

The curriculum of Park University is organized and administered through one college and six schools.

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

School for Arts and Humanities

School for Natural and Applied Sciences

School for Social Sciences

**SCHOOL OF BUSINESS****SCHOOL FOR EDUCATION****HAUPTMANN SCHOOL FOR PUBLIC AFFAIRS**

JANE WOOD, Ph.D.

Dean, College of Liberal Arts and Sciences

KENNETH CHRISTOPHER, D.P.A.

Associate Dean, College of Liberal Arts and Sciences

### MISSION STATEMENT

The mission of the School for Arts and Humanities of Park University is to prepare graduates who are articulate, literate, reflective, and committed to a lifetime of learning and civic action.

The School for Arts and Humanities of Park University will be a leader in the education of students who will have an appreciation for the creative energies of all cultures, and a well-defined sense of global activity and justice.

### List of Faculty

JOAN AITKEN, Ph.D.

Professor of Communication

STEPHEN ATKINSON, Ph.D.

Associate Professor of English

DONNA G. BACHMANN, M.F.A.

Professor of Art

SUZANNE BARRETT, M.S.

Assistant Professor of Library Science

KAY BOEHR, M.ARCH.

Associate Professor of Interior Design

VIRGINIA BRACKETT, Ph.D.

Associate Professor of English

SILVIA GIOVANARDI BYER, Ph.D.

Associate Professor of Modern Languages

LORA A. COHN, Ph.D.

Associate Professor of Communication

DARREN JOSEPH CUNNINGHAM, M.A.

Instructor of English as an International Language

EMILY DONNELLI-SALLEE, Ph.D.

Associate Professor of English

GLEN ENANDER, M.F.A.

Lecturer in English

STANISLAV IOUDENITCH

Associate Professor of Music

JOHN LOFFLIN, M.A.

Professor of Journalism

J. MARK NOE, Ph.D.

Professor of Communication

LOLLY OCKERSTROM, Ph.D.

Associate Professor of English

DENNIS R. OKERSTROM, Ph.D.

Professor of English

DEBORAH OSBORNE, Ph.D.

Professor of English as an International Language

MARI JANE PEAK, M.F.A.

Instructor of Theatre

ADAM POTTHAST, Ph.D.

Assistant Professor of Philosophy

JUDITH RICHARDS, Ph.D.

Associate Professor of Modern Languages

BEN SAYEVICH

Professor of Music

BRIAN SHAWVER, M.F.A.

Associate Professor of English

JEFF SMITH, M.F.A.

Assistant Professor of Graphic Design

ANDREA SOUTHARD, Ph.D.

Instructor of Theatre

WALTON DEES STALLINGS, Ph.D.

Associate Professor of English

DANIEL VEIS

Visiting Assistant Professor of Music

JANE WOOD, Ph.D.

Associate Professor of English

STEVEN YOUNGBLOOD, M.S.

Associate Professor of Communication

THIMIOS ZAHAROPOULOS, Ph.D.

Professor of Communication

## Degrees Offered - School of Arts and Humanities

### BACHELOR OF ARTS (B.A.)

#### COMMUNICATION ARTS

Parkville Daytime Campus Center

#### ENGLISH

Parkville Daytime Campus Center

#### FINE ART

Parkville Daytime Campus Center

#### LIBERAL STUDIES

Parkville Daytime Campus Center

Park Accelerated Programs - KC Area

Portfolio\*

#### ORGANIZATIONAL COMMUNICATION

Parkville Daytime Campus Center

Park Accelerated Programs - KC Area

#### SPANISH

Parkville Daytime Campus Center

### BACHELOR OF FINE ART (B.F.A.)

#### INTERIOR DESIGN

Parkville Daytime Campus Center

### BACHELOR OF MUSIC (B.M.)

#### MUSIC

Parkville Daytime Campus Center

### BACHELOR OF SCIENCE (B.S.)

#### GRAPHIC DESIGN

Parkville Daytime Campus Center

#### INTERDISCIPLINARY STUDIES

Parkville Daytime Campus Center

Park Accelerated Programs - KC Area

Park Online



\* Portfolio Program enrollments will no longer be accepted after May 2012.

## School for Natural and Applied Sciences

JANE WOOD, Ph.D.

Dean, College of Liberal Arts and Sciences

KENNETH CHRISTOPHER, D.P.A.

Associate Dean, College of Liberal Arts and Sciences

### MISSION STATEMENT

The mission of the School for Natural and Applied Sciences at Park University is to create opportunities for students to explore their place in the universe and their place in an increasingly technological society through excellence in teaching. The student will learn to appreciate science as a means of acquiring knowledge; scientific knowledge being the cumulative result of applying logic to sensory data for the purpose of developing theories that explain natural phenomena. We prepare students to be lifelong learners as scientists, teachers, researchers, health care professionals, as well as users and developers of technology. Our graduates will be inquisitive critical thinkers who are articulate, literate, and committed to action in their global community.

### VISION STATEMENT

The School for Natural and Applied Sciences will be a leader in the education of students who desire an understanding of the importance of ethical applications of science and technology to improve the condition of humanity and the biosphere.

### List of Faculty

BONNIE ALSBURY, M.S.N.

Assistant Professor of Nursing

THOMAS K. BERTONCINO, Ph.D.

Associate Professor of Athletic Training

BEVERLY BOHN, M.A.

Assistant Professor of Computer Science

JEAN BRAUN, D.S.N.

Lecturer in Nursing

ERLAN BURK, M.S.

Assistant Professor of Computer Science

SAMUEL CHAMBERLIN, Ph.D.

Assistant Professor of Mathematics

GREGORY D. CLAYCOMB, Ph.D.

Assistant Professor of Chemistry

JOHN DEAN, M.S.

Assistant Professor of Computer Science

THONGSMAY HOVARTH, M.S.N.

Assistant Professor of Nursing

DANIEL DONALDSON, Ph.D.

Associate Professor of Geography

MICHAEL H. DROGE, Ph.D.

Professor of Biology

ANTHONY ERISMAN, M.S.Ed.

Instructor of Athletic Training

DAVID P. FOX, M.A.

Assistant Professor of Geography

DINCER GULER, Ph.D.

Assistant Professor of Mathematics

SCOTT A. HAGEMAN, M.S.

Associate Professor of Geology

BRIAN L. HOFFMAN, Ph.D.

Professor of Biology

DONNA HOWELL, Ph.D.

Associate Professor of Chemistry

WEN-JUNG HSIN, Ph.D.

Professor of Computer Science

ALDO MALDONADO, Ph.D.

Assistant Professor of Mathematics

ERIC MORENO, M.S.

Lecturer in Mathematics

WENDY RICHARDSON, M.S.N.

Assistant Professor of Nursing

BRENDA ROYALS, M.S.

Instructor of Biology

CAROL M. SANDERS, Ph.D.

Associate Professor of Biology

CHARLES L. SMITH, Ph.D.

Associate Professor of Mathematics

LISA SNEED, M.S.N.

Assistant Professor of Nursing

JAMES TAULMAN, Ph.D.

Assistant Professor of Biology

GUILLERMO TONSMANN, Ph.D.

Associate Professor of Computer Science

GERRY WALKER, D.H.Ed.

Associate Professor of Nursing



**ASSOCIATE OF SCIENCE (A.S.)**

**INFORMATION AND COMPUTER SCIENCE**

Park Accelerated Programs - KC Area

Park Extended Learning

**NURSING**

Parkville Daytime Campus Center



**BACHELOR OF ARTS (B.A.)**

**MATHEMATICS**

Parkville Daytime Campus Center



**BACHELOR OF SCIENCE (B.S.)**

**ATHLETIC TRAINING**

Parkville Daytime Campus Center

**BIOLOGY**

Parkville Daytime Campus Center

**CHEMISTRY**

Parkville Daytime Campus Center

**COMPUTER BASED INFORMATION SYSTEMS**

Park Accelerated Programs - KC Area

**FITNESS AND WELLNESS**

Parkville Daytime Campus Center

**GEOGRAPHY**

Parkville Daytime Campus Center

Park Online

**INFORMATION AND COMPUTER SCIENCE**

Parkville Daytime Campus Center

Park Extended Learning

Online

**NURSING**

Online



JANE WOOD, PH.D.

Dean, College of Liberal Arts and Sciences

KENNETH CHRISTOPHER, D.P.A.

Associate Dean, College of Liberal Arts and Sciences

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### **MISSION STATEMENT**

The mission of the School for Social Sciences is to integrate all University disciplines to help students critically examine their interconnectedness with one another, the rest of society, and the world. The School will also work to link the University to the local and global communities.

### **VISION STATEMENT**

Graduates of the School for Social Sciences will be leaders in their professional and civic communities by demonstrating the ability to critically analyze social issues and apply theory to address social change.

### **List of Faculty**

GARY E. BACHMAN, M.S.W.

Associate Professor of Social Work

RONALD F. BRECKE, PH.D.

Professor of Political Science

PATRICIA CARDNER, PH.D.

Assistant Professor of Psychology

KENNETH CHRISTOPHER, D.P.A.

Assistant Professor of Criminal Justice

BRIAN J. COWLEY, PH.D.

Professor of Psychology

MIKE ESKEY, PH.D.

Associate Professor of Criminal Justice

JOHN R. HAMILTON, PH.D.

Associate Professor of Criminal Justice

ANDREW JOHNSON, PH.D.

Professor of Psychology

DENNIS D. KERKMAN, PH.D.

Professor of Psychology

WALTER KISTHARDT, PH.D.

Professor of Social Work

TERESA MASON, PH.D.

Associate Professor of Psychology

JOHN NOREN, PH.D.

Associate Professor of Sociology

JAMES F. PASLEY, PH.D.

Associate Professor of Political Science

JUTTA C. PEGUES, PH.D.

Assistant Professor of History

W. GREGORY PLUMB, J.D.

Professor of Criminal Justice

DEBRA SHEFFER, PH.D.

Associate Professor of History

TIMOTHY C. WESTCOTT, PH.D.

Associate Professor of History

## Degrees Offered - School for Social Sciences

### ASSOCIATE OF SCIENCE (A.S.)

#### CRIMINAL JUSTICE ADMINISTRATION

Park Accelerated Programs – KC Area  
Park Online  
Park Extended Learning  
Portfolio\*

#### SOCIAL PSYCHOLOGY

Park Accelerated Programs-KC Area  
Park Online  
Park Extended Learning

### BACHELOR OF ARTS (B.A.)

#### CRIMINAL JUSTICE ADMINISTRATION

Parkville Daytime Campus Center

#### HISTORY

Parkville Daytime Campus Center

#### POLITICAL SCIENCE

Parkville Daytime Campus Center

#### LEGAL STUDIES

Parkville Daytime Campus Center

#### PSYCHOLOGY

Parkville Daytime Campus Center  
Park Extended Learning  
Park Online

#### SOCIOLOGY

Parkville Daytime Campus Center  
Park Extended Learning  
Park Online

### BACHELOR OF SCIENCE (B.S.)

#### CRIMINAL JUSTICE ADMINISTRATION

Park Online  
Park Extended Learning  
Portfolio\*

#### SOCIAL PSYCHOLOGY

Parkville Daytime Campus Center  
Park Accelerated Programs-KC Area  
Park Extended Learning  
Park Online

### BACHELOR OF SOCIAL WORK (B.S.W.)

#### SOCIAL WORK

Parkville Daytime Campus Center



\* Portfolio Program enrollments will no longer be accepted after May 2012.

## School of Business

BRAD A. KLEINDL, PH.D.  
Dean, School of Business

PENELOPE DEJONG, PH.D.  
Chair, Department of Management, Marketing and International Business

WILLIAM VENABLE, M.B.A. AND M.P.A.  
Interim Chair, Department of Accounting, Economics and Finance

### VISION:

The School of Business at Park University's vision is to prepare learners for the 21st century global economy as entrepreneurial thinkers who can influence the world as socially responsible business leaders.

### MISSION:

The School of Business at Park University's mission is to provide quality, innovative, application based learning to prepare a diversity of learners who can support free enterprise in a socially responsible manner in a global community.

### List of Faculty

NASEEM AL RAHAHLEH, PH.D.  
Assistant Professor of Finance

STEPHEN BELL, PH.D. AND J.D.  
Associate Professor of Economics

PENELOPE DEJONG, PH.D.  
Associate Professor of Marketing

CLIFFORD FERBY  
Lecturer, Management

BARRY FOLTOS, PH.D.  
Assistant Professor of International  
Business

WILLIAM GOODWIN, M.B.A.  
Instructor, Management/Healthcare

DENNIS GRESDO, M.A.  
Assistant Professor of Management

STEVE HALLMAN, D.B.A.  
Assistant Professor of Management/  
Computer Information Systems

ROBERT KAO, PH.D.  
Assistant Professor of Finance

BRAD KLEINDL, PH.D.  
Professor of Marketing

NICOLAS A. KOUDOU, PH.D.  
Professor of Marketing

HE-BOONG KWON, PH.D.  
Associate Professor of Logistics

JOLENE LAMPTON, PH.D.  
Assistant Professor of Management/  
Accounting

MICHAEL R. MARTIN, M.B.A.  
Assistant Professor of Management

NICHOLAS MICELI, PH.D.  
Associate Professor of Management/  
Human Resources

VINCENT O'ROURKE, PH.D.  
Assistant Professor of Management

HENRY ROEHRICH, PH.D.  
Assistant Professor of Marketing/  
Management

ROBERT SCHNEIDER, M.A.  
Instructor, Management/Healthcare

MARSHA SHAPIRO, M.S.  
Assistant Professor of Accounting

PETER E. SOULE, PH.D.  
Professor of Economics

CATHY TAYLOR, J.D.  
Assistant Professor of Management

WILLIAM VENABLE, M.B.A. AND M.P.A.  
Assistant Professor of Management

## FINAL EXAM POLICY

The School of Business supervises academic requirements for all courses in Accounting, Business Economics, Economics, Engineering Administration, Finance, Health Care, Human Resource Management, International Business, Logistics, Management, and Marketing. (The Management/Computer Information Systems degree is academically supervised by the Computer Science department.) This academic supervision includes both face-to-face and online courses.

**All final exams will be comprehensive and will be closed book and closed notes. If calculators are allowed, they will not be multifunctional electronic devices that include phones, cameras, instant messaging, pagers, and so forth. Electronic Computers will not be allowed on final exams unless an exception is made by the Dean of the School of Business.**

## Degrees Offered - School of Business



### BACHELOR OF SCIENCE (B.S.)

#### ACCOUNTING

Parkville Daytime Campus Center  
Park Extended Learning

#### BUSINESS ADMINISTRATION (Five Concentrations)

Parkville Daytime Campus Center  
Portfolio\*

Park Extended Learning

- FINANCE
- HUMAN RESOURCE MANAGEMENT
- INTERNATIONAL BUSINESS
- LOGISTICS
- MANAGEMENT
- MARKETING

#### ECONOMICS

Parkville Daytime Campus Center

#### MANAGEMENT

Park Accelerated Programs-KC Area  
Portfolio\*  
Park Online  
Park Extended Learning

#### MANAGEMENT/ACCOUNTING

Park Accelerated Programs-KC Area  
Park Extended Learning

#### MANAGEMENT/COMPUTER INFORMATION SYSTEMS

Park Accelerated Programs-KC Area  
Portfolio\*  
Park Online  
Park Extended Learning

#### MANAGEMENT/ENGINEERING ADMINISTRATION

Park Extended Learning  
(Fort Leonard Wood Campus Center only)

#### MANAGEMENT/FINANCE

Park Accelerated Programs-KC Area  
Park Extended Learning

#### MANAGEMENT/HEALTH CARE

Park Accelerated Programs-KC Area  
Park Online  
Park Extended Learning

#### MANAGEMENT/HUMAN RESOURCES

Park Accelerated Programs-KC Area  
Park Online  
Park Extended Learning

#### MANAGEMENT/LOGISTICS

Park Online  
Park Extended Learning

#### MANAGEMENT/MARKETING

Park Accelerated Programs-KC Area  
Park Online  
Park Extended Learning

### ASSOCIATE OF SCIENCE (A.S.)

#### CONSTRUCTION MANAGEMENT

Park Extended Learning

#### MANAGEMENT

Park Accelerated Programs-KC Area  
Park Online  
Park Extended Learning

#### MANAGEMENT/ACCOUNTING

Park Accelerated Programs-KC Area  
Park Extended Learning

#### MANAGEMENT/LOGISTICS

Park Online  
Park Extended Learning

#### OFFICE MANAGEMENT

Park Extended Learning

\* Portfolio Program enrollments will no longer be accepted after May 2012.



# School for Education

MICHELLE MYERS, ED.D.  
Dean, School for Education

## MISSION STATEMENT

The School for Education at Park University, an institution committed to diversity and best practice, prepares educators to be effective teachers, leaders in their communities, change agents in their schools, and advocates for learners.

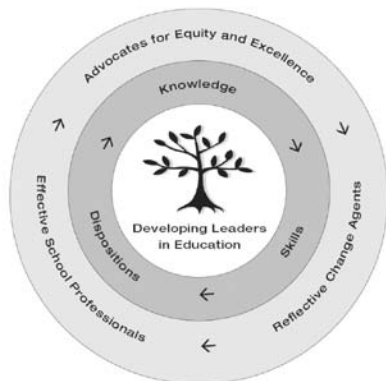
## Vision Statement

The School for Education at Park University is to be known as a leader in the preparation of educators who will address the needs, challenges, and possibilities of the twenty-first century.

## DIVERSITY STATEMENT

The School for Education fully supports University policy related to employment and to student admission. Specifically, the School seeks faculty and students with a record of academic achievement, involvement in the community and good character. No applicant will be denied employment or admission on the basis of race, religion, color, national origin, age, gender, disability, sexual orientation, marital status or veteran's status. Additionally, the School recognizes and appreciates the importance of diversity in its educational programs and actively seeks to recruit and retain faculty and students with diverse backgrounds.

## PARK UNIVERSITY SCHOOL FOR EDUCATION CONCEPTUAL FRAMEWORK



Leaders in Education:  
Effective School Professionals, Reflective Change Agents, &  
Advocates for Equity and Excellence

## Metaphor:

The School for Education's model is built upon the idea that leaders in education develop over time, in an environment that nurtures that development. Just as a tree grows and flourishes in a supportive environment, so the developing leader in education grows, putting down progressively deeper roots, and increasing in strength and in influence with maturity. The concentric circles of the graphic symbolize the "rings" of a tree. The round shape of the rings symbolizes the holistic way that an educational leader grows.

The first ring surrounding the core symbolizes the Knowledge, Skills, and Dispositions that an educator must develop over time in order to become a leader in education. These prerequisite knowledge, skills, and dispositions represent interlocking, continuous levels of development that build upon each other. At the core is knowledge; knowledge is subsumed by skills, and skills are subsumed by dispositions. Knowledge is what one knows, but it is not enough on its own. Skills are the application of what one knows, but even these are not sufficient; they must be "lived out" in the context of who each teacher is as a person and as a professional.

Dispositions are what one is, and how one lives; they represent the unique integration that makes each teacher what he or she is. The development of dispositions is the "outer sphere" of the three, and represents the ultimate manifestation of a teacher's development in the real world of teaching.

The outer ring represents the roles the developing educational leaders take on as they mature as an educator: Effective School Professional, Reflective Change Agent, and Advocate for Equity and Excellence for All Students. These roles, when in evidence, represent the fulfillment of the School of Education's mission as well as the attainment of the requisite Knowledge, Skills, and Dispositions.

# School for Education

## Outcomes:

A candidate who meets the five outcomes below provides evidence that he or she is developing as an effective school professional, a reflective change agent, and an advocate for equity and excellence for all learners. The outcomes below summarize the core Knowledge, Skills, and Dispositions and are rooted in the Core Beliefs that make up the knowledge base that drives our programs.

1. Candidates exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates possess the necessary content knowledge and professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts, as demonstrated by varied, evidence-based strategies, including technology.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments and to use the information from assessments to develop and adapt instruction that meets learners' needs and maintains their engagement.
4. Candidates exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
5. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, and communicating effectively with students and stakeholders.

## Core Beliefs:

The outcomes are rooted in these Core Beliefs. These beliefs are aligned with the National Board for Professional Teaching Standards (NBPTS.)

**#1:** School professionals are advocates for equity and excellence for all. Every person can learn, and the goal of education is to give every individual the best possible opportunities to reach his or her highest potential. NBPTS:

*1. Teachers are committed to students and their learning.* (Goal 1)

**#2:** There is a definite knowledge base in education. All educators are grounded in content knowledge, educational theory, pedagogical knowledge, research and best practice, and professionalism. Educators are also connected to the professional communities and learned societies in education in general and in their chosen field, and are knowledgeable in the standards of those societies as well as of those of the state of Missouri. NBPTS: *2. Teachers know the subjects they teach and how to teach those subjects to students.* (Goal 2)

**#3:** Within the definite knowledge base in education, educators have the necessary knowledge and skills to conduct and interpret appropriate assessments and to use the information from assessments to develop and adapt instruction that meets learners' needs and maintains their engagement. Throughout the assessment process, educators uphold American Psychological Association guidelines related to ethics and confidentiality. Educators also know that assessment is both formative and summative. NBPTS: *3. Teachers are responsible for managing and monitoring student learning.* (Goal 3)

**#4:** Educators are reflective change agents who are experts in collaborative problem-solving and critical inquiry. They are professionals who should regularly engage in high-level thinking, and should promote and nurture those same high levels of thinking in the learners they serve. NBPTS: *4. Teachers think systematically about their practice and learn from experience.* (Goal 4)

**#5:** Becoming a leader in education is a lifelong, developmental and social process that unfolds uniquely for each individual. Key to this process, leaders in education are scholars of teaching and learning, and, as such, are grounded in both best practice and current in evidence-based research in the field of education. In communicating effectively with students and stakeholders, educators use their competence in cross-cultural communication to communicate effectively with students and stakeholders. NBPTS: *5. Teachers are members of learning communities.* (Goal 5)

## School for Education

### List of Faculty

DEBORA “DJ” CHAMPAGNE, Ph.D.  
Assistant Professor of Education  
DONG CHOI, Ph.D.  
Associate Professor of Education  
SHANNON CUFF, Ph.D.  
Assistant Professor of Education  
AMBER DAILEY-HEBERT, Ph.D.  
Associate Professor of Education  
KAY DENNIS, Ed.D.  
Associate Professor of Education  
LADONNA EBRIGHT, M.S.  
Assistant Professor of Education  
JUDITH ESTES, Ph.D.  
Assistant Professor of Education  
GAIL HENNESSY, M.A.  
Assistant Professor of Education  
EDWARD HIGHT, III, Ph.D.  
Associate Professor of Education  
KIMBERLY KASPERBAUER, B.A.  
Assistant Professor of Education

KATHY LOFFLIN, Ph.D.  
Associate Professor of Education  
DENISE LOWE, M.A.  
Visiting Instructor of Education  
JAN MCKINLEY, Ed.D.  
Assistant Professor of Education  
MICHELLE MYERS, Ed.D.  
Associate Professor of Education  
CHRISTINE REYES, M.Ed.  
Assistant Professor of Education  
MARTHANN SCHULTE, Ph.D.  
Assistant Professor of Education  
LINDA SEYBERT, Ph.D.  
Associate Professor of Education  
MICHEL SPORTSMAN, Ph.D.  
Assistant Professor of Education  
AMY WOLF, Ph.D.  
Associate Professor of Education



# Degrees Offered - School for Education

## BACHELOR OF SCIENCE (B.S.E.)

### CERTIFICATION PROGRAMS

#### EARLY CHILDHOOD EDUCATION

*Leads to Missouri teaching certification.*  
Parkville Daytime Campus Center

#### ELEMENTARY EDUCATION

*Leads to Missouri teaching certification.*

- Art
  - Language Arts
  - Fine Art
  - Mathematics
  - Social Studies
  - Science
  - Science and Mathematics
- Parkville Daytime Campus Center

#### MIDDLE SCHOOL EDUCATION

*Leads to Missouri teaching certification.*

- English
  - Math
  - Science
  - Social Science
- Parkville Daytime Campus Center

#### SECONDARY EDUCATION

*Leads to Missouri teaching certification.*

- English
  - Journalism
  - Math
  - Science
  - Social Science
- Parkville Daytime Campus Center

#### K-12 EDUCATION

*Leads to Missouri teaching certification.*

- Art
  - Spanish
- Parkville Daytime Campus Center

### NON-CERTIFICATION PROGRAMS

#### EDUCATION STUDIES

*Does not lead to Missouri teacher certification.*

- Young Child Emphasis
  - Youth Emphasis
- Parkville Daytime Campus Center
- Early Childhood and Leadership Emphasis
- Park Accelerated Programs - KC Area  
Park Extended Learning  
Park Online
- Early Childhood Teaching Young Children Emphasis
- Park Online  
Park Extended Learning



The School for Education offers a Bachelor of Science in Education with Missouri certification in early childhood, elementary, middle school education, and secondary education. Completion of the certification process enables a person to teach at the pre-school, elementary, middle school, junior or senior high school level, either public or private. Philosophical, historical and modern methodological approaches to education are studied. Extensive field-based experiences are an integral and required part of these programs. They provide a variety of in-school activities and culminate in student teaching. Because many education courses require out of classroom and off campus visits to learning facilities, students must be prepared to provide their own transportation. The School for Education also offers a Bachelor of Science in Education degree in Education Studies including non-certification emphasis areas in Young Child, Youth, Early Childhood Education and Leadership, and Early Childhood Education Teaching Young Children. Extensive field-based experiences are also an integral and required part of these non-certification programs.

### Teacher Certification

The Park University Education Program is approved by the Missouri Department of Elementary and Secondary Education. Upon completion of the program, passing the appropriate PRAXIS test, passing Disposition evaluations, recommendation by Park University, and application by the student, a Missouri Teaching Certificate is issued by the state of Missouri. If students wish to be certified in any state other than Missouri, students are responsible for their course of study to reflect that state's requirements. Teaching Certification requires passing an FBI background check, which includes fingerprinting. The Park University Education Program requires a 2.75 cumulative GPA and a 2.5 GPA in the major or content area.

# School for Education

All students, including both degree seeking Certification, and Certification Only, must apply for admission, and meet admission requirements of the SFE; all students are required to complete professional education sequence classes.

## Certification Only

Students who hold a Bachelor's degree in Art, Spanish, English, Journalism, Social Studies, Mathematics, Unified Science-Biology, Unified Science-Chemistry, and are seeking certification to teach at the middle or secondary level in the State of Missouri may be eligible for Certification Only. These students must complete the professional curriculum listed in this catalog--B.S.E. in Middle School Education or B.S.E. in Secondary Education. They must also consult with a School for Education advisor and the Admissions certification advisor.

## The following endorsements are available:

### Early Childhood Education

A major in early childhood education requires a cumulative GPA of 2.75 or better and a 2.5 in core for Early Childhood certification candidates.

### Elementary Education

A major in elementary education requires a cumulative GPA of 2.75 or better and a 2.5 in core for elementary certification candidates.

### Middle School

A major in education by the State of Missouri and the completion of the professional requirements in Middle School with a cumulative GPA of 2.75 or better and a 2.5 in core is required. Information regarding middle school teaching areas is available from the School for Education.

### Secondary Education

A major in education recognized by the State of Missouri and the completion of the professional requirements in Secondary Education with a cumulative GPA of 2.75 or better and a 2.5 in core is required. Information regarding secondary teaching areas is available from the School for Education.

## K-12 Education

A major in education and the completion of the appropriate education courses with a cumulative GPA of 2.75 or better and a 2.5 in core is required. Additional information regarding this certification is available from the School for Education.

## Admission to the School for Education

Students may apply for entry to the Education Program at any point in their work, but an application is usually completed upon earning 60 credit hours. Entry is open to all qualified students. Application to the program is made after an evaluation by the School for Education. Undergraduate, transfer, and certification only students who are interested in applying to Early Childhood Education, Elementary, Middle School, Secondary, Art, or Spanish Education are responsible for applying for admissions before enrolling in Education classes **at or above 350**. All applicants must be formally admitted to and currently enrolled at Park University and comply with the admissions requirements. The Council on Teacher Education approves all admissions to the School for Education.

The Council on Teacher Education will be comprised of Appointees from the College of Liberal Arts and Sciences and the School for Education. The representation from the College of Liberal Arts and Sciences will include the SFE Dean and faculty members from Journalism, English, Art, Spanish, Science, Math, and Social Science. The representation of the School for Education will include the Dean, the Director of Field Experiences, and undergraduate representative, an education student representative, a graduate program representative, and a graduate education representative. The Council members will meet two times each semester to accept or deny the requested application for full or provisional admission to the Park University School for Education. The criteria for acceptance into the School for Education listed below and in the Checklist for School for Education. Provisional admission by the Council on Teacher Education requires the Disposition committee for Selection, Admission, and Retention to review and monitor the referred applicant. The application for Admissions to Teacher Education may be obtained from the Director of Field Experiences or the School for Education office.

## School for Education

The application requires the signature of the advisor. The School for Education applicant sends the appropriate forms to the Director of Field Experiences for processing. The Director of Field Experiences will first present the admission applications to the education faculty during a regular School for Education meeting. The Education faculty has the responsibility to endorse or discredit the admission application when presented to the Council on Teacher Education. The Education faculty is also responsible for monitoring the officially admitted teacher candidates.

### Policy on Transfer Hours Above 350 by Undergraduate Students

Given the commitment to the Conceptual Framework, the School for Education (SFE) faculty believe undergraduate students need to master the Frameworks' goals in the context of its knowledge, skills, and dispositions, which are unique to the SFE's teacher education curricula and not available at other institutions. Therefore, Park University teacher candidates may transfer **a limit of six hours of education classes above the 350 level**. In addition, all classes that are field experiences or that coincide with the field experiences must be Park University credits.

### Appeal Process and Procedures on Denial of Admission to School for Education

An applicant who has been denied admission to the School for Education may appeal the decision. The appeal must be submitted in writing to the Committee for Selection, Admission, Retention, and Appeals (CSARA) using the appropriate form which is located in the School for Education Student Handbook. If the student disagrees with the Committee decision, he/she may appeal in writing to the Dean of School for Education. If the student disputes the decision of both CSARA and SFE Dean, he/she may request, in writing, a hearing with the Council on Teacher Education (C.O.T.E.). Following the hearing, C.O.T.E. will make a recommendation to the Provost and Vice-President for Academic Affairs. Documentation supporting all appeals must accompany the appeal form(s) where applicable.

Additional information related to the appeals process may be obtained from the School for Education office. Appeals and

grievances on all matters, **except** Admission to SFE and Disposition Evaluations, will be subject to Park University policies and procedures as outlined in the catalog.

The following requirements are the minimum application criteria. Meeting these requirements states that the applicant is eligible for admission consideration, but does not guarantee admission

### Criteria for Admission to the School for Education Programs

The Park University School for Education has Missouri Certification and Non-certification Programs. The Missouri **Certification** programs include Early Childhood, Elementary, Middle School, and Secondary.

The **Non-certification** program, Education Studies, includes Early Childhood Education and Leadership emphasis area, Early Childhood Education Teaching Young Children emphasis area, and International Studies emphasis area, as well as Early Childhood "Young Child," and Elementary "Youth" emphasis areas. The following lists the requirements to enter the Park University School for Education Missouri Certification programs and the Park University School for Education Non Certification programs.

**Park University Missouri Certification—Emphasis Areas** The requirements listed below are the minimum application criteria. Meeting these requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Two disposition evaluations completed by SFE faculty with each disposition rated "at" or "above"
- Cumulative GPA of 2.5 including transfer courses
- 2.5 GPA in Core classes
- WCT passing score (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- C-BASE passing score (two years to complete) (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- ACT test scores required (on file in Admissions office) if less than five years since high school graduation.
- Completion of EDU 107, MA 135,



## School for Education

EN105, EN106, EDC220 and EDC222 when applicable.

The above information is verified by the Office of the Registrar on the Application for Admission to the School for Education (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar)

- Letter of recommendation from professor outside of the School for Education (submitted electronically or in a sealed/signed envelope)
- Initial electronic portfolio approved by advisor
- Felony background Check and FBI Finger Print check
- Child abuse and Neglect Screening

### **Procedures for Request to Admission to the School for Education—Certification Programs**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting. Please submit documents with your name, telephone number, and e-mail address.

- Letter of recommendation (submitted in a sealed/signed envelope)
- Application for Admission to the School for Education (completed form picked up by the student from the Office of the Registrar)
- Initial portfolio approved by advisor
- FBI Felony background check passed
- Child abuse and Neglect Screening

### **DIRECTED TEACHING**

#### **Policy on Admission to Directed Teaching**

Undergraduate, transfer, and certification only students who are applying for Early Childhood Education, Elementary, Middle School, Secondary, Art, or Spanish Education field experience are responsible for completing the application process within the required deadlines. All applicants must be formally admitted to and currently enrolled at Park University and comply with the admissions requirements. All applicants must meet the standards required for the directed teaching experience as established by the faculty of the School for Education. The

Council on Teacher Education approves all requests for field experiences in the School for Education.

The Council on Teacher Education will be comprised of appointees from the College of Liberal Arts and Sciences and the School for Education. The representation from the College of Liberal Arts and Sciences will include an SFE Dean and faculty members from Journalism, English, Art, Spanish, Science, Math, and Social Science. The representation of the School for Education will include the Dean, the Director of Field Experiences, and undergraduate representative, an education student representative, a graduate program representative, and a graduate education representative. The Council members will meet two times each semester to accept or deny applications for field experience. Appeals by the teacher candidate whose request for Field Experience was denied by the Council on Teacher Education may appeal the decision to the Disposition Committee for Selection, Admission, Retention, and Appeals.

The application for Field Experience must be presented by the teacher candidate to the Director of Field Experiences for processing within the posted deadlines. The deadline dates are posted in the Education Office and the office of the Director of Field Experiences. The Director of Field Experiences presents the teacher candidates' applications for Field Experiences to the Council on Teacher Education.

#### **Appeal Process and Procedures on Denial of Admission to Directed Teaching:**

An applicant who has been denied admission to the School for Education may appeal the decision. The appeal must be submitted in writing to the Committee for Selection, Admission, Retention, and Appeals (CSARA) using the appropriate form which is located in the School for Education Student Handbook. If the student disagrees with the Committee decision, he/she may appeal in writing to the Dean of School for Education. If the student disputes the decision of

## School for Education

both CSARA and SFE Dean, he/she may request, in writing, a hearing with the Council on Teacher Education (C.O.T.E.). Following the hearing, C.O.T.E. will make a recommendation to the Provost and Vice-President for Academic Affairs. Documentation supporting all appeals must accompany the appeal form(s) where applicable.

Additional information related to the appeals process may be obtained from the School for Education office.

The teacher candidate must meet the following criteria to qualify for Directed Teaching Experience:

- Dispositions completed by 2 professors with each disposition rated “at” or “above”
- 2.75 GPA (Cumulative—all classes, including transfer courses)
- 2.5 in Core classes
- PRAXIS passage
- “B” or above in EDC/EDE/EDM/EDS 359
- “B” or above in EDC/ EDE/EDM/EDS 360a, 360b, and 360c (360c for elementary and Early Childhood only)
- Good standing in School for Education (not on probation)
- Unofficial Transcript
- Personal Autobiography acceptable
- FBI, Missouri Highway Patrol, and Family Services background checks approved
- TB tests passed by Early Childhood applicants

### **Park University Non-Certification Programs**

Due to the uniqueness of each program, check each program for specific modifications.

### **Criteria for Admission to Program—Non-certification**

The requirements listed below are the minimum application criteria. Meeting these requirements states that the applicant is eligible

for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.5 including transfer courses
- 2.5 GPA in core classes
- WCT passing score (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- Successful completion of EDC 220, EDC 222, MA 135, EN 105, and EN 106
- ACT test scores required (on file in Admissions office) if less than five years since high school graduation.

The above information is verified by the Registrar's office on the Application for Admission to the School for Education

- Two disposition evaluations completed by SFE Faculty with each disposition rated “at” or “above”
- Letter of recommendation (from professor outside of the School for Education)
- Initial portfolio approved by advisor
- FBI Felony background check passed
- Child abuse and Neglect Screening

### **Procedures for Request to Admission to the School for Education—Non-Certification Program**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting. Documents are submitted in a single envelope with name, telephone number, and e-mail address.

- Letter of recommendation from professor outside of SFE (submitted in a sealed/ signed envelope or electronically)
- Application for Admission to the School for Education
- Initial portfolio approved by advisor
- Two disposition evaluations completed by SFE faculty with each disposition rated “at” or “above”



# School for Education

## AVAILABILITY OF COURSES

All of the education programs are designed as Parkville Daytime Campus Center programs. However, we recognize that many working students desire to pursue education coursework, therefore we offer limited courses in an online, accelerated, or evening format. All courses are not available evenings because many require observation and participation in schools, which are only available during the day. Students interested in seeking certification should be aware that at some point they must be available to take day courses. Note that many courses have prerequisites.

## COURSES OVER TEN YEARS OLD

Education courses taken more than ten years prior to acceptance into the School for Education will not be counted toward certification without prior arrangement with the Education Faculty, which must be done the first semester enrolled at Park University. The student may petition the school to renew and credit a course, but the school has discretion in determining how the course will be updated for renewal. A syllabus and preferably portfolio of work from the course under consideration would permit the school to assess the deficiencies and assign additional work to update the course. Without appropriate supporting documentation (i.e. syllabus, text) the school may require a student to audit the course and do a supporting project. If deficiencies appear to be too great, the school may require the student to retake the course.

### DOCUMENTATION OF PRAXIS RATES:

2001-2002 PRAXIS PASS RATE 90%.  
2002-2003 PRAXIS PASS RATE 96%.  
2003-2004 PRAXIS PASS RATE 98%.  
2004-2005 PRAXIS PASS RATE 100%.  
2005-2006 PRAXIS PASS RATE 100%.  
2006-2007 PRAXIS PASS RATE 100%.  
2007-2008 PRAXIS PASS RATE 100%.  
2008-2009 PRAXIS PASS RATE 100%.  
2009-2010 PRAXIS PASS RATE 100%.

# Hauptmann School for Public Affairs

LAURIE N. DiPA DOVA-STOCKS, PH.D.  
Dean, Hauptmann School for Public Affairs

JEFF EHRLICH, ED.D.  
Associate Dean, Hauptmann School for Public Affairs

## **VISION:**

The Hauptmann School for Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage and advance human dignity worldwide.

## **MISSION:**

The Hauptmann School for Public Affairs offers a citizen-centered, professional program of graduate study that is grounded in the liberal arts tradition. As participants in HSPAs vibrant academic community, faculty and students consider, in the coursework, the larger issues of democracy, stewardship and technology. In so doing, the HSPA seeks to prepare students for the courage and discernment to act for the common good in the global context. Going beyond competence, students develop knowledge, skills and values requisite for leadership and service in and across all sectors of society, including government, business, health care, and nonprofit. The HSPA cultivates public affairs as a lifelong passion that is fundamental to citizenship in a free society.

## **List of Faculty**

KAY BARNES, M.S., M.P.A.  
Distinguished Professor of Public Leadership

ERIC CLICK, PH.D.  
Assistant Professor of Public Administration

SUZANNE DISCENZA, PH.D.  
Associate Professor of Healthcare Leadership

JEFF EHRLICH, ED.D.  
Assistant Professor of Healthcare Leadership

JOHN JUMARA, PH.D.  
Associate Professor of Public Affairs

DIMITRI KARAKITSOS, M.B.A.  
Associate Professor of Public Affairs

REBEKKAH STUTEVILLE, PH.D.  
Assistant Professor of Public Administration

DON WISE, M.A.  
Instructor of Public Affairs

## Degrees Offered - Hauptmann School for Public Affairs

### DEGREE OFFERINGS:

#### Undergraduate Degree

BACHELOR OF  
PUBLIC ADMINISTRATION (B.P.A.)  
Dr. Eric Click, Program Coordinator

Courses offered in downtown Kansas City through the KC Accelerated Program and through the Hauptmann School's Portfolio\* Program.

See [page 109](#) for the Academic Degree Requirements for the B.P.A.

#### Graduate Degrees

MASTER OF  
HEALTHCARE LEADERSHIP (M.H.L.)  
Dr. Suzanne Discenza, Graduate Program Director

Courses offered face to face and online.

#### Graduate Certificates (12 graduate credit hours)

- Business and Government Leadership
- Computer and Network Security
- Disaster and Emergency Management
- Healthcare/Health Services Management and Leadership
- International Healthcare Organizations
- Nonprofit Leadership

MASTER OF PUBLIC AFFAIRS (M.P.A.)  
Dr. Becky Stuteville, Graduate Program Director

#### Four concentrations:

- Public Management;
- Non-Profit and Community Services Management;
- Economics and Global Strategy;
- Disaster and Emergency Management

Courses offered face to face and online.

For information on graduate study, including programs, tuition, and admission requirements, please consult the Park University 2012-2013 Graduate Catalog, or the website for the School of Graduate and Professional Studies:

[www.park.edu/grad](http://www.park.edu/grad).



\* Portfolio Program enrollments will no longer be accepted after May 2012.

## Park Distance Learning

CHARLES D. KATER, PH.D.

Associate Vice President, Park Distance Learning

Park Distance Learning is a pioneer in non-traditional studies through its focus on the creation of degree programs to fit the unique needs of individual students. Park Distance Learning assists diverse segments of the population in achieving career and personal goals throughout their total educational experience. It is called “non-traditional” because it specializes in high quality and personalized educational service for service personnel and full-time employed adults. The key word is service. The entire staff and faculty of Park University act as facilitators of the student’s educational experience. Because of this approach, Park Distance Learning has set a standard in serving students seeking personal development or new pathways to degree completion through innovative processes.

Park University began meeting the educational needs of service members in 1889, and our commitment continued through the establishment in 1972 of the Military Resident Center System (MRCS). In 1989, the name was changed to Park Extended Learning, and in 2003, because of the advent of Internet courses, became the Park Distance Learning with two schools: Park Extended Learning and Park Online. In 2010 it took on the name of Park Distance Learning.

Park Distance Learning programs are now located on military installations, community colleges, commercial facilities convenient to students, and on the Internet. Park Distance Learning is one of the nation’s largest programs serving over 23,000 students per year.

Because the program at each location is tailored to the needs of the local student population, only selected degrees and certain majors are offered at each extended campus center. The degrees and majors offered are agreed upon by Park University and the agency or authority being served. Notices are posted publicly at each extended campus center specifying the degrees and the majors being offered.

Park Online began under the auspices of the Park Extended Learning with one pilot class in English in 1996. The first class was a success and very quickly the online program found its own path for the adult student. Park Online has developed over 200 courses and offers 500 sections per term with over 14,000 students enrolled each year. Eight baccalaureate degrees and four associate degrees are offered through Park Online. Students seeking to continue educational careers after completion of their baccalaureate degree may enroll in programs for online courses in the areas of Master of Education, Master of Business Administration, Master of Public Affairs, Master of Arts and Communication and Leadership or Master of Health Care Leadership.

Many of the online courses are taken by students at Park Campus Centers who seek the benefits of an online education. Students often find that the flexibility of online learning helps them adapt to a hectic work schedule, family obligations, or unexpected travel. The online learning environment offered by Park Online provides flexibility, adaptability, and convenience. In addition, online learning materials can facilitate the student through adaptation to study that suits his/her learning style. Most online courses are scheduled within five eight-week terms in an academic year with classes beginning on Monday to midnight Sunday.

### PARK DISTANCE LEARNING

## Park Extended Learning

### MISSION STATEMENT

The mission of the Park Extended Learning at Park University is to provide quality, multifaceted and cost-competitive learning experiences for non-traditional students, to enable study in and impact upon the communities in which they live and work.

### VISION STATEMENT

The Park Extended Learning at Park University will be an internationally recognized leader in providing transformational learning experiences to promote lifelong learning within the global community.

### MISSION STATEMENT

The Park Online's mission is to provide superior online learning opportunities through the integration of effective instructional pedagogy with innovative technology, which fosters the quality and growth of the Park Online.

### VISION STATEMENT

The Park Online's vision is to be the premier provider of quality online higher education for a global society.

## Degrees Offered Via Park Distance Learning

### PARK CAMPUS CENTERS

#### ASSOCIATE OF SCIENCE (A.S.)

(SELECTED CAMPUSES)

CONSTRUCTION MANAGEMENT  
CRIMINAL JUSTICE ADMINISTRATION  
INFORMATION AND COMPUTER SCIENCE  
MANAGEMENT  
MANAGEMENT/ACCOUNTING  
MANAGEMENT/LOGISTICS  
OFFICE MANAGEMENT  
SOCIAL PSYCHOLOGY



#### ASSOCIATE OF ARTS (A.A.)

(SELECTED CAMPUSES)

LIBERAL ARTS

#### BACHELOR OF ARTS (B.A.)

PSYCHOLOGY  
SOCIOLOGY

#### BACHELOR OF PUBLIC ADMINISTRATION (B.P.A.)

## BACHELOR OF SCIENCE (B.S.)

(SELECTED CAMPUSES)

BUSINESS ADMINISTRATION

- Management

CRIMINAL JUSTICE ADMINISTRATION

INFORMATION AND COMPUTER SCIENCE

MANAGEMENT

MANAGEMENT/ACCOUNTING

MANAGEMENT/COMPUTER INFORMATION SYSTEMS (CIS)

MANAGEMENT/ENGINEERING ADMINISTRATION

MANAGEMENT/FINANCE

MANAGEMENT/HEALTH CARE

MANAGEMENT/HUMAN RESOURCES

MANAGEMENT/LOGISTICS

MANAGEMENT/MARKETING

SOCIAL PSYCHOLOGY

## BACHELOR OF SCIENCE IN EDUCATION (BSE)

(SELECTED CAMPUSES)

EDUCATION STUDIES:

EARLY CHILDHOOD EDUCATION & LEADERSHIP

EARLY CHILDHOOD EDUCATION TEACHING YOUNG CHILDREN

---

## PARK ONLINE

### ASSOCIATE OF SCIENCE (A.S.)

CRIMINAL JUSTICE ADMINISTRATION

INFORMATION AND COMPUTER SCIENCE

MANAGEMENT

MANAGEMENT/LOGISTICS

SOCIAL PSYCHOLOGY



### BACHELOR OF ARTS (B.A.)

PSYCHOLOGY

SOCIOLOGY

### BACHELOR OF PUBLIC ADMINISTRATION (B.P.A.)

### BACHELOR OF SCIENCE (B.S.)

CRIMINAL JUSTICE ADMINISTRATION

GEOGRAPHY

INFORMATION AND COMPUTER SCIENCE

INTERDISCIPLINARY STUDIES

MANAGEMENT

MANAGEMENT/COMPUTER INFORMATION SYSTEMS (CIS)

MANAGEMENT/HEALTH CARE

MANAGEMENT/HUMAN RESOURCES

MANAGEMENT/LOGISTICS

MANAGEMENT/MARKETING

NURSING

SOCIAL PSYCHOLOGY

## BACHELOR OF SCIENCE IN EDUCATION (BSE)

EDUCATION STUDIES:

EARLY CHILDHOOD EDUCATION & LEADERSHIP

EARLY CHILDHOOD EDUCATION – YOUNG CHILDREN

ONLINE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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S.L. SARTAIN, Ed.S.  
Director, Park Accelerated Programs-KC Area

### MISSION STATEMENT

The mission of the Park Accelerated Programs is to provide high quality education to lifelong learners—whenever, wherever, and however possible consistent with Park University's historic and continuing mission.

### VISION STATEMENT

The Park Accelerated Programs of Park University will be the adult education program of choice in the Greater Kansas City area by providing high quality undergraduate degree programs while preparing students for lifelong learning and leadership roles through flexible, convenient and innovative academic programs.

## Degrees Offered Via Park Accelerated Programs - KC Area



KANSAS CITY ACCELERATED PROGRAMS

### KANSAS CITY AREA 8-WEEK

BACHELOR OF PUBLIC  
ADMINISTRATION (B.P.A.)  
PUBLIC ADMINISTRATION

ASSOCIATE OF SCIENCE (A.S.)  
CRIMINAL JUSTICE ADMINISTRATION  
INFORMATION AND COMPUTER SCIENCE  
MANAGEMENT  
MANAGEMENT/ACCOUNTING  
SOCIAL PSYCHOLOGY

BACHELOR OF ARTS (B.A.)  
LIBERAL STUDIES  
ORGANIZATIONAL COMMUNICATION

BACHELOR OF SCIENCE EDUCATION (B.S.E.)  
EDUCATION STUDIES:  
EARLY CHILDHOOD EDUCATION  
AND LEADERSHIP

BACHELOR OF SCIENCE (B.S.)  
ACCOUNTING  
BUSINESS ADMINISTRATION  
• FINANCE  
• HUMAN RESOURCE MANAGEMENT  
• MANAGEMENT  
• MARKETING  
COMPUTER BASED INFORMATION SYSTEMS  
CRIMINAL JUSTICE ADMINISTRATION: LAW ENFORCEMENT  
INTERDISCIPLINARY STUDIES  
MANAGEMENT  
MANAGEMENT/ACCOUNTING  
MANAGEMENT/COMPUTER INFORMATION SYSTEMS  
MANAGEMENT/FINANCE  
MANAGEMENT/HEALTH CARE  
MANAGEMENT/HUMAN RESOURCES  
MANAGEMENT/MARKETING  
SOCIAL PSYCHOLOGY



# PARK UNIVERSITY

## Academic Calendar - Kansas City Area

### Classes and Examination Periods

**Fall** (Sixteen-Week Session)      August 20 -December 14, 2012  
Exams: December 10- 14, 2012

**Fall I** (Eight-Week Session)      August 20 - October 14, 2012  
Exams: October 8 - 14, 2012

**Fall II** (Eight-Week Session)      October 22-December 16, 2012  
Exams: December 10 - 16, 2012

**Spring** (Sixteen-Week Session)      January 14-May 10, 2013  
Exams: May 6 - 10, 2013

**Spring I** (Eight-Week Session)      January 14-March 10, 2013  
Exams: March 4 - 10, 2013

**Spring II** (Eight-Week Session)      March 18-May 12, 2013  
Exams: May 6 - 12, 2013

### Summer Session:

• Session I (Two-Week Session)	May 13-May 24, 2013	'Maymester'
• Session II (Eight-Week Session)	June 3-July 28, 2013	'Summer Session'
• Session III (Four-Week Session)	June 3-June 28, 2013	'Junemester'
• Session IV (Four-Week Session)	July 8-August 2, 2013	'Julymester'

### Holidays and Recess

Labor Day	September 3, 2012 (PDCC only-Fall I classes will be held)
Fall Recess	October 14 - 21, 2012
Veteran's Day	November 11, 2012 (PDCC only-Fall II classes will be held)
Thanksgiving Recess	November 22 – November 25, 2012 (Fall II classes will be held)
Martin Luther King Day	January 21, 2013 (PDCC only-Spring I classes will be held)
President's Day	February 18, 2013 (PDCC only-Spring I classes will be held)
Spring Recess	March 11 - March 17, 2013
Good Friday	March 29, 2013 (PDCC only-Spring II classes will be held)
Independence Day	July 4, 2013 (PDCC only)

### Commencement

Mid-Year      December 15, 2012  
Year-End      May 11, 2013

### Residence Halls

Fall      OPEN: August 17, 2012  
CLOSE: December 15, 2012

Spring      OPEN: January 11, 2013  
CLOSE: May 11, 2013

PDCC = Parkville Daytime Campus Center

# Academic Calendar - Park Distance Learning

## ARKANSAS

- **Little Rock AFB**, Jacksonville, AR
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	5/27/2013	7/21/2013

## ARIZONA

- **Davis-Monthan AFB**, Tucson, AZ
- **Luke AFB, Phoenix**, AZ
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## CALIFORNIA

- **Fort Irwin**, Fort Irwin, CA
- **MB Camp Pendleton**, Oceanside, CA
- **MCLB Barstow**, Barstow, CA
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## GEORGIA

- **Moody AFB**, Valdosta, GA
 

Fall I	8/20/2012	10/14/2012
Fall III	8/20/2012	9/16/2012
Fall IV	9/17/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Fall VII	10/22/2012	11/18/2012
Fall VIII	11/19/2012	12/16/2012
Spring I	3/18/2013	5/12/2013
Spring III	1/7/2013	2/3/2013
Spring IV	2/4/2013	3/3/2013
Spring II	3/18/2013	5/12/2013
Spring VII	3/18/2013	4/4/2013
Spring VIII	4/15/2013	5/12/2013
Summer I	6/3/2013	7/28/2013
Summer II	6/3/2013	6/30/2013
Summer III	7/1/2013	7/28/2013

## IDAHO

- **Mountain Home AFB**, Mountain Home, ID
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## ILLINOIS

- **Scott AFB**, Belleville, IL
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## MASSACHUSETTS

- **Hanscom AFB**, Boston, MA
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## MISSOURI

- **Distance Learning**, Parkville, MO
 

Fall I	8/20/2012	10/14/2012
Fall VI	8/20/2012	12/16/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring VI	1/14/2013	5/12/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013
- **Fort Leonard Wood**, Waynesville, MO
- **Kansas City Accelerated**, Independence, Downtown, Parkville (evening), MO
- **Wentworth Campus Center**, Lexington, MO
- **Whiteman AFB**, Knob Noster, MO
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## MONTANA

- **Malmstrom AFB**, Great Falls, MT
 

Fall I	8/20/2012	10/14/2012
Fall III	8/20/2012	9/16/2012
Fall IV	9/17/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Fall VII	10/22/2012	11/18/2012
Fall VIII	11/19/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring III	1/14/2013	2/10/2013
Spring IV	2/11/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Spring VII	3/18/2013	4/4/2013
Spring VIII	4/15/2013	5/12/2013
Summer I	6/3/2013	7/28/2013
Summer II	6/3/2013	6/30/2013
Summer III	7/1/2013	7/28/2013

# Academic Calendar - Park Distance Learning

## NEW MEXICO

- **Holloman AFB**, Alamogordo, NM
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## NORTH CAROLINA

- **MCAS Cherry Point**, Havelock, NC
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## NORTH DAKOTA

- **Grand Forks AFB**, Grand Forks, ND
- **Minot AFB**, Minot, ND
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## OHIO

- **Defense Supply Ctr. Columbus**, Columbus, OH
- **Wright-Patterson AFB**, Dayton, OH
 

Fall I	8/20/2012	10/14/2012
Fall III	8/20/2012	9/16/2012
Fall IV	9/17/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Fall VII	10/22/2012	11/18/2012
Fall VIII	11/19/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring III	1/14/2013	2/10/2013
Spring IV	2/11/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Spring VII	3/18/2013	4/4/2013
Spring VIII	4/15/2013	5/12/2013
Summer I	6/3/2013	7/28/2013
Summer II	6/3/2013	6/30/2013
Summer III	7/1/2013	7/28/2013

## OKLAHOMA

- **Tinker AFB**, Oklahoma City, OK
 

Fall I	8/20/2012	10/14/2012
Fall II	10/15/2012	12/16/2012
Spring I	1/14/2013	3/17/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## SOUTH CAROLINA

- **Charleston AFB**, Charleston, SC
 

Fall I	8/20/2012	10/14/2012
Fall III	8/20/2012	9/16/2012
Fall IV	9/17/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Fall VII	10/22/2012	11/18/2012
Fall VIII	11/19/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring III	1/14/2013	2/10/2013
Spring IV	2/11/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Spring VII	3/18/2013	4/4/2013
Spring VIII	4/15/2013	5/12/2013
Summer I	6/3/2013	7/28/2013
Summer II	6/3/2013	6/30/2013
Summer III	7/1/2013	7/28/2013
- **MCAS Beaufort**, Beaufort, SC
 

Fall I	8/13/2012	10/7/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## TENNESSEE

- **Millington NSA**, Millington, TN
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## TEXAS

- **Austin**, Austin, TX
- **Fort Bliss**, El Paso, TX
- **Goodfellow AFB**, AFB, San Angelo, TX
- **Lackland AFB**, San Antonio, TX
- **Laughlin AFB**, Del Rio, TX -
- **Randolph AFB**, Universal City, TX
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

## UTAH

- **Hill AFB**, Ogden, UT
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

**VIRGINIA**

- **Fort Myer**, Arlington, VA
- **Henderson Hall**, Arlington, VA
- **Quantico MCB**, Quantico, VA
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

**WASHINGTON**

- **Fairchild AFB**, Spokane, WA
 

Fall I	8/20/2012	10/14/2012
Fall III	8/20/2012	9/16/2012
Fall IV	9/17/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Fall VII	10/22/2012	11/18/2012
Fall VIII	11/19/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring III	1/14/2013	2/10/2013
Spring IV	2/11/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Spring VII	3/18/2013	4/4/2013
Spring VIII	4/15/2013	5/12/2013
Summer I	6/3/2013	7/28/2013
Summer II	6/3/2013	6/30/2013
Summer III	7/1/2013	7/28/2013

**WYOMING**

- **E.E. Warren AFB**, Cheyenne, WY
 

Fall I	8/20/2012	10/14/2012
Fall II	10/22/2012	12/16/2012
Spring I	1/14/2013	3/10/2013
Spring II	3/18/2013	5/12/2013
Summer	6/3/2013	7/28/2013

**Contact Directory****PARKVILLE DAYTIME CAMPUS CENTER**

8700 NW River Park Drive  
Parkville, MO 64152-3795  
(816) 741-2000  
(800) 745-PARK

School of Business  
8700 NW River Park Drive – Box 7  
Parkville, MO 64152  
(816) 584-6308  
[business@park.edu](mailto:business@park.edu)  
[www.park.edu/sb/](http://www.park.edu/sb/)

School for Education  
8700 NW River Park Drive – Box 22  
Parkville, MO 64152  
(816) 584-6335

College of Liberal Arts and Sciences  
8700 NW River Park Drive – Box 58  
Parkville, MO 64152  
(816) 584-6480  
[www.park.edu/CLAS](http://www.park.edu/CLAS)

**PARK ACCELERATED PROGRAMS-KC AREA**

911 Main, Suite 800  
Kansas City, MO 64105-1630  
(816) 842-6182  
[www.park.edu/KC](http://www.park.edu/KC)

**PARK DISTANCE LEARNING**

8700 NW River Park Drive  
Parkville, MO 64152-3795  
(816) 584-6240

**HAUPTMANN SCHOOL FOR PUBLIC AFFAIRS**

911 Main, Suite 900  
Kansas City, MO 64105-1630  
(816) 559-5616

**GRADUATE PROGRAMS**

911 Main, Suite 900  
Kansas City, MO 64105-1630  
(816) 559-5625

**GRADUATE PROGRAM CONTACT NUMBERS:**

(816) 559-5622 - Business Administration (MBA)  
(816) 584-6320 - Communication & Leadership  
(816) 559-5629 - Education  
(816) 559-5637 - Health Care Leadership  
(816) 584-6550 - Music

## Contact Information

### WEB SITE

[www.park.edu](http://www.park.edu)

Correspondence concerning general administrative matters of the university should be addressed to the Provost and Senior Vice President, Park University, PMB 5, 8700 NW River Park Drive, Parkville, MO 64152-3795. Inquiries concerning faculty appointments and academic matters should be addressed to the Provost and Senior Vice President.

Other inquiries should be addressed to the offices listed below:

### ACADEMIC SUPPORT CENTER

Director, Academic Support Center

### ACCOUNTING

Vice President for Finance and Administration

### ADMISSIONS INFORMATION

Parkville Daytime Campus Center

Director of Admissions

Park Distance Learning

Campus Center Director

Park Online

[online@park.edu](mailto:online@park.edu)

Park Accelerated Programs-KC Area

Director, Park Accelerated Programs

### ALUMNI AFFAIRS

Director of Alumni Relations

### BOOKSTORE

Barnes and Noble

Missouri Book Service

### CAMPUS CRIME STATISTICS

Director of Public Safety

### CAREER DEVELOPMENT

Director of Career Development

### PARK DISTANCE LEARNING

Associate Vice President for Distance Learning

### LIBRARY

Director of Library Services

### PARK ACCELERATED PROGRAMS-KC AREA

Director, Park Accelerated Programs

### RESIDENCE LIFE/HOUSING

Director of Residence Life

### SCHOLARSHIP AND STUDENT AID

Director, Student Financial Services

### PARK EXTENDED LEARNING

Associate Vice President for Distance Learning

### PARK ONLINE

Associate Vice President for Distance Learning

### STUDENT LIFE

Dean of Student Life

### TRANSCRIPTS AND RECORDS

Registrar



## Information Technology

### MyPARK

**MyPark is a personalized web portal that is designed to be a “one-stop” place for Park University faculty and students to access important information on the web. It also serves as a gateway to many online resources and communication tools at Park University. MyPark features include:**

- Ability to easily enroll in classes, check grades, obtain degree audits and more.
- Integrated access to Google Apps for Education, online classes, and other online resources.
- Quick access to online library resources as well as Park’s calendars, news and announcements.
- A personal calendar tool for maintaining class schedules and appointments.
- Personal web link customization on the main web page using “Bookmarks”.
- Communications with other students and club members through “Groups”.

MyPark can be accessed directly at <https://my.park.edu> or from Park’s home page at <http://www.park.edu>. To log on to MyPark, faculty and students must use their University-provided ID number and their University-provided password which is provided by the Park Student Success Center or the ITS Help Desk (Photo ID required). For more information regarding these services, please see the Student and Faculty handbooks.

Students will be able to register themselves online after consulting with their advisor or Campus Center Director. Faculty Advisors, Office of the Registrar staff, or the local Campus Center Director will also be available to input registration. Students must get their Park ID number and password from the Park Student Success Center or the ITS Help Desk in order to gain online access. A photo ID must be presented.

#### **PARK EMAIL** (Provided by Google Apps for Education)

All Park students are assigned a Park Email account when they are accepted into the University. Park Email is the official means of communication between faculty and staff to provide information to, or request information from, students. It is the responsibility of all students and faculty to check their Park Email account on a regular basis.

#### **What is your student email address?**

Your Park Email address is typically created according to the following format: firstname.lastname@park.edu (Example: John Doe’s email address would be: john.doe@park.edu). In the case that two individuals share the same first and last name exactly, the second person to have their email account created will get numerically incremented (Example: john.doe02@park.edu). Other than this method of duplicate address resolution, Park Email addresses are changed to match legal name changes only (we do not accept preferential requests). Please also note that email addresses are not case sensitive, so John.Doe@park.edu is the same address as john.doe@park.edu.

#### **To log in to Park Email directly:**

- Step 1: Go to <http://gmail.park.edu> in any standard web browser.
- Step 2: Use your University-provided ID number for your user-name.
- Step 3: Use your University-provided password to authenticate.
- Step 4: Click the “Login” button to access your email account.

## Information Technology

### To log in to Park Email through MyPark :

Step 1: Go to <https://my.park.edu> in any standard web browser.

Step 2: Use your University-provided ID number as your user-name, in the login fields at the top of the page.

Step 3: Use your University-provided password to authenticate.

Step 4: Click the “Login” button to access your portal account.

Step 5: In the “Online Services” section of the default page, click on “Google Apps at Park” to get automatic access to your Park Email account.

NOTE: If you do not know your University-provided password, please contact the Park Student Success Center or the ITS Help Desk to obtain it.

### More information about Park Email

Park Email is provided through a partnership between Google and Park University, as a service of Google Apps for Education. More information about Apps for Education can be found at <http://www.google.com/a/help/intl/en/edu/index.html>. The student can also email [helpdesk@park.edu](mailto:helpdesk@park.edu) or call 1-800-927-3024 for assistance between 8AM and 6PM CST/CDT Monday through Friday. Park Email accounts are only provided to admitted students, active faculty, and alumni of Park University.

### Online Classroom Help:

Online classroom help is available by contacting the [helpdesk@parkonline.org](mailto:helpdesk@parkonline.org) or calling 1-303-873-0005.

### Information Technology Policies and Procedures

University information technology resources constitute a valuable University asset that must be managed accordingly to ensure their integrity, security and availability for teaching, research and business activities. Carrying out this mission requires the University to establish basic Information Security policies and standards and to provide both access and reasonable security at an acceptable cost. The University Information Technology Policies and Procedures are intended to facilitate and support authorized access to University information.

Users of University information technology resources are personally responsible for complying with all University policies, procedures and standards relating to information security, regardless of campus center or location and will be held personally accountable for any misuse of these resources. The Information Technology Policies and Procedures are located at <http://www.park.edu/facultymanual/documents/technologypolicy.pdf>. The use of student user ID and password to access the computer system is the equivalent of a legal signature and creates the same obligations for the student. the student will be responsible for any and all future registration(s) by accessing the computer with the assigned ID number. All transactions on the computer system constitute official records recognized by the institution. All appeal decisions related to policy or procedures will be based on the computer system transaction records.

## Information Technology

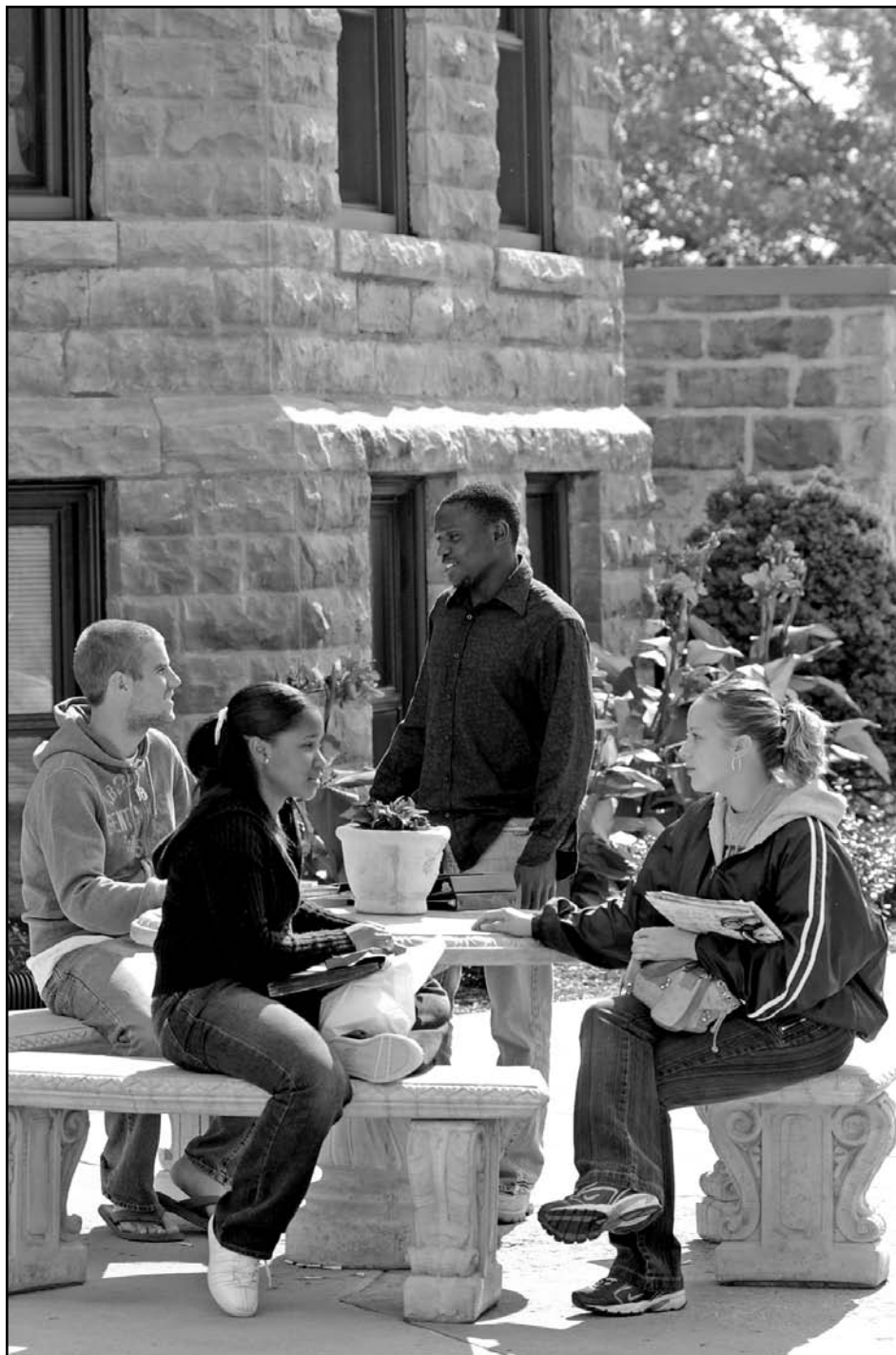
<b>Campus Center</b>	<b>Session Code</b>
Austin Center.....	A & **
Barstow MCLB .....	O
Beaufort MCAS .....	H
Camp Pendleton MCB.....	E
CD ROM .....	C & CC
Charleston AFB.....	UU
Cherry Point MCAS M	
Davis-Monthan AFB .....	D & **
Deployment .....	I & II
Park Distance Learning .....	T & **
DSCC .....	D & DD
Fairchild AFB.....	FF
F E Warren AFB.....	Q & **
Fort Bliss .....	B
Fort Irwin.....	O
Fort Leonard Wood.....	OO & **
Fort Myer.....	F
Goodfellow .....	V
Grad Schools .....	P & PP
Grand Forks AFB .....	G & **
Hanscom AFB.....	KK
Henderson Hall HQBN.....	F
Hill AFB .....	QQ & **
Holloman AFB.....	BB & **
Home - Parkville 16 week.....	*
Kansas City Area .....	J & 6J
Lackland AFB .....	AA
Laughlin AFB.....	K
Little Rock AFB .....	LL
Luke AFB.....	U & **
Malmstrom AFB .....	Z
Millington NAS .....	Y
Minot AFB.....	GG
Moody AFB .....	EE & **
Mountain Home .....	RR
Nursing.....	* & **
Randolph AFB .....	SS
Scott AFB.....	R & **
Sergeant Majors Academy .....	N & NN
Tinker AFB .....	W & **
Vandenberg AFB.....	VV
Wentworth.....	WW
Whiteman AFB.....	L
Wright-Patterson .....	HH

\* 16-week session codes FA (Fall), SP (Spring) and UU (Summer) for the Parkville Campus. The Graduate school uses FAP, SPP and U1P for their 16-week terms. Eight week terms are F1P, etc.

\*\* 16-week session codes i.e., F6A, (Fall), S6A (Spring) for an Austin Center 16 week term. Used at accelerated campus centers.



## Student Rights and Responsibilities



## INTERNATIONAL STUDENTS LEGAL REQUIREMENTS

Park University is authorized under federal law to enroll non-immigrant alien students. Qualified international students, defined as all students who are not United States citizens and who are in the United States legally, are encouraged to contact the Office of International Student Services for special forms and instructions for admission to Park University. (Undocumented non-United States citizens, please see admission requirements on pages 65, 66 and 68 of this catalog).

International students entering the United States for the first time with F-1 visas to study at a postsecondary school are required to attend the Park University Daytime Campus Center. Prospective international students holding B-1/B-2 visitor visas or F-2 dependent visas may apply and be admitted to Park University, but may not enroll in classes until their visa status has been officially changed to an F-1 student visa or another eligible visa status.

The Office of International Student Services is also responsible to the Department of Homeland Security for ongoing reporting of the status of non-immigrant students attending Park University and reserves the right to recommend the denial of admission or suspension from classes of any international student failing to meet non-immigrant requirements.

## DISABILITY GUIDELINES

Park University is committed to meeting the needs of all students who meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law regarding students with disabilities and, to the extent of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply.

### Permanent Disability Guidelines

Notification of Disability: It is the student's responsibility to submit the Request for Disability Services form and to provide adequate and appropriate documentation of a disability in order to receive academic accommodations. [A link to the form and full information about documentation is shown below.] Documentation must be provided in a timely manner to ensure full resolution of accommodations prior to the term for which the student requests accommodations. This will allow time to make all necessary arrangements prior to the initial class meeting. Documentation should be submitted to

Debra McArthur, Director of Academic Support Services, Campus Box 46 (fax # 816-741-4911). A copy of the Request form and documentation will be securely retained in the student's electronic file.

Students who have received disability services in high school will find helpful information regarding their rights, responsibilities, and transition from high school to university from the Missouri Association for Higher Education and Disabilities (MO-AHEAD). Visit the MO-AHEAD webpage at <http://www.moahead.org>. Once there, click the link for "The Guidebook." There you can find a link to the Table of Contents to help you find more information.

### Temporary Disability Guidelines

In the case of temporary disabilities, every effort will be made to provide reasonable accommodation for the duration of any disability. To insure prompt and appropriate action, the Director of Academic Support Services should be notified immediately of the arrangements believed to be necessary to accommodate a given temporary disability.

### Documentation Requirements

Park University recognizes the best practices recommended by the national Association on Higher Education and Disability. We also realize that each individual and each disability is unique. Specific documentation requirements will vary according to the type of disability, but the following guidelines define acceptable documentation:

1. It is **prepared by a licensed professional** who is knowledgeable in the field of the student's particular disability, and provide a **description of the diagnostic methodology and/or a description of the diagnostic** criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Learning Disabilities (LD/ADHD): Students must provide supporting diagnostic test results from a licensed psychologist or certified specialist in learning disabilities. All testing should be based on **adult level norms**.

Physical Disabilities: Students must provide documentation from a physician that specifies the nature of the disability or disabilities.



Psychiatric Disabilities: Students should provide documentation from a licensed professional qualified to diagnose and treat psychological disorders.

2. It is **no older than three years**. (Certain long-term medical and health conditions may not be subject to this element. ex: blindness). Park University will evaluate, but may reject, documentation over three years old. We reserve the right to request updated verification of disability and necessary accommodations.
3. It **includes a statement of diagnosis**.
4. It includes a description of the student's **current functioning** and/or the **current status** of the disability.
5. It describes how the disability **affects the student's learning/functioning** in a post-secondary **educational** setting.
6. It includes recommendations for appropriate **post-secondary accommodations**.
7. It is **dated and signed by the licensed professional** and presented on letterhead of the professional.
8. It should **include information regarding medication** the student may be using **and treatment** he/she may be undergoing. This also should include the medication or treatment's impact on the student's ability to function in an academic setting.

## Help Us Help You!

The Academic Support Center at Park University is pleased to serve our students with special needs. If you are seeking accommodations for a disability, here are the steps you should follow:

- 1) Fill in and submit the Request for Disability Services form.

This lets us know a little about you, your needs, and how we can serve you. You can find the form at [www.park.edu/disability](http://www.park.edu/disability). Print the blank form, fill it out, then mail, fax, or scan and email to:

Debra McArthur  
Director of Academic Support Services  
Park University  
8700 River Park Drive  
Parkville, MO 64152  
Fax: 816-505-5445  
Email: [debra.mcarthur@park.edu](mailto:debra.mcarthur@park.edu)

(If you have questions: call 816-584-6332)

- 2) Carefully read our policies and documentation requirements shown above.

- 3) Submit your documentation.

You may need to contact your doctor, psychologist, school counselor, VA counselor, or other qualified medical/educational professional to send your information. Use the same contact information shown above. Your information will be handled appropriately to protect your confidentiality. **(Please note: your submission of the Request form begins the process, but no accommodations can be determined or provided until the documentation is received.)**

- 4) Become familiar with the information in this handbook, so you will know how and when your instructors are notified, how accommodations are arranged, and other important aspects of receiving your services.

## Documentation Review Process

Once your documentation is received, the Director of Academic Support Services will review it and determine appropriate accommodations. If your documentation does not satisfy the requirements above, you may be asked to submit updated or more complete information. Be sure to submit your documents in a timely manner to allow adequate time for the review process before the term begins.

When your request has been reviewed, you will receive notification of the approved accommodations. If you are a student on the Parkville campus, your accommodations will be handled by Debra McArthur, Director of Academic Support Services. If you attend a different campus, your Campus Director will work with you on providing the accommodations. Online students will work with Debra McArthur, and may also work with a Park University campus center for proctoring.

**If you are not satisfied with the accommodations you have been granted, please call Debra McArthur to discuss the situation. In some cases, we may be able to make adjustments. In others, additional documentation may be needed.**

**For more information on filing a grievance, please see the details in the Handbook for Students with Disabilities at [www.park.edu/disability](http://www.park.edu/disability).**

DO NOT ask your instructor, campus director, regional director, or proctor to provide accommodations if you have not first submitted a Request for Disability Services form and documentation to the Director of Academic Support Services.

Please keep in touch with us to let us know how you are doing, and inform us immediately if you need additional assistance.

Your disability information is **CONFIDENTIAL**. We will inform the appropriate faculty or campus personnel of the accommodations you require, but we do not disclose the nature of your disability. In some cases, you may find that sharing this information with your instructors may help them understand you better, but that choice is up to you.

**NOTE:** Disability files are updated each year at the beginning of the spring and fall terms. If you are not enrolled for the current term, your file will be marked “inactive,” and you will be notified by email. To reactivate your file and your accommodations, simply notify the Director of Academic Support Services by email when you enroll again.

## Service animal policies at Park University

### General Guidelines

*Bona fide* service animals may accompany students, employees, and visitors with disabilities to Park University events, activities, and locations with rare exceptions. Local, state, and federal laws regulate the use of service animals at Park.

### Definitions

- **Service Animal:** According to the Americans with Disabilities Act, a service animal is “any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. A service animal is not a pet.”
- **Partner/Handler:** A person with a service animal.

### Requirements For All Service Animals and Their Partners

- **Vaccination:** The animal must be immunized against diseases common to that type of animal.
- **Health:** The animal must be in good health.
- **Under control of partner/handler:** The partner/handler must be in full control of the animal at all times.

- **Cleanup Rule:** The partner should encourage the animal to use marked service animal toileting areas when such areas are provided.
- **Documentation:** Before a service animal becomes a part of the campus community, partners are required to submit a written request to the Director of Academic Support Services and documentation from a certified professional that includes the diagnosis of a specific disability which verifies the need for a service animal. If approved, we will issue the partner a letter of verification that may be presented to faculty and staff. Additional documentation that verifies current vaccinations and immunizations of the service animal must accompany the initial request and be re-submitted annually.

### When an Animal Can Be Removed

Service animals may be removed or restricted on the campus for reasons of disruption, health, uncleanness, and safety. For example, a partner/handler will be asked to remove the animal from the facility or event if the animal is ill and/or when the animal’s behavior poses a direct threat to the health or safety of other persons and/or animals.

### Areas Off-limits to Service Animals

For safety and other reasons, all animals are restricted from certain areas, including laboratories, maintenance rooms/custodial closets, and areas where protective clothing is required.

**NOTE:** Requests for exceptions to this restriction must be submitted to the ADA Compliance Officer.

### Liability

The partner/handler of an animal at a Park University campus or event is personally responsible for any damage to property and/or harm to others caused by the animal while **on the campus or sponsored event**.

Debra McArthur  
Director of Academic Support Services  
Parkville Campus, Mabee 406  
8700 NW River Park Drive  
Box 46  
Parkville, MO 64152  
email: [debra.mcarthur@park.edu](mailto:debra.mcarthur@park.edu)  
Office hours: M-F, 8:00 AM - 4:30 PM CST  
Phone: 816-584-6332  
Fax: 816-505-5445 or 816-741-4911

## STUDENT RECORDS AND FERPA

Park University informs students of the Family Education Rights and Privacy Act of 1974 (FERPA). This act, with which the institution intends to fully comply, was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Education Rights and Privacy Act Officer concerning alleged failures by the institution to comply with the Act.

Park University's local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy may be found in the Office of the Registrar or as outlined here.

### A. Policy Intent

1. The Park University student record policy is intended to conform with all state and federal statutes dealing with access to information held by an educational institution on present and former students.

2. The Park University student record policy is formulated to protect the privacy of the student information that is maintained and yet provide access to student records for those having a legitimate purpose to view such records. Regulations and procedures to ensure adequate protection of the student are provided in this policy.

3. "Records" refers to those files and their contents that are maintained by official units of the University. Generally, students have the right to review any official record that the University maintains on them. Access to records by others, without student permission, is limited to purposes of an educational nature. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Information to which the student does not have access is limited to the following:

a. Confidential letters of recommendation placed in the student's files before January 1, 1975, and those letters for which students have signed a waiver of his/her right of access. Unless authorized by a University Administrator, access to student records, including access to all course materials, by faculty members is limited only to the faculty member actually teaching that course. Faculty members may not access course materials or other student records for courses they are not currently teaching without express authorization from a University administrator.

Any unauthorized access to student records, including course materials, is a violation of this policy.

b. Parent's confidential financial statements.

c. Personal files and records of members of faculty or administrative personnel, "which are in sole possession of the maker thereof and which are not accessible or revealed to any person except a substitute".

d. Records of the Office of Admissions concerning students admitted but not yet enrolled at the University. Medical/psychological records used in connection with treatment of the student. Such records are, however, reviewable by a physician or psychologist of the student's choice.

4. Only the following offices are authorized to release non-directory information: Registrar, Career Services, Counseling Services, Financial Aid, Vice President for Academic Affairs, Vice President for Student Services, Provost, and President.

### B. Access to Student Records by the Student or Parents of Dependent Student Learners:

1. Students and parents of dependent students have the right to inspect their records (as defined by A3 above) and are entitled to an explanation of any information therein.

2. Documents submitted to the University by or for the student will not be returned to the student. Academic records received from other institutions will not be sent to third parties external to the University. Records should be requested by the student from the originating institution.

3. Official records and transcripts of the University (signature and/or seal affixed) are mailed directly to other institutions or agencies the student requests. When circumstances warrant, official records may be given directly to the student at the discretion of the proper University official. In such cases, the record will be clearly marked to indicate issuance to the student.

4. Should a student believe his/her record is incorrect, a written request should be submitted to the appropriate University official indicating the correct information that should be entered. The official will respond within a reasonable period concerning his/her action. Should the student not be satisfied, a hearing may be requested by the Registrar.

### C. Access to Student Records by Others

1. Disclosure of general directory information: Certain information may be released by the University without prior consent of the student if considered appropriate by designated officials. Such information is



limited to the following:

- Student's name, address, telephone number (permanent and local)
- Date and place of birth
- Dates of attendance at the University, major fields of study, current classification, degrees, honors, and awards
- Previous schools attended and degrees awarded
- Heights and weights of members of athletic teams
- Participation in officially recognized activities
- Email address
- Class schedule
- Full or part-time status
- Photograph

2. Directory information will not be released for commercial purposes by administrative offices of the University under any circumstances. Students may request that directory information not be released by written request to the Office of the Registrar. All other student information will be released only upon written request of the student, excepting those instances cited below.

3. Disclosure to members of the University community:

- a. Access to student records for administrative reasons for faculty, administrative staff, and other pertinent employees is permissible provided that such persons are properly identified and can demonstrate a legitimate interest in the materials.
- b. Access for the purpose of research by faculty and administrative staff is permissible when authorized by the department chair, Associate Dean, Vice President for Academic Affairs, Vice President for Student Services, Provost, or President.
- c. Information requested by student organizations of any kind will be provided only when authorized by the Vice President for Academic Affairs, Vice President for Student Services, Provost, or President.

4. Disclosure to organizations providing financial support to student: it is the University's policy to release the academic transcript to such organizations only upon the student's written request or authorization. Otherwise, the academic transcript will be sent only to the student or to the parent(s) upon whom the student is financially dependent, a policy consistent with the University's interpretation of FERPA, popularly known as the "Buckley Amendment."

5. Disclosure to other educational agencies and organizations: information may be released to another institution of learning, research organization, or accrediting body for legitimate educational reasons provided that any data shall be protected in a manner that will not permit the personal identification of the student by a third party.

6. Local, state, and federal government agencies: government agencies are permitted access to student records only when auditing, enforcing, and/or evaluating sponsored programs. In such instances, such data may not be given to a third party and will be destroyed when no longer needed for audit, enforcement, and/or evaluative purposes.

Park University presumes the authority to advise parents of a student's status, as it deems advisable, unless the student establishes that s/ he is not a dependent within the definition of the Internal Revenue Code of 1954.

Questions concerning the Family Education Rights and Privacy Act may be referred to the Office of the University Registrar.

## **PARK UNIVERSITY STUDENT HARASSMENT POLICY**

Park University strives to provide educational, working, cocurricular, social, and living environments for all students, staff, faculty, trustees, contract workers, and guests that are free from Harassment on the basis of age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status. The University has deemed this to be unacceptable behavior which will not be tolerated. A person who believes that he or she has been subjected to harassment, or any person who has knowledge of harassment of a person associated with Park University, is encouraged to confer promptly with the Dean of Student Life. Please call Student Life at 816-584-6377, or during non-business hours - call Campus Safety at 816-584-6444, who will contact the Dean of Student Life. If you prefer - submit your concerns through the Behavioral Intervention Team form at: [www.Park.edu/BIT](http://www.Park.edu/BIT).

Pursuant to Title IX of the Education Amendments of 1972, no Student shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program at Park. This policy is designed to ensure that no Student is subjected to behavior prohibited by Title IX.

The Harassment Policy defines Harassment, prohibits certain conduct and establishes procedures for addressing and resolving Harassment Complaints. The University will

provide education about Harassment through orientation training and followup programs for Students, Staff, Faculty, and Administrators. All Employees in a supervisory capacity will be trained to implement the Harassment Policy by informing Employees, Students and other people under their direction of this Harassment Policy and will assume leadership in implementing the procedures.

“Harassment” means unwelcome, unsolicited, uninvited, offensive or undesirable conduct directed at or affecting another person, based on race, color, religion, national origin, age, disability, gender/sex, sexual orientation or preference, or veteran’s status. “Sexual Harassment” means unwelcome, unsolicited, uninvited, offensive, or undesirable conduct of a sexual nature directed at or affecting a person of the same sex or opposite sex. Harassment encompasses a wide range of physical, verbal (oral and written) and visual/nonverbal behaviors and includes, without limitation, conduct which is offensive or shows signs of hostility toward another person because of his/her race, color, religion, national origin, age, disability, gender, sex, sexual orientation, sexual preference or veteran’s status or those of the person’s relatives, friends or associates.

### **Harassment Policy: Two Forms of Harassment**

1. A hostile work, learning, cocurricular, social, or living environment based upon a person’s race, color, religion, national origin, age, disability, gender/sex, sexual orientation or preference or veteran’s status

2. Quid pro quo sexual harassment.

#### **Hostile Environment**

Hostile Work, Learning, Cocurricular, Social or Living Environment exists when an Employee, Student or other member of the Park University community or a guest is subjected to unwelcome statements, jokes, gestures, pictures, touching, or other conduct that offend, demean, harass, or intimidate based upon the person’s race, color, religion, national origin, age, disability, gender/sex, sexual orientation or preference or veteran’s status. Harassment includes, but is not limited to, offensive verbal or physical conduct that has the purpose or effect of interfering with an Employee’s work performance, or has the purpose or effect of creating an intimidating, hostile, or offensive environment. The Harassment may involve a very serious and offensive act (“Serious Act”), or may involve persistent harassing behavior (“Persistent Harassing Behavior”). A Hostile Environment can be created by supervisors, coworkers, other Employees, Faculty, coaches, Students, alumni, or visitors to the University campus centers such as vendors and contractors.

*Examples of a Serious Act:* As a general rule, an isolated comment or incident usually will not constitute a Hostile Environment or a hostile educational environment. If, however, the behavior is a Serious Act, such as 1) an intentional, nonconsensual touching of an intimate body area of another person 2) an instructor humiliating a Student in class by making a joke about the Student’s disability or inquiring about the Student’s sexual activities or 3) a Student marking Nazi swastikas on a fellow Student’s car.

#### *Examples of Persistent Hostile Behavior:*

Persistent Hostile Behavior is a behavior that a reasonable person would find hostile or abusive. Examples: 1) Students ask a Faculty Member to quit telling offensive jokes, but the Faculty Member continues to do so 2) a Student asks a Resident Advisor not to touch him or her, but the Resident Advisor continues to do so 3) a Student asks a fellow Student to refrain from forwarding explicit emails, but the Student continues to send them.

*Examples of Stereotyping:* Statements that demean a person on the basis of that person’s age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status, sometimes referred to as “Stereotyping” can also contribute to a Hostile Work Environment. For example, it would be gender Stereotyping to ask a fellow Student why he or she majored in a discipline such as English, Engineering, or Finance because people of the Student’s gender cannot succeed in the area. Other examples of Stereotyping would be to ask an older Student why she or he is taking classes or to ask a pregnant Student whether she will continue to go to school after she has her baby. While each of these isolated questions may not constitute Harassment by itself, in a university setting such questions collectively could constitute a Hostile Environment.

### **Quid Pro Quo Sexual Harassment**

This occurs when an Employee or a fellow Student explicitly, or implicitly, promises or withholds educational benefits based upon a Student’s acquiescence to sexual advances or behavior. “Quid Pro Quo Sexual Harassment” includes unwelcome sexual advances and/or requests for sexual favors from, an Employee, Student or other person, where submission to the conduct is made a term or condition of educational opportunity or submission to or rejection of such conduct is used as a basis for decisions related to

education. Such Harassment may involve behavior by a person of either sex against a person of the same or opposite sex.

*Examples of Quid Pro Quo Sexual Harassment* may include but are not limited to:

- 1. Seeking sexual favors or relationships in return for the promise of favorable educational opportunities or
- 2. Basing an educational related action (e.g., assigning grades, admission to a major degree of study, assignment to a particular residence hall, admission on an athletic team) on a sexual favor or relationship.

**Student Employee Relationships**

Students are prohibited from developing a romantic or sexual relationship with an employee. Employees are deemed to be primarily responsible for adherence to this policy, although both employee and student will be held accountable.

**Procedures Regarding Harassment Complaints**

Procedures Regarding Harassment Complaints are available on the Park website at: [www.Park.edu/StudentPolicies](http://www.Park.edu/StudentPolicies).

**Student Conduct**

As a student at Park University, you should be aware of the rights you have as a student and of the responsibilities associated with being a Park student. These policies apply to ALL Park University students, regardless of whether the student is taking classes online, at a Campus Center, or on the Parkville campus - all delivery modes and all locations. The Student Code of Conduct is based on respect for self and others, and was developed to challenge students to embrace high ethical standards, and interact with other students, faculty, and staff with integrity.

**Core Values of Park University:**

ACCOUNTABILITY  
CIVILITY AND RESPECT  
EXCELLENCE  
GLOBAL CITIZENSHIP  
INCLUSIVITY  
INTEGRITY

As a student, you have the right to an opportunity to learn in an environment that is free from discrimination based on race, color, creed, religion, gender, marital status, sexual orientation, national origin, age, disability, or veteran status. It is the responsibility of all members of the Park University community - students, faculty, and staff - to create and maintain an environment where all persons are treated with respect, dignity, and fairness. Students have responsibility for

assuming the consequences of their actions. Students are expected to accept their obligations to the entire Park community to honor and respect the value and integrity of each person and to conduct themselves accordingly. In addition, students are responsible for making themselves aware of Park University policies and procedures, all of which are outlined in the Catalog, in the Student Handbook, and/or on the Park University website.

The mission of Park University, is to provide access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others. In order to maintain an environment where this mission can be achieved effectively and equitably, Park University promotes civility, respect, and integrity among all members of the community. Choosing to be a member of the Park University community obligates each member to follow these standards and ensures that a campus community of civility is maintained. In that light, the Student Code of Conduct will follow established processes for insuring fundamental fairness and an educational experience that facilitates the development of the individual and/or group.

**Student Conduct Code**

The primary intent of this Code is to set forth community standards necessary to maintain and protect an environment conducive to learning. Park University standards reflect higher expectations of behavior than may be prevalent outside the University community.

Any student found to have committed or to have attempted to commit the following misconduct may be subject to disciplinary sanctions:

- 1. **Acts of Dishonesty.** Acts of dishonesty, including but not limited to the following:
  - a. **Academic Dishonesty.** Cheating, plagiarism, or other forms of academic dishonesty. Please note that Academic Honesty is a policy that is also enforced by the faculty member of the course. A detailed description is included under “Academic Honesty” in the Catalog and on the Park website.
  - b. **False Information.** Furnishing false information to any University Official.
  - c. **Forgery.** Forgery, alteration, or misuse of any Park University document, record, or instrument of identification.
- 2. **Disruption.** Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions.

### **3. Threatening, Abusive, or Harassing Behavior.**

Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the physical health, mental health, or safety of any person. Such prohibited conduct includes but is not limited to repeated unsolicited attempts to contact any Park University community member via any means and/or exhibiting other behavior which could be construed as stalking.

**4. Theft.** Attempted or actual theft of and/or damage to property of Park University or property of a member of the Park University community or other personal or public property.

**5. Lewd or Disorderly Conduct.** Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting or procuring another person to breach the peace on University premises or at University-sponsored activities.

**6. Hazing.** Any behavior which constitutes hazing, whether such behavior occurs on University premises at University activities or off campus.

**7. Failure to Comply.** Failure to comply with directions of University Officials or law enforcement officers acting in performance of their duties including failure to identify oneself to these persons when requested to do so.

**8. Unauthorized Entry.** Unauthorized possession, duplication or use of keys to any University Premises or unauthorized entry to or use of University Premises.

**9. Unauthorized Activities.** Any activity that occurs on or off University Premises that could adversely affect the health, safety or security of a member of the Park University community.

**10. Controlled Substances.** Use, possession, manufacturing, or distribution of Controlled Substances except as expressly permitted by law. Students with confirmed possession or use of controlled substances on University Premises or during any University Activity with no right to legally use such controlled substances may face immediate dismissal.

**11. Alcohol.** Use, possession, manufacturing, or distribution of alcoholic beverages, or public intoxication.

**12. Firearms/Weapons.** Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on Park University premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others. Students with confirmed violation of the Weapons Policy will face immediate dismissal. (See the Weapons Policy.)

**13. Unauthorized Use of Electronics.** Any unauthorized use of electronic or other devices to make an audio or video record of any person while on Park University Premises or while conducting University business, without his/her prior knowledge, or without consent

when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom, or using consensual photographs, videos, or audio in a manner not agreed to by all parties.

**14. Computer Theft and Abuse.** Theft or other abuse of computer facilities and resources, including file-sharing and intellectual property. (See Information Technology Acceptable Use Policy).

**15. Abuse of Student Conduct System.** Abuse of the Student Conduct System, including failure to comply with the sanction(s) imposed under the Student Code.

**16. Policy Violation.** Violation of any Park University Policy, including but not limited to, residential life policy, drug and alcohol policy, weapons policy, harassment free institution policy, information technology policy, sexual assault policy, and all academic policies which Policies appear in the Catalog, Student Handbook, and on the Park University website.

**17. Local, State and Federal Agencies.** Park University will cooperate with local, state and federal criminal agencies, and may initiate criminal investigations into the conduct of Park University Students when deemed appropriate.

**18. Off-Campus Conduct.** Off-campus conduct that effects the well-being of the University community can be cause for sanctions by the University.

### **Filing a Complaint Regarding a Violation of the Student Code**

Any member of the Park University community may file a complaint against a Student for violations of the Student Code. A complaint shall be prepared in writing and directed to the Assistant Dean of Student Life. Any complaint should be submitted as soon as possible after the event takes place, preferably within one (1) week of the incident. Forms for this purpose are available on the Park University website at: <http://www.park.edu/studentlife/ReportCodeViolation/>

### **Sanctions**

The following sanctions may be imposed upon any student found to have violated the Student code:

**1. Warning** - A notice in writing to the student that the student is violating or has violated institutional regulations.

**2. Probation** - A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period.

**3. Loss of Privileges** - Denial of specified

privileges for a designated period of time.

**4. Fines** - Previously established and published fines may be imposed.

**5. Restitution** - Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.

**6. Discretionary Sanctions** - Work assignments, essays, service to the University, or other related discretionary assignments.

**7. Interim Suspension** - Interim Suspension from the residence halls and/or other campus facilities or programs may be imposed to ensure the safety and well being of members of the University committee, to ensure the student's own physical or emotional safety and well-being, or if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University. The Interim Suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Student Conduct Board Hearing, if required.

**8. Residence Hall Suspension** - Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

**9. Residence Hall Expulsion** - Permanent separation of the student from the residence halls.

**10. University Suspension** - Separation of the student from Park University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

**11. University Expulsion** - Permanent separation of the student from Park University.

**12. Revocation of Admission and/or Degree** - Admission to or a degree awarded from Park University may be revoked for fraud, misrepresentation, or other violation of University standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

**13. Withholding Degree** - Park University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any.

## Appeals

All students have the right to an appeal. An appeal must be based on the existence of new information, to determine if the process was handled fairly, to determine if substantial information exists to make this decision, or to determine if the sanction imposed was appropriate for the violation. Details on the Appeals process for Student Conduct issues is available on the Park website at: [www.Park.edu/StudentPolicies](http://www.Park.edu/StudentPolicies).

## ADMINISTRATIVE APPEALS

Complete information about the appeals processes and procedures for each area are contained within that section. The following is a list of Administrative Appeals steps.

### FINANCIAL AID

1. Director of Student Financial Services
2. Financial Aid Appeals Committee

### HOUSING

1. Assistant Dean of Student Life
2. Dean of Student Life

### STUDENT EMPLOYMENT

1. Coordinator/Student Employment
2. Financial Aid Appeals Committee
3. Director of Admissions and Student Financial Services

### FINANCES/ACCOUNTING

1. Controller
2. Vice President for Finance and Administration

### GRADES: Parkville Campus

1. Faculty
2. Department Chair
3. Associate Dean / Dean

### GRADES: KANSAS CITY AREA: PARK ACCELERATED PROGRAMS

1. Faculty
2. Director, Park Accelerated Programs – Kansas City Area
3. Associate Dean / Dean

### GRADES: PARK DISTANCE LEARNING

1. Faculty
2. Campus Center Academic Director
3. (Associate) Dean of Park Distance Learning

### ADMISSIONS (Parkville 16-week Campus)

1. Admissions Advisory Committee
2. Vice President for Academic Affairs

## COMPLAINTS / GRIEVANCES POLICY

Park University has a variety of complaints/ grievances procedures related to harassment, disciplinary actions, financial aid appeals, and traffic violation appeals. Students should use these processes when appropriate, contacting the Student Assistance Center for guidelines, procedures, etc. Students who use these procedures will not be permitted to use the following procedures on the same incident or issue. However, students may choose instead to



use this procedure in which the treatment rather than the outcome is being challenged.

It is the policy of Park University to provide equal opportunity for all enrolled students without discrimination on the basis of race, color, religion, gender, marital status, sexual orientation, national origin, age, disability, or veteran status. Students who feel that they have been discriminated against should contact the Student Assistance Center (1st floor Norrington, or send an e-mail to [SAC@Park.edu](mailto:SAC@Park.edu)) for information relative to guidelines and/or procedures for filing a complaint or grievance.

Park University has developed the following procedures for assuring that the student has the opportunity to have his/her concerns addressed.

#### COMPLAINT

A complaint is an informal claim of discriminatory treatment. No written report(s) on the incident or the outcome of the investigation are required.

#### GRIEVANCE

A grievance is the written allegation of discrimination that is related to:

- Treatment while enrolled in an educational program
- Employment as a student on campus or in campus-based programs
- Financial aid awards
- Participation in clubs and/or organizations
- Other matters relating to campus life or student life.

*\*Please note: If the grievance is related to a Student Harassment Policy or Title IX Policy situation, please refer the matter immediately to the Dean of Student Life, who serves as the Interim Title IX Coordinator. More information on these policies is available on the Park website at [www.Park.edu/StudentPolicies](http://www.Park.edu/StudentPolicies).*

#### PROCEDURES

1. Students wishing to make an informal complaint or file a grievance should contact the Student Assistance Center or Campus Center Director for the correct procedures to be followed. Record-keeping will be the responsibility of that office.
2. In the case of complaints, the Student Assistance Center (or the designee) will either:
  - a. direct the complainant to the supervisor of the area where the alleged incident occurred or
  - b. contact the supervisor on the student's behalf.
3. Students filing a grievance will be instructed to send a written statement which

documents the alleged discrimination to the Associate Vice President for Student Affairs and to the immediate supervisor of the area where the alleged incident occurred. A written response from the supervisor will be made within ten working days.

4. If after reviewing the written response the student wishes to pursue the matter further, copies of the entire file are to be forwarded to Park University's Human Resources Officer. This officer will be free to interview those directly involved, and will be free to contact any who have information, in order to resolve the matter. The student's right to appeal stops with the Human Resources Officer. The goal of this procedure is to prevent recurrence. However, in instances where an individual is found responsible for serious discriminatory action, the Human Resources Officer will consult with the President regarding sanctions.
5. The President may choose to impose a variety of sanctions, including verbal warnings or letters of reprimand or dismissal from employment or enrollment at Park University.

Please refer to the Academic Regulations and Policies section for material specifically relating to academic grievances and grade appeals.

#### ACADEMIC GRIEVANCES

A student who believes that s/he has an academic grievance should discuss the concern with the faculty member in charge of the course in which the concern has arisen. If a mutually satisfactory resolution is not reached, the student should confer with his/her academic advisor and may take the matter to the relevant department chair. If no resolution is reached at this level or if the department chair or Academic Director is the faculty member in question in the first instance, the concern should be taken to the relevant Associate Dean or Dean. Concerns remaining unresolved at this level should be taken to the Associate Provost and Associate Vice President for Academic Affairs.

#### IDENTIFICATION CARDS

The Park University photo identification (ID) card should be carried at all times for use at the Park University library, campus athletic events, the Office of the Registrar, the Cashier's Office, and other offices where identification may be needed. There is a replacement fee (payable at the Student Assistance Center) if the ID card is lost or stolen.

Photo ID pictures will be taken for Parkville Daytime Campus Center students in the Student Assistance Center (1st floor Norrington).

Students and faculty attending the Downtown campus must have an ID parking pass which is issued by the Downtown Kansas City Campus at 911 Main. During the confirmation of courses, IDs may be secured by presenting a Student Data Sheet (SDS) stamped by the cashier certifying that fees are paid. Contact the Student Assistance Center at (816)-584-6800 for further information or for questions.

ID cards for all other campus centers can be obtained from the Campus Center Director. These cards may be used by students, faculty and staff, and may be required by the local facility as part of the information needed to gain entry onto the installation. The ID may be obtained only after tuition and fees have been paid for the term. An expiration date will be noted on the ID.

### TOBACCO USE POLICY

The use of tobacco (both smoking and smokeless) is prohibited in all campus facilities. In addition, smoking is prohibited within 50 feet of any campus building.

### General Procedures for Reporting a Crime or Emergency

Faculty, staff, students and guests are strongly encouraged to report all crimes and emergencies to the Department of Campus Safety. The Department of Campus Safety is staffed 24 hours a day, 365 days a year, and can be reached at (816) 584-6444. Campus Safety dispatchers will take your call and dispatch an officer, and if necessary call the police, fire department or EMS agency to assist in your emergency.

If you are on a campus other than the Parkville Campus, please report your crime or emergency to the Campus Center Director or the appropriate law enforcement agency.

Crimes should be reported to the Department of Campus Safety so that the statistics can be reported to the U.S. Department of Education in compliance with the *Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act)*. A copy of this report is available online at: [http://www.park.edu/safety/crime\\_statistics.aspx#a1](http://www.park.edu/safety/crime_statistics.aspx#a1). For a printed copy of the report, please contact the Department of Campus Safety at (816) 584-6444.

### Drug and Alcohol Policy

Park University recognizes that misuse of alcohol and other drugs and the unlawful possession, use or distribution of illicit drugs and alcohol pose major health problems, are potential safety and security problems, can adversely affect academic and job performance, and can generally inhibit the educational development of students.

Park University is committed to the standards outlined by the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. As a result of this commitment, Park University has established regulations forbidding the unlawful manufacture, distribution, dispensing, possession or use of illegal or illicit drugs and alcohol on Park University premises or property or as part of any Park University activity planned for or by students. These regulations shall assure that Park University is in compliance with all applicable federal, state, and local statutes, regulations, and ordinances. Please see the Student Conduct Code for more details and check the Student Handbook online at [www.park.edu/studentlife](http://www.park.edu/studentlife) for more information about regulations, disciplinary actions, legal sanctions, health risks, and referral/treatment information.

### Sexual Assault and Sexual Violence

Park University strongly denounces sexual assault and sexual violence in any form and advocates the immediate reporting of any incident to university officials and appropriate law enforcement authorities. Sexual violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will or against a person who is incapable of giving consent due to the victim's incapacity, caused by use of drugs or alcohol, and/or due to the individual's intellectual or other disability. Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion. A Student who is a victim of sexual assault should first contact emergency services at 911 if medical attention is needed and/or to report the crime. Students should also contact the Dean of Student Life immediately, through the Campus Safety Dispatcher, at 816-584-6444. Campus Safety staff are available 24 hours a day, 7 days a week, to assist as needed: provide initial medical care and/or assist in calling for emergency medical care, assist in reporting to law enforcement, collect information, report to other appropriate university officials, and more. If it is not an emergency situation, students can also submit their reports through the Behavioral Intervention Team form at: [www.Park.edu/BIT](http://www.Park.edu/BIT) as those reports are confidential and viewed immediately.

Student victims will get assistance as needed, including change in class schedule, change in living arrangement, counseling, and referrals to outside agencies. Please refer to Park University Title IX Policy on [page 61](#) of the Catalog and on the Park website at: [www.Park.edu/StudentPolicies](http://www.Park.edu/StudentPolicies) for additional information and procedures.

**NON-DISCRIMINATION POLICY  
AND THE PREVENTION OF SEXUAL  
HARASSMENT AND SEXUAL  
VIOLENCE (TITLE IX POLICY)**

**P**ark University prohibits discrimination on the basis of race, sex, color, national origin, sexual orientation, marital status, disability, religion and age in employment, and in its admission, education, programs, and activities of students under state and federal law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Titles VI and VII of the Civil Rights Act of 1964, as amended. Title IX specifically prohibits discrimination and harassment on the basis of sex. Park University will not tolerate sex discrimination or harassment of applicants, students, or employees, whether by students, faculty, staff, administrators, contractors, or outside vendors. Park University recognizes not only its legal responsibilities but also its moral and ethical responsibilities to prohibit discrimination and harassment on the basis of sex and to take appropriate and timely action to ensure an environment free of such inappropriate conduct and behavior. Additionally, Park University will not tolerate retaliation in any form against an applicant, student, or employee for reporting a violation of this policy or assisting in the investigation of a complaint.

**Definitions for this Policy:**

1. Discrimination is defined as treating individuals either more or less favorably because of some characteristic, including, for example, race, gender, and/or age. For purposes of this policy, discrimination is defined as singling out members of a particular gender for unfair treatment based upon their gender.
2. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of such individual's education or employment, unreasonably interferes with a person's work or educational performance, creates an intimidating, hostile, or otherwise offensive working or learning environment, or is used as the basis for academic or employment decisions affecting the individual.
3. Sexual Violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will or against a person who is incapable of giving consent due to the victim's incapacity – which may be the result of the use of drugs or alcohol,

and/or due to the individual's intellectual or other disability. Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment under Park University's policy.

4. Retaliation is defined as taking adverse action against a student or employee making a complaint under this policy or against any person cooperating in the investigation of a complaint under this policy. Retaliation includes intimidation, threats, harassment, and other adverse action including adverse job action and adverse academic action against any such complainant or third party.

**Sexual Harassment and Grievance Procedure**

- A. Any student or employee who believes that he or she has been the subject of sexual harassment, specifically including sexual violence, should report the incident to the Dean of Student Life (the "Dean"), who shall act as Park University's Interim Title IX Coordinator. A complaint of sexual harassment or sexual violence may be received by other Park University staff; however, he or she will forward it immediately to the Dean. In the case of sexual violence, the Dean will seek the assistance of Campus Safety staff if immediate medical or safety needs exist.
- B. Once the Dean has been notified of an allegation of sexual harassment and/or sexual violence, the Dean will schedule a meeting, typically within one business day, with the complainant in order to advise the complainant of Park University's sexual harassment policy and to identify forms of support or immediate interventions available to the complainant, including referral to appropriate law enforcement agencies, medical providers, and/or counseling and psychological services. If the conduct is criminal in nature, as, for example, assault, rape, or attempted rape, Park University strongly recommends that the complainant report the incident to law enforcement officials. Campus Safety and Student Life staff will assist the student with reporting the incident to law enforcement officials. The complainant shall be advised of accommodations that may be appropriate, such as a change in academic, housing, or employment arrangements.
- C. At this meeting, the Dean will ascertain from the complainant how he or she wishes to proceed, whether by formal or informal resolution (discussed in detail in the Policy),



or whether the complainant does not wish to pursue resolution of any kind. If the complainant wishes to proceed with either formal or informal resolution, the Dean will determine the name of the accused as well as the date, location, and nature of the alleged harassment and/or sexual violence. The complainant will be asked to submit a written statement describing the details of the harassment and/or violence; however, the complainant shall not be required to submit a written statement particularly if he or she has been so traumatized by the alleged incident that writing it down would be emotionally difficult. In such a case, the Dean shall create a written record based upon the complainant's statement.

- D. If the complainant wishes to proceed with formal or informal resolution, the Dean will promptly commence an investigation in accordance with the Policy. If the accused is a student, the Dean will cause a transcript hold to be placed on the accused student's transcript pending the final resolution of the complaint. During the investigation, and until the matter is finally resolved, the accused student may not withdraw.
- E. If the complainant does not wish to pursue resolution and/or requests that his or her complaint remain confidential, under Title IX Park University will still investigate and take reasonable action in response to the complainant's request. The Dean will inform the complainant, however, that the University's ability to respond will likely be limited. Regardless of the complainant's request, under Title IX, Park University must evaluate the complainant's request that there be no formal or informal resolution and/or that the complainant remain confidential in the context of Park University's commitment to provide a reasonably safe and non-discriminatory environment for its students. As needed, and regardless of the complainant's request, under Title IX, Park University shall take prompt and effective action to limit the effects of the sexual harassment and/or sexual violence and to prevent its reoccurrence.
- F. In all complaints of sexual harassment and/or sexual violence, Park University will undertake an appropriate inquiry and take immediate action to support and protect the complainant, including taking appropriate interim steps before the final outcome of the investigation and hearing, if any. If appropriate, the Dean may impose a "no contact" order, which will

include a directive that the accused should not contact the complainant, directly or through proxies, whether in person or via electronic means, pending the investigation, and, if applicable, the hearing. The Dean may also take any further protective action that he or she deems appropriate concerning the interaction of the parties pending the hearing, if any, including directing appropriate Park University officials to alter academic, housing, and/or Park University employment arrangements, together with such other protections as the Dean shall deem appropriate. Under Title IX, when taking steps to separate the complainant and the accused, Park University shall minimize the burden on the complainant and will not, as a matter of course, remove the complainant from his or her classes or housing while allowing the accused to remain. Violations of the Dean's directive and/or protective actions will constitute related offenses that may lead to additional disciplinary action.

- G. While Park University shall endeavor to protect the privacy of the complainant, particularly if the complainant has requested confidentiality, Park will nevertheless determine, consistent with State and local law, whether appropriate law enforcement should be notified.

This policy applies to any allegation of sexual harassment or sexual violence against a Park University student regardless of where the alleged incident occurred, so long as the complainant is a Park University student at the time of the alleged incident and the accused is a Park University student, employee, or contractor.

Retaliation is strictly prohibited. Allegations of retaliation shall be investigated by the Dean, subject to the processes outlined in the Policy. If the allegations of retaliation are supported, the accused shall be subject to appropriate disciplinary sanctions.

Details of the Informal Resolution and Formal Resolution processes and procedures, and the full Title IX Policy, are available online at: [www.Park.edu/StudentPolicies](http://www.Park.edu/StudentPolicies).

The Dean of Student Life serves as the Interim Title IX Coordinator for Park University. During office hours, the Dean can be contacted as follows: by phone at (816)584-6377 or by e-mail at: [Diana.McElroy@Park.edu](mailto:Diana.McElroy@Park.edu). Outside office hours or if not accessible at the number

and e-mail listed, please contact the Dean through the Campus Safety Dispatcher at (816)584-6444.

If individuals choose to contact the Office of Civil Rights directly about an alleged violation of the Title IX Policy, there is an electronic complaint form available at: <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

### **Sexual Offender Registration**

The Campus Sex Crimes Prevention Act (CSPA) of 2000 is a federal law that provides for the tracking of convicted sex offenders enrolled at or employed by, institutions of higher education. The CSPA is an amendment to the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Act. The federal law requires state law enforcement agencies (in Missouri it is the Missouri State Highway Patrol) to provide Park University with a list of registered sex offenders who have indicated that they are either enrolled, employed or carrying on a vocation at Park University.

Park University is required to inform the community that a registration list of sex offenders will be maintained and available at the Park University Department of Campus Safety office located on the 1st floor of Thompson Center on the Parkville Campus. For other campuses a list will be maintained by the Campus Center Director.

In addition, a list of all registered sex offenders for each state that Park University has a campus is available from the following site:

MISSOURI –

<http://www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html>

### **COMPUTERS, THE INTERNET, EMAIL, VOICE MAIL AND FAX MACHINES USE**

The Park University Information Technology Network, and the University Telephone System (“University Systems”) exist to enable the University to carry out its educational mission. While the University does not completely prohibit personal use of the University Systems during personal time, the University limits such use and reserves the right to prohibit personal use on a case-by-case basis. The University has no liability to persons who use the University Systems and no liability for any loss of or damage to personal information while in the University Systems.

The University Information Technology

Policies and Procedures Manual describes in detail the policies and procedures that govern the use of the University Information Technology Network and all users of the University Information Technology Network are charged with knowledge of those policies. Copies of this Manual are available in the Academic Affairs Office. The Student Conduct Code, the Faculty Manual, and the Employee Policy Manual may also be applicable to user violations of University policies.

The University has the right to monitor all use, personal and otherwise, of all University Systems including the University Information Technology Network and is legally entitled to review, retain, use or release copies of any incoming or outgoing information. Persons who use the University Systems have no right to privacy when using those Systems and users should always assume that any voice, data, or written material on the University Systems is totally accessible to University officials.

By utilizing the University Systems, the user agrees not to violate any University policies or any applicable federal, state, and local laws, ordinances and regulations including those that prohibit libel, copyright violations, the use of obscenities, intimidation, harassment, or discrimination, and agrees to indemnify and hold the University harmless from and against all claims, damages, costs and/or expenses, sustained by the University, including reasonable attorneys fees, arising out of the user’s violation of any University policies and all improper, illegal or otherwise actionable use of the University Systems. Users of the University Systems may also be subject to criminal prosecution and/or civil suits in which the University seeks damages and/or other legal and/or equitable remedies.

The University will respond to and investigate any complaint of a violation of University policies. Usually the University will first attempt to deal with misuse of the University Systems in an educative manner. However, the University retains the right to restrict student use of the University Systems as well as the right to discipline, suspend or expel a student and discipline or terminate an employee who misuses those Systems.

All users of the University Systems have an obligation to comply with all University policies, make reasonable efforts to avoid introduction of computer viruses, and to report suspected violations of this policy to a University vice president.

# Admissions Policies and Procedures



## Parkville Daytime Campus Center Program

### QUALIFICATIONS

Park University seeks students with a record of academic achievement, involvement in the community and good character. No applicant will be denied admission on the basis of race, religion, color, national origin, age, gender, disability, sexual orientation, marital status or veteran's status.

#### First-Time Entering Students (Freshmen)

Admission standards for first-time entering students (freshmen) are:

1. Students who have a high school unweighted Grade Point Average (GPA) of 3.0 or above (on a 4.0 scale) are eligible for admission to Park University, regardless of ACT or SAT scores. ACT, SAT, or Park University assessment scores will be required for English and mathematics placement purposes.
2. Students who qualify for Missouri's A-Plus Program (or equivalent program in another state) are automatically eligible for admission at Park University.
3. For students not included in either of the first two criteria, qualification in at least two of the following are required:
  - a. 2.0 grade point average unweighted (on a 4.0 scale)
  - b. rank in upper 50 percent of the graduating class
  - c. minimum ACT composite score of 20 or a combined SAT score of 940 (critical Reading and Math only).
4. GED Certificate with a total score of at least 2500 (five areas) and no area less than 450, as well as a minimum ACT composite score of 20 or a combined SAT score of 940 (critical Reading and Math only).
5. Prospective students not meeting the above criteria may be considered on an individual basis. The Office of Admissions will forward the request to the Associate Vice President for Academic Affairs for final disposition.

#### Transferring Students

Admission standards for transfer students are:

1. A cumulative 2.0 GPA in all previous college study.
2. Prospective students not meeting the above criteria may be considered on an individual basis by the Associate Vice President for Academic Affairs.

#### Undocumented Students

Undocumented non-United States citizens, who have completed and are able to provide proof of having a diploma from an accredited

high school in the United States, are eligible for admission to Park University, provided they meet the admission requirements stated above.

#### International Students with F-1 Visas

Admission standards for International students with F-1 visas (in addition to those already covered) are:

1. A certified English translation of all foreign language transcripts, included with the original transcript.
2. Admission to Park University **does not** require IELTS or TOEFL score or any other test of English proficiency. However, a prospective student not submitting an IELTS or TOEFL score can only receive a "conditional admission". Prospective students seeking a "full admission" need to provide an official copy of the IELTS with a minimum score of 5.5 or TOEFL with a minimum iBT test score of 61 or paper test score of 500 or computer test score of 173 (Park University TOEFL code is 6574) or other approved English Language test scores, or English as a Second Language (ESL) transcripts showing successful completion as determined by Park University officials. "Full admission" may also be granted for those students transferring from a U.S. institution that have successfully completed 15 hours of transferable regular undergraduate credit courses, as determined by the Office of the Registrar. Regardless of "admission status" all prospective students with F-1 student visas are required to complete English as an International Language testing upon arrival.
3. A certified Affidavit of Support and a supporting bank statement and/or other financial documents showing the ability to finance annual expenses and to complete a degree at Park University.
4. If transferring from a school within the United States, the International Student Transfer Form should be completed by both the prospective student and the international advising office at the current school attended.
5. Prospective international students not meeting the above criteria may be considered on an individual basis by the Office of Admissions in consultation with the Office of International Student Services.
6. Deadline to submit international application for the Parkville Daytime Campus Center, from out of the country, is June 1 for the fall semester and October 1 for the spring semester.

## Parkville Daytime Campus Center Program

### Undocumented Students

Undocumented non-United States citizens, who have completed and are able to provide proof of having a diploma from a high school in the United States, are eligible for admission to Park University, provided they meet the admission requirements stated above.

### HOW TO APPLY

1. Application must be made online at [www.park.edu](http://www.park.edu)
2. Submit the \$25 application fee (non-refundable). International students with F-1 visas must also pay the \$50 international student fee.
3. First-time freshman should request that an official copy of his/her high school transcript be sent to Park University's Office of Admissions along with ACT/SAT scores. General Equivalency Diplomas (GED) are also accepted.
4. Transfer students must submit official transcripts of all previous college work. Transfer students with less than 12 hours must also submit an official high school transcript or GED.
5. Submit all the above materials to the Park University Office of Admissions. The Office of Admissions personnel will guide the applicant through the procedure. Contact Office of Admission personnel for forms, instructions and counsel.

### Application Deadline

Applications may be submitted through the final registration date for each semester. (Not available for international students.)

NOTE: For the Nursing program please contact the school for appropriate deadlines.

### Conditional Admission Status

Entering students who have not submitted all official transcripts prior to final registration day will be held in "Conditional Admission Status." A student can remain in conditional admission status for only one semester from the point of matriculation. All final, official documents must be on file before pre-registration for the following semester.

### Notification of Acceptance

Park University recognizes the need to know, at the earliest possible time, if the student has been accepted for admission. As soon as all materials are received and reviewed, the applicant will be notified of the admission decision.

### Readmission

Park University Parkville Daytime Campus Center students who have broken attendance by one or more semesters (excluding summer term) must complete an application for readmission. If the student has attended another college/university in the interim, the student must submit official academic transcripts from all institutions attended. There is no application fee for readmission candidates. If the student has broken enrollment for only one semester, s/he will remain under the requirements in the catalog in effect when initially admitted. If enrollment is broken for two or more semesters, the student will be required to follow the current catalog in effect when re-admitted.

### Students Admitted on Probation

Applicants who do not meet all admission standards as described in this section of the catalog, if recommended by the Admissions Advisory Committee and the Associate Vice President for Academic Affairs, will be admitted on probation. Students admitted on probation should take no more than 12 credit hours per semester and must achieve a 2.0 grade point average. **Students admitted on probation should not take accelerated or Internet courses.** If students have not complied with the stipulations of their admission for their first semester of attendance, they may not be allowed to enroll in the following semester.

### Special Admission – Non-Degree-Seeking

**NON-DEGREE** - A student may be permitted to enroll in courses without formal admission to a degree program. Non-Degree Seeking students must provide proof that course prerequisites have been met. Students without a high school diploma or equivalent cannot enroll in Park classes unless they are part of a cooperative program between Park University and the student's current institution. A non-degree-seeking student is not eligible to receive financial aid. A student may enroll in a total of 15 credit hours while classified as non-degree-seeking. Such students need permission to enroll in each course from the academic department offering the course.

### English, Mathematics and Modern Language Placement Policy for New Park University Students

**ENGLISH PLACEMENT:** For proper placement into their first Park University English course, new students must (1) provide C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, or (2) provide ACT or SAT English subscores, or



## Parkville Daytime Campus Center Program

(3) take the COMPASS English placement test administered by Park's Academic Support Center at no cost to the student. If a student provides C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, then the student will automatically satisfy Park's lower-level general education English requirement. If a student has an ACT English subscore of at least 21 or an SAT English subscore of at least 500, the student will be eligible to take EN105 First Year Writing Seminar I as their first Park English course. Students with lower ACT/ SAT English scores or no scores are required to contact Park's Academic Support Center about taking the COMPASS English placement test. The COMPASS test will then be used to determine the student's first Park University English course. For additional placement policies regarding international students, refer to the catalog's International Students section.

**MATHEMATICS PLACEMENT:** For proper placement into their first Park University mathematics course, new students must (1) provide C or better college credit for a college algebra course equivalent to Park's MA 135, or (2) provide ACT or SAT math subscores, or (3) take the COMPASS mathematics placement test administered by Park's Academic Support Center at no cost to the student. If a student provides C or better college credit for a college algebra course equivalent to Park's MA 135, then the student will automatically satisfy Park's general education mathematics requirement. If a student has an ACT mathematics subscore of at least 27 or an SAT mathematics subscore of at least 620, the student may petition the Office of Academic Affairs to have their general education mathematics requirement waived. If a student has an ACT mathematics subscore of at least 23 or an SAT mathematics subscore of at least 510, the student will be eligible to take MA120 Basic Concepts of Statistics or MA 135 College Algebra as their first Park mathematics course. If a student has an ACT mathematics subscore of at least 21 or an SAT mathematics subscore of at least 500, the student will be eligible to take MA120 Basic Concepts of Statistics or MA 125 Intermediate Algebra as their first Park mathematics course. Students with lower ACT/SAT mathematics scores or no scores will be required to contact Park's Academic Support Center about taking the COMPASS mathematics placement test. The COMPASS test will then be used to determine the student's first Park University mathematics course.

**MODERN LANGUAGE PLACEMENT:** The modern language requirement pertains to BA degrees only. However, students seeking BS degrees can take modern language courses for elective credit. Students who are interested in taking a modern language course must contact the Academic Support Center or the Department of English and Modern Languages for instructions on how to take the Modern Languages Placement Test at no cost to the student. The placement test will then be used to determine the student's first Park University modern language course.

### Special Services

Students requiring special services associated with a documented learning, physical, and/or psychiatric disability, should contact the Academic Support Center at the earliest opportunity so that appropriate arrangements may be made.

### Residential Living

(Parkville Daytime Campus Center Only)

#### RESIDENCY REQUIREMENT

All Parkville Daytime Campus Center students are required to live on campus unless they meet one of the following exemptions:

1. S/he is living with a parent, legal guardian, or dependent children within 50 miles of Park; or,
2. S/he is at least 21 years old or has completed at least 58 credits; or,
3. S/he has an extenuating circumstance that requires her/him to live off campus.

Students intending to apply for exemption to live off-campus must submit the Request for Off-Campus Living/Housing exemption form, available at <http://www.park.edu/campushousing/info.html>.

### Applying for Housing

To receive a housing room assignment, students must complete the following three steps (located at <http://www.park.edu/copleyquad/apply.html>).

1. Apply for housing.
2. Submit the \$100 Housing Deposit; and,
3. Sign and return the Housing Contract.

## Park Distance Learning & Accelerated Programs

Park University denies no one admission on the basis of race, religion, color, national origin, age, gender, disability, sexual orientation, marital status or veteran's status. However, prospective international students with F-1, F-2, B-1 & B-2 visas need to refer to "International Students Legal Requirements" on [page 50](#). Admission to these programs requires:

### QUALIFICATIONS

1. Completion of the Application for Admission and Evaluation form and payment of the appropriate fees.
2. Evidence of high school graduation, which may include:
  - a copy of a high school transcript; OR
  - a GED certificate which reports the score earned on the GED exam; OR
  - DD Form 214 (Certificate of Release or Discharge from Active Duty) or any other official military documentation indicating high school graduation or equivalent.
3. Park University reserves the right to deny admission to any student whose level of academic performance at other educational institutions is below 2.0 on a 4.0 scale. In such cases, Park University officials may require submission of evidence that the student graduated in the upper 50 percent of the high school graduating class and has achieved a minimum ACT score of 20 or a SAT score of 840.
4. In those instances where students have attended college elsewhere without graduating from high school, a college transcript with 48 or more earned credit hours listed can also be utilized as evidence of high school equivalency.

Park University cannot guarantee that all courses needed to meet degree requirements will be offered every term. Students who do not meet the criteria listed above may be allowed to take online lower division courses on a probationary basis.

### Conditional Admission Status

Entering students who have not submitted all official transcripts prior to final registration day will be held in "Conditional Admission Status." A student can remain in conditional admission status for only one

semester from the point of matriculation. All final, official documents must be on file before pre-registration for the following semester.

### Undocumented Students

Undocumented non-United States citizens, who have completed and are able to provide proof of having a diploma from a high school in the United States, are eligible for admission to Park University, provided they meet the admission requirements stated above.

### How to Apply

1. Apply online at [www.park.edu/apply/apply.asp](http://www.park.edu/apply/apply.asp) or complete a printed application form at the Campus Center location. Online students will submit an online application.
2. At the time of application a \$25 application fee (non-refundable) must be submitted.
3. Transfer students must submit official transcripts of all previous college work to the Campus Center or Online students will send transcripts to:  
Park University  
Office of the Registrar  
Campus Box 27  
8700 NW River Park Drive  
Parkville, MO 64152

### International Students with F-1 Visas

International Students with F-1 Visas, entering the USA for the first time to study at a US university/college, are not eligible for Park Distance Learning & Accelerated Programs and may only attend the Parkville Daytime Campus Center (see [page 65](#)). Admission standards for International Students with F-1 visas (in addition to those already covered) transferring from another US university/college are:

1. A certified English translation of all foreign language transcripts submitted with application, included with the original transcript.
2. Demonstration of English proficiency.
3. A certified Affidavit of Support and a supporting bank statement and/or other financial documents showing the ability to finance annual expenses and to complete a degree at Park University.

## Park Distance Learning & Accelerated Programs

4. The International Student Transfer Form, completed by both the prospective student and the International advising office at the current school attended.
5. Payment of the International Student fee of \$50.

For more information about International Student admission requirements, including those persons with F-2, B-1 and B-2 visas, please contact the Office of International Student Services at the Parkville Campus Center.

### Degree Audit

After transfer credits have been evaluated, a degree audit is prepared which itemizes the student's degree completion requirements. The student must complete the degree requirements in effect at the time of the initial evaluation. The requirements are not affected if Park University changes the degree program in future catalogs. In each degree program there are "additional electives" required to complete the degree. However, the number of hours shown on an individual student's degree audit may vary from that in the catalog depending on the individual record of each student.

The degree audit is an advising tool and does not constitute an agreement or a contract. A final review is made prior to graduation to insure the completion of all degree requirements. The audit will be corrected if an error is found. The initial audit will serve as a record of admission to Park University for purposes of financial aid and Veterans Administration eligibility.

### Academic Records

The Office of the Registrar maintains for each enrolled student an academic record and a degree audit. All official academic transactions are recorded.

A degree audit reflecting all completed courses will be available on request. A student may request one FREE official transcript at the end of each term of enrollment. Any student may obtain extra copies of a transcript by filing an official transcript request along with the per copy fee. No transcripts will be issued unless at least one graded Park University course appears on the transcript. No outstanding balance may show on the student's account. Students may obtain an unofficial copy of their transcripts through MyPark. A copy of the degree audit may also be obtained through MyPark.

### Registration

1. Registration for classes can be completed up to a year in advance through MyPark, [www.park.edu/OPEN](http://www.park.edu/OPEN). Registration at the Campus Center locations begins approximately one month prior to the beginning of each term.
2. Students taking online courses must have access to a computer and their own email account to enroll in online courses (see technical requirements at [www.park.edu/online/requirements](http://www.park.edu/online/requirements) for more information).
3. Students who pre-enroll for online classes will be able to login to the Park Online Campus [parkonline.org](http://parkonline.org) on the first day of class or when they receive MyPark notification that they are granted access to login to their course(s).
4. To see the technical requirements for online courses, please visit the [parkonline.org](http://parkonline.org) web site, click on the "Technical Requirements" link, and click on "BROWSER TEST" to see if your system is ready.
5. Required enrollment items are:
  - Student Data Sheet (SDS) accurately completed and signed by the student or online enrollment verification.
  - Completed and processed form to award Veterans Administration education benefits, Pell Grant, Stafford Student Loan, Supplemental Loans for Students (SLS), Military Tuition Assistance and tuition assistance from any other agency. Proper approval signatures must be obtained by the student.
  - Check, money order, American Express, MasterCard, Discover or Visa to pay for all fees and costs.
6. Students who are not funded by Military Tuition Assistance must pay for all tuition and fees at the time of registration. VA Vocational Rehabilitation students are exempt from this policy. If, for any reason, the assistance, benefits, or payment cannot be collected by the University, the student assumes the obligation to pay in full all outstanding tuition/fees.
7. All students will want to read the course syllabus available online [www.park.edu/course/index.aspx](http://www.park.edu/course/index.aspx) to determine the materials they need to be prepared for the first day of class.
  - Select the Campus Center from which



## Park Distance Learning & Accelerated Programs

- you are taking the course
  - Select the year
  - Select the Term (Fall, Fall I, Fall II, Spring, Spring I, Spring II or Summer)
  - Click on "Search"
8. Term dates can be found at either the Course Schedule [www.park.edu/course/index.aspx](http://www.park.edu/course/index.aspx) or at the Campus Center home page.
  9. Students cannot be given credit for a course for which they have not registered.

### Priority Enrollment

Student enrollments in Air Force on-base education services sponsored programs will be given the following priority: (1) active duty military personnel, (2) civilian employees of Department of Defense agencies, and (3) family members of active duty military, military reserve and guard members, retired military personnel. Community civilians may be admitted on a space available basis and to the extent of compatibility with local base security and essential mission commitments.

Student enrollments in Army on-post education services sponsored programs will be given the following priority: (1) active duty military, (2) family members of active duty military personnel, (3) Department of Defense civilians employed on post, (4) retired military personnel, (5) family members of retired military personnel, and (6) civilians.

Student enrollment in Marine Corps on-base education services sponsored programs will be given priority as follows: (1) active duty Marines, (2) reserve components, (3) family members of active duty personnel, (4) DOD employees and their family members, and (5) civilians on a space available basis when programs are not otherwise conveniently available.

Student enrollment in Navy on-base education services sponsored programs will be given priority as follows: (1) active duty military personnel, (2) family members of active duty military personnel, (3) Department of Defense civilians employed on post, (4) military reserve and guard members, (5) retired military personnel, (6) family members of retired military personnel, and (7) civilians. Park University awards four semester hours of lower level electives for completion of Basic Military Science and six semester hours

of upper level electives for completion of Advanced Military Science. Textbooks and uniforms are furnished by the government.

### Entering the Online Classroom

1. Go to <http://parkonline.org>.
2. Go to the maroon box on the left-side of the screen, under "User ID," enter your Park University ID number.
3. Under "password," enter your MyPark password.
4. Click on the button immediately below that says "Go to Class."
5. You are now in the eCollege system. The top box in the middle of your screen is the "Course List" box. Select your desired course from the current term/semester. Click here to see your course list.

### Access Help (Park University)

If you have forgotten your ID or Password, or need assistance with your MyPark account, please email [helpdesk@park.edu](mailto:helpdesk@park.edu) or call (800) 927-3024.

### Course Help (eCollege)

For technical assistance with the eCollege Online classroom, email [helpdesk@parkonline.org](mailto:helpdesk@parkonline.org) or call the helpdesk at (866) 301-PARK {(866) 301-7275}. Your instructor can help you with course content questions. For all other information, please email [onlinestudents@park.edu](mailto:onlinestudents@park.edu).

### Email Policy for Students Taking Online Courses

All Online students are required to use their Park email addresses in their Online Classrooms, and all class and administrative correspondence will be sent to students at this address or within the eCollege course environment.

### English, Mathematics and Modern Language Placement Policy for New Park University Students

**ENGLISH PLACEMENT:** For proper placement into their first Park University English course, new students must (1) provide C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, or (2) provide ACT or SAT English subscores, or (3) take the COMPASS English placement

## Park Distance Learning & Accelerated Programs

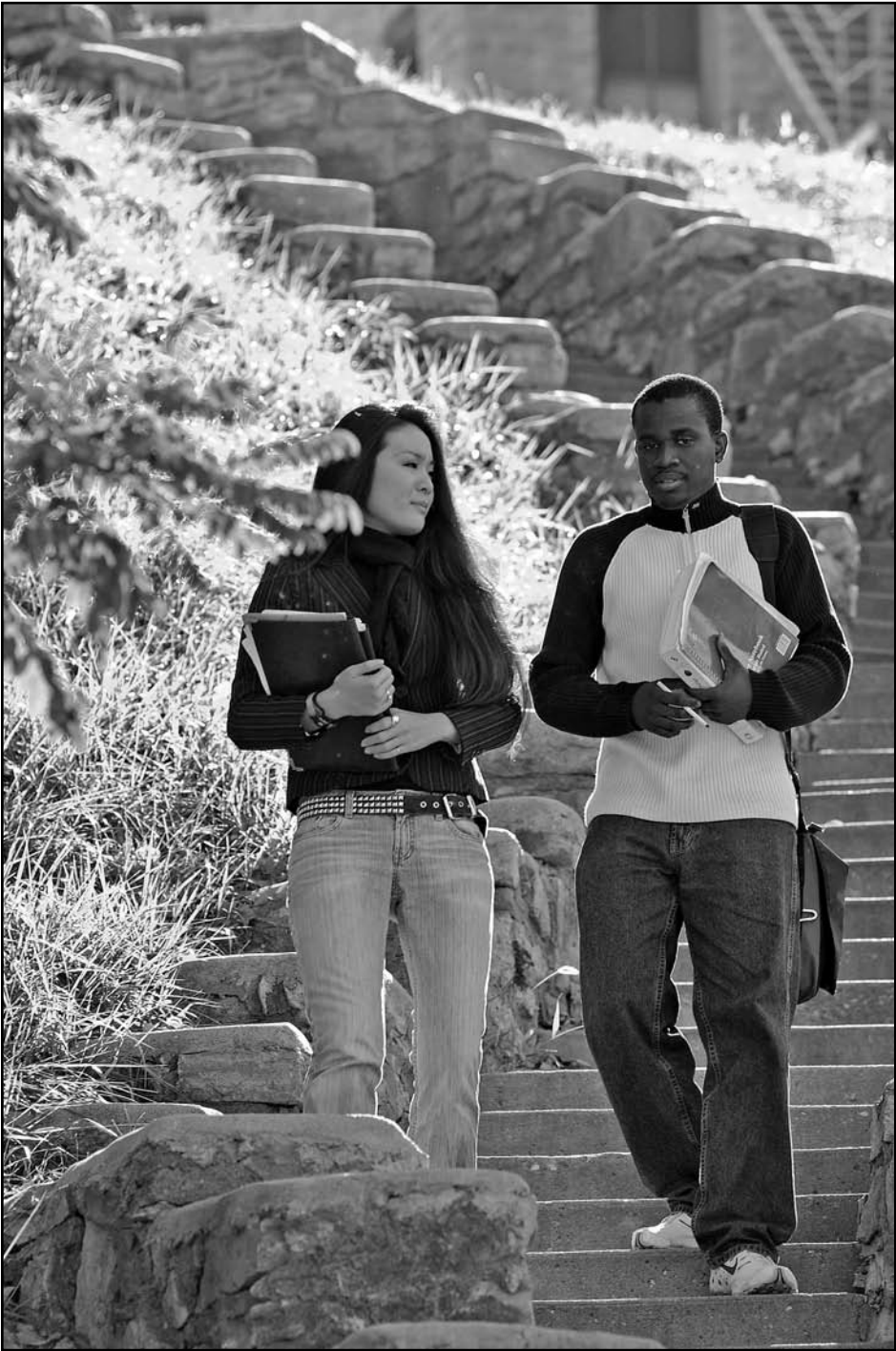
test administered by Park's Academic Support Center at no cost to the student. If a student provides C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, then the student will automatically satisfy Park's lower-level general education English requirement. If a student has an ACT English subscore of at least 21 or an SAT English subscore of at least 500, the student will be eligible to take EN105 First Year Writing Seminar I as their first Park English course. Students with lower ACT/SAT English scores or no scores are required to contact Park's Academic Support Center about taking the COMPASS English placement test. The COMPASS test will then be used to determine the student's first Park University English course. For additional placement policies regarding international students, refer to the catalog's International Students section.

**MATHEMATICS PLACEMENT:** For proper placement into their first Park University mathematics course, new students must (1) provide C or better college credit for a college algebra course equivalent to Park's MA 135, or (2) provide ACT or SAT math subscores, or (3) take Park's Mathematics Placement Test at no cost to the student. If a student provides C or better college credit for a college algebra course equivalent to Park's MA 135, then the student will automatically satisfy Park's general education mathematics requirement. If a student has an ACT mathematics subscore of at least 27 or an SAT mathematics subscore of at least 620, the student may petition the Office of Academic Affairs to have their general education mathematics requirement waived. If a student has an ACT mathematics subscore of at least 23 or an SAT mathematics subscore of at least 510, the student will be eligible to take MA120 Basic Concepts of Statistics or MA 135 College Algebra as their first Park mathematics course. If a student has an ACT mathematics subscore of at least 21 or an SAT mathematics subscore of at least 500, the student will be eligible to take MA120 Basic Concepts of Statistics or MA 125 Intermediate Algebra as their first Park mathematics course. Students with lower ACT/SAT mathematics scores or no scores will be required to contact Park's Academic Support Center about taking Park's Mathematics Placement Test. The placement test will then be used to determine the student's first Park University mathematics course.

**MODERN LANGUAGE PLACEMENT:** The modern language requirement pertains to BA degrees only. However, students seeking BS degrees can take modern language courses for elective credit. Students who are interested in taking a modern language course must contact the Academic Support Center or the Department of English and Modern Languages for instructions on how to take the Modern Languages Placement Test at no cost to the student. The placement test will then be used to determine the student's first Park University modern language course.

\*The Modern Language requirement pertains to BA degrees only. However, students seeking BS degrees can transfer Modern Language courses as elective credit.

Prior Learning Assessment



## Prior Learning Assessment

Park University provides opportunity to accepted degree-seeking students to have their prior learning assessed for transfer into Park degree programs from a variety of methods. (For more information about the evaluation and transfer of credit from foreign transcripts, please refer to [page 105](#).)

1. **Transfer college credit from regionally accredited institutions**
2. **Credit from military training/education**
3. **American Council on Education**
4. **College Level Examination Program (CLEP)**
5. **Defense Activity Non-Traditional Education Support (DANTES)**
6. **Validated Learning Equivalency (VLE) – credit for validated learning**
7. **Advanced Placement (AP)**
8. **End-of-Course Examination**
9. **The International Baccalaureate Diploma (IB)**
10. **Registered Nurse's License**

Students can request an evaluation by declaring a major at the time of application or by completing a declaration of major form.

1. **Transfer college credit from a regionally accredited institution.**  
Official transcripts from previous colleges and universities (including Community College of the Air Force)
2. **Credit from military training/education.**  
For military personnel: A certified DD Form 295 (Application for the Evaluation of Educational Experiences During Military Service) or SMART transcript (Sailor-Marine/American Council on Education Registry Transcript) or AARTS (Army/American Council on Education Registry Transcript Systems) or DD Form 214 (Certificate of Release or Discharge from

Active duty).

As recommended by the American Council on Education (ACE), Park University grants four credit hours of physical education for completion of two years of military service.

3. **American Council on Education**  
The American Council on Education (ACE) provides college credit recommendation for formal courses and examinations taken outside traditional degree programs. ACE conducts formal reviews through their College Credit Recommendation Service (CREDIT). Documentation of successful completion of courses or exams is required. Documentation can be an original certificate of completion or a transcript from ACE.
4. **College Level Examination Program (CLEP)**

Credit hours can be earned by satisfactory completion (see chart below) of a battery of examinations under the College Level Examination Program (CLEP). See the Academic Support Center (Mabee 406) or Testing Center (Mabee 706) or your Campus Center Director for detailed information concerning CLEP examinations.

If CLEP exams were taken prior to coming to Park University, a student must submit an official copy of the scores to the Office of the Registrar for possible credit awards.

No credit is awarded for separate sub-test scores.

A maximum of **27** credit hours may be accepted towards a Bachelor degree for satisfactory completion of the CLEP **General Examinations** as recommended by the American Council on Education (ACE).

General Examinations			
College Level Examination Program (CLEP)			
	Minimum Score Accepted		Maximum Credit Hours Earned
	AS OF JULY 1, 2001	PRIOR TO JULY 1, 2001 (As of July 1, 2010)	
COLLEGE COMPOSITION MODULAR	50		3 CREDITS
ENGLISH COMPOSITION (No longer available after July 1, 2010)	50	420*	3 CREDITS
SOCIAL SCIENCE	50	420	6 CREDITS
NATURAL SCIENCE	50	420	6 CREDITS
HUMANITIES	50	420	6 CREDITS
MATHEMATICS	50	420	6 CREDITS

## Prior Learning Assessment

Credit is awarded for satisfactory completion of the CLEP/DANTES/USAFI/Excelsior College Subject Examinations based on the recommendations of the American Council on Education (ACE). Credit can be applied to major core requirements.

- A maximum of 30 credit hours from the Subject Examinations will be accepted toward a bachelor's degree.
- A maximum of 57 credit hours from the General and Subject Examinations combined will be accepted toward a bachelor's degree.
- A maximum of 30 credit hours from the General and Subject Examinations combined will be accepted toward an associate's degree.

**NOTE:** Where duplication among college courses, credit for prior learning and tests exists, credit will be allowed for only one. Credits awarded from CLEP General Examinations and CLEP/USAFI/DANTES/ Excelsior College Subject Examinations will not be substituted at a later date.

### 5. **Defense Activity Non-Traditional Education Support (DANTES).**

Credit hours can be earned by satisfactory completion of a battery of examinations under the Defense Activity Non-Traditional Education Support (DANTES) administered by Park University or the local testing center. Detailed information concerning DANTES examination is available at the Academic Support Center (Mabee 406) and the Testing Center (Mabee 706) or Campus Center Director. If DANTES exams were taken prior to coming to Park University, a student must submit an official copy of the scores to the Office of the Registrar for possible credit awards.

### 6. **Validated Learning Equivalency (VLE) - credit for validated learning.**

Equivalency credit may be awarded for educational experiences based on documentation submitted by the student and with the recommendation of the appropriate Program Coordinator. Rules governing VLE are:

- Application must be filed prior to taking the final 15 semester hours preceding intended graduation at Park University.
- Petitions may be submitted no more than once per course.

- Credit shall be awarded on a course equivalency basis based on courses commonly offered by accredited colleges and universities;
- A maximum of 24 credit hours may be petitioned for and awarded.
- Park University students taking courses in the state of California may petition for a maximum of 15 credit hours in upper level (300/400) courses after completion of 60 credit hours toward the degree.

### 7. **Advancement Placement (AP)**

Park University will grant credit for advanced placement to high school graduates who have proven competence by their score in the Advanced Placement Tests administered by the College Entrance Examination Board. The awarding of credit, the number of credit hours awarded, and the scores required for the awarding of credit are determined by the appropriate academic discipline.

### 8. **End-of-Course Examination.**

Upon processing an application through the Office of the Registrar, and for a fee of \$200, a student may, with permission of the student's faculty advisor, receive credit for any course by satisfactorily completing an end-of-course examination. (**Parkville Daytime Campus Center only**). The test out option for CS 140 is available to all University undergraduate students. See your advisor for procedures. Additional software charges will apply.

### 9. **The International Baccalaureate Diploma.**

Park University recognizes the International Baccalaureate Diploma for admission. Furthermore, Park University will grant course credit and advanced placement to students who have passed both the standard and the higher level subject examinations at a satisfactory standard.

### SCORE TRANSFER CREDIT

	HOURS PER COURSE	
Standard Levels	6-7	3-4 Credit Hours
Higher Levels	4-5	3-4 Credit Hours
	6-7	6-8 Credit Hours

### 10. **Registered Nurse's License.**

A maximum of 60 credit hours is awarded for a Registered Nurse's license upon receipt of official transcripts and a photocopy of the license.



## Tuition, Fees, Grants, Scholarships and Financial Aid



## Tuition, Fees, Grants, Scholarships and Financial Aid

### TUITION/FEES/CHARGES (Subject to change by Park University)

For the school year 2012-2013, (with the exception of the Nursing program) tuition will be charged on a per credit hour rate,

<b>All Campuses</b> .....	\$346 / credit hour
<b>All Campuses Online</b> .....	\$371/ credit hour
<b>Active Duty Military, Reservist, National Guard and Military Campus Centers Covered by MOU</b> .....	\$224 / credit hour
Face-to-Face (Effective October 1, 2012).....	\$240 / credit hour
Online (Effective October 1, 2012) .....	\$249 / credit hour
<b>Nursing</b> .....	\$20,857 / year
(Associate of Science Degree in Nursing - see below)	
<b>BSN Online:</b>	
• <b>Non-Military Rate</b>	
Elective courses: (includes \$75 course fee) .....	\$355 /credit hour
BSN completion courses: (includes \$75 course fee) .....	\$575 / credit hour
• <b>Military Rate</b>	
Elective courses: (includes \$75 course fee) .....	\$249 / credit hour
BSN completion courses: (includes \$75 course fee) .....	\$469 / credit hour
<b>Portfolio*</b> .....	\$371 / credit hour
Enrollment fee.....	\$850

### Residential Student Charges:

• <b>Board</b> .....	\$1,760 / semester
• <b>Room</b>	
Chesnut Hall – double .....	\$1,495 / semester
– single .....	\$2,470 / semester
Copley Quad – double .....	\$2,030 / semester
– single .....	\$3,350 / semester
• <b>Guaranteed Room Deposit</b> (payable upon acceptance) .....	\$100

### Fees and Charges: ALL FEES ARE NONREFUNDABLE AND ARE SUBJECT TO CHANGE

Application/Evaluation Fee.....	\$25
Re-evaluation .....	\$25
Foreign Transcript Evaluation Fee.....	\$160
Student Life Fee (Parkville) HOR	
Student .....	\$50 / semester
Individual Course Fee** .....	\$20 – \$50
End-of-Course Exam Fee .....	\$200
Health Insurance† .....	\$610 / semester
Late Registration (Charged during enrollment adjustment period).....	\$50
Commencement/Diploma/Certificate Fee.....	\$75
Diploma (2nd copy with initial order).....	\$50
International Student Fee (one time) .....	\$50
ISS Orientation Fee (for new Park University F-1/J-1 visa students) .....	\$150
Additional I-20 Express Mailing Fee (First I-20 express mailing is free) .....	\$40
Bookkeeping Charge .....	\$20
Teacher Placement File .....	\$15

## Tuition, Fees, Grants, Scholarships and Financial Aid

Transcript Request Fee .....	\$10
Express Processing Fee (To be processed within 24 hours) .....	\$15
Writing Competency Test Administration .....	\$25
Dual Credit Course Tuition.....	\$90 / credit hour
Dual Credit Matriculation Fee .....	\$50
Validated Learning Equivalency (VLE)	
Petition Fee .....	\$50
Fee for each awarded hour .....	\$35 / credit hour
Returned Check Charge .....	\$30
Late Payment Charge .....	\$20
Associate Degree Nursing Entrance Test .....	\$55
Nursing ATI Test.....	\$555
Audit.....	1/2 tuition and full fees

\* Portfolio Program enrollments will no longer be accepted after May 2012.

\*\* Some individual courses carry a course fee. These courses are designated by "\$" on schedules.

† Applies to all full-time students (residential, international, athletes, and nursing), unless proof of other insurance coverage is submitted during the first eight days of the semester/term. Cost of Student Health Insurance is subject to change without notice.

*If an account is sent to an agency for collection and/or legal action,  
all collection and/or legal fees will be paid by the student.*





## STUDENT INSURANCE

The Health and Accident Limited Student Insurance Plan offered by a Park University selected provider is **mandatory** for all full-time residential students, student-athletes, students enrolled in the nursing program and international students with F-1 student visas in Kansas City, Missouri, and the surrounding metropolitan areas. In addition to limited health coverage, the policy includes repatriation coverage for all policyholders.

All students identified in the above listed groups are required to self-report their group status and purchase the required insurance at each fall and spring semester/term during confirmation of courses. Park University reserves the right to charge a student that has failed to comply with the self-report requirement the full semester/term cost of the insurance without notice to the student.

Mandatory coverage can only be waived in the following manner, during the first eight (8) calendar days of each semester/term.

- Waiver must be made in person in the Student Assistance Center located on 1st floor Norrington.
- A copy of proof of existing coverage must be presented and attached to the waiver form. (International students with F-1 student visas must also possess repatriation coverage).
- If you are under the age of eighteen the waiver form will have to be signed by a parent or a guardian.

All residential students, athletes, and nursing program students are required to have a Health History Record on file. Athletes are also required to have a completed Physical record on file. As part of the Health History Record, a current record of immunization is required. This information will be passed along to medical personnel in case of emergency.

Students, for whom coverage is not mandatory, may enroll in the Health and Accident Limited Student Insurance Plan. To enroll, contact the Student Assistance Center at (816) 584-6800. Enrollment becomes effective upon receipt of payment.

## ASSOCIATE OF SCIENCE DEGREE IN NURSING PROGRAM

Tuition charge is applicable for up to 45 hours of credit taken at any Park University campus center while in the Nursing Program. In addition, all required nursing and general education courses and applicable electives (which does not include lab fees required by any elective with a laboratory component) will also be covered.

- Clinical course fees
- Required science course lab fees
- Professional liability insurance
- Course syllabi and manuals
- College services (library, etc.)
- Petition for Award of College Credit applications and granting of college credit for Practical Nursing courses through VLE.

## PAYMENT POLICIES

The financial assistance award for each semester/term (excluding the lender origination fee for Subsidized, Unsubsidized, and Parent loans) may be applied toward the total charges if all required materials have been submitted to Student Financial Services. Park University will permit students to apply up to 50 percent of their work-study toward tuition charges. Any remaining balance due is payable on or before the Monday prior to the semester/term.

A student will not be allowed to re-enroll unless all debts are settled. Transcripts are not released until debts are paid.

Additional financial alternatives are available from the Student Accounts Coordinator/Campus Center Director.

If financial assistance results in a credit balance at registration, the balance will be refunded to the student approximately 30 days after the beginning of the semester/term or after the release of financial aid, whichever is later.

All credit balances will be released to students in the form of an ACH direct deposit to an account designated by the student, or to a Park University debit/stored value card. Please use MyPark to locate the ACH direct deposit form and/or the enrollment process for the Park University debit card.

**Students must sign into MyPark in order to locate the forms below.**

### 1. Direct Deposit ACH Form

A Bank account is required for this option. This form takes 3 business days to process once received by the Accounting Services.

### 2. Park University Stored Value Card –Visa Branded Debit Card

The Park University Stored Valued Card is a fast and convenient way of receiving your financial aid refund. A Park student does not need a bank account for this option. The card is affiliated with US BANK and the ALLPOINT NETWORK.

Please follow the enrollment process below. Once submitted, a card pack will be issued to the address indicated on the form within 7-10 business days, by Skylight Financials. You do not need to send any account information to Park University. If you have an address change please send changes to [mrodriguez@park.edu](mailto:mrodriguez@park.edu). Skylight Online Enrollment Process

- Access your Internet and type Skylight's address: [https://www.skylight.net/secure/olelos\\_login.asp](https://www.skylight.net/secure/olelos_login.asp) in your web browser window.
- **Login ID:** **parkuniversity**
- **Password:** You will set your password upon first login. Please select any four-digit number you would like.
- Click on Login icon to continue.
- Select the appropriate language icon, **English or Español**.
- Enter the requested information in the fields provided (entry format is indicated). The optional fields are denoted with an asterisk (\*). The entry format is indicated within the field.

**NOTE:** The name field should be completed with the full name (**first and last**). Enter the **Social Security Number** in the field with 9 digits and **NO** dashes or spaces. The **Date of Birth** field type the date as follows: MM/DD/YY (i.e. 04/26/1975). The **Phone Number** should be entered as ###-###-####.

- Then select **Submit**.
- A new screen will appear the confirmation number.
- Select **Done**.
- Another confirmation screen will appear which will provide the confirmation number.
- Choose **Logoff** to exit the online enrollment process.
- Please call the **activation number** (located on the sticker that is attached to the front of the card) to activate your card by **choosing a PIN** (personal identification number).

## PARKING

All Kansas City Area students (Parkville Daytime Campus and Park Accelerated Programs-Downtown, Independence, and Parkville) are required to register any motor vehicle that is operated at the Downtown, Independence, and/or Parkville Campus Centers with the Park University Department of Campus Safety. To register a vehicle, students must complete a vehicle registration form. Forms are available at the Office of Campus Safety (1st Floor Thompson Center), the Student Assistance Center (1st Floor

Norrington), or online at <http://www.park.edu/safetyapp/parkingpermitapplication.pdf>.

## AUDIT OF COURSES

A student may audit courses (take for no credit or grade) by paying one-half the tuition for the course and the full course fee if applicable. Online courses may not be audited.

## SENIOR CITIZENS

Undergraduate students 55 years of age or older may receive a tuition discount of 10% for credit bearing Parkville Daytime Campus Center classes only. Undergraduate students 55 years of age or older may audit (for no credit) Parkville Daytime Campus Center classes without tuition cost. Individual course fees, however, will be charged in full if applicable.

## REFUND POLICY

To begin the refund process, the student must notify Park University as noted in the Academic Withdrawal policy.

The Return of Federal Funds formula provides for a return of Title IV aid if the student received federal financial assistance in the form of a federal loan (Unsubsidized Stafford, Subsidized Stafford, Perkins, and Parent), Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Teach Grant, and other Title IV programs. In addition these students must have withdrawn on or before completing 60% of the semester/term. If funds were released to a student because of a credit balance on the student's account, the student may be required to repay some of the federal grants or loans released.

Students who have received federal financial aid and who have withdrawn from anything less than 100 percent of their courses will have tuition refunded using the refund schedule listed below. Students not receiving federal financial aid who withdraw from one or all of their courses (both officially and/or administratively), will also have tuition refunded using the refund schedule listed below.

Students with financial assistance awards who withdraw from Park University will have financial assistance refunded in compliance with federal regulations as stated in the Federal Register. Park University returns funds to federal programs in the following order: Federal Loans, (Unsubsidized Stafford, Subsidized Stafford, Perkins, and Parent Plus); PELL, FSEOG, Teach Grant, other Title IV. Institutional awards are distributed after the federal programs.

The policies of the California Student Tuition Recovery Fund, the North Dakota Refund Calculation Schedule and the Georgia Refund Policy are in the Appendix. The complete policy, explaining how financial aid to be refunded is calculated, is available in the Office of Student Financial Services or on the Park University website.

All fees are non refundable. Room and Board at the Parkville Daytime Campus Center will be pro-rated on a daily basis. Students on the Parkville Daytime Campus Center wishing to cancel their housing contract must submit (and have approved) a *Request for Off-Campus Living/Housing Exemption Form* (available at: <http://www.park.edu/copleyquad/info.html>) and pay a \$500 contract cancellation fee.

PARK UNIVERSITY REFUND CALCULATION SCHEDULE					
	16-Week	9-Week	8-Week	4-Week	2-Week
Week 1	90%	90%	90%	66%	0%
Week 2	80%	67%	60%	33%	
Week 3	70%	50%	40%	0%	
Week 4	60%	33%	20%		
Week 5	50%	12%	0%		
Week 6	40%	0%			
Week 7	30%				
Week 8	20%				
Week 9	10%				
Week 10	0%				

### ASSISTANCE WITH EDUCATIONAL EXPENSES

The Office of Student Financial Services (SFS) administers and coordinates programs of assistance from federal, state, college and private sources to increase post-secondary educational opportunities for eligible students. The philosophy of this office is to attempt to meet the full need of all eligible applicants by “packaging” funds from various sources, including college and non-college funds. Legal residents of Missouri, who are enrolled in Missouri, are encouraged to apply for the Access Missouri Financial Assistance Program.

Need, for financial assistance purposes, is the difference between the cost of attending Park University and all the financial resources an applicant has available. The calculation of a family’s financial strength includes consideration of current family income, assets, family size, number of family members in college, and other factors that may seriously alter a family’s financial strength. Financial assistance programs are designed to supplement family resources by bridging the gap between cost and the family’s ability to pay.

### APPLICATION FOR FINANCIAL ASSISTANCE

To be considered for federal financial aid, the student must submit an Application for Admission and Evaluation (AAE) to the Campus Center Director or apply for admission through the Office of Admissions. Preference will be given to those whose files are complete by **April 1** or at least ninety (90) days prior to the first term of enrollment, for the academic award year (July 1 to June 30).

When the following have been received in the SFS office at the Parkville Campus Center, an Award Notification letter will be sent advising the student that aid availability is viewable at the MyPark portal <https://my.park.edu/ics/>.

1. The 2012-2013 Park University Request for Financial Aid form (RFA) available on line at [www.park.edu/finaid](http://www.park.edu/finaid)
2. Federal needs analysis is generated from the Free Application for Federal Student Aid (FAFSA) on which you listed Park University, code #002498. The output document can be in the form of the Student Aid Report (SAR) or Institutional

Student Information Report (ISIR), which is downloaded by Park University from electronic data produced from the FAFSA. **All students who are eligible to complete the FAFSA are required to do so—even if they are only eligible to receive institutional financial aid funds.**

3. If selected for verification (an asterisk appears beside the EFC number in upper right corner of the SAR or ISIR), the following documents will be required:
  - Verification Worksheet.
  - An official federal tax transcript provided by the Internal Revenue Service, and if requested W-2s, even if the student was not married in 2010 (or student and his/her parent's federal income tax form, if the student was a dependent).

Financial assistance is awarded annually to qualified students who continue to demonstrate financial need and make satisfactory progress (see policy on Satisfactory Academic Progress for Financial Assistance). FAFSA applications must be submitted each year.

The FAFSA form is required to establish eligibility for need-based and institutional financial aid programs. There is no fee charged for the FAFSA application. Forms for 2012-2013 will not be processed after June 30. The FAFSA form may be used as the single request for consideration for the Federal Pell Grant, Access Missouri Student Financial Assistance Program and all other Title IV and institutional assistance programs.

A FAFSA form is required for each family member when more than one student from the same family plans to attend Park University. Awards are made on a first-come, first-serve basis beginning approximately February 1, with a limited amount of funds available for awarding.

Active duty military personnel should consult their Education Services Officer (ESO) for information about financial aid from branches of the Armed Forces or from the Veterans Administration.

- Tuition assistance is available to active duty personnel within Service guidelines. The Education Center will authorize payment of the proper percentage of tuition/fees to authorized individuals. Enlisted personnel and warrant officers incur no service obligation as a result of acceptance of tuition assistance but must be on active duty upon completion of the course(s). Commissioned officers may have to agree in writing to remain on active duty for a minimum of two years after completion of the course(s).

- Park University programs are approved for veteran benefits and comply fully with Public Law and Title IX of the Education Act of 1964.

Park University's academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code.

## **SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL ASSISTANCE FOR UNDERGRADUATE STUDENTS**

Satisfactory progress is a federally mandated process.

The complete policy is available at the following:

[http://www.park.edu/sac/documents/satisfactoryacademicprogresspolicy\\_000.pdf](http://www.park.edu/sac/documents/satisfactoryacademicprogresspolicy_000.pdf)

## **FINANCIAL AID CHECKLIST for Students Transferring To Park University** To Transfer Financial Aid Eligibility from another school to Park University:

1. The applicant must first be enrolled at Park University.\*
2. RFA (Request for Financial Aid) - Complete a Park University Request for Financial Aid (available online). If additional documents are required, the applicant will be notified.\*
3. If applying for federal financial assistance, a valid FAFSA must be on file.  
(The Park University code is 002498).
4. Student Loan Recipients - If the applicant received a Federal Direct, Direct Parent or Perkins Student Loan in the previous semester and are transferring to Park University, the applicant should contact the previous institution to cancel any subsequent loan disbursement at the previous school. The applicant must reapply for the loan at Park University.
5. Missouri Higher Education Academic Scholarship Program - An applicant may change his/her approved institution choice prior to the beginning of the first day of classes and may transfer between approved institutions during the academic year. The deadline for such actions is August 1 for the fall semester and January 1 for the winter or spring semester. Failure to notify the Missouri Student Assistance Resource Services Office by the dates of such action may result in the loss of the award.
6. The applicant will be informed by Park University of the Financial Aid Award in

the form of an electronic award notification. Please comply with the instructions accompanying this letter.

7. If the applicant has been admitted with a low grade point average or are on academic probation, the applicant may not be in compliance with Park University's Academic Progress Policy and may not be entitled to financial aid. Please contact the Student Financial Services Office or the Student Assistance Center for additional information.\*

\* Addresses and phone numbers to aid in obtaining forms, documents and information follows.

## FINANCIAL AID APPEALS

A student who is suspended from receiving financial aid may appeal by completing a Satisfactory Academic Progress Appeal Form and forwarding the form with needed documentation to the Director of Student Financial Services. Forms are available on the Park University Financial Services web site. The complete policy is available on the web site, upon request from SFS or in this catalog.

## GRANTS AND SCHOLARSHIPS

Codes for campuses eligible to apply for different types of aid:

- (MIL) - Military (active duty)
- (MO) - Missouri (resident attending class in MO)
- (FED) - Federal (all students)
- (Parkville) - Parkville Daytime Campus Center
- (KCA) - Kansas City Metropolitan Area
- (PAP) - Park Accelerated Programs-all areas

## FEDERAL GRANTS

Information on the Federal Pell Grant can be found at:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/PellGrants.jsp?tab=funding>

Information on Federal SEOG can be found at:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/FSEOG.jsp>

Information on the Federal Teach Grant program can be found at:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>

OTHER GRANTS may be viewed at [www.park.edu/scholarship/scholar/grid](http://www.park.edu/scholarship/scholar/grid)

## STATE GRANTS AND SCHOLARSHIPS

may be viewed at [www.dhe.mo.gov](http://www.dhe.mo.gov)

*All students must be US citizens or eligible non-citizens in order to receive state funding. Proof of citizenship is required.*

### Other State Scholarships

Pennsylvania and Vermont state residents must apply on state-specific applications. Information on scholarships for other states is available from local high schools or community colleges within the state of residence.

Other Missouri agencies that offer scholarship

### DEPARTMENT OF ECONOMIC DEVELOPMENT

(573) 751-4962

<http://www.ded.mo.gov>

- Federal Job Training Partnership Act; Employment and Training Program

### DESE DIVISION OF VOCATIONAL REHABILITATION

(877) 222-8963

<http://dese.mo.gov/vr/vocrehat.htm>

- Vocational rehabilitation: Assistance for students with physical and/or mental disabilities.

### DEPARTMENT OF HEALTH

(573) 751-6400

<http://health.mo.gov/index.php>

- Missouri Professional & Practical Nursing Student Loan Program

### NATIONAL GUARD ASSOCIATION

(800) 972-1164

- Missouri Educational Assistance Program
- Missouri National Guard Association
- Auxiliary Scholarship Program

OTHER INSTITUTIONAL SCHOLARSHIPS can be viewed at [www.park.edu/scholarship/scholar/grid](http://www.park.edu/scholarship/scholar/grid)

### PARK UNIVERSITY

#### ACADEMIC SCHOLARSHIPS

Academic scholarships for new freshman and transfer students range from 25 percent of tuition to full tuition. Recipients must earn a minimum of 24 credit hours between August and May each year, be enrolled full time for the fall and spring terms, and keep the GPA required for their scholarship. More specific information is available from the Coordinator of Academic Scholarships or Office of Student Financial Services. Please contact the Coordinator of Academic Scholarships at (816) 584-6294 or [www.park.edu](http://www.park.edu) for more information and application deadlines.

## PARK UNIVERSITY

### ENDOWED SCHOLARSHIPS

Endowed scholarship selections are made year round. Applications should be made by **February 1**. Brochures with more detailed information are available in the Student Financial Services Office at (816)584-6290 or they are listed on the website at <http://www.park.edu/scholarship/scholar/grid.asp>. The application for the endowed scholarships is available on the student portal.

### NOTE ON FINANCIAL ASSISTANCE

**N**on-repayable gift awards (other than employment) are directly credited against charges after the Enrollment Adjustment Period each semester/term if all paperwork is completed. For example, a valid Student Aid Report (SAR) must be on file for the Federal Pell Grant to be credited to an account; Federal Perkins Loans require a signed promissory note to be credited to the student's account. Student employment awards are never directly credited against charges. State grants are credited to the student's account when funds from the state are received by Park University.

Financial assistance may be awarded to full and part-time students who qualify. Reduction from full-time to part-time status may result in a decrease in financial assistance.

### INSTITUTIONAL GRANT / SCHOLARSHIP ADJUSTMENTS

**T**he student have to be full-time to be eligible for the full grant awarded. A pro-rated amount of the grant awarded may be given if less than full-time under special circumstances; and must be appealed for. If the student drops below the number of hours for which the grant or scholarship was awarded, the grant or scholarship will be pro-rated based on the tuition charge at the time of withdrawal.

### LOANS

**FEDERAL PERKINS** - Information on Federal Perkins Loan can be found at: <http://studentaid.ed.gov/PORTALSWebApp/students/english/campusaid.jsp#03>

**THIS AID MUST BE REPAYED!**

**FEDERAL DIRECT STAFFORD LOANS** - These are long-term, low-interest loans designed to provide students with additional funds for college whether they qualify for other types of federal financial aid. All of these federal loans have up to 10 year repayment term with a minimum monthly payment of \$50.00. Please check with the Student Financial Services office

for additional information on the federal loan programs. (FED)

**THIS AID MUST BE REPAYED!**

### UNDERGRADUATE LOAN PROGRAMS FOR DEPENDENT STUDENTS

#### FEDERAL DIRECT STAFFORD (SUBSIDIZED):

Subsidized means the interest on the loan is paid by the government while the student is in school. To be considered for eligibility the student must be enrolled at least half-time, complete the FAFSA to determine need, not be in default on a previous loan or owe a refund on a federal grant. First-time borrowers must also be informed of their rights and responsibilities while borrowing from the federal loan program through an Entrance Interview. The maximum annual amount a dependent student can borrow is:

- Year 1 - \$3500
- Year 2 - \$4500
- Year 3, 4, 5 - \$5500

Funds are not to exceed an aggregate limit of \$23,000. A master promissory note must be signed. The Master Promissory Note (MPN) is a multi-year (serial) note. Once the MPN is signed, additional loans can be made without signing a new promissory note. The MPN can be revoked by the student through the following means: Student must send a **WRITTEN** notice. The MPN expires 12 months after the note is signed, if there is no initial disbursement; and the MPN expires 10 years from the date it is signed. Interest is variable but capped at 8.2 percent, and repayment begins when the six-month grace period ends after the student ceases to be enrolled at least half-time. (FED)

#### FEDERAL DIRECT STAFFORD (UNSUBSIDIZED):

Unsubsidized means the student is responsible for the interest on the loan amount while in school. Students can (1) pay their interest while in school, (2) pay their interest during their six month grace period, or (3) postpone interest payment and have it added to the principle when repayment begins after the six-month grace period ends.

The unsubsidized Federal Direct Stafford Loan can be offered by itself or made in conjunction with the subsidized Federal Direct Stafford Loan. Dependent students are eligible for a minimum of \$2000 in unsubsidized per academic year, not to exceed the aggregate loan limit of \$31,000. The student must apply for the subsidized Federal Direct Stafford Loan before applying for the unsubsidized Federal Direct Stafford Loan. (FED)



**FEDERAL DIRECT PARENT (PLUS):** This loan is made to parents of dependent undergraduate students. The student must meet the same eligibility requirements as listed for the Federal Direct Stafford Student Loans. The maximum amount a parent can borrow per year per student cannot exceed the cost of education less all other financial aid received. A credit check is required and a promissory note must be signed. The interest rate is variable but capped at 9.00 percent. There is no grace period for repayment unless the parent borrower is also a student enrolled at least half-time. Students must complete the FAFSA to determine parent eligibility for the PLUS loan.

**NOTE:** If the parent borrower is denied this loan, the dependent student may borrow additional funds under the unsubsidized Federal Direct Stafford Loan for independent students, not to exceed the yearly or aggregate totals for the independent loan program. (FED)

Each type of Federal Direct Stafford Loan described here as well as the Federal Direct PLUS loan will have an origination fee of 3 percent and could have an insurance fee of up to 1 percent deducted from the loan amount guaranteed. The loan must be guaranteed by while the student is still enrolled and eligible. SFS will request the loan funds for each term or semester for which the student is enrolled by Electronic Funds Transfer (EFT) or paper checks. The funds are sent to Park University and disbursed to the student's account after the enrollment adjustment period has ended and/or the student's required paperwork on file is complete.

**NOTE: ANY BREAK IN THE DATES OF ENROLLMENT REPORTED ON THE PROMISSORY NOTE TO THE LENDER WILL CANCEL ANY REMAINING DISBURSEMENTS OF THE LOAN!** Example: Student indicates their dates of enrollment will be 08-09-11 to 05-07-12. This would be for Fall I, Fall II, Spring I and/or Spring II. Student decides not to enroll in the Fall II. Any loan checks that Park University receives for Fall II, Spring I and/or Spring II will be returned. If the student plans to reenroll in Spring I, Spring II or Summer, s/he must contact SFS and request to be repackaged for the remaining terms of enrollment. SFS will then contact to guarantee a new loan reflecting the new enrollment dates.

## UNDERGRADUATE LOAN PROGRAMS FOR INDEPENDENT STUDENTS

### **FEDERAL DIRECT STAFFORD (SUBSIDIZED):**

Subsidized means the interest on the loan is paid by the government while the student is in school. This loan has the same interest rates and the student must meet the same eligibility requirements as the dependent subsidized Federal Direct Stafford Loan. The maximum annual amount an independent undergraduate student can borrow is:

- Year 1 - \$3500
- Year 2 - \$4500
- Year 3, 4, 5 - \$5500

Funds are not to exceed an aggregate limit of \$23,000. The combined total of undergraduate and graduate subsidized loans cannot exceed \$65,500. (FED)

### **FEDERAL DIRECT STAFFORD (UNSUBSIDIZED):**

Unsubsidized means the student is responsible for the interest on the loan amount while in school. Students can (1) pay their interest while in school, (2) pay their interest during their six month grace period, or (3) postpone interest payment and have it added to the principle when repayment begins after the six-month grace period ends. This loan has the same eligibility requirements and interest rates as the dependent unsubsidized Federal Direct Stafford Loan. The **combination** of subsidized and unsubsidized Federal Direct Stafford Loans cannot exceed:

- Year 1 - \$9500
- Year 2 - \$10,500
- Years 3, 4, 5 - \$12,500

The maximum aggregate total for independent undergraduate and graduate students cannot exceed \$138,500. (FED)

## STUDENT EMPLOYMENT

Employment awards may be included in offers of financial aid to assist financing educational expenses. There are numerous Parkville Daytime Campus Center employment opportunities and limited off-campus employment opportunities.

### **FEDERAL COLLEGE WORK STUDY PROGRAM**

- Federal CWSP is subsidized by the federal government. Eligibility for this program is based on calculated financial need as determined by the FAFSA. First time work-study students must complete an employment application. The employment application is available online or in the Student Employment office. Additional information can be found at [www.park.edu](http://www.park.edu).

## **INSTITUTIONAL EMPLOYMENT PROGRAM -**

This program is supported by the Carson C. Hathaway Memorial Trust for Student Employment at Park University. Student eligibility is based on financial need and/or ability to pay college costs. The Free Financial Aid Application (FAFSA) should be completed as well as a Park Work Study Employment Application.

## **RIGHTS AND RESPONSIBILITIES OF STUDENTS ON FINANCIAL AID**

As a financial aid recipient, students have certain rights and responsibilities of which they should be aware. Students have the right to know: the aid programs available at Park University; application process to be followed to be considered for financial aid; criteria used to select recipients and calculate need; Park University refund and repayment policy; and the satisfactory academic progress policy.

Students are responsible for: completing and submitting all forms in a timely manner and by the deadlines published by the U.S. Department of Education, including those items needed to perform verification; notifying the Student Financial Services Office of changes in name, address, marital status, or financial situation; reporting to the Student Financial Services Office any additional scholarships, loans, fellowships or educational benefits not listed on the financial aid award; notifying the Student Financial Services Office of change in enrollment status; maintaining satisfactory academic progress; and reapplying for federal financial aid each academic year. Failure to do so could result in loss or reduction of their financial aid award.

## **FINANCIAL ASSISTANCE CONTACT INFORMATION**

### **FEDERAL STUDENT AID PROGRAMS**

(800) 433-3243

### **MISSOURI STUDENT ASSISTANCE RESOURCE SERVICES**

PO Box 1469

Jefferson City, MO 65102-1469

(800) 473-6757

### **OFFICE OF ADMISSIONS**

Park University

8700 NW River Park Drive

Parkville, MO 64152-3795

(816) 584-6215 or

(800) 745-7275

(816) 741-4462 FAX

[admissions@park.edu](mailto:admissions@park.edu)

### **STUDENT FINANCIAL SERVICES**

Park University

8700 NW River Park Drive

Parkville, MO 64152-3795

(816) 584-6290

(816) 854-2152 FAX

[finaid@park.edu](mailto:finaid@park.edu)

### **STUDENT ASSISTANCE CENTER**

Park University

8700 NW River Park Drive

Parkville, MO 64152-3795

(816) 584-6800

[studentassistancecenter@park.edu](mailto:studentassistancecenter@park.edu)

Also, information may be obtained at [www.park.edu](http://www.park.edu). For admissions to a military campus center, contact the Campus Center Director's office at the location the applicant desires to attend.

Care is taken to ensure the accuracy and timeliness of information contained in this catalog. However, due to constantly changing federal and state legislation, the contents are subject to change without notice. Up-to-date information can be obtained by contacting:

### **STUDENT FINANCIAL SERVICES**

Park University

8700 NW River Park Drive

Parkville, MO 64152-3795

(816) 584-6290

[finaid@park.edu](mailto:finaid@park.edu)



Campus Life and Student Services



## ACADEMIC SUPPORT CENTER

(<http://www.park.edu/support>)

The Academic Support Center, located in room 406 of the Mabee Learning Center (near the library), offers many services to Park University students, all free of charge to Park students.

The Center also monitors the academic progress of students who are admitted on probation, or who become academically “at risk” after admission, or are placed on academic probation by the Academic Standards Committee. Academic counseling is provided to assist the student in regaining good academic standing.

### Free Tutoring

Tutors are available for many academic subjects, including writing, math, accounting, computer science, and others. Most tutoring is done in the ASC during operating hours, but some appointments are available on weekends. Academic support, including free tutoring, is available online through <http://parkonline.org/>

### Computer Lab

A computer lab is maintained with standard software for most needed applications, Internet access, online course access, and printer. The staff is available to help students who need assistance.

### Test Preparation Help

Test preparation classes for the Writing Competency Test are offered on several days and times before each administration of the WCT (five times per year). WCT test dates, schedule of prep classes, and helpful information and tips for preparation for the WCT are available at the ASC website: <http://www.park.edu/support/testprepare.asp> Test preparation advice and help is also available for students preparing to take the C-BASE exam (required of all students entering teacher education programs). The staff can help students prepare for the math portion (it is suggested that students obtain the available C-BASE math workbooks). Students are also guided to helpful resources for preparation for other parts of the test.

### Disability Services

The Director of Academic Support Services coordinates services and accommodations for qualifying students with disabilities. Students must identify themselves by providing adequate and appropriate documentation to the Director of Academic

Support Services. Park University policy on disability services may be found in this catalog, and at <http://www.park.edu/support/policy.asp>.

### StepUP Program

StepUP began as a federally-funded TRiO (Student Support Services) program. StepUP is designed to give specialized support to its participants, in order to encourage and assist them in achieving their college degree. StepUP students are advised by a professional mentor, receive motivational and educational programs and other free services.

### Testing Center

(<http://www.park.edu/support/testcenter>)

The Testing Center, located in the Mabee Learning Center, administers CLER, DANTES, C-BASE, and final exams for online courses by appointment only. The Testing Center also administers residential ACT (for Park University students only). At the request of the instructor, the staff may also proctor exams for students who have missed classroom tests. Most tests must be arranged by appointment. Call the Testing Center, (816) 584-6887, for more information. Check the website for more information about the tests, and for current days and times of Testing Center services.

**NOTE:** Park University does NOT administer GRE, TOEFL, PRAXIS, GMAT, LSAT, or other tests. Most of these tests have websites that have more complete information and the location of testing sites.

## THE CAMPANELLA GALLERY

Located on the Parkville Campus within the McAfee Memorial Library, the Campanella Gallery showcases art exhibits by professional and student artists in a wide variety of styles and media. Twice a year, the Gallery is reserved for exhibits by graduating Park University art majors. The Campanella Gallery serves the educational mission of the Department of Art and Design, the Park community and the wider art community. The Campanella Gallery was named in honor of Vincent Campanella, painter and Park University professor emeritus of art. He served the University as the distinguished artist-in-residence and chaired the Department of Art and Design for 29 years.

## ENROLLMENT SERVICES AND STUDENT ASSISTANCE CENTER

The Student Assistance Center (SAC) located on the first floor of the Norrington Center provides a variety of services for the Parkville 16-Week Campus Center and Park Accelerated Programs - KCA. Many services are available in the SAC to create a convenient location for students to conduct university business in one place. Students can register and confirm for courses, apply for parking permits, obtain student identification cards, request and pick up transcripts, questions about students account, request transcript evaluations and degree audits, complete Entrance/Exit counseling, and gain general information. The SAC office hours are 8:00 a.m. to 6:00 p.m. Monday thru Thursday and 8:00 a.m. to 4:30 p.m. on Fridays. For more information on Enrollment Services and the SAC please visit our website at [www.park.edu/sac](http://www.park.edu/sac) or call 584-6800.

## THE PARK STUDENT SUCCESS CENTER

Enrollment Counselors at the Park Student Success Center (PSSC) are available to assist Park students with all enrollment-related issues. Regardless of where students are located, what types of courses they are taking or what their degree program, the PSSC will meet their needs. The PSSC goal is simple: to provide the highest level of service. Enrollment Counselors are available Monday - Thursday, 7:00 a.m. - 7:00 p.m. and Friday, 7:00 a.m. to 6:00 p.m., CST.

Contact the PSSC:

- In person: Park's commercial underground
- On the web: <http://www.park.edu/pssc/>
- By phone: 877-505-1059
- By Email: [pssc@park.edu](mailto:pssc@park.edu)

## CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) assists students in all stages of career development including skills assessment, internship opportunities, resume and cover letter preparation, interview coaching, and a number of job search strategies to insure successful attainment of a career upon graduation. The CDC hosts several events in conjunction with local recruiting organizations and professional development networking groups. For a comprehensive listing of services and events visit the website at [www.park.edu/career](http://www.park.edu/career) or contact the CDC staff at (816) 584-6350 or (816) 584-6407.

## Online Career Chat

If you are looking for answers to specific career questions, log into our online chat every Wednesday evening from 5:30 - 9:00 p.m. CST to speak with a Career Counselor!

## Career Planning and Assessment

Individual Appointments, as well as several Professional Development events are held each semester.

## RESUME SERVICES/COVER LETTER ASSISTANCE

The CDC will assist with resume and cover letter composition. These services are free to Park students and alums.

## CAREER SEMINARS/

### WORKSHOPS/FAIRS/INTERVIEW DAYS

- Teacher and Education Interview Days with area colleges
- Park University Meet, Eat and Greet Career Fair and Faculty/Employer Luncheon
- COSMC (Career Offices of Small Metropolitan Colleges) Interview Day
- Ad Club Career Day
- Etiquette/Networking Dinner
- Internship Pizza Party and Workshop
- Dress for Success Workshop
- Job Search Strategies for Success Workshops
- Interview Workshops
- "Major" Decision Workshops
- Class Lectures
- On-campus interviews

## INTERNSHIPS, PART-TIME EMPLOYMENT, AND FULL-TIME EMPLOYMENT OPPORTUNITIES

Students are encouraged to investigate *internship possibilities* after their sophomore year in school. This is their best assurance of full-time employment at graduation.

Listings of part-time and full-time job opportunities are posted in our database. Go to the Career Development website [www.park.edu/career](http://www.park.edu/career). Access the student link and create your own job search account. Students are encouraged to check the database frequently as new opportunities are posted on a regular basis.

The Career Development Center's hours are 8:00 a.m. - 6:00 p.m. Monday through Thursday and 8:00 a.m.-4:30 p.m. on Friday, with additional evening hours available by appointment.

## COUNSELING CENTER

The Counseling Center is located in Dearing Hall, on the north side of the Parkville campus. The Counselors are available, by appointment, 8:00 a.m. to 4:30 p.m., Monday through Friday. Limited evening hours are available, in addition to distance counseling.

The Counseling Center includes a Resource Room with access to many publications, and online information about mental health issues is available at the website <http://www.park.edu/studentlife/counseling/>. Students can request appointments with the counselors by sending an e-mail to [counselingappointments@park.edu](mailto:counselingappointments@park.edu). The center also sponsors other events during the year, such as separate workshops on relationship dynamics, National Depression Screening Day, and other wellness events.

## MILITARY AND VETERAN STUDENT SERVICES

The Department of Military and Veteran Student Services increases access to and success in postsecondary education for military, veterans, wounded warriors, and their families by providing a broad range of services, fostering peer connections and coordinating community support, through:

- Advising military, wounded, veteran students, and dependents during walk-in hours, workshops, appointments and via conference calls
- Connecting military, wounded, veteran students, and dependents with college resources, such as academic advising, career and personal counseling, tutoring services, financial aid, and external service organizations, to promote success at Park University
- Assisting with identification of federal and state education benefits eligibility
- Assisting with applying for benefits via workshops, online, printed materials and website
- Providing Park's Student Veterans Organization with department resources, advisement, and programming

Contact:

1st Floor Thompson Commons  
Parkville, MO 64152  
816-584-6530  
<http://military.park.edu/>

## HOUSING AND FOOD SERVICES

A housing contract is, in most cases, available to all students enrolled for a minimum of 12 semester hours at the Parkville Daytime Campus Center. However, Park University maintains the sole discretion to deny the campus housing application of any applicant at any time for reasons sufficient to Park University. This contract is for the entire academic year (fall and spring semesters). Park University believes in providing the opportunity for students to develop in all areas of their lives. Every effort is made to encourage students to assume responsibility for their own behavior, while at the same time developing respect for the rights of others. The resident hall experience is intended to enhance the student's classroom experiences and provide opportunities for students to develop the whole person. In order to facilitate this total student development, certain policies and procedures for residence life have been established. These policies and procedures are contained in the Residence Hall Handbook and are available at <http://www.park.edu/copleyquad/info.html>. All students living in the residence halls are required to have a meal plan. There are several locations on campus to obtain food including the Copley Quad Smart Market (for residential students only); the Academic Underground, the Pirate Grounds Coffee Shop, and the Thompson Café. Special diet needs may be arranged by contacting the Director of Food Service at (816) 584-6395.

## INTERNATIONAL STUDENTS

Park University has a distinguished group of over 550 international students representing more than 109 countries. Upon arrival, the Office of International Student Services is available to serve the adjustment needs of this unique student population. In addition to one full week of orientation that includes sightseeing trips to Kansas City, the office provides ongoing social activities (such as a "farm trip to Nebraska" and "cultural exchange weekend"), individualized student advising and continuous guidance regarding Department of Homeland Security policies and benefits. The office also provides admission guidance.

In addition, the Office of International Student Services advises one of the largest student clubs on campus, the World Student Union (WSU). Each month, WSU plans social activities for club members, which may include fund raisers, fun excursions in the city, community service projects or its biggest event—the International Student Dinner. All students attending Park University are welcome to join.

## PIRATE FITNESS CENTER, WELLNESS PROGRAMS, AND INTRAMURAL SPORTS

All Parkville campus students have access to the Pirate Fitness Center located inside Labor Hall, which is adjacent to the Breckon Sports Center. The facilities include free weights, dumbbells, machine weights, Bosu and exercise balls, resistance bands, elliptical trainers, stationary bikes, and treadmills. The Pirate Fitness Center is also home to the Community Wellness Program which includes all of the fitness classes, Yoga, Pilates, Zumba, Boot Camp, and more. The gym area is available by appointment. Contact the fitness center staff at (816) 584-6463 or by e-mail at [piratefitness@park.edu](mailto:piratefitness@park.edu). For a complete schedule of classes, wellness programs, and details on the facility go to [www.park.edu/wellness](http://www.park.edu/wellness).

Online, indoor, and outdoor intramural events are offered throughout the fall and spring semesters at the Parkville campus. Activities and sports for individual students, groups of students, and student organization involvement are available. Check for details and the schedule online at: [www.park.edu/intramurals](http://www.park.edu/intramurals).

## McAFEE MEMORIAL LIBRARY

The McAfee Memorial Library now contains approximately 155,000 volumes, over 1,000 periodicals and approximately 4,000 reels of microfilm. The library is electronically networked to several colleges, universities, and city libraries so that students have access to over 2,000,000 volumes. Other library resources include periodical indexes and databases, reference sources, database access, and the archives and records of the University. Full-text articles may also be located in a number of the periodical databases. The underground library located beneath the Parkville Daytime Campus Center seats approximately 290, provides seminar rooms and group study rooms, has an extended hours study area and an art gallery. Typing, word processing, and small computer facilities are available, as well as photocopy equipment. The book collection may be accessed through a computerized electronic catalog. Access to the online catalog and other electronic resources is provided through the University's web page: [www.park.edu/library](http://www.park.edu/library).

Library facilities are available for all student use, on campus centers and on the Parkville Daytime Campus Center.

The University cooperates with other institutions of higher learning in the metropolitan area so that its students may get

additional access to their libraries. The library offers interlibrary loan and direct borrowing from area libraries through several cooperative agreements.

Library hours during Fall and Spring terms are CST/CDT (Hours are subject to change.)

Monday-Thursday	8:00 a.m. - 9:30 p.m.
Friday	8:00 a.m. - 4:30 p.m.
Saturday	10:00 a.m. - 4:30 p.m.
Sunday	4:00 p.m. - 9:30 p.m.
Study Room	Open 24 hours a day.

## MUSIC

The Park University Music Program offers opportunities for students to sing in various choral groups. Such participation does not require that students are music majors. Interested students should call (816) 584-6486.

## PUBLICATIONS

Park University students have the opportunity to work on student-run publications: newspaper, yearbook and literary magazine. For more information, please call (816) 584-6322.

The **Stylus**, Park's newspaper, is operated and managed by students. While it provides an invaluable laboratory in news writing, editing, composition and photography, its staff is not limited to journalism students. Issued biweekly except during vacation periods, the Stylus contains reports of campus events and is a forum for student opinion.

The **Narva** is published annually in the spring. It is a visual and verbal expression of the people and the year's events. Through its photographs and articles, students have an expressive record of their Park experiences.

The **Scribe** is Park's student-edited literary and art magazine, which contains fiction, dramas, poetry, essays and visual art created by students, faculty members and others in the Park community.

The **Scholasticus** is published by the University annually in the fall and presents research excellence conducted by undergraduate and graduate students during the previous academic year.

## RADIO AND TELEVISION

Educational radio station KGSP-FM is student operated and broadcasts to the campus and communities nearby. It features a diversified (MOR) format.

The TV Production Studio on the Parkville Daytime Campus Center serves both as a teaching facility for TV students and as the



local origination facility for a two-county cable TV system. Students produce programs with both studio and mini-cam field equipment.

Students assume a wide range of responsibilities in both programs, and the excellent “hands-on” learning experiences qualify them for future employment. Interested students should call (816) 584-6321.

## **STUDENT ACTIVITIES, ORIENTATION, AND STUDENT CLUBS**

There are a number of cultural and social activities for students at Park University, including plays, lectures, dances, concerts, athletic events, and other forms of entertainment and education. There are traditional events such as Fright Night, Spring Fling, Harvest Festival, International Dinner, and Christmas on the River. The Park Student Activities Board (PSAB) plans musical performances, game shows, films, dances, and special events for the Kansas City Area. Some events, such as International Talk Like a Pirate Day, are celebrated at all the Park University campuses. The online Activities Calendar is available through the Student Life homepage at [www.park.edu/studentlife](http://www.park.edu/studentlife)

Staff in Student Life coordinate the Orientation programs each Fall and Spring semester for new and transfer students. Orientation events include a challenge course, educational workshops, social activities, and programs to acquaint students with Park University’s traditions, programs, and campuses. More information about orientation is available at [www.park.edu/studentlife/orientation](http://www.park.edu/studentlife/orientation). Students also have the opportunity to join many different student clubs and organizations. Active groups include community and campus service organizations like Park Service Organization and Student Ambassadors, academic organizations such as the Association for Computing Machinery (ACM) and Communication Connection, honorary organizations such as Alpha Chi and Zeta Omicron, social groups such as Residence Hall Council and Park Student Activities Board, and groups with an international focus, such as World Student Union (WSU) and Model United Nations. For information about any of these student clubs or student activities, please call staff in the Office of Student Life, at (816) 584-6377 or check the website at: [www.park.edu/studentlife](http://www.park.edu/studentlife).

## **STUDENT HEALTH SERVICES**

Park University students are encouraged to have health insurance and some student populations are required to provide proof of health insurance coverage. Information about student insurance is provided on request and is available on the Student Assistance Center website at [www.Park.edu/SAC](http://www.Park.edu/SAC). Information about health services available to Park students in the Kansas City area is on the Student Life website at: [www.Park.edu/StudentLife/HealthServices](http://www.Park.edu/StudentLife/HealthServices).

## **STUDENT LEADERSHIP AND ENGAGEMENT**

Staff in Student Life provide a comprehensive Student Leadership program to equip both emerging and experienced student leaders with skills and experiences that will benefit them during their time at Park University, in their careers, and in the community. There are also many opportunities for Student Engagement, offering students a chance to understand their leadership style and become civically engaged with their campus, local, and global community. For more information about these programs and events, or to utilize the Student Leadership and Engagement resources, please check the website at:

[www.park.edu/studentlife/leadership](http://www.park.edu/studentlife/leadership). In addition, Park University offers a minor in Leadership, and that information is available in Student Life by calling the Coordinator for Student Leadership and Engagement at (816) 584-6411.

## **STUDENT LIFE**

Student Life encompasses several areas of the campus that provide outside-the-classroom support, services and programs for students. Areas within Student Life include Residence Life, Student Leadership and Engagement, Student Activities and Orientation, Event Scheduling, Counseling Center, Student Health Services, Student Clubs and Organizations, Pirate Fitness, Intramural Sports, Park Student Government Association (PSGA – Student Senate), Summer Academic Camps, Student Conduct, Food Service, and Parent Programs. Please check the website at [www.park.edu/studentlife](http://www.park.edu/studentlife) or call (816) 584-6377 for more information. Most Student Life staff is located on the second floor of Thompson Student Center and regular hours are 8:00 am to 4:30 pm Monday through Friday. Many special events and programs provided by staff are offered on evenings and weekends. In addition, several opportunities

for involvement are also available at campuses outside the Kansas City area.

## STUDENT GOVERNMENT

All students enrolled at Park University are considered members of the Park Student Government Association (PSGA). The Student Senate consists of the Executive Board and the Senate. Members of the Executive Board are President, Vice-President, Secretary, and Business Manager. Members of the Senate include students representing both the residential and commuter population. The Assistant Dean of Student Life serves as the advisor to the Student Senate. The PSGA assists Park University in its commitment as an institution of higher learning; acting as a means of communication between students, faculty and administration; while addressing the needs of the campus and serving as the comptroller of the student life fee funds. For specific information about PSGA, please check the website at: <http://www.park.edu/studentlife/senate/>.

## THEATRE

The Park University Theatre Program is dedicated to serving the artistic needs of its theatre-interested students, the Park University student body and the Parkville community.

In addition to providing an academic minor designed to augment other departmental offerings on campus, the Theatre Program offers two main stage presentations each year in the Jenkin and Barbara David Theatre located in Alumni Hall. The Studio Theatre on the second floor of Alumni Hall provides an intimate performance alternative for student-mounted projects.

Interest and commitment are the only prerequisites for theatre involvement. No prior experience is necessary. Interested students please call (816) 584-6450.

## VARSITY ATHLETICS

Park University has a highly successful varsity athletic program offering 15 varsity sports that compete in the National Association of Intercollegiate Athletics (NAIA). Varsity sports include men's and women's basketball, men's and women's soccer, men's and women's volleyball, men's and women's cross country, men's and women's indoor track and field, men's and women's outdoor track and field, men's baseball, women's softball and women's golf. Park is a member of the American Midwest Conference (AMC), the

Mid American Men's Volleyball Intercollegiate Conference (MAMVIC) and is a NAIA Division I Independent in men's and women's basketball. Varsity student-athletes are required to comply with eligibility guidelines established by Park University, the NAIA, and the AMC.



## Academic Regulations and Policies



## ACADEMIC ADVISING

Academic advising is an integral part of the academic program of Park University. Advisors are full-time faculty or staff. The advisors serve as a central academic resource and mentor of Park University students. Each student has an advisor who provides guidance in academic planning and who is available for counseling on academic and related issues and concerns. Each student is expected to work closely with his/her advisor in the design and pursuit of a coherent course of study shaped by his/her goals and interests and by University and departmental requirements.

Academic advising at Park University is viewed as a cooperative educational partnership between advisor and advisee, grounded in mutual respect and a common commitment to student growth and success. The advisor/advisee relationship respects the autonomy and intellect of each student and acknowledges the broader developmental and educational contexts within which academic advising occur.

Although advisors and advisees work together in all areas related to academic planning, **academic decision-making responsibilities, including the responsibility for meeting each of the graduation requirements of the University, rest ultimately with the student.** Primary responsibility for timely, effective use of the academic advising system also remains with the student.

Academic advisors are responsible for providing their advisees with appropriate, accurate information concerning the academic policies, programs, procedures, and resources of the University. Advisors also assist advisees in defining, developing, and pursuing an educational plan consistent with their academic, career, and life goals, including the selection of an academic major consistent with their interests and abilities within the broader liberal educational curriculum. Advisees are encouraged to meet regularly with their advisors in order to realize the full educational potential of the advising program. More specifically, each student shall work carefully with his/her advisor to structure an appropriate course schedule, based on the student's short and long-term academic objectives as well as his/her career interests and goals.

In addition to ongoing general discussions concerning academic planning and scheduling, career goals, and academic progress, students and advisors will want to discuss at least the following:

- Taking less or more than a standard load (twelve credit hours in a given semester or six credit hours in a given term)

- Dropping a course in progress
- Changing the schedule in any way
- Selecting and declaring a major or minor
- Changing a major or minor
- Study abroad opportunities
- Internship possibilities
- Going on leave or withdrawing from the University.

## ACADEMIC GRIEVANCES AND GRADE APPEALS

A student who believes that he/she has an academic grievance must first discuss the concern with the faculty member in charge of the course in which the concern has arisen. If a mutually satisfactory resolution is not reached, the student must then take the matter to the appropriate Department Chair or Campus Center Academic Director. If no resolution is reached at that level, or if the Department Chair or Campus Center Academic Director is the faculty member named in the first instance, the concern should be taken to the appropriate academic Dean. The decision of the Dean will be considered final. Students may petition the Vice President for Academic Affairs only in instances where he/she feels due process or University policy was not followed.

### GRADE APPEAL POLICY

1. All grade appeals must be initiated within 30 calendar days of the end of the term in which the grade to be challenged was recorded.
2. The student bringing the appeal must first discuss the issue with the faculty member who assigned the grade.
3. If a mutually satisfactory resolution is not reached in conversation with the faculty member, the student must discuss the issue with the appropriate Department Chair or Campus Center Academic Director.
4. If, after discussions with the faculty member and the Department Chair or Campus Center Academic Director, a resolution has not been reached, the student may file with the respective academic Dean a formal grade appeal.
5. All students intending to file a formal grade appeal must do so within 60 calendar days of the end of the term in which the grade to be challenged was recorded, and must use the Grade Appeal Form available at [www.park.edu/current/](http://www.park.edu/current/).
6. Students must submit the completed Grade Appeal Form and any supporting documentation to the appropriate Campus Center Academic Director, or academic Dean. Campus Center Academic Directors forward

such appeals to the Associate Dean of PDL, who will then forward it to the appropriate academic Dean.

7. Once the documentation is received by the School/College Dean, the student will be notified by the academic Dean.

8. Within 7 calendar days of receipt of the complete student petition, the faculty member named in the appeal will be informed that the issue has been elevated to the level of a formal appeal. He/she will be given access to the files submitted by the student. The faculty member will be given 14 calendar days to submit a response to the academic Dean. The Dean may, in extreme circumstances, extend the deadline for faculty input (e.g., in cases where the faculty member is on vacation or is ill). In those instances, the Dean will notify the student of the extension, new dates, and general reason for the extension.

9. The student appeal information, together with the faculty response, will be considered the formal Grade Appeal Dossier, which will be secured in the College/School Dean's office during the appeal process.

10. The Dean will review the case and render a decision. That individual may also employ the assistance of a formal College/School Appeal Board. In cases where such a Board is assembled to hear a case involving a student from a Park Campus Center, the Dean will ensure that the appropriate Campus Center Academic Director is formally involved in the process. The decision of the Dean will be rendered within 14 calendar days of the completion of the Grade Appeal Dossier.

11. The Dean will immediately notify the student of the decision in writing.

12. The decision of the Dean will be considered final. Appeals to the Associate Vice President for Academic Affairs can be made only on the basis that the established policy outlined here was not followed. Simply disagreeing with the decision is not grounds for further appeal.

Students may contact the Student Assistance Center for assistance with these guidelines and procedures.

## ACADEMIC HONESTY

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty ([www.park.edu/current/](http://www.park.edu/current/) or [www.park.edu/faculty/](http://www.park.edu/faculty/)).

## Definitions

Academic dishonesty includes committing or attempting to commit cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student.

- Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, laboratory reports, exercises, projects, or class assignments which are intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.
- Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.
- Falsifying academic records includes, but is not limited to, altering grades or other academic records.
- Other academically dishonest acts include, but are not limited to: stealing, manipulating, or interfering with an academic work of another student or faculty member; collusion with other students on work to be completed by one student; lying to or deceiving a faculty member.

## Procedures

In the event of alleged academic dishonesty on the part of a Park student, the a faculty member bringing the charge will document the incident on an Academic Dishonesty Incident Report, and will submit a copy of the form to the Department Chair, Campus Center Academic Director, or academic Dean. A student who wishes to report an alleged incident of academic dishonesty may do so by completing the Academic Dishonesty Incident Report form and submitting it to the faculty member for the course, who will submit copies as outlined above. Forms are available online ([www.park.edu/faculty/](http://www.park.edu/faculty/) and [www.park.edu/current/](http://www.park.edu/current/)). Once an Academic Dishonesty Incident Report Form has been submitted, the faculty member bringing the charge will schedule a conference with the student who has been accused of academic dishonesty.

**IF THE STUDENT DOES NOT DISPUTE THE CHARGE**, the faculty member may then assign a penalty, such as a verbal reprimand or lowered grade. Possible sanctions are listed in a following section titled Penalties in the Event of Academic Dishonesty. Any penalty imposed will be recorded by the faculty member on the incident form and filed (with any supporting documentation) with the appropriate Department Chair, Campus Center Academic Director, or academic Dean.

**IF THE STUDENT DISPUTES THE CHARGE**, he/she may request a review of the issue by the appropriate Department Chair, Campus Center Academic Director, or academic Dean within 10 business days following the initial meeting with the faculty member. If the matter still cannot be resolved, the student may contact the appropriate academic Dean or Campus Center Academic Director to request a formal hearing. The Dean or Campus Center Academic Director will appoint a Hearing Committee to conduct a hearing within 20 business days of the request.

The faculty member making the allegation will present her/his case to the Hearing Committee. The Hearing Committee will be comprised of two faculty members (excluding any of the student's current faculty) and one student appointed by the Campus Center Academic Director or Dean. The Campus Center Academic Director or Dean will appoint, as Chair, one of the two faculty members. At an academic hearing the Park University policy does not include the right to have legal representation. Students may select a Park University student, staff or faculty member to be present for consultation purposes during the hearing. The adviser may not address the committee members or witnesses.

During the hearing, each side will have the opportunity to present their case and to question the other side. The Hearing Committee may also ask questions. The hearing shall focus on evidence for the specific allegation and may include up to three witnesses for each side of the dispute. All evidence presented at the hearing will become a part of the hearing file. The hearing file will be submitted to the appropriate academic Dean within five business days. Upon receipt, the appropriate documentation will be scanned to the student's e-file.

Immediately following the hearing, the committee will discuss the case and will make

clear in a written document addressed to the appropriate academic Dean whether they find for the student or for the faculty member. The student will receive written notice of that decision within 15 business days after the hearing. The notification will be mailed via "Certified Mail Receipt." A summary of the entire case must be submitted to the Associate Vice President for Academic Affairs. He/she may impose additional sanctions for repeat offenders.

The decision of the Dean will be considered final. Appeals to the Associate Vice President for Academic Affairs can be made only on the basis that the established policy outlined here was not followed. Simply disagreeing with the decision is not grounds for further appeal. Grades and/or degree(s) may be withheld pending the outcome of the appeal process.

### **Penalties in the Event of Academic Dishonesty**

**I**n the event of academic dishonesty, the following courses of action are available to Park University, based upon the severity of the violation:

- Documented reprimand.
- Assignment of a lower grade on the test/paper/project in question, with an explanation from the faculty member.
- Assignment of a grade of "F" in the course.
- Expulsion from the course with the assignment of a passing grade (W).
- Expulsion from the course with the assignment of a failing grade (WF).
- Referral to the Student Code of Conduct Administrator for consideration of University-wide sanctions, including the possibility of suspension or expulsion from Park University. The full Student Conduct Code and associated sanctions are available on the Park website at: [www.Park.edu/StudentPolicies](http://www.Park.edu/StudentPolicies).

### **ACADEMIC PROGRESS/PROBATION**

**N**o fixed incremental rate of progress toward a degree is required. A student is considered in good standing as long as the student's cumulative GPA stands at 2.00 or better, and the student continues to achieve a Park University GPA of 2.00 or better at end of Fall and Spring semesters.

#### **1. ACADEMIC WARNING**

Any academic semester/term in which a student's GPA falls below a 2.00, the student will receive a warning letter from the Office of Academic Affairs. A copy of the letter will be placed in the student's academic file.

## 2. ACADEMIC PROBATION

A student who fails to achieve a 2.0 cumulative Park University GPA will be placed on academic probation until his/her cumulative Park GPA increases to 2.00 or greater. A letter will be sent to the student by the Office of Academic Affairs. A copy of the letter will be retained in the student's academic file.

A student receiving VA benefits who remains on academic probation beyond two semesters/terms without an improvement in his/her GPA will no longer be certified. In order for a veteran student to be reinstated for veteran's benefits, s/he must (1) show progress at an acceptable rate to graduate, and (2) must maintain a 2.0 GPA

## 3. ACADEMIC SUSPENSION

In cases where a first-time Park undergraduate student taking only one course, receives a failing grade, he/she will be placed on academic probation rather than on academic suspension.

A student seeking a bachelor's degree will be placed on suspension according to the following:

### **0 - 27 Total Earned Hours**

Below a 1.00 Cum GPA

### **28 - 57 Total Earned Hours**

Below a 1.50 Cum GPA

### **58 or more Earned Hours**

Below a 1.75 Cum GPA

A student seeking an associate's degree will be placed on suspension according to the following:

### **0 - 15 Total Earned Hours**

Below a 1.00 Cum GPA

### **16 - 30 Total Earned Hours**

Below a 1.50 Cum GPA

### **31 or more Earned Hours**

Below a 1.75 Cum GPA

Any student who has been suspended may appeal in writing to the appropriate academic Dean. After being academically suspended from Park University, any student who wishes to return is required to apply for readmission. If enrollment is broken for two or more semesters for Parkville Campus students, the student will be required to follow the current catalog in effect when readmitted.

## 4. ACADEMIC READMISSION/EXPULSION

The student must submit a written request for Readmission to the appropriate academic Dean. A decision is rendered following consultation with the appropriate

Campus Center Academic Director or Department Chair. If the student is readmitted, s/he will be placed on probationary status. Failure to meet the requirements stated above could result in expulsion for an indefinite period.

## ACADEMIC WITHDRAWAL POLICY

Park University reserves the right to withdraw a student from class(es) for failure to meet financial obligations or failure to attend classes without approved excuse. Excused absences may be granted at the discretion of the instructor.

There are two types of withdrawal, official and administrative. An official withdrawal begins when the student initiates the withdrawal process. Refunds are based on this date. If a student fails to initiate the withdrawal process, and is withdrawn for non-attendance and/or failure to meet financial obligations, this is an administrative withdrawal. In this case, refunds will be based on the withdrawal date or the mid-point of the semester or term.

Students must officially withdraw from a class(es) no later than two-thirds of the way through the semester/term in order to receive a "W." If a student does not officially withdraw by this time, a grade of "F" will be recorded. **A request for withdrawal, if sent electronically, must be sent using the student's Park e-mail account.**

## APPLYING FOR GRADUATION

An Application for Diploma is required before a completion statement is posted to the transcript. Applications may be acquired from the Student Assistance Center, Campus Center Director, or online at <https://www.park.edu/registrar/gradapp>. Students must return the completed form with the appropriate fee.

### **Deadline for Application:**

December Commencement	April 1
May Commencement	November 1
August Completion	April 1

Once the Application is filed, the Office of the Registrar will perform a degree check of the student's coursework and will provide written or email notification of remaining requirements.

In order for students to participate in the Kansas City Area December commencement, students must be enrolled in their final class not later than the August semester or October term. To participate in the May commencement, the students must be enrolled in their final classes not later than the January semester or March

term. Students who finish in the summer may participate in the December commencement or the following May commencement.

For campuses offering accelerated programs, students may be enrolled in the last class required for graduation. The student must be making a “C” or better in that class in order to walk in the ceremony. A note from the instructor must be sent to the Office of the Registrar or Campus Center Director verifying the student’s grade. Campus Centers hold commencement ceremonies at various times. Students should check with the Campus Center Director for specific dates.

If a student is enrolled at another institution, s/he must obtain a letter from the instructor verifying that a grade of “C” or better will be earned in order to participate. When another term is required to complete, marching in the commencement processional is not permitted.

Any outstanding official transcripts or exams (CLEP, DANTES, etc.) verifying credit which are necessary for graduation must be received at the Office of the Registrar by October 1 (preceding the December commencement) or March 15 (preceding the May commencement) in order for a candidate to participate in that commencement.

ATTENDANCE

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

- 1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
- 2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
- 3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of “F”.
- 4. A “Contract for Incomplete” will not be issued to a student who has unexcused or excessive absences recorded for a course.
- 5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
- 6. Report of a “F” grade (attendance or academic) resulting from excessive absence for those students who are receiving financial

assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

Online Attendance Policy

Students must participate in an academically related activity on a weekly basis in order to be marked present in an online class. Examples of academically-related activities include but are not limited to: contributing to an online discussion, completing a quiz or exam, completing an assignment, initiating contact with a faculty member to ask a course-related question, or using any of the learning management system tools.

BASIC SKILLS

These courses are designed for those students who need to review the fundamentals of reading, writing and mathematics. In addition, courses to develop skills for college success, keyboarding (computer) and career development are offered. Credit for those courses do not count toward the 122 semester hours needed to graduate. The grade, however, does count in the cumulative grade point average. These courses are not intended for transfer but are available to enhance the student’s success in his/her pursuit of a university degree.

CANCELLATION OF CLASSES

Any course may be cancelled at the discretion of the Provost and Senior Vice President, Associate Provost and Vice President for Academic Affairs, or Campus Center Director in conjunction with the Dean of the Park Distance Learning. Generally, a class is cancelled if the enrollment is less than ten students. When a class is cancelled, students are notified by so they may make necessary adjustments.

CLASS DIVISIONS

Class division is determined by the number of accumulated hours as follows:	
Freshman	0 - 27
Sophomore	28 - 57
Junior	58 - 87
Senior	88 - 122

COPYRIGHT POLICY—CLASSROOM

It is the intention of Park University to comply with the provisions of the Copyright Act of 1976 and all related legislative acts (the TEACH Act). The material(s) in any Park University classroom is/are only for the use of students enrolled in that course for purpose(s) associated with the course and may not be retained and/or further disseminated.



The use of material(s) is limited to personal study and research related to the completion of the course. Material(s) found in the classroom may not be reproduced in multiple copies and/or for further distribution without the permission of the course instructor unless otherwise noted. Enrolled students in the course may display the material(s) on their computer screen and/or equivalent device(s) or make a single printed copy for the sole purpose of personal reference.

Students may not make multiple copies of any material for redistribution, redistribute the material(s) by electronic means to any other person(s) or machine(s); modify or create derivatives of the material(s); reproduce, display, distribute, or modify the material(s) for commercial purpose(s) or for financial gain. The list of prohibited use(s) is not meant to be exhaustive.

For permission to copy, distribute, and/or reproduce material(s) in excess of the above guidelines and/or to publicly display and/or modify material(s), please contact the course instructor.

## COURSE REPEATS

When a Park University course is repeated, both the granting of credit and computation of the cumulative GPA will be based upon the second attempt.

## CRITERIA FOR DEAN'S LIST AND PRESIDENTIAL SCHOLAR'S LIST

### Dean's List

A student's name is placed on the Dean's List when the following conditions are met:

1. Twelve or more graded hours at Park University are completed, either in one sixteen week term or in two accelerated terms (Fall I/Fall II or Spring I/Spring II).
2. Must be degree seeking at Park University.
3. Student earned a semester grade point average of 3.600 or better.
4. Student received no Incomplete grades for the semester or terms.
5. The fall Dean's List is based on the Fall semester or Fall I, and Fall II terms; the spring Dean's list is based on the Spring semester or Spring I and Spring II terms.

Dean's List is not retroactive for those students receiving changes of grades or changes of Incompletes.

### Presidential Scholars (Parkville Daytime Campus Center Program)

A student's name is placed on the Presidential Scholar's List when the following conditions are met:

1. Student is enrolled at the Parkville Daytime Campus Center.
2. Student has earned 30 or more graded hours at Park University.
3. Student was enrolled for 12 or more hours for the semester.
4. Student must be degree seeking at Park University.
5. Student has a cumulative grade point average of 3.9 or better.
6. Student has received no Incomplete grades for the semester.

## MISSED FINAL EXAMS

Only extraordinary circumstances warrant a student being allowed to make up a missed final examination. It is the student's responsibility to contact the faculty member before the scheduled exam to request permission to take a makeup exam. In the process of determining whether a makeup exam should be allowed, the burden of proof is on the student. The faculty member has the right to request verification of any excuse offered by the student.

A student who is denied permission to take a makeup exam may appeal immediately to the Associate Dean/Dean of the School in which the course is offered or Campus Center Director. The appeal must be made in writing by the end of the first working day after the day of the denial. The appeal will be forwarded immediately to the Associate Vice President for Academic Affairs whose decision will be final.

Online students who fail to take the scheduled proctored exam will receive a grade of "F" for the course.

## FULL-TIME STATUS, OVERLOAD APPROVALS, AND ONLINE AND SUMMER COURSES

### FULL-TIME STATUS AND OVERLOAD

Full-time class load is six (6) credit hours for an eight or nine-week accelerated term, or twelve (12) credit hours in a semester program. A student may enroll in no more than seven (7) hours per term in an accelerated program without written prior approval from the Campus Academic Director of his/her program or eighteen (18) credit hours per semester at the Parkville Daytime Campus Center without prior written approval from his/her Associate Dean or Dean.\* The student shall have a cumulative grade point average of 3.25 or higher for consideration of an overload.



ONLINE COURSES

Courses offered online are from the current Park University catalog and are taught in an accelerated eight-week format, five (5) terms per year. Students may register for Internet courses any term during their Park University career. The courses offered will supplement the traditional classroom or complete a degree online. Up to seven (7) credit hours per term may be taken on the Internet without getting prior written approval for an overload. All Park University online courses will count toward residency. Park University prides itself on the quality of its courses in all modes of instruction.

During the term, online classroom contact with the instructor must be made on a weekly basis for attendance, assignments, and online interaction with the course environment (eCollege). Syllabi for online courses are available online according to University-wide assessment procedures. Online courses contain the same core assessment and learning outcomes as Parkville campus courses. Students will find instructor contact information in the course syllabus.

The student must have his/her own access to the Internet. Additional information about online courses may be obtained from the Park Distance Learning section of the University web site - [www.park.edu/online](http://www.park.edu/online).

SUMMER COURSES

The Parkville Daytime Campus Center offers a variety of on-campus programs during the summer semester/terms. The Parkville

Daytime Campus Center program, offers two, four and eight week sessions. These programs provide an opportunity for students to accumulate a maximum of fifteen credit hours over the entire summer program. Additionally, these summer programs are available to those students from other colleges or universities who are home on vacation and wish to accumulate additional credits during vacation time. For additional information concerning summer programs, please visit [www.park.edu/summer](http://www.park.edu/summer).

ENROLLMENT ADJUSTMENT PERIOD

It is the student's responsibility to initiate and complete the necessary procedures for making course schedule changes such as adding, dropping, exchanging, or withdrawing from courses.

The first eight calendar days of a semester/term constitutes the Enrollment Adjustment Period. Within this time, the student will be permitted to **exchange** class(es) without financial penalty. For any adjustment other than even exchange, the student will be responsible for charges associated with the Enrollment Adjustment as detailed in the Refund Policy section. Adding or dropping class(es) must be arranged by the student in the Park University representative's office or by using their Park email account. **COURSES MAY NOT BE ADDED OR DROPPED BY TELEPHONE.**

GRADING POLICY

The official grades issued by Park University to indicate the assessment of the student's performance are as follows: (per semester hour)

A – Excellent	4 grade points	HA - Honors Excellent	5 grade points
B – Good	3 grade points	HB - Honors Good	4 grade points
C – Average	2 grade points	HC - Honors Average	3 grade points
D – Poor	1 grade points		
F – Failure	0 grade points		
Cr – Passing	- a mark used when students “test out” of the class		
W – Withdrawal	Withdrawal without assessment of performance-issued between the last date to officially enroll and a date not later than the 10th week of the semester or 5th week of a term. Not available for two week summer sessions. No later than the third week of a four week summer session. The “W” is a student initiated withdrawal.		

WH -Administrative Withdrawal

Au - Audit

P - Pass

A grade of “Cr,” “WH,” “Au,” or “P” will not affect a student's grade point average.

**GRADE CHANGE POLICY**

No grade changes shall be granted more than one calendar year from the original grade submission deadline. Any change of grade, prior to the deadline, will be initiated by the faculty member only who assigned the grade. All requests must be adequately documented.

A grade may be changed, prior to the deadline, for the purpose of correcting clerical or administrative error, or to correct an error in the calculation or recording of a grade. A change of grade will not occur as a result of additional work performed or re-examination beyond the established course requirements.

**GRADUATION HONORS**

Eligibility for graduation honors at the bachelor's degree level shall be based upon the following criteria:

- 1. At least 45 earned Park credit hours prior to the last term of enrollment at Park University.
- 2. The cumulative Park University grade point earned as follows:  
CUM LAUDE .....3.5 to 3.699  
MAGNA CUM LAUDE .....3.7 to 3.899  
SUMMA CUM LAUDE .....3.9 to 4.0
- 3. Graduation Honors are not retroactive for those students receiving changes of grades or Incompletes.
- 4. Students who complete 24 to 44 graded hours and accumulate a 3.75 or better grade point average may be honored by having the notation "With Distinction" entered on their academic records.
- 5. Graduation Honor designations for the Associate of Science in Nursing graduates are as follows:  
30 OR MORE HOURS EARNED FROM PARK UNIVERSITY  
With Honor .....3.5 to 3.699  
With High Honor .....3.7 to 3.899  
With Highest Honor .....3.9 to 4.0

24-29 GRADED HOURS  
EARNED FROM PARK UNIVERSITY:  
With Distinction .....3.75 or better

**INCOMPLETES**

The notation "I" may be issued only upon written completion of a "Contract for Incomplete" signed by the student and the instructor and placed on file in the Office of the Registrar or Campus Center. An Incomplete will not be issued to a student who has unexcused or excessive absences recorded for a course. An "I" indicates that the coursework was not completed in the time allotted in the semester/term through no fault of the student as determined

by the instructor. Final assessment of the grade is postponed to no later than the last day of the semester/term immediately following the semester/term in which the "I" was received, unless an earlier deadline was established by the instructor. Failure on the part of the student to complete the work will result in a grade of "F".

**NOTE:** Taking an "I" (Incomplete) may suspend the student from financial aid.

**INDEPENDENT STUDY  
(PARKVILLE DAYTIME CAMPUS CENTER ONLY)**

Independent Study is a means by which a degree-seeking student may complete a course. Junior standing is required. The requested courses must be out-of-class academic work which cannot be met through the existing curriculum, for which a course number and supervision are available, or a catalog course not scheduled for an academic year.

The application must have attached a detailed proposal to include title, resources to be used, course objectives, content and evaluation aspects of the study.

Applications must be signed by the student, the instructor, and the Department Chair, Associate Dean or Dean. The application must be filed in the Office of the Registrar prior to the last day of the enrollment adjustment period.

**INDEPENDENT STUDY  
(ACCELERATED PROGRAMS ONLY)**

Independent Study is a method for completion of courses in this catalog that do not require special equipment, instruments, machines, and are deemed suitable to be taught as an Independent Study. The course consists of a prescribed program of study with provision for interaction between a student and a Park University faculty member.

**TO QUALIFY FOR AN INDEPENDENT STUDY COURSE, THE STUDENT MUST:**

- 1. Have been evaluated as a degree-seeking student at Park University;
- 2. Have no access to classes in any Park University program;
- 3. Have completed no less than 24 of the 30 residency hours for a Bachelor of Arts degree or a Bachelor of Science degree or 9 of the 15 hours for an Associates degree.

If qualified, the student must request an Independent Study Agreement from the Office of the Registrar or Campus Center Director. A student is allowed a maximum of six credit hours through Independent Study to complete

the requirements. Each three hour course carries a maximum completion time of six months. Final approval of all Independent Study courses is made by the Office of the Registrar. All charges, regardless of funding, must be paid in full when the Independent Study is approved.

## **INDIVIDUALIZED INSTRUCTION (ACCELERATED PROGRAMS ONLY)**

**I**ndividualized Instruction is a method by which a course offered in this catalog may be completed in a tutorial mode. A student is allowed a maximum of nine credit hours of Individualized Instruction during the Park University career if the conditions listed below are met:

### **TO QUALIFY FOR AN INDIVIDUALIZED INSTRUCTION COURSE, A STUDENT MUST:**

1. Be evaluated as a degree-seeking student at Park University.
2. Be in residence in a Park University program;
3. Be within nine (9) semester hours of an associate's degree **OR** be within fifteen (15) semester hours of a bachelor's degree.

### **APPROVAL FOR AN INDIVIDUALIZED INSTRUCTION COURSE ALSO REQUIRES THE FOLLOWING:**

1. That a substitute course cannot be determined that would reduce degree requirements;
2. That the course was not available in the immediately prior term, and
3. That the course is not scheduled to be available in the next term.

If qualified, the student must request an Individualized Instruction Agreement through their Park University Campus Center Director. The Agreement must include the faculty member's name, specific course requirements, meeting times (minimum of 1 1/2 hours per week), and evaluation requirements and must be submitted to the Park Distance Learning or Park Accelerated Programs offices four weeks prior to the beginning of the term. Final approval of the Individualized Instruction is made by the Dean for Park Distance Learning or Park Accelerated Program Director, as appropriate, after a total review of the student's record.

## **LEAVE OF ABSENCE/EMERGENCY LEAVE PROCEDURES**

**A** student may request a Leave of Absence from all courses if s/he needs to be absent for more than two consecutive weeks of

class(es). The formal institutional guidelines for this procedure are:

1. Students must request the leave of absence in writing, signed and dated, prior to the leave of absence unless unforeseen circumstances prevent the student from doing so. If that is the case, the circumstances must be documented.
2. Documentation supporting the request should be submitted concurrently with the request.
3. The written request and documentation should be sent to the Office of the Registrar or to the appropriate Campus Center Director.
4. All faculty members concerned will be provided the requested materials for review. This is necessary so that potential problems associated with grading or required assignments can be dealt with. The faculty member may make arrangements to allow the student to complete the coursework that s/he began prior to the leave of absence. The student cannot begin a new semester/term without having completed all conditions of the previously approved leave of absence.
5. Faculty members will respond, in writing, to the Office of the Registrar or Campus Center Director, concerning their agreement or disagreement to the terms of the leave of absence.
6. The student and faculty member will complete, in writing, the nature of the coursework that must be completed in order to successfully receive credit for the class.
7. In addition to the faculty member, the appropriate Associate Dean or Regional Director will be provided all materials pertaining to the leave of absence.
8. If all parties agree to the terms of the leave, the leave may be granted. There must be a reasonable expectation that the student will return to school.
9. The approved leave request and all supporting documentation will be forwarded to the following individuals as appropriate for the students:
  - Associate Vice President for Academic Affairs
  - Controller
  - Associate Dean of Park Distance Learning
  - Faculty
  - Vice President for Student Services
  - Campus Center Director
  - Student Financial Services
  - Associate Dean

- Registrar
  - Regional Director
10. A student may be granted no more than one leave of absence in any 12-month period and it may not exceed 180 days. The institution will not place additional charges on the student's account for completion of the course work upon return from the leave of absence. An approved leave of absence will not affect a student's in-school status for the purposes of deferring Federal loans.
  11. One 30-day extension may be granted due to unforeseen circumstances, such as jury duty, military reasons or circumstances covered under the Family and Medical Leave Act of 1993.
  12. If a student does not return from an approved leave of absence, the student's withdrawal date and the beginning of the student's grace period for federal loans will be the date the student began the leave of absence. This may exhaust some or all of the student's grace period for federal loans, putting the student into repayment status.

#### **IN ORDER TO TOTALLY WITHDRAW:**

Students enrolled through the Parkville Daytime Campus Center must initiate withdrawal from all classes and/or residence hall in the Student Assistance Center. Students enrolled in an accelerated eight or nine week program must initiate the withdrawal with the appropriate Campus Center Director. Students continuing enrollment but wishing to withdraw from an individual class must do so at their Campus Center. Withdrawals by Park email or fax will be accepted.

### **PRE-ENROLLMENT AND CONFIRMATION FOR RETURNING STUDENTS**

Current students who will be returning to the Parkville Daytime Campus Center have an opportunity to enroll early. The following process will be followed for returning students:

1. Currently enrolled students should obtain their login and password (PIN) from the Student Assistance Center or their Campus Center Director to have the capability of viewing academic and demographic information online. Students are encouraged to print an audit and take it with them when they visit their advisor.
2. Students will meet with advisors during a designated period of time. Appointments are highly encouraged. The student and advisor will mutually agree upon the selection of courses.

3. Selected courses can be input by the advisor, Campus Center Director or the student. The course selection form may also be taken to the Student Assistance Center for inputting.

Campus Centers register students one month prior to their beginning term dates at the Campus Center. Students can register online anytime for up to one academic year. Online registration for the current upcoming term is closed on the Thursday before the beginning of the term. During the last week of registration for the current upcoming term, either at the Campus Center or online, the students are required to finalize payment at the time of registration.

All students - new and returning - who pre-register must confirm (pay for or make financial arrangements for) their enrollment with the Student Assistance Center or Campus Center Director seven calendar days before the semester/term begins. **If a student fails to confirm by the close of the final confirmation deadline, s/he will be removed from his/her courses.** If a student is dropped from a class as a result of non-confirmation, s/he may re-enroll (if space is available) prior to the beginning of the term; in this case the student must pay at the time of re-registration.

**NOTE:** If a student is enrolling in an Independent Study course or is attempting to register in more than 18 credit hours for fall and/or spring semesters, approval must be obtained from the student's appropriate Associate Dean. Enrolling in an Independent Study course requires that the appropriate form be completed and the accompanying paperwork be signed by the student, the instructor, and the student's appropriate Associate Dean. This form must be on file before registration can be completed. Registration for Independent Study and Overload courses must be done in the Office of the Registrar or Campus Center Director.

### **BLENDED COURSES**

Some of Park University's courses are blends of face-to-face and online delivery methods. Through the eCollege online platform, instructors place interactive course materials into a course shell as enrichment for the face-to-face courses. In the blended course, students participate in class in both the online and face-to-face formats. These blended courses may be taught in both the accelerated (8-9 week session) or traditional (16-week session) format.

These courses will be identified as blended courses in the class schedule so that students will be aware of the delivery format. All courses offered are defined in the Park University Undergraduate catalog, and there is no indicator on the transcript as to the delivery method or location of the course delivered. A student in good academic standing may take up to seven (7) credit hours per term in face-to-face, online, or blended classes without obtaining approval for an overload. All Park University courses count toward residency and contain the same content rigor no matter the instructional format.

All Park University blended classes require weekly contact with the instructor and attendance taken on a weekly basis.

## SECOND DEGREE, DUAL DEGREES, AND DOUBLE MAJORS

### SECOND DEGREE

A student who has completed a bachelor's degree at Park University can choose to be evaluated as a degree-seeking student for a second bachelor's degree.

- a. The accepted credit listed on the student's transcript remains the same, but the accepted credit will be applied toward the second degree according to the catalog at the time the student re-enrolls.
- b. A Second Degree Audit is generated.
- c. Students entering Park University with a bachelor's degree from a regionally accredited college or university are required to meet the residency, major and/or certification requirements.
- d. The student must complete a diploma application in order to have the second graduation phrase placed on the permanent record.

### DUAL DEGREES

Students may pursue dual degrees if such degrees are approved and readily available at the student's campus center of record.

### DOUBLE MAJORS

A student may declare a double major at the time of request of an evaluation by submitting a Declaration of Major form or an Application for Admission and Evaluation.

#### NOTE FOR VETERAN BENEFITS RECIPIENTS:

Dual Objective programs, requiring more hours than a standard degree, which are reasonably related to a single career field, may be pursued by veterans. The student shall file a statement pertaining

to his/her 'career field of pursuit' showing the relatedness of the objectives that is approved by school officials. The programs of pursuit must be approved by the State Approving Agency of jurisdiction in which the campus presides. Contact your Veterans Affairs representative on campus for more information.

## Requirements for Double Major:

### ASSOCIATE'S

1. Minimum of 15 residency hours - Associate of Arts/Sciences. At least nine of these credits must be in the major core.
2. Minimum cumulative grade point average of 2.0.
3. Core requirements fulfilled for each major.
4. Requirements outside major division fulfilled.
5. A minimum of 60 semester hours accumulated.

### BACHELOR'S

1. Minimum of 30 residency hours.
2. At least 15 of these 30 hours must be in the major core.
3. Minimum cumulative grade point average of 2.0.
4. Core requirements fulfilled for each major.
5. Complete liberal education course distribution.
6. A minimum of 120 (B.S.) or 122 (B.A.) semester hours accumulated.

When all core courses for both majors and the distribution requirements are completed, one diploma listing both majors will be issued.

When adding a major after the initial evaluation, only the new major will be evaluated under the new catalog. The general education requirements and the original major will remain as stated in the catalog in effect at initial declaration. The previously accepted transfer credit will remain transcribed; however, the application of credit may change.

## TRANSFER CREDIT POLICY

Park University will accept transfer credit from regionally accredited institutions. A minimum of 60 hours will be accepted for an Associates degree (excluding AAS). A maximum of 75 hours from all two-year school sources will be applied.

If a student presents documentation of an A.A. or A.S. degree at the **time of initial entrance**, the block method is used in evaluating the general education component of transferring credit for students with a 2.0

cumulative GPA and with a “C” or better in each course used to meet the 37-hour Liberal Education requirement at Park University. No transfer course with a USA grade equivalent less than “C” will be used to meet any Park University course requirement. This applies only to students transferring into Park University with a transferable and non-terminal associate degree, including a minimum of six hours in each of the following areas: humanities, natural and applied sciences and social sciences.

Students who do not have a transferable and non-terminal degree will have their courses accepted on a course-by-course basis. No course with less than a USA grade equivalent “C” will be accepted.

Credit from formal military service schools is awarded based on the recommendations of the American Council on Educations’ Guide to the Evaluation of Educational Experiences in the Armed Services. Credit will be awarded where it is applicable to the student’s degree program and in keeping with the basic educational philosophy of Park University.

Grade points and the letter grades are not transferred nor included in the cumulative grade point average.

### **Foreign Transcripts Evaluation**

To receive official transfer credit at Park University, all students submitting foreign transcripts must include an official evaluation completed by a recognized foreign credit evaluation company prior to their first enrollment period or be charged the Park University foreign transcript evaluation fee as shown on [page 76](#).

Students are responsible for supplying the official foreign transcript(s) in a timely manner to the appropriate Park University office, and will bear sole responsibility for enrolling in “duplicate” classes that otherwise would have been credited to the student as transferable from previous courses taken when the official evaluation was completed.

### **TRANSFERABILITY OF PARK UNIVERSITY CREDIT**

Park University is a regionally accredited higher education institution. Recognition of Park University as an accredited higher education institution means that the accrediting association recommends that Park University transcripts be evaluated on the same basis as those of other accredited colleges and universities. Students should, however,

consult the Office of Admissions, Registrar or department chairperson at the institution to which they wish to transfer in order to determine which credits will transfer to fulfill requirements at that institution.

Academic Degree Programs





## Associate of Arts/Science Degrees

Park University confers the associate's degree at selected locations when a candidate has satisfied the following conditions:

1. Presentation of a minimum of sixty (60) earned credit hours.
2. Cumulative GPA of 2.0 for Park University courses.
3. Satisfaction of all requirements for a major as outlined in this catalog.
4. Completion of 15 earned (A, B, C, D) Park University credit hours in residence. At least nine of these credits must be in the major core.
5. Proficiency in the use of the English language which can be demonstrated by the successful completion of one of the following:
  - a. Park University courses EN 105 Writing Strategies and Concepts and EN 106 Writing Purposes and Research or equivalent courses from a regionally accredited institution.
  - b. CLEP College Composition and the completion of EN 106 Academic Writing and Research or an equivalent course.
6. Proficiency in the use of mathematics which can be demonstrated by the successful completion of one of the following:
  - a. MA 120 Basic Concepts of Statistics, MA 125 Intermediate Algebra, or an equivalent course from a regionally accredited institution.
  - b. CLEP General Examination #5 Mathematics. (Not required for an Associate of Science in Nursing.)
7. Completion of the general education requirements which can be satisfied by completing 15 credit hours outside the division of the major, with a minimum of six (6) credit hours in the areas of humanities, natural sciences and social sciences.
8. Presentation of an application for diploma not less than 60 days prior to projected completion.

**NOTE:** Courses are coded in this catalog as Humanities (H), Natural Science (NS), and Social Sciences (SS) respectively. Credits in English composition (EN 105 and EN 106) cannot be applied toward the humanities general education requirement.

## Bachelor Degree Liberal Education Program

**REQUIRED** of all Bachelor degree programs Liberal Education (LE) Program  
The Liberal Education Program at Park University—Integrative Literacies for Global Citizenship—is education that develops an awareness of human potentials. It develops proper attitudes for realizing such potentials through critical and informed judgments that foster concern for individual and social well-being. It develops a love for learning by encouraging activities that promote knowledge of the basic concepts, methodologies, and rewards of learning. It builds skills and competencies that help students acquire the distinctive outcomes defined in the University vision, mission, core values, and literacies. These outcomes include:

1. Analytical and Critical Thinking
2. Community and Civic Responsibility
3. Scientific Inquiry
4. Ethics and Values
5. Literary and Artistic Expression
6. Integrative and Interdisciplinary Thinking

For more information on the Park University Literacies, and the specific sub-competencies of each, visit <http://www.park.edu/facultymanual/lec.html>.

In shifting our terminology from “general” to “liberal” education, Park University also aligns itself with the American Association of Colleges and Universities’ definition of liberal education as:

An approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.”

## Bachelor of Arts/Bachelor of Social Work/Bachelor of Fine Arts

Park University grants the Bachelor of Arts and the Bachelor of Social Work upon completion of the following requirements:

1. Completion of a minimum of 122 semester hours with a cumulative 2.0 gpa.
2. A departmental major as specified by the department.
3. A minor is required (some may be discipline specific as noted in the major). **Not required for the BSW or BFA.**
4. Completion of at least 45 hours of upper division (300 or 400 level) college course work.

5. Completion of residency requirement, 30 hours of earned and graded (A, B, C, D) college hours at Park University. At least 15 of these 30 hours must be in the major core.

6. Completion of the 37 hour Liberal Education requirement as listed below:

### Core Courses:

EN 105 First Year Writing Seminar I ....3 cr.

EN 106 First Year Writing Seminar II...3 cr.

MA 120 Basic Concepts of Statistics

OR

MA 135 College Algebra .....3 cr.

OR

Any higher-level math course

CA 103 Public Speaking

OR

TH 105 Oral Communication.....3 cr.

OR

CA 105 Intro to Human Communication

CS 140 Introduction to Computers.....3 cr.

(May be satisfied by higher level course or departmental equivalent)

Science course with a lab .....4 cr.

### Liberal Education Electives

At least 6 hours LE designated Social

Science courses .....6 cr.

At least 6 hours LE designated Arts &

Humanities courses .....6 cr.

At least 3 hours LE designated

Natural & Physical Science

(except computer science) courses .....3 cr.

LE 300 Seminar in Integrative &

Interdisciplinary Thinking.....3 cr.

7. Completion of the second 4-hour elementary (104) level modern language course or a 3-hour intermediate course.

(Placement will be determined by the Modern Language Placement test).

8. Completion of LE 100 First-Year Seminar

(all first-time freshmen.)

9. Passing the Writing Competency Test (WCT).

**NOTE:** English 105 and 106 and the WCT must be completed not later than the semester in which the student acquires 60 credit hours. For transfer students with 60 hours or more, these requirements, including the WCT must be completed during their first two semesters or their first three terms at the University. An administration fee is collected at the time the student registers. Further information about the WCT is available at <http://www.park.edu/support/testprepare.asp>.

10. EN 306 Professional Writing in the Discipline.....3 cr.

11. A major must be declared prior to accumulating 60 hours of work. For transfer students with more than 60 hours, majors must be declared at the time of admission or during the first enrolled semester/term thereafter.

12. Presentation of an application for graduation by established deadlines during the semester/term prior to the student's graduation.

**Note:** Parkville Daytime Campus Center students who do not maintain continuous enrollment (excluding Summer School) are required to reapply when they desire to re-enroll. Students who break enrollment for two consecutive semesters must, upon re-admittance, follow the requirements of the current catalog. Students who break enrollment for only one semester may continue under the academic catalog in effect when they were originally admitted.

## Bachelor of Science/Bachelor of Public Administration/Bachelor of Music/ Bachelor of Science in Education/Bachelor of Science in Nursing

Park University grants the Bachelor of Science, Bachelor of Public Administration, Bachelor of Science in Education, Bachelor of Science in Nursing and the Bachelor of Music Degree upon completion of the following requirements:

1. Completion of a minimum of 120 semester hours with a cumulative 2.0 GPA. The Bachelor of Public Administration requires a GPA of 2.5.
2. A departmental major as specified by the department (A minor is optional).
3. Completion of at least 45 hours of upper division (300 or 400 level) college course work.
4. Completion of residency requirement, 30 hours of earned and graded (A, B, C, D) college hours at Park University. At least 15 of these 30 hours must be in the major core.
5. Completion of the 37 hour Liberal Education requirement as listed below:

### Core Courses:

EN 105 First Year Writing Seminar I.....3 cr.

EN 106 First Year Writing Seminar II ..3 cr.

MA 120 Basic Concepts of Statistics

OR

MA 135 College Algebra.....3 cr.

OR

Any higher-level math course

CA 103 Public Speaking

OR

TH 105 Oral Communication .....3 cr.

OR

CA 105 Intro to Human Communication

CS 140 Introduction to Computers.....3 cr.

(May be satisfied by higher level course or departmental equivalent)

Science course with a lab.....4 cr.

### Liberal Education Electives

At least 6 hours LE designated Social

Science courses .....6 cr.

At least 6 hours LE designated Arts &

Humanities courses.....6 cr.

At least 3 hours LE designated

Natural & Physical Science

(except computer science) courses.....3 cr.

LE 300 Seminar in Integrative &

Interdisciplinary Thinking .....3 cr.

6. Completion of LE 100 First-Year Seminar (all first-time freshmen.)

7. Passing the Writing Competency Test ( WCT).

**NOTE:** English 105 and 106 and the WCT must be completed not later than the semester in which the student acquires 60 credit hours. For transfer students with 60 hours or more, these requirements, including the WCT must be completed during their first two semesters or their first three terms at the University. An administration fee is collected at the time the student registers. Further information about the WCT is available at <http://www.park.edu/support/testprepare.asp>.






8. EN 306 Professional Writing in the Discipline .....3 cr.

9. Majors must be declared prior to accumulating 60 hours of work. For transfer students with more than 60 hours, majors must be declared at the time of admission or during the first enrolled semester/term thereafter.






10. Presentation of an application for graduation by established deadlines during the semester/term prior to the student's graduation.

## Academic Degrees Offered

A student enrolling at Park University in 2012-2013 can, within reason, expect the academic programs described in this catalog to be available during the academic year with some courses offered on a two-year or three-year cycle. However, they may be subject to change without notice.






    		Extended Learning	Online Learning	Kansas City Accelerated	Parkville 16-week	Portfolio*
Accounting	Bachelor of Science			B.S.	B.S.	
	Minor			Minor	Minor	
Athletic Training	Bachelor of Science				B.S.	
Biology	Bachelor of Science				B.S.	
	Minor				Minor	
Business Administration	Bachelor of Science	B.S.	B.S.	B.S.	B.S.	B.S.
	Minor			Minor	Minor	
Chemistry	Bachelor of Science				B.S.	
	Minor				Minor	
Communication	Bachelor of Arts				B.A.	
	Minor				Minor	
Computer Based Info. Systems	Bachelor of Science			B.S.		
Construction Management	Associate of Science	A.S.				
Criminal Justice Administration	Associate of Science	A.S.	A.S.	A.S.		A.S.
	Bachelor of Science	B.S.	B.S.			B.S.
	Bachelor of Arts				B.A.	
	Minor			Minor	Minor	
	• Terrorism and Homeland Security Certificate	Cert.	Cert.	Cert.		
Early Childhood Education	Bachelor of Science in Ed.				B.S.E.	
Economics	Bachelor of Science				B.S.	
	Minor			Minor	Minor	
Education Studies	Bachelor of Science in Ed.	B.S.E.	B.S.E.	B.S.E.	B.S.E.	
	• Early Child. Ed. & Leadership	✓	✓	✓		
	• Early Child. Ed. Teaching Young Children	✓	✓			
	• Early Child. Ed. Young Child Emphasis				✓	
	• Early Child. Ed. Youth Emphasis				✓	
Elementary Education	Bachelor of Science in Ed.				B.S.E.	
Middle School Education	Bachelor of Science in Ed.				B.S.E.	
Secondary Education	Bachelor of Science in Ed.				B.S.E.	
K-12 Education (Spanish, Art)	Bachelor of Science in Ed.				B.S.E.	
English	Bachelor of Arts				B.A.	
	Minor		Minor		Minor	

## Academic Degrees Offered

    		Extended Learning	Online Learning	Kansas City Accelerated	Parkville 16-week	Portfolio*
Fine Arts	Bachelor of Arts				B.A.	
	Minor				Minor	
Fitness and Wellness	Bachelor of Science				B.S.	
	Minor		Minor		Minor	
Geography	Bachelor of Science		B.S.		B.S.	
	Minor		Minor		Minor	
Geographical Info. Systems	Minor				Minor	
Geoscience	Minor				Minor	
Global Studies	Minor				Minor	
Global Sustainability	Minor				Minor	
Graphic Design	Bachelor of Science				B.S.	
	Minor				Minor	
History	Bachelor of Arts				B.A.	
	Minor				Minor	
• Military History	Certificate	Cert.	Cert.	Cert.		
Info. & Computer Science	Associate of Science	A.S.	A.S.	A.S.		
	Bachelor of Science	B.S.	B.S.		B.S.	
	Minor		Minor	Minor	Minor	
	Certificate	Cert.	Cert.		Cert.	
• Computer Networking						
Interdisciplinary Studies	Bachelor of Science		B.S.	B.S.	B.S.	
Interior Design	Bachelor of Fine Arts				B.F.A.	
Leadership	Minor				Minor	
Legal Studies	Bachelor of Arts				B.A.	
	Minor				Minor	
Liberal Arts	Associate of Arts	A.A.				
Liberal Studies	Bachelor of Arts				B.A.	B.A.
Management	Associate of Science	A.S.	A.S.	A.S.		
	Bachelor of Science	B.S.	B.S.	B.S.		B.S.
Management/Accounting	Associate of Science	A.S.		A.S.		
	Bachelor of Science	B.S.		B.S.		
Mgmt./Comp. Info. Systems	Bachelor of Science	B.S.	B.S.	B.S.		B.S.
Mgmt./Engineering Admin.	Bachelor of Science	B.S.				
Management/Finance	Bachelor of Science	B.S.		B.S.		
Management/Health Care	Bachelor of Science	B.S.	B.S.	B.S.		

\* Portfolio Program enrollments will no longer be accepted after May 2012.

## Academic Degrees Offered

    		Extended Learning	Online Learning	Kansas City Accelerated	Parkville 16-week	Portfolio*
Mgmt./Human Resources	Bachelor of Science	B.S.	B.S.	B.S.		
Management/Logistics	Associate of Science	A.S.	A.S.			
	Bachelor of Science	B.S.	B.S.			
Management/Marketing	Bachelor of Science	B.S.	B.S.	B.S.		
Mathematics	Bachelor of Arts				B.A.	
	Minor				Minor	
Military Studies	Minor	Minor	Minor	Minor	Minor	
Music	Bachelor of Music				B.M	
	Minor				Minor	
	Certificate				Cert.	
Natural Science	Minor				Minor	
Nursing	Associate of Science				A.D.N.	
	Bachelor of Science		B.S.N.		B.S.N.	
Office Management	Associate of Science	A.S.				
Organizational Communication	Bachelor of Arts			B.A.	B.A.	
	Minor			Minor	Minor	
Philosophy	Minor				Minor	
Political Science	Bachelor of Arts				B.A.	
	Minor			Minor	Minor	
Psychology	Bachelor of Arts	B.A.	B.A.		B.A.	
	Minor				Minor	
Public Administration	Bachelor of P.A.	B.P.A.	B.P.A.	B.P.A.		B.P.A.
	Minor	Minor	Minor	Minor		Minor
Social Psychology	Associate of Science	A.S.	A.S.	A.S.		
	Bachelor of Science	B.S.	B.S.	B.S.	B.S.	
Social Work	Bachelor of S.W.				B.S.W.	
	Minor			Minor	Minor	
Sociology	Bachelor of Arts	B.A.	B.A.		B.A.	
	Minor			Minor	Minor	
Spanish	Bachelor of Arts				B.A.	
	Minor				Minor	
Theatre	Minor				Minor	
Urban and Regional Planning	Minor				Minor	





## SPECIAL ACADEMIC PROGRAMS

### Undergraduate Certificate Programs

An undergraduate certificate program consists of a logically sequenced and academically coherent subset of courses, derived from, and approved by, a given discipline or related disciplines, which is intended to prepare students for professional practice in certain applied fields. Because of the program's emphasis on application, the choice of courses often represents more practice-oriented didactic contents. An undergraduate certificate comprises fewer credits than an associate's or bachelor's degree. Courses taken toward a certificate program may eventually or simultaneously transfer to an undergraduate degree depending upon the requirements of the particular degree to which a student wishes to apply the credits.

Courses selected for an undergraduate certificate program are courses approved or offered for credit at the undergraduate level at Park University, and, when completed, they represent a structured, coherent body of knowledge. Undergraduate credit hours earned through these courses may not be less than 12 hours nor more than 18 hours.

General criteria for admission to any undergraduate certificate program include:

1. An earned associate or baccalaureate degree from a regionally accredited college or university, or its foreign equivalent, or current enrollment in a baccalaureate degree program from a regionally accredited college or university, or its foreign equivalent.
2. Each program may establish the minimum grade point average, English language examination score, standardized test scores, and other entry criteria. Such flexibility is permitted to meet the needs of the target student population.
3. Undergraduate students who are currently enrolled in an undergraduate program may simultaneously pursue an undergraduate certificate program, with the permission of the program or department chair offering the certificate program. Certificate-seeking students who are not degree-seeking students will be classified as certificate students for the purpose of keeping University-wide enrollment data. Certificate students will have access to the Library and University-wide facilities, subject to the rules governing those facilities.

4. Certificate students are not automatically eligible for admission to the related undergraduate program. If they wish to pursue an undergraduate degree, they must submit an application, meeting all the entrance requirements for that program.

A student graduates from a certificate program when all program requirements are completed and the student has maintained a 2.00 grade point average (GPA). Individual departments may establish a higher GPA in creating their certificate programs. A document suitable for framing may be issued by the Department(s) or School that offers the certificate program. Courses and certificates completed will be transcribed by the Registrar, and they will become a part of the student's permanent academic record.

## GLOBAL PROFICIENCY PROGRAM

### What is Global Proficiency?

Global proficiency is defined at Park University as demonstrating the knowledge, intercultural engagement skills, cross-cultural communication competency and attitudes necessary to participate effectively and responsibly in the global environment.

### Why is global proficiency important?

1. It helps fulfill the mission of Park University to prepare learners to think critically, communicate effectively, and engage in lifelong learning while serving a global community.
2. It serves as a valuable credential to add to resume when seeking an internship or a job.
3. It embodies knowledge, skills, and attitudes that will serve students personally and professionally.
4. Completion of this program will be noted on a student's official transcript.

### How does Global Proficiency Program differ from completion of a program minor?

A certificate program is comparable to a minor, but is not attached to a major in order to obtain the certification. It offers more co-curricular activity options and opportunities for community engagement.

### Goals:

1. Provide students with intercultural educational opportunities at home and abroad
2. Provide students with an opportunity to fulfill Park's international and multicultural learning objectives:

- a. Students will demonstrate an understanding of the interconnectedness of political, economic, and social systems. They will evaluate and analyze these systems.
  - b. Students will distinguish among the different perspectives of world history, intercultural issues, and world viewpoints. An understanding of geography will be critical to successfully undertaking this analysis.
  - c. Students will demonstrate an ability to communicate with people of different cultures, backgrounds, and countries.
3. Provide students with the tools and credentials needed to become leaders in a global workforce.

### Requirements:

Students will meet requirements 1-8 below. Requirement #7 dictates the accrual of 30 points through participation of various intercultural experiences. The last requirement, and chief assessment tool for the GPP, is an electronic portfolio.

1. Application submitted on website, reviewed by the coordinator/the Office of International Education and Study Abroad and approved by the Internationalization and Multicultural Education Committee (IMEC).
2. Orientation session conducted by the Office of International Education and Study Abroad.
3. Language study— Students must complete 3 semester hours of an intermediate language course (Students who qualify for English as a Second Language status based on their admission code will fulfill the requirement by either establishing English proficiency at the intermediate level through testing or by completing English as an International Language classes at the intermediate level.
4. CA330—Multicultural Communication or equivalent course that meets 50% of the core learning objectives of CA330, or equivalent graduate-level course.
5. One global humanities course or equivalent course approved by the IMEC. For example, ML 315, Selected Topics in Literature & Culture or graduate level equivalent course.
6. Participation in a university sponsored and/ or approved international academic experience — short-term or long-term study-abroad, and/or service learning project.
7. Global activities and experience—students must accrue 30 points total from a minimum of two activities in this category during the students' enrollment at Park. A short one page report must accompany a request for points in these areas and will be submitted to the academic advisor who will seek approval from the IMEC committee. These include:
  - a. Projects, activities or other experiences as approved by the IMEC—Up to 30 points;
  - b. Participation in Model United Nations or Model OAS —15 points for one year's active participation, 15 points maximum.
  - c. Participation in Global Future program — 15 points per one year's active participation; 15 points maximum;
  - d. Internship in an international organization or with an organization which works with other international organizations—15 points per semester long internship, 15 points maximum;
  - e. Participation in World Student Union—5 points per one year's active participation (minimum of attendance at 6 meetings in a year and participation in at least 3 events); 10 points maximum;
  - f. Participation in Coming to America series—5 points per speech; 10 points maximum;
  - g. Attending cross or multicultural events, lectures, etc, and writing a report on that experience—5 points per event; 20 points maximum;
  - h. Foreign language major or minor— 20 points;
  - i. Volunteering with an international organization—15 points per semester, 15 points maximum;
  - j. Participation in International Classroom Partnership or Cultural Sharing program—15 points per semester; 15 points maximum;
8. E-Portfolio consisting of archived materials from the above experiences, as well as a 3-5 page reflective essay on the students' experience seeking completion of the program as indicated by receipt of the certificate.

## Completion of the Program

- Once a student has completed the requirements of the Program, he/she must submit his/her portfolio to the academic advisor.
- The portfolio will be reviewed by the IMEC.
- IMEC will make a recommendation to Academic Affairs.
- Academic Affairs will notify the registrar of the student's completion of the GPP.
- The registrar will then add the annotation to the audit/transcript.
- The GPP Certificate of Completion will be created by the Office of International Education and Study Abroad, and then signed by Academic Affairs, the appropriate Dean and Chair of the IMEC.
- The GPP Certificate of Completion will be awarded to the student at the Honor's Convocation and/or mailed to the student.

## Eligibility requirements:

1. Undergraduate students at Park currently enrolled in a degree program. Students are encouraged to seek admission to the GPP by the second semester of the junior year.
2. Graduate Students at Park and/or anyone else who has completed a bachelor's degree and is interested in enrolling at Park to complete the Program.

## Assessment:

The E-portfolio will serve as the chief program assessment tool. It will be assessed using international education assessment tools developed by the American Council on Education.

Link to this at: <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/index.htm>

The IMEC committee and GPP coordinator may jointly develop a rubric to assess the E-portfolio.

**NOTES:** How is the Global Proficiency Program different from the Global Culture and Leadership Certificate Program? The Global Proficiency Program is open to undergraduate and graduate students, both on campus and online.

- The Office of International Education and Study Abroad serves as the record keeper and coordinator with all decision-making and changes being made by the IMEC.

## Personal Major Program

### (Parkville Daytime Campus Center Only)

There are many reasons why students go to college. Not the least of these is to participate in the formal learning situations provided by a college curriculum. Unfortunately, the intensive learning opportunities afforded by the standard college curriculum do not always correspond to a particular student's reasons for going to college. These intensive learning opportunities are usually cataloged as departmental major programs and impose a relatively limited number of alternatives. It would seem desirable to increase the number of options that are available to students matriculating at a college. Therefore, Park University designed the Personal Major, in which a student, with appropriate institutional guidance, is allowed to construct an intensive learning experience which corresponds to his/her own needs where these fall outside the traditional major fields.

The Personal Major Program at Park University is an individualized curriculum in which objectives and content have been chosen by the student in consultation with his/her advisor(s). The program is approved by the Associate Provost and Vice President for Academic Affairs. As with other major programs, the student is subject to all general degree requirements at Park University. A 2.0 GPA is required in the major core of the designed program.

## Minor Programs

Minors are required for students seeking the Bachelor of Arts degree. Students pursuing other bachelor degrees (BSW, BS, BPA, BM or BSE) may select a minor if such minor is approved and readily available at the student's campus center. For a list of available minors, consult with the appropriate academic department, advisor, or campus center director.

## Internships and Cooperative Education

A number of majors and departments provide students with opportunities for hands-on experience related to classroom learning. Generally, work experience which is not paid but which carries significant academic credit is considered an internship.

Cooperative education is defined as an on-the-job learning experience, jointly supervised by a faculty member and a representative of the employer, for which the student is paid.

Under a cooperative education arrangement, a student typically, but not necessarily, alternates semesters of full-time study at Park University with semesters of

full-time employment in an organization, which will enhance the student's training, development and career goals. The employment periods are a regular, continuing and essential element in the student's educational process.

**Kansas City Area  
Student Exchange (KCASE)  
(Parkville Daytime Campus Center Only)**

As a member of the Kansas City Area Student Exchange (KCASE), Park University offers full-time undergraduates an opportunity to register for one course a semester at other member institutions. KCASE students pay regular tuition and fees at the home institution and laboratory/special course fees at the host institution.

Other participating institutions include Avila University, Baker University, Blue River Community College, Central Missouri State University, Kansas City Art Institute, Longview Community College, Maple Woods Community College, Penn Valley Community College, Rockhurst University and University of Missouri-Kansas City. Programs on the accelerated format, the nursing program, communication arts courses in television and/or radio and computer science courses are excluded from the KCASE program.

Park University reserves the right to limit KCASE enrollments. The KCASE forms are available from the Office of the Registrar. Participating institutions are subject to change.

**Study Abroad Programs**

Park University offers Study Abroad Programs to several foreign countries in the summer. For more information, please contact the Office of International Education at (816) 584-6868.

Degree-seeking students enrolled in a study-abroad program that is approved for credit by Park University are considered enrolled for the purpose of applying for assistance for federal financial aid.

**English as an  
International Language Program  
(Parkville Campus Center Only)**

Park University offers credit-bearing English classes for speakers of other languages at six levels: Beginners I and II, Intermediate I and II, and Advanced (Academic) I and II. This program is designed to assist students in their acquisition of the academic-level English necessary to succeed in an American university. This program also provides students with a wide knowledge of American culture and values, helping them to adjust to Park

University and to life in the USA.

All incoming students must take a placement test and interview with the Coordinator in order to be placed at the appropriate level. Thereafter, a student's progress is determined by their course grades, instructor's recommendations, scores on the placement test, and interview with the Program Coordinator of EIL academic advisor. Every effort is made to ensure that students possess the skills they require before leaving the program, while expediting their introduction to the academic mainstream by interspersing EIL courses with courses in the student's major.

Students who demonstrate superior prowess in English by achieving a score of 93 or better on both parts of the computer-based test, a 4.5 or better on the written section, and a 13 or better on the interview, are considered to have "tested out" of the program. Incoming students who test out may petition to receive 6 hours of Modern Languages credit towards their degree; there is a fee for this service.

English as an International Language courses fulfill students' Modern Languages requirement, and also confer academic credit towards the degree.

**English as an  
International Language Courses**

EI 101	Beginning Reading & Writing I (3 cr.)
EI 102	Beginning Reading & Writing II (3 cr.)
EI 111	Beginning Listening & Speaking I (3 cr.)
EI 112	Beginning Listening & Speaking II (3 cr.)
EI 121	Beginning Grammar I (3 cr.)
EI 122	Beginning Grammar II (3 cr.)
EI 130	Beginning Integrated Skills I (3 cr.)
EI 140	Beginning Integrated Skills II (3 cr.)
EI 145	American Culture (3 cr.)
EI 201	Intermediate Reading & Writing I (3 cr.)
EI 202	Intermediate Reading & Writing II (3 cr.)
EI 210	Intermediate Listening & Speaking I (3 cr.)
EI 211	Intermediate Listening & Speaking II (3 cr.)
EI 230	Integrated Skills I (3 cr.)
EI 245	Advanced American Culture (3 cr.)
EI 301	Academic Writing I (3 cr.)
EI 302	Academic Writing II (3 cr.)
EI 310	Academic Listening & Speaking (3 cr.)
EI 311	Academic Listening & Speaking (3 cr.)
EI 321	Academic Reading I (3 cr.)
EI 322	Academic Reading II (3 cr.)
EI 330	Academic Integrated Skills I (3 cr.)
EI 340	Academic Study Skills (3 cr.)
EI 350	Academic Integrated Skills II (3 cr.)

## English Placement Exam

All International students, including transfer students, must take this examination, comprised of a Reading, Writing, and Speaking/Listening component. TOEFL scores have no bearing on the English Language Placement Test, which will be given to all incoming international students, both transfer students and freshmen, despite their TOEFL scores.

Based on their scores, students will be assigned a specific level of EIL. Students who pass the test will not be required to take EIL courses. Transfer students who have received college credit for previous EIL classes or freshman composition courses must take the English Placement Exam. Students will only be allowed to CLEP out of the language requirement if they have not done so in their native language.

## Reserve Officer Training Corps (ROTC)

Park University affords students the opportunity to complete the Army or Air Force Reserve Officer Training Corps (ROTC) program while earning a baccalaureate degree. Completion of the four-year program leads to a commission as a second lieutenant in the active Army, Army Reserves, Army National Guard or the United States Air Force.

Cadets must meet military medical, fitness and weight standards prior to entrance into Advanced ROTC.

ROTC scholarships are also available to students who have excellent academic records as freshmen and sophomores, and who exhibit outstanding leadership potential in school or community activities. These scholarships, for two or three years, provide full tuition and fees reimbursement, a textbook and supplies allowance each semester and \$150 per academic month to defray other living costs. In addition, Park University awards ROTC scholarship winners room and board remission at the Parkville Daytime Campus Center.

Prior military service in the Army, Air Force, Navy or Marine Corps automatically waives the first two years (freshman and sophomore) of ROTC courses, and permits direct entrance into Advanced Military Science (junior and senior) courses.

## Army ROTC Program Summary

Army ROTC is offered to Parkville Daytime Campus Center students by special arrangement. Park Accelerated Programs-Kansas City Area students in a full-time equivalent status may qualify and at Park Extended Learning Campus Centers where cross-town agreements have been established.

ROTC basic summer camp of six weeks may be substituted for the first two years of ROTC for community college graduates and students who do not complete basic ROTC courses in their first two years of college. Attendance at a five-week Summer ROTC Advanced Camp is required between junior and senior years.

Park University awards four semester hours of lower level electives for completion of Basic Military Science and six semester hours of upper level electives for completion of Advanced Military Science. These 10 hours may be applied toward the graduation elective requirement. There are no course fees; textbooks and uniforms are government-furnished.

Upon entering junior-level Advanced ROTC, cadets are contracted by the Army to accept a commission upon graduation with a bachelor of arts or bachelor of science degree and are paid \$150 per month while a full-time student at Park University. In addition, cadets are paid approximately \$700 plus room, board and transportation for attendance at Summer Camps.

## Air Force ROTC Program Summary

Air Force ROTC Program/Aerospace Studies courses are offered only at Air Force Campus Centers offering AFROTC with cross-town agreements.

Most scholarships pay full college tuition and most laboratory, textbooks, and incidental fees, plus a \$200-\$400 monthly nontaxable allowance during the school year.

Aerospace Studies consists of the General Military course and the Professional Officer Course. The General Military Course is the first half of the four-year program and is taken during the freshman and sophomore years, giving the student an opportunity to "try out" Air Force ROTC for up to two years without incurring any obligations, unless the student has an ROTC scholarship. The General Military Course consists of four semesters of study with one hour of classroom work, one and one-half hours of leadership laboratory, and one hour of physical fitness training per week. The Professional Officer Course consists of two semesters of study and leads to a commission in the United States Air Force. Leadership and management skills as they apply to a junior officer in the Air Force are emphasized. Three classroom hours, and one and one-half hours in leadership laboratory, and one hour of physical fitness training are required weekly. Students interested in this program leading to a commission should contact the Professor of Aerospace Studies at the participating cross-town institution.



## **Honors Degree Program (Parkville Daytime Campus Center Only)**

The Park University Degree with Honors Program seeks to create a cooperative learning environment in which students enjoy enriched academic experiences, growth through service, leadership development and focus on their individual professional futures. This program allows students during semesters 1-4 to interact with a small cohort group in a specially designed program to explore academic majors; service learning; leadership; study abroad; internships; graduate school and employment. During semesters 5-7, it offers the opportunity for students to pursue supervised research or creative activity in a self-designed project that promotes independent study. While completing the project, students develop intellectual relationships with faculty mentors, while sharing project results with student and faculty audiences. The Park University Degree with Honors Program seeks students who desire to learn not only for self-satisfaction, but also as a means through which they may contribute to their campus, city, national, and global communities in support of the University and program mission statements. The program also acknowledges that often the most creative learning opportunities for students lie in the intersections between seemingly diverse academic disciplines. For this reason, the program encourages interdisciplinary work.

Students who enter as freshmen enroll in LE 100 and EN106 for Honors during their freshman year. In the third semester they enroll in an LE course that offers the option of an additional one-hour credit honors project. These courses establish the group as a cohort, support service learning and decision-making regarding an academic major, require a leadership self-assessment, stimulate thought regarding the Honors Project, provide planning for travel and internships, , and provide opportunities to interact with University administrators. During the fourth semester, students enroll in HN 300, a one-credit-hour course, during which the student will identify an Honors faculty mentor and their topic of study. Qualified transfer students will enter the Program through the HN300 course. Following completion of HN300, students enroll in HN303 and HN304 for two credit hours each and work with faculty mentors on their projects. During their final semester in the Program, students enroll in HN 400 for two credit hours and prepare for a public presentation based on their project activities and conclusions. Appropriate presentations will be made to the University and public communities near the completion of the final semester, as well as in

other venues. Students are also encouraged to take advantage of a travel opportunity to a regional honors conference. Present Park students should see the Program director to discuss enrollment.

## **HONOR SOCIETIES**

### **Alpha Chi National Honor Society (Parkville Daytime Campus Center only)**

A chapter of Alpha Chi, a national honor society was established at Park University in 1987. The purpose of Alpha Chi is to promote academic excellence and exemplary character among university studies and to honor those who achieve such distinction. Invitation to join the society is reserved for students within the top 10% of the junior and senior classes with a minimum of 3.80 GPA. The Parkville faculty votes on candidates meeting these criteria and selects the nominees. Contact the Office of Academic Affairs for further information.

### **Alpha Kappa Delta**

Alpha Kappa Delta (AKD), the International Sociology Honor Society, will have a new chapter at Park University in Fall, 2007. AKD was founded in 1920 to provide a forum for student and faculty interchange and is dedicated to promoting, facilitating, and recognizing academic scholarship. Since its inception, over 80,000 scholars have been initiated into the Society and over 490 chapters have been chartered internationally.

### **Alpha Sigma Lambda Honor Society (ASL)**

A chapter of Alpha Sigma Lambda Honor Society was established at Park University in 2010. It is the oldest and largest chapter based honor society for full and part time students with over 300 chartered chapters throughout the United States. For the nontraditional student, the Society is an inspiration for continuing scholastic growth and builds pride through recognition. At Park, the Pi Upsilon Chapter of Alpha Sigma Lambda fosters university-wide appreciation for the academic achievements and contributions of students and faculty. As well, ASL helps recruit and retain nontraditional adult students. Invitations to join the Society is reserved for students within the top 10% of the senior class with a minimum of 24 earned Park hours, a grade point average of 3.75 on a 4.0 scale or its equivalent, and are actively involved in community service. For additional information contact Park Distance Learning for further information.

## **Beta Beta Beta**

Beta Beta Beta (TriBeta) is a society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Since its founding in 1922, more than 175,000 persons have been accepted into lifetime membership, and more than 430 chapters have been established throughout the United States and Puerto Rico.

## **Lambda Alpha Epsilon**

The Lambda Alpha Epsilon-Criminal Justice Club promotes awareness of issues in law enforcement and corrections, by offering prison tours, police agency visits, and community service projects.

## **Phi Alpha Theta/Zeta Omicron**

A professional society whose mission is to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas among students and historians. We seek to bring students, teachers and writers of history together for intellectual and social exchanges, which promote and assist historical research and publication by our members in a variety of ways.

## **Pi Gamma Mu (International Honor Society in Social Science)**

A Chapter of PI GAMMA MU, was established at Park in 1959. The society has as its primary objectives to encourage the study of social science among undergraduate students and faculty members in colleges and universities throughout the world, and to recognize outstanding achievement through election to membership and the presentation of various awards for distinguished achievement. Any Park University student of good moral character who is a junior or senior can be considered for nomination. A qualified student shall have at least twenty semester hours of social science with a grade point average of 3.0 or better and an overall GPA of 3.7; academically ranked in the upper 35 percent of his/her class; junior or senior status; and no record of academic failure in the social sciences. Contact the Social Science Department for further information.

## **Pi Lambda Theta**

Founded in 1920, Pi Lambda Theta is the most selective national honor society of educators; a forum for exchanging and developing ideas, fostering individual leadership, and promoting professionalism. PLT also works on an international and regional basis, as well as hosts

both regional and international conferences. It promotes service teaching and learning offering networking opportunities among members across the world. It is a prestigious honor to be accepted into its membership. PLT extends membership to students and professionals who satisfy academic eligibility requirements.

## **Pi Sigma Alpha (Alpha Delta Upsilon Chapter)**

Pi Sigma Alpha, the National Political Science Honor Society, is the only honor society for college students of political science and government in the United States. Pi Sigma Alpha was founded in 1920 for the purpose of bringing together students and faculty interested in the study of government and politics. Membership in Pi Sigma Alpha is open to juniors, seniors, and graduate students currently enrolled in institutions where chapters are located.

## **Psi Chi**

Psi Chi is a national honor society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.

## **Sigma Alpha Pi (National Society of Leadership & Success)**

The purpose of Sigma Alpha Pi, The National Society of Leadership and Success, is to help individuals create the lives they desire by helping them discover what they truly want to do, and giving them the support, motivation, and skills to achieve their goals.

## **Sigma Beta Delta**

Sigma Beta Delta (SBD), the International Honor Society for Business, Management, and Administration was established to honor students who have attained superior records in business programs in schools and colleges with regional accreditation with the Accreditation Council for Business Schools and Programs (ACBSP). The Park University chapter was established in Spring 2012. The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business, management and administration, and to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. Membership in Sigma Beta Delta is the highest national recognition a business student can receive at a college or university with a Sigma Beta Delta chapter. To be eligible for membership, a business student must rank in the upper 20 percent of the



junior, senior or master's class and be invited to membership by the faculty officers.

**Sigma Delta Pi (Spanish Honor Society)**

Sigma Delta Pi, a member of the Association of College Honor Societies, is devoted to serving qualified students of Spanish in four-year colleges and universities. The Society provides access to Scholarship programs, annual undergraduate awards for summer study in Spain, Mexico and Ecuador, research grants for graduate students, and eligible students may apply for \$500 merit-based scholarships and internships. All qualified students interested in Spanish and Hispanic cultures, literatures and the Spanish language are welcome to apply for active membership and to participate in the Society's induction ceremony in the spring of each academic year. Contact the Department of English and Modern Languages for more information.

**Sigma Tau Delta (English Honor Society)**

All students interested in writing and literature are invited to join an organization that sponsors charity events, hosts poetry and other creative writing contests, and engages in fundraising efforts to send students to the annual Sigma Tau Delta convention. While all members have associate membership in Sigma Tau Delta, the premier international English honor society, English majors and minors may apply for active membership in Sigma Tau Delta if they meet the honor society's qualifications.

**PORTFOLIO\***

The Portfolio\* Plan is an individualized degree completion program for mature, self-motivated students who wish to earn a baccalaureate degree without giving up full-time employment. Students entering the Portfolio\* program will have earned 27+ credit hours from an accredited institution of higher education. Requests may be made for exceptions on a case-by-case basis. To request an exception, evidence must be provided to demonstrate that the student is highly motivated with a strong academic background and would be able to succeed in a program that requires independent work. The request for exception is forwarded to the Director, Portfolio\* Programs, 911 Main Street, Suite 800, Kansas City, Missouri, 64105. It is particularly applicable to those adults whose job or personal responsibilities preclude attending classes in the traditional manner. The program is designed to serve students who reside in the Kansas City area.

Portfolio\* applicants submit official college transcripts, a detailed resume, and documentation of any military training.

Evaluation takes place and credit may be awarded for experiential learning as well as for prior college work. Students work with a faculty advisor to determine their educational goals. Coursework is completed by individual study tutorials and/or by formal classroom work.

**Portfolio\* Terms of Enrollment**

The Portfolio\* term of registration begins the 16th and continues until the last day of the calendar month prior to the term of enrollment. Students wishing to enter the program will begin during the first week of the month that follows their acceptance into the program.

**Portfolio\* Term Dates**

Students admitted to the Portfolio\* program may begin their program of study at the beginning of any of the following term dates:

MONTH	SESSION – TERM DATES
July	PO 01 - July 1-August 28
August	PO 02 - August 1-September 28
September	PO 03 - September 1-October 28
October	PO 04- October 1-November 28
November	PO 05 - November 1-December 28
December	PO 06 - December 1-January 28
MONTH	SESSION – TERM DATES
January	PO 07 - January 1-February 28
February	PO 08 - February 2-March 28
March	PO 09 - March 1-April 28
April	PO 10 - April 1-May 28
May	PO 11 - May 1-June 28
June	PO 12 - June 1-July 28

First eight days of each term  
is Enrollment Adjustment

**Portfolio\* Satisfactory Academic Progress**

The Portfolio\* Program is a total program in which the student contracts his/her degree with a stated number of credit hours. For satisfactory progress, the student must be continuously enrolled in course work, completing each course in a reasonable length of time (8 weeks) unless otherwise specified by the tutor or advisor.

**Portfolio\* Withdrawal Refund Policy**

If the student finds it necessary to withdraw from the program, the refund policy will be the same as stated elsewhere in the catalog for an 8-week term. The effective date of withdrawal will be the date on which the student met with the instructor. The withdrawal form can be obtained from the Portfolio\* Administrative Office at 911 Main, Suite 800, Kansas City, MO 64105.

\* Portfolio Program enrollments will no longer be accepted after May 2012.

# Degree Requirements



## Accounting

AVAILABLE:

**B.S.  
MINOR**

REQUIREMENTS:

**B.S. MAJOR:**

69 HOURS

2.0 GPA

**MINOR:** 24 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The accounting major is designed to prepare students for a professional career in public accounting, managerial accounting, tax accounting or governmental accounting. The curriculum stresses professional ethics. It is excellent preparation for graduate study in accounting, business administration or law.

REQUIREMENTS FOR:

**B.S. MAJOR - 69 HOURS, 2.0 GPA**

<b>BUSINESS CORE</b>		<b>36 cr.</b>
AC 201	Principles of Accounting I.....	3 cr.
AC 202	Principles of Accounting II.....	3 cr.
EC 141	Principles of Macroeconomics.....	3 cr.
EC 142	Principles of Microeconomics.....	3 cr.
EC 315	Quantitative Research Methods.....	3 cr.
FI 360	Financial Management.....	3 cr.
IB 315	International Business Perspectives.....	3 cr.
MA 120	Basic Concepts of Statistics.....	3 cr.
MG 260	Business Law I.....	3 cr.
MG 371	Management and Organizational Behavior.....	3 cr.
MG 495	Business Policy.....	3 cr.
MK 351	Principles of Marketing.....	3 cr.

<b>ACCOUNTING CORE</b>		<b>33 cr.</b>
AC 230	Computer-Based Accounting Systems.....	3 cr.
AC 309	Individual Income Tax.....	3 cr.
AC 312	Business Income Tax.....	3 cr.
AC 315	Cost Accounting.....	3 cr.
AC 320	Intermediate Accounting I.....	3 cr.
AC 325	Intermediate Accounting II.....	3 cr.
AC 350	Accounting Information Systems.....	3 cr.
AC 420	Advanced Accounting I.....	3 cr.
AC 425	Advanced Accounting II.....	3 cr.
AC 430	Auditing.....	3 cr.
MA 135	College Algebra.....	3 cr.
	<b>TOTAL.....</b>	<b>69 cr.</b>

REQUIREMENTS FOR:

**MINOR - 24 HOURS, 2.0 GPA**

AC 201, AC 202, AC 230, AC 309, AC 315, AC 320,  
EC 141, & MG 260

Athletic Training

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. Major:  
83 HOURS  
3.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



Park University's Training Education Program is accredited by CAATE (Commission on Accreditation of Athletic Training Education). The major provides students with a variety of courses and practical experiences related to the prevention, care, and rehabilitation of athletic injuries. Students must submit a formal application to be admitted to this program. Acceptance is based on a minimum overall grade point average, success in designated professional courses, recommendations, athletic training competencies and proficiencies, and a minimum completion of observational hours under the direct supervision of a Certified Athletic Trainer. Upon completion of the Bachelor of Science in Athletic Training, students are eligible to take the Board of Certification exam.

The Certified Athletic Trainer (ATC) is a highly educated and skilled health care professional recognized by the American Medical Association. In cooperation with physicians and other health care personnel, the athletic trainer functions as an integral member of the health care team in a wide array of work settings including: high schools, colleges, and universities, sports medicine clinics, professional sports, health clubs and many other employment settings.

REQUIREMENTS FOR:

B.S. MAJOR – 83 HOURS, 3.0 GPA

AT	140	Concepts of Sports Injuries .....	3 cr.
AT	150	Intro to Athletic Training .....	3 cr.
AT	175	Medical Terminology .....	3 cr.
AT	231	First Aid & Emergency .....	3 cr.
AT	236	Kinesiology .....	3 cr.
AT	246	Clinical Education I.....	3 cr.
AT	250	Exercise Physiology .....	3 cr.
AT	261	Foundations of Athletic Training.....	3 cr.
AT	347	Clinical Education II.....	3 cr.
AT	350	Pathology in Athletics .....	4 cr.
AT	351	Pharmacology .....	3 cr.
AT	355	Therapeutic Modalities .....	4 cr.
AT	356	Administration of Athletic Training.....	3 cr.
AT	365	Advanced Athletic Training .....	4 cr.
AT	366	Therapeutic Exercise & Rehab .....	4 cr.
AT	449	Clinical Education III .....	3 cr.
AT	450	Clinical Education IV .....	3 cr.
AT	480	Research & Writing.....	3 cr.
AT	490	Sr. Seminar in Athletic Training .....	3 cr.
BI	211	Anatomy and Physiology I .....	4 cr.
BI	212	Anatomy and Physiology II.....	4 cr.
BI	214	Personal Health .....	3 cr.
FWR	122	Human Nutrition .....	3 cr.
FWR	150	Principles of Exercise & Sport Nutrition ....	3 cr.
MA	120	Statistics.....	3 cr.
PS	101	Psychology .....	3 cr.
		TOTAL.....	83 cr.

## Biology

AVAILABLE:

### B.S. MINOR

REQUIREMENTS:

B.S. MAJOR:  
65 HOURS  
2.0 GPA

MINOR  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



A major in biology provides the graduate with a variety of courses for a diversity of experiences in biology. This program includes courses in general biology, botany, anatomy, physiology, genetics, microbiology, and research techniques. With the basic core courses, plus required supporting chemistry, mathematics, and elective biology courses, the biology graduate will be prepared for either the workforce or entrance into professional or graduate school. Students are strongly advised to seek either an additional major or a minor to provide for maximum postgraduate opportunities. The department of Natural and Physical Sciences welcomes partnerships with appropriate businesses and government agencies to place students into internship positions in their major or a related field. The Department of Natural and Physical Sciences actively encourages students to work in such internship positions and considers internships to be an integral part of the curriculum.

REQUIREMENTS FOR:

**B.S. MAJOR – 65 HOURS, 2.0 GPA**

#### CORE CURRICULUM:

BI	225	Botany .....	4 cr.
BI	226	Zoology .....	4 cr.
BI	231	Introductory Molecular Cell Biology.....	3 cr.
BI	306	Biological Literature.....	3 cr.
BI	320	Genetics.....	4 cr.
BI	326	Ethics in Science .....	3 cr.
BI	415	Senior Research.....	3 cr.
NS	220	Applied Statistics & Experimental Design.....	3 cr.
NS	302	Current Literature in the Natural Sciences.....	1 cr.
NS	401	Natural Science Seminar .....	1 cr.
CH	107	Introduction to Chemistry I.....	3 cr.
CH	107L	Introduction to Chemistry I Lab.....	1 cr.
CH	108	Introduction to Chemistry II .....	3 cr.
CH	108L	Introduction to Chemistry II Lab .....	1 cr.
			37 cr.
CH	317	Organic Chemistry I.....	3 cr.
CH	317L	Organic Chemistry I Lab .....	1 cr.
CH	318	Organic Chemistry II.....	3 cr.
CH	318L	Organic Chemistry II Lab.....	1 cr.
PY	155	Concepts of Physics I.....	4 cr.
PY	156	Concepts of Physics II.....	4 cr.
			53 cr.

# Biology

**APPROVED ELECTIVES..... 12 cr.**

## Ecological/Field-Oriented

BI	300	Evolution.....	3 cr
BI	330	Paleobiology.....	4 cr
BI	378	Ecology.....	4 cr.
BI	490	Advanced Topics in Biology .....	1-4 cr.
GGP	350	GIS I.....	3 cr.
GGP	370*	Biogeography .....	3 cr.
BI	380*	Issues in Biodiversity .....	3 cr.
BI	490	Advanced Topics in Biology .....	1-4 cr.

## BioTech/Lab Oriented

BI	337	Biochemistry.....	4 cr.
BI	350	Microbiology .....	4 cr.
BI	360	Cell Biology .....	4 cr.
BI	417	Developmental Biology.....	4 cr.
BI	490	Advanced Topics in Biology .....	1-4 cr.
CH	329*	Introduction to Instrumental Analysis.....	4 cr.

## Pre-Medical

BI	211	Human Anatomy and Physiology I.....	4 cr.
BI	212	Human Anatomy and Physiology II ....	4 cr.
BI	337	Biochemistry.....	4 cr.
BI	344	Animal Physiology .....	4 cr.
BI	350	Microbiology .....	4 cr.
BI	360	Cell Biology .....	4 cr.
BI	417	Developmental Biology.....	4 cr.
BI	490	Advanced Topics in Biology .....	1-4 cr.
CH	321	Introduction to Medicinal Chemistry.....	3 cr.

## GENERAL

BI	211	Human Anatomy & Physiology I.....	4 cr.
BI	212	Human Anatomy and Physiology II...	4 cr.
BI	300	Evolution .....	3 cr.
BI	330	Paleobiology.....	4 cr.
BI	337	Biochemistry.....	4 cr.
BI	340	Comparative Anatomy .....	4 cr.
BI	344	Animal Physiology .....	4 cr.
BI	350	Microbiology .....	4 cr.
BI	360	Cell Biology .....	4 cr.
BI	378	Ecology.....	4 cr.
BI	380*	Issues in Biodiversity .....	3 cr.
BI	417	Developmental Biology.....	4 cr.
BI	490	Advanced Topics in Biology .....	1-4 cr.
CH	321*	Introduction to Medicinal Chemistry .	3 cr.
CH	328*	Analytical Chemistry.....	4 cr.
CH	329*	Introduction to Instrumental Analysis .	4 cr.
GGP	350	GIS 1 .....	3 cr.
GGP	370*	Biogeography .....	3 cr.
		<b>TOTAL.....</b>	<b>65 cr.</b>

A comprehensive Senior Examination, is to be taken during the seventh and eighth semesters as scheduled at the beginning of the fall semester.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

12 of the 18 hours must be numbered above the 220 level.

**\*\*For those students wishing to teach Unified Science: Biology  
See also Bachelor of Science in Education ([page 155](#)).**

**B.S.E. in Secondary Education – MAJOR 48-50 Hours**

**2.75 Cum G.P.A.**

**2.50 Core G.P.A.**



## Business Administration

AVAILABLE:

**B.S.  
MINOR**

REQUIREMENTS:

**B.S. MAJOR:**

57–69 HOURS

2.0 GPA

**MINOR:**

21 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



Students taking the business administration major receive a broad education covering the major functional areas of business. This major will help a student prepare for a career in business or government leadership and provide him/her with knowledge and skills desired by all types of employers. It can also give one the background to organize and manage his/her family business. Graduates in business administration typically find jobs in business, production management, personnel management, marketing management, or financial management. Many serve their communities as marketing or management specialists in insurance, real estate, investments, banking, communications, manufacturing, retailing and wholesaling. A number of students with this major move into graduate study in law, management, or other business specialties.

REQUIREMENTS FOR:

**B.S. MAJOR – 57-69 HOURS, 2.0 GPA**

**BUSINESS CONCENTRATION: ..... 36 cr.**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
IB	315	International Business Perspectives.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	371	Management and Organizational Behavior.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.

Concentrations: (Choose One)

**FINANCE CONCENTRATION: ..... 30 cr.**

FI	201	Personal Financial Management.....	3 cr.
FI	325	Risk and Insurance.....	3 cr.
FI	363	Financial Institutions and Markets -OR- .....	3 cr.
EC	303	Money, Credit and Banking	
FI	410	Problems in Corporate Finance.....	3 cr.
FI	415	Financial Analysis and Planning.....	3 cr.
FI	417	Investment Analysis and Management .....	3 cr.
FI	425	Principles of Real Estate .....	3 cr.
FI	430	Public Financial Management .....	3 cr.
IB	431	International Finance .....	3 cr.
MA	135	College Algebra.....	3 cr.

**HUMAN RESOURCE MANAGEMENT CONCENTRATION ..... 24 cr.**

EC	302	Labor Economics .....	3 cr.
HR	353	Intro. to Human Resource Management....	3 cr.
HR	357	Employment Law.....	3 cr.

## Business Administration

HR	421	Corporate Training and Development.....	3 cr.
HR	422	Organizational Development and Change..	3 cr.
HR	434	Compensation Management .....	3 cr.
HR	491	SR. Seminar in Human Resources Development .....	3 cr.
MG	420	Labor Relations.....	3 cr.

### INTERNATIONAL BUSINESS CONCENTRATION ..... 21 cr.

EC	300	Intermediate Microeconomics.....	3 cr.
EC	301	Intermediate Macroeconomics .....	3 cr.
EC	407	International Trade and Finance .....	3 cr.
GGH	110	Cultural Geography .....	3 cr.
IB	431	International Finance .....	3 cr.
IB	451	Seminar on International Business .....	3 cr.
MK	395	International Marketing.....	3 cr.

*Students are encouraged to gain a foreign language proficiency.*

### LOGISTICS CONCENTRATION..... 24 cr.

MG	375	Production Operations Management .....	3 cr.
LG	312	Transportation and Distribution Systems ...	3 cr.
LG	415	Quality Control .....	3 cr.
LG	424	Purchasing and Vendor Management .....	3 cr.
LG	426	Logistics Management.....	3 cr.

#### **Choice of 3 of the following electives**..... 9 cr.

IS 205 Managing Information Systems  
AC 315 Cost Accounting  
HR 353 Introduction to Human  
Resource Management  
MG 365 Organizational Behavior  
LG 400 Logistics Internship

### MANAGEMENT CONCENTRATION ..... 21 cr.

MG	354	Small Business Management .....	3 cr.
MG	401	Senior Seminar in Management .....	3 cr.
MG	420	Labor Relations.....	3 cr.
MG	440	Complex Organizations .....	3 cr.

**Business Electives:** Choice of any three  
courses in the School of Business..... 9 cr.

### MARKETING CONCENTRATION ..... 21 cr.

MK	385	Consumer Behavior .....	3 cr.
MK	411	Marketing Management.....	3 cr.
MK	453	Marketing Research and Information Systems .....	3 cr.

**Business Electives:** Choose any four  
courses listed below: ..... 12 cr.

MK 369 E-Marketing  
MK 380 Advertising  
MK 386 Retail  
MK 389 Professional Selling  
MK 395 International Marketing  
MK 401 Sales Management

Business Administration

MK 455 Promotion Policies and Strategies	
MK 463 Marketing Internship	
MK 491 Seminar in Marketing	
AR 218 Graphic Design Software	
AR 318 Introduction to Graphic Design	
LG 312 Transportation and Distribution Systems	
TOTAL.....	57-69 cr

REQUIREMENTS FOR:  
**MINOR – 18-21 HOURS, 2.0 GPA**

**Business Administration/Finance:** ..... 21 cr.  
*For Non-Business Majors*  
EC 141, AC 201, AC 202, EC 303, FI 360,  
FI 417, FI 425

**Business Administration/Human Resource Management:** .. 18 cr.  
*For Business Majors*  
HR 353, HR 357, AND 6 cr. hrs. of HR classes  
at 300-400 level, AND 6 cr. hrs. from the following:  
EC 300 OR EC 301 OR EC 302 AND IS 205, IB 315,  
MG 261, MG 420, MK 453

**Business Administration/Human Resource Management:** ..21 cr.  
*For Non-Business Majors*  
AC 201, MG 260, MG 371, HR 353, HR 357  
AND 3 cr. hrs. of HR classes at 300-400 level  
AND 3 cr. hrs. from the following: MK 351,  
MG 261, IB 315, EC 141 OR EC 142, EC 315,  
AC 202, FI 360

**Business Administration/International Business:** ..... 18 cr.  
*For Business Majors*  
IB 451, MK 395, GGH 110 AND 9 cr. hrs. from  
the following: EC 300 OR EC 301, EC 407 (prereq.  
of EC 300), HR 353, LG 312, MK 453

**Business Administration/International Business:** ..... 21 cr.  
*For Non-Business Majors*  
AC 201, MG 260, MG 371, MK 351, MK 395,  
IB 315 AND 3 cr. hrs. from the following: AC 202,  
EC 300 OR EC 301, EC 315, GGH 110, HR 353,  
LG 312

**Business Administration/Management:**..... 18 cr.  
*For Business Majors*  
HR353, MG401, AND 6 cr. hrs. of MG classes at  
300-400 level AND 6 cr. hrs. from the following:  
EC 301 OR EC 302 OR EC 303, HR 310, MG 261,  
MK 453, LG 312

## Business Administration

### **Business Administration/Management..... 21 cr.**

#### *For Non-Business Majors*

AC 201, MG 260, MG 371, MK 351 AND 6 cr.  
hrs. of MG classes at 300-400 level AND 3 cr. hrs.  
from the following: AC 202, EC 141, EC 142,  
MG 261, HR 353, LG 312, HR 310, EC 315

### **Business Administration/Marketing..... 18 cr.**

#### *For Business Majors*

MK 385, MK 453 AND choice of 12 cr. hrs. of  
MK electives at the 300-400 level

### **Business Administration/Marketing..... 21 cr.**

#### *For Non-Business Majors*

AC 201, MG 260, MK 453, MK 351, MK 385  
AND the choice of 2 MK electives

# Chemistry

AVAILABLE:

**B.S.  
MINOR**

REQUIREMENTS:

**B.S. MAJOR**  
71 HOURS  
2.0 GPA

**MINOR:**  
18-20 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



In contemporary society, it is evident that the science of chemistry is no longer confined to the research laboratory, but is exerting a profound impact on social, political, and economic decisions at the local, national, and international levels. Chemistry is the recognized physical basis for the biological and psychological sciences and is important in every effort of our industrialized society. Students wishing to pursue a career in the chemical profession, medicine, dentistry, veterinary medicine, laboratory technology, or the environmental sciences are encouraged to consider the major program in chemistry with appropriate minors in other disciplines for their preparatory work.

The department of Natural and Physical Sciences welcomes partnerships with appropriate businesses and government agencies to place students into internship positions in their major or a related field. The Department of Natural and Physical Sciences actively encourages students to work in such internship positions and considers internships to be an integral part of the curriculum.

REQUIREMENTS FOR:

**B.S. MAJOR - 71 HOURS, 2.0 GPA**

CH	107	Introduction to Chemistry I.....	3 cr.
CH	107L	Introduction to Chemistry I Lab.....	1 cr.
CH	108	Introduction to Chemistry II .....	3 cr.
CH	108L	Introduction to Chemistry II Lab .....	1 cr.
CH	317	Organic Chemistry I.....	3 cr.
CH	317L	Organic Chemistry Lab.....	1 cr.
CH	318	Organic Chemistry II.....	3 cr.
CH	318L	Organic Chemistry II Lab.....	1 cr.
CH	328	Analytical Chemistry.....	4 cr.
CH	329	Intro. to Instrumental Analysis.....	4 cr.
CH	342	Advanced Inorganic Chemistry .....	4 cr.
CH	407	Physical Chemistry I.....	4 cr.
CH	408	Physical Chemistry II.....	4 cr.
MA	221	Calculus and Analytic Geometry for Majors I .....	5 cr.
MA	222	Calculus and Analytic Geometry for Majors II .....	5 cr.
MA	223	Calculus and Analytic Geometry for Majors III .....	3 cr.
NS	401	Natural Science Seminar (1 cr.) .....	2 cr.
PY	205	Introduction to Physics I.....	5 cr.
PY	206	Introduction to Physics II .....	5 cr.

Electives selected from the following: .....10 cr.

CH 321 Intro. to Medicinal Chemistry (3 cr.)

CH 337 Biochemistry (3 cr.)

CH 337L Biochemistry Lab (1 cr.)

CH 400 Special Topics in Chemistry (1-3 cr.)

CH 429 Advanced Analytical Chemistry (4 cr.)

CH 440 Organic Synthesis (4 cr.)

CH 451 Internship in Chemistry (1-6 cr.)

CH 490 Research in Chemistry (1-3 cr.)

TOTAL.....71 cr.

PASSING A WRITTEN COMPREHENSIVE EXAMINATION IS REQUIRED.

REQUIREMENTS FOR:

**MINOR - 18-20 HOURS, 2.0 GPA**

CH 107, CH 107L, CH 108, CH 108L, and 10-12 additional hours chosen from remaining chemistry coursework.

**\*\*For those students wishing to teach Unified Science: Chemistry  
See also Bachelor of Science in Education ([page 155](#)).****B.S.E. in Secondary Education – MAJOR 48-50 Hours****2.75 Cum G.P.A.****2.50 Core G.P.A.**

Communication

AVAILABLE:

B.A.  
MINOR

REQUIREMENTS:

MAJOR:  
39 HOURS  
2.0 GPA

MINOR:  
21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Communication Department offers five related concentrations:

- 1. Journalism,
- 2. Photojournalism
- 3. Broadcasting
- 4. Public Relations
- 5. Organizational Communication

These Communication majors are designed to prepare the student for successful pursuit of professional and personal goals. An individual graduating from this program will also be equipped to function well in the larger setting of society. Each major combines traditional course work with practical application in the field of choice. This has proven to be invaluable to students and may take the form of internships, private employment, or work assignments (or a combination of all three). In the Journalism and Photojournalism majors, students may choose to work for academic credit on school publications such as *The Stylus*, the century-old Park newspaper. In the Broadcasting major, students work at KGSP-FM, the Park University radio station, or in the production of programs for the Northland News. Students who select the Organizational Communication or the Public Relations majors often have specific occupational goals in mind. Both majors serve a broad spectrum of professions in contemporary corporate, government, and non-profit environments. Choices for Organizational Communication majors include management, training, development, human resources, consulting, or related fields.

REQUIREMENTS FOR:  
**B.A. MAJOR – 39 HOURS, 2.0 GPA**

CORE CURRICULUM:

CA 201	Media Writing & Reporting.....	3 cr.
CA 224	Digital Media Skills.....	3 cr.
CA 302	Communication Ethics and Law.....	3 cr.
CA 316	Advanced Media Writing & Reporting.....	3 cr.
CA 322	Media Analysis and Criticism.....	3 cr.
CA 348	Theories of Communication.....	3 cr.
CA 382	Communication Research Methods .....	3 cr.
CA 490	Professional Learning Experience .....	3 cr.
		24 cr.

**SPECIALTY AREA (CHOOSE ONE):**

JOURNALISM: ..... 15 cr.

CA 241	Photography I (3 cr.)
CA 311	Editing, Layout and Design (3 cr.)
CA 315	Journalism Practicum (3 cr.)
CA 317	Feature Writing (3 cr.)
CA	Elective (3 cr.)



## Communication

<b>PHOTOJOURNALISM</b> .....	15 cr.
CA 241	Photography I (3 cr.)
CA 311	Editing, Layout and Design (3 cr.)
CA 341	Photography II (3 cr.)
CA 441	Photojournalism (3 cr.)
CA	Elective (3 cr.)
<b>BROADCASTING:</b> .....	15 cr.
CA 214	Broadcast Performance (3 cr.)
CA 221	Radio Production (3 cr.)
CA 231	Television Production (3 cr.)
CA 325	Radio Practicum (3 cr.)
	-OR-
CA 335	Television Practicum (3 cr.)
CA 491	Senior Project (3 cr.)
<b>PUBLIC RELATIONS:</b> .....	15 cr.
CA 218	Public Relations (3 cr.)
CA 221	Radio Production (3 cr.)
	-OR-
CA 231	Television Production (3 cr.)
CA 241	Photography I (3 cr.)
CA 318	Public Relations II (3 cr.)
CA 475	Case Studies in Communication Leadership (3 cr.)
<b>TOTAL</b> .....	39 cr.

**Required Minor** ..... 18 cr.  
**Choose a minor from a different discipline.**

REQUIREMENTS FOR:

**MINORS – 21 HOURS, 2.0 GPA**

In journalism, photojournalism, broadcasting or public relations – 21 hours, 2.0 GPA.

CA 103, CA 104, CA 302, CA 322 and three courses selected by faculty advisor from the appropriate concentration.

**\*\*For those students wishing to teach Journalism:**

**See also Bachelor of Science in Education ([page 155](#)).**

**B.S.E. in Secondary Education – MAJOR 48-50 Hours**

**2.75 Cum G.P.A.**

**2.50 Core G.P.A.**

# Computer Based Information Systems

AVAILABLE:

B.S.

REQUIREMENTS:

MAJOR:

66 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



There is no organization, whether it is large or small, that can survive without the support of its data processing department. The number of jobs available in business and government for computer-trained personnel continues to increase. The major specifically prepares the student in the area of data processing, business management, and accounting. The combination of computer and business courses prepares the students for careers in programming, system analysis, and management of computer systems.

**Program Competencies:**

- Apply problem-solving and critical-thinking skills and use popular computer technologies in producing technology solutions.
- Communicate effectively, ethically, and professionally in a team environment.
- Identify appropriate information technologies for a given organizational context and explain how to incorporate such technologies into the given organizational context.

The Computer Science, Information Systems, and Mathematics (CIM) Department works with Park's Career Development Center in helping to place students in computer internship positions. The ICS Department actively encourages students to work in such internship positions and considers internships to be an integral part of the ICS curriculum.

REQUIREMENTS FOR:

**B.S. MAJOR – 66 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
CS	151	Introduction to Programming.....	3 cr.
CS	208	Discrete Mathematics.....	3 cr.
CS	219	Programming Fundamentals.....	3 cr.
CS	225	Programming Concepts.....	3 cr.
CS	300	Technologies in a Global Society.....	3 cr.
CS	314	User Interface Design.....	3 cr.
CS	351	Computer Operating Systems.....	3 cr.
CS	365	Computer Networking.....	3 cr.
EC	315	Quantitative Research Methods.....	3 cr.
FI	360	Financial Management.....	3 cr.
IS	205	Managing Information Systems.....	3 cr.
IS	216	COBOL I.....	3 cr.
IS	217	COBOL II.....	3 cr.
IS	315	Computer Systems Analysis and Design I..	3 cr.
IS	316	Computer Systems Analysis and Design II..	3 cr.
IS	361	Data Management Concepts.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	375	Production and Operations Management...	3 cr.
		TOTAL.....	66 cr.

AVAILABLE:

A.S.

REQUIREMENTS

A.S. MAJOR:  
33 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



REQUIREMENTS FOR:

**A.S. MAJOR – 33 HOURS, 2.0 GPA**

CO	111	Intro. To Engr. Const.	
		Tech. Design & Materials .....	3 cr.
CO	121	Plans Analysis.....	3 cr.
CO	215	Construction Safety and Health .....	3 cr.
CO	225	Building Codes .....	3 cr.
CO	235	Construction Planning.....	3 cr.
CO	245	Construction Estimating.....	3 cr.
CO	360	Critical Path Analysis .....	3 cr.
CS	140	Introduction to Computers .....	3 cr.
EG	101	Introduction to Engineering Management .	3 cr.
MG	260	Business Law I .....	3 cr.
MG	271	Principles of Supervision .....	3 cr.
		TOTAL.....	33 cr.

## Criminal Justice Administration

## AVAILABLE:

A.S.  
B.S.  
B.A.  
MINOR  
CERTIFICATE

## REQUIREMENTS:

A.S. MAJOR:  
27 HOURS  
2.0 GPA

B.A. MAJOR:  
42 HOURS  
2.0 GPA

MINOR:  
18 HOURS  
2.0 GPA

B.S. MAJOR:  
42 HOURS  
2.0 GPA

CERTIFICATE:  
12 HOURS  
2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### ASSOCIATE OF SCIENCE

(Park Extended Learning, Kansas City 8-Week Program & Portfolio\*)

## REQUIREMENTS FOR:

#### A.S. Major – 27 hours, 2.0 GPA

CJ 100	Introduction to Criminal Justice Administration.....	3 cr.
CJ 105	Criminal Law.....	3 cr.
CJ 200	Criminology.....	3 cr.
CJ 221	Criminal Procedure.....	3 cr.
CJ 311	Criminal Investigation .....	3 cr.
CJ 231	Introduction to Law Enforcement.....	3 cr.
CJ 232	Introduction to Corrections .....	3 cr.
CJ 233	Introduction to Security.....	3 cr.
CJ 345	Criminal Justice and the Community.....	3 cr.
	<b>TOTAL.....</b>	<b>27 cr.</b>

### BACHELOR OF ARTS

(Parkville 16-Week Program)

The major in Criminal Justice Administration is designed to provide a comprehensive understanding of the complete criminal justice system within society in the United States. There are three areas of concentration the student can choose from which to build on the core curriculum: Law Enforcement, Corrections, and Security. Providing a comprehensive understanding from a theoretical, philosophical, and practical perspective, the program provides a broad background for over 40 basic career opportunities in the criminal justice system, both in the public and private sectors, at the local, state, national, and international levels.

## REQUIREMENTS FOR:

#### B.A. Major – 42 hours, 2.0 GPA

##### Core Curriculum

CJ 100	Introduction to Criminal Justice Administration.....	3 cr.
CJ 105	Criminal Law.....	3 cr.
CJ 200	Criminology.....	3 cr.
CJ 221	Criminal Procedure.....	3 cr.
CJ 300	Agency Administration .....	3 cr.
CJ 430	Research in Criminal Justice.....	3 cr.
CJ 440	Internship in Criminal Justice .....	3 cr.
CJ 450	Senior Seminar in Criminal Justice.....	3 cr.
	<b>TOTAL.....</b>	<b>24 cr.</b>

**Area of Concentration** (One of the following areas)..... 6 cr.

##### Area A. Law Enforcement

CJ231 Introduction to Law Enforcement  
CJ311 Criminal Investigation

##### Area B. Corrections

CJ232 Introduction to Corrections  
CJ322 Probation, Parole, and Community Corrections

\* Portfolio Program enrollments will no longer be accepted after May 2012.

## Criminal Justice Administration

### Area C. **Security**

CJ233 Introduction to Security

CJ333 Security Administration

<b>Criminal Justice Electives</b> .....	12 cr.
(From Criminal Justice courses not in the Core or the individual student's Area of Concentration: one 200-level course and three 300-level and/or 400-level courses, at least one of which must be 400-level courses)	
<b>TOTAL</b> .....	42 cr.

Requirements for Minor in Criminal Justice:

**MINOR – 18 HOURS, 2.0 GPA**

18 hours which must include CJ100, CJ105, CJ200, and 9 hours of CJ electives **excluding** CJ440, CJ441, and CJ450

### **BACHELOR OF SCIENCE**

(Park Extended Learning, Park Online, Kansas City 8-Week Program and Portfolio\*)

The major in Criminal Justice Administration is designed to provide a comprehensive understanding of the complete criminal justice system within society in the United States. There are three areas of concentration the student can choose from which to build on the core curriculum: Law Enforcement, Corrections, and Security. Providing a comprehensive understanding from a theoretical, philosophical, and practical perspective, the program provides a broad background for over 40 basic career opportunities in the criminal justice system, both in the public and private sectors, at the local, state, national, and international levels.

REQUIREMENTS FOR:

**B.S. MAJOR – 42 HOURS, 2.0 GPA**

#### **Core Curriculum**

CJ	100	Introduction to Criminal Justice Administration.....	3 cr.
CJ	105	Criminal Law.....	3 cr.
CJ	200	Criminology.....	3 cr.
CJ	221	Criminal Procedure.....	3 cr.
CJ	300	Agency Administration .....	3 cr.
CJ	430	Research in Criminal Justice.....	3 cr.
CJ	440	Internship in Criminal Justice	
		-OR- .....	3 cr.
CJ	441	Senior Writing Project	
CJ	450	Senior Seminar in Criminal Justice.....	3 cr.
		<b>Sub-TOTAL</b> .....	24 cr.

Criminal Justice Administration

<b>Area of Concentration</b> (One of the following areas).....	6 cr.
Area A. <b>Law Enforcement</b>	
CJ231 Introduction to Law Enforcement	
CJ311 Criminal Investigation	
Area B. <b>Corrections</b>	
CJ232 Introduction to Corrections	
CJ322 Probation, Parole, and Community Corrections	
Area C. <b>Security</b>	
CJ233 Introduction to Security	
CJ333 Security Administration	
<b>Criminal Justice Electives</b> .....	12 cr.
(From Criminal Justice courses not in the Core or the individual student's Area of Concentration: one 200-level course and three 300-level and/or 400-level courses, at least one of which must be 400-level courses)	
<b>TOTAL</b> .....	42 cr.

CERTIFICATE

Terrorism and Homeland Security

(Park Extended Learning, Park Online, Kansas City 8-Week Program)

The mission of the Undergraduate Certificate Program in Terrorism and Homeland Security is to provide students with a foundation for effective problem identification and solution management related to evolving terrorist threats and the protection of national interests. Through both theoretical and practical approaches, the certificate provides students with knowledge essential to homeland security issues, strategies, and planning. Certificate courses are chosen and developed to integrate knowledge in diverse fields of security, terrorism, and emergency management. The Certificate provides students with capabilities to develop practical solutions in managing natural and unnatural threats and emergency events, and to equip students to assist organizations in preparedness, response, recovery, and mitigation activities associated with both natural and manmade threats.

REQUIREMENTS FOR:

Certificate – 12 hours, 2.5 GPA

<b>Core Courses</b> .....	6 cr.
CJ 233 Introduction to Security (3 cr.)	
CJ 251 Terrorism & Domestic Preparedness (3 cr.)	
<b>Elective Courses</b> .....	6 cr.
CJ 353 Homeland Security (3 cr.)	
CJ 355 Emergency Management (3 cr.)	
GGH 310 Geography of Terrorism (3 cr.)	
<b>TOTAL</b> .....	12 cr.

## Economics

AVAILABLE:

**B.S.  
MINOR**

REQUIREMENTS:

**B.S. MAJOR:**  
77 HOURS  
2.0 GPA

**MINOR:**  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



This degree program is designed to give students in-depth education in one of the applied social sciences. Economics is the social science which investigates the conditions and laws affecting the production, distribution and consumption of wealth in an organized society. Students who major in economics use their degree in working for business, government and other institutions serving in various staff and management positions. Many students combine the economics major with another related major such as political science, information and computer sciences, business or communications, which broadens the range of options available to them. Others plan to do graduate work in economics or other areas, which qualifies them to serve as economists or other specialists in government, business or higher education.

REQUIREMENTS FOR:

**B.S. MAJOR – 77 HOURS, 2.0 GPA**

### ECONOMICS CORE:

EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	300	Intermediate Microeconomics.....	3 cr.
EC	301	Intermediate Macroeconomics .....	3 cr.
EC	302	Labor Economics .....	3 cr.
EC	303	Money, Credit and Banking (3 cr.) Or.....	3 cr.
FI	363	Financial Institutions and Markets (3 cr.)	
EC	315	Quantitative Research Methods .....	3 cr
EC	401	History of Economic Thought .....	3 cr.
EC	404	Managerial Economics .....	3 cr.
EC	407	International Trade & Finance .....	3 cr.
EC	450	Senior Seminar in Economics.....	3 cr.
MA	135	College Algebra.....	3 cr.

**Economics Electives:** Choice of any two upper division courses in Economics..... 6 cr.

**Business Electives:** Choice of any three courses in the School of Business, two of which must be upper division..... 9 cr.

**Minor:** A minor from the School of Business or any University discipline..... 21 cr.

**Free Electives:** Courses may be selected from any area of the University. No more than three hours may be satisfied through Independent Study..... 5 cr.  
TOTAL..... 77 cr.

SENIOR COMPREHENSIVE EXAMINATION:

All economics majors must pass both parts of a two-part examination.

REQUIREMENTS FOR:

**MINOR—18 HOURS, 2.0 GPA**

EC 141 and EC 142, plus 12 hours of upper division Economics electives.



Early Childhood Education

AVAILABLE:

B.S.E.

REQUIREMENTS:

B.S.E. MAJOR:  
90 HOURS  
2.75 CUMULATIVE GPA  
2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



EARLY CHILDHOOD EDUCATION  
(BIRTH THROUGH GRADE 3)

REQUIREMENTS FOR:  
**B.S.E. MAJOR – 90 HOURS, 2.75 CUMULATIVE GPA**  
NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

PROFESSIONAL CURRICULUM

EDU	107	Career Inquiry in Education .....	2 cr.
EDU	203	Educational Psychology .....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EDU	310	Issues in Diversity & World Culture .....	3 cr.
EDC	220	Child Growth and Development for Early Childhood & Elementary Teachers...	3 cr.
EDC	222	Early Childhood Principles .....	3 cr.
EDU	315	Children and Young Adult Literature.....	3 cr.
EDC	325	Education of Exceptional Children .....	3 cr.
EDE	335	Art, Music, & Movement for ECE & Elementary Teachers.....	3 cr.
EDC	340	Language and Literacy Development .....	3 cr.
EDU	341	Ethics and Professionalism in the Classroom.....	1 cr.
EDC	342	Early Childhood Program Management ....	2 cr.
SO	302	The Study of the Family .....	3 cr.
BI	214	Personal and Community Health .....	3 cr.

Admission to the School for Education—Certification Program  
required for enrollment in the following EDC/EDE/EDU  
courses

EDC	354	Observation, Assessment & Screening in Early Childhood Education .....	3 cr.
EDC	355	Social and Emotional Learning in Early Childhood .....	3 cr.
EDC	357	Family Involvement in Early Childhood Education .....	3 cr.
EDC	362	Infants and Toddlers .....	3 cr.
EDC	363	Integrating the Curriculum: PreK.....	3 cr.
EDC	364	Integrating the Curriculum: K-3.....	3 cr.
EDC	372	Infant and Toddler Practicum .....	2 cr.
EDC	373	PreK Practicum.....	2 cr.
EDC	374	K-3 Practicum for Early Childhood Education .....	2 cr.
EDE	378	Science for ECE and Elementary Teachers. ....	2 cr.
EDE	380	Literacy for ECE and Elementary Teachers .....	6 cr.
EDE	385	Diagnosis and Remediation for Math Difficulties .....	3 cr.
EDC	410	ECE Directed Teaching with Seminar.....	14 cr.
		TOTAL .....	90 cr.

## Early Childhood Education

**Because there are specific general education courses required for teacher certification in the state of Missouri, it is imperative the student speak with his or her education advisor regarding these course requirements prior to enrollment.**

### Criteria for Admission to the School for Education Certification Program

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative 2.5 GPA including transfer courses
- 2.5 in Core classes
- WCT passing score
- C-BASE passing score in all sections (two years to complete)
- ACT test scores (on file in Admissions office) - when applicable
- Letter of recommendation (from professor outside for the School for Education) (submitted electronically or in a sealed/signed envelope)
- Successful completion of MA 120 or MA 135, EN 105, EN 106, EDU 107, EDC 220 and EDC 222.

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office.)

- Two Disposition evaluations (long form) completed by SFE faculty with ratings of "at" or "above"
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol and FBI fingerprint check
- Child abuse and Neglect Screening

### Procedure for Request to Admission to the School for Education Certification Program

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name, telephone number, and e-mail address.

- Letter of recommendation from professor outside of SFE (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School for Education
- Initial portfolio form approved by advisor

### Procedure for Request to Admission to Directed Teaching

*(to be requested one year before planned student teaching semester)*

Council for Teacher Education must approve all student teaching requests.

- Complete Application for Directed Teaching
- Complete an autobiography
- Signed permission to send requested materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Approval by Council on Teacher Education
- Good standing in School for Education
- PRAXIS II exam passing score in major

# Elementary Education

AVAILABLE:

B.S.E.

REQUIREMENTS:

B.S.E. MAJOR:

79 HOURS  
2.75 CUMULATIVE GPA  
2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



## ELEMENTARY EDUCATION (GRADES 1 THROUGH 6)

REQUIREMENTS FOR  
**B.S.E. MAJOR — 79 HOURS, 2.75 GPA AND 2.5 CORE GPA**  
NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

### PROFESSIONAL CURRICULUM

EDU 107	Career Inquiry in Education .....	2 cr.
EDU 203	Educational Psychology .....	3 cr.
EDU 207	Technology in Education .....	3 cr.
EDU 210	School as a Social System .....	3 cr.
EDU 310	Issues in Diversity and World Cultures .....	3 cr.
EDE 220	Growth and Development for Early Childhood and Elementary Teachers.....	3 cr.
EDU 315	Children and Young Adult Literature.....	3 cr.
EDE 335	Art, Music and Movement for ECE and Elementary Teachers.....	3 cr.
GGH 140	Economic Geography .....	3 cr.
SO 302	The Study of the Family .....	3 cr.
BI 214	Personal and Community Health .....	3 cr.
EDU 341	Ethics and Professionalism in the Classroom.....	1 cr.

### Admission to the School—Certification Program required for enrollment in the following EDE/EDU courses

EDE 355	Classroom Management .....	3 cr.
EDE 359	Elementary Teaching Strategies with Practicum .....	5 cr.
EDE 360A	Practicum .....	2 cr.
EDE 360B	Practicum .....	2 cr.
EDE 360C	Practicum .....	2 cr.
EDU 367	Assessment in Education.....	3 cr.
EDU 375	Exceptional Children .....	3 cr.
EDE 378	Science for ECE and Elementary Teachers .....	2 cr.
EDE 380	Literacy for ECE and Elementary Teachers .....	6 cr.
EDE 385	Diagnosis and Remediation for Math Difficulties.....	3 cr.
EDE 387	Diagnosis and Remediation for Reading Difficulties.....	3 cr.
EDE 410	Elementary Directed Teaching with Seminar .....	12 cr.
	TOTAL .....	79 cr.

Because there are specific general education courses required for teacher certification in the state of Missouri, it is imperative the student speak with his or her advisor regarding these course requirements prior to enrollment

## Elementary Education

### AREA OF CONCENTRATION

The student must have a total of at least 21 semester hours in an area of concentration (courses taken as part of the General Curriculum may be counted as part of the area of concentration). This concentration must be approved by the student's advisor.

Areas available are:

- Language Arts
- Mathematics
- Science
- Social Studies
- Science and Mathematics
- Art
- Fine Art

**Students should plan the courses needed for the area of concentration with his or her advisor.**

### Criteria for Admission to the School for Education

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Two disposition evaluations (long forms) completed by SFE faculty with each disposition rated "at" or "above"
- Cumulative GPA of 2.5 including transfer courses
- 2.5 GPA in Core classes
- WCT passing score (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- C-BASE passing score (two years to complete) (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- ACT test scores (on file in Admissions office)
- Completion of MA 120 or MA 135, EN 105, EN 106, EDU 107 (a grade of C or higher is required in EDU 107)

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- Letter of recommendation from professor outside of the School for Education (submitted electronically or in a sealed/signed envelope)
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol and FBI fingerprint check
- Child abuse and Neglect Screening

# Elementary Education

## Procedures for Request to Admission to the School for Education Certification Program

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name and telephone number/e-mail address.

- Letter of recommendation from professor outside of SFE (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School for Education
- Initial portfolio approved by advisor
- Two Disposition evaluation (long forms) completed by SFE faculty with a rating of “at” or “above”

**Procedure for Request to Admission to Directed Teaching** (to be requested one year before planned student teaching semester)  
Council for Teacher Education must approve all Student teaching requests.

- Completed Application for Directed Teaching
- Completed an autobiography
- Signed permission to send request materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Good standing in School for Education
- PRAXIS II exam passing score in major

## Middle School Education

AVAILABLE:

**B.S.E**

REQUIREMENTS:

**B.S.E. MAJOR:**

55 HOURS

2.75 CUMULATIVE GPA

2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### MIDDLE SCHOOL EDUCATION

(GRADES 5 THROUGH 9)

REQUIREMENTS FOR

**B.S.E. MAJOR — 55 HOURS, 2.75 GPA AND 2.5 CORE GPA**

NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

Students seeking middle school certification must select two of the following areas of concentration:

- Language Arts
- Mathematics
- Science
- Social Studies

#### PROFESSIONAL CURRICULUM

EDU	107	Career Inquiry in Education .....	2 cr.
EDM	225	Psychology of Education & Adolescence....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EN	320	Literature for Young Adults.....	3 cr.
EDU	310	Issues in Diversity & World Cultures.....	3 cr.
EDU	315	Children and Young Adult Literature.....	3 cr.
EDU	341	Ethics and Professionalism in the Classroom.....	1 cr

#### Admission to the School—Certification Program required for enrollment in the following EDM/EDU courses

EDM	353	Teaching Strategies & Classroom Management .....	3 cr.
EDM	358	Reading & Writing in the Content Area ....	3 cr.
EDM	360A	Practicum .....	2 cr.
EDM	360B	Practicum .....	2 cr.
EDU	367	Assessment in Education.....	3 cr.
EDU	375	Exceptional Children .....	3 cr.
EDM	395	Methodology in Teaching Content Area in the Middle School Classrooms.....	3 cr.
EDM	410	Directed Teaching.....	12 cr.
		<b>TOTAL .....</b>	<b>55 cr.</b>

**Because there are specific general education and subject area courses required for graduation from Park University and for teacher certification in the state of Missouri, it is imperative the student speak with his or her advisor regarding these requirements prior to enrollment.**

Areas of Certification (Students must choose two areas of certification)

#### English

EN	105	Writing Seminar I.....	3 cr.
EN	106	Writing Seminar II .....	3 cr.
EN	318	Later American Lit.....	3 cr.
EDU	300	Writing in Education.....	3 cr.
EN	231	Introduction to Language .....	3 cr.
EN	351	Foundations of Lit.....	3 cr.
		One additional English course.....	3 cr.

# Middle School Education

## Social Science

		An Introductory Anthropology Course .....	3 cr.
HIS	101	Western Civilization I	
		-OR-	
HIS	102	Western Civilization II.....	3 cr.
PO	201	State and Local Government.....	3 cr.
EC	141	Principles of Macroeconomics .....	3 cr.
		-OR-	
EC	142	Principles of Microeconomics .....	3 cr.
HIS	104	Am. His. Survey Through the Civil War	
		-OR- .....	3 cr.
HIS	105	Am. His. Survey Since the Civil War	
PO	200	American National Government.....	3 cr.
		An American, World, or similar Geography course.....	3 cr.

## Mathematics

MA	110	Geometry for Teachers.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MA	135	College Algebra -AND- .....	3 cr.
MA	141	College Trigonometry	
		-OR-.....	3 cr.
MA	150*	Precalculus Mathematics.....	3 cr.
MA	208	Discrete Mathematics .....	3 c.
MA	350	History of Mathematics.....	3 cr.
PH	211	Fundamentals of Logic .....	3 cr.

*\*Students who complete MA 150 must also complete one additional 3 credit course in mathematics.*

## Science

BI	115	Human Biology .....	4 cr.
CH	107	Intro to Chemistry I w/CH 107L.....	4 cr.
GO	130	Astronomy.....	4 cr.
BI	101	Biological Concepts	
		-OR- .....	4 cr.
BI	111	Environmental Biology	
NS	304	Science, Technology, and Society .....	3 cr.
BI	214	Personal and Community Health .....	3 cr.

## Criteria for Admission to the School for Education Certification Program

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.5 including transfer courses
- GPA of 2.5 in Core classes
- WCT passing score (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- C-BASE passing score (two years to complete) (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- ACT test scores required (on file in Admissions office) if less than five years since high school graduation.
- Completion of MA 120 or MA 135, EN 105, EN 106, EDU 107, EDC 220, EDC 222 (a grade of C or higher is required in EDU 107).



## Middle School Education

The previous information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- Two Dispositions completed by SFE faculty with each disposition rated “at” or “above”
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol and FBI fingerprint check
- Child abuse and Neglect Screening
- Letter of recommendation from professor outside of SFE submitted electronically or in a sealed/signed envelope

**All students, including Certification and Certification Only, must apply for admission, and meet admission requirements of the School for Education; all students are required to complete professional education sequence classes.**

### Procedures to Request Admission to the School for Education Certification Program

The student provides the three following documents to Director of Field Experiences, ten days before the School for Education meeting. Please submit documents in a single envelope with your name and telephone number/e-mail address.

- Letter of recommendation (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School for Education (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)
- Initial portfolio form with a score of 2 or above
- Two Disposition evaluation forms completed by SFE faculty with a rating of “at” or “above”

### Procedure to Request Admission to Directed Teaching

(to be requested one year before planned student teaching semester)

Council for Teacher Education must approve all Student teaching requests.

- Completed Application for Directed Teaching
- Completed an autobiography
- Signed permission to send requested materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Good standing in School for Education
- PRAXIS II exam passing score in major

Secondary Education

AVAILABLE:

B.S.E.

REQUIREMENTS:

B.S.E. MAJOR:  
49 - 51 HOURS  
2.75 CUMULATIVE GPA  
2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



SECONDARY EDUCATION  
(GRADES 9 THROUGH 12)

REQUIREMENTS FOR  
**B.S.E. MAJOR — 49-51 HOURS, 2.75 GPA AND 2.5 CORE GPA**  
NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

**Students seeking secondary certification must select one of the following areas of certification:**

- Language Arts
- Mathematics
- Social Studies
- Journalism
- Unified Science-Chemistry
- Unified Science-Biology
- Fine Arts (K-12 certification)
- Spanish (K-12 certification)

**PROFESSIONAL CURRICULUM**

EDS	225	Psychology of Education & Adolescence.....	3 cr.
EDU	107	Career Inquiry in Education .....	2 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EDU	310	Issues in Diversity & World Cultures.....	3 cr.
EDU	315	Children and Young Adult Literature.....	3 cr.
EDU	341	Ethics and Professionalism in the Classroom.....	1 cr.

**Admission to the School—Certification Program required for enrollment in the following EDS/EDU courses**

EDS	353	Teaching Strategies & Classroom Management .....	3 cr.
EDS	358	Reading and Writing in the Content Areas.....	3 cr.
EDS	360A	Practicum .....	2 cr.
EDS	360B	Practicum .....	2 cr.
EDU	367	Assessment in Education.....	3 cr.
EDU	375	Exceptional Children .....	3 cr.
EDS	395	Methodology in the Content Area-Secondary.....	3 cr.
EDS	410	Directed Teaching.....	12 cr.
		– OR –	
EDU	410	Directed Teaching – Art or Spanish .....	14 cr.
		TOTAL.....	49-51 cr.

**Because there are specific general education courses required for teacher certification in the state of Missouri, it is imperative the student speak with his or her education advisor regarding these course requirements prior to enrollment.**

## Secondary Education

### AREAS OF CERTIFICATION

#### English

EN	201	Introduction to Literature.....	3 cr.
EN	231	Introduction to Language.....	3 cr.
EN	307	Professional Writing in English Studies .....	3 cr.
		(This course fulfills the EDU 300 requirement.)	
EN	351	Foundations of Literature.....	3 cr.
EN	387	Composition Theory.....	3 cr.
EN	315	Earlier English Literature .....	3 cr.
EN	316	Later English Literature.....	3 cr.
EN	317	Earlier American Literature .....	3 cr.
EN	318	Later American Literature .....	3 cr.
EN	323	Literary Modernism .....	3 cr.
EN	440	Shakespeare.....	3 cr.

#### Social Studies

HIS	104	American History Survey through the Civil War.....	3 cr.
HIS	105	American History Survey Since the Civil War.....	3 cr.
HIS	101	Western Civilization I .....	3 cr.
HIS	102	Western Civilization II.....	3 cr.
PS	101	Introduction to Psychology .....	3 cr.
HIS	325	The Cold War.....	3 cr.
PO	201	State & Local Government.....	3 cr.
HIS	337	Modern Europe.....	3 cr.
SO	141	Introduction to Sociology .....	3 cr.
PO	210	Comparative Political Systems.....	3 cr.
PO	200	American National Government .....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
		An American, World or Similar Geography course.....	3 cr.

#### Mathematics

MA	135	College Algebra – AND – .....	3 cr.
MA	141	College Trigonometry – OR –.....	3 cr.
MA	150	Precalculus Mathematics .....	3 cr.
MA	208	Discrete Mathematics.....	3 cr.
MA	221	Calculus & Analytical Geometry for Majors I.....	5 cr.
MA	222	Calculus & Analytical Geometry for Majors II.....	5 cr.
MA	223	Calculus & Analytical Geometry for Majors III .....	3 cr.
MA	301	Mathematical Thought .....	3 cr.
MA	305	Probability .....	3 cr.
MA	311	Linear Algebra.....	3 cr.
MA	312	Abstract Algebraic Structures.....	3 cr.
MA	350	History of Mathematics .....	3 cr.
MA	360	Modern Geometries .....	3 cr.

## Secondary Education

### Unified Science – Biology Certificate

BI	111	Environmental Biology .....	4 cr.
BI	211	Anatomy and Physiology I .....	4 cr.
BI	225	Botany .....	4 cr.
BI	226	Zoology .....	4 cr.
BI	231	Introduction to Molecular Cell Biology .....	3 cr.
BI	300	Evolution .....	3 cr.
BI	320	Genetics .....	4 cr.
BI	350	Microbiology .....	4 cr.
BI	378	Ecology .....	4 cr.
CH	107	Introduction to Chemistry I w/CH 107L ..	4 cr.
CH	108	Introduction to Chemistry II w/CH 108L ..	4 cr.
GGP	205	Meteorology.....	4 cr.
GO	141	Physical Geology.....	4 cr.
NS	304	Science, Technology, and Society.....	3 cr.
PY	155	Concepts of Physics I.....	4 cr.
PY	156	Concepts of Physics II.....	4 cr.

### Unified Science – Chemistry Certificate

BI	111	Environmental Biology .....	4 cr.
BI	225	Botany .....	4 cr.
BI	226	Zoology .....	4 cr.
CH	107	Introduction to Chemistry I w/CH 107L ..	4 cr.
CH	108	Introduction to Chemistry II w/CH 108L ..	4 cr.
CH	317	Organic Chemistry I w/CH 317L.....	4 cr.
CH	318	Organic Chemistry II w/CH 318L.....	4 cr.
CH	328	Analytical Chemistry.....	3 cr.
CH	337	Biochemistry w/CH 337L.....	4 cr.
GGP	205	Meteorology.....	4 cr.
GO	141	Physical Geology.....	4 cr.
NS	304	Science, Technology, and Society.....	3 cr.
PY	155	Concepts of Physics I.....	4 cr.
PY	156	Concepts of Physics II.....	4 cr.

**In addition, Students must choose a minimum of 5 hours among the following:**

CH	306	Chemical Bibliography.....	3 cr.
CH	321	Intro to Medicinal Chemistry.....	3 cr.
CH	329	Intro to Instrumental Analysis.....	4 cr.
CH	440	Organic Synthesis .....	5 cr.
CH	490	Research in Chemistry.....	1-3 cr.

## Secondary Education

### Journalism

CA 103	Public Speaking.....	3 cr.
CA 104	Interpersonal Comm I.....	3 cr.
CA 302	Communication Ethics & Law .....	3 cr.
CA 322	Theory & History of Mass Media .....	3 cr.
CA 201	Reporting I .....	3 cr.
CA 241	Photography I .....	3 cr.
CA 311	Editing, Layout & Design.....	3 cr.
CA 315	A, B Journalism Practicum – Section A: News 7 Feature Writing Section B: Newspaper & Magazine Editing -OR- .....	3 cr.
CA 125	Journalism Workshop	
CA 315-G	Journalism Practicum-Magazine Journalism.....	3 cr.
CA 316	Advanced Media Writing & Reporting.....	3 cr.
CA 317	Feature Writing.....	3 cr.
CA 341	Photography II.....	3 cr.
CA 450	Seminar: Special Topics in Journalism .....	3 cr.

**In addition, students seeking journalism certification must take 6 credits of English above 200**

### K-12 Spanish

SP 201	Intermediate Spanish I	
SP 202	Intermediate Spanish II .....	3 cr.
	<i>(Students must test out of SP 201 to enroll in SP 202)</i>	
SP 294	Intermediate Spanish Conversation .....	3 cr.
SP 295	Intermediate Spanish Composition .....	3 cr.
SP 301	Advanced Spanish Conversation.....	3 cr.
SP 302	Advanced Grammar & Composition .....	3 cr.
SP 311	Culture & Civilization of Spain .....	3 cr.
SP 312	Culture & Civilization of Spanish America & the Hispanic Caribbean .....	3 cr.
SP 322	Reading Cervantes' Masterpiece: Don Quixote.....	3 cr.
SP 394	Introduction to the Literature of Spain.....	3 cr.
SP 395	Introduction to Literature of Spanish America & the Hispanic Caribbean .....	3 cr.

### K-12 Fine Arts

AR 115	Introduction to the Visual Arts .....	3 cr.
AR 140	Drawing I .....	3 cr.
AR 203	Three-Dimensional Design .....	3 cr.
AR 204	Two-Dimensional Design.....	3 cr.
AR 208	Color Theory .....	3 cr.
AR 216	Art History II.....	3 cr.
AR 241	Photography I.....	3 cr.
AR 240	Drawing II .....	3 cr.
AR 280	Painting I.....	3 cr.
AR 320	Ceramics I.....	3 cr.
AR 370	Fiber I .....	3 cr.
AR 497	Senior Seminar in Fine Arts .....	2 cr.

## Secondary Education

**Criteria for Admission to the School for Education Certification Program Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.**

- Cumulative GPA of 2.5 including transfer courses
- GPA of 2.5 in Core classes
- WCT passing score (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- C-BASE passing score (two years to complete) (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- ACT test scores (on file in Admissions office)
- Completion of MA 120 or MA 135, EN 105, EN 106, EDU 203 (a grade of C or higher is required in EDU 107).

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- Two disposition evaluations completed by SFE faculty with each disposition rated "at" or "above"
- Letter of recommendation from professor outside of the School for Education (submitted electronically or in a sealed/signed envelope)
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol and FBI fingerprint check
- Child abuse and Neglect Screening

**All students, including Certification Program and Certification Only Program, must apply for admission and meet admission requirements of the School for Education; all students are required to complete professional education sequence classes.**

### **Procedures for Request to Admission to the School for Education Certification Program**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name and telephone number/e-mail address.

- Letter of recommendation from professor outside of SFE (submitted electronically or in a sealed/signed envelope)
- *Application for Admission to the School for Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)
- Initial portfolio approved by advisor
- Two Disposition evaluations completed by 2 SFE faculty with a rating of "at" or "above"

**Procedure for Request to Admission to Directed Teaching** (to be requested one year before planned student teaching semester) Council for Teacher Education must approve all Student teaching requests.

- Completed Application for Directed Teaching forms
- Completed an autobiography
- Signed permission to send requested materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Good standing in School for Education
- PRAXIS II exam passing score in major

## Education Studies

AVAILABLE:

**B.S.E.**

REQUIREMENTS:

B.S.E. MAJOR:

59 - 76 HOURS

2.75 CUMULATIVE GPA

2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



**THIS DEGREE DOES NOT LEAD TO CERTIFICATION.**

NO GRADE LOWER THAN A "C" IN EDUCATION CORE OR MAJOR FIELD FOR ADMISSION AND GRADUATION. COURSES NUMBERED ABOVE 350 REQUIRE FORMAL ADMISSION TO THE SCHOOL FOR EDUCATION.

**EDUCATION STUDIES — YOUNG CHILD EMPHASIS: - 76 cr.**  
(BIRTH THROUGH GRADE 3)

**THIS EMPHASIS AREA DOES NOT LEAD TO CERTIFICATION**

### Professional Curriculum

EDU	107	Career Inquiry in Education .....	2 cr.
EDU	203	Educational Psychology.....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EDU	310	Issues in Diversity& World Culture .....	3 cr.
EDC	220	Child Growth and Development for Early Childhood & Elementary Teachers ...	3 cr.
EDC	222	Early Childhood Principles .....	3 cr.
EDE	315	Children and Young Adult Literature .....	3 cr.
EDC	325	Education of Exceptional Children .....	3 cr.
EDE	335	Art, Music, & Movement for ECE & Elementary Teachers.....	3 cr.
EDC	340	Language and Literacy Development .....	3 cr.
EDU	341	Ethics and Professionalism in the Classroom .....	1 cr.
EDC	347	Early Childhood Program Management.....	2 cr.
BI	214	Personal and Community Health.....	3 cr.
SO	302	Study of the Family .....	3 cr.

**Admission to the School for Education required for enrollment  
in the following EDC/EDE/EDU courses**

EDC	354	Observation, Assessment & Screening in Early Childhood Education .....	3 cr.
EDC	355	Social and Emotional Learning in Early Childhood .....	3 cr.
EDC	357	Family Involvement in Early Childhood Education .....	3 cr.
EDC	362	Infants and Toddlers.....	3 cr.
EDC	363	Integrating the Curriculum: PreK .....	3 cr.
EDC	364	Integrating the Curriculum: K-3 .....	3 cr.
EDC	372	Infant and Toddler Practicum for Early Childhood Education.....	2 cr.
EDC	373	PreK Practicum for Early Childhood Education.....	2 cr.
EDC	374	K-3 Practicum for Early Childhood Education.....	2 cr.
EDE	378	Science for ECE and Elementary Teachers ...	2 cr.
EDE	380	Literacy for ECE and Elementary Teachers ..	6 cr.
EDE	385	Diagnosis and Remediation for Math Difficulties .....	3 cr.
		<b>TOTAL.....</b>	<b>76 cr.</b>



## Education Studies

### Criteria for Admission to the School for Education—Non-Certification Program

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.75 including transfer courses
- GPA of 2.5 in Core classes
- WCT passing score
- ACT test scores (on file in Admissions office) - when applicable
- Letter of recommendation from professor outside for the School for Education (submitted electronically or in a sealed/signed envelope)
- Successful completion of MA 120 or MA 135, EN 105, EN 106, EDU 107, EDC 220 and EDC 222.

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- Two Disposition evaluations (long form) completed by SFE faculty with ratings of “at” or “above”
- Initial electronic portfolio approved by advisor
- Meet state background check requirements and FBI fingerprint check
- Child abuse and Neglect Screening

### Procedure for Request to Admission to the School for Education—Non-Certification Program

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name, telephone number, and e-mail address.

- Letter of recommendation from professor outside of SFE (submitted electronically or in a sealed/signed envelope)
- *Application for Admission to the School for Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)
- Initial portfolio form approved by advisor

## Education Studies

### EDUCATION STUDIES — YOUTH EMPHASIS: - 67 cr. (GRADES 1 THROUGH 6)

#### PROFESSIONAL CURRICULUM

EDU	107	Career Inquiry in Education .....	2 cr.
EDU	203	Educational Psychology.....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EDE	220	Child Growth and Development for Early Childhood and Elementary Teachers.....	3 cr.
EDE	315	Children and Young Adult Literature .....	3 cr.
EDE	335	Art, Music and Movement for ECE and Elementary Teachers .....	3 cr.
EDU	310	Issues in Diversity and World Cultures.....	3 cr.
EDU	341	Ethics and Professionalism in the Classroom .....	1 cr.
GGH	140	Economic Geography.....	3 cr.
BI	214	Personal and Community Health.....	3 cr.
SO	302	The Study of the Family.....	3 cr.

#### Admission to the School for Education required for enrollment in the following EDE/EDU courses

EDE	355	Classroom Management.....	3 cr.
EDE	359	Elementary Teaching Strategies with Practicum.....	5 cr.
EDE	360A	Practicum.....	2 cr.
EDE	360B	Practicum.....	2 cr.
EDE	360C	Practicum.....	2 cr.
EDU	367	Assessment in Education .....	3 cr.
EDU	375	Exceptional Children .....	3 cr.
EDE	378	Science for ECE and Elementary Teachers.....	2 cr.
EDE	380	Literacy for ECE and Elementary Teachers.....	6 cr.
EDE	385	Diagnosis and Remediation for Math Difficulties .....	3 cr.
EDE	387	Diagnosis and Remediation for Reading Difficulties .....	3 cr.
		TOTAL.....	67 cr.

#### AREA OF CONCENTRATION

#### Students should plan the courses needed for the area of concentration with his or her advisor.

The student must have a total of at least 21 semester hours in an area of concentration (courses taken as part of the General Curriculum may be counted as part of the area of concentration). This concentration must be approved by the student's advisor.

Areas available are:

- Language Arts
- Mathematics
- Science
- Social Studies
- Science and Mathematics
- Art
- Fine Art

## Education Studies

### Criteria for Admission to the School for Education – Non-Certification Program

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.5 including transfer courses
- GPA 2.5 in Core classes
- WCT passing score
- ACT test scores (on file in Admissions office) - when applicable
- Letter of recommendation from professor outside for the School for Education (submitted electronically or in a sealed/signed envelope)
- Successful completion of MA 120 or MA 135, EN 105, EN 106, and EDU 107.

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- Two Disposition evaluations (long form) completed by SFE faculty with ratings of “at” or “above”
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol and FBI fingerprint check
- Child abuse and Neglect Screening

### Procedure for Request to Admission to the School for Education – Non-Certification Program

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name, telephone number, and e-mail address.

- Letter of recommendation from professor outside of SFE (submitted in a sealed/signed envelope or electronically)
- *Application for Admission to the School for Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)
- Initial portfolio approved by advisor

## Education Studies

### EARLY CHILDHOOD EDUCATION AND LEADERSHIP EMPHASIS - 74 cr.

The Bachelor of Science Education Studies degree with Early Childhood Education and Leadership emphasis is designed to prepare graduates for positions of responsibility and leadership in accredited programs, Head Start programs, child care centers, private preschools, and family child care. The degree program combines knowledge of child development and learning; family and community relationships; observation, documentation, and assessment; concepts and tools of inquiry in the content areas; curriculum development; effective teaching strategies; guidance; professionalism; and leadership, including basic knowledge of program planning and evaluation, and human and financial resources. **This program does not result in Missouri teacher certification. Program does meet standards set forth for Directors of NAEYC Accredited Programs.**

#### REQUIREMENTS FOR:

EARLY CHILDHOOD EDUCATION AND LEADERSHIP EMPHASIS  
**74 HOURS, 2.75 CUMULATIVE GPA, 2.5 CORE GPA**

#### PROFESSIONAL CURRICULUM

EDU	203	Educational Psychology.....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as Social System .....	3 cr.
EDC	220	Child Growth & Development For Early Childhood & Elementary Teachers .....	3 cr.
EDC	222	Early Childhood Principles .....	3 cr.
EDU	310	Issues in Diversity & World Cultures .....	3 cr.
EDE	315	Children and Young Adult Literature .....	3 cr.
EDC	325	Education of Exceptional Children .....	3 cr.
EDE	335	Art, Music, & Movement for ECE & Elementary Teachers.....	3 cr.
EDC	340	Language and Literacy Development in Early Childhood .....	3 cr.
EDU	341	Ethics and Professionalism in the Classroom ....	1 cr.
EDC	342	Early Childhood Program Management.....	2 cr.
EDC	344	Program Planning and Evaluation in Early Childhood Programs.....	2 cr.
EDC	345	Financial Aspects of Early Childhood Programs.....	2 cr.
EDC	346	Human Resources in Early Childhood Programs.....	2 cr.
SO	302	The Study of the Family.....	3 cr.
BI	214	Personal and Community Health.....	3 cr.

#### Admission to the School for Education—Early Childhood Education and Leadership Program required for enrollment in the following EDC courses

EDC	354a	Observation, Assessment & Screening in Early Childhood Education Part 1 .....	1 cr.
EDC	354b	Observation, Assessment & Screening in Early Childhood Education Part 2 .....	2 cr.
EDC	355a	Social and Emotional Learning in Early Childhood Education Part 1 .....	2 cr.
EDC	355b	Social and Emotional Learning in Early Childhood Education Part 2 .....	1 cr.
EDC	357	Family Involvement in Early Childhood Education.....	3 cr.

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EDC	362	Infants and Toddlers.....	3 cr.
EDC	382	Infant and Toddler Practicum for Early Childhood Education and Leadership .....	1 cr.
EDC	363a	Integrating the Curriculum: Pre-K Part 1 ...	1 cr.
EDC	363b	Integrating the Curriculum: Pre-K Part 2 ...	2 cr.
EDC	383	PreK Practicum for Early Childhood Education and Leadership.....	1 cr.
EDC	415	Internship in ECE & Leadership.....	12 cr.
		TOTAL.....	73 cr.

Because there are specific general education courses required graduation, it is imperative the student speak with his or her education advisor regarding these course requirements prior to enrollment. First time freshman must take EDU 107 and SW 205. \*Although the coursework can be completed online, 95 percent of the education courses require interaction and/or observation with young children, educators and the community. Practicum courses and internships are “hybrids.” Seminars are online but the coursework takes place in the field with young children, educators and the community. Diversity of experiences is necessary for a well-rounded educator. As a result, some observations will occur outside the student’s place of employment.

Criteria for Admission to the School for Education

Early Childhood Education and Leadership Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.5 including transfer courses
- 2.5 GPA in core classes
- WCT passing score
- Successful completion of EDC 220, EDC 222, MA 120 or MA 135, EN 105, and EN 106
- ACT test scores required (on file in Admissions office) if less than five years since high school graduation.

The above information is verified by the Registrar’s office on the *Application for Admission to the School for Education*

- Two disposition evaluations (long form) completed by SFE faculty with each disposition rated “at” or “above”
- Letter of recommendation from professor outside of the School for Education
- Initial portfolio approved by advisor
- FBI Finger Print check
- Other background check as required by “home state”

Procedures for Request to Admission to the School for Education—Early Childhood Education and Leadership Program

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Documents are submitted in a single envelope with name, telephone number, and e-mail address.

- Letter of recommendation submitted electronically or in a sealed/signed envelope
- Application for Admission to the School for Education
- Initial portfolio advisor approval form

# Education Studies

## EARLY CHILDHOOD EDUCATION TEACHING YOUNG CHILDREN EMPHASIS - 69 cr.

The Bachelor of Science Education Studies degree with Emphasis in Early Childhood Education Teaching Young Children-non-certification is designed to prepare graduates for positions of teaching or curriculum coordinators in Accredited programs, Head Start programs, early childhood centers, private preschools, and family child care centers, or with programs such as Parents as Teachers. The degree program combines knowledge of child development and learning; family and community relationships; observation, documentation, and assessment; concepts and tools of inquiry in the content areas; curriculum development; effective teaching strategies; guidance; and professionalism. **The Degree does not result in Missouri Teacher certification.**

### REQUIREMENTS FOR:

EARLY CHILDHOOD EDUCATION TEACHING YOUNG CHILDREN EMPHASIS  
**69 HOURS, 2.75 CUMULATIVE GPA**

NO GRADE LOWER THAN A "C" IN EDUCATION CORE.

### PROFESSIONAL CURRICULUM

EDU	203	Educational Psychology.....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EDC	220	Child Growth & Development for Early Childhood & Elementary Teachers .....	3 cr.
EDC	222	Early Childhood Principles .....	3 cr.
EDU	310	Issues in Diversity & World Cultures .....	3 cr.
EDE	315	Children and Young Adult Literature .....	3 cr.
EDC	325	Education of Exceptional Children .....	3 cr.
EDE	335	Art, Music, & Movement for ECE & Elementary Teachers.....	3 cr.
EDC	340	Language and Literacy Development in Early Childhood .....	3 cr.
EDC	342	Early Childhood Program Management.....	2 cr.
SO	302	The Study of the Family.....	3 cr.
BI	214	Personal and Community Health.....	3 cr.

### Admission to the School for Education—Early Childhood Education Teaching Young Children Program required for enrollment in the following EDC courses

EDC	354a	Observation, Assessment & Screening in Early Childhood Education Part 1 .....	1 cr.
EDC	354b	Observation, Assessment & Screening in Early Childhood Education Part 2 .....	2 cr.
EDC	355a	Social and Emotional Learning in Early Childhood Education Part 1 .....	2 cr.
EDC	355 b	Social and Emotional Learning in Early Childhood Education Part 2 .....	1 cr.
EDC	357	Family Involvement in Early Childhood Education.....	3 cr.
EDC	362	Infants and Toddlers.....	3 cr.
EDC	363a	Integrating the Curriculum: PreK Part 1 ....	1 cr.

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EDC 363b	Integrating the Curriculum: PreK Part 2 ....	2 cr.
EDC 372	Infant and Toddler Practicum .....	2 cr.
EDC 373	PreK Practicum .....	2 cr.
EDC 420	Internship in Early Childhood Teaching ..	12 cr.
	TOTAL.....	69 cr.

**Because there are specific general education courses required graduation, it is imperative the student speak with his or her education advisor regarding these course requirements prior to enrollment. First time freshman must take EDU 107 and SW 205.** \*Although the coursework can be completed online, 95 percent of the education courses require interaction and/or observation with young children, educators and the community. Practicum courses and internships are “hybrids.” Seminars are online but the coursework takes place in the field with young children, educators and the community. Diversity of experiences is necessary for a well-rounded educator. As a result, some observations will occur outside the student’s place of employment.

**Criteria for Admission to the School for Education— Early Childhood Education—Non Certification**

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.5, including transfer courses
- 2.5 GPA in core classes
- WCT passing score
- Successful completion of EDC 220, EDC 222, MA 120 or MA 135, EN 105, and EN 106
- ACT test scores required (on file in Admissions office) if less than five years since high school graduation.

The above information is verified by the Registrar’s office on the *Application for Admission to the School for Education*

- Two disposition evaluations (long forms) completed by SFE faculty with each disposition rated “at” or “above”
- Letter of recommendation from a professor outside of the School for Education
- Initial portfolio approved by advisor
- FBI Finger Print check
- Background check as approved by “home state”

**Procedures for Request to Admission to the School for Education—Early Childhood Education—Non Certification**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting. Documents are submitted in a single envelope with name, telephone number, and e-mail address.

- Letter of recommendation submitted electronically or in a signed sealed envelope
- Application for Admission to the School for Education
- Initial portfolio advisor approval form



## English

AVAILABLE:

**B.A.**

REQUIREMENTS:

B.A. MAJOR:

42 HOURS,

2.0 GPA

MINOR:

18 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



English majors may concentrate on either of two programs: literature or writing. Both programs encourage students to explore many facets of human nature and culture through the study of literature and to develop understanding and skillful use of language. Both concentrations help students acquire the knowledge, analytical skills, and writing abilities needed by such professionals as writers, editors, teachers, business managers, and lawyers. Students will choose one concentration for their major in English but may not combine both concentrations to create a double-major. The purpose of a double-major is to broaden student education in an additional field of interest.

REQUIREMENTS FOR:

**B.A. MAJOR – 42 HOURS, 2.0 GPA**

### Literature Concentration Core Courses

EN 201	Introduction to Literature .....	3 cr.
EN 205	Introduction to English Studies.....	3 cr.
EN 231	Introduction to Language.....	3 cr.
EN 315	Earlier English Literature .....	3 cr.
EN 316	Later English Literature.....	3 cr.
EN 317	Earlier American Literature .....	3 cr.
EN 318	Later American Literature .....	3 cr.
EN 323	Literary Modernism .....	3 cr.
EN 351	Foundations of Literature.....	3 cr.
EN 380	Literary Theory and Criticism.....	3 cr.
EN 440	Shakespeare.....	3 cr.
EN 490	Capstone Seminar .....	3 cr.

Two additional courses in English (3 cr. each) ..... 6 cr.  
to be chosen from courses in the English Department

TOTAL..... 42 cr.

### Writing Concentration Requirements

EN 201	Introduction to Literature .....	3 cr.
EN 205	Introduction to English Studies.....	3 cr.
EN 231	Introduction to Language.....	3 cr.
EN 311	Creative Writing.....	3 cr.
EN 354	Nonfiction Prose .....	3 cr.
EN 370	Rhetorical History and Contemporary Analysis .....	3 cr.
EN 380	Literary Theory and Criticism.....	3 cr.
EN 387	Composition Theory.....	3 cr.
EN 411	Advanced Creative Writing .....	3 cr.
EN 490	Capstone Seminar .....	3 cr.

Choice of American or English literature survey courses: ... 6 cr.  
either EN 315, Early English Literature, *and* EN316,  
Later English Literature; *or*, EN 317, Early American  
Literature, *and* EN 318, Later American Literature

English

Choice of an advanced expository writing course ..... 3 cr. (EN 306 a,b,c) reflecting the student's individual interests in technical writing, business writing, or writing in/across the disciplines	
One additional English (EN) course ..... 3 cr. <i>(students are strongly encouraged to enroll in EN 384, Professional Learning Experience in English)</i>	
TOTAL.....	42 cr.

Senior Examinations

All majors must pass a three-hour written comprehensive examination . Language and literature concentration majors must test in three literature areas. Writing concentration majors must test in two writing areas and one literature area. A one-hour oral examination follows the written examination: it is conducted by members of the English Department and may include one other faculty member. The student must pass both examinations. Students who fail either or both parts must retake the examinations in the next semester.

REQUIREMENTS FOR:  
MINOR – 18 HOURS, 2.0 GPA

EN 201 and 15 credit hours electives, six at the 200 level and nine at the 300 level.

**\*\*For those students wishing to teach English:**  
See also Bachelor of Science in Education ([page 155](#)).

**B.S.E. in Secondary Education – MAJOR 48-50 Hours**  
**2.75 Cum G.P.A.**  
**2.50 Core G.P.A.**

## Fine Art

AVAILABLE:

**B.A.  
MINOR**

REQUIREMENTS:

**B.A. MAJOR:**  
42 HOURS  
2.0 GPA

**MINOR:**  
18 HOURS

THIS PROGRAM IS OFFERED  
THROUGH:



**The Department of Arts and Communication** offers three related majors in the visual arts: a BA in Fine Art, a BS in Graphic Design and a BFA in Interior Design. Plus, in concert with the School for Education, students may become certified to reach art K-12 with the BSE major.

All four visual arts majors share a freshman core curriculum of five courses and a similar capstone course, the Senior Seminar. Students seeking double majors in art (for example, Graphic Design and Fine Art) must fulfill two (2) sections of the Senior Seminar, as capstones for each major.

Within the context of Park University's strong liberal arts tradition, Art and Design students receive a strong foundation in the studio disciplines and in the history of art. Internships allow upper level students the opportunity to explore careers in many art and design fields. Our spacious main studio, the entire top floor of Alumni Hall, overlooks Parkville, the Missouri River, the Kansas City skyline and the scenic Parkville home campus, and provides year-round landscape subjects. Our Sixth Street Studio is a freestanding building that houses the ceramic and fiber studio. Two separate studio complexes in Park University's underground Mabee Learning Center house the Graphic Design Studio (with state-of-the-art Macintosh workstations, digital cameras, scanners, printers and extensive software) and the Interior Design Studios (with AutoCAD lab, drafting room and materials resource lab). The Campanella Gallery, located in McAfee Memorial Library, offers a year round cycle of exhibits in all media by professional artists in addition to providing graduating seniors with a professional quality exhibition space for their senior exhibits. Access to the exhibitions and programs of the Nelson-Atkins Museum of Art in Kansas City and the Spencer Museum in nearby Lawrence, and the numerous commercial and educational galleries in the Greater Kansas City, particularly in Kansas city's dynamic Crossroads Arts District add depth and variety to the classroom and the studio experience.

Students majoring in Fine Art receive a general introduction to studio work in a variety of media: painting, drawing, photography and ceramics or fiber. Fine Art majors frequently work toward K-12 art education certification in concert with their studio majors; set up their own studios and begin actively producing their art work while finding employment in related fields.

REQUIREMENTS FOR:

**B.A. MAJOR – 42 HOURS, 2.0 GPA**

### Freshman Core:

AR 115	Introduction to the Visual Arts .....	3 cr.
AR 140	Drawing I .....	3 cr.
AR 203	Three-Dimensional Design .....	3 cr.
AR 204	Two-Dimensional Design: Black & White .	3 cr.
AR 208	Color Theory .....	3 cr.

Fine Art

Fine Arts Curriculum:

AR	215	Art History I .....	3 cr.
AR	216	Art History II.....	3 cr.
AR	241	Photography I .....	3 cr.
AR	240	Drawing II .....	3 cr.
AR	280	Painting I.....	3 cr.
AR	320	Ceramics I	
		– OR –.....	3 cr.
AR	370	Fiber I	

Each Fine Art major must choose a studio discipline to emphasize by earning a minimum of 6-9 credit hours in it. Available studio disciplines are: drawing, painting, ceramics, photography and fiber.

AR	Electives 300 & 400 level.....	6 cr.
AR	497 Senior Seminar.....	3 cr.
	TOTAL.....	42 cr.

REQUIREMENTS FOR:  
MINOR – 18 HOURS, 2.0 GPA

ART OR DESIGN MINOR .....	18 cr.
AR 140 Drawing I .....	3 cr.

And one of the following art or design history courses:..... 3 cr.  
AR 115, AR 215, AR 216, AR 298, AR 316,  
AR 317, AR 390

And 12 hours of art electives, of which six are upper level .. 12 cr.

ART HISTORY MINOR.....	18 cr.
Six courses from any of the following:	
AR 115, AR 215, AR 216, AR 298, AR 316,	
AR 317, AR 319 and AR 390	

In addition, AR 315: Special Topics in Art & Design, when the topic is art historical; AR 313: Independent Study in Art or Design, when the project developed between the student and the professor is art historical in nature; AR 415: Internship in Art or Design, when the internship is in a museum or gallery setting, and Study Abroad courses, can be included in the 18 hours that make up this Minor.

The Program Coordinator of Fine Art will serve as the advisor for students seeking this minor.

## Fine Art

**\*\*For those students wishing to teach K-12 Art:  
See also Bachelor of Science in Education ([page 155](#)).**

**B.S.E. in Secondary Education – MAJOR 48-50 Hours  
2.75 Cum G.P.A.  
2.50 Core G.P.A.**

### **Portfolios:**

All graduating art and design majors are required to individually document by means of digital photography selected examples of their best work. These final portfolios are to be submitted to their major advisors as part of their Senior Seminar. CDs of the portfolio will remain the property of the Department of Art and Design.

### **Art Supplies:**

Art and Design majors must plan, when preparing their yearly educational budgets, to spend at least \$300 per semester on art supplies. All studio art courses require varying amounts of personal equipment and supplies. Studio fees collected at registration for some art courses provide only a portion of the supplies needed. Supply lists will be provided on the first day of classes.

Fitness and Wellness

AVAILABLE:

B.S.  
MINOR

REQUIREMENTS:

B.S. MAJOR  
46 HOURS  
2.0 GPA

MINOR:  
18-19 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Fitness and Wellness major focuses on health promotion and lifestyle modifications. Students will be introduced to basic principles that assist and motivate them to reach their optimal fitness and wellness potential, while leading others to an overall healthy lifestyle. The optimal goal of the program is to enhance the quality of life through equipping students with the knowledge and skills that promotes long-term fitness and wellness.

REQUIREMENTS FOR:  
B.S. MAJOR – 46 HOURS, 2.0 GPA

AT	140	Concepts of Sport Injuries.....	3 cr.
AT	175	Medical Terminology .....	3 cr.
AT	231	First Aid and Emergency Procedures .....	3 cr.
AT	236	Kinesiology .....	3 cr.
AT	250	Exercise Physiology .....	3 cr.
BI	211	Anatomy and Physiology I .....	4 cr.
BI	212	Anatomy and Physiology II.....	4 cr.
BI	214	Personal and Community Health.....	3 cr.
FWR	122	Human Nutrition .....	3 cr.
FWR	150	Principles of Exercise and Sport Nutrition..	3 cr.
FWR	250	Introduction to Sport Management.....	3 cr.
FWR	300	Advanced Strength Training .....	2 cr.
FWR	400	Internship in Fitness, Wellness and Recreation .....	3 cr.
PS	363	Sport Psychology .....	3 cr.
SO	309	Sociology of Sport.....	3 cr.
		TOTAL.....	46 cr.

REQUIREMENTS FOR:  
MINOR – 18-19 HOURS, 2.0 GPA

AT	236	Kinesiology .....	3 cr.
AT	250	Exercise Physiology .....	3 cr.
FWR	122	Human Nutrition .....	3 cr.
FWR	150	Basic Principles of Exercise & Sports Nutrition .....	3 cr.
BI	210	The Human Body – OR – .....	3-4 cr.
BI	211	Human Anatomy & Physiology I	
BI	214	Personal & Community Health .....	3 cr.
		TOTAL.....	18-19 cr.

## Geography

AVAILABLE:

**B.S.  
MINOR**

REQUIREMENTS:

B.S. MAJOR:

34-40 HOURS

2.0 GPA

MINOR:

18 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### BACHELOR OF SCIENCE

The skills obtained by studying geography make graduates in demand for a wide range of employment opportunities. The geography curriculum will prepare students for business and academics while encouraging life long learning skills. The link between geography and the world (cultural and physical) makes a varied list of careers. Geographic skills are essential to understanding physical patterns, human patterns, and Earth's processes. These skills are important for anyone critically thinking about the global community. The department of Natural and Physical Sciences welcomes partnerships with appropriate businesses and government agencies to place students into internship positions in their major or a related field. The Department of Natural and Physical Sciences actively encourages students to work in such internship positions and considers internships to be an integral part of the curriculum.

REQUIREMENTS FOR:

**B.S. MAJOR – 34-40 HOURS, 2.0 GPA**

#### Core Curriculum:

GGH	110	Cultural Geography .....	3 cr.
GGH	200	Geography of North America.....	3 cr.
GGP	115	Physical Geography.....	4 cr.
GGP	350	GIS I.....	3 cr.
GO	125	Natural Disasters.....	3 cr.
CORE TOTAL.....			16 cr.

#### Major Electives: 18-24 cr.

At least six courses designated as GGH, GGP or GO; three courses (9 credits) must be 300-level or above

TOTAL..... 34-40 cr.

#### Required Minor: 18-24 cr.

Any of the minors offered by the university or successful completion of a second major. See charts on pages [110-112](#) for available minors.

*\*Only one course (3 credits) completed for the major requirements may also be counted as satisfying part of the minor requirements.*

#### Capstone Portfolio:

Consisting of an evaluation of the five core assessments from the core curriculum and how they connect with the program competencies.

REQUIREMENTS FOR:

**MINOR – 18 OR MORE HOURS, 2.0 GPA**

The minor provides students interested in geography an opportunity to pursue their studies in the discipline. A variety of geography subjects are available and students may select courses in line with their specific academic and career goals.

A minimum of eighteen hours from any courses in Geography (GGH, GGP) can be taken to fulfill this requirement.



# Geographical Information Systems

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

19 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The minor provides students interested in Geographic Information Systems (GIS) an opportunity to pursue their studies in this specialized field of geography. This rapidly growing technology is proving to become a needed job skill in this computer age in virtually all fields, especially those in Natural Sciences, Social Sciences and Business.

REQUIREMENTS FOR:  
**GIS MINOR – 19 HOURS, 2.0 GPA**

Eighteen to twenty hours from the following courses:

**Core (13 hours):**

GGP	115	Physical Geography.....	4 cr.
GGP	350	GIS I.....	3 cr.
GGP	355	GIS II .....	3 cr.
GGP	450	Internship in GIS.....	3 cr.

**Technical and Applied Electives (select two)..... 6 cr.**

GGP	270	Spatial Analysis (3 cr.)	
		-OR-	
NS	220	Applied Statistics & Experimental Design (3 cr.)	
GGP	330	Cartography (3 cr.)	
GGP	335	Remote Sensing (3 cr.)	
GGP	340	Environmental Planning (3 cr.)	
GGP	345	Land Use Planning (3 cr.)	
GGP	390	Special Topics in Physical Geography (1-4 cr.)	
GGP	405	Conservation GIS (3 cr.)	
IS	205	Managing Information Systems (3 cr.)	
		TOTAL.....	19 cr.

AVAILABLE:

## MINOR

REQUIREMENTS:

MINOR:

18 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The minor provides students interested in the geosciences an opportunity to pursue their studies in physical geography/geology. A variety of geoscience subjects are available and students may select courses in line with their specific academic and career goals.

REQUIREMENTS FOR:

**MINOR – 18 OR MORE HOURS, 2.0 GPA**

A minimum of eighteen hours from any courses in Physical Geography (GPP) or Geology (GO) can be taken to fulfill this requirement.

# Global Studies

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:  
21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



REQUIREMENTS FOR:  
**MINOR – 21 HOURS, 2.0 GPA**

**Core:**..... 9 cr.

- PO 210 Comparative Political Systems (3 cr.)
- LS 304 Special Topics in Liberal Studies:  
International Internship (3 cr.)
- PO 216 International Relations (3 cr.)

**Electives:** ..... 12 cr.

Choose one course in each category.

History..... 3 cr.

- HIS 211 The Great War, 1914-1918
- HIS 332 World War II
- HIS 333 The Modern Middle East
- HIS 335 Modern Germany
- HIS 336 The Long 19th Century
- HIS 337 Modern Europe

Business, Economics, and Marketing..... 3 cr.

- EC 407 International Trade and Finance
- IB 315 International Business Perspectives
- MK 395 International Marketing
- IB 451 International Business Seminar

Geography ..... 3 cr.

- GGH 201 Geography of Africa
- GGH 202 Geography of Latin America
- GGH 203 Geography of Europe
- GGH 204 Geography of Asia
- GGH 206 Geography of the Middle East

International humanities elective..... 3 cr.

- AR 317 World Art
- EN 355 International Literature
- PC 315 Global Peace Issues
- RE 109 World Religions
- ML 315 Selected Topics in Literature and Culture
- MU 260 Introduction to Music

TOTAL..... 21 cr.

## Global Sustainability

AVAILABLE:

### MINOR

REQUIREMENTS:

MINOR:

18-22 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

### MINOR – 18-22 HOURS, 2.0 GPA

**Core:**..... 6 cr.

GGP 120 Global Sustainability (3 cr.)

GGH 326 Resources and People (3 cr.)

**Geoscience:** ..... 6-8 cr.

GGH 140 Economic Geography (3 cr.)

GGP 340 Environmental Planning (3 cr.)

GGP 345 Land Use Planning (3 cr.)

GO 125 Natural Disasters (3 cr.)

GO 200 Oceanography (4 cr.)

GGP 205 Introduction to Meteorology (4 cr.)

GGP 301 Renewable Energy Technologies (3 cr.)

GGP 350 GIS I (3 cr.)

GGP 365 Geography of Disease (3 cr.)

GGP 370 Biogeography (3 cr.)

**Interdisciplinary:** ..... 6-8 cr.

AR 290 Materials and Resources (3 cr.)

AR 298 History of the Designed Environment:  
Antiquity to Mid-19th Century (3 cr.)

BI 111 Environmental Biology (4 cr.)

BI 225\* Botany (4 cr.)

BI 300 Evolution (3 cr.)

BI 378\* Ecology (4 cr.)

BI 380 Issues in Biodiversity (3 cr.)

CH 301 Chemistry and Society (3 cr.)

IB 315 International Business Perspectives (3 cr.)

PO 340 Public Policy (3 cr.)

PS 301 Social Psychology (3 cr.)

SO 304\* Social Problems (3 cr.)

TOTAL..... 18-22 cr.

\* Prerequisite required

## Graphic Design

AVAILABLE:

**B.S.  
MINOR**

REQUIREMENTS:

**B.S. MAJOR:**  
66 HOURS  
2.0 GPA

**MINOR:**  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



Students majoring in Graphic Design produce most of their work in the digital environment of Park University's fully equipped Macintosh studio. Today, most artists earn a living by producing a wide range of visual materials for publication. Graphic Design students learn visual communication, typography, layout, illustration and photography while building professional quality design portfolios. Instruction models conditions in the professional environment. Internship opportunities in graphic design firms and other professional settings provide real world experience and a transition to the world beyond the campus.

REQUIREMENTS FOR:

**B.S. MAJOR – 66 HOURS, 2.0 GPA**

### Freshman Core:

AR 115	Introduction to the Visual Arts .....	3 cr.
AR 140	Drawing I .....	3 cr.
AR 203	Three-Dimensional Design .....	3 cr.
AR 204	Two-Dimensional Design: Black & White .	3 cr.
AR 208	Color Theory .....	3 cr.

### Graphic Design:

AR 216	Art History II .....	3 cr.
AR 218	Graphic Design Software.....	3 cr.
AR 241	Photography I .....	3 cr.
AR 240	Drawing II .....	3 cr.
AR 280	Painting I .....	3 cr.
AR 316	Modern Art.....	3 cr.
AR 318	Graphic Design Studio I .....	3 cr.
AR 319	History of Graphic Design .....	3 cr.
AR 328	Graphic Design Principles I: Identity .....	3 cr.
AR 330	Graphic Design Principles II: Typography and Design .....	3 cr.
AR 331	Graphic Design Studio II: Computer Imaging .....	3 cr.
AR 418	Graphic Design Studio III: Advanced Typography .....	3 cr.
AR 427	Web Page Design: Digital Environment .....	3 cr.
AR 496	Graphic Design Studio VI: Senior Studio/Portfolio .....	3 cr.

Electives (9 hours from the following) ..... 9 cr.

AR 313	Independent Study in Design (1-3 cr.)
AR 315	Special Topics in Design (1-3 cr.)
AR 341	Photography II (3 cr.)
AR 415	Internship in Graphic Design (3-6 cr.)

MK/CA 380 Advertising (3 cr.)

CS 144	Beginning Programming with Multimedia Projects (3 cr.)
– OR –	

CS 151	Introduction to Programming (3 cr.)
--------	-------------------------------------

KCASE Kansas City Area Student Exchange (3 cr.)

TOTAL..... 66 cr.

## Graphic Design

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

### From the Freshman Core

AR 204	Two-Dimensional Design: Black & White...	3 cr.
AR 208	Color Theory .....	3 cr.

### From the Graphic Design curriculum ..... 12 cr.

AR 218	Graphic Design Software .....	3 cr.
AR 330	Graphic Design Principles II: Typography and Design – OR – .....	3 cr.
AR/CA 241	Photography I	
AR 328	Graphic Design Principles I: Identity .....	3 cr. (prerequisite AR 318 to be waived)
AR 427	Web Page Design: Digital Environment .....	3 cr.

\*Students required to pass any of these courses as part of their major must substitute them with other ART courses with the approval of the Art & Design department Chair.

### Portfolios

All graduating art and design majors are required to individually document (either by means of color slide photography or digital photography) selected examples of their best work. These final portfolios are to be submitted to their major advisors as part of their Senior Seminar. These slides, CDs, zip disks, etc. will remain the property of the Department of Art and Design.

### Art Supplies

Art and Design majors must plan, when preparing their yearly educational budgets, to spend at least \$250 per semester on art supplies. All studio art courses require varying amounts of personal equipment and supplies. Studio fees collected at registration for some art courses provide only a portion of the supplies needed. Supply lists will be provided on the first day of classes.

History

AVAILABLE:

B.A.  
MINOR  
CERTIFICATE

REQUIREMENTS:

B.A. MAJOR:  
42 HOURS  
2.75 GPA

MINOR:  
21 HOURS  
2.75 GPA

CERTIFICATE:  
12 HOURS  
3.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



History affords the opportunity to appreciate the diversity of human encounters through the inquiry of one’s own and other’s cultures and societies as they have developed over time. The study of history is a meticulous intellectual discipline involving research techniques, problem solving, and the critical evaluation of evidence. Historians seek and critique what women and men of the past have left behind, what they have created and what imprints they have left on the global society.

REQUIREMENTS FOR:  
**B.A. MAJOR – 42 HOURS, 2.75 GPA**

HIS	103	Introduction to and the Ethics of the Historical Profession (L) .....	3 cr.
HIS	400	History in the Public Realm (I) .....	3 cr.
HIS	451	Thesis I (T) .....	3 cr.
HIS	452	Thesis II (T) .....	3 cr.
TOTAL.....			12 cr.

Senior Oral Comprehensive Exam (*see page 177 for description*)  
Senior Written Comprehensive Exam (*see page 177 for description*)

**Areas of Concentration - 30 Hours**

Each major will select on area of concentration from the following list for successful completion of the major in consultation with a faculty advisor. Freshmen are required to select the area of concentration by completion of second semester and transfer students are required to select the area of concentration by completion of first semester of enrollment.

**European/Classical  
United States  
Applied History with New Media**

The **European/Classical** and **United States** concentrations consist of fourteen courses, distributed as follows:

- A primary area of concentration, selected from the above list, in which five courses are taken.  
No more than five courses in any region will count toward the major.
- One intermediate seminar (250-299 level) within the area of concentration. The intermediate seminar will be taken at Park University, preferably by the conclusion of the sophomore year (incoming freshmen) or by the conclusion of the first semester for transfer students.
- Two non-seminar courses taken from outside the area of concentration at the 200-249 level.
- One upper level (300-399 level) seminar within the area of concentration.
- One upper level (300-399 level) seminar outside the area of concentration.
- No more than two courses numbered below 200 can be counted toward the major, except HIS 103. These must be taken prior



## History

to the junior year for incoming freshmen or by the conclusion of the first semester for transfer students.

- One course HIS 103: Introduction to and the Ethics of the Historical Profession.
- One course HIS 400: History in the Public Realm.
- Two thesis courses HIS 451: Thesis I and HIS 452: Thesis II
- Students must obtain a minimum course grade of “C” to receive credit toward the major.

The interdisciplinary concentration of **Applied History** (historic preservation, museum studies and/or archives) **with New Media** consists of fourteen courses, distributed as follows:

- A primary area of concentration, selected from **European/Classical** or **United States**, in which five courses are taken. No more than five courses will count toward the major.
- One course AR 218: Graphic Design Software
- One course CA 241: Photography I
- One course EN 341: Literature and Film
- One course GGP 330: Cartography
- One course GGP 350: Geographic Information Systems (GIS)
- One course HIS 103: Introduction to the Ethics of the Historical Profession
- One course HIS 400: History in the Public Realm
- Two thesis courses HIS 451: Thesis I and HIS 452: Thesis II
- Students must obtain a minimum course grade of “C” to receive credit toward the major.

### Senior Oral Comprehensive Examination

All Majors must pass a two-hour oral examination covering the required curriculum and students’ historical concentration. The examination should be taken during the final semester prior to graduation. This permits for retake of the examination during the student’s last semester in case of failure. The examination board will be composed of three members including the department chair, students’ history advisor, one faculty member selected by the student, the Program Coordinator for History, and /or one faculty member selected by the students’ history advisor. If for some reason there is a doubling of responsibilities of any member, the student will select an alternative faculty member. Students may only retake the oral examination once. The examination is based on a “Pass” or “Fail” grading system. (Offered each fall and spring semester only.)

\*Prerequisite: Completion of HIS 103, HIS 400, HIS 451, HIS 452, fifteen credit hours in concentration, and a minimum of 90 credit hours.

### Senior Written Comprehensive Examination

Students must pass a comprehensive written examination covering the required curriculum and students’ historical concentrations, with a pass percentage of 70 or higher in order to graduate. A student may take the written examination only twice. The examination should be taken during the final semester prior to graduation. The written examination will be graded by three full-time faculty members. Each member’s numerical score will be added together and divided by three to compose the pass percentage. (Offered each fall and

# History

spring semester only.) \*Prerequisite: Completion of HIS 103, HIS 400, HIS 451, HIS 452, fifteen credit hours in concentration, and a minimum of 90 credit hours.

*Seniors are required to pass both the Senior Oral Comprehensive Examination and the Senior Written Comprehensive Examination in order to graduate. The Senior Oral Comprehensive Examination and Senior Written Comprehensive Examination are not required for students minoring in history.*

## Language Requirement

Each Major is required to complete eight credit hours of a **reading** and **speaking** knowledge of a language other than English.

REQUIREMENTS FOR:

### MINOR – 21 HOURS, 2.75 GPA

HIS	103	Introduction to and the Ethics of the Historical Profession (L) .....	3 cr.
HIS		One course from each area of concentration ..	18 cr.
		One 100 level course (100-199)	
		Two 200 level courses (200-299)	
		Three 300 level courses (300-399)	
		TOTAL.....	21 cr.

## CERTIFICATE

### Military History

(Park Extended Learning, Park Online, Kansas City 8-Week Program)

REQUIREMENTS FOR:

### CERTIFICATE – 12 HOURS, 3.0 GPA

HIS	211	The Great War, 1914-1918 .....	3 cr.
HIS	332	World War II .....	3 cr.
HIS	330	U.S. Military History .....	3 cr.
PO	320	American Foreign Policy .....	3 cr.
		TOTAL.....	12 cr.

\* = Based upon approval from the Higher Learning Commission, North Central and the Department of Defense.

# Information and Computer Science

## AVAILABLE:

A.S.  
B.S.  
MINOR

## REQUIREMENTS:

A.S. MAJOR:  
29-30 HOURS  
2.0 GPA

B.S. MAJOR:  
59-66 HOURS  
2.0 GPA

MINOR  
18 HOURS  
2.0 GPA

CERTIFICATE  
13 HOURS  
2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Information and Computer Science (ICS) curriculum prepares students for a broad range of computer opportunities in industry as well as in graduate studies. ICS students choose one or more specialty areas from among these four options: (1) Computer Science, (2) Software Engineering, (3) Data Management, (4) Networking and Security. As part of their curriculum, Networking and Security students take Cisco Certified Network Associate (CCNA) courses that prepare them for the CCNA certification exam. Depending on their chosen specialty area, ICS graduates are well prepared for these industry positions: web programmer, applications programmer, systems analyst, information technology specialist, database analyst, or network analyst.

## Program Competencies:

- Apply problem-solving and critical-thinking skills and use popular computer technologies in producing technology solutions.
- Communicate effectively, ethically, and professionally in a team environment.
- ICS/CS and ICS/SE students: Design and implement elegant programs that utilize data structures and operating systems concepts.
- ICS/NT students: Demonstrate proficiency in use of popular computer networking and security technologies.
- ICS/DM students: Design and implement elegant data management solutions.

The CIM Department works with Park's Career Development Center in helping to place students in computer internship positions. The ICS Department actively encourages students to work in such internship positions and considers internships to be an integral part of the ICS curriculum.

## REQUIREMENTS FOR:

**A.S. Major – 29-30 hours, 2.0 GPA**

<b>Core Curriculum</b>	24 cr.
CA 103 Public Speaking.....	3 cr.
CS 140 Introduction to Computers.....	3 cr.
CS 151 Introduction to Programming.....	3 cr.
CS 208 Discrete Mathematics.....	3 cr.
CS 219 Programming Fundamentals .....	3 cr.
IS 205 Managing Information Systems.....	3 cr.
MA 120 Basic Concepts of Statistics .....	3 cr.
MA 135 College Algebra.....	3 cr.
– OR – one of the following:	
MA 141, MA 150, MA 210, MA 221 .....	3 cr.

*Select electives from this list:..... (5-6 cr.)  
(excluding courses taken in core)*

AC 201	Principles of Accounting I (3 cr.)
CS 220	Computer Architecture (3 cr.)
CS 225	Programming Concepts (3 cr.)
MA 141	College Trigonometry (3 cr.)
MA 210	Calculus & Analytic Geometry I (3 cr.)
MA 211	Calculus & Analytic Geometry II (3 cr.)
MA 221	Calculus & Analytic Geometry for Majors I (5 cr.)

## Information and Computer Science

### REQUIREMENTS FOR:

**B.S. MAJOR – 59-66 HOURS, 2.0 GPA**

<b>Core Curriculum</b>	.....	36-38 cr.
CS 151	Introduction to Programming .....	3 cr.
CS 208	Discrete Mathematics .....	3 cr.
CS 219	Programming Fundamentals .....	3 cr.
CS 225	Programming Concepts .....	3 cr.
CS 300	Technology in a Global Society .....	3 cr.
CS 321	Web Programming I .....	3 cr.
CS 365	Computer Networking .....	3 cr.
CS 373	Computer Network Security .....	3 cr.
IS 205	Managing Information Systems .....	3 cr.
IS 361	Data Management Concepts .....	3 cr.
MA 120	Basic Concepts of Statistics .....	3 cr.
MA 135	College Algebra .....	3 cr.
-OR-		
MA 141	Trigonometry .....	3 cr.
-OR-		
MA 150	Precalculus Mathematics .....	3 cr.
-OR-		
MA 210	Calculus and Analytic Geometry .....	3 cr.
-OR-		
MA 221	Calculus and Analytic Geometry for Majors I ..	5 cr.

### Specialty Areas:

<b>Computer Science</b>	.....	23-24 cr.
CS 220	Computer Architecture .....	3 cr.
CS 305	Introduction to Artificial Intelligence .....	3 cr.
CS 322	Web Programming II .....	3 cr.
CS 351	Computer Operating Systems .....	3 cr.
CS 352	Data Structures .....	3 cr.
MA 210* & MA 211	Calculus & Analytic Geometry I & II .....	6 cr.
-OR-		
MA 221*	Calculus and Analytic Geometry for Majors I .....	5 cr.
MA 311	Linear Algebra .....	3 cr.

*\*MA 210 & MA 221 prerequisite: MA141 or MA150*

<b>Software Engineering</b>	.....	27 cr.
AC 201	Principles of Accounting I .....	3 cr.
CS 220	Computer Architecture .....	3 cr.
CS 314	User Interface Design .....	3 cr.
CS 322	Web Programming II .....	3 cr.
CS 351	Computer Operating Systems .....	3 cr.
CS 352	Data Structures .....	3 cr.
IS 315	Computer Systems Analysis & Design I .....	3 cr.
MG 352	Principles of Management .....	3 cr.
MG 365	Organizational Behavior .....	3 cr.

## Information and Computer Science

<b>Data Management</b> .....	27 cr
AC 201 Principles of Accounting I .....	3 cr.
CS 314 User Interface Design .....	3 cr.
CS 352 Data Structures .....	3 cr.
IS 315 Computer Systems Analysis & Design I .....	3 cr.
IS 362 Applied Database Management .....	3 cr.
MG 352 Principles of Management .....	3 cr.
MG 365 Organizational Behavior.....	3 cr.

*Select two courses from this list:*

AC 202 Principles of Accounting II.....	3 cr.
CA 104 Interpersonal Communication I.....	3 cr.
CS 322 Web Programming II .....	3 cr.
EC 315 Quantitative Research Methods.....	3 cr.
HR 422 Organizational Development and Change....	3 cr.
IS 316 Computer Systems Analysis & Design II.....	3 cr.
MK 351 Principles of Marketing .....	3 cr.
MK 385 Consumer Behavior.....	3 cr.
MK 453 Marketing Research & Information Systems .....	3 cr.

<b>Networking and Security</b> .....	28 cr.
CS 220 Computer Architecture .....	3 cr.
CS 351 Computer Operating Systems .....	3 cr.
CS 366 Computer Networking Laboratory.....	1 cr.
CS 371 Internetworking .....	3 cr.
CS 372 Advanced Networking.....	3 cr.
CS 385 Modern Developments in Advanced Networking.....	3 cr.
IS 315 Computer Systems Analysis & Design I.....	3 cr.
MG 352 Principles of Management .....	3 cr.
MG 365 Organizational Behavior.....	3 cr.
CS/IS Elective (3 cr.) (any 3-credit CS/IS course level 300 or above that is not required by this specialty area) – OR – .....	3 cr.
AR 427 Web Page Design (3 cr.)	
<b>TOTAL</b> .....	59-66 cr.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

CS 151, CS 208, CS 219, CS 365, IS 205, IS 361

Information and Computer Science

CERTIFICATE

Computer Networking

(Park Extended Learning, Park Online, Kansas City 8-Week Program)

This certificate program prepares students to sit for the Cisco Certified Network Associate (CCNA) exam. Upon completion of this certificate program, students are encouraged, but not required, to register for the CCNA exam at a CCNA testing center. Regardless of whether a student chooses to take the CCNA exam, upon passing the courses listed below, students will receive notice of their certificate completion by having it appear on their transcripts.

REQUIREMENTS FOR:

CERTIFICATE – 13 HOURS, 2.5 GPA

CS	365	Computer Networking.....	3 cr.
CS	366	Computer Networking Laboratory.....	1 cr.
CS	371	Internetworking.....	3 cr.
CS	372	Advanced Networking.....	3 cr.
CS	385	Modern Developments in Advanced Networking.....	3 cr.
TOTAL.....			13 cr.

## Interdisciplinary Studies

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. MAJOR:

42–45 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Interdisciplinary Studies major allows the student to develop a major by combining two different disciplines. For the purpose of declaring a program of study, different disciplines are defined as the combination of offerings from two different major schools or departments. This affords students the flexibility to design their own degree while making an efficient use of courses they have accumulated. It requires the combination of two minor degrees of study: one that is listed in the catalog and another one either listed in the catalog or a Personal Minor constructed by the student out of a set of courses that represent a body of knowledge.

REQUIREMENTS FOR:

**B.S. MAJOR – 42–45 HOURS, 2.0 GPA**

### Core Requirement:

Minor One*	one minor as described in the University catalog.....	18-21 cr.
Minor Two	one minor as described in the University catalog – OR –.....	18 cr.
	a personal minor field of study constructed by the student and approved by the Dean of the School/College who supervises the program reflected in Minor One	
LE 300	Integrative and Interdisciplinary Learning Capstone.....	3 cr.
LS 400	Senior Project**.....	3 cr.
	<b>TOTAL.....</b>	<b>42–45 cr.</b>

\*See charts on pages [110–112](#) for available minors.

\*\*Stipulations: The senior project normally is in one of the two disciplines reflected in the minor areas of study, but may be interdisciplinary. It is proposed by the student and completed through independent study.

### Program Competencies:

The student with integrative and interdisciplinary thinking will possess the ability to make connections across courses and connect coursework to his/her academic, professional, and civic lives. The student will be able to consider problems from several different perspectives and develop and test his/her holistic understanding of an issue, evaluate how various disciplines would conceive of solutions, and relate his/her learning to issues outside of academia.

1. Demonstrate an understanding of disciplinary content in its own context and in relationship to the issues, questions, and positions of at least one other discipline.
2. Compare and contract points of view and scholarly materials coming from different disciplines, in formulating a new thesis or position.
3. Synthesize diverse perspectives derived from coursework and other professional experience to achieve an interdisciplinary understanding of an issue or problem.
4. Explain and evaluate methodological approaches and theoretical foundations of at least two disciplines, as they pertain to dealing with real-world problems or issues.
5. Use professional experiences and academic coursework to attain professional employment.

# Interior Design

AVAILABLE:

B.F.A.

REQUIREMENTS:

B.F.A. MAJOR:  
78 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



“The professional interior designer is qualified by education, experience and examination to enhance the function and quality of interior spaces for the purpose of improving the quality of life, increasing productivity and protecting the health, safety and welfare of the public.” (Foundation for Interior Design Education and Research.)

Students majoring in Interior Design at Park University combine the common body of knowledge in interior design with the intellectual development found in a liberal arts education. A sequence of design studios and graphic communications studios with supporting lecture courses provides the practical content integral to the profession. Park University education, combined with work experience, will enable students to sit for the National Council for Interior Design Qualifications examination and become registered interior designers.

REQUIREMENTS FOR:  
**B.F.A. MAJOR – 78 HOURS, 2.0 GPA**

**Freshman Core**

AR 115	Introduction to the Visual Arts .....	3 cr.
AR 140	Drawing I .....	3 cr.
AR 203	Three-Dimensional Design .....	3 cr.
AR 204	Two-Dimensional Design: Black & White.....	3 cr.
AR 208	Color Theory .....	3 cr.

**Interior Design Curriculum**

AR 218	Graphic Design Software.....	3 cr.
AR 282	Interior Design Studio I: Visual Communications I .....	3 cr.
AR 283	Interior Design Studio I: Introduction to Interior Design.....	3 cr.
AR 288	Interior Design Studio II: Visual Communications II .....	3 cr.
AR 289	Interior Design Studio II: Fundamentals of Interior Design.....	3 cr.
AR 290	Interior Design Materials and Resources ....	3 cr.
AR 296	Textiles for Interior Design.....	3 cr.
AR 298	History of the Designed Environment I: Antiquity to Mid-Nineteenth Century.....	3 cr.
AR 382	Interior Design Studio III: Drawing Systems I .....	3 cr.
AR 383	Interior Design Studio III: Furniture Design.....	3 cr.
AR 388	Interior Design Studio IV: Drawing Systems II .....	3 cr.
AR 389	Interior Design Studio IV: Commercial Interiors .....	3 cr.
AR 390	History of the Designed Environment II: Mid-Nineteenth Century to the Present .....	3 cr.



## Interior Design

AR 392	Human Factors in Interior Design .....	3 cr.
AR 393	Lighting Fundamentals for Interior Design .....	3 cr.
AR 491	Interior Design Professional Practice .....	3 cr.
AR 495	Building Construction Systems .....	3 cr.
AR 498	Senior Seminar I: Thesis.....	3 cr.
AR 499	Senior Seminar II: Project and Portfolio .....	3 cr.
Art and Design Electives .....		6 cr.
TOTAL.....		78 cr.

### Portfolios:

All graduating art and design majors are required to individually document (either by means of color slide photography or digital photography) selected examples of their best work. These final portfolios are to be submitted to their major advisors as part of their Senior Seminar. These slides, CDs, zip disks, etc. will remain the property of the Department of Art and Design.

### Art Supplies

Art and Design majors must plan, when preparing their yearly educational budgets, to spend at least \$250 per semester on art supplies. All studio art courses require varying amounts of personal equipment and supplies. Studio fees collected at registration for some art courses provide only a portion of the supplies needed. Supply lists will be provided on the first day of classes.

**NOTE:** This degree program is pending final approval by the Higher Learning Commission Of the North Central Association of Colleges and Schools.

# Leadership

AVAILABLE:

MINOR

REQUIREMENTS:

Minor:

18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The interdisciplinary leadership minor will develop leaders who are prepared for lifelong learning in the area of leadership practice and skill development. Students completing the minor will communicate effectively, be creative, and have the interpersonal and organizational skills to excel in the complex organizations of a global society.

REQUIREMENTS FOR:

**Minor – 18 HOURS, 2.0 GPA**

**Core**

CA	233	Introduction to Leadership .....	3 cr.
CA	235	Multicultural Communication.....	3 cr.
CA	490	Professional Learning Experience, Section F: Leadership.....	3 cr.
CA	492	Capstone: Organizational Leadership..	3 cr.

**Electives** ..... 6 cr.  
Choose two of the following, not from the same discipline.

CA	475	Case Studies in Communication Leadership (3 cr.)	
HR	310	Leadership and Team Building (3 cr.)	
PA	333	Public Management and Leadership (3 cr.)	
PC	321	Interpersonal Conflict Resolution (3 cr.)	
PS	341	Positive Psychology (3 cr.)	
PS	301	Social Psychology (3 cr.)	

And other courses upon approval of advisor and department

TOTAL ..... 18 cr.

## Legal Studies

AVAILABLE:

### B.A. MINOR

REQUIREMENTS:

B.A. MAJOR:

51-60 HOURS

2.5 GPA

MINOR:

18 HOURS

2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Bachelor's Degree in Legal Studies is meant to prepare students to be successful in law school or in graduate schools leading to legal careers. The program emphasizes critical thinking, logical reasoning, and analysis of contemporary legal and social issues, reading and writing. The internship allows students to see the practical application of their studies.

REQUIREMENTS FOR:

**B.A. MAJOR – 51-60 HOURS, 2.5 GPA**

AC	201	Principles of Accounting .....	3 cr.
CJ	105	Criminal Law.....	3 cr.
CJ	400	Constitutional Law in Criminal Justice .....	3 cr.
EN	323	Literary Modernism .....	3 cr.
EN		English Elective above 300 .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
PH	103	Fundamentals of Logic.....	3 cr.
PO	200	American National Government .....	3 cr.
PO	202	Introduction to Law .....	3 cr.
PO	220	History of Political Philosophy.....	3 cr.
PO	302	Legal Analysis.....	3 cr.
PO	303	Legal History .....	3 cr.
PO	304	Constitutional Law .....	3 cr.
PO	329	Law School and LSAT Preparation.....	3 cr.
PO	440	Senior Project in Legal Studies .....	3 cr.
PO	450	Internship .....	3-12 cr.
		<b>TOTAL.....</b>	<b>51-60 cr.</b>

### Senior Examinations

Students must pass both of the following:

- A four to six hour written comprehensive examination in Political Science.
- A one to one and a half hour oral comprehensive examination in Political Science.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.5 GPA**

PO 200, PO 202, PO 302, PO 304, PO 329, and PH 103

### Senior Examination

Students must pass a one to one and a half hour written comprehensive examination in Political Science.

Liberal Arts

AVAILABLE:

A.A.

REQUIREMENTS:

A.A. MAJOR:  
27 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



ASSOCIATE OF ARTS

REQUIREMENTS FOR:  
A.A. MAJOR – 27 HOURS, 2.0 GPA

CS	140	Introduction to Computers.....	3 cr.
EN	201	Introduction to Literature .....	3 cr.
EN	317	Earlier American Literature .....	3 cr.
EN	318	Later American Literature .....	3 cr.
HIS	104	American History Survey through the Civil War .....	3 cr.
HIS	105	American History Survey Since the Civil War .....	3 cr.
LS	221	Introduction to Liberal Studies I: Prehistory to the Early Modern World .....	3 cr.
LS	222	Introduction to Liberal Studies II: Reformation to the Present.....	3 cr.
PH	101	Introduction to Philosophical Thinking .....	3 cr.
		TOTAL.....	27 cr.

## Liberal Studies

AVAILABLE:

**B.A.**

REQUIREMENTS:

**B.A. MAJOR:**

50 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The liberal studies major allows the student a major composed of various disciplines rather than one discipline only. It emphasizes breadth, while requiring a concentration of 15 credits in a single discipline. It is intended that, by broadening the student's cultural perspective, heightening the student's analytical powers, and providing models for understanding experience, the liberal studies major will make a valuable contribution to whatever vocation the student elects. It may be taken along with vocational courses, or as a second major, or as preparation for a graduate or professional degree.

REQUIREMENTS FOR:

**B.A. MAJOR – 50 HOURS, 2.0 GPA**

<b>Core Curriculum</b>	.....	21 cr.
PH 103	Fundamentals of Logical Thinking	.....3 cr.
LS 221	Introduction to Liberal Studies I: Prehistory to the Early Modern World	.....3 cr.
LS 222	Introduction to Liberal Studies II: Reformation to the Present	.....3 cr.
LS 250	Great Books	.....6 cr.
LS 301	Contemporary Issues	.....3 cr.
LS 400	Senior Project	.....3 cr.

**Studies in the Liberal Arts and Sciences** .....21 cr.

**History and Political Science:** .....6 cr.

HIS 101	Late Antiquity until the Renaissance	
HIS 102	Western Civilization: The Reformation to 1918	
HIS 334	The Reformations	
HIS 251	The French Revolution	
HIS 210	Ancient Greece	
HIS 212	Roman Civilization	
Any Upper Level history course.		
PO 200	American National Government	
PO 202	Introduction to Law	
PO 220	History of Political Philosophy	
PO 221	Political Ideologies	
PO 304	Constitutional Law	
PO 320	American Foreign Policy	
PO 340	Public Policy	
PO 303	Legal History	

**Philosophy:** .....3 cr.

PH 217	Ancient Philosophy	
PH 223	Modern Philosophy	
PH 205	The Meaning of Life	
PH 101	Introduction to Philosophical Thinking	
PH 102	Introduction to Ethical Thinking	
Any Upper Level Philosophy Course		

**English:** .....3 cr.

EN 231	Introduction to Language	
EN 232	Introduction to Poetry	
EN 233	Introduction to Drama	
EN 234	Introduction to Fiction	
EN 311	Creative Writing	

Liberal Studies

- EN 317 Earlier American Literature
- EN 318 Later American Literature
- EN 323 Literary Modernism
- EN 325 Modern Grammar
- EN 356 Women’s Literature
- EN 440 Shakespeare
- EN 450 Romanticism in Literature
- Any Upper Level Literature Course (except Adolescent Literature)
- Any Upper Level Writing Course

**Fine Arts:**.....3 cr.

- AR 215 Art History I
- AR 216 Art History II
- AR 316 Modern Art
- AR 319 History of Graphic Design
- Any Upper Level Art Course
- MU 205 Music Appreciation
- MU 210 Music in a Global Society
- Any Upper Level Music
- TH 101 Basic Principles of Acting
- TH 216 Principles of Directing
- TH 341 Theatrical History and Literature to 1800
- TH 342 Theatrical History and Literature to Present

**Mathematics/Economics:** .....3 cr.

- MA 210 Calculus and Analytic Geometry I
- MA 301 Mathematical Thought
- MA 350 History of Mathematics
- EC 141 Principles of Macroeconomics
- EC 142 Principles of Microeconomics
- EC 302 Labor Economics
- EC 303 Money, Credit, and Banking
- EC 401 History of Economic Thought

**Sociology/Psychology:**.....3 cr.

- PS 301 Social Psychology
- PS 309 Human Sexuality
- PS 315 Theories of Personality
- PS 341 Positive Psychology
- PS 381 Psychology of Gender
- PS 401 Abnormal Psychology
- PS 404 History and Systems of Psychology
- SO 208 Social Inequality
- SO 210 Social Institutions
- SO 302 The Study of the Family
- SO 303 Urban Sociology
- SO 304 Social Problems
- SO 325 Social Deviance
- SO 326 Sociology of Conflict, War, and Terror
- SO 328 Sociology of Religion
- SO 403 Social Theory

Liberal Studies

**Modern Language:**.....8 cr.  
Eight credit hours in one modern or classical language

**TOTAL** ..... 50 cr.

**Students are required to choose their B.A. Minor in one of the  
Following core liberal arts disciplines:**

- History
- Philosophy
- English
- Mathematics
- Fine Art
- Music
- Theater

## Management

AVAILABLE:

A.S.  
B.S.

REQUIREMENTS:

A.S. MAJOR:  
30 HOURS  
2.0 GPA

B.S. MAJOR  
54 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### ASSOCIATE OF SCIENCE

REQUIREMENTS FOR:

**A.S. MAJOR – 30 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
TOTAL.....			30 cr.

### BACHELOR OF SCIENCE

Students taking the Management core receive a broad education covering the major functional areas of management. This degree will help a student prepare for business or government leadership and provide him/her with knowledge and skills desired by all types of employers. It will also give one the background to organize and manage his/her own family business. Graduates in Management typically find jobs in business such as production management, personnel management, marketing management, or financial management. The intent of this program is also to meet the educational needs of students who intend to enroll in graduate work in business administration. The program is designed to provide the student with the necessary background to satisfy the demands for alternatives while at the same time developing a breadth of knowledge in the liberal arts tradition.

REQUIREMENTS FOR:

**B.S. MAJOR – 54 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	301	Intermediate Macroeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
FI	363	Financial Institutions and Markets .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Production and Operations Management... 3 cr.	
MG	420	Labor Relations.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
TOTAL.....			54 cr.



## Management/Accounting

AVAILABLE:

A.S.  
B.S.

REQUIREMENTS:

A.S. MAJOR:

33 HOURS

2.0 GPA

B.S. MAJOR

69 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### ASSOCIATE OF SCIENCE

REQUIREMENTS FOR:

**A.S. MAJOR – 33 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
AC	309	Individual Income Tax .....	3 cr.
AC	315	Cost Accounting.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
FI	360	Financial Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
		<b>TOTAL.....</b>	<b>33 cr.</b>

### BACHELOR OF SCIENCE

The management/accounting major is designed to prepare students for a professional career in public accounting, managerial accounting, tax accounting, or governmental accounting. The curriculum stresses professional ethics. It is excellent preparation for graduate study in accounting, business administration, or law.

REQUIREMENTS FOR:

**B.S. MAJOR – 69 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
AC	309	Individual Income Tax .....	3 cr.
AC	312	Business Income Tax .....	3 cr.
AC	315	Cost Accounting.....	3 cr.
AC	320	Intermediate Accounting I .....	3 cr.
AC	325	Intermediate Accounting II.....	3 cr.
AC	420	Advanced Accounting I.....	3 cr.
AC	425	Advanced Accounting II.....	3 cr.
AC	430	Auditing.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Productions and Operations Management .	3 cr.
MG	495	Business Policy .....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		<b>TOTAL.....</b>	<b>69 cr</b>

# Management/Computer Information Systems

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. MAJOR:

69 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



KANSAS CITY ACCELERATED PROGRAMS



Today, to be a successful manager one needs to understand how computers can be used to support the organization as a whole as well as for the individual worker. This major specifically prepares the student in computer usage while enhancing knowledge and tools of business management and organizational theory. It is both a theoretical and practical program which can prepare the student for careers in computer management, systems applications and other computer-related positions in business, government, and industry.

## Program Competencies:

- Apply problem-solving and critical-thinking skills and use popular computer technologies in producing technology solutions.
- Communicate effectively, ethically, and professionally in a team environment.
- Identify appropriate information technologies for a given organizational context and explain how to incorporate such technologies into the given organizational context.

REQUIREMENTS FOR:

**B.S. MAJOR – 69 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
CS	151	Introduction to Programming.....	3 cr.
CS	208	Discrete Mathematics.....	3 cr.
CS	219	Programming Fundamentals.....	3 cr.
CS	300	Technology in a Global Society.....	3 cr.
CS	365	Computer Networking.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics.....	3 cr.
EC	315	Quantitative Research Methods.....	3 cr.
FI	360	Financial Management.....	3 cr.
IS	205	Managing Information Systems.....	3 cr.
IS	315	Computer Systems Analysis & Design I.....	3 cr.
IS	316	Computer Systems Analysis & Design II.....	3 cr.
IS	361	Data Management Concepts.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MG	260	Business Law I.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Production and Operations Management...	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		<b>TOTAL.....</b>	<b>69 cr.</b>

\* Portfolio Program enrollments will no longer be accepted after May 2012.

## Management/Engineering Administration

AVAILABLE:

**B.S.**

REQUIREMENTS:

**B.S. MAJOR:**

72 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Bachelor of Science degree in Engineering Administration has an “applied” orientation whereby the student is prepared to put to practical use the knowledge gained from the program. Courses in the program are designed to develop technical, administrative, and leadership skills required in managing construction personnel and activities. Skills developed in the program may be applied to a management career in a private construction company, as an owner, in preparing for senior management careers in a large construction firm, or in managing construction personnel and projects within a military environment.

REQUIREMENTS FOR:

**B.S. MAJOR – 72 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CO	111	Introduction to Engineering Construction Tech/Design/and Materials .....	3 cr.
CO	121	Plans Analysis.....	3 cr.
CO	215	Construction Safety and Health.....	3 cr.
CO	225	Building Codes .....	3 cr.
CO	235	Construction Planning.....	3 cr.
CO	245	Construction Estimating.....	3 cr.
CO	360	Critical Path Analysis .....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
EG	360	Environmental Impact of Engineering .....	3 cr.
EG	390	Engineering Administration Decision-Making Models.....	3 cr.
EG	470	Engineering Administration Economics .....	3 cr.
EG	491	Senior Seminar in Engineering Administration.....	3 cr.
FI	360	Financial Management.....	3 cr.
HR	353	Introduction to Human Resource Management .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	375	Production and Operations Management...	3 cr.
MG	420	Labor Relations .....	3 cr.
MG	495	Business Policy .....	3 cr.
		TOTAL.....	72 cr.

Management/Finance

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. MAJOR:

63 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



This program is designed to impart an understanding of the various areas and principles of finance and provide the student with a body of specialized knowledge and analytical methods. The intent of the program is to meet the educational needs of students who wish to pursue careers in private or public organizations or graduate studies in finance or business administration. In addition, the finance curriculum should be of interest to students wishing to enhance their academic background.

REQUIREMENTS FOR:

**B.S. MAJOR – 63 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	301	Intermediate Macroeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
FI	363	Financial Institutions and Markets .....	3 cr.
FI	410	Problems in Corporate Finance .....	3 cr.
FI	415	Financial Analysis and Planning .....	3 cr.
FI	417	Investment Analysis and Management .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Production and Operations Management...	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.

**One course from the following:** ..... 3 cr.

FI	201	Personal Financial Management (3 cr.)
FI	325	Risk and Insurance (3 cr.)
FI	425	Principles of Real Estate (3 cr.)
FI	430	Public Financial Management (3 cr.)
IB	431	International Finance (3 cr.)
TOTAL.....		63 cr.

## Management/Health Care

AVAILABLE:

**B.S.**

REQUIREMENTS:

**B.S. MAJOR:**

69 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The intent of this program is to meet the educational needs of students who intend to pursue active careers in health care fields or enroll in graduate work in health administration. This program is designed to provide the student with the necessary background to satisfy the demands of either alternative while at the same time developing a breadth of knowledge in the liberal arts tradition.

REQUIREMENTS FOR:

**B.S. MAJOR – 69 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
BI	214	Personal and Community Health.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics.....	3 cr.
EC	315	Quantitative Research Methods.....	3 cr.
FI	360	Financial Management.....	3 cr.
HC	260	Legal Issues in Health Care Delivery.....	3 cr.
HC	351	Organ. & Admin. of Health Care Programs.....	3 cr.
HC	451	Health Care and the Political Process.....	3 cr.
HC	465	Basic Issues in Community Based Health Care Delivery.....	3 cr.
HC	491	Senior Seminar in Health Care Management.....	3 cr.
HR	353	Introduction to Human Resource Management.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MG	260	Business Law I.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	420	Labor Relations.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.

The student is required to take two of the following courses: .. 6 cr.

HC	461	The Hospital & The Community (3 cr.)	
HC	463	Third Party Reimbursement & Risk Management (3 cr.)	
HC	466	Planning & Organizing Community Health Services (3 cr.)	
PS	301	Social Psychology (3 cr.)	
		<b>TOTAL.....</b>	<b>69 cr.</b>

# Management/Human Resources

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. MAJOR:

63 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



KANSAS CITY ACCELERATED PROGRAMS



PARK EXTENDED LEARNING  
(SELECTED CAMPUSES)

This program focuses on the study of organizations and the use of personnel as a primary institutional resource. Emphasis is placed on a behavioral science/management approach in which the understanding of individual behavior and group processes is combined with the techniques of the management of personnel within an organization. This interdisciplinary approach draws from the fields of Management, Social Psychology, and Organizational Behavior to create skills in interpersonal and intergroup relations.

REQUIREMENTS FOR:

**B.S. MAJOR – 63 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CA	104	Interpersonal Communications.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
HR	353	Introduction to Human Resource Management .....	3 cr.
HR	357	Employment Law.....	3 cr.
HR	421	Corporate Training and Development.....	3 cr.
HR	422	Organizational Development & Change ....	3 cr.
HR	434	Compensation Management .....	3 cr.
HR	491	Senior Seminar in Human Resource Development .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	420	Labor Relations.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		TOTAL.....	63 cr.

## Management/Logistics

AVAILABLE:

A.S.  
B.S.

REQUIREMENTS:

A.S. MAJOR:

36 HOURS  
2.0 GPA

B.S. MAJOR:

75 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### ASSOCIATE OF SCIENCE

REQUIREMENTS FOR:

**A.S. MAJOR – 36 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics.....	3 cr.
LG	324	Contract Management and Law.....	3 cr.
LG	415	Quality Control.....	3 cr.
LG	424	Purchasing and Vendor Management.....	3 cr.
LG	426	Logistics Management.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MG	260	Business Law I.....	3 cr.
MG	352	Principles of Management.....	3 cr.
		<b>TOTAL.....</b>	<b>36 cr.</b>

### BACHELOR OF SCIENCE

The Bachelor of Science Management/Logistics is a program designed to meet the educational and professional needs of students who wish to pursue careers in operations and/or industrial management with emphasis on logistical processes, systems, and functions. The program focuses on the study of theories, concepts, practices, and techniques in both general management and the management of logistics systems. In addition, the program is designed to provide the student with the necessary preparation for graduate work in business administration and to assist with further advanced study and experience in preparing for the professional certification sponsored by the American Production and Inventory Control Society and the National Association of Purchasing Management.

REQUIREMENTS FOR:

**B.S. MAJOR – 75 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
AC	315	Cost Accounting.....	3 cr.
CA	103	Public Speaking.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics.....	3 cr.
EC	315	Quantitative Research Methods.....	3 cr.
EN	306A	Professional Writing in the Disciplines: Scientific and Technical Writing (3 cr.) - OR -.....	3 cr.
EN	306B	Professional Writing in the Disciplines: Business Communications (3 cr.)	
FI	360	Financial Management.....	3 cr.
HR	353	Intro. to Human Resource Management....	3 cr.

Management/Logistics

LG	201	Systems Engineering and Analysis.....	3 cr.
LG	302	Logistics Engineering.....	3 cr.
LG	312	Transportation and Distribution Systems...	3 cr.
LG	324	Contract Management and Law.....	3 cr.
LG	415	Quality Control.....	3 cr.
LG	424	Purchasing and Vendor Management.....	3 cr.
LG	426	Logistics Management.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MA	260	Business Law I.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Production and Operations Management...	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		TOTAL.....	75 cr.



## Management/Marketing

AVAILABLE:

**B.S.**

REQUIREMENTS:

**B.S. MAJOR:**

63 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



This program is designed to provide students an in-depth understanding of the various marketing disciplines. The marketing major will provide students with the skills and knowledge necessary to find jobs in advertising, personal selling, marketing management, international marketing, retailing, marketing research and transportation among other careers. The curriculum is designed to cover trends in business and industry while considering professional ethics and social responsibility. A number of students with this major move to graduate study in management, marketing or other business specialties.

REQUIREMENTS FOR:

**B.S. MAJOR – 63 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	495	Business Policy .....	3 cr.
MK	351	Principles of Marketing .....	3 cr.
MK	380	Advertising.....	3 cr.
MK	385	Consumer Behavior .....	3 cr.
MK	395	International Marketing.....	3 cr.
MK	401	Sales Management.....	3 cr.
MK	411	Marketing Management.....	3 cr.
MK	453	Marketing Research & Information Systems .....	3 cr.
MK	491	Seminar in Marketing .....	3 cr.
		<b>TOTAL.....</b>	<b>63 cr.</b>

AVAILABLE:

B.A.  
MINOR

REQUIREMENTS:

B.A. MAJOR:  
40 HOURS  
2.0 GPA

MINOR:  
20-22 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



Mathematics is both a body of knowledge concerning a class of symbols and the relation between them, as a system of thought and communication, as well as the application of that system to other areas of human experience. As a system of thought, it derives from philosophy and provides a language, which has particular beauty and clarity. Applied to other areas of human experience mathematics has provided great power and precision to a wide range of endeavors, and thereby has supplied an essential contribution to the rise of modern civilization. The study of mathematics prepares students for graduate studies in mathematics, related sciences, economics and business administration. Other options include beginning actuarial work, teaching at the secondary level and beginning work in the area of data processing. Third and fourth year MA courses will be determined in consultation with the student’s advisor.

REQUIREMENTS FOR:  
B.A. MAJOR – 40 HOURS, 2.0 GPA

Core Curriculum .....		28 cr.
MA 221	Calculus and Analytic Geometry for Majors I .....	5 cr.
MA 222	Calculus and Analytic Geometry for Majors II .....	5 cr.
MA 223	Calculus and Analytic Geometry for Majors III .....	3 cr.
MA 301	Mathematical Thought .....	3 cr.
MA 311	Linear Algebra .....	3 cr.
MA 312	Abstract Algebraic Structures .....	3 cr.
MA 401	Analysis .....	3 cr.
MA 450	Seminar in Mathematics .....	3 cr.
At least four courses of the following: .....		12 cr.
MA 302	Ordinary Differential Equations (3 cr.)	
MA 305	Probability (3 cr.)	
MA 350	History of Mathematics (3 cr.)	
MA 360	Modern Geometries (3 cr.)	
MA 370	Number Theory (3 cr.)	
MA 380	Mathematical Statistics (3 cr.)	
MA 402	Topology (3 cr.)	
MA 406	Special Topics (3 cr.)	
TOTAL .....		40 cr.

Written or oral examinations may be required for the major.  
Two semesters of French or German are recommended.

**Recommended major courses for actuarial or other technical preparations:**

The core requirements and MA 370, MA 380, MA 401, MA 406 (Selected Problems)

**Recommended major courses to be coupled with majors in chemistry, biology, physics or other science:**

The core requirements and MA 302, MA 312, MA 380, MA 406 (Selected Problems)

**Recommended major courses to be combined with a major in Computer Science:**

The core requirements and MA 302, MA 312, MA 380, MA 406 (Numerical Analysis)

**Recommended major courses for the student preparing for graduate study in Mathematics:**

The core requirements and MA 312, MA 380, MA 401, MA 406 (Numerical Analysis)

## REQUIREMENTS FOR:

**MINOR – 20-22 HOURS, 2.0 GPA**

MA 221, MA 222, and four additional courses numbered at the 205 level or above. Written or oral examinations may be required for the minor.

**\*\*For those students wishing to teach Mathematics**

See also Bachelor of Science in Education ([page 155](#)).

**B.S.E. in Secondary Education – MAJOR 48-50 Hours**

**2.75 Cum G.P.A.**

**2.50 Core G.P.A.**

Military Studies Minor

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



REQUIREMENTS FOR:  
MINOR – 18 HOURS, 2.0 GPA

HIE	211	The Great War, 1914-1918 .....	3 cr.
HIE	332	World War II .....	3 cr.
HIS	330	U.S. Military History.....	3 cr.
PO	320	American Foreign Policy .....	3 cr.
Plus additional Hours from electives			
and/or Military Service Credit .....			6 cr.
TOTAL.....			18 cr.

## Music

AVAILABLE:

### B.M. MINOR CERTIFICATE

REQUIREMENTS:

B.M. MAJOR:  
65 HOURS  
2.0 GPA

MINOR:  
21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The International Center for Music has been established to foster the exchange of master teacher performers, renowned young musicians, and programs from countries across the globe. The education of emerging musicians is at the philosophical core of the Center's mission and the quality of that training crucial to great artistry. Music is an international language and enables all people to share in experiences that help shape their culture and values. By involving the highest caliber artists of our generation as educators, we will enable our students and audiences to experience the wealth of musical literature that has impacted generations of our global society.

The music program serves the total student body by providing ensembles, private lessons, and courses, which are open to all students. Also, the program makes available, to the entire campus and surrounding community, concerts and recitals throughout the year as part of the ACCESS TO THE ARTS series.

Programs of study for students choosing music are a Bachelor of Music (applied emphasis in Piano, Violin, Viola or Cello), and a Minor in Music with an applied emphasis. Audition required for Bachelor of Music and Undergraduate Certificate.

REQUIREMENTS FOR:

**B.M. MAJOR – 65 HOURS, 2.0 GPA**

### BACHELOR OF MUSIC in Performance (applied emphasis in Piano, Violin, Viola or Cello)

#### Core Curriculum

MU 160	Introduction to Music Theory.....	3 cr.
MU 161	Music Theory.....	3 cr.
MU 240	Advanced Music Theory I.....	3 cr.
MU 241	Advanced Music Theory II.....	3 cr.
MU 345	Music History: Medieval, Renaissance, & Baroque.....	3 cr.
MU 346	Music History: Classic, Romantic and Modern .....	3 cr.
	<b>TOTAL.....</b>	<b>18 cr.</b>

#### APPLIED (Piano)

Applied Music B (2 cr. per semester) .....	16 cr.
Performance Class (1 cr. per semester).....	8 cr.
Collaboration (Years 1 & 2 - 1 cr. per semester) .....	4 cr.
(Year 3 & 4 - 2 cr. per semester).....	8 cr.
Chamber Music (1 cr. - repeat 4 times) .....	4 cr.
Musicianship Development (1 cr. per semester - repeat six times) .	6 cr.
Music Management (1 cr.) .....	1 cr.
<b>TOTAL.....</b>	<b>65 cr.</b>

#### APPLIED (Strings)

Applied Music B (2 cr. per semester) .....	16 cr.
Performance Class (1 cr. per semester).....	8 cr.
Chamber Music (1 cr. repeated four times).....	4 cr.
Orchestra (1 cr. per semester) .....	8 cr.
Orchestral Repertoire (1 cr. per semester - 3rd & 4th years) .	4 cr.
Musicianship Development (1 cr. - repeat six times).....	6 cr.
Music Management (1 cr.) .....	1 cr.
<b>TOTAL.....</b>	<b>65 cr.</b>

Music

MUSIC MINOR

REQUIREMENTS FOR:  
MINOR – 21 HOURS, 2.0 GPA

Core Curriculum

MU	160	Introduction to Music Theory.....	3 cr.
MU	161	Music Theory.....	3 cr.
MU		Applied Music.....	8 cr.
		Music Electives.....	7 cr.
		TOTAL.....	21 cr.

UNDERGRADUATE CERTIFICATE IN MUSIC PERFORMANCE

REQUIREMENTS FOR:  
TWO YEAR PROGRAM - 48 HOURS  
(APPLIED EMPHASIS IN PIANO, VIOLIN, VIOLA OR CELLO)

The undergraduate certificate program in music performance is designed for students who wish to pursue a non-degree course in study concentrating almost exclusively on performance. Minimum undergraduate credits required for the certificate are 48. In addition to the general rules that are applicable for admission to the undergraduate program at Park University, specific admission requirement is a required audition.

Course Requirements

FIRST SEMESTER

MU	195	Applied Music.....	5 cr.
		Approved Electives .....	7 cr.

SECOND SEMESTER

MU	196	Applied Music.....	5 cr.
		Approved Electives .....	7 cr.

THIRD SEMESTER

MU	160	Music Theory I .....	3 cr.
MU	295	Applied Music .....	5 cr.
		Approved Electives .....	4 cr.

FOURTH SEMESTER

MU	161	Music Theory II.....	3 cr.
MU	296	Applied Music .....	5 cr.
		Approved Electives .....	4 cr.
		TOTAL.....	48 cr.

## Natural Science

AVAILABLE:

MINOR

REQUIREMENTS:

19 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

This interdisciplinary minor is designed for students seeking a generalized knowledge of the natural and physical sciences. It is recommended for those not majoring in the sciences but who wish to gain a better appreciation for science and acquire a broad base of knowledge in biology, chemistry, and geoscience. It is also appropriate for those interested in teaching general science content, especially at the elementary level. A GPA of 2.0 or better is required.

REQUIREMENTS FOR:

**MINOR – 19 HOURS, 2.0 GPA**

At least one course from each of the following:

**Biology**

BI	101	Biological Concepts .....	4 cr.
BI	211	Human Anatomy and Physiology I .....	4 cr.
BI	214	Personal and Community Health .....	3 cr.
BI	225	Botany .....	4 cr.
BI	226	Zoology .....	4 cr.

**Chemistry/Physics**

CH	107	Introduction to Chemistry I .....	3 cr.
-AND-			
CH	107L	Introduction to Chemistry I Lab .....	1 cr.
CH	301	Chemistry and Society .....	3 cr.
PY	155	Concepts of Physics I .....	4 cr.
PY	156	Concepts of Physics II .....	4 cr.

**Geology/Geography**

GGP	115	Physical Geography .....	4 cr.
GGP	205	Introduction to Meteorology .....	4 cr.
GO	141	Introduction to Physical Geology .....	4 cr.
GO	200	Oceanography .....	4 cr.

**Natural Science**

NS	241	Philosophy and History of Science .....	3 cr.
NS	304	Science, Technology and Society .....	3 cr.
TOTAL .....			19 cr.

## Nursing

## AVAILABLE:

A.S.  
B.S.

## REQUIREMENTS:

## A.S. MAJOR:

63 HOURS

2.5 GPA

NURSING COURSES

2.0 GPA

NON-NURSING COURSES

## B.S. MAJOR:

61 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Associate Degree in Nursing of the Ellen Finley Earhart Program of Nursing is designed to provide upward mobility and career advancement for Licensed Practical Nurses. This program will prepare the LPN to take the Registered Nurse Licensure Exam (NCLEX-RN) and will serve as a foundation to pursue a baccalaureate degree in nursing. Practical nursing graduates must pass the NCLEX-PN to remain in nursing courses. Admission is limited to 65 students in the Parkville area. Selection is based on nursing validation test scores and completed files.

The deadline for accepting the Park University Online application and the entrance testing fee payment is April 15. The deadline for accepting official transcripts, copies of practical nursing licenses and letters of eligibility for practical nursing students is May 1.

The Nursing Program is accredited by the National League for Nursing Accrediting Commission, which serves as a repository for information about curriculum, tuition and fees for the nation's nursing profession. They may be contacted at the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326. Phone: 404.975.5000 FAX: 404.975.5020 website [www.nlnac.org](http://www.nlnac.org).

### SUGGESTED TWO-YEAR PLAN FOR NURSING

#### Level I

#### Programs of Practical Nursing

Park University credit is granted for general courses and areas of nursing taught in state-accredited schools of practical nursing.

<b>General Courses</b> .....	10 cr.
BI 122 Human Nutrition .....	3 cr.
NS 120 Anatomy & Physiology for Nurses ....	4 cr.
PS 121 Human Growth & Development.....	3 cr.

<b>Areas of Nursing</b> (after validation testing) .....	9 cr.
NU 101 Fundamentals of Nursing.....	3 cr.
NU 110 Maternal/Child Nursing .....	3 cr.
NU 140 Medical/Surgical Nursing.....	3 cr.

## REQUIREMENTS FOR:

#### A.S. MAJOR – 63 HOURS,

2.5 GPA - NURSING COURSES

2.0 GPA - NON-NURSING COURSES

#### Core Curriculum

Level I (by VLE and validation testing) ..... 19 cr.  
Level II - Parkville Campus

#### August

NU 200 Nursing Transitions..... 3 cr.



**Fall**

CS	140	Introduction to Computers.....	3 cr.
EN	105	Writing Strategies and Concepts .....	3 cr.
NU	210	Adult Health Nursing I.....	3 cr.
NU	220	Adult Health Nursing II.....	3 cr.
NU	235	Clinical Adult Health Nursing .....	3 cr.
NU	238	Nursing Health Assessment.....	3 cr.
NU	255	Mental Health Nursing.....	3 cr.

**Spring**

BI	223	Clinical Microbiology .....	4 cr.
EN	106	Writing Purposes and Research .....	3 cr.
NU	240	Maternal/Child Health Nursing.....	3 cr.
NU	265	Clinical Nursing Practice Applications .....	4 cr.
NU	275	Management & Issues in Nursing .....	3 cr.

**May**

PS	101	Introduction to Psychology (3 cr.) – OR –.....	3 cr.
SO	141	Introduction to Sociology (3 cr.)	

TOTAL..... 63 cr.

A flat rate fee is charged for the A.D.N. (Level II) and includes (partial list):

- Tuition for Nursing courses
- School Pin
- Name Pin
- Photographs
- Clinical Nursing Fees (includes liability insurance)

Contact the Nursing Program Office for a complete list of expenses.

**BACHELOR OF SCIENCE IN NURSING COMPLETION**

Building on the premise of life-long learning and professional career development, the BSN Completion Program design allows the Associate Degree Registered Nurse to complete the requirements of a Bachelor of Science in Nursing Degree.

**Admission Requirements**

1. Graduate of an accredited Associate Degree Nursing Program
2. RN Licensure in the United States. New graduates will be admitted on probationary status.
3. Minimum GPA of 3.0 from an accredited Nursing pre-licensure program or an ACT score of 21 or greater for students with a GPA below 3.0 on a 4 point scale
4. Submission of official nursing program associated transcripts and other undergraduate transcripts.
5. Completion of Pharmacology Standardized examination at the 75% benchmark score. Student may complete the examination prior to or concurrent with NU 310.

**NOTE:** Should an applicant not have a formal Health Assessment course on their transcript, NU 238 Nursing Health Assessment will be required as a prerequisite to admission.

The Nursing Program awards accepted students 60 hours of course credit for their pre-licensure nursing program transcript from an Associate degree nursing program. Students may choose to attend either fulltime or part time. Students have a maximum of 5 years to complete all degree requirements.

It is recommended all students take the WCT during the first term of courses. The WCT must be passed prior to enrolling in EN 306A

NU 300 Pharmacological Applications: 3 Credit Hours  
are awarded upon successful completion of a Standardized Examination of student knowledge. The examination may be taken before beginning course work or concurrently with NU 310. There is a fee associated with the examination. Please contact the Nursing Program for fee information.

### **SUGGESTED PLAN OF STUDY FOR THE FULLTIME STUDENT**

<b>Term 1</b> .....	9 cr.
MA 120 Basic Concepts of Statistics .....	3 cr.
NU 300 Pharmacological Applications.....	3 cr.
NU 310 Nursing Transitions for the BSN .....	3 cr.
<b>Term 2</b> .....	9 cr.
EN 306A Professional Writing in the Disciplines: Scientific and Technical Writing.....	3 cr.
NU 320 Historical Nursing Practice .....	3 cr.
Elective 200 level or above .....	3 cr.
<b>Term 3</b> .....	9 cr.
NU 350 Theoretical Foundations .....	3 cr.
NU 355 Pathophysiology for Clinicians.....	3 cr.
Elective 200 level or above of choice .....	3 cr.
<b>Term 4</b> .....	8 cr.
NU 400 Global Nursing Perspectives .....	3 cr.
NU 410 Community Health Nursing Practice (16 week course) .....	5 cr.
<b>Term 5</b> .....	6 cr.
Elective of choice.....	3 cr.
Elective of choice.....	3 cr.
<b>Term 6</b> .....	8 cr.
BI 326 Ethics in Science .....	3 cr.
NU 420 Leadership and the BSN Role (16 week course) .....	5 cr.

**Nursing**

**Term 7** ..... 6 cr.  
HC 451 Health Care and the Political Process ..... 3 cr.  
Elective: 300 level LE / Humanities/ Social Sciences..... 3 cr.

**Term 8** ..... 6 cr.  
NU 450 Research in Nursing ..... 3 cr.  
NU 455 Integrative Practice in Nursing ..... 3 cr.

TOTAL..... 61 cr.

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**TOTAL PROGRAM HOURS..... 121 cr.**

Office Management

AVAILABLE:

A.S.

REQUIREMENTS:

MAJOR:  
21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



PARK EXTENDED LEARNING  
(SELECTED CAMPUSES)

REQUIREMENTS FOR:

A.S. MAJOR – 21 HOURS, 2.0 GPA

CS	140	Introduction to Computers.....	3 cr.
HR	353	Intro. to Human Resources Management...	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	268	Office Administration .....	3 cr.
MG	271	Principles of Supervision .....	3 cr.
MG	273	Records Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
		TOTAL.....	21 cr.

## Organizational Communication

AVAILABLE:

**B.A.  
MINOR**

REQUIREMENTS:

**B.A. MAJOR:**  
42 HOURS  
2.0 GPA

**MINOR:**  
18 HOURS  
2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The major in Organizational Communication serves a broad spectrum of professions in contemporary corporate, government, and non-profit environments. Career choices include management, training, development, human resources, consulting, or related fields.

REQUIREMENTS FOR:

**B.A. MAJOR – 42 HOURS, 2.0 GPA**

### Required Courses

CA 104	Interpersonal Communication I.....	3 cr.
CA 200	Interviewing: Theories and Practice.....	3 cr.
CA 235	Multicultural Communication.....	3 cr.
CA 301	Interpersonal Communication II .....	3 cr.
CA 302	Communication Ethics and Law .....	3 cr.
CA 348	Theories of Communication .....	3 cr.
CA 382	Communication Research Methods .....	3 cr.
CA 402	Organizational Communication.....	3 cr.
CA 420	Human Relations in Group Interaction.....	3 cr.
CA 475	Case Studies in Communication Leadership.....	3 cr.
CA 490	Professional Learning Experience (PLE) .....	3 cr.
CA 491	Senior Project.....	3 cr.

### Electives

CA 404	Special Topics in Communications and/or CA Electives .....	6 cr.
	<b>TOTAL.....</b>	<b>42 cr.</b>

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.5 GPA**

CA 200	Interviewing: Theories and Practice.....	3 cr.
CA 402	Organizational Communication.....	3 cr.
CA 420	Human Relations in Group Interaction.....	3 cr.
CA 475	Case Studies in Communication Leadership.....	3 cr.
	Two Upper Division Communication Electives .....	6 cr.
	<b>TOTAL.....</b>	<b>18 cr.</b>

Philosophy

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:  
18 HOURS  
2.75 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



REQUIREMENTS FOR:  
**MINOR – 18 HOURS, 2.75 GPA**

**6 hours from:**

- PH 101 Introduction to Philosophical Thinking..... 3 cr.
- PH 102 Introduction to Ethical Thinking..... 3 cr.
- PH 103 Fundamentals of Logic..... 3 cr.

12 additional hours in Philosophy, of which 9 credit hours must be at the 200 level or higher.

# Political Science

AVAILABLE:

**B.A.  
MINOR**

REQUIREMENTS:

**B.A. MAJOR:**  
36 HOURS  
2.0 GPA

**MINOR:**  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Bachelor's Degree in Political Science provides students with information and abilities to become participative citizens and cope with problems of modern politics. The degree also seeks to prepare well-rounded students for careers in the public sector and to prepare those who seek admission to graduate school. Analytical skills, especially critical thinking, are stressed in all courses. The Senior Project provides an opportunity for students to develop research skills while the Internship exposes students to opportunities for practical applications of what they have learned.

REQUIREMENTS FOR:

**B.A. MAJOR – 36 HOURS, 2.0 GPA**

PO 200	American National Government .....	3 cr.
PO 210	Comparative Political Systems.....	3 cr.
PO 216	International Relations.....	3 cr.
PO 220	History of Political Philosophy.....	3 cr.
PO 405	Senior Thesis.....	3 cr.
PO 450	Internship .....	3 cr.

**Nine** hours in one concentration, **plus** an additional **three** hours in the other concentration. .... 12 cr.

## Concentration A: American Politics

PO 201	State and Local Government
PO 304	Constitutional Law
PO 310	Parties and Elections
PO 323	Congress and the Presidency
PO 340	Public Policy

## Concentration B: International Politics

PO 221	Political Ideologies
PO 320	American Foreign Policy
PO 338	Politics of the Developing World
PO 344	War and Terrorism
PO 345	International Organizations

**Six** hours of electives selected from the following: ..... 6 cr.

PA 333	Public Administration
PO 100	American Politics and Citizenship
PO 202	Introduction to Law
PO 329	Law School and LSAT Preparation
PO 350	Special Topics in Political Science

## Senior Examination

Student must pass a 4-6 hour written comprehensive examination in Political Science.

TOTAL..... 36 cr.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

PO 100, PO 200, PO 210 plus nine additional hours in Political Science.

## Senior Examination

Student must pass a 1-2 hour written comprehensive examination in Political Science.

# Psychology

AVAILABLE:

**B.A.  
MINOR**

REQUIREMENTS:

**B.A. MAJOR:**  
42 HOURS  
2.0 GPA

**MINOR:**  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



**P**psychology is both a science and an applied profession. Psychology is a broad discipline that deals with behavior and mental process. Career opportunities work in counseling, personal, business, industry, research and development, advertising, college teaching, medical settings, basic research, criminal justice, and government. For those students interested in becoming licensed psychologists or professional researchers, the major is designed to prepare them for possible graduate training.

REQUIREMENTS FOR:  
**B.A. MAJOR – 42 HOURS, 2.0 GPA**

<b>Psychology Core</b> .....		27 cr.
PS 101	Introduction to Psychology .....	3 cr.
PS 307	Statistics for Social Sciences.....	3 cr.
PS 308	Principles of Social Research.....	3 cr.
PS 315	Theories of Personality .....	3 cr.
PS 398	Junior Seminar in Psychology.....	1 cr.
PS 404	History and Systems of Psychology .....	3 cr.
PS 406	Experimental Psychology.....	3 cr.
PS 407	Field Placement in Psychology .....	3 cr.
PS 498	Senior Seminar in Psychology .....	2 cr.
<i>Select one of the following:</i> .....		3 cr.
PS 388	Learning and Motivation (3 cr.)	
PS 408	Cognitive Psychology (3 cr.)	
PS 423	Physiological Psychology (3 cr.)	
<i>At least five of the following electives:</i> .....		15 cr.
PS 121	Human Growth and Development (3 cr.)	
PS 205	Child Psychology (3 cr.)	
PS 206	Introduction to Guidance and Counseling (3 cr.)	
PS 221	Adolescent Psychology (3 cr.)	
PS 222	Adult Development and Aging (3 cr.)	
PS 301	Social Psychology (3 cr.)	
PS 302	Tests and Measurements (3 cr.)	
PS 303	Career Counseling and Development (3 cr.)	
PS 309	Human Sexuality (3 cr.)	
PS 317	Psychology of Language (3 cr.)	
PS 341	Positive Psychology (3 cr.)	
PS 358	Applied Behavioral Analysis (3 cr.)	
PS 361	Cross-Cultural Psychology (3 cr.)	
PS 363	Psychology of Sport (3 cr.)	
PS 381	Psychology of Gender (3 cr.)	
PS 390	Special Topics in Psychology (3 cr.)	
PS 401	Abnormal Psychology (3 cr.)	
PS 402	Systems of Psychotherapy (3 cr.)	
PS 403	Special Problems in Psychology (3 cr.)	
PS 405	Independent Study in Psychology (3 cr.)	
PS 407	Field Placement (additional credits beyond core requirement) (3 cr.)	
PS 410	Social Influences and Persuasion (3 cr.)	
PS 424	Industrial and Organizational Psychology (3 cr.)	
<b>TOTAL</b> .....		<b>42 cr.</b>



Psychology

REQUIREMENTS FOR:  
**MINOR – 18 HOURS, 2.0 GPA**

18 hours which must include PS 101, PS 308, PS 315, and PS 404

# Public Administration

AVAILABLE:

**B.P.A.**  
**MINOR**

REQUIREMENTS:

**B.P.A. MAJOR:**  
45 HOURS  
2.5 GPA

**MINOR:**  
18 HOURS  
2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



## BACHELOR OF PUBLIC ADMINISTRATION

This program meets the educational needs of persons who are interested or currently working in the field of public administration, whether at the municipal, state or federal level. The BPA provides a foundational background for those students who wish to pursue graduate studies, entry-level positions, or continued professional development.

REQUIREMENTS FOR:

**B.P.A. MAJOR – 45 HOURS, 2.5 GPA**

AC	201	Principles of Accounting I .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
PO	200	American National Government .....	3 cr.
PO	201	State and Local Government .....	3 cr.
PA	330	Public Administration .....	3 cr.
PA	333	Public Management and Leadership .....	3 cr.
PA	334	Public Personnel Administration .....	3 cr.
PA	350	Budget and Finance .....	3 cr.
PA	380	Public Service Values .....	3 cr.
PA	390	Administrative Law .....	3 cr.
PA	404	Capitalism and Societal Issues .....	3 cr.

### Areas of Emphasis:

Select one (1) area of emphasis below:

#### 1. Business Relations Area of Emphasis:

PA	432	Senior Project in Public Administration .....	3 cr.
– AND three (3) of the following – .....			9 cr.
CS	300	Technology in a Global Society (3 cr.)	
EC	401	History of Economic Thought (3 cr.)	
IB	315	International Business Perspectives (3 cr.)	
MG	260	Business Law I (3 cr.)	
MG	352	Principles of Management (3 cr.)	
MG	354	Small Business Management (3 cr.)	
MK	351	Principles of Marketing (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	

#### 2. Criminal Justice Area of Emphasis:

PA	432	Senior Project in Public Administration .....	3 cr.
– AND three (3) of the following – .....			9 cr.
CJ	231	Introduction to Law Enforcement (3 cr.)	
CJ	232	Introduction to Corrections (3 cr.)	
CJ	233	Introduction to Security (3 cr.)	
CJ	313	The Law of Evidence (3 cr.)	
CJ	332	Institutional, Industrial, and Commercial Security (3 cr.)	
CJ	345	Criminal Justice and the Community (3 cr.)	
CJ	400	Constitutional Law in Criminal Justice (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	

## Public Administration

### 3. Fire Service Management:

An Associate of Applied Science, Associate of Arts, or Associate of Science degree in Fire Service Technology or equivalent is prerequisite.

PA	431	Senior Seminar in Fire Services Management .	3 cr.
– AND three (3) of the following –.....			9 cr.
CJ	353	Homeland Security (3 cr.)	
CJ	355	Emergency Management (3 cr.)	
GGH	310	Geography of Terrorism (3 cr.)	
PA	331	Public Organizations (3 cr.)	
PA	342	Administrative Politics (3 cr.)	
PA	345	Media and Public Administration (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	

### 4. Homeland Security:

PA	432	Senior Project in Public Administration .....	3 cr.
– AND three (3) of the following –.....			9 cr.
CJ	353	Homeland Security (3 cr.)	
CJ	355	Emergency Management (3 cr.)	
GGH	310	Geography of Terrorism (3 cr.)	
HIS	319	Russia in the 20th Century (3 cr.)	
HIS	333	The Modern Middle East (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	

### 5. Public Service:

PA	432	Senior Project in Public Administration .....	3 cr.
– AND three (3) of the following –.....			9 cr.
EC	315	Quantitative Research Methods (3 cr.)	
PA	331	Public Organizations (3 cr.)	
PA	342	Administrative Politics (3 cr.)	
PA	345	Media and Public Administration (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	
PO	210	Comparative Political Systems (3 cr.)	
PO	320	American Foreign Policy (3 cr.)	

REQUIREMENTS FOR:

#### MINOR – 18 HOURS, 2.5 GPA

18 hours must include PO 200, PA 330, PA 333, and 9 hours of PA prefix electives from the BPA Core and/or Public Service emphasis area excluding PA 430, PA 431, and PA 432.

#### Certificates:

For information regarding the certificate in Terrorism and Homeland Security from the Department of Criminal Justice, see requirements on [page 140](#).

For information regarding the certificate in Military History from the Department of History, see requirements on [page 178](#).

Social Psychology

AVAILABLE:

A.S.  
B.S.

REQUIREMENTS:

A.S. MAJOR:  
27 HOURS  
2.0 GPA

B.S. MAJOR:  
51 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



ASSOCIATE OF SCIENCE

REQUIREMENTS FOR:  
A.S. MAJOR – 27 HOURS, 2.0 GPA

PS 101	Introduction to Psychology .....	3 cr.
PS 121	Human Growth and Development.....	3 cr.
PS 315	Theories of Personality .....	3 cr.
SO 141	Introduction to Sociology .....	3 cr.
SO 208	Social Inequality.....	3 cr.
SO 210	Social Institutions .....	3 cr.
PS/SO 220	Ethical Issues in Social Science .....	3 cr.
PS/SO 301	Social Psychology .....	3 cr.
PS/SO 307	Statistics for Social Sciences.....	3 cr.
	TOTAL.....	27 cr.

BACHELOR OF SCIENCE

Social Psychology blends the strengths of psychology and sociology. It studies the “person in the situation,” and integrates knowledge about individual, group, and organizational processes. It is an adaptable major that trains students for a wide range of career options, and it is personally useful in every facet of your life beyond mere employment. Social psychology trains you to see yourself, others, and the cultures and societies we live in more clearly, critically, and completely. It equips you with a set of tools useful for a wide range of careers in business and industry, government, applied social research, data analysis and interpretation, policy and program implementation, the helping and service professions, or continued graduate study in psychology or sociology.

The Park University Social Psychology major combines a solid core in the field with a number of flexible, specialized concentrations that allow you to tailor the degree to your needs and interests. Students may either take any 12 hours of 300 or 400 level PS and SO elective and (or) any elective listed in the Social Psychology concentrations to complete their major or choose among courses in four program concentrations to best meet their needs: (1.) Theories and Methodologies (for students intending advanced study); (2.) Human Developmental (focuses on factors affecting each stage of human development over the life course); (3.) Clinical and Abnormal (focuses on psychological abnormalities and social dysfunctions); or (4.) Cultural, Organizational, and Institutional (focuses on human in formal organizations and cross-cultural issues.) All students also leave the major with a set of technical and conceptual tools that will allow them to collect, analyze, and interpret social research data and apply those findings in a number of careers.

## Social Psychology

### REQUIREMENTS FOR:

**B.S. MAJOR – 51 HOURS, 2.0 GPA**

### Core:

#### Psychology Core (9 cr.)

PS 101	Introduction to Psychology .....	3 cr.
PS 121	Human Growth and Development.....	3 cr.
PS 315	Theories of Personality.....	3 cr.

#### Sociology Core (9 cr.)

SO 141	Introduction to Sociology .....	3 cr.
SO 208	Social Inequality.....	3 cr.
SO 210	Social Institutions .....	3 cr.

#### Integration (6 cr.)

SO/PS 301	Social Psychology .....	3 cr.
SO 304	Social Problems.....	3 cr.

#### Technical Skills (12 cr.)

PS/SO 220	Ethical Issues in Social Science .....	3 cr.
SO 306	Writing for Social Sciences .....	3 cr.
PS/SO 307	Statistics for Social Sciences.....	3 cr.
PS/SO 308	Principles of Social Research.....	3 cr.

#### Professional Development (3 cr.)

PS 398	Junior Seminar (1 cr.)	
	– OR – .....	1 cr.
SO 398	Junior Seminar (1 cr.)	
PS 498	Senior Capstone (2 cr.)	
	– OR – .....	2 cr.
SO 498	Senior Capstone (2 cr.)	

#### Electives: (12 cr.)

Students must choose one of the following two options:

Option 1-General (no concentration): Students may choose four courses from those listed in any of the Concentrations below.

Option 2-Specific Concentration: Students may choose one of the four concentration areas listed below to complete that designated concentration.

#### Concentrations:

##### 1. Theories and Methodologies

*At least 12 hours from the following:*

PS 302	Tests and Measurements.....	3 cr.
PS 358	Applied Behavior Analysis.....	3 cr.
PS 388	Learning and Motivation .....	3 cr.
PS 404	History and Systems of Psychology .....	3 cr.
PS 406	Experimental Psychology.....	3 cr.
PS 408	Cognitive Psychology .....	3 cr.
SO 403	Social Theory .....	3 cr.
SO 451	Advanced Social Psychology.....	3 cr.
SO 455	Program & Policy Evaluation .....	3 cr.
SO 459	Survey Methodology .....	3 cr.

## Social Psychology

### 2. Human Developmental

*At least 12 hours from the following:*

PS	205	Child Psychology .....	3 cr.
PS	221	Adolescent Psychology .....	3 cr.
PS	222	Adult Development and Aging.....	3 cr.
PS	309	Human Sexuality .....	3 cr.
PS	317	Psychology of Language .....	3 cr.
PS	381	Psychology of Gender.....	3 cr.
SO	302	The Study of the Family.....	3 cr.
SO	329	Sociology of the Life Course .....	3 cr.
SO	330	Sociology of Youth and Youth Cultures.....	3 cr.
SO	332	Dying, Death and Bereavement .....	3 cr.

### 3. Clinical and Abnormal

*At least 12 hours from the following:*

PS	206	Intro to Guidance and Counseling.....	3 cr.
PS	302	Tests and Measurements.....	3 cr.
PS	303	Career Counseling and Development.....	3 cr.
PS	401	Abnormal Psychology.....	3 cr.
PS	402	Systems of Psychotherapy.....	3 cr.
SO	315	Minority Group Relations.....	3 cr.
SO	325	Social Deviance .....	3 cr.
SO	326	Sociology of Conflict, War and Terror.....	3 cr.
SO	327	Sociology of Mental Health and Illness .....	3 cr.

### 4. Cultural, Organizational and Institutional

*At least 12 hours from the following:*

PS	361	Cross-Cultural Psychology .....	3 cr.
PS	363	Psychology of Sport.....	3 cr.
PS	381	Psychology of Gender.....	3 cr.
PS	410	Social Influence and Persuasion .....	3 cr.
PS	424	Industrial and Organizational Psychology ..	3 cr.
SO	303	Urban Sociology.....	3 cr.
SO	309	Sociology of Sport.....	3 cr.
SO	318	Military Sociology.....	3 cr.
SO	328	Sociology of Religion .....	3 cr.
SO	421	Organizational Sociology .....	3 cr.
SO	425	Sociology of Work and Professions.....	3 cr.
		TOTAL.....	51 cr.

## Social Work

AVAILABLE:

**B.S.W.  
MINOR**

REQUIREMENTS:

**B.S.W. MAJOR:**  
45 HOURS  
2.5 GPA

**MINOR:**  
18 HOURS  
C OR BETTER

THIS PROGRAM IS OFFERED  
THROUGH:



The Social Work degree program prepares students for beginning professional social work practice in a wide variety of human service and treatment settings. As generalist social work practitioners, graduates will be prepared to work collaboratively with diverse populations, particularly those who are vulnerable and at risk. Eco-systems theory and strengths perspective serve as overarching conceptual frameworks throughout the curriculum. All aspects of student learning in the classroom are integrated with the senior year field practicum experience.

### ADMISSION TO THE BACHELOR OF SOCIAL WORK DEGREE

Criteria for admission to the Bachelor of Social Work Degree include:

1. Completion of 60 credit hours of college coursework.
2. A cumulative GPA of 2.50 or higher. GPA is computed on all college credit, transfer and Park University.
3. Two letters of reference, one of which must be a college/university faculty member; the second letter may be from a faculty member or another person known in a professional capacity.
4. Successful completion of Park University's Writing Competency Test.
5. Completion of the following courses with a grade of "C" or better: EN 105, EN 106, EN 306b, SO 141 Introduction to Sociology; PS 101, Introduction to Psychology; MA 120 Basic Concepts of Statistics; and SW 205, Introduction to Social Work. Students must also complete 8 credits of Modern Language (Spanish is preferred). For transfer students six credits of the modern language equivalent may be accepted.
6. Completion of all required materials in the Bachelor of Social Work admission packet, which includes a personal narrative that relates the student's interest, experiences and goals in the social work profession.

In accordance with CSWE accreditation standards, the Social Work program does not grant course credit for life experience or previous work experience.

REQUIREMENTS FOR:

**B.S.W. MAJOR – 45 HOURS, 2.5 GPA**

#### Core Curriculum

PS	309	Human Sexuality .....	3 cr.
SO	315	Minority Group Relations.....	3 cr.
SW	205	Introduction to Social Work.....	3 cr.
SW	325	Human Diversity & Social Justice .....	3 cr.
SW	330	Social Welfare Policy and Programs.....	3 cr.
SW	335	Social Work Research .....	3 cr.
SW	305	Human Behavior in Social Environment I ..	3 cr.
SW	405	Human Behavior in Social Environment II..	3 cr.
SW	310	Social Work Practice I Individuals & Families.	3 cr.

Social Work

SW	320	Social Work Practice II Groups .....	3 cr.
SW	410	Social Work Practice III Org. & Communication .....	3 cr.
SW	420	Field Instruction I .....	5 cr.
SW	421	Field Instruction Seminar I .....	1 cr.
SW	430	Field Instruction II .....	5 cr.
SW	431	Field Instruction Seminar II .....	1 cr.
		TOTAL.....	45 cr.

Conditional Admission to the Social Work Major (referred to as Pre-Major status). Students who have successfully completed Criteria 1 through 3 may be conditionally admitted to the Social Work Major and begin taking those social work courses not restricted to social work majors. Full admission to the major is contingent upon completion of Criteria 1 through 7.

NOTE: The BSW program at Park University was granted full re-affirmation of accreditation by the Council on Social Work Education (CSWE) in June, 2010.

REQUIREMENTS FOR:  
MINOR – 18 HOURS, C OR BETTER

PS	309	Human Sexuality .....	3 cr.
SO	315	Minority Group Relations.....	3 cr.
SW	205	Introduction to Social Work.....	3 cr.
SW	325	Human Diversity and Social Justice .....	3 cr.
SW	330	Social Welfare Policy and Programs .....	3 cr.
SW	450	Integrative Seminar (Capstone) .....	3 cr.
		TOTAL.....	18 cr.



## Sociology

AVAILABLE:

**B.A.  
MINOR**

REQUIREMENTS:

**B.A. MAJOR:**  
45 HOURS  
2.0 GPA

**MINOR:**  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



Sociology is the study of people in groups, their interactions, identities, and the societies, institutions, and cultures they create. As a social science, it combines the scientific and humanistic perspectives to study the full range of human experience and helps us understand pressing social issues and connect them to individual human concerns. It is a valuable liberal arts major that prepares students for a variety of careers in business, government, human and social services, and social research and data analysis. It teaches students to collect, analyze, interpret, and apply valid and reliable data and explanations to personal decisions and to public and organizational policies.

REQUIREMENTS FOR:

**B.A. MAJOR – 45 HOURS, 2.0 GPA**

### Sociology Core (18 cr.)

SO 141	Introduction to Sociology .....	3 cr.
SO 208	Social Inequality.....	3 cr.
SO 304	Social Problems.....	3 cr.
SO 325	Social Deviance.....	3 cr.
SO 403	Social Theory.....	3 cr.
PS 301	Social Psychology.....	3 cr.

### Technical Skills (12 cr.)

SO 220	Ethical Issues in Social Sciences.....	3 cr.
SO 306*	Writing for Social Sciences.....	3 cr.
SO 307	Statistics for Social Sciences.....	3 cr.
SO 308	Principles of Social Research.....	3 cr.

\*Program specified substitution for EN 306 writing requirement.

### Integrative Experience

SO 398	Junior Seminar. (1 cr.)	
	-AND-	
SO 498	Senior Capstone (2 cr.)	
	- OR - .....	3 cr.
SO 496	Senior Project (3 cr.)	

### Electives:

SO electives at the 300 or 400 level. ....	12 cr.
Total .....	45 cr.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

SO 141	Introduction to Sociology .....	3 cr.
SO 220	Ethical Issues in Social Science .....	3 cr.
SO 304	Social Problems.....	3 cr.
<i>One of the following courses:</i> .....		3 cr.
SO 208	Social Inequality (3 cr.)	
SO 210	Social Institutions (3 cr.)	

Any two additional PS/SO courses at the 300 or 400 levels .... 6 cr.

Spanish

AVAILABLE:

B.A.  
MINOR

REQUIREMENTS:

B.A. MAJOR:  
42 HOURS  
2.0 GPA

MINOR:  
18 HOURS  
2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Spanish Major is designed to assist students in the acquisition of this language as a tool of communication to be utilized in the local, national, and global communities. Along with the study of the Spanish language, the study of the Hispanic and indigenous cultures is an integral part of the program. The emphasis of this program is cultural studies and the development of skills for communication in the present day world. The study of literature will serve as a vehicle to a better understanding of the language and culture.

REQUIREMENTS FOR:  
**B.A. MAJOR – 42 HOURS, 2.0 GPA**

SP	201	Intermediate Spanish I .....	3 cr.
SP	202	Intermediate Spanish II .....	3 cr.
SP	294	Intermediate Spanish Conversation .....	3 cr.
SP	295	Intermediate Spanish Composition .....	3 cr.
SP	301	Advanced Spanish Conversation.....	3 cr.
SP	302	Advanced Spanish Composition & Grammar.....	3 cr.
SP	311	Culture and Civilization of Spain .....	3 cr.
SP	312	Culture and Civilization of Spanish America & the Hispanic Caribbean .....	3 cr.
SP	320	U.S. Latino Cultures and Literatures .....	3 cr.
SP	322	Reading Cervantes' Masterpiece: Don Quixote.....	3 cr.
SP	394	Introduction to Literature of Spain .....	3 cr.
SP	395	Introduction to the Literatures of Spanish America & the Hispanic Caribbean .....	3 cr.
SP	399	The Major Capstone Project .....	3 cr.
		Elective-300-level .....	3 cr.
		(Independent readings in Spanish, SP 310, may be utilized in lieu of Spanish 394 or Spanish 395, but not both. No more than six hours of credit may be earned by this substitution. Native speakers may take an additional three hours of credit through Spanish 310, in order to substitute Spanish 201.)	
		TOTAL.....	42 cr.

## Spanish

### REQUIREMENTS FOR:

### MINOR – 18 HOURS, 2.5 GPA

Students with a good high school background in Spanish are encouraged to start their studies at the 200-level. In this case, students may take 300-level courses in order to complete the minor. Credit for Elementary Spanish I and II may be granted by examination, i.e. AP or “end-of-course examination.” The Modern Language Placement test may be utilized for students who are uncertain about the appropriate starting point for their studies.

The Spanish Minor is designed to assist students in gaining proficiency in oral and written communication in this world language, along with a solid understanding of Hispanic cultures. Students majoring in Business Administration with an International Business emphasis and English with a Language and Literature concentration should consider the completion of this minor.

### Minor Tracks in Spanish:

#### **Culture Track** ..... 18 cr.

SP	201	Intermediate Spanish I	.....3 cr.
SP	202	Intermediate Spanish II	.....3 cr.
SP	294	Intermediate Spanish Conversation	...3 cr.
SP	295	Intermediate Spanish Composition	...3 cr.
SP	320	U.S. Latino Cultures and Literatures	3 cr.
		plus one 300-level SP elective in a cultural and/or literary topic.	.....3 cr.

#### **Business Track** ..... 18 cr.

SP	203	Business Spanish I	.....3 cr.
SP	204	Business Spanish II	.....3 cr.
SP	205	Issues in International Business	.....3 cr.
SP	294	Intermediate Spanish Conversation	...3 cr.
SP	299	Capstone Project	.....3 cr.
SP	320	U.S. Latino Cultures and Literatures	...3 cr.

### **\*\*For those students wishing to teach K-12 Spanish:**

See also Bachelor of Science in Education ([page 155](#)).

### **B.S.E. in Secondary Education – MAJOR 53-55 Hours**

**2.75 Cum G.P.A.**

**2.50 Core G.P.A.**

# Theatre

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The minor in Theatre is a multi-disciplinary program that incorporates courses from a variety of perspectives to ensure a well-rounded and well-grounded graduate with an integrated liberal arts education. Our Theatre tradition is as expansive and multi-faceted as the history of Park University and is designed to serve the academic and artistic needs of students as well as the Parkville community.

Two main stage presentations are offered each year as well as student-led projects in our experimental theater space. The Kansas City area boasts over 100 active theatre companies, making it one of the most active theatre cities in the country. Our guiding philosophy is that the study of the dramatic arts serves students who wish to develop a fully-rounded emotional, intellectual, and creative experience in the pursuit of their education.

REQUIREMENTS FOR:  
**MINOR – 21 HOURS, 2.0 GPA**

TH 341 or TH 342, TH 115, and TH electives (to include not more than 6 hours total of practicum and/or internship credit.)  
Total of 21 credits.

# Urban and Regional Planning

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

<b>Core:</b>	.....	12 cr.
GGH 323	Urban Geography .....	3 cr.
GGP 340	Environmental Planning .....	3 cr.
GGP 345	Land Use Planning.....	3 cr.
GGP 350	GIS I.....	3 cr.

**Select 2 courses from different disciplines:**..... 6 cr.

CA 233	Introduction to Leadership (3cr.)	
CA 235	Multicultural Communication (3cr.)	
CJ 345	Criminal Justice and the Community (3cr.)	
CJ 233	Introduction to Security (3cr.)	
EDU 210	The School as a Social System (3cr.)	
GGH 140	Economic Geography (3cr.)	
HC 466	Planning and Organizing Community Health Services (3cr.)	
LG 312	Transportation and Distribution Systems (3cr.)	
PA 330	Public Administration (3cr.)	
SO 208	Social Inequality (3cr.)	
SO 303	Urban Sociology (3cr.)	
SW 325	Human Diversity and Social Justice (3cr.)	
GGP 120	Global Sustainability (3cr.)	
GGP 270	Spatial Analysis (3cr.)	
GGH 326	Resources and People (3cr.)	
AR 390	History of the Designed Environment: Mid-Nineteenth Century to the Present (3cr.)	
EC 309	Economic Development (3cr.)	
PA 331	Public Organizations (3cr.)	
PA 333	Public Management and Leadership (3cr.)	
PO 340	Public Policy (3cr.)	
	<b>TOTAL</b> .....	18 cr.

Course Descriptions



## Course Descriptions

### COURSE DESCRIPTIONS

**S**uggested prerequisites are recommended to enhance the probability of success in specific courses. Courses listed are not offered at every Campus Center.

- NS – Natural and Life Sciences
- H – Humanities and Performing Arts
- SS – Social and Administrative Sciences
- C – Composition  
(may not be used for Humanities credit)

### COURSES OF INSTRUCTION

**T**he lettered prefix before each course number represents an abbreviation of the course's discipline. The first digit of the course number represents the level of the course. The following course numbering system is used:

- 100 – 199 Freshman
- 200 – 299 Sophomore
- 300 – 399 Junior
- 400 – 499 Senior

Freshman and sophomore students may not enroll in courses more than one level above their academic classification without explicit permission from their advisor **and** Associate Dean (e.g., Freshmen may not enroll in 300 level courses without permission; sophomores may not enroll in 400 level courses without permission).

Each course description is followed by a 3-number sequence providing the following information: first digit, number of lecture hours per week; second digit, number of laboratory hours per week; third digit, number of credit hours granted for the course. For example, a class described as 3:1:4 would have three lecture hours, one lab hour, and four hours of total credit.

All courses are valued in semester hours.

### Liberal Education (LE) Courses

Courses designated as LE apply to the Liberal Education Program at Park University. More information about the Liberal Education Program curriculum Integrative Literacies for Global Citizenship can be found in the "Liberal Education (General Education)" section of this catalog.

Students who enrolled prior to 2010, who are completing the University's former general education program, should consult the historical designations (GE/MGE/LL/MLL) found in parentheses after the relevant courses.

## AC – Accounting

### AC 201

#### **Principles of Accounting I**

Introduction to financial accounting, including the concepts, procedures and terminology of modern accounting. Generally accepted accounting principles will be discussed and applied to various business concerns. 3:0:3

### AC 202

#### **Principles of Accounting II**

PREREQUISITE: AC 201 or equivalent.

Continuation of AC 201 with an emphasis on managerial uses of cost information for planning and controlling a business. 3:0:3

### AC 230

#### **Computer-Based Accounting Systems**

PREREQUISITE: AC 201 and CS 140.

An introduction to integrated accounting systems with emphasis on hands-on applications based on simulated accounting practice. 3:0:3

### AC 309

#### **Individual Income Tax**

PREREQUISITES: AC 201 and CS 140

A study of the current Federal Income Tax law with emphasis on its application to individuals as part of a cooperative effort with the Internal Revenue Service. 3:0:3

### AC 309A

#### **Income Tax Practicum**

PREREQUISITE: Consent of Instructor.

Under supervision, students prepare federal, state and city income tax returns. Students must either be enrolled in or have previously completed AC 309 or equivalent and CS140. This course may be repeated for one-hour additional credit each time repeated. Course is offered in odd-numbered spring semesters. 2:30:2

### AC 312

#### **Business Income Tax**

PREREQUISITES: AC 309, AC 320 and CS 140 or equivalents.

A study of the current federal income tax law. Emphasis is on tax research and the problems faced by partnerships and organizations. 3:0:3

### AC 315

#### **Cost Accounting**

PREREQUISITES: AC 202 and CS 140

A study of the basic principles of cost accounting applied to manufacturing, merchandising, and service businesses. Emphasis is on various accepted cost methods such as job order, process, and standard cost systems. 3:0:3

### AC 320

#### **Intermediate Accounting I**

PREREQUISITES: AC 202 and CS 140 or equivalents.

A study of the theoretical and technical basis of current accounting practices. Course includes basic theory, analysis of financial statements and accounting changes. Emphasis is on compliance with generally accepted accounting principles applied to business problems. 3:0:3

### AC 325

#### **Intermediate Accounting II**

PREREQUISITES: AC 320 and CS 140 or equivalents.

Continuation of AC 320. Course includes current assets and liabilities, plant, property and equipment; long term liabilities; and shareholders equity. 3:0:3

### AC 335

#### **Fund Accounting**

PREREQUISITES: AC 202 and CS 140 or equivalents.

A study of the financial accounting and reporting in non-profit service organizations such as governments, hospitals, colleges, and human service organizations. 3:0:3

### AC 350

#### **Accounting Information Systems**

PREREQUISITES: AC 202, AC 320 and CS 140

A survey of computer file methods for accounting data and, analysis of the administration, documentation and security controls over the computer process. Course includes case studies using automated accounting systems software. 3:0:3



## AC – Accounting (continued)

### AC 420

#### Advanced Accounting I

PREREQUISITES: AC 325 and CS 140 or equivalents.

Continuation of AC 325. Selected topics in advanced financial accounting with emphasis on current accounting problems and pronouncements of the Financial Accounting Standards Board. 3:0:3

### AC 425

#### Advanced Accounting II

PREREQUISITES: AC 420 and CS 140 or equivalents.

Continuation of AC 420. Course includes consolidated financial statements and fund accounting. 3:0:3

### AC 430

#### Auditing

PREREQUISITES: AC 325 and CS 140 or equivalents.

A study of auditing theory and procedures, the development and use of internal controls, and the ethical and professional standards of an independent professional accountant. 3:0:3

### AC 435

#### Ethics for Accountants

This course will serve as a guide to professional ethics in the accounting and business environments. Course covers: fundamental ethical issues of business and society, roles and responsibilities of the accounting and auditing profession, ethical behavior by management, and legal and professional guidelines that address the ethical concerns of society. Emphasis is on the AICPA Code of Professional Conduct and other professional standards. 3:0:3

### AC 440

#### Special Topics in Accounting

An in-depth examination of specific areas in the field of accounting. Topics include, but are not limited to: governmental accounting, current problems, theory of income determination, budgetary control, information systems, and independent research. Variable credit: 1-3 hours.

### AC 451

#### Accounting Internship

Open to accounting majors and minors who have demonstrated excellence in accounting and want to explore practical applications to the academic body of knowledge in the professional environment. Variable credit: 1-12 hours.

## AN – Anthropology

### AN 100 LE (SS)

#### General Anthropology

This course is an introduction to the principles and processes of physical and cultural anthropology. Course topics include areas of human evolution, prehistoric archaeology, population genetics, development of cultural and social systems, ethnology and linguistics. Concepts examined include research and ideas from the various schools of anthropological thought. 3:0:3

### AN 207 (SS)

#### Field Study in Archaeology

Combines theoretical studies in archaeology with extensive fieldwork. Lectures delivered on site provide a conceptual framework, which makes meaningful the actual dig experience. Course requirements include a minimum of thirty-two hours excavation, identification, and classification of material; ten hours lecture; and extensive reading from a variety of sources. 3:0:3

**AN – Anthropology (continued)****AN 221 (SS)****Urban Anthropology**

The anthropology of urban centers focuses on the study of human beings and their cultural institutions in cities. The course focuses on strategies of people and how they cope with demands imposed by urban environments. The ethnographic study of cities explore questions related to the nature of urban experiences, the differences and similarities between different settings and the vexing question of “what is a city?” The course will require supplemented field trips to Kansas City. 3:0:3

**AN 301 (SS)****Cultural Anthropology**

Cultural anthropology, or ethnography, is a study of humans as social beings, an analysis of society in a cross-cultural and global perspective, and the study of issues of cultural transformation and processes of globalization. The course will study the interrelated aspects of culture and world regions, including language, human cultural diversity, cultural pluralism, the existence and perpetuation of inequality in human society, human interaction with the environment, race, ethnicity nationalism, world-views, social organization, and the arts. 3:0:3

## (H) HUMANITIES AND PERFORMING ARTS

**AR – Art****AR 115 LE****Introduction to the Visual Arts**

A basic art appreciation course, which introduces the formal language of painting, sculpture, and architecture, relating them to the philosophical premises and historical events that they reflect. This course provides a frame of reference for appreciation of art as well as a basis for further study. While slide lecture is the usual format, demonstrations, fieldtrips and gallery tours augment classroom instruction. 3:0:3

**AR 140****Drawing I**

An introduction to drawing as the artist's first and most basic skill, as a way of seeing and solving problems and as a means of personal expression that anyone can learn. The techniques of drawing in line and value (overall shading) in a variety of media (graphite, charcoal and ink) are covered. Subject matter includes still life, landscape, portraiture, and linear perspective. 1:5:3

**AR 203****Three-Dimensional Design**

The basic principles of three-dimensional design that underlie all sculpture and such diverse fields as package, furniture, and interior design are systematically explored in a series of studio assignments in a variety of media. Additive, subtractive, constructive, and simple casting techniques are taught. 1:5:3

**AR 204****Two-Dimensional Design: Black & White**

Basic principles of two-dimensional design, in black and white, which underlie all art and design are systematically explored in a series of studio assignments in a variety of media. 1:5:3

**AR 208****Color Theory**

The basic principles of color theory, which apply to and underlie all the disciplines of design and fine art, are systematically explored in a series of studio assignments in a variety of media. 1:5:3

**AR 215 LE****Art History I**

A chronological survey of the history of art from the prehistoric and ancient eras through the medieval. Instruction is not limited to the western tradition but includes sections on Asia, India, Africa and the Americas. Art is studied within historical and cultural contexts. Gallery tours augment slide-lecture instruction. 3:0:3

**AR 216 LE****Art History II**

A chronological survey of the history of art from the Renaissance through the twentieth century. Instruction is not limited to the western tradition but includes sections on Asia, Oceania, India, Africa and the Americas. Gallery tours augment slide-lecture instruction 3:0:3

**AR 218**

**Graphic Design Software**

This course introduces the use of primary design programs and the discipline of design as a foundation for the upper level graphic design classes and as a component in interior design and fine art. 1:5:3

**AR 240**

**Drawing II**

PREREQUISITE: AR 140

An introduction to drawing the human figure in action and repose. Gesture, anatomy and the figure in an environment are studied in a range of media. 1:5:3

**AR 241 (CA 241)**

**Photography I**

An introduction to the basic techniques of black and white photography. Cameras, lenses, films, lighting, composition are discussed. Students must provide an acceptable camera and expendable supplies. Darkroom work is required and a darkroom fee is charged. 1:5:3

**AR 280**

**Painting I**

PREREQUISITE: AR 140

An introduction to painting emphasizing direct observation of nature in opaque media such as acrylic, oil, gouache or pastel. Draftsmanship and strong color, form, value and compositional relationships are stressed as well as the craftsmanship of painting. 1:5:3

**AR 282**

**Interior Design Studio I:  
Visual Communications I**

CO-REQUISITE: AR 283

Students will be introduced to various two dimensional methods of presenting design concepts. Methods will include drafting tools, freehand drawing, sketching and diagramming techniques, color rendering techniques, presentation board construction techniques and graphic layout of design presentations. Hand drafting will be introduced with emphasis on understanding orthographic drawings and developing line quality and architectural lettering skills. 1:5:3

**AR 283**

**Interior Design Studio I:  
Introduction to Interior Design**

CO-REQUISITE: AR 282

Students are introduced to the interior design profession and its role in shaping the environment. Students are introduced to the design process as it is followed in a professional office. The elements, vocabulary and principles of design are applied to a series of simple interior design projects, including both residential and public space interior design. Students are introduced to life safety codes and accessibility guidelines. Skills and knowledge from pre- and co-requisite studio and lecture courses are applied to design projects. 1:5:3

**AR 288**

**Interior Design Studio II:  
Visual Communications II**

PREREQUISITE: AR 282

CO-REQUISITE: AR 289

Three dimensional design and presentation techniques will be developed in this continuation of Visual Communications I. Students will learn to construct one and two point perspective drawings and will practice three-dimensional sketching. Students will apply black and white and color rendering techniques to their drawings. Students will learn model-building skills. 1:5:3

**AR 289**

**Interior Design Studio II:  
Fundamentals of Interior Design**

PREREQUISITE: AR 283

CO-REQUISITE: AR 288

Interior Design Studio II builds on the concepts introduced in Interior Design Studio I: Introduction to Interior Design, applying the design process to a series of residential and public space design projects, using the elements, vocabulary and principles of design. Life safety codes and accessibility guidelines are applied to projects. Skills and knowledge from pre- and co-requisite studio and lecture courses are applied to design projects. 1:5:3

**AR 290**

**Interior Design Materials and Resources**

AR 290 is a survey of materials used by interior designers for architectural elements and finishes for both residential and public space design. The student will learn to evaluate and select the appropriate materials for a design project, and will be introduced to life safety ratings for finish materials. The student will be introduced to manufacturers and suppliers of materials through field trips, guest speakers, manufacturer's catalogues and research. The student will be introduced to writing specifications for interior design materials. 3:0:3

**AR 296**

**Textiles for Interior Design**

PREREQUISITE: AR 290

Students will learn to identify textiles by fiber content, yarn construction, weave and finish, and will understand the effect of these components on the performance of textile products. Students will apply knowledge of textile component properties to the various end uses to which textile products are applied with emphasis on textiles used for finishes, furnishings and soft goods. Students will understand life safety ratings for textile products in various applications. 3:0:3

**AR 298**

**History of the Designed Environment:  
Antiquity to Mid-Nineteenth Century**

Students will study architecture, interiors, furniture and the decorative arts in the context of the history of Western culture. Students will understand the impact the built environment of the past has on our current environment and design practices. Connections will be made between past and present and between art, literature, film, architecture, and interior design. The study begins with antiquity and progresses through the mid-1800s. 3:0:3

**AR 313**

**Independent Study in Art or Design**

Designed for students who have taken all courses in a particular area but wish to continue in it, or who wish to explore in an area for which there is no appropriate course offered. Admission to independent study is by permission of the Chair of the Department with evidence of the student's ability to work independently at an appropriate level. Students

seeking admission to Independent Study must submit an approved proposal. The student and teacher write a contract stating goals, amount of work and critique times, etc. Variable credit: 1-6 hours.

**AR 315**

**Special Topics in Art or Design**

A specialized workshop or seminar focused on a particular subject, issue or medium. May be repeated for credit when topics change. Variable 1-3 credits

**AR 316**

**Modern Art**

The study of modern painting, sculpture, and architecture from the late nineteenth century to the present. Gallery tours are combined with slide-lecture instruction. 3:0:3

**AR 317**

**World Art**

An introduction to the art of a selected number of cultures from Africa, Oceania and the Americas which will be studied within their historical and cultural contexts, and which will include examples of contemporary art. Gallery tours, studio exercises, and guest lectures will augment slide-lecture instruction. 3:0:3

**AR 318**

**Graphic Design Studio I**

PREREQUISITES OR CO-REQUISITES: AR 140, AR 203, AR 204, and AR 218

An introductory class that prepares students with basic hand skills through drawing and presentations, introduces typography, layout, vocabulary technique, and the process of critique to produce professional graphic design projects. Selected topics in design, i.e. perception, figure/ground; shape, visual dynamics, Gestalt principle; fundamentals of the design process: research, thumbnails/roughs, comprehensive, presentations. Development and preparation of design concepts for application to the printing process. 1:5:3

**AR 319**

**History of Graphic Design**

PREREQUISITES AR 115, AR 218 and AR 318

A survey of the genesis and development of Graphic Design from its beginnings in the Industrial Revolution through the challenges of the digital transition and beyond. The relationships and impact of major graphic style periods are discussed in social context and defining visual characteristics are examined by studying examples. This course must be taken during the same semester as AR 323. 3:0:3

**AR 320**

**Ceramics I**

An introduction to clay processes emphasizing hand building techniques, glazing and firing. 1:5:3

**AR 321**

**Ceramics II**

PREREQUISITE: AR 320

A continuation of AR 320 that includes wheel throwing and other more advanced building techniques. Basic glaze calculation and explanations for firing techniques are covered. 1:5:3

**AR 328**

**Graphic Design Principles: Identity**

PREREQUISITE: AR 318

This intermediate Graphic Design course explores the use of logos, identity, branding, packaging, campaigns and business practices. The process of developing design discipline is emphasized while producing portfolio quality projects that reflect a growing understanding of industry standards and practice. 1:5:3

**AR 330**

**Graphic Design Principles II:  
Typography & Design**

PREREQUISITES OR CO-REQUISITES: AR 208, AR 218 and AR 318

An introduction to typography as a formal, functional and expressive medium of communication. Building from the study of individual letterforms through words and paragraphs, skills are gained in spatial organization, information architecture, hierarchy, legibility, readability and expression. Critical thinking and craftsmanship are emphasized. 1:5:3

**AR 331**

**Graphic Design Studio II:**

**Computer Imaging**

PREREQUISITE OR CO-REQUISITES: AR 318, AR 328 and AR 330

This course emphasizes effective advertising campaign. The student experiences the network of ideas and research necessary to reach a public targeted by the manufacturer or service. It also explores the history and methods of publication design and examines the processes involved in coordinating art and typography with verbal and visual content; exploration of computer imaging through the use of image processing, page layout, and design concept. 1.5:3

**AR 340**

**Drawing III**

PREREQUISITE: AR 240

Continuation of AR 240. An advanced level drawing course stressing increasing mastery of media, technique, composition and personal expression. (All levels of drawing beyond AR 150 are taught concurrently.) 1:5:3

**AR 341 (CA 341)**

**Photography II**

This course explores the language of photography with particular attention to the photographic essay and the photographic illustration. Both black and white and color photography are included. A variety of techniques in photographic printmaking are explored with an emphasis on self-expression and craft. A lab fee may be required. 1:5:3

**AR 370**

**Fiber I**

An introduction to fiber that will emphasize handmade papermaking, basketry techniques and fiber as both two-dimensional surface and three-dimensional form. 1:5:3

**AR 371**

**Fiber II**

PREREQUISITE: AR 370.

An advanced fiber workshop in which the student chooses the media, technique and number of projects in consultation with the instructor. Taught concurrently with Fiber I. 1:5:3

**AR 380****Painting II**

PREREQUISITE: AR 280

A continuation of AR 280. Students may elect to study transparent painting media such as watercolor (All levels of painting are taught concurrently.) 1:5:3

**AR 382****Interior Design Studio III:  
Drawing Systems I**

PREREQUISITE: AR 282

CO-REQUISITE: AR 383

Students will apply two-dimensional methods of graphic communication used by Architects and Interior Designers, with an emphasis on orthographic drawings used for construction drawings. Students will be introduced to computer aided drafting using AutoCAD. Students will read, organize and produce a set of construction drawings using the computer as a tool. 1:5:3

**AR 383****Interior Design Studio III:  
Furniture Design**

PREREQUISITE: AR 283 and AR 289

CO-REQUISITE: AR 382

This intermediate studio will build on the design concepts introduced in Introduction to Interior Design and Fundamentals of Interior Design, with an emphasis on furniture design. Students will design furniture as well as incorporate furniture selection and design into both residential and public space design projects. As in previous studios the design process will be the framework for all project development. Material from co-requisite courses will be incorporated into design projects. 1:5:3

**AR 388****Interior Design Studio IV:  
Drawing Systems II**

PREREQUISITE: AR 382

CO-REQUISITE: AR 389

In Drawing Systems II, students will apply the computer aided drafting concepts introduced in Drawing Systems I to more complex construction drawings, including architectural detailing, millwork, furniture and cabinetry. Computer aided drafting using AutoCAD will be the primary method of graphic

communication in this course. Students will be introduced to three-dimensional drawing using computers. 1:5:3

**AR 389****Interior Design Studio IV:  
Commercial Interiors**

PREREQUISITE: AR 283 and AR 289

CO-REQUISITE: AR 388

Students will focus on commercial interiors in this class. One project will include programming and space planning for a complex office design. Students will become familiar with several office furniture systems and choose one for use in their office design. As in all studios, the design process will be the framework for all project development. Materials from pre- and co-requisite studio and lecture courses will be incorporated into the design project. 1:5:3

**AR 390****History of the Designed Environment:  
Mid-Nineteenth Century to the Present**

This continuation of the study of architecture, interiors, furniture and the decorative arts in the context of Western culture begins with the aesthetic movements of the late 19th Century and progresses through the modern and post-modern movements of the 20th Century, ending with a survey of present and future design trends. Students will understand modern design movements in the context of the immense social changes that took place beginning with the industrial revolution and continuing through the information age. Students will learn to identify the work of individual 20th Century architects and furniture designers. 3:0:3

**AR 392****Human Factors in Interior Design**

Human Factors is the study of the relationship between the individual and the built environment. Under the umbrella term “human factors” falls the study of ergonomics and anthropometrics, environmental and spatial behavior, universal design and the Americans with Disabilities Act, life safety issues and issues of social responsibility. Human Factors issues will be discussed in the context of various types of design, including private residence design, retail and hospitality design, offices, and design

for special populations. Study will emphasize the phases of design that deal most directly with human factors issues: programming and post-occupancy evaluation. 3:0:3

**AR 393****Lighting Fundamentals for Interior Design**

Lighting will be considered within the framework of the mechanical, electrical and plumbing systems of a building. Students will study the technical, aesthetic and psychological aspects of lighting in an environment. Principles of lighting design and selection will be applied to the selection of luminaries and lighting sources. Lighting design competencies will be applied to a co-requisite studio design project. 3:0:3

**AR 415****Internship in Art or Design**

Off-campus placement in a professional environment such as a graphic design studio, art gallery, or art organization, to gain insight into a particular art or design career and work experience in the field. Many different internships are possible. Variable credit from 3 to 6 hours (i.e., a minimum of 6 to 12 hours per week). Departmental approval required. Intended for seniors. Variable credit: 3-6 hours.

**AR 418****Graphic Design Studio III:****Advanced Typography**

PREREQUISITE: AR 339

This course offers more complex typographic problems, page layout and solution strategies. Areas covered include the expression of abstract concepts, information architecture, type and image, visual metaphor and sequential development, typographic theory and use exploring formal and informal structures with an analysis of historic styles. Multipage layout in the printed and digital realm emphasized. 1:5:3

**AR 420****Ceramics III**

PREREQUISITE: AR 321

A continuation of AR 321 in which students work to develop their own techniques and with an emphasis on glaze formulation to enhance the work. 1:5:3

**AR 421****Ceramics IV**

PREREQUISITE: AR 420

A continuation of AR 420 in which the student develops a sustained project idea. Students take responsibility for their own firings. 1:5:3

**AR 427**

Web Page Design: Digital Environment

PREREQUISITE: AR 328 or CS 314.

This course concentrates on training the graphic designer to develop effective design interfaces for web page design. Students combine text, images, sound and interactivity to Web presentations. Students explore new software (for example FLASH MX) and technical information for Web page development and Web servers. Current and future directions of the information superhighway, online services, search engines and World Wide Web development are investigated. 1:5:3

**AR 440****Drawing IV**

PREREQUISITE: AR 340

A continuation of AR 340. 1:5:3

**AR 470****Fiber III**

PREREQUISITE: AR 371

Continuation of AR 371. An advanced level fiber course stressing increasing mastery of media, technique and personal expression. Although projects are developed in consultation with the instructor, the student will demonstrate growing artistic autonomy. (All levels of Fiber are taught concurrently.) 1:5:3

**AR 471****Fiber IV**

PREREQUISITE: AR 470.

A continuation of AR 470. (All levels of Fiber are taught concurrently.) 1:5:3

**AR 480****Painting III**

PREREQUISITE: AR 261

A continuation of AR 261. The student chooses media in consultation with instructor. Increased autonomy in choice of subject matter and emphasis on personal visual expression. (All levels of painting are taught concurrently.) 1:5:3



**AR 481**

**Painting IV**

PREREQUISITE: AR 480.

A continuation of AR 480. 1:5:3

**AR 491**

**Interior Design Professional Practice**

Students are exposed to the range of career possibilities in the interior design profession through personal exploration, speakers, lectures, and discussions. Students will apply this knowledge to an evaluation of personal career goals and preparation of a cover letter and resume. Students will be exposed to the business structure and internal organization, marketing techniques, fee structures, and project management procedures of both residential and contract/commercial interior and architectural design firms. Class will include discussions of ethics, education and professional organizations. 3:0:3

**AR 495**

**Building Construction Systems**

Students will be introduced to the various components that make up the major building systems: the structural systems, the building envelope, and Mechanical, Electrical and Plumbing systems, with an emphasis on methods and materials of residential and commercial construction, and the interface between furniture systems and interior products with building systems. Students will learn to apply the construction specifications institute method for organizing drawings, specifications and architectural materials libraries. 3:0:3.

**AR 496**

**Graphic Design Studio VI:  
Senior Studio/Portfolio**

PREREQUISITE: AR 418.

The capstone course of the major provides an intense investigation of the design and production of the professional portfolio including marketing techniques, format, binding, layout, and reproduction. The portfolio documents the student's development as a designer and forms his/her main professional credential in preparation for the transition to professional practice. Directed senior thesis project, portfolio and resume preparation. Selected topics in design and senior portfolio show. 1.5:3

**AR 497**

**Senior Seminar in Fine Art**

This capstone course focuses on the development of the portfolio that documents the student's undergraduate development as an artist and a systematic exploration of professional practice in the field. Fine Art and Art Education students are required to plan, publicize and install a solo exhibition of their work in the Campanella Gallery. 1:5:3

**AR 498**

**Senior Seminar I: Thesis**

Students will select a topic or design area for research, which will lead to a thesis statement and concept for a design project. Students will then prepare a written program for the design of a project that will be completed in AR 499. Students will begin collecting material for a portfolio and develop a concept for portfolio design. Both the design project and the portfolio will be completed in AR 499, Senior Seminar II. 3:0:3

**AR 499**

**Senior Seminar II: Project and Portfolio**

PREREQUISITE: AR 498.

Students will develop a design that meets the requirements of the program developed in AR 498. The project will be a culmination of the skills and knowledge gained in the student's academic experience. The project will include schematic design exploration, space planning, furniture, and finish selections, selection of finish materials and detailing of design elements. Issues of structure, lighting and mechanical/electrical and plumbing systems will be addressed. Life safety codes and accessibility standards will be applied. The final design will be presented to a committee of professional designers. In addition, students will prepare a portfolio of work that includes the senior project as well as a representation of work completed in their academic career. 1:5:3



## AT – Athletic Training

### AT 140

#### Concepts of Sport Injuries

This course introduces students to the different classification of injuries and the overall health care team. Additionally, a basic overview of how to prevent, recognize and care for a variety of injuries and illness that commonly occur to the physically active will be explored. 3:0:3

### AT 150

#### Introduction to Athletic Training

This entry level course introduces students to the profession of athletic training. Topics include the evolution of the profession, how to care and prevent injuries using basic taping, wrapping, and orthotic fabrication skills and wound care techniques as well as learning cryotherapy and thermotherapy techniques. Additionally, students are required to obtain observation hours. Enrollment is reserved for athletic training majors only. 3:0:3

### AT 175

#### Medical Terminology

Basic vocabulary of medical terms, stressing prefixes, suffixes, and roots with application to each system for the body. 3:0:3

### AT 231

#### First Aid and Emergency Procedures

The practice of first aid and cardiopulmonary resuscitation skills. Emphasis will be on life saving emergency skills, accident prevention, first aid, AED training, and transportation of the sick and injured. A standard first aid and emergency cardiac care certification will be awarded to those who qualify. 3:0:3.

### AT 236

#### Kinesiology

PREREQUISITE: BI 210 or BI 211 or concurrent enrollment.

A course that studies the principles and concepts of human movement, anatomical structures, directional terms and cardinal planes, classification of joints, and biomechanics; including active, passive, and resisted movements to all major joints in the body. 3:0:3

### AT 246

#### Clinical Education in Athletic Training I

PREREQUISITE: AT 150.

This course teaches the student the beginning levels of assessment procedures such as constructing and phrasing appropriate questions, physical evaluation techniques, writing medical notes, as well as managing various injuries. Additionally, athletic training students are required to participate in a clinical assignment. 3:0:3

### AT 250

#### Exercise Physiology

PREREQUISITE: BI 211 or equivalent.

A study of the physiological adjustments that occur within the body during exercise. Emphasis is placed on the circulatory, respiratory, and musculoskeletal, nervous, and endocrine systems. 3:0:3.

### AT 261

#### Foundations of Athletic Training

PREREQUISITES: BI 211 and AT 231.

A course that focuses on the overall general practices of the athletic training profession. The course provides the athletic training student with the fundamental foundations needed to effectively prevent, recognize, and manage injuries/illnesses. 3:0:3

### AT 347

#### Clinical Education in Athletic Training II

PREREQUISITE: AT 246.

A course that teaches manual therapy techniques for athletic training students to use to treat and rehabilitate a broad spectrum of injuries. Additionally, athletic training students are required to participate in a clinical assignment. 3:0:3

### AT 350

#### Pathology in Athletics

PREREQUISITE: AT 365.

A course designed to provide the student with knowledge of the pathophysiology of common diseases and medical conditions. Recognition, treatment considerations, and medical referral for common disabilities among physically active individuals will also be investigated. 4:0:4

## AT – Athletic Training (continued)

### AT 351

#### **Introduction to Pharmacology and Pharmacy**

PREREQUISITE: Acceptance in AT program or permission of instructor.

A course that emphasizes the types and classification of drugs, their modes of action at the cellular, systemic, and organism level, as well as contraindications and possible long term effects. 3:0:3

### AT 355

#### **Therapeutic Modalities in Athletic Training**

PREREQUISITE: AT 261.

This course introduces the theory and application of therapeutic modalities such as hydrotherapy, electrotherapy, thermotherapy, cryotherapy and mechanical techniques for the prevention and care of injuries. 4:0:4

### AT 356

#### **Administration in Athletic Training**

PREREQUISITE: AT 261.

This course discusses the policies, procedures, and issues involved with the administration of athletic training. Emphasis is placed on facility organization and design, supervision, legal liability, budgeting, record keeping, equipment maintenance, counseling and public relations. 3:0:3

### AT 365

#### **Advanced Athletic Training**

PREREQUISITE: AT 261.

This course reviews anatomical structures and provides knowledge to the student in the areas of common injuries, mechanism of injury, advance assessment techniques, development of prevention and treatment programs, and functional return to activity. 4:0:4

### AT 366

#### **Therapeutic Exercise and Rehabilitation**

PREREQUISITE: AT 365.

Theory and application of exercise, rehabilitation techniques and therapeutic equipment for the prevention and care of athletic injuries. 4:0:4

### AT 449

#### **Clinical Education in Athletic Training III**

PREREQUISITE: AT 347.

This course provides advanced clinical assessment and management techniques for injuries to the mandible as well as cervical and thoracic regions of the spine. Additionally, athletic training students are required to participate in a clinical assignment. 3:0:3

### AT 450

#### **Clinical Education in Athletic Training IV**

PREREQUISITE: AT 449.

This course provides advanced clinical assessment and rehabilitation techniques of the lumbar and sacroiliac regions of the spine. Additionally, athletic training students are required to participate in a clinical assignment. 3:0:3

### AT 480

#### **Research and Writing in Athletic Training**

PREREQUISITE: EN 105, EN 106, passing the WCT and an accumulated 60 hours.

This course is designed to have students review current literature and perform scientific and technical research to prepare reports that address the areas of athletic training. This course will satisfy the EN 306 requirement for Athletic Training majors. 3:0:3

### AT 490

#### **Senior Seminar in Athletic Training**

PREREQUISITE: AT 480 and MA 120.

A capstone course where students examine current issues in the field of athletic training that allow them to engage in professional research and presentation. In addition, students will get opportunities for practicing mock certification exams. 3:0:3

**AV 103****Air Transportation**

A study of air transport system development up to the present. Emphasis is on the characteristics of each part of the system such as the effects of regulation, competition, and environmental control. 3:0:3

**AV 104****General Aviation Management**

A practical view of the management of aviation enterprises. Covers basic management concepts, the importance of profit and the impact of many regulations on the aviation industry. Review of the decision making process and a look into the future of general aviation business. 3:0:3

**AV 262****Aviation Marketing**

The function of marketing in airline and general aviation operations, market research, demand analysis, advertising and promotion, sales, traffic, and theory of price determination. 3:0:3

**AV 267****Aviation Law and Regulations**

The development of aviation law as a distinctive body of statutes, treaties, regulations and case law. Topics include federal and state jurisdictional problems, criminal law, aviation accident litigation, environmental law and international law of air and space. 3:0:3

**AV 370****Airline Management**

Study of management development of various domestic, local and international air carriers. Designed to cover the complex area of operational techniques and problems confronting airlines today. 3:0:3

**AV 402****Special Topics in Aviation Management**

In-depth examination of contemporary issues in the field of aviation management. Topics include, but are not limited to: passenger trends, deregulation criteria for transport aircraft, airport security, air cargo operation problems, environmental impact and conservation problems. May be repeated for credit with change in topic. 3:0:3

**AV 403****Airport Management**

The major functions of airport management operations, zoning, adequacy, financing, revenues and expenses, design, and safety. A study of the airport master plan; federal, state, and local agencies; and the socioeconomic effect on the community. 3:0:3

**AV 426****Aviation Safety**

Designed to develop an awareness of the broad areas involved in the pursuit of safety in the air. The basic principles of aviation accident prevention in government, airlines, corporate, and other aspects of aviation. Includes the technological aspects of flight as well as the human aspects. 3:0:3

**AV 428****Senior Project in Aviation Management**

A special project undertaken by the student with the approval and guidance of the Program Coordinator. Topics include but are not limited to: airport management, air cargo operations, fixed base operations, airline marketing, and corporate flight operations. It is strongly recommended that all major core courses be completed prior to enrolling in this course. 3:0:3

## BI – Biology

### BI 101

#### Biological Concepts

Biological Concepts offers an overview of the fundamental facts and principles of modern biology. The course is designed for the non-science student who wishes to gain an understanding of current biological concepts and their relevance to problems of human society. Emphasis will be on life, its origin, chemistry, energy transformations, reproduction, genetics, evolution, and ecology. At home laboratory activities are included. 3:3:4

### BI 111

#### Environmental Biology

Environmental science is the study of the position and impact of *Homo sapiens* as an organism in the environment and consideration of the sociological, political, and economic implications of mankind's relationship to the ecosystem. Problems of world population, world hunger, international implications, etc. will be included. Specific considerations of energy availability, usage, and controversies, as well as pollution topics will be addressed. 3:3:4

### BI 122 (FWR 122)

#### Human Nutrition

An examination of nutritional guidelines, the nutrients necessary for good health, and the dietary needs of different populations. This course is designated as a VLE for nursing students. 3:0:3

### BI 210

#### The Human Body

Structure and function of the principal systems of the human body. Topics include: muscular, nervous, skeletal, circulatory, digestive, endocrine, and urinogenital systems. 3:0:3

### BI 211

#### Human Anatomy and Physiology I

A study of the structure and function of the human body at the cellular through system level of organization. Laboratory emphasis is on the gross structure of muscular, nervous and skeletal systems. 3:3:4

### BI 212

#### Human Anatomy and Physiology II

PREREQUISITE: BI 211 or equivalent.

A continuation of BI 211. Emphasis is placed on the circulatory, digestive, endocrine and urinogenital systems. 3:3:4

### BI 214 LE

#### Personal and Community Health

Educational in nature with emphasis on personal hygiene, community health and health education, this course covers diverse topics such as wellness, mental health, stress, nutrition, weight management, communicable disease, non-communicable disease, reproductive health, parenting, substance abuse, aging, and ecology. Socioeconomic and sociocultural factors that impact the wellness of specific cultural groups will also be discussed. This course does not count toward a biology major. 3:0:3

### BI 223

#### Clinical Microbiology

PREREQUISITE: CH 105 or equivalent.

A study of microorganisms that commonly affect man, including their morphology, physiology, taxonomy, and ecology. Epidemiology of representative diseases and other applied aspects are discussed. Emphasis in the lab is on techniques: staining, culturing, and standard identification methods. 3:3:4

### BI 225

#### Botany

A study of the plant kingdom with an emphasis on the structure and physiology of the flowering plants. 3:3:4

### BI 226

#### Zoology

This course is a broad introduction to Kingdom Animalia. The anatomy, physiology, systematic, evolution, and ecology of animals will be discussed. Laboratory will include dissection, microscopic and macroscopic examination of organisms representative of the major animal phyla. 3:3:4

**BI 231****Introductory Molecular Cell Biology**

PREREQUISITES: CH 108 and CH 108L.

An introductory course in cell structure and function at the molecular level. Topics include cell structure; the flow and transduction of mass, energy, and genetic information; genetic engineering; and regulation of cell growth. 3:0:3

**BI 300****Evolution**

A study of the historical development of the concept of natural selection and modern concepts of evolution. 3:0:3

**BI 301****Human Ecology**

The relation of man to his physical and biological world. Topics include population, food supply, energy, industry, pollution, and natural resources as well as the cultural patterns of humans and their effects on the environment. 3:0:3

**BI 306****Biological Literature**

PREREQUISITES: EN 105, EN 106, passing WCT and 60 accumulated hours.

A one-semester study of biological thought and the methods of biological communication. Emphasis is placed on the acquisition and use of biological literature. Writing and evaluation of scientific papers is stressed. This course is to be taken during the junior year. The course will satisfy the EN 306 requirement for Biology majors. 3:0:3

**BI 318****Introduction to Genetics**

PREREQUISITE: BI 106 or equivalent.

A study of the principles of heredity and variation in both plants and animals including man. Modern theories of gene action are stressed. 3:0:3

**BI 320****Genetics**

PREREQUISITES: BI 231, CH 317 and CH 317L.

A study of the principles of heredity and variation in both plants and animals including man. Modern theories of gene action are stressed. Laboratory work is included. 3:3:4

**BI 326****Ethics in Science**

An examination of the complex ethical issues that arise as a result of modern science. Issues such as genetic therapy, cloning and stem cell research, death and dying, reproductive technologies, genetic privacy, and the allocation of resources will be examined. Topics that arise from the use of humans and other animals in academia and research will also be discussed. The course will include a general overview of ethical theories, moral and religious attitudes from different cultures, and the fundamental principles of scientific integrity. 3:0:3

**BI 330 (GO 330)****Paleobiology**

The study of the earth's past life, which will be examined in two parts: (1) an introduction to invertebrate and vertebrate paleontology that will focus on classification, relationships, and evolutionary history and (2) the uses of paleontological data in evolution, systematics, paleoecology and extinctions. 3:3:4

**BI 337 (CH 337)****Biochemistry**

PREREQUISITES: CH 318 and CH 318L.

Biochemical systems and the relation of chemical structure to biochemical function are discussed. 3:0:3

**BI 337L (CH 337L)****Biochemistry Laboratory**

Co-REQUISITE: BI 337. 0:3:1

**BI 340****Comparative Anatomy**

PREREQUISITE: BI 226.

A study of the phylogeny and gross structure of the organ systems of the vertebrates. Major systems of the shark and cat are dissected and correlations are made with other groups of vertebrates. 3:3:4

**BI 344****Animal Physiology**

PREREQUISITES: BI 226 and CH 108, or permission of the instructor.

A study of living processes as they occur in cells, tissues, and systems in vertebrates and invertebrates. Laboratory work is correlated with classroom discussion. 3:3:4

## BI – Biology (continued)

### BI 350

#### Microbiology

PREREQUISITES: BI 231 and CH 317L.

A study of the biology of the major groups of microorganisms. Research skills are stressed in the laboratory. 3:3:4

### BI 360

#### Cell Biology

PREREQUISITES: BI 231, CH 317 and CH 317L.

A study of ultrastructure of the cell and its organelles. Laboratory includes studies in molecular biology and tissue culture. 3:3:4

### BI 378

#### Ecology

PREREQUISITES: CH 107.

A study of the interrelationships between organisms and their environment. Laboratory is included. 3:3:4

### BI 380

#### Issues in Biodiversity

An introduction to biodiversity from the perspective of ecosystems and the biosphere. Topics covered include extinction, characteristics, special problems of the various biomes, conservation economics, endangered species management, and theory of nature preserve design. 3:0:3

### BI 415

#### Senior Research

This hands-on research course is the third component of the four-course Senior Research Capstone. Students will be expected to conduct research following the creation of a proposal in BI 306 that will culminate in the production of a research paper and presentation. Projects will vary depending upon the interest and capabilities of the student and selected mentor. The final work will be evaluated by the Biology faculty. The completed research paper will be the core assessment as judged by the Biology Program faculty. 3:0:3

### BI 417

#### Developmental Biology

PREREQUISITES: BI 231, CH 317 and CH 317L.

A study of the molecular and cellular biology of pattern formation in developing embryos. Systems surveyed include *Drosophila*, sea urchin, frog, salamander, chicken, and human. 3:3:4

### BI 422

#### Individual Research & Independent Investigation

A small original biological investigation and a written report of the findings, prepared in proper form. Prerequisite: permission of instructor. Variable credit 1-3 hours.

### BI 470

#### Internship in Biology

Practical work experience in biology in an industrial, academic or other setting. Internship must be approved by the instructor prior to starting work. Variable credit: 1-4 hours.

### BI 490

#### Advanced Topics in Biology

PREREQUISITE: permission of instructor.

Selected topics in biology. Topics left to the discretion of the instructor and student. Plant taxonomy, histology, cellular physiology, advanced field ecology, entomology, etc. are possible topics. Laboratory work may be required. May be repeated for credit if topics differ. Variable credit: 1-4 hours.

**CA 103**

**Public Speaking**

A development of the ability to speak clearly and express ideas effectively before an audience. Students plan, compose, and deliver various kinds of speeches and talks. Principles of effective rhetorical presentation are related to basic purposes and forms of public speech-communication. 3:0:3

**CA 104 LE**

**Interpersonal Communication I**

An introduction to the knowledge and skills of interpersonal communication. The course content includes facilitation of more effective and supportive behavior, reduction of communication barriers and development of increased skill and confidence in relationships. 3:0:3

**CA 105**

**Introduction to Human Communication**

This course focuses on the most frequently used communication skills. The course demonstrates the natural relationships between communicating one-to-one and in public, group, and mediated contexts, showing that skills in one can be employed in the other and given practice in both. Students will be introduced to the communication process, listening, concepts of self, language, perception, small group and workplace communication, intercultural communication, mediated communication, the speech process (including topic selection and audience analysis, organization, development and support of speeches, delivery) and informative and persuasive public speaking. This course fulfills the oral communication liberal arts requirement. 3:0:3.

**CA 115 LE**

**Introduction to Electronic Communication**

A survey of the emerging vehicles for electronic communication from Internet to radio and television. Includes discussion of how electronic communication affects the audience, research and the methodology used to analyze that effect, introduction to the skills of electronic communication, and consideration of the specific ethical issues often associated with electronic images. 3:0:3

**CA 200**

**Interviewing Theories and Practice**

Development and analysis of the interviewing process from the viewpoints of the interviewer and the interviewee. Consideration is given to strategies, ethics, the interview as a management tool, and a broad understanding of the communication variables involved in the interviewing context. Both practical and theoretical perspectives are examined. 3:0:3

**CA 201**

**Media Writing & Reporting**

This course focuses on the fundamentals of reporting. It discusses techniques of fact gathering and news writing and provides opportunities to develop those skills through practical application. 3:0:3

**CA 214**

**Broadcast Performance**

This is a performance class. Students will learn techniques that professionals use to enhance their speaking voices, as well as how to become a more effective communicator in a variety of media settings. Good announcing is intertwined with good journalism, and thus the course will help you understand your copy, and your interview subjects, so that your announcing can be more authoritative. 3:0:3

**CA 218**

**Public Relations**

A study of the dissemination of public information through mass media; intraorganizational information; public opinion analysis, research techniques to establish psychographics within groups, applications in business, government, education, and politics. 3:0:3

**CA 221**

**Radio Production**

**PREREQUISITE:** CA 224 or instructor permission. Orientation in the basic techniques of radio performance and production. Major emphasis on radio announcing skills and basic editing techniques. Students learn news writing and newscast performance skills. Students work on KGSP-FM. 3:0:3

## CA – Communication (continued)

### CA 224

#### Digital Media Skills

Digital Media Skills is an entry-level course where students learn basic digital skills (audio and video editing, photo editing, digital newspaper layout, posting online) which will provide a foundation for production work students will do in more advanced courses and as staff members of KGSP-FM, the Northland News video newscast, The Stylus newspaper, and the Narva magazine. Project work will be emphasized. 3:0:3

### CA 231

#### Television Production

PREREQUISITE: CA 224 or instructor permission.

An introduction to basic television/video production, with an emphasis on field reporting and production for news projects/packages and public relations pieces. There is a strong emphasis on script writing, basic videography, and video editing. Students will also write and produce promotional videos. 3:0:3

### CA 233

#### Introduction to Leadership

The focus and purpose of this course is to provide students with an introductory education of leadership development theory, cultural and gender impacts on communication and leadership, self-understanding, ethical leadership, group dynamics, servant leadership, leading and making change in communities, and group and self-renewal. The course will encourage students to explore the leadership process and develop one's own leadership potential while encouraging self-assessment and communication skill development. This course fulfills the first core requirement of the undergraduate leadership minor. 3:0:3

### CA 235

#### Multicultural Communication

A study of communication and culture that examines cultural variability in interpersonal relationships. Emphasis is placed on facilitation of more effective communication episodes across gender, race, life-styles, culture and other barriers. 3:0:3

### CA 241 (AR 241)

#### Photography I

An introduction to the basic techniques of black and white photography. Cameras, lenses, films, lighting, composition, etc, are discussed. Students must provide an acceptable camera and expendable supplies. Darkroom work is required and a darkroom fee is charged. 1:5:3

### CA 301

#### Interpersonal Communication II

PREREQUISITE: CA 104.

A study of the nature of and problems in communication. Areas of study include: mental process in communication, perception, content, amount of communication, interpersonal and task behaviors, norms, conflict, creativity, touch, distance, time usage, manipulation of environment, intervention, attitude change and opinions, and how communication fosters attraction, productivity, and leadership. The course focuses on the development of a framework for analyzing the various approaches to interpersonal communication. 3:0:3

### CA 302

#### Communication Ethics and Law

A study of laws and ethics for journalists and other communicators. The course will analyze libel law, privacy, and objectivity, responsibility, freedom of speech and censorship, and the role of the press in society. 3:0:3

### CA 311

#### Editing, Layout and Design

Study and practical application of editing news, features, and investigative stories. Includes rewriting, headline writing, and the principles of layout and design. 2:2:3

### CA 315

#### Journalism Practicum

Journalism practicum provides an opportunity to apply the skills of journalism as a member of a publication team, usually on the staff of the Stylus or the Narva. The course is conducted in an independent manner as students fill roles on the publication team then submit their work to the instructor for critique. The Stylus or Narva editor may enroll for 4 credit hours. The usual enrollment is for 3 credit hours. Variable credit: 1-4 hours.



## CA – Communication (continued)

Section A: News and Feature Writing  
Section B: Newspaper and Magazine Editing  
Section D: Photojournalism  
Section G: Magazine Journalism

### CA 316

#### **Advanced Media Writing & Reporting**

PREREQUISITES: CA 201 and CA 224 or instructor permission.

Focus on information gathering, international reporting, and on using multimedia tools and outlets to disseminate information. Students write, shoot still images and video, collect audio, and utilize other new forms of media communication for publishing on the Internet. Other course topics include civic journalism, citizen journalism, and freedom of the press, including freedom of information and sunshine laws. 3:0:3

### CA 317

#### **Feature Writing**

PREREQUISITE: CA 201 or instructor permission.

This course provides an opportunity to develop writing skills in the gathering and creation of in-depth magazine and news features. Primarily focused on writing, it aims to develop the student's voice and style in print. 3:0:3

### CA 318

#### **Public Relations II**

Advance study of persuasive communications with emphasis on design and execution of public relations campaigns, the role of the public information officer, development of the comprehensive information package, and creation of effective internal publications. Includes discussion of specific ethical issues of persuasive communications. 3:0:3

### CA 321 (PC 321)

#### **Interpersonal Conflict Solution**

Presents various strategies for dealing with conflict in a positive manner. Emphasizes the development and practice of skills of listening, assertiveness, problem solving, conflict management, and mediation. 3:0:3

### CA 322

#### **Media Analysis and Criticism**

This course analyzes the content of media messages and the role the media play in creating the modern symbolic environment. It provides a theoretical basis for critique of those messages and their potential effects on the communities in which students live. Students accomplish original research of media messages as the cornerstone of the course. 3:0:3

### CA 325

#### **Radio Practicum**

PREREQUISITE: CA 221.

Under faculty supervision, students are assigned staff responsibilities for the operation of the radio station KGSP-FM. The student will gain working experience on operating this station for actual broadcasting to the public. Variable credit: 1-4 credits

### CA 335

#### **Television Practicum**

PREREQUISITE: CA 231.

Students will work as staff members of the Northland News, a video news program written, anchored, produced by Park students and distributed online. Students may also produce other programming as directed by the faculty advisor. 1:9:3

### CA 341 (AR 341)

#### **Photography II**

This course explores the language of photography with particular attention to the photographic essay and the photographic illustration. Both black and white and color photography are included. A variety of techniques in photographic printmaking are explored with an emphasis on self-expression and craft. A lab fee may be required. 1:5:3

### CA 348

#### **Theories of Communication**

The study of communication theories with emphasis on people's interactions with the media and one another. The course focuses on how communication affects human attitudes and behavior. Includes a review of media influence in the individual, social and political arenas. 3:0:3

## CA – Communication (continued)

### CA 380 (MK 380)

#### **Advertising**

PREREQUISITE: MK 351 or equivalent.

Designed to give the student an understanding of the creation, design, and production of material for advertising campaigns in all media. Suggested 3:0:3

### CA 382

#### **Communication Research Methods**

This course focuses on the most frequently used communication research methods in the areas of journalism, communication studies, and public relations. Students will be introduced to the qualitative and quantitative communication research methods including content analysis, participant observation, interviewing, textual analysis and experimental research. It will emphasize understanding communication research reports and developing research and writing skills appropriate for both communication professionals and students seeking advanced degrees. The course may utilize service learning. 3:0:3

### CA 402

#### **Organizational Communication**

PREREQUISITE: CA 104.

Examines the role of communication in organizations and the people and patterns making up the many sides of complicated issues, which arise in organizational life. The course also examines the communication messages sent and received within an organization including the organization's formal structure and its informal social groups. 3:0:3

### CA 404

#### **Seminar: Special Topics in Communication Arts**

PREREQUISITE: Advanced standing or permission of instructor.

Revolving topic seminar for advanced students, which may be repeated under different topic headings. Topics deal with such matters as social responsibility in mass media, effects of technological change upon the communication industry, film criticism, promotional strategies and case studies, or issues and problems in broadcast management or public relations. 3:0:3

### CA 420

#### **Human Relations in Group Interaction**

PREREQUISITE: Advanced standing or permission from the instructor.

A course designed to facilitate the authentic exploration of feelings and communication obstacles. The focus is on interaction and interdependency in the small group context. 3:0:3

### CA 441

#### **Photojournalism**

PREREQUISITE: CA 241 or equivalent competency.

Learn to use the camera to tell a story with a single photograph or with a series. The course is directed toward newspapers, but includes magazine photography. 3:0:3

### CA 450

#### **Seminar: Special Topics in Journalism**

Advanced standing or permission of instructor. Specialized study and practice in various aspects of print journalism. May be repeated for credit when topics are changed. (Topics may include Investigative Reporting, Feature Writing, Editorial and Interpretive Writing, History of Journalism, Advanced Layout and Design.) 3:0:3

### CA 455

#### **Seminar in Journalism Education**

The course explores methods in journalism education, the needs of student journalists, and professional standards sought by journalists in the field. 3:0:3

### CA 475

#### **Case Studies in Communication Leadership**

Students use public relations case studies to analyze and apply organizational communication and leadership theories. The student will conduct an in-depth study of an organizational communication case and develop a leadership plan. 3:0:3

## CA – Communication (continued)

### CA 490

#### Professional Learning Experience

##### Section A: Journalism

PREREQUISITES: CA 311 and at least 3 hours of CA 315.

Extensive work under faculty or professional supervision. Three credit hours required on the staff of an area publication; additional credit hours may be earned by repeating the course using more advanced activities. Variable credit: 3-9 hours.

##### Section B: Broadcasting

Involves extensive work off campus in a professional environment with direct supervision by employers. Students function in a “real job” capacity with media employers such as commercial radio and television stations, corporate, and religious settings. Prerequisites: permission of the Communications Arts Faculty. Variable Credit: 3-6 hours.

##### Section C: Public Relations

PREREQUISITE: Permission of the Department Chair

Students gain extensive experience in a variety of public relations professional settings including social service agencies, nonprofit companies, government and corporate environments. Variable credits: 3-6 hours.

##### Section D: Organizational Communication

Students gain extensive experience in organizational settings including social service agencies, nonprofit companies, government and corporate environments. Variable credits: 3-6 hours.

##### Section E: Communication Consulting

Students gain extensive experience in organizational settings including working with nonprofit agencies, government and corporate environments, or with individuals being engaged in professional consulting services. Variable credits: 3-6 hours.

### Section F: Leadership

PREREQUISITE: CA 233

Students will gain extensive leadership experience in organization settings, including non-profit agencies, government and corporate environments. Students will spend three to six hours each week in these settings working to make meaningful change, while applying leadership theory to practice. Monthly class meetings will provide each student with a forum for processing his or her professional learning experience and relating them to the leadership minor course work. Additional readings and class discussion will help maximize the knowledge and practical skills gained through leadership experience. Because of the nature of the course, it is offered in the 16-week format only. Variable credit: 3-6 hours.

### CA 491

#### Senior Project

This course may not be taken before senior year. It is a capstone course in which the student designs a practical project aimed at publication in a commercial newspaper or magazine (or broadcast outlet), researches the project, completes the writing (or broadcast production), and may offer it to the appropriate editors. 3:0:3

### CA 492

#### Capstone: Organizational Leadership

PREREQUISITES: CA 235, CA 233, CA 490F

A course that explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It will emphasize the role of the leader in problem solving and decision-making. 3:0:3

**Chemistry in the World**

This course is designed to acquaint non-science majors with the impact of chemistry on their world. This course provides a general introduction to both inorganic and organic chemistry and stresses applications of chemistry in the commercial, industrial and technological components of society. This course does not satisfy the requirements for a major or minor in chemistry. 3:2:4

**CH 102****Contemporary Chemistry**

(Taught in accelerated programs only).

CH 102 will introduce the non-science major to the impact that the science of chemistry has on their world. The course provides a general introduction to the principles of the science of chemistry, in the commercial, industrial, and technological components of society. This course does not satisfy the requirements for a major or minor in chemistry. 3:0:3

**CH 105****Introductory Chemistry**

A survey of general chemistry, organic chemistry, and biochemistry. Basic principles as applied to health science will be covered. The lab will be a practical application of the principles covered in lecture. 4:3:5

**CH 107****Introduction to Chemistry I**

PREREQUISITE: high school algebra or equivalent.  
CO-REQUISITE: CH 107L (except in accelerated programs).

An introduction to chemistry by developing fundamental tools such as problem solving methods and the concept of the mole. Major topics covered will include stoichiometry, atomic and molecular structure and the states of matter. 3:0:3

**CH 107L****Introduction to Chemistry Laboratory I**

CO-REQUISITE: CH 107.

Students are introduced to basic laboratory techniques. Experiments will reinforce materials covered in the lecture components of this course. 0:3:1

**CH 108****Introduction to Chemistry II**

PREREQUISITE: 'C' or better in CH 107 or permission of instructor.

CO-REQUISITE: CH 108L.

A continuation of CH 107 with major topics covered including solutions, chemical kinetics, thermodynamics, equilibria, and an introduction to descriptive chemistry. 3:0:3

**CH 108L****Introduction to Chemistry Laboratory II**

PREREQUISITE: 'C' or better in CH 107L or permission of instructor.

CO-REQUISITE: CH 108.

A continuation of CH 107L with experiments relating to kinetics, equilibria, thermodynamics, and qualitative analysis. 0:3:1

**CH 215****Selected Topics in Chemistry**

An in-depth examination of specific areas of chemistry. May be repeated once for credit with a change in topic. Variable credit: 1-4 hours.

**CH 300****Chemistry Seminar**

A series of case studies of legal, economic and social problems occasioned by the advance of science and technology in contemporary society. Open to all students. 3:0:3

**CH 301****Chemistry and Society**

The history and nature of the science of chemistry with emphasis upon its role as a human activity and its relationship to humanity. Open to all junior and senior level students. This course does not satisfy the requirements for a major or minor in chemistry 3:0:3

**CH – Chemistry (continued)****CH 306****Chemical Bibliography**

PREREQUISITES: EN 105, EN 106, passing the WCT and 60 accumulated hours.

Access to the chemical literature is surveyed. The use of index journals, primary and secondary sources, the patent literature, the online search, and the literature organization is explained and illustrated. Submission of a written, formal proposal of an original research problem, together with the records of the literature search validating the proposal, is required. This course will satisfy the EN 306 requirement for Chemistry majors. 3:0:3

**CH 317****Organic Chemistry I**

PREREQUISITE: CH 108.

CO-REQUISITE: CH 317L (except in accelerated programs.)

An introduction to the chemistry of carbon based compounds. Nomenclature, structure, bonding, and reaction mechanisms. 3:0:3

**CH 317L****Organic Chemistry Laboratory I**

CO-REQUISITE: CH 317.

Introduction to lab techniques in organic chemistry; extraction, purification, and chromatographic analysis. Basic qualitative analysis of functional groups and separation of compounds of different functional groups. 0:4:1

**CH 318****Organic Chemistry II**

PREREQUISITE: CH 317.

CO-REQUISITE: CH 318L.

Application of principles learned in CH 317 to members of each homologous series. Retrosynthetic analysis and introduction to bio-organic chemistry (amino acids, nuclear bases, carbohydrates, lipids). 3:0:3

**CH 318L****Organic Chemistry Laboratory II**

CO-REQUISITE: CH 318.

Application of techniques learned in 317L to carry out synthesis. Modifications to and introduction of functional groups of a given substrate. 0:4:1

**CH 321****Introduction to Medicinal Chemistry**

PREREQUISITE: CH 318.

This course covers an introductory level medicinal chemistry. The following topics will be covered; drug development process; drug approval processes; receptors; drug interaction; pharmacodynamics; pharmacokinetics, quantitative structure activity relationships. Some of the following classes of drugs will be discussed in detail - antibacterial drugs; drugs that work on the central nervous system, analgesics, etc. Case studies of current drugs going through approval process. 3:0:3

**CH 328****Analytical Chemistry**

PREREQUISITES: CH 108 and CH 108L.

An in-depth study of classical analytical chemistry techniques. Subjects include the statistical evaluation of data, gravimetric and titrimetric methods of analysis, acid-base chemistry, complexation chemistry, and redox process. Laboratory includes practical examples of the methods covered in lecture. 3:4:4

**CH 329****Introduction to Instrumental Analysis**

PREREQUISITE: CH 328.

An introduction to modern instrumental chemical analysis. The course will span theory of operation, instrument design and methodology, and applications of instrumental techniques. Electrochemical methods including potentiometry, voltammetry, and coulometry; spectroscopic methods including infrared, UV/VIS, and NMR; chromatographic methods including gas, liquid and thin layer; thermal methods of analysis and kinetic methods of analysis will be covered. 3:3:4

**CH 337 (BI 337)****Biochemistry**

PREREQUISITE: CH 318.

CO-REQUISITE: CH 337L.

Biochemical systems and the relation of chemical structure to the biochemical function are discussed. 3:0:3

**CH – Chemistry (continued)****CH 337L (BI 337L)****Biochemistry Laboratory**

CO-REQUISITE: CH 337. 0:3:1

**CH 342****Advanced Inorganic Chemistry**

Prerequisite: Any of the following: CH317, CH318, CH328, CH329, CH337 or permission of the instructor.

A study of inorganic chemistry to atomic structure, bonding models, inorganic reactions, coordination chemistry and symmetry.

Laboratory portion of the course will include instruction in the modern synthetic techniques currently used in inorganic chemistry. 3:3:4

**CH 400****Special Topics in Chemistry**

PREREQUISITE: Permission of instructor.

A seminar devoted to selected topics in modern chemistry of interest to students requiring more depth in the field. The course may involve laboratory work. Variable credit: 1-4 hours.

**CH 405****Fundamentals of Physical Chemistry**

PREREQUISITES: MA 222 and PY 206 or concurrent enrollment therein.

A one-semester survey of physical chemistry for students not intending to pursue advanced work in chemistry. Topics include an introduction to thermodynamics, phase equilibria, chemical equilibrium, electrochemistry, kinetics, atomic structure, bonding, and molecular spectroscopy. 3:3:4

**CH 407****Physical Chemistry I**

PREREQUISITES: CH 108 and PY 206 and MA 222.

CO-REQUISITE: MA 223.

An introduction to modern theoretical chemistry. The primary emphasis will be in the areas of thermodynamics. The principles of thermodynamics will be applied to phase and chemical equilibria. 3:3:4

**CH 408****Physical Chemistry II**

Prerequisites: CH 407 and one of the following: MA 223, MA 302, or MA 311.

A continuation of modern theoretical chemistry. Topics covered will include the chemical kinetics and quantum chemistry. Modern theories of atomic and molecular structure will be investigated. 3:3:4

**CH 429****Advanced Analytical Chemistry**

PREREQUISITES: CH 318, CH 329.

Advanced methods of chemical analysis stressing, but not limited to, the instrumental techniques. An in-depth study of the theory of electrochemical measurements, spectroscopic techniques, and chromatographic theory will be covered. 3:4:4

**CH 440****Organic Synthesis**

PREREQUISITE: CH 318.

In-depth study of various classes of reactions on different classes of organic compounds. Applications of those reactions in synthesis and retrosynthesis of natural products and importance of medicinal chemistry. Lab involved multistep procedures and qualitative analysis of organic compounds based on their chemical properties. 3:4:4

**CH 451****Internship to Chemistry**

Practical work in chemistry in an industrial, academic or other professional setting. Prior to the start of work, the department must approve the internship. Variable credit: 1-6 hours.

**CH 490****Research in Chemistry**

Open to advanced chemistry majors with permission of the instructor. Variable credit: 1-3 hours.

### **CJ 100 LE**

#### **Introduction to Criminal Justice**

##### **Administration**

This course is an introduction to the history, nature, structure, and function of the criminal justice system in America, with comparisons to systems in other nations. Examinations of the various aspects of the administration of the justice systems, including law enforcement, courts, correctional agencies (including probation and parole), and including the increasing role of private entities in the system will be conducted. 3:0:3

### **CJ 105**

#### **Criminal Law**

This course is a survey of the history and nature of criminal law in the United States. Substantive Criminal Law, defenses, and criminal responsibility will be studied within the context of the criminal justice process and rules of evidence. 3:0:3

### **CJ 200 LE**

#### **Criminology**

This basic course provides an examination of the nature and extent of crime and theories of crime causation, as well as the societal reaction of criminal behavior will be covered in this class. 3:0:3

### **CJ 205**

#### **Juvenile Justice System**

This is an introduction to the origins, philosophy and objectives of the Juvenile justice system. Focus is on the operation, legal processes, current trends, and roles of the various actions within the juvenile justice system. 3:0:3

### **CJ 221**

#### **Criminal Procedure**

This basic course examines the procedures to be followed in law enforcement, the courts, and the corrections in the processing of the criminal case, from the crime to the end of punishment. The law of search and seizure and the right to counsel in each of the three segments of the criminal justice system are among the topics that will be examined. 3:0:3

### **CJ 231**

#### **Introduction to Law Enforcement**

This is an introduction to the law enforcement segment of the criminal justice system, with an examination of the history and development of law enforcement, especially in the United States. The various job and career opportunities in law enforcement will be reviewed. 3:0:3

### **CJ 232**

#### **Introduction to Corrections**

This basic course discusses correctional concepts from their historical background to the present. An emphasis will be placed on the multi-faceted approach to corrections in our society, including the use of alternatives to incarceration. 3:0:3

### **CJ 233**

#### **Introduction to Security**

This course covers the basic principles of security and loss prevention that are common and fundamental to all areas of protection of personal property from historical and modern day points of view. Topics of discussion will include: the security industry, the threat environment, risk analysis, fundamentals of physical security, safety, and accident prevention, and common security problems. 3:0:3

### **CJ 250**

#### **Selected Topics in Criminal Justice**

This course is a specialized introductory study of a particular subject in criminal justice that is not otherwise available in the criminal justice department. The course may be repeated for credit when topics are changed. 3:0:3

### **CJ 251**

#### **Terrorism and Domestic Preparedness**

An introductory study of the criminal justice system's response to threats of terrorism. The course explores terrorism and its impact on the development and maintenance of organizational responses to homeland security requirements. It considers the need for coordination and cooperation among diverse agencies required for planning and implementing domestic preparedness strategies. It examines the public policy environment within the context of organizing criminal justice agency responses to terrorist threats. 3:0:3

**CJ – Criminal Justice (continued)****CJ 300****Agency Administration**

PREREQUISITES: CJ 100 and either CJ231, CJ232, or CJ233.

This intermediate course examines management models, administrative techniques and patterns or organizational structure characteristic of criminal justice agencies. 3:0:3

**CJ 302****Media and Criminal Justice**

This is an intermediate level, interdisciplinary course wherein students will learn about the relationship between the media and various elements of the criminal justice system. 3:0:3

**CJ 311****Criminal Investigation**

PREREQUISITES: CJ 100 and CJ 105.

This intermediate course includes a discussion of the nature and purpose of criminal investigation, historical background, tools employed skills development, and techniques useful in the reconstruction of criminal activity. 3:0:3

**CJ 312****Criminalistics**

PREREQUISITES: CJ 100 and CJ 105.

This intermediate course covers topics such as the discovery, recognition, observation, identification, and collection and comparison of physical evidence, including a review of various current techniques in the testing of physical evidence. 3:0:3

**CJ 313****The Law of Evidence**

This intermediate course examines the rules of evidence as they relate to the prosecution and defense of criminal cases, general provisions, judicial notice, presumptions, relevancy, privileges, witnesses, hearsay, expert testimony, authentication, and identification. 3:0:3

**CJ 315****Special Topics in Criminal Justice**

PREREQUISITES: permission of instructor and at least junior standing.

This advanced course is a specialized study of a particular subject in criminal justice not otherwise available in the department. This course may be repeated for credit when topics are changed. 3:0:3

**CJ 322****Probation, Parole, and Community Corrections**

PREREQUISITE: CJ 232.

This intermediate course explores the use of probation and parole as alternatives or as adjuncts to confinement. The rules and functions of the parole and probation system and their supervision are discussed. Various techniques and methods for achieving the goals are considered, including community related programs. 3:0:3

**CJ 323****Corrections Management**

PREREQUISITE: CJ 232.

This intermediate course examines the principles, problems, and trends in the correctional administration and management, methods of achieving organizational change and the evaluation of correctional units. 3:0:3

**CJ 332****Institutional, Industrial and Commercial Security**

This intermediate course examines the principles, methods, requirements, and standards for institutional, industrial and commercial security systems. Emphasizes prevention of security problems and the promotion and observance of effective security measures to protect lives, property and proprietary information. Applies basic security principles to diverse sectors such as retail, transportation, cargo, utilities and technology. Focuses on contemporary security issues such as terrorism, school and workplace violence and information security. 3:0:3

**CJ 333****Security Administration**

PREREQUISITES: CJ 233.

This intermediate course examines the selection, organization and administration of contemporary security programs in business, government and industry. Emphasizes both private and government protection of assets, personnel and facilities. Focuses on best practices that security managers can put to immediate use. Provides strategic planning guidance for risk assessment and management, and the coordination of security planning with institutional stakeholders. 3:0:3



**CJ – Criminal Justice (continued)****CJ 345****Criminal Justice and the Community**

This intermediate course emphasizes the programming techniques for benefitting the agency-citizen relationship. Prominence is placed on utilizing the resources of the criminal justice agencies to engage in effective conflict resolution with citizens, develop citizen and agency awareness, community crime prevention and community relations. 3:0:3

**CJ 350****Criminal Justice Management and Planning**

PREREQUISITE: CJ 300.

This intermediate course examines budgeting, personnel, and planning. This course is designed to develop a working knowledge of management planning in criminal justice. 3:0:3

**CJ 353****Emergency Management**

A basic management course that could apply to all aspects of local and state governments, but concentrates on the law enforcement aspect. Topics include overall management techniques, coordination of rescue efforts, NIMS, and the Unified Command System. Related topics include mutual aid pacts, cooperative efforts with industry, manpower and resource management. 3:0:3

**CJ 355****Homeland Security**

An introductory study of the criminal justice system's response to disasters at all levels related to agencies of the Department of Homeland Security. This course introduces the student to emergency planning and management relative to a variety of human natural disasters. Students learn to identify and analyze potential disasters, to provide corrective action, and to plan, organize and implement contingency and recovery programs. 3:0:3

**CJ 365****Financial Investigations**

This intermediate course studies how current perspectives dominate in the field of financial investigations. Discussions of the concepts of law and evidence, sources of information, accounting, methods of tracing funds, banking and financial record keeping, and interviewing as they apply to detecting and resolving financial crimes will be discussed. Primary emphasis will be placed on theoretical principles and applications of financial investigative techniques. 3:0:3

**CJ 400****Constitutional Law in Criminal Justice**

PREREQUISITE: Junior standing.

This advanced course is an in-depth study of the U.S. Constitution as it applies to law enforcement, the courts, and corrections, including an examination of recent decisions by the U.S. Supreme Court. 3:0:3

**CJ 420****Forensic Science**

PREREQUISITE: Senior standing or permission of the instructor.

This advanced course is a theoretical and practical examination of techniques in the identification, examination, and comparison of physical evidence using both historical and current methods. Laboratory performance is a portion of the coursework. 3:0:3

**CJ 425****Comparative Criminal Justice Systems**

This advanced course is an in-depth examination of criminal justice systems other than the U.S. system. The course allows students to make comparisons of these systems to the U.S. system. 3:0:3

**CJ 430****Research in Criminal Justice**

PREREQUISITES: Senior standing and permission of instructor.

This capstone course is an examination of the research methods with application most commonly utilized in criminological and criminal justice research. Development and implementation of an original data-gathering instrument is required. A paper summarizing and evaluating the data-gathering instruments and comparing the data to published articles is required. 3:0:3

## **CJ – Criminal Justice (continued)**

### **CJ 440**

#### **Internship in Criminal Justice**

**PREREQUISITES:** Permission of Department Chair.

This capstone course provides practical application through service with a criminal justice agency. Opportunities are available in both the public and private sectors. Variable credit: 3-6 hours.

### **CJ 441**

#### **Senior Writing Project**

This capstone course may be taken instead of CJ 440, Internship in Criminal Justice. It is designed for students currently employed in a criminal justice field who do not need the practical experience of an internship. Students in this course must design, implement, evaluate, analyze, and/or critique a project connected to their work environment in written format. This course may be taken online or an independent study in a face to face setting. The department chair must approve students to substitute this course for the internship. 3:0:3

### **CJ 450**

#### **Senior Seminar in Criminal Justice**

**PREREQUISITES:** EN 105, EN 106, passing the WCT and senior standing.

This capstone course addresses current issues and trends in criminal justice with emphasis on group discussion. Each student will be required to prepare, submit and defend a senior thesis. Successful completion of the thesis is mandatory. This course will satisfy the EN 306 requirement for Criminal Justice majors. 3:0:3

### **CJ 460**

#### **Senior Honors Thesis**

**PREREQUISITES:** CJ 430, senior standing, 3.2 gpa, and permission of instructor.

This advanced course allows the student to make a special investigation into a specific area of criminal justice administration. The student will have completed the major courses in his/her program before enrolling in this course. 3:0:3

## **CO – Construction**

### **CO 111**

#### **Introductions to Engineer Construction Technology/Design/and Materials**

Introduction to the field of engineering calculations, technical reporting, presentation of data, and the fundamental steps of construction designs. Emphasis will be on the analysis, identification, selections and specifications of the materials of construction required to achieve the desired project quality. 3:0:3

### **CO 121**

#### **Plans Analysis**

Introduction to the architectural, structural, and mechanical requirements as they relate to the construction field. Emphasis is on the blueprint interpretation, craft resources, material requirements, code compliance, and work scheduling. 3:0:3

### **CO 215**

#### **Construction Safety and Health**

Orientation and enforcement of the construction trades sub-parts of the Occupational Safety and Health Act. The student will develop knowledge in record-keeping requirements and the recognition, avoidance, and prevention of safety hazards within construction trades. 3:0:3

### **CO 225**

#### **Building Codes**

Basic principles and methods significant in contract relationships and appreciation of the legal considerations in construction work. Emphasis is placed on the National Building Code and its application to local situations. 3:0:3

**CO – Construction (continued)****CO 235****Construction Planning**

Basic construction management functions: preparation of work schedules, requests for progress payments, evaluation of alternative methods of construction, and equipment usage. 3:0:3

**CO 245****Construction Estimating**

Basic cost estimating of construction projects. Topics include types of estimates, quantity take off, unit price, material and labor costs, overhead, profit contingencies, job cost data sources, and cost indices. 3:0:3

**CO 360****Critical Path Analysis**

PREREQUISITE: CO 235.

Study of planning and control of a schedule by network techniques including the time cost analysis of CPM scheduling for application on construction projects, job shop scheduling, and related problems. 3:0:3

**CS – Computer Science****CS 140****Introduction to Computers**

This course introduces computer concepts, terminology, and applications to enable students to use computers in their environment and career. This class will feature lectures, written assignments, and demonstrations of computer concepts. The lab will concentrate on hands-on computer lab projects using the dominant Windows operating system and Office applications. Software will include Word, Excel, Access, PowerPoint, and Internet browsers. Students will be introduced to the structure and use of personal computer hardware, peripherals, comparison of popular operating systems, recent history of technology and some ethical implications. A test-out option exists for CS 140. 3:0:3

**CS 144****Beginning Programming with Multimedia Projects**

This course introduces students to the fundamentals of programming and design using multimedia projects. In a “hands-on” class, students will use pseudocode design and the three programming constructs (sequence, selection, and repetition) in creating 3-D Worlds with animation. Students will learn how to combine text, graphics, audio, video, and animation in their projects. 3:0:3

**CS 151****Introduction to Programming**

PREREQUISITE: A grade of C or better in any math course  $\geq$  MA 125, or a grade of C or better in CS 144, or an ACT math score  $\geq$  23, or an SAT math score  $\geq$  510, or a COMPASS score  $\geq$  66 in the Algebra placement domain, or a COMPASS score 0-45 in the College Algebra placement domain. This course introduces students to algorithmic design and structured/modular programming. Programming concepts will be put into practice by using Java for programming projects. These basic programming concepts and constructs will be covered: variables, data types, strings, arithmetic and logical operators, branching statements, loops, and debugging. Additionally, these object-oriented programming concepts will be covered: classes, instance variables, methods, and constructors. 3:0:3

**CS 208 (MA 208)****Discrete Mathematics**

PREREQUISITE: A grade of C or better in any math course  $\geq$  MA 125, or an ACT math score  $\geq$  23, or an SAT math score  $\geq$  510, or a COMPASS score  $\geq$  66 in the Algebra placement domain, or a COMPASS score 0-45 in the College Algebra placement domain. This course introduces the student to selected finite systems pertinent to the study of computer science. Course topics will include combinatorial problem solving, logic, Boolean algebra, combinatorial circuits, sets, relations, functions, proofs, mathematical induction, recurrence relations, graphs, trees, and counting techniques. 3:0:3

**CS – Computer Science (continued)****CS 215****Selected Topics in Computers**

**PREREQUISITE:** Dependent upon course topic. This course provides an in-depth study into a particular area of computers. CS 215 may be repeated once for credit for a different course topic. 3:0:3

**CS 219****Programming Fundamentals**

**PREREQUISITES:** A grade of C or better in any math course  $\geq$  MA 125 and a grade of C or better in CS 151.

**SUGGESTED PREREQUISITE:** CS 140.

This course continues the development of the programming and problem solving skills introduced in CS 151. Programming concepts will be put into practice by using Java for programming projects. Students will learn about object-oriented programming and two of its key components - inheritance and polymorphism. Additionally, students will learn about these topics: arrays, graphical user interface components, event-driven programming, exception handling. 3:0:3

**CS 220****Computer Architecture**

**PREREQUISITES:** CS 208 and CS 219.

The student will learn about the various hardware components of a computer system. Course topics include: data representation, number systems, Boolean algebra, combinational logic, sequential logic, CPU layout, registers, adders, buses, and memory devices. 3:0:3

**CS 225****Programming Concepts**

**PREREQUISITE:** A grade of C or better in CS 219.

This course continues the development of the programming and problem solving skills introduced in CS 219. Programming concepts will be put into practice by using C++ for programming projects. Since C++ is so similar to Java and since students should already know Java from their prerequisite courses, this course will cover C++ basics (control constructs, operators, data types, functions) very quickly. More time will be spent on those features of C++ that differ from Java. For example, more time will be spent on pointers, object-oriented programming techniques, and operator overloading. 3:0:3

**CS 300****Technology in a Global Society**

This course presents the social, political, economic, multicultural, and ethical issues surrounding the use of computers and computer technology. Course work includes class discussion, readings, collaborative projects and formal term papers on selected topics. 3:0:3

**CS 305****Introduction to Artificial Intelligence**

**PREREQUISITE:** CS 352.

The student will learn the terminology and methods used in a variety of artificial-intelligence (AI) areas. These topics will be covered: history of artificial intelligence, search techniques, knowledge representation. In addition, one or more of these topics will be covered: expert systems, uncertainty, case-based reasoning, neural networks, vision, robotics. The student may use various AI tools, Lisp, and/or Prolog for AI projects. 3:0:3

**CS 314****User Interface Design**

**PREREQUISITES:** CS 219

**PREREQUISITE OR CO-REQUISITE IS 361.**

The student will learn techniques of programming a user interface in a graphic environment. Topics include the common tools for creating graphic interfaces, rules for consistency, human factors, intuitive design, and feedback. Interface downfalls in common software packages will be identified. Students will work in groups to test an interface of their own design. Students will be expected to implement an application that utilizes a database back-end. 3:0:3

**CS 321****Web Programming I**

**PREREQUISITE:** CS 219.

This course provides an introduction to the various languages, tools, and programming techniques used to program on the World Wide Web. The fundamentals of client-server programming will be emphasized. These topics will be covered: XHTML, cascading style sheets, Dynamic HTML, JavaScript, applets. Due to the particularly dynamic nature of the Web environment, course content will change as appropriate. 3:0:3

**CS – Computer Science (continued)****CS 322****Web Programming II**

PREREQUISITE: CS 321.

This course continues the development of the Web programming skills introduced in CS 321. While CS 321 emphasizes client-side Web programming, CS 322 emphasizes server-side Web programming. Server-side concepts will be put into practice by using ASP.NET. Students will be expected to implement an application that utilizes ASP.NET AJAX. Optionally, students will learn about Web services and/or ASP.NET MVC. Due to the particularly dynamic nature of the Web environment, course content will change as appropriate. 3:0:3

**CS 351****Computer Operating Systems**

PREREQUISITES: CS 208 and CS 225.

This course presents the theory of operating systems and an overview of one or more operating system environments. Operating system concepts covered should include (but are not limited to): process management, memory management, I/O management, file management, and security. Theory concepts will be put into practice with exercises, some requiring college algebra skills and/or basic programming knowledge. Operating system environments may include (but are not limited to): Windows, UNIX, and Linux. 3:0:3

**CS 352****Data Structures**

PREREQUISITES: CS 208 and a grade of C or better in CS 225.

This course introduces the student to various data structures and advanced algorithmic concepts. Students will put what they learn into practice by using C++ for programming projects. These data structures will be covered: linked lists, stacks, queues, and trees. These concepts will be covered: recursion, searching, sorting, and time-complexity analysis. 3:0:3

**CS 365****Computer Networking**

PREREQUISITES: CS 208 and CS 151, or instructor consent.

This course provides an overview of computer networking concepts. Course topics include (but are not limited to): network topologies and cabling, local and wide area networking, Ethernet, wireless, OSI 7-layer model, routing, logical and physical network addressing. This course may include various hands-on networking projects. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. Together, this course and CS 366 include the first area of study. 3:0:3

**CS 366****Computer Networking Laboratory**

CO-REQUISITE OR PREREQUISITE: CS 365 or instructor consent.

This course provides students opportunities to practice computer networking concepts through hands-on networking projects. Students will experiment with and evaluate various networking utilities. Course projects will reinforce the concepts learned in CS 365. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. Together, this course and CS 365 include the first area of study. 1:0:1

**CS 367****Network and Security Administration**

PREREQUISITE: CS 365.

This course provides an overview of the role of a network and security administrator. It covers the elements of the network and security for which the administrator is responsible: servers, end-user machines, routers, local interconnection devices, and network security-related tasks and issues. It covers the configuration and trouble shooting of local area networks and wide area networks, and network protection from external and internal security threats. This is a hands-on, project-intensive course. 3:0:3

**CS – Computer Science (continued)****CS 371****Internetworking**

PREREQUISITES: CS 365 and CS 366

This course introduces a variety of routing protocols and concepts. Course topics include (but are not limited to): static and dynamic routing, packet forwarding, distance-vector and link-state routing protocols, routing tables, VLSM, and CIDR. This course may include various hands-on networking projects. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. This course covers the second area of study. 3:0:3

**CS 372****Advanced Networking**

PREREQUISITES: CS 365 and CS 366

This course introduces Local Area Network (LAN) switching and wireless networking. Course topics include (but are not limited to): LAN and Virtual LAN (VLAN) design and switching, VLAN trunking protocol, Spanning Tree Protocol, Inter-VLAN routing, and wireless LAN communications. This course may include various hands-on networking projects. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. This course includes the third area of study. 3:0:3

**CS 373****Computer Network Security**

PREREQUISITE: CS 365

This course introduces students to various security concepts, issues, and countermeasures in both computer systems and computer networks. The topics to be examined include, but are not limited to, cryptographic techniques and applications, attack and vulnerability identification, defenses and countermeasures, security tools and techniques, and ethical and legal issues. Several of these concepts may be put into practice using laboratory exercises. 3:0:3

**CS 380****Compilers**

PREREQUISITE: CS 352

The student will learn the principles of compiler construction. In particular, the student will learn about lexical analysis, symbol tables, parsing, type checking, and code optimization. Some or all of these concepts will be put into practice with programming projects. 3:0:3

**CS 385****Modern Developments in Advanced Networking**

PREREQUISITES: CS 371 and CS 372

This course introduces WAN technologies and network services. Course topics include (but are not limited to): WAN technologies, connection options, troubleshooting, and security. This course may include various hands-on networking projects. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. This course includes the fourth area of study. 3:0:3

**CS 415****Special Topics in Computers**

PREREQUISITE: dependent on course topic.

This course serves as an in-depth study in a specific field of computer science. Course topics may include (but are not limited to): architecture, advanced networking concepts, computer graphics, modeling and simulation, programming language theory, software engineering, VLSI circuits. CS 415 may be repeated once for credit for a different course topic. 3:0:3

**CS 451****Computer Science Internship**

(Parkville Daytime Campus Center Only)

PREREQUISITES: Consent of the advisor, student should be entering or completing his/her senior year.

The student arranges to work in a professional environment. The student's duties must be sufficiently complex to require the expertise of a senior level computer student. Internship duties may include (but are not limited to): developing or updating a program(s) or application(s), installing computer hardware or software, installing or administering a network, writing technical documentation. Prior to enrolling in CS 451, the student and the student's job supervisor must jointly prepare an internship proposal. The proposal must be submitted to the advisor and approved no later than four weeks prior to the enrollment deadline. Variable credit: 1-6 hours.

## CS – Computer Science (continued)

### CS 490

#### Senior Project in Computers

(Parkville Daytime Campus Center Only)

The student finds a computer-related field of interest and performs in-depth work in that field. The project must be sufficiently complex to require the expertise of a senior level computer student. Project topics may include (but are not limited to): developing or updating a program(s) or application(s), installing computer hardware or software, installing or administering a network, writing technical documentation, writing a research paper. Prior to enrolling in CS 490, the student must prepare a project proposal. The proposal must be submitted to the advisor and approved no later than four weeks prior to the enrollment deadline. Prerequisites: consent of the advisor, student should be entering or completing his/her senior year. Variable credit: 1-6 hours.

## EC – Economics

### EC 141

#### Principles of Macroeconomics

A study of the contemporary American economy; the role of investment, consumption, and government on income determination; and an analysis of the foreign sector. Emphasis is on contemporary problems: unemployment, inflation, and growth. 3:0:3

### EC 142

#### Principles of Microeconomics

A study of the market mechanism and the organization of production and distribution activities in society. A major focus is on the determination of prices of goods and factors of production. Analysis of the firm as the main institution in the market. 3:0:3

### EC 300

#### Intermediate Microeconomics

PREREQUISITE: EC 142

An analysis of the considerations underlying economic value. Emphasis is on the pricing process under different market conditions and the evaluation of the functioning of the enterprise system. 3:0:3

### EC 301

#### Intermediate Macroeconomics

PREREQUISITE: EC 141.

This course begins with a review of national income concepts including national income accounting. It analyzes fiscal and monetary policy using the ISLM model. The primary course focus is on the critical analysis of fiscal, monetary, new Keynesian, and new classical models and their success in explaining economic stability and the stimulation of economic growth. 3:0:3

### EC 302

#### Labor Economics

PREREQUISITE: EC 142.

A study of wages, working hours, conditions of work, fringe benefits. Also, an analysis of purchasing power of wages, and productivity. Attention is given to labor unions and to government attitudes toward labor. 3:0:3



**EC 303**

**Money, Credit and Banking**

PREREQUISITES: EC 141 and EC 142 or permission of the instructor.

A study of commercial banking, money markets, capital markets, monetary standards, foreign exchange; also, an analysis of the Federal Reserve System (central banking system) and its impact on the control of the money supply, and a survey of financial institutions. 3:0:3

**EC 305**

**Special Issues in Economics**

This course consists of the study and analysis of some major aspects of economic theory at the junior level. Permission required from the instructor. Variable credit: 1 to 3 credit hours.

**EC 308**

**Transition to a Market Economy**

An examination of problems of transitioning from a centrally directed, statist economic system to a system in which the market establishes what and how much the economy produces and consumes. The role of the price system and the function of profit in a market economy are discussed. Formal and informal institutional barriers to the transition will be evaluated. 3:0:3

**EC 309**

**Economic Development**

PREREQUISITES: EC 141 and EC 142.

A study of the principles of growth applied to developed countries, newly industrialized countries, and developing countries. Analysis begins with a discussion of the early gains from socialist collectivization and Latin American early gains due to import substitution. The development failure that led to the collapse of the USSR and the development failures in the current non-communist countries are analyzed. 3:0:3

**EC 315**

**Quantitative Research Methods**

PREREQUISITES: MA 120 and CS 140.

This intermediate level statistics course covers the fundamentals of conducting quantitative research for the social and administrative sciences. The course is organized around a research project on quantitative analysis of data. 3:0:3

**EC 401**

**History of Economic Thought**

This course provides an overview of the historical development of economic doctrines from ancient times to the mid-20th century. Included in the discussion are the Greek and Roman slave society, the feudal society, mercantilism, and the historical transition to socialism and capitalism. 3:0:3

**EC 402**

**Comparative Economic Systems**

PREREQUISITES: EC 141 and EC 142.

A study of several economies which discusses the impact of various ideologies on economic structures. Major areas: capitalism, socialism, communism (theory and practice). Term paper required. 3:0:3

**EC 404**

**Managerial Economics**

PREREQUISITES: EC 141, EC 142 and EC 315. A second statistics course and CS 140 may be substituted for EC 315.

The course covers microeconomic analysis of specific problems faced by business firms. The course includes determining optimal solutions to firm objectives such as maximizing profit, minimizing cost, and achieving the optimal portfolio mix. The analysis is conducted with Microsoft Excel to solve problems using regression analysis. 3:0:3

**EC 407**

**International Trade and Finance**

PREREQUISITES: EC 141, EC 142 and EC 300.

The course entails an examination of trade theory, commercial policy and selective trade problems of global economics; an investigation of the nature of international payments, balance of payments and foreign exchange markets; a study of international monetary arrangements and their adjustment mechanisms. 3:0:3



**EC – Economics (continued)****EC 450****Senior Seminar in Economics**

PREREQUISITES: EN 306B, EC 300, EC 301, EC 315 and at least two of the following: EC 302, EC 303, or EC 407.

In this capstone course for economics majors, students will demonstrate mastery of economic concepts by successfully completing comprehensive written exams in micro- and macroeconomics. Analytical ability as well as communication skills will be assessed through student completion of an original research project requiring statistical analysis of an economics topic. Research findings will be presented to faculty and other invited participants. 3:0:3

**EC 490****Special Topics in Economics**

PREREQUISITE: Permission required.

This course consists of the study and analysis of some major aspect(s) of economic theory at the senior level. Variable credit: 1 to 3 credit hours.

**EDU - Education**

To enroll in courses EDU, EDC, EDE, EDM, EDS 350 and above a student must first be admitted to the appropriate program in the School for Education, which requires a formal application after passing the C-BASE test (Early Childhood Education and Leadership, and Early Childhood Education Teaching Young Children – non-certification) majors are excluded from C-BASE), maintaining a 2.75 GPA, and successfully completing basic general education courses, EDU 107, writing and math competencies, a letter of reference and a portfolio.

**EDU 107****Career Inquiry in Education**

The course is designed to introduce students to the American educational system. An overview of the various types of PK-12 educational opportunities including public, charter, and private schools in urban, suburban, and rural settings is provided. Course topics include teaching as a career, knowledge, skills and dispositions in education, agencies that regulate educational opportunities in America, standards, frameworks, and accountability. 2:0:2

**EDU 110 (MA 110)****Geometry for Teachers**

A consideration of selected topics from basic Euclidean geometry with emphasis on proper terminology and unification of concepts. Techniques available for teaching the basics are discussed. 3:0:3

**EDU 203****Educational Psychology**

Application is made of the fundamental principles of psychology to the teaching and learning process of children. 3:0:3

**EDU 207****Technology in Education**

An introduction to the technology of the classroom, including instructional media and computers. Emphasis on effective use of media, operation of equipment, production of resources, and selection and evaluation of hardware and software. There will be an opportunity to work on the education portfolio. 3:0:3

**EDU - Education (continued)****EDU 210 LE****The School as a Social System**

A survey of the historical, philosophical, and legal foundations of American education. Also a study of the various school systems in the United States. Selected educational problems, issues and practices will be examined in light of current social conditions. 3:0:3

**EDU 300****Writing in Education**

PREREQUISITES: EN 105 and EN 106 with at least a "C", and passing the Writing Competency Test (W.C.T.)

A writing intensive course for those preparing to teach. Emphasis will be placed on specific language arts competencies through reading, reflection, and development of knowledge and skills appropriate for teaching language arts and the writing process. Focus will also be on writing appropriate for classroom teachers including community communication, reflective thinking and writing, and critical analysis of education literature. This course will satisfy the EN 306

**EDU 310****Issues in Diversity & World Culture**

This course deals with issues of, equity and justice in education including gender, race, class, age, sexual orientation, and issues faced by non-native English speakers while emphasizing the cultural diversity found in schools. Students will be exposed to educational situations that exemplify diversity, while reflecting on and grappling with such difficult subjects as religion, cultural competence, ethnocentricity, sexual orientation, and white privilege. Students are expected to engage in deep reflection and critical analysis of society and the impact of diversity in the school setting. 3:0:3

**EDU 315****Children and Young Adult Literature**

This course will survey traditional and modern literature for children and young adults. Quality literature will be emphasized and multiculturalism highlighted. Candidates will determine criteria for selecting and evaluating this literature and develop techniques/resources to incorporate it in their teaching. Candidates will learn how to conceptually organize the literature for teaching reading in various content areas. 3:0:3

**EDU 341****Ethics and Professionalism in the Classroom**

PREREQUISITE: EDU 210

An introduction to the legal values and ethical standards of behavior that govern the profession of teaching. Focus is on the legal and ethical duties owed by educators to student, parents, colleagues and the school district. Emphasis is placed on appropriate intervention and response strategies to problems frequently faced by new teachers. 1:0:1

**EDU 367****Assessment in Education**

PREREQUISITES: EDU 203 or EDM 225 or EDS 225 and admission to the School for Education. This course is designed to address issues relating to formal and informal assessment, teacher-made tests, authentic assessment, as well as standardized tests. Emphasis will be on tests utilized in Missouri. Fieldwork in the schools will be required. 3:0:3

**EDU 375****Exceptional Children**

PREREQUISITES: EDU 203, or EDM 225 or EDS 225 and admission to the School for Education. A course designed to study the varied educational, developmental, and behavioral characteristics of children with special intellectual, physical, emotional, or social needs. This course includes completion of out of-class experiences such as visits to inclusion classrooms in area schools, and home visits with families. To be taken simultaneously with Practicum. 3:0:3

**EDU 388****Content Area Methodology for K-12 Teachers**

PREREQUISITE: Admission to the School for Education. To be taken simultaneously with Practicum or Directed Teaching.

The purpose of this course is to allow the student to identify and practice appropriate teaching techniques and methods in the area of K-12 certification. The teaching of reading and writing, in addition to assessment, will be addressed. The areas of concentration are :

A. Art B. Spanish 3:0:3

## EDU - Education (continued)

### EDU 400

#### **Independent Reading in Education**

PREREQUISITE: Permission of the instructor.

A course designed to meet individual interest areas in the field of education. Variable credit:

1-3 hours.

### EDU 410

#### **Directed Teaching with Seminar for K-12**

PREREQUISITES: EDS 353 (with at least a grade of "B") and at least 30 hours in the discipline to be taught, and admission to the School for Education and cumulative GPA of 2.75.

A twelve-week experience in directed teaching, six weeks in grades 1-5, six weeks in grades 6-12, in area schools. The student will observe and actually teach in a classroom.

Included will be 30 contact hours of seminar which can include intensive meeting time before the directed teaching experience and weekly meetings during the directed teaching experience and upon its conclusion. The purpose of the seminar is to allow exploration of issues and experiences reflectively to enhance the directed teaching experience. 2:12:14

## EDC – Early Childhood Education

### EDC 220

#### **Child Growth and Development for Early Childhood and Elementary Teachers**

A study of the growth and development of children, birth through the years of middle childhood. Emphasis will be placed on contemporary multicultural dimensions of development and child rearing, and their implications for teachers. Students will spend a total of 15 contact hours (5 hours each) observing an infant or toddler, a pre-primary aged child, kindergartener, or first grader, and a second, third, fourth or fifth grader. 3:0:3

### EDC 221

#### **Child Growth and Development-Field Experience for Transfer students**

PREREQUISITES: Transfer course equivalent to EDC 220 without field Experience.

**This course is designed for students transferring a child development course that did not include observation. A course designed for student observation and reflection for a total of five (5) hours in each of the following early childhood settings: Infant or Toddler, Pre-primary, and Early Elementary (K-3). 0:2:1**

**EDC – Early Childhood Education (continued)****EDC 222****Early Childhood Principles**

PREREQUISITE: EDC 220

An introduction to early childhood principles and their implications for teaching. Students will be familiar with the philosophical framework of developmentally appropriate practices as a basis for making professional decisions. Students will observe for a total of five (5) hours in each of the following early childhood settings: Infant or Toddler, Pre-Primary, and Early Elementary (K-3) 3:0:3

**EDC 223****Early Childhood Principles-Field Experience for Transfer students**

PREREQUISITES: Transfer course equivalent to EDC 222 without field Experience and EDC 220.

**This course is designed for students transferring an early childhood principles course that did not include observation. A course designed for student observation and reflection for a total of five (5) hours in each of the following early childhood settings: Infant or Toddler, Pre-primary, and Early Elementary (K-3). 0:2:1**

**EDC 325****Education of Exceptional Children**

PREREQUISITE: EDC 220 or EDE 205

A course designed to study the varied educational, developmental, and behavioral characteristics of children with special intellectual, physical, emotional, or social needs. This course includes completion of out-of-class experiences such as visits to inclusion classrooms in area schools, classroom or agency visits for children with exceptionalities or interviews with families. 3:0:3

**EDC 340****Language and Literacy Development in Early Childhood**

PREREQUISITE: EDC 220 and EDC 222

A study of language and literacy development in young children. Emphasis will be placed on the roles of teachers and families in facilitating reading, writing, speaking and listening in young children, from birth through age 5. Students will observe and interact with children for (5) five hours in each of the following early childhood settings: Infant or Toddler, Pre-primary, Early Elementary (K-3). 3:0:3

**EDC 342****Early Childhood Program Management**

PREREQUISITES: EDC 220 and EDC 222

A course examining the issues of management in early childhood programs, including supervision; planning environments, curriculum, and evaluation procedures; health, safety, nutrition; guidance and classroom management; professional decision-making; working with families and community; and advocacy. Students will visit and participate in a variety of different programs serving children from birth through grade 3. 2:0:2

**EDC 344****Program Planning and Evaluation in Early Childhood Programs**

PREREQUISITE: 6 hours of Early Childhood coursework and EDC 342.

This course examines the systematic and ongoing evaluation of various components of an early childhood program, and the use of that information to determine the vision and goals for the program, and allocation of resources to meet those goals. The process of change and the role leadership will be explored. 2:0:2

**EDC 345****Financial Aspects of Early Childhood Programs**

PREREQUISITE: 6 hours of Early Childhood coursework and EDC 342.

The course will examine the financial aspects of early childhood programs related to establishing and operating early education centers and family child care homes. Issues of quality, compensation and affordability will be addressed. Steps in planning a budget based on the program's vision, mission and goals and a regular analysis of the budget as a planning tool will be emphasized. Financial records necessary to provide evidence of a sound fiscal management system will be addressed. Fiscal policies and procedures and insurance needed to protect program integrity and assets will be analyzed. Effective marketing, public relations, and community outreach strategies will be explored. 2:0:2

## EDC – Early Childhood Education (continued)

### EDC 346

#### **Human Resources in Early Childhood Programs**

PREREQUISITE: 6 hours of Early Childhood coursework and EDC 342.

A course designed to examine aspects of supervising and supporting personnel in early care and education settings. Policies and legalities of recruiting, screening and hiring will be addressed. 2:0:2

### EDC 354

#### **Observation, Assessment & Screening in Early Childhood Education**

PREREQUISITE: Admission to the School for Education

##### **Concurrent enrollment in:**

EDC 373 or 383 or permission of coordinator or chair.

A course exploring appropriate assessment procedures for evaluating, monitoring, reporting, and planning experiences to support and extend the development and learning of young children. Students will practice the skills of observation and assessment. 3:0:3

#### **EDC 354a: Observation, Assessment & Screening in Early Childhood Education: Part 1**

PREREQUISITE: Admission to the School for Education

##### **Concurrent Enrollment in:**

EDC 355a: Social and Emotional Learning in ECE: Part 1

EDC 363a: Integrating the Curriculum-PreK: Part 1

EDC 358: Early Childhood Program Management 16-week

EDC 373 PreK Practicum for ECE

Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and

Leadership

OR PERMISSION OF Coordinator or Chair

*Students must enroll and successfully complete part 2 within the next term or repeat EDC 354a.*

A Course exploring appropriate assessment procedures for evaluating, monitoring, reporting, and planning experiences to support and extend the development and learning of young children. 1:0:1.

### EDC 354b: Observation, Assessment &

#### **Screening in Early Childhood Education-Part 2**

PREREQUISITE: Admission to the School for Education and successful completion of EDC 354a within the directly prior term.

##### **Concurrent Enrollment in:**

EDC 355b: Social and Emotional Learning in ECE: Part 2

EDC 363b: Integrating the Curriculum-PreK: Part 2

16-week

EDC 373 PreK Practicum for ECE

Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and

Leadership

OR PERMISSION OF Coordinator or Chair.

Students will practice the skills of observation and assessment in an early childhood setting. 2:0:2

### EDC 355

#### **Social and Emotional Learning in Early Childhood**

PREREQUISITE: Admission to the School for Education.

This course will examine the theories that support the problem solving approach to guiding young children's behavior in the early childhood classroom. The adult role in developing relationships of mutual trust and respect and helping young children see themselves as a member of a learning community will be emphasized. Developmentally appropriate strategies, including preventive strategies, will be explored. Students will observe and analyze guidance and classroom management practices in different early childhood settings. 3:0:3

## EDC – Early Childhood Education (continued)

### **EDC 355a: Social and Emotional Learning in Early Childhood-Part 1:**

PREREQUISITE: Admission to the School for Education.

#### **Concurrent Enrollment in:**

EDC 354a: Observation, Assessment and Screening in ECE: Part 1

EDC 363a: Integrating the Curriculum-PreK: Part 1

EDC 358: Early Childhood Program Management 16-week

EDC 373 PreK Practicum for ECE

Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and

Leadership

OR PERMISSION OF Coordinator or Chair

*Students must enroll and successfully complete part 2 within the next term or repeat EDC 355a.*

This course will examine the theories that support the problem solving approach to guiding young children's behavior in the early childhood classroom and/or setting. The adult role in developing relationships of mutual trust and respect and helping young children see themselves as a member of a learning community will be emphasized. Developmentally appropriate strategies, including preventive strategies, will be explored. 2:0:2.

### **EDC 355b: Social and Emotional Learning in Early Childhood-Part 2:**

PREREQUISITE: Admission to the School for Education and successful completion of EDC 355a within the directly prior term.

#### **Concurrent Enrollment in:**

EDC 354b: Observation, Assessment and Screening in ECE: Part 2

EDC 363b: Integrating the Curriculum-PreK: Part 2

16-week

EDC 373 PreK Practicum for ECE

Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and Leadership

OR PERMISSION OF Coordinator or Chair..

Students will observe and analyze guidance and classroom management practices in different early childhood settings 1:0:1.

### **EDC 357**

#### **Family Involvement in Early Childhood Education**

PREREQUISITE: Admission to the School for Education.

A course designed to provide students with the knowledge and skills necessary to promote and support family involvement in early childhood settings (including Infant/Toddler, Pre-primary, and early elementary K-3). Emphasis will be placed on learning to work effectively with families and other adults from a variety of cultural/linguistic and socio-economic backgrounds. 3:0:3

### **EDC 362**

#### **Infants and Toddlers**

PREREQUISITE: Admission to the School for Education

Students will plan, implement and evaluate developmentally appropriate materials, activities and strategies for children, birth through age 2. ECE Certification students and ECE Teaching Young Children must be concurrently enrolled in EDC 382 Infant and Toddler Practicum for Early Childhood Education and Leadership. 3:0:3

### **EDC 363**

#### **Integrating the Curriculum: PreK**

PREREQUISITE: Admission to the School for Education.

A course designed for students to plan, implement and evaluate developmentally appropriate materials, activities and strategies in a Pre-primary setting. ECE Certification and ECE Teaching Young Children students must be concurrently enrolled in EDC 372 Infant and Toddler Practicum for ECE Certification or Teaching Young Children. Early Childhood Education and Leadership students must be concurrently enrolled in EDC 382 Infant and Toddler Practicum for Early Childhood Education and Leadership. 3:0:3

## EDC – Early Childhood Education (continued)

### EDC 363a

#### **Integrating the Curriculum: PreK-Part 1**

PREREQUISITE: Admission to the School for Education.

#### **Concurrent Enrollment in:**

EDC 354a: Observation, Assessment and Screening in ECE: Part 1

#### **Social and Emotional Learning in Early Childhood-Part 1:**

EDC 347: Early Childhood Program Management  
16-week

EDC 373 PreK Practicum for ECE Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and Leadership

OR PERMISSION of Coordinator or Chair

*Students must enroll and successfully complete part 2 within the next term or repeat EDC 363a.*

A course designed for students to evaluate developmentally appropriate materials, activities and strategies in a Pre-primary setting. 1:0:1.

### EDC 363b

#### **Integrating the Curriculum: PreK-Part 2**

PREREQUISITE: Admission to the School for Education and successful completion of EDC 363b within the directly prior term.

#### **Concurrent Enrollment in:**

EDC 354b: Observation, Assessment and Screening in ECE: Part 2

EDC 355 b Social and Emotional Learning in Early Childhood-Part 2:

16-week

EDC 373 PreK Practicum for ECE

Certification or Teaching Young Children OR EDC 383: PreK Practicum for ECE and Leadership

OR PERMISSION OF Coordinator or Chair

A course designed for students to plan and implement activities and strategies in a Pre-primary setting 2:0:2.

### EDC 364

#### **Integrating the Curriculum: K-3**

PREREQUISITE: Admission to the School for Education.

A course designed for students to plan, implement and evaluate developmentally appropriate materials, activities and strategies in a primary setting, grades K-3. ECE Certification students must be concurrently enrolled in EDC 374: K-3 Practicum for ECE Certification. 3:0:3.

### EDC 372

#### **Infant and Toddler Practicum**

PREREQUISITE: Admission to the School for Education.

A supervised field experience in an infant/toddler setting that supports the integration of teacher knowledge, skills, and dispositions necessary for working with young children, birth through age 2, and their families. The student is required to be in the infant/toddler setting 72 hours during the semester. The practicum is scheduled with practicum instructor. The student must be concurrently enrolled in EDC 362 and must earn at least a "B" in the practicum to continue in the program. 0:2:2

### EDC 373

#### **PreK Practicum**

PREREQUISITE: Admission to the School for Education.

A supervised field experience in a PreK-primary setting that supports the integration of teacher knowledge, skills, and dispositions necessary for working with young children, 3-5 years of age, and their families. The student is required to be in the Pre-primary setting 72 hours during the semester and is scheduled with practicum instructor. The student must be concurrently enrolled in EDC 363 or EDC 363a &b Integrating the Curriculum: PreK and must earn at least a "B" in the practicum to continue in the program. 0:2:2



## EDC – Early Childhood Education (continued)

### EDC 374

#### K-3 Practicum

PREREQUISITE: Admission to the School for Education.

A supervised field experience in a primary setting that supports the integration of teacher knowledge, skills, and dispositions necessary for working with young children, (K-grade 3), and their families. The student is required to be in the pre-primary setting 72 hours during the semester and is scheduled with practicum instructor. The student must be concurrently enrolled in EDC 364: Integrating the Curriculum: K-3 and must earn at least a “B” in the practicum to continue in the program. 0:2:2

### EDC 382

#### Infant and Toddler Practicum for Early Childhood Education and Leadership

PREREQUISITE: Admission to the School for Education.

A supervised field experience in an infant/toddler setting that supports the integration of teacher knowledge, skills, and dispositions necessary for working with young children (birth-age 2) and their families. The student is required to be in the infant/toddler setting 36 hours during the semester and is scheduled with practicum instructor. The student must earn at least a “B” to continue in the program. The student must be concurrently enrolled in EDC 362 Infants and Toddlers. 0:1:1

### EDC 383

#### PreK Practicum for Early Childhood Education and Leadership

PREREQUISITE: Admission to the School for Education.

A supervised field experience in a Pre-primary setting that supports the integration of teacher knowledge, skills, and dispositions necessary for working with young children (3-5 years of age) and their families. The student is required to be in the Pre-primary setting 36 hours during the semester and is scheduled with practicum instructor. The student must be concurrently enrolled in EDC 363 or EDC 363a & b: Integrating the Curriculum: PreK. The student must earn at least a “B” to continue in the program. 0:1:1

**Student must pass appropriate PRAXIS before enrolling in Directed Teaching with Seminar.**

### EDC 410

#### Early Childhood Directed Teaching with Seminar

PREREQUISITES: EDC 354, EDC 355, EDC 362, EDC 363, EDC 364, EDC 372, EDC 373, EDC 374, EDE 380, and EDE 385, admission to the School for Education and criteria met for directed teaching.

A twelve-week experience of directed teaching in two different early childhood settings (Infant/Toddler, Pre-primary or Primary K-3). Interactions with children and families from a variety of backgrounds will be an integral part of the directed teaching experience. Included will be 30 contact hours of seminar, including intensive meeting time before student teaching begins and weekly meetings during the experience of directed teaching and a culminating session following the directed teaching experience. The purpose of the seminar is to allow exploration of issues and experiences in a reflective way to enhance the directed teaching experience, and to articulate an appropriate philosophy of early childhood education as a basis for making professional decisions. 2:12:14

### EDC 415

#### Internship to ECE & Leadership

PREREQUISITES: EDC 354 or 354 a & b, , EDC 355 or 355 a & b, EDC 362 or 362 a & b, EDC 363 or 363 a & b, EDC 372 or 382, EDC 373 or 383, admission to the School for Education and criteria met for requesting internship.

A 12-week field experience designed to examine the role of leadership in early care and education. 30 contact hours of seminar meetings will provide an opportunity to support of the development of students as leaders who empower, encourage and support others as they strive to meet goals and become agents of change in early childhood programs. Degree portfolio will be completed in this course. Variable Credit 8-12 cr,



## EDC – Early Childhood Education (continued)

### EDC 420

#### **Internship in Early Childhood Teaching Young Children**

PREREQUISITES: EDC 354 or 354 a & b, , EDC 355 or 355 a & b, EDC 362 or 362 a & b, EDC 363 or 363 a & b, EDC 372, EDC 373, admission to the School for Education and criteria met for requesting internship.

Internship in Teaching Young Children: A twelve-week experience of teaching internship in one or two different early childhood settings. (Infant or Toddler and Pre-primary – or

Mentorship if already teaching) Interactions with children and families from a variety of backgrounds will be an internal part of the directed teaching experience. Included will be 30 contact hours of seminar. The purpose of the seminar is to allow exploration of issues and experiences in a reflective way, to enhance the teaching experience, and to articulate an appropriate philosophy of early childhood education as a basis for making professional decisions. Degree portfolio will be completed in this course. 2:12:12

## EDE – Elementary Education

### EDE 220

#### **Child Growth and Development for Early Childhood and Elementary Teachers**

A study of the growth and development of children, birth through the years of middle childhood. Emphasis will be placed on contemporary multicultural dimensions of development and child rearing, and their implications for teachers. Students will spend a total of 15 contact hours (5 hours each) observing an infant or toddler, a pre-primary aged child, kindergartener, or first grader, and a second, third, fourth, or fifth grader. 3:0:3

### EDE 335

#### **Art, Music and Movement for Early Childhood and Elementary Teachers**

A course in which students plan, implement and evaluate developmentally appropriate materials, activities and strategies for teaching art, music and physical education in early childhood settings and the elementary grades. Combines theoretical knowledge about effective instruction with the development and application of reflective teaching skills. 3:0:3

### EDE 355

#### **Classroom Management for Elementary Teachers**

PREREQUISITES: EDU 203 and Admission to the School for Education.

Theory and skills necessary to implement classroom management strategies are presented through lecture, discussion and classroom observations. Students will explore the

theoretical foundations, knowledge, skills and dispositions necessary to create supportive teacher-student relationships and to implement developmentally appropriate guidance and classroom management strategies. The course includes guidance procedures for integrating children with and without disabilities. Students will observe and analyze guidance and management practices in a variety of appropriate early childhood, elementary, middle school and secondary settings. 3:0:3

### EDE 359

#### **Elementary Teaching Strategies**

PREREQUISITE: Admission to the School for Education. Students must earn at least an “B” in this course before enrolling in directed teaching. Will be taken concurrently with Practicum.

This course develops the curriculum and instructional strategies appropriate to the elementary learner. An emphasis is focused on developing knowledge of the Missouri Standards, lesson plans, teaching strategies, and reflection techniques. The course is designed to provide the student with the skills to plan, implement, and evaluate both the teaching and learning processes for the elementary social studies classroom. 5:0:5

## EDE – Elementary Education (continued)

### EDE 360

#### Practicum

PREREQUISITE: Admission to the School for Education.

A. Concurrent enrollment in EDE 359 and EDE 380 required unless previously completed.

B. Concurrent enrollment in EDU 375 or approval of Program Chair.

C. Concurrent enrollment in EDE 385 and EDE 387 or approval of Program Chair.

This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in the observation and application of classroom management, professional practices, and instructional techniques. The student is required to be in the regular classroom a full day or 2 half days during the semester. Students must earn a “B” grade or higher before continuing in the practicum sequence; may be repeated. 0:2:2

### EDE 378

#### Science for Early Childhood and Elementary Teachers

ELEMENTARY: PREREQUISITES: EDE 359 and admission to the School for Education.

Early Childhood Prerequisites: Admission to the School for Education.

A course designed to explore how children develop an interest in scientific exploration. Students will observe, design, implement and evaluate activities appropriate for early childhood programs and elementary classrooms. 2:0:2

### EDE 380

#### Literacy for Early Childhood and Elementary Teachers

ELEMENTARY: PREREQUISITES: Admission to the School for Education. To be taken concurrently with EDE 360 Practicum A.

Early Childhood: To be taken concurrently with EDC 374.

Teaching literacy as a lifelong endeavor including reading research, emergent literacy/reading readiness, writing, listening and speaking in order to prepare students to become competent communicators. Emphasis on the development and organization of an authentic language arts program including the principles and practices which will lead to literacy. Observations in a variety of settings, including early childhood programs and elementary

classrooms enable the student to learn about the support of emergent literacy and the delivery of literacy instruction in the primary grades. 6:0:6

### EDE 385

#### Diagnosis and Remediation for Math Difficulties

PREREQUISITES: MA 135 plus one additional Math course.

admission to the School for Education.

Elementary: To be taken concurrently with EDE 360C

Practicum. Early Childhood: To be taken concurrently with EDC 374: K-3 practicum. This course will study effective assessment/diagnostic and instructional techniques, including remedial strategies, for the teaching of mathematics to prepare preservice teacher candidates to work with elementary school students. Preservice teacher candidates will apply their knowledge of the assessment/diagnostic process and prescriptive teaching strategies to work with directly with students in the area of mathematics during a field experience in an elementary school setting. 3:0:3

### EDE 387

#### Diagnosis & Remediation of Reading Difficulties

PREREQUISITE: : EDE 380 and admission to the School for Education.\*

A survey of the instruments which teachers can use in their classroom to screen reading difficulties. The instruments will be demonstrated and mastered as part of the course. Methods and materials available to the classroom teacher for remediation reading difficulties are also a focus of this course. Preservice students are required to work with elementary school students in a classroom setting and/or one on one for 32 hours of combined assessment and remedial tutoring in a school setting during regularly scheduled course hours set reserved for this purpose. This course is designed to prepare teachers to individualize reading instruction within a literacy program in the elementary school. 3:0:3  
\* To be taken concurrently with EDE 360C Practicum.

## EDC – Early Childhood Education (continued)

**Student must pass appropriate PRAXIS before enrolling in Directed Teaching with Seminar.**

### EDE 410

#### **Elementary Directed Teaching with Seminar**

**PREREQUISITES:** EDE 359 (with at least a grade of “B”), EDE 387, EDE 380, and admission to the School for Education and cumulative GPA of 2.75. A ten-week experience in directed teaching in an area school. The student will observe and actually teach in a classroom. Included will be 30 contact hours of seminar, an intensive period before teaching begins, biweekly meetings during the experience of directed teaching and immediately at the conclusion. The purpose of the seminar is to allow exploration of issues and experiences in reflective way to enhance the directed teaching experience. 2:10:12

## EDM – Middle School Education

### MIDDLE SCHOOL EDUCATION

#### **EDM 225**

##### **Psychology of Education & Adolescence**

Through a study of the developmental factors and problems common to the period from puberty to adulthood, including self identity, sexuality, parent, peer, and adolescent relationships, and conditions leading to optimal development, this course guides the student to apply the fundamental principles of adolescent psychology to the teaching-learning process. 3:0:3

#### **EDM 320 (EN 320)**

##### **Literature for Young Adults**

Students in this course will survey literature appropriate for school children grades six through twelve. Students will also determine criteria for selecting and evaluating literature for adolescents, and will develop lesson plans for teaching literature at various grade levels. 3:0:3

#### **EDM 353**

##### **Teaching Strategies & Classroom Management**

**PREREQUISITES:** Admission to the School for Education. To be taken simultaneously with Practicum.

Theory and skills necessary to implement classroom management, curriculum development and instructional strategies are presented through lecture, discussion and classroom observations. Students will explore the theoretical foundations, knowledge, skills and dispositions necessary to create supportive teacher-student relationships and to implement developmentally appropriate guidance and classroom management strategies. Additional emphasis is focused on developing knowledge of the Missouri Standards, lesson plans, and reflection techniques. The course includes guidance procedures for integrating children with and without disabilities. 3:0:3.

**EDM – Middle School Education (continued)****EDM 358 (EDS 358)****Reading and Writing in the Content Areas**

**PREREQUISITES:** To be taken simultaneously with practicum. Must be admitted to the School for Education.

This course will provide the middle school teacher candidate with the knowledge and skills to address the various reading, writing, and study skill levels and the literacy attitudes and motivation of middle school students. Theories, techniques, and strategies of reading, writing, vocabulary development, and study skills in the secondary content areas are studied and practiced. Connections between reading, writing, hearing, speaking, and thinking to the learning process are emphasized. Also an understanding of varying skill levels in these literacy areas will result in the ability to meet the needs of all learners. Students are expected to include literacy instruction with their content are assignments and field experiences. 3:0:3

**EDM 360****Practicum**

**PREREQUISITE:** Admission to the School for Education.

This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in the observation and application of classroom management, professional practices, and instructional techniques.

The student is required to be in the regular classroom a full day or 2 half days during the semester. Students must earn a “B” grade or higher before continuing in the practicum sequence; may be repeated. 0:2:2

**A.** Concurrent enrollment in EDM 353 and EDM 380 required unless previously completed.

**B.** Concurrent enrollment in EDU375 recommended.

**EDM 380****Literacy for Middle School Teachers**

**PREREQUISITE:** Admission to the School for Education. To be taken simultaneously with EDM 353 and practicum.

Theories and techniques of teaching reading and study skills in the middle school classroom are explored. Included will be the connection between reading, writing, thinking, speaking, and listening. Students are expected to do actual tutoring of a student or students for the laboratory portion of this course. 5:1:6

**Student must pass appropriate PRAXIS before enrolling in Directed Teaching with Seminar.**

**EDM 395****Methodology in Teaching Content Area in Middle School Classrooms**

**PREREQUISITE:** Admission to the School for Education. To be taken simultaneously with Practicum or Directed Teaching.

The purpose of this course is for candidates to identify and practice appropriate techniques and methods in the area of certification. The teaching of reading and writing, in addition to assessment, will be addressed. The areas of emphasis will be offered on a rotating basis as need dictates: A. English B. Social Studies C. Science D. Mathematics 3:0:3

**EDM 410****Middle School Directed Teaching with Seminar**

**PREREQUISITES:** EDM 353 (with at least a grade of “B”) and at least 15 hours in discipline to be taught and admission to the School for Education and cumulative GPA of 2.75.

A ten-week experience in directed teaching in an area school. The student will observe and actually teach in a classroom. Included will be 30 contact hours of seminar, an intensive period before teaching begins, weekly meetings during the experience of directed teaching and immediately at the conclusion. The purpose of the seminar is to allow exploration of issues and experiences in reflective way to enhance the directed teaching experience. 2:10:12

## EDS – Secondary Education

### SECONDARY EDUCATION

#### EDS 225

##### **Psychology of Education & Adolescence**

Through a study of the developmental factors and problems common to the period from puberty to adulthood, including self identity, sexuality, parent, peer, and adolescent relationships, and conditions leading to optimal development, this course guides the student to apply the fundamental principles of adolescent psychology to the teaching-learning process. 3:0:3

#### EDS 320 (EN 320)

##### **Literature for Young Adults**

Students in this course will survey literature appropriate for school children grades six through twelve. Students will also determine criteria for selecting and evaluating literature for adolescents, and will develop lesson plans for teaching literature at various grade levels. 3:0:3

#### EDS 353

##### **Teaching Strategies & Classroom Management**

**PREREQUISITES:** Admission to the School for Education. To be taken simultaneously with Practicum.

Theory and skills necessary to implement classroom management, curriculum development and instructional strategies are presented through lecture, discussion and classroom observations. Students will explore the theoretical foundations, knowledge, skills and dispositions necessary to create supportive teacher-student relationships and to implement developmentally appropriate guidance and classroom management strategies. Additional emphasis is focused on developing knowledge of the Missouri Standards, lesson plans, and reflection techniques. The course includes guidance procedures for integrating children with and without disabilities. 3:0:3."

#### EDS 358 (EDM 358)

##### **Reading and Writing in the Content Areas**

To be taken simultaneously with practicum. Must be admitted to the School for Education. This course will provide the secondary teacher candidates with the knowledge and skills to address the various reading, writing, and study skill levels and the literacy attitudes and motivation of secondary students. Theories, techniques, and strategies of reading, writing, vocabulary development, and study skills in the secondary content areas are studied and practiced. Connections between reading, writing, hearing, speaking, and thinking to the learning process are emphasized. Also an

understanding of varying skill levels in these literacy areas will result in the ability to meet the needs of all learners. Students are expected to include literacy instruction with their content area assignments and field experiences. 3:0:3

#### EDS 360

##### **Practicum**

**PREREQUISITE:** Admission to the School for Education.

A. Concurrent enrollment in EDS 353

B. Concurrent enrollment in EDU375 recommended

This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in the observation and application of classroom management, professional practices, and instructional techniques.

The student is required to be in the regular classroom a full day or 2 half days during the semester. Students must earn a "B" grade or higher before continuing in the practicum sequence; may be repeated. 0:2:2

#### EDS 395

##### **Methodology in Teaching Content Area in The Secondary Classroom**

**PREREQUISITE:** Admission to the School for Education. To be taken simultaneously with Practicum or Directed Teaching.

The purpose of this course is for candidates to identify and practice appropriate techniques and methods in the area of certification. The teaching of reading and writing, in addition to assessment, will be addressed. The areas of emphasis will be offered on a rotating basis as need dictates: A. English B. Social Studies C. Science D. Mathematics 3:0:3

**Student must pass appropriate PRAXIS before enrolling in Directed Teaching with Seminar.**

#### EDS 410

##### **Secondary Directed Teaching with Seminar**

**PREREQUISITES:** EDS 353 (with at least a grade of "B" and 24 hours in discipline to be taught and admission to the School for Education and cumulative GPA of 2.75.

A ten-week experience in directed teaching in an area school. The student will observe and actually teach in a classroom. Included will be 30 contact hours of seminar, an intensive period before teaching begins, weekly meetings during the experience of directed teaching and immediately at the conclusion. The purpose of the seminar is to allow exploration of issues and experiences in reflective way to enhance the directed teaching experience. 2:10:12

## EG – Engineering

### EG 101

#### **Introduction to Engineering Management**

The introduction to the responsibilities and requirements for engineer administration. The management of technical activities, with emphasis on planning and organizing; requirements for managing projects, team building, techniques of control, data requirements and analysis, communication, time management, and project analysis. 3:0:3

### EG 360

#### **Environmental Impact in Engineering**

Course includes legal and administrative activities leading toward improved environmental management and responsibility of engineers. National Environmental Policy Act and court decision implications, and preparation and processing of environmental impact statements. 3:0:3

### EG 390

#### **Engineer Administration**

#### **Decision-Making Models**

PREREQUISITES: CO 360, EC 142 or consent of the instructor.

Development of the formal problem solving process. Identification of the types of decisions made by engineer administrators. Development of techniques for lay-out and organization of the engineer project using milestone scheduling, Gantt chart, and CPM to determine resource requirements, equipment scheduling, and time estimates. Forecasting what is needed, where and when, and alternatives. 3:0:3

### EG 470

#### **Engineer Administration Economics**

PREREQUISITE: EC 142.

Techniques for capital investment decision making, time-value of money, the evaluation of investment alternatives, depreciation cost, materials and equipment accounting information systems. 3:0:3

### EG 491

#### **Senior Seminar in Engineering Administration**

PREREQUISITE: Completion of construction/engineering core courses or permission of instructor.

Advanced case study of engineering management of engineering projects with emphasis on a construction project and the associated construction management. Includes the engineering administration and management responsibilities from project inception to completion. A capstone course bringing together previous course work into the analysis, research, data collection and presentation for the case study. 3:0:3

## EI – English as an International Language

### EI 101

#### **Beginning Reading and Writing I**

This course introduces the beginning level speaker of English to basic reading texts and elementary writing tasks. Students learn to identify topic sentences, main ideas, and conclusions; various methods of building vocabulary; and to recognize basic sentence constituents. Writing tasks will be based mainly, but not exclusively, on the readings. Students compare and analyze each other's work for errors and strengths. As beginning writers of English, they practice and become familiar with simple grammatical structures. 3:0:3

### EI 102

#### **Beginning Reading and Writing II**

This course continues to introduce the beginning level speaker of English to basic reading texts and elementary writing tasks. In this course, students encounter more challenging reading assignments, ranging from 500 - 800 vocabulary words. More varied writing tasks will be assigned. Students continue to practice grammatical and textual analysis. 3:0:3

## EI – English as an International Language (continued)

### EI 111

#### **Beginning Listening and Speaking I**

This course introduces the beginning level speaker of English to basic listening, speaking, and pronunciation skills. Students learn the elements of phonetics to facilitate the development of superior pronunciation skills as well as self-monitoring techniques. They are exposed to graduated (in terms of difficulty) selections of aural English. They also practice routinized and common patterns of speech such as may be found in the classroom, in the cafeteria, in stores, in the dorm, and so on. Finally, students acquire strategies to improve their comprehension, as well as others' comprehension of them. 3:0:3

### EI 112

#### **Beginning Listening and Speaking II**

This course continues to introduce the beginning level speaker of English to basic listening, speaking, and pronunciation skills. Building on the knowledge of phonetics gained in EI111, which it follows, students practice and hone their pronunciation skills, including suprasegmental elements such as intonation and rhythm. As listening and speaking material grows more challenging, students continue to develop both listening comprehension and fluency in spoken English, in more contexts. 3:0:3

### EI 121

#### **Beginning Grammar I**

This course introduces the beginning level student to the basic grammar of English. The principal tenses and aspects of the verb system will be covered, as well as the noun system, fundamentals of the way the English article works, and basic adjectives, adverbs, prepositions, and conjunctions. The focus at this level is on simple sentences. 3:0:3

### EI 122

#### **Beginning Grammar II**

This course continues the introduction of basic English grammar begun in EI121. Concepts and grammatical categories encountered in EI 121 will continue to be practiced and reviewed; most will be expanded. Completion of these two courses provides the beginning student with a solid grounding in fundamental English grammar, and increased awareness of grammar itself. 3:0:3

### EI 130

#### **Beginning Integrated Skills I**

This course provides students opportunity to practice and apply all of the skills, concepts, and content being acquired in the other beginning level courses. Themes introduced in the other courses are developed holistically by means of various types of projects and presentations. The focus in integrated skills courses is on using and producing the appropriate language to express, discuss and demonstrate content. 3:0:3

### EI 140

#### **Beginning Integrated Skills II**

This course provides students with further opportunity to practice and apply skills, concepts, and content being acquired in the other beginning level courses. Themes introduced in the other courses are developed holistically by means of various types of projects and presentations. The focus in integrated skills courses is on using and producing the appropriate language to express content. 3:0:3

### EI 201

#### **Intermediate Reading and Writing I**

This course introduces the intermediate level speaker of English to readings of more challenging vocabulary and more varied type, such as newspaper articles, short stories, and brief technical selections. An emphasis is placed on vocabulary building skills and reading skills such as scanning for detail. Writing tasks are based mainly, but not exclusively, on the readings and include short essay-length compositions of different rhetorical categories, as well as summaries, outlines, paraphrases, and letters. 3:0:3

### EI 202

#### **Intermediate Reading and Writing II**

Students continue to develop their reading and writing skills and expand their vocabulary in preparation for advanced level classes. Students will read longer and more challenging texts of varying types; writing assignments will be based mainly, but not exclusively, on these readings. 3:0:3



**EI – English as an International Language (continued)****EI 210****Intermediate Speaking and Listening I**

This class teaches students speaking and listening skills necessary for academic success. Students will focus on improving spoken grammar, vocabulary, listening comprehension, pronunciation and fluency. Class activities will include in-class discussions, individual and group oral presentations, pronunciation exercises and spoken instruction. Students will be exposed to American rhetorical forms, including political debate, music lyrics, academic lectures and sports/entertainment/cultural commentary. 3:0:3

**EI 211****Intermediate Speaking and Listening II**

Students continue to develop the speaking and listening skills necessary for academic success. They will be exposed to listening material of an academic nature, such as recorded lectures, news broadcasts, etc. and will participate in oral activities of an academic nature, such as presentations, debates, discussions, and so on. The course will also emphasize communicative skills and strategies to enable students to check on meaning, clarify misunderstandings, and get their own meaning across more clearly. 3:0:3

**EI 221****Intermediate Grammar I**

Students in EI221, Intermediate Grammar, revisit and expand their acquaintance with basic verb tense/aspect categories, adding the perfect aspect. The different aspects of English verbs are contrasted, in order to better explain and demonstrate their use and distribution. Students' knowledge of categories (such as nouns, etc.) and structures (such as phrases, clauses, etc.) is expanded. The passive voice and factual, future, and present unreal conditionals are introduced. Students' use and become more familiar with modals. 3:0:3

**EI 222****Intermediate Grammar II**

Students continue to consolidate their grasp of basic English grammar. In the verb system of English, particular attention is paid to the various forms of the perfect aspect, conditionals and modals. In the noun system, students' knowledge of what may constitute a noun is

expanded; and other structures such as noun, adjective, and adverb phrases, and independent/dependent clauses are examined. 3:0:3

**EI 230****Integrated Skills I**

This course teaches students to integrate diverse English skills, including speaking, listening, reading and writing, into holistic language use. Students will build on language skills by increasing reading comprehension, writing fluency and speaking fluency. May be taken as independent study. 3:0:3

**EI 245****Advanced American Culture**

This course broadens and deepens students' exposure to American culture through examination and analysis of American music, movies, TV, literature, art, and other media. Students in this course put their English into practice and demonstrate knowledge of American culture by producing a project elucidating an aspect which interests them. It is designed to build upon the skills of cultural analysis taught in EI145, American Culture, but may be taken on its own. 3:0:3

**EI 301****Academic Writing I**

This course introduces the advanced-level student to different rhetorical styles of writing, such as narrative, comparison/contrast, process, and so on, along with the requisite grammar. 3:0:3

**EI 302****Academic Writing II**

This course prepares the advanced-level student to write a research paper. Research methods, writing, and referencing skills will be taught, as well as advanced grammar. 3:0:3

**EI 310****Academic Speaking and Listening I**

This course focuses on fostering advanced-level students' fluency in academic discourse, particularly with regard to discussion skills. Students will practice preparing for, participating in, and leading discussions on academic subjects. 3:0:3



## EI – English as an International Language (continued)

### EI 311

#### **Academic Speaking and Listening II**

This course imparts the linguistic and technical skills advanced-level students need in order to prepare, deliver and respond to an academic presentation. Research methods, vocabulary, speaking styles, and presentation design will receive emphasis. 3:0:3

### EI 321

#### **Academic Reading I**

This course aims to develop advanced-level students' reading and comprehension skills and build their vocabulary. At least two novels will be read and analyzed. 3:0:3

### EI 322

#### **Academic Reading II**

This course concentrates on the skills advanced students require to be able to read academic texts such as articles and textbooks. Emphasis will be placed on the acquisition of academic vocabulary; fluency and efficiency of reading; and advanced comprehension strategies. 3:0:3

### EI 330

#### **Academic Integrated Skills I**

This class provides students with additional and highly advanced language acquisition, focusing on further development of reading, writing, speaking and listening skills, with emphasis on academic communication. Content will reinforce learning in other academic subjects, helping students to succeed in 300-400s levels of computer science, natural science, psychology and liberal studies. 3:0:3

### EI 340

#### **Study Skills for International Students**

This course prepares non-native speakers of English for academic work. All the skills that students need to succeed in the academic classroom are covered in this class: reading, directed listening, note-taking, vocabulary building, organizational skills, library and internet use, referencing techniques, and review strategies. 3:0:3

## EN – English

### EN 105 (C)

#### **First Year Writing Seminar I: Critical Reading, Writing and Thinking Across Contexts (C).**

An introduction to the recursive processes of writing, the course will emphasize discovery and writing-as-thinking. Students will engage various personal and academic genres, with attention to analyzing the audience and purpose for different writing situations. Course readings expose students to a variety of genres and topics from a range of cultural contexts to promote critical thinking and dialogue. Peer response, reflection and revision are emphasized through a summative course portfolio. 3:0:3

### EN 106 (C)

#### **First Year Writing Seminar II: Academic Research and Writing (C)**

**PREREQUISITES:** EN 105 or equivalent

The course provides sustained experience with the research and writing tasks common in the academy. Students will explore various

academic genres, with particular focus on learning to undertake academic inquiry; engage in close reading; incorporate research into their writing; and document sources. Peer response, reflection and revision are emphasized through a summative course portfolio. 3:0:3

### EN 201 LE

#### **Introduction to Literature**

Introduction to concepts and vocabulary involved in literary analysis. Develops skills in reading, interpreting and evaluating literature and surveys some of the major literary concerns and movements. 3:0:3

### EN 203

#### **Explorations in Language and Literature**

Introductory topics course in language and literature. May be repeated for credit on different topics. 3:0:3

**EN – English (continued)****EN 205****Introduction to English and Liberal Studies**

Prerequisites: EN 105, EN 106 or equivalents. An introduction to academic study in English and the Liberal Studies, this course introduces students to the basic elements of literary analysis and theory and to intellectual issues relevant to the study of language, literature and culture. Students will develop the academic skills and habits of mind needed to successfully engage in advanced studies in literature and writing. The course involves opportunities for engagement in campus and local literary organizations/events. 3:0:3

**EN 221****African-American Literature**

An introduction to major African-American writers from the earliest expressions to the present. An examination of the cultural milieu from which the writing arose, the ideological stance of each writer studied, and the styles and structure of the works considered. 3:0:3

**EN 231****Introduction to Language**

As an introduction to a general study of language, the course deals with the origin, nature and function of language as a uniquely human phenomenon. The history of English language and a survey of approaches to the analysis of languages are important components. 3:0:3

**EN 232 (LE)****Introduction to Poetry**

Introduction to concepts and vocabulary involved in literary analysis of poetry. A study of poetry in English, American, and world poetry. 3:0:3

**EN 233****Introduction to Drama**

A study of dramatic literature with emphasis on Anglo-American drama. 3:0:3

**EN 234 LE****Introduction to Fiction**

Close reading of selected works of English and American prose fiction, emphasizing the historical development of the novel and short story. 3:0:3

**EN 240****Computing for English and Liberal Studies Majors**

This course introduces computer concepts, terminology, and applications to enable English majors to use computers in their environment and careers. This course serves as the departmental equivalent of CS 140. 3:0:3

**EN 304****Special Topics in Language and Literature**

PREREQUISITE: Permission of instructor. A seminar course treating various topics of contemporary interest. 3:0:3

**EN 306 (C)****Professional Writing in the Disciplines**

PREREQUISITES: EN 105, EN 106, passing the Writing Competency Test, and 60 credit hours.

This course is the third course in the required writing sequence at Park University. It emphasizes professional writing skills and expectations in various disciplines while developing further basic writing skills. Specific departmental courses may be deemed equivalent and will be used to satisfy this course. The course will have three sections as follows:

**A. Scientific and Technical Writing**

This course helps students do scientific and technical research and prepare reports that will address the needs of various audiences in science, government, and industry. 3:0:3

**B. Business Communications**

This course will emphasize knowing and preparing various kinds of communications in business and related fields: business letters, reports, proposals, surveys, field studies, visual aids, group presentations, and public lectures. 3:0:3

**C. Advanced Expository and Research Writing**

This course develops further skills in advanced expository writing: long essays or articles for publication in journals or trade magazines, arts or literary publications, the teaching of writing, and general critical or argumentative pieces. 3:0:3

## EN – English (continued)

### EN 307 (C)

#### **Professional Writing in English Studies**

PREREQUISITES: EN 105, EN 106, passing the WCT, and 60 accumulated hours.

Experience in research, writing, and editing in the professional context of contemporary work in English studies. This course fulfills the EN 306 requirements for English majors. 3:0:3

### EN 311

#### **Creative Writing**

Writing workshop in creative genres, including fiction, poetry and playwriting. 3:0:3

### EN 315

#### **Earlier English Literature**

PREREQUISITE: EN 105, EN 106, EN 201

A survey of major authors and works from the medieval beginnings of English literature to approximately 1700. Special attention to Chaucer, Spenser, Shakespeare, and Milton. 3:0:3

### EN 316

#### **Later English Literature**

PREREQUISITE: EN 105, EN 106, EN 201

A survey of major authors, works, and movements from approximately 1660 to 1900. Special attention to the Romantic and Victorian periods. 3:0:3

### EN 317

#### **Earlier American Literature**

Study of significant American writers from the colonial period through the Civil War with attention to the historical and cultural contexts of their works. 3:0:3

### EN 318

#### **Later American Literature**

Study of significant American writers from the Civil War to the present with attention to the historical and cultural contexts of their works. 3:0:3

### EN 320

#### **Adolescent Literature**

A study of literature in English appropriate for readers in grades six through twelve. Application of literary analysis and interpretation, as well as emphasis on historical and cultural context, will locate adolescent literature within the broader literary tradition. 3:0:3

### EN 323

#### **Literary Modernism**

Focuses on literature from the first half of the twentieth century with emphasis on British and American texts and cultural/historical contexts. Intended for English majors and minors. 3:0:3

### EN 325

#### **Modern Grammar**

This course concentrates on modern approaches to English grammar and its teaching after a brief historical perspective of transformational, structural, and traditional methodologies. 3:0:3

### EN 341

#### **Literature and Film**

Investigation of the relationship between written literature and the moving image of film and video as media for both narrative and lyrical expression, with close study of selected examples. 3:0:3

### EN 351

#### **Classical Foundations of Literature**

Emphasis on classical texts that provide the foundations for English and American literature. 3:0:3

### EN 354

#### **Reading and Writing Nonfiction Prose**

A study of creative nonfiction prose for English majors concentrating in writing, and for other serious students of advanced writing. Emphasis will be on reading at least 2-3 major works of nonfiction prose and on student writing. 3:0:3

### EN 355

#### **International Literature**

The course discusses ethnic literary expressions from around the world, including works in translation. 3:0:3

### EN 356

#### **Women's Literature**

A study of literary works by and about women which will encourage students to explore the historical, political, and social contexts in which women live and write. 3:0:3

### EN 366

#### **The Novel in English**

History of the development of the novel in English, with special attention to English and American writers, and approaches to critical analysis. Course includes at least 2 novels written prior to 1900. 3:0:3

## EN – English (continued)

### EN 370

#### **Rhetorical History and Contemporary Analysis**

This course introduces students to the main movements, figures, theories and key terms in the history of rhetoric, with a focus on how the rhetorical tradition bears on reading, writing and textual analysis. 3:0:3

### EN 380

#### **Literary Theory and Criticism**

An examination of key questions in contemporary theory and its historical roots, along with the practice of literary criticism today. English Majors only. 3:0:3

### EN 384

#### **Professional Learning Experience for English**

PREREQUISITE: English major only, junior or senior status, and permission of instructor. Designed to support successful completion of an on- or off-campus internship by providing academic readings, research, and dialogue to enhance the experiential learning. At least one semester prior to enrolling, the student must submit a description of the internship and proposed academic complement for approval by his/her faculty mentor. 3:0:3

### EN 387

#### **Composition Theory**

PREREQUISITE: EN 105, EN 106, WCT  
An introduction to composition theory for English majors in the writing concentration, the course will engage students in the study of writing. Some consideration will be given to theories which overlap in composition and literature. Students will produce a major writing project, which will include a self-reflective analysis of their process. 3:0:3

### EN 411

#### **Advanced Creative Writing**

PREREQUISITE: EN 311

This course develops advanced creative writing skills by focusing exclusively on one literary genre. Students will participate in writing workshops; undertake close critical analyses of their own work and the works of others; and explore the techniques, conventions, and structures of the focus genre. 3:8:3

### EN 440

#### **Shakespeare**

A survey of major comedies, histories, tragedies, and non-dramatic poetry. 3:0:3

### EN 450

#### **Romanticism in Literature**

A study of the Romantic movement in European literature, particularly English, with particular emphasis on the later eighteenth and early nineteenth centuries. 3:0:3

### EN 490

#### **Capstone Seminar**

PREREQUISITE: EN 380 for literature concentration majors; strongly suggested for writing concentration majors.

The seminar will focus on a general topic in English studies on the model of an academic conference. Students will develop 20-minute conference papers in the first portion of the course and deliver them before the class and an invited audience in a series of seminar meetings late in the semester. Attention will be paid to both the research and the rhetorical demand of this task and to the relationship between each individual contribution and the wider topic. 3:0:3

## FI – Finance

### FI 201

#### **Personal Financial Management**

A study of individual and family financial management concepts and techniques which assist persons to become informed consumers and efficient managers of personal resources. 3:0:3

### FI 325

#### **Risk and Insurance**

An introduction to the basic principles of insurance and risk management from the perspective of the individual and family consumer; consideration is given to business risk management. 3:0:3

**FI 360**

**Financial Management**

PREREQUISITES: AC 201 and AC 202

The role of financial management through the development of a framework appropriate for financial decision making. Emphasis on obtaining and effectively utilizing the funds necessary for the operation of an enterprise. Elements of financial planning, capital budgeting, and consideration of alternative sources of funds. 3:0:3

**FI 363**

**Financial Institutions and Markets**

PREREQUISITE: EC 301

A study of the macrofinancial environment with emphasis on the structure, functions, and economic role of financial institutions and markets. This includes the role of commercial banks, the central banking system and international finance. 3:0:3

**FI 400**

**Special Topics in Finance**

This course consists of the study and analysis of some major aspect(s) of finance concepts at the senior level. Permission required from the instructor. Variable credit: 1-3 credit hours.

**FI 410**

**Problems in Corporate Finance**

PREREQUISITE: FI 360

A study of selected problems in financial management including short and long-term financial analysis and planning, trade-credit analysis, capital budgeting; use of case analysis. 3:0:3

**FI 415**

**Financial Analysis and Planning**

PREREQUISITE: FI 360

Analysis of the financial aspects of corporate business planning, evaluation of financial performance, valuation analysis, risk analysis, management of growth. 3:0:3

**FI 417**

**Investment Analysis and Management**

PREREQUISITE: FI 360 or permission of the instructor.

A study of investment alternatives, selection criteria, and portfolio management. Emphasis is placed on economic, financial, and market factors which affect the values of alternative investments, while studying risk management associated with investment management. 3:0:3

**FI 425**

**Principles of Real Estate**

PREREQUISITE: FI 360 or permission of the instructor.

A study of real property, its legal title, transfer, ownership, finance, and management. 3:0:3

**FI 430**

**Public Financial Management**

PREREQUISITES: AC 201 and AC 202

A study of financial functions performed in public and not-for-profit organizations with emphasis on financial reporting, budgeting, and accounting processes. 3:0:3

**FI 451**

**Finance Internship**

Open to Finance majors and minors who have demonstrated excellence in finance and want to explore practical applications to the academic body of knowledge in the professional environment. Variable credit: 1-12 hours

## FWR – Fitness, Wellness and Recreation

### FWR 108

#### Jogging

A study of the regiments and the body's responses to a jogging program. The course includes, but is not limited to, implementation of a personal jogging program, equipment and safety measures. 0:2:1

### FWR 119

#### Individual Sport Topics

There are several sports being offered under this topic. The common content is that students determine success for themselves. May be repeated for different sports. 0:2:1

### FWR 120

#### Team Sport Topics

The sports requiring cooperation between team members are taught under this heading. May be repeated for different sports. 0:2:1

### FWR 122 (BI 122)

#### Human Nutrition

An examination of nutritional guidelines, the nutrients necessary for good health, and the dietary needs of different populations. This course is designated as a VLE for nursing students. 3:0:3

### FWR 150

#### Basic Principles of Exercise and Sports Nutrition

PREREQUISITES: FWR 122 and AT 250 or concurrent enrollment.

An exploration of the basic principles of fitness and nutrition levels the body needs to effectively function physically and physiologically during exercise. 3:0:3

### FWR 250

#### Introduction to Sport Management

This course will examine the various aspects of sport management; including a look at different career opportunities within the industry, strategic planning, policies and procedures, and facility management. The goal of this course is to study the value professional management can add to sport organizations. 3:0:3

### FWR 300

#### Advanced Strength Training

PREREQUISITE: FWR 150

An examination and implementation of strength training. Maximum benefits and body adaptation will be presented, and the safety features will be explained and implemented. 1:1:2

### FWR 304

#### Special Topics in Physical Education

An in-depth examination of specific areas in the field of physical education. Topics include, but are not limited to: psychology of coaching, exercise physiology and sports officiating. 2:0:2

### FWR 400

#### Internship in Fitness, Wellness and Recreation

PREREQUISITES: FWR 150 and FWR 250

This course is designed to allow students to explore and experience the sport industry. Students will see firsthand the roles and responsibilities of various industry experts and their professional relations with the community. 3:0:3

## GGH – Human Geography

### GGH 110

#### Cultural Geography

The course is an introduction into cultural differences and spatial interactions within and between groups (religion, language, and customs) from around the globe. The course will also focus on human organization of space and how it impacts upon the environment. 3:0:3

### GGH 140

#### Economic Geography

The course will introduce the basic concepts and processes underlying the spatial distribution of economic activities on a regional, international, and global scale. Topics shall include: economic systems and concepts, and impact on groups, communities and nations. 3:0:3

### GGH 200

#### Geography of North America

This introductory course is designed to closely examine variations in cultural and physical differences in North America. Topics will include water supply, climate, dialect, economics, and population. 3:0:3

### GGH 201

#### Geography of Africa

This comprehensive course will study the physical and cultural geography of the regions of the African continent. Topics will include: neocolonialism, slavery, health issues, environmental problems, population, and current political geographical issues. 3:0:3

**GGH – Human Geography (continued)****GGH 202****Geography of Latin America**

This comprehensive course will study the physical and cultural geography of the regions of the South American and Middle American Realms. Topics will include: the economic climate, environmental problems, population, and current political geographical issues. 3:0:3

**GGH 203****Geography of Europe**

This comprehensive course will study the physical and cultural geography of the regions of the European continent. Topics will include: economic problems, environmental problems, population dynamics, and current political geographical issues. 3:0:3

**GGH 204****Geography of Asia**

This comprehensive course will study the physical and cultural geography of the regions of the Asian continent. Topics will include: economic problems, environmental problems, population dynamics, and current political geographical issues of South, East, and Southeast Asia. 3:0:3

**GGH 206****Geography of the Middle East**

This comprehensive course will study the physical and cultural geography of the regions of the Southwestern Asia, Central Asia, and the Eastern Mediterranean. Topics will include: economic problems, environmental problems, population dynamics, and current political geographical issues. 3:0:3

**GGH 290****Selected Topics in Human Geography**

This course will consist of an in-depth examination of specific areas of geography at the lower level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.

**GGH 305****Geography of Russia**

This comprehensive course will study the physical and cultural geography of the regions of Russia and the former Soviet Union (Near Abroad). Topics will include: economic problems, environmental problems, population dynamics, and current political geographical issues involving Russia and its neighbors. 3:0:3

**GGH 310****Geography of Terrorism**

This is an in-depth study of terrorist groups and their members in order to understand their origins and goals. The course will discuss the structure of terrorism in America, Africa, Asia, Europe, Latin America, and the Middle East and the current approach to counterterrorism. 3:0:3

**GGH 312****Military Geography**

An examination of human and physical geography and the role it plays in military planning of operations, its role in the eventual military outcomes, and a detailed analysis of how their results impacted the local and global society. Historic examples from around the world will be utilized for investigations. 3:0:3

**GGH 323****Urban Geography**

The course is an in-depth study of the concepts of the physical characteristics of cities and the current and future problems urbanization presents humans on a global scale. 3:0:3

**GGH 326****Resources and People**

This course is an in-depth study of the interactions between physical systems and human activities, and their effects on the environment. Topics will include: population growth, food production, water supply, air pollution, and natural resource consumption. 3:0:3

**GGH 390****Special Topics in Human Geography**

This course will consist of an in-depth examination of specific areas of geography at the upper level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.



## GGP – Physical Geography

### GGP 115

#### Physical Geography

Examination of the major physical elements, processes, and patterns that comprise the earth's four major spheres (atmosphere, hydrosphere, lithosphere, and biosphere) and their continuous interaction and relevance to human occupancy of the earth on a global basis. Laboratory exercises will reinforce and extend course concepts. 3:3:4

### GGP 120

#### Global Sustainability

This course addresses ways in which to maximize the life experience of human beings. A case study approach will be used to study the maintenance of human capital framed in the context of environmental, economic and social sustainability inputs. 3:0:3

### GGP 205

#### Meteorology

The study of the atmosphere and atmospheric phenomena and how they interact globally with the earth's surface, oceans, and life. In the laboratory, students will learn and use the methods used to study meteorological processes. Topics will include: controls of weather elements, energy exchange, heat/water budgets, and economic/social impacts of weather and climate. 3:3:4

### GGP 270

#### Spatial Analysis

This course will introduce student learners to techniques for the statistical analysis of spatial data. The course will cover issues in characterizing spatial data, methods and problems in spatial data sampling and the relevant statistical tests for solving a variety of spatial problems when they are applied to 2D and 3D space. 3:0:3

### GGP 290

#### Selected Topics in Physical Geography

This course will consist of an in-depth examination of specific areas of geography at the lower level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.

### GGP 301

#### Renewable Energy Technologies

This course will discuss both the need for and the specifics of energy conservation and renewable energy technologies. Passive solar design for reducing energy requirements will be covered, including solar water heating and solar cooking. The main renewable energy power systems will be discussed, including solar photovoltaics, wind and hydro. Electrical theory will be covered, as well as inverter technology for converting system output from DC to standard AC power. Both battery-based and grid-tied batteryless systems will be discussed. Students will have an opportunity to design a renewable energy system to meet the needs of a simulated home environment. 3:0:3

### GGP 330

#### Cartography

The course is designed to prepare student learners for the basics of map compilation, design, and construction. Laboratory projects involving student learner use of computers will be required. 3:0:3

### GGP 335

#### Remote Sensing

The course is designed to prepare student learners for the basics of using remotely sensed imagery from space. Laboratory projects involving student learner use of computers will be required. 3:0:3

### GGP 340

#### Environmental Planning

This course is designed to study and evaluate the air and water environments, solid waste, noise pollution, and toxic wastes for the purpose of achieving environmental quality. An emphasis will be placed on how urbanization is impacting the environmental and will be studied by interpretive maps, soil surveys, remote sensors, and computers. 3:0:3

### GGP 345

#### Land Use Planning

An examination and application of the methods associated with land use planning, especially in the small town and rural context. Emphasis is placed upon the tools and techniques associated with land use planning such as interpretive maps, soil surveys, remote sensors, and computers. A major focus will be the use of the land planning process in community planning. Also included is an introduction to state and local land use law in community development. 3:0:3



**GGP – Physical Geography (continued)****GGP 350****GIS I**

This course introduces the student learner to the theoretical, conceptual, and practical aspects of the collection, storage, analysis, and display of spatial data. Emphasis will be placed on the application of geographic information systems. Laboratory projects involving student learner use of computers will be required. 3:0:3.

**GGP 355****GIS II**

This course is an advanced course that will have the student learner performing theoretical, conceptual, and practical aspects of the collection, storage, analysis, and display of spatial data. Emphasis will be placed on the applications of geographic information systems. Laboratory projects involving student learner use of computers will be required. 3:0:3

**GGP 365****Geography of Disease**

This course will study the origin, distribution patterns, and cultural biases of disease. Topics to be emphasized include: disease classification, spread of diseases, and major types of diseases (HIV+). 3:0:3

**GGP 370****Biogeography**

The purpose of this course is to study the distribution of plants and animals across the Earth's surface. This Physical Geography course will expand upon principles of Ecology and Biology, and will focus on understanding ecosystem processes that impact both fauna and flora. Topics will include the study of communities, ecosystems, biomes, biodiversity, and island biogeography. 3:0:3

**GGP 390****Special Topics in Physical Geography**

This course will consist of an in-depth examination of specific areas of geography at the upper level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.

**GGP 405****Conservation GIS**

An applied geographic information systems (GIS) course focusing on theory, methods, and applications of ArcGIS software to practical problems in ecology. Topics typically covered include habitat loss, endangered species, urban development, mining, wildlife research, forestry, and landscape ecology. 3:0:3

**GGP 450****Internship in GIS**

The student arranges to work in a professional environment. Internship duties will be based on the needs of the cooperating business/organization. Prior to beginning the internship experience, the student and the student's intended job supervisor must jointly prepare an internship proposal specifying the objectives to be accomplished. The proposal must be submitted to the instructor and approved before any internship work takes place. Prerequisite: permission of instructor, student should have completed GGP350 and GGP355. 3:0:3

## GO – Geology

### GO 125

#### **Natural Disasters**

This course will study the earth's natural processes and phenomena that impact the earth. These natural impacts will be studied which result in massive damage to the earth and to its inhabitants. The course will explore how humans cope with natural disasters. Humans typically measure the damage in terms of loss of life or economic loss, but the end result is that these natural disasters influence human culture and population distribution. 3:0:3

### GO 130

#### **Astronomy**

This course will study the complexities of the universe. It will examine the physical, chemical and meteorological, and geological aspects of the universe, including planets, suns, asteroids, and nebulas. 3:3:4.

### GO 141

#### **Physical Geology**

The study of the earth, the materials which make it up and the mechanisms which change it. Students will explore these materials and processes in the laboratory. 3:3:4

### GO 151

#### **History of the Earth**

This is a survey of the history of the earth, including its continents, oceans, and life. The course will be divided into two parts: (1) An introduction into how the earth's history is recognized from the earth's materials and structures and (2) an examination of the past life and major geological events that have been recorded. 3:3:4

### GO 200

#### **Oceanography**

This course will study the complexities of the global oceans. It will examine the physical, chemical, meteorological, biological, and geological aspects of the oceans while evaluating the oceans' role on humans. 3:3:4

### GO 215

#### **Selected Topics in Geology**

This course will consist of an in-depth examination of specific areas of geology at the lower level. It may be repeated once for credit with a change in topic. Variable credit: 1-4 hours.

### GO 300

#### **Dinosaurs**

This course is an introduction to the paleontology of dinosaurs. The preservation, history of dinosaur studies, evolution, classification, behaviors, extinction, and current topics concerning dinosaurs are discussed. This course satisfies the Liberal Learning requirement for the Natural Sciences majors. 3:0:3

### GO 310

#### **Sedimentology and Stratigraphy**

The purpose of this course is to study the origin of sedimentary rocks and the physical processes that commonly influence them (deposition to diagenesis). The other portion of the course focuses on knowing the various types of stratigraphic units and methods of dating and correlation. The laboratory exercises will reinforce these concepts. 3:3:4

### GO 315

#### **Special Topics in Geology**

This course will consist of an in-depth examination of specific areas of geology at the upper level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.

### GO 320

#### **Geomorphology**

The study of the earth's surface and the processes that shape it. Processes discussed include those associated with weathering, streams, glaciers, ground water, wind, oceans, and tectonics. Laboratory exercises will reinforce these concepts. 3:3:4

### GO 330 (BI 330)

#### **Paleobiology**

The study of the earth's past life, which will be examined in two parts: 1) an introduction to invertebrate and vertebrate paleontology that will focus on classification, relationships, and evolutionary history and 2) the uses of paleontological data in evolution, systematics, paleoecology and extinctions. 3:3:4

**HC 250****Principles of the Health Care Process**

An introduction to the area of Medical Records Management, including ethical and legal issues. Topics include: history of medicine and medical records, identification of current trends in health care, departmental relationships and quality assurance in delivery of health care.

3:0:3

**HC 260****Legal Issues in Health Care Delivery**

Private and public law related to health care organizations, personnel, ethics, care standards, and breach of care liability. Topics include: torts, contracts, statutory law, patients' rights, antitrust law, finance, medical records, and licensure, as well as constitutional and administrative law related to state and federal health care programs. 3:0:3

**HC 351****Organization and Administration of Health Care Programs**

Structure and implementation of various types of health care organizations and their internal departments, administrative theory; utilization; facilities management; accreditation; strategic planning; decision making theory; medical, nursing, and support staff supply, supervision, and evaluation; financial management; human relations; research and development; organizational culture and change theory; and other internal and external forces. 3:0:3

**HC 451****Health Care and the Political Process**

Analysis of the process of health policy formation at the federal, state, and local levels from historical and contemporary perspectives. Specific topics will include cost controls, utilization review, methods of changing public and private health policies, and political factors in health care delivery. 3:0:3

**HC 461****The Hospital and the Community**

Issues specific to the organization and administration of hospitals, their scope of services in relation to community need, and relationships with community health care services. Topics covered dealing with the unique aspects of administration of hospitals and internal departments include

improvement of organizational performance, personnel productivity, strategic planning, cost containment, materials management, image in the community, medical staff recruitment, patient census and utilization of services, and contracting for services from external suppliers. 3:0:3

**HC 463****Third Party Reimbursement and Risk Management**

Public and private insurance, case management, preferred provider organizations, health maintenance organizations, and other forms of third party payment for health care services. Loss prevention for the health care organization through risk management and cost containment. 3:0:3

**HC 465****Basic Issues in Community Based Health Care Delivery**

Historical and philosophical factors defining the functions and scope of current community and public health based health care delivery. Introduction to the concepts of epidemiology, ecology, community needs assessment, and social and cultural influences on utilization of health care by community aggregates. 3:0:3

**HC 466****Planning and Organizing Community Health Services**

Organization and management of community based and public health agencies. Strategic planning for national, state, and local trends, community needs, and projected changes in society and health care. Administration of personnel, information systems, accreditation requirements, facilities, finances, external services contracts, community relations, and technology in clinics, home health, schools, industry, and other community based agencies. 3:0:3

**HC 491****Senior Seminar in Health Care Management**

Capstone course in which students study selected topics on health care administration in-depth. It is highly recommended that all major core courses be passed before enrolling in this course. 3:0:3

**HIS 101****Western Civilization: Late Antiquity to the Renaissance**

This course surveys the social, cultural and political development of western Europe between 500 and 1500. The course investigates inter alia the collapse of the Roman Empire, conflict between secular and ecclesiastical governments, and feudalism; international relations between Christianity and Islam as well as the Old and New Worlds; changes in religion, economics and intellectual life. The survey shall comprise an inquiry of period literature. [European/ Classical Concentration] 3:0:3 Offered as required.

**HIS 102****Western Civilization: The Reformation to 1918**

This course surveys developments in Western Europe's political, cultural, social and intellectual history from the European Reformation to World War I. The survey investigates inter alia the rise of the modern state, the development and importance of technology, changing patterns of urbanization, international relations, warfare, and social transformations. The survey shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 103****Introduction to the Ethics of the Historical Profession**

The profession of historical inquiry, research and instruction composes review of primary and secondary sources. An additional component addresses professional and ethical presentations of that historical inquiry, research, and instruction. History majors shall explore the ethics of research and scholarship; will be introduced to historiographical theories, employ primary and secondary sources; form proper historical citations; understand plagiarism; draft and present proper curriculum vitae; draft and write personal statements; and draft and write historical abstracts. The course is required for freshmen or transfer students majoring in history within their first academic year. 3:0:3

**HIS 104 - LE****American History Survey Through the Civil War**

Introduction to the social, cultural, political and economic history of the United States from the conquest and colonization of North America to the reunification of the nation at the conclusion of the Civil War. The survey shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 105 - LE****American History Survey Since the Civil War**

Introduction to the social, cultural, political and economic history of the United States since the conclusion of the Civil War. The survey shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 210****Ancient Greece**

This course surveys Greek history from the Dark Ages to the Hellenistic period. Traces the political, economic, social, religious and cultural developments. The survey shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 211****The Great War: 1914-1918**

World War One was the crucible of the modern world and it altered the political, economic, intellectual, social and cultural realities of inside and outside Europe, culminating in a redrawn map of Europe's political boundaries. This survey examines the war's multiple cause and effects. The survey shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 212****Roman Civilization**

This seminar studies the civilization of ancient Rome from the Iron Age to the age of Constantine, with concentration on the late Republic and early Empire. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 220****History of the American West**

Investigates the Western United States from the early 16th century to the present. Themes embraced are: Euro-American interactions with Native Americans; extension and escalation of the federal government into the West; exploitation of natural resources; formation of borders and national identities; race, class and gender relations; impact of immigration and emigration; aggression and criminality; and continuing perseverance of Frederick Jackson Turner's "frontier" myth in American culture. The survey shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 221****Peoples and Civilizations of North America's First Nations**

Examines the peoples and civilizations of North America's First Nations. Indigenous nations, from diverse civilizations, are featured to accentuate specific forms of economy, social organization and spirituality. Investigation of more traditional cultures that existed in advance of the formation of Western domination, as well as more contemporary cultural history and modern-day economic, sociopolitical and cultural continuity, change and revitalization will be considered. The survey shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 250****Nazi Germany**

This seminar studies the Nazi movement in Germany and Europe, from the post-World War I era to the outbreak of World War II. Topics include: race and racism, religion, and gender; experiences of men and women in Germany; the role of the church and business; Fascism; occupation, persecution, collaboration and resistance. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 251****The French Revolution**

This seminar studies the French Revolution and its implications for Europe and the world. It considers the social, political and ideological causes of the Revolution in 1789 and then examines the successive stages of revolution

from the experiment with constitutional monarchy to the radical republic and the Terror to Napoleon's popular dictatorship. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 260****The Civil Rights Era**

Examines the years between 1954 and 1975 which has been portrayed as a "Second Reconstruction" and the "Fulfillment of the promise of the American Revolution." The seminar will impart a concentrated investigation through marked examination of primary and secondary sources, documentaries and films. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 261****The Making of the American Republic, 1754-1820**

Examines the formation of a novus ordo saeculorum by assessing the experiences after 1763 as the colonizers in the thirteen British colonies rebelled against the authority of the British Crown and created a new republic. The seminar will investigate the political and ideological foundations of the rupture from Britain, the military and social course of the War of Independence, the postwar strain to attain a constitutional order that would sustain republican liberties, the creation of the Constitution to the Missouri Compromise of 1820, emphasizing economic growth, territorial expansion and social change. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 262****The Great Depression**

Examines the economic collapse of the 1920s and 1930s, which fixed social, cultural and political changes in motion that altered the nature of American life. Consideration will be on the methods contemporaries encountered and contributed in those changes, as well as on the historiography that elucidates the Great Depression. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS – History (continued)****HIS 319****Russia in the 20th Century**

Begins with the failure of the democratic revolution of 1905, emphasizing the Revolution of 1917 and Russia under Lenin. The rise of Stalin, collectivization of agriculture and industrialization, World War II and the Cold War. New democratic stirrings and the collapse of the Soviet system. 3:0:3

**HIS 320****Jackson and the Legacy of Antebellum America, 1820-1854**

Examines the political and social history of the United States from the Missouri debate to the ratification of the Kansas-Nebraska Act. A comprehensive assessment of the market revolution which altered American life, economic expansion, advancement of slavery, First Nation removal, religion and reform, altering positions of women, political movements connected with "Jacksonian democracy," the impact of abolitionism, and the westward movement of entire peoples. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 321****The Prelude of Bleeding Kansas, 1854-1861**

Examines the events that created the turmoil between residents of the State of Missouri and emigrants into the Territory of Kansas from 1854 to 1861 known as "Bleeding Kansas." A comprehensive assessment of the social, political, economic, religious and military events that ultimately lead to the American Civil War. The course will also examine the important men and women that influenced the fore mentioned events. Students shall be required to visit local historical sites related to the events and peoples of Bleeding Kansas. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 322****The Bloodshed of Civil Strife, 1861-1865**

Examines the causes and consequences of the conflict that created the American Civil War. Topics shall include: How did slavery and capitalism compare as rival economic and social systems? What principles did the Confederate States of America stand for? Why did soldiers

on both sides fight? How did the war change the lives and roles of women? What made the Civil War the first "modern war"? Why did Abraham Lincoln abolish slavery? How has the American Civil War been remembered and interpreted in the century and a half since the war concluded? The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 323****The Epoch of Reconstruction, 1865-1867**

Examines the consequences following the American Civil War in the aftermath referred to as Reconstruction. Topics shall include: What were the experiences of former slaves after Emancipation? What have been the legacies of slavery? What were the goals of Reconstructionalists? Why did Reconstruction fail? How has Reconstruction been remembered and interpreted in the century and a half since 1877? The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 324****The Emergence of Modern America, 1877-1945**

Examines the social, economic, political, religious and intellectual advancement and controversies that molded modern America. Particular consideration will be given to concerns raised by industrialization, urbanization, immigration, science and technology. The Labor, Populist and Progressive movements will be studied closely. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 325****The Cold War, 1945-1992**

Examines the superpower rivalry and American anticommunism from the origins of the Cold War after World War II through to the election of William Jefferson Clinton. Students will examine the most important events, ideas and personalities and address key historical debates on topics including the origins of the Cold War; the development of atomic and nuclear weapons; McCarthyism; the expansion of the Cold War beyond Europe; race and gender relations; the growth of the "imperial presidency," human rights, dissent, sexuality,

**HIS – History (continued)**

neoconservatism, and the end of the Cold War. The course will also give detailed attention to Cold War crises—including the Korean War, the Taiwan Strait, Berlin, Cuba and Vietnam—and their impact on American domestic society. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 326****Bolstering the Dominoes of Indochina: The Contradictions and Consequences**

Examines the history of American involvement in Vietnam, the experience of Americans and Vietnamese who fought the Second Indochina War (1954-1975), and the impact of the war on American society. The course begins with a brief exploration of pre-colonial Vietnamese history and culture, French colonial dominance from the late 19th century through the 1930s, and the growing Vietnamese nationalist resistance that led to the First Indochina War (1945-1954). A further examination will be spent on the diplomatic and political course of the American war in Vietnam as well as the domestic consequences it wrought in both the United States and Vietnam. Students will seek an understanding of the Vietnam experience through the lives of those who experienced it. Finally, the course will end with a discussion of the legacy of the Vietnam War and its lingering presence in American life. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIS 330****U.S. Military History**

This course is an overview of the U.S. military experience from pre-Revolutionary to the Present with a focus on how the nation thinks about, prepares for, and conducts warfare. The course will examine the interaction of the military, cultural, social, institutional, and international factors that have shaped U.S. military history. 3:0:3

**HIS 331****The Holocaust**

This seminar examines the origins, implementation, evolution and aftermath of the Holocaust in and outside Nazi occupied Europe. The seminar investigates the experiences and perspectives of victims, perpetrators, accomplices and bystanders. The seminar also analyzes historians changed and changing understanding of the Holocaust. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 332****World War II**

This seminar studies World War II's causes and course, the Holocaust, military technology, the home and fighting fronts, and the postwar reconstruction. The seminar examines the experience of combatants and non-combatants experience of occupation and resistance. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 333****The Modern Middle East**

This seminar examines the political, economic, social and intellectual history of the modern Islamic world. The course's main themes are Islam and modernization; the Islamic world and World Wars I and II; colonization and decolonization; Islamic world and the Cold War; and the rise of the "radical" Islam. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 334****The Reformations**

This seminar investigates the intellectual, economic, cultural, scientific and political background to the 16th century reformations as well as the theological controversies that led to and flowed from these reformations. The seminar is writing intensive. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.



**HIS – History (continued)****HIS 335****Modern Germany**

This seminar examines changes in political, economic, social and cultural life in Germany from the late Wilhelmina Empire to post-Reunification. The seminar is reading and writing intensive. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 336****The Long 19th Century**

This seminar will examine the history of the 19th century from the Napoleonic to WWI. It focuses on the major social, political, economic and intellectual trends in the 19th century that shaped the modern world. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 337****Modern Europe**

This seminar examines major political, social, economic and cultural developments in Europe over the course of the 20th century. Main course themes include: the retreat of Liberalism; the rise of Fascism; the role of war in transforming society, European unity; the lives of women; the place of the “other” in European society; internal and external threats to open societies. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIS 378****Special Topics in History**

Selected periods, ideas, and movements are studied. Variable credit: 1-3 hours.

**HIS 400****History in the Public Realm**

PREREQUISITES: EN 105, EN 106, HIS 103 and completion of a minimum of 75 credit hours. Interpreting the past is vital to understanding democratic ideals and civic life. All Majors will be required to complete 135 clock hours of internship experience at a selected historical institution approved by the student’s history advisor. Students are required to maintain a weekly journal of their internship activities. Upon completion of the internship, the student

and internship supervisor will submit written reports of their experience and responsibilities to the student’s history advisor. (Offered during the fall, spring and summer semesters.) 3:0:3

**HIS 451****Senior Essay I**

PREREQUISITES: EN 105, EN 106, HIS 103, passing the WCT and completion of a minimum of 75 credit hours.

All Majors are required to complete a two semester senior essay under the guidance of a fulltime history faculty member. The goal of the course is to give each history major the experience of a sustained, independent research project, including: formulating a historical question, considering methods, devising a research strategy, locating and critically evaluating primary and secondary sources. Research topics will be selected by students in consultation with the instructor. Classes will involve student presentations on various stages of their work and mutual critiques, as well as discussions of issues of common interest. The collaboration occurs in a seminar-like setting, in which a small group of students work with one professor for the entire semester, refining their historical skills and presenting their research findings. The students have to pursue a historical subject of their choice, in consultation with their professor. Students gain a better understanding of historical investigation through a careful analysis of primary and secondary sources and development of a well argued senior essay. By the end of the semester, majors have emerged with a sense of fulfillment in producing a senior essay proposal, state of the field essays, historiographical critique, and historical abstract. Students’ are required to enroll and successfully complete HIS451 during the spring semester of their junior year. On rare occasions, with departmental and advisor approval given for compelling written and documented reasons, a senior essay may be started two semesters prior to graduation. The determination of the acceptance rests with the department chair and may not be appealed. All Majors are required to attend regularly scheduled senior essay seminar workshops as scheduled. 3:0:3



**HIS – History (continued)****HIS 452****Senior Essay II**

PREREQUISITES: EN 105, EN 106, HIS 103, HIS 451 passing the WCT and completion of a minimum of 90 credit hours.

All Majors are required to complete a two semester senior essay under the guidance of a fulltime history faculty member. HI 452 is a continuation of HI 451. The goal of the course is to give each history major the experience of a sustained, independent research project, including: continuing formulating a historical question, considering methods, devising a research strategy, locating and critically evaluating primary and secondary sources. Classes will involve student presentations on various stages of their work and mutual critiques, as well as discussions of issues of common interest. The collaboration occurs in a seminar-like setting, in which a small group of students work with one professor for the entire semester, refining their historical skills and presenting their research findings. The

students have to pursue a historical subject of their choice, in consultation with their professor. Students gain a better understanding of historical investigation through a careful analysis of primary and secondary sources and development of a well-argued senior essay. By the end of the semester, majors have emerged with a sense of fulfillment in producing a senior essay prospectus, historical citations, an annotated bibliography, critical book review, and final essay. Students' are required to enroll and successfully complete HIS 452 during the fall semester of their senior year. On rare occasions, with departmental and advisor approval given for compelling written and documented reasons, a senior essay may be started two semesters prior to graduation. The determination of the acceptance rests with the department chair and may not be appealed. All Majors are required to attend regularly scheduled senior essay seminar workshops as scheduled. This course will satisfy the EN 306 requirement for History majors. 3:0:3

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**HN – Degree with Honors Program****HN 300****Research and Writing Orientation**

This course provides a foundation for the completion of the final project in the Honors Option Program as well as opportunities to gain experience in conducting research. 1:0:1

**HN 303****Honors Scholarship I**

PREREQUISITE: HN 300

This course is the first of three during which students will develop an independent research project working with a faculty mentor. Goals for this semester include submission of required progress reports, construction of a project narrative outline and/or rough draft, completion of an annotated bibliography, completion of IRB submissions, and measurable progress toward research project completion. 2:0:2

**HN 304****Honors Scholarship I**

PREREQUISITE: HN 303

This course is the second of three during which students will develop an independent research project working with a faculty mentor. Goals for this semester include submission of required progress reports, construction of a complete advanced draft, completion of all research measurements, measurable progress toward research project completion, and clear articulation of research findings. 2:0:2

**HN 400****Honors Seminar**

PREREQUISITES: HN 300, HN 304.

This course requires final development of the public presentation of the project conducted by the student under guidance of their advisor(s). A major component of this course is the public presentation or other proper forum which allows exposure of the final product. 2:0:2

## HR – Human Resource Management

### HR 290

#### **Selected Topics in Human Resources**

An in-depth examination of a specific area(s) of Human Resources. May be repeated once for credit with a change in topic. Permission required from the instructor. Variable credit: 1-3 credit hours.

### HR 310

#### **Leadership and Team Building**

This intermediate course examines the principles of leadership and team building, with an application of the principles of real life situations to be implemented. Exercises to use in building a team will be developed. 3:0:3

### HR 353

#### **Introduction to Human Resource Management**

PREREQUISITE: MG 352 or HC 351.

Theory, methodology and application of human resource planning and development techniques, staffing analysis and planning, career management, management succession and development, and performance improvement. 3:0:3

### HR 357

#### **Employment Law**

PREREQUISITE: MG 260

This course presents and examines the federal laws and legal issues surrounding the recruitment, selection, employment, and performance assessment of workers. Issues considered include discrimination, the determination of bona fide occupational qualifications, the use of testing for selection, family leave, and the collective bargaining process. 3:0:3

### HR 421

#### **Corporate Training and Development**

PREREQUISITE: HR 353 and MG 365.

A study of education, training and development in corporations. On-the-job training, computer based training, executive education and the role of outside vendors will be discussed. 3:0:3

### HR 422

#### **Organizational Development and Change**

PREREQUISITES: HR 353, HR 421 and MG365.

This course will provide the student with an understanding of the basic theories and techniques of organizational development. We will focus on practical information regarding the design, management and control of organizational

development programs in business, public sector and social services organizations. 3:0:3

### HR 434

#### **Compensation Management**

PREREQUISITES: AC 201, AC 202 and HR 353.

A study of compensation theories, policies, systems and practices with emphasis on the design of effective compensation programs. The course views compensation basically from the employer's point of view. 3:0:3

### HR 462

#### **Internship in Human Resources Management**

Open only to students who have earned at least 15 credit hours of their Human Resources requirements. The internship in HR must be in a professional career position typically filled by a college graduate. The internship will be approved by the Department Chair and overseen by the HR Program Coordinator or a business faculty member approved by the PC. An experience paper is required. Grades are pass/fail. 3 credit hours will be earned by 120 hours on the job. This class can be repeated to earn a maximum of 6 hours of credit at the discretion of the Program Coordinator.

### HR 490

#### **Special Topics in Human Resources**

This course consists of the study and analysis of some major aspect(s) of Human Resources concepts at the senior level. Permission required from the instructor. Variable credit: 1-3 credit hours.

### HR 491

#### **Senior Seminar in Human Resource Development**

PREREQUISITES: EN306B, HR353, HR422 and MG365.

This course is intended to integrate concepts and techniques from the Human Resources curriculum into a framework of applied programs. This course is designed for the advanced student and will give the student an opportunity to investigate and synthesize various concepts of Human Resources management and to relate them to "real world" situations. 3:0:3

## IB – International Business

### IB 315

#### **International Business Perspectives**

This course examines international business, especially the multinational corporation, from several perspectives: historical, business, political, cultural, economic and environmental. Attention is given to the impact and effect of the MNC upon traditional societies and nationalistic governments. Its future also is considered in the rapidly changing economies of Europe and the Third World. 3:0:3

### IB 431

#### **International Finance**

PREREQUISITE: FI 360.

An in-depth study of the financing of international transactions and multinational business operations with emphasis on sources of funds, financial services, analysis of currency problems and exchange controls, and the functioning of foreign money and capital markets. 3:0:3

### IB 451

#### **Seminar on International Business**

PREREQUISITES: EN306B and completion or concurrent enrollment in all other international business core courses.

A study of strategic planning and international business policy using extensive reading and cases in the international business field which includes insights into the historical, cultural, and political foundations that created problems and opportunities and the solutions and course of action taken in response. The course content is flexible and analyzes specific problem areas that are current at the time the course is offered. Each student will submit a capstone research paper reflecting the standards, substance and quality of a professional international business publication. 3:0:3

### IB 461

#### **International Business Internship**

Open only to seniors in international business that have completed most of their major requirements.

A field placement in an international firm or in the international department of a multinational firm in a professional career position usually filled by a college graduate. A minimum of 40 hours a week during summer term or 20 hours a week during a regular semester. 6 credit hours. Grading for this course is pass/fail.

## IS – Information Systems

### IS 205

#### **Managing Information Systems**

SUGGESTED PREREQUISITE: CS 140.

This course introduces the student to information systems concepts and the management concerns of information technology. The course focuses on the components, types, and management concerns of information systems which, when combined, support an enterprise. Students will explore the enterprise perspective on controlling the use of information systems and understanding project changes, risk, and quality management. 3:0:3

### IS 216

#### **COBOL I**

PREREQUISITE: CS 151.

The student will develop structured, modular algorithms. The student will implement algorithms using COBOL. The student will learn the basic features of COBOL. 3:0:3

### IS 217

#### **COBOL II**

PREREQUISITE: IS 216.

Continuation of IS 216. This course introduces the student to sorting, merging files, arrays, and data validation. The course also introduces sequential, indexed, and relative file processing. The student learns about interactive processing and the methodologies used for developing larger programs. 3:0:3

**IS – Information Systems (continued)****IS 310****Business Applications**

PREREQUISITES: CS 140 or CS 140 test out.

Business Applications provides an advanced opportunity for students to understand issues surrounding the effect of emerging technologies upon multiple organizational environments. Students will explore the use of technology to solve problems as well as gain a strategic competitive advantage in the global market place. Students will individually investigate the advanced capabilities of Office Productivity Software to solve relevant business problems. Upon completion of the course, group case projects will demonstrate knowledge of concepts learned. Students will also have the opportunity to take the MOUS exam for Word, Excel, Access, and/or PowerPoint Certification. The design of the case projects will necessitate the use of analysis, synthesis, and evaluation activities. 3:0:3

**IS 315****Computer Systems Analysis and Design I**

PREREQUISITE: IS 205.

This course presents various philosophies, terminology, and techniques used in the analysis and implementation of the system development life cycle. The student will investigate such areas as project proposals, logical systems, flow diagrams, data modeling, dictionaries, and documentation. The student will learn how to use a CASE tool. 3:0:3

**IS 316****Computer Systems Analysis and Design II**

PREREQUISITE: IS 315.

Continuation of IS 315. The student will continue to study the concepts and methods used in a system development life cycle. In addition, the student will gain practical experience by working on various projects. The student will use a CASE tool for his/her project work. 3:0:3

**IS 361****Data Management Concepts**

PREREQUISITE: CS 219.

This course provides an overview of data management concepts. This course will explore the enterprise perspective of managing data needs of an organization. This includes data integrity, database models, and integration of databases, security, and database administration issues. The student will be introduced to query processing within a database environment. 3:0:3

**IS 362****Applied Database Management**

PREREQUISITE: IS 361.

This course builds on the Data Management Concepts course and focuses on the creation, administration and use of databases. This course assumes a knowledge of database system concepts. The student will be introduced to application program development in a database environment with emphasis on setting up, modifying, and querying a database. 3:0:3

**IS 370****Information Security**

PREREQUISITE: CS 365.

This course introduces students to the field of information systems security from both managerial and technical perspectives. The topics to be examined include legal and ethical issues in information systems, risk identification and management, security planning, security technology, cryptography, and information system implementation and maintenance. 3:0:3

**IS 450****Systems Analysis Senior Seminar**

PREREQUISITE: IS 315.

This is a capstone course in which seniors exhibit skills and knowledge gained in the analysis and design of an information systems solution. Students will apply best practices in solving an organizational problem with technology. Such concepts include: problem solving, methodology, project management, and use of related tools. 3:0:3

## LA – Latin American Studies

### LA 305

#### **History and Culture of Latin America**

The historical portion of this course is designed to familiarize the student with both the pre-history and history of Latin America from the Paleolithic period to the present. It will be a combined anthropological and historical approach that will enable the student to better understand the Latin America of today through an awareness of the historical process that has largely shaped its present. The cultural portion will combine an ethnological and sociological approach in an effort to increase student awareness of the present state of Latin American culture. 3:0:3

### LA 306

#### **History and Culture of Mexico**

The historical portion of this course is designed to familiarize the student with both the pre-history and history of Mexico from the Paleolithic period to the present. It will be a combined anthropological and historical approach that will enable the student to better understand the Mexico of today through an awareness of the historical process that has largely shaped its present. The cultural portion will combine an ethnological and sociological approach in an effort to increase student awareness of the present state of Mexican society. 3:0:3

### LA 307

#### **History and Culture of Spanish America**

The historical portion of this course is designed to familiarize the student with both the pre-history and history of each of the nations. The emphasis will be upon the larger and more important of these nations, specifically: Argentina, Brazil, Venezuela, and Columbia. The cultural portion will be designed to lead to a greater awareness of the similarities and differences that characterize the social structure of each of these nations today. 3:0:3

### LA 308

#### **History and Culture of Central America and the Hispanic Caribbean**

The historical portion of this course is designed to familiarize the student with the pre-history and history of each of the seven nations that comprise Central America. Each will be taken in turn and considered from its beginning to the present. Attention will also be given to the historical development of the Caribbean Islands-Cuba, Jamaica, Puerto Rico, and Haiti. The cultural portion will be designed to lead to a greater awareness of the similarities and differences that characterize the social structure of each of these areas today. 3:0:3

## LG – Logistics

### LG 201

#### **Systems Engineering and Analysis**

PREREQUISITE: MA 120.

A study of the design, development, direction, management, and control of the systems engineering process. Emphasis is placed on the application of quantitative and qualitative techniques to systems analysis, evaluation and performance. 3:0:3

### LG 302

#### **Logistics Engineering**

PREREQUISITE: LG 201.

An overview of the general area of logistics, its nature, scope and process; a critical examination of logistics management functions and the interrelationships among strategic support and operational logistics. 3:0:3

### LG 312

#### **Transportation and Distribution Systems**

Principles and practices of transportation and its role in the distribution process. The physical transportation system of the United States and its performance; carrier responsibilities and services; economic and legal bases of rates, freight classification and tariffs; public policy regarding regulation; transportation issues and problems. 3:0:3

### LG 324

#### **Contract Management and Law**

PREREQUISITE: MG 260.

A study of the procurement and contracting process with emphasis on the organization, policy formulation, procedures, and administration of purchasing activities and functions. 3:0:3

## LG – Logistics (continued)

### LG 415

#### Quality Control

PREREQUISITE: MA 120.

A study of quality planning and control systems including application and statistical quality control theory to the design of quality control systems; the impact of quality on logistics and the procurement process. 3:0:3

### LG 400

#### Logistics Internship

Open only to students who have earned at least 15 credit hours of their Logistics requirements. The internship in LG must be in a professional career position typically filled by a college graduate. The internship will be approved by the Department Chair and overseen by the LG Program Coordinator or a business faculty member approved by the PC. An experience paper is required. Grades are pass/fail. Three (3) credit hours will be earned by 120 hours on the job. This class can be repeated to earn a maximum of 9 hours of credit at the discretion of the Program Coordinator.

### LG 424

#### Purchasing and Vendor Management

A study of the procurement and contracting process including planning, developing, and contracting for major systems. Topics include: purchasing policy and strategy, value, analysis engineering, quality assurance, make-or-buy decisions, principles of inventory management, institutional and government purchasing management. 3:0:3.

### LG 426

#### Logistics Management

PREREQUISITE: MG 101 or MG 352.

A critical examination of the logistics system with emphasis on managerial functions within the system and analytical techniques used in planning and control of the various subsystems. 3:0:3

## LE – Liberal Education

### LE 100

#### First-Year Seminar

Required for all incoming first-time freshmen. Highly encouraged for transfer students. Park University's First-Year Seminars are designed to offer incoming first-time freshman or transfer students an opportunity to engage in a course structured around independent research, small group discussion, and intensive writing across disciplines. The thematic seminars function as a means of a uniform writing requirement, stressing the importance of written expression in all disciplines; as an attractive and exciting supplement to the usual introductory survey course in many disciplines; as an early experience in the scholarship that is the foundation to upper-level courses; as a means to strengthen core academic skills, including reading comprehension, oral expression, and writing; and as an introduction to university life, adjustment issues, and enhancement of skills for success in the university. 3:0:3

### LE 300

#### Integrative and Interdisciplinary Learning Capstone

A seminar for the Liberal Education program, LE 300 requires students to integrate the Park University Literacies, synthesizing diverse perspectives to achieve interdisciplinary understanding and exploring the relationships among academic knowledge, professional pursuits, and the responsibilities of local and global citizenship. 3:0:3

## LS – Liberal Studies

### LS 215

#### **Selected Topics in Humanities**

An in-depth examination of specific areas in the humanities. May be repeated once for credit with change in topic. Variable credit: 1-3 hours.

### LS 221

#### **Introduction to Liberal Studies I: Prehistory to the Early Modern World**

An exploration of the areas traditionally characterized as the humanities: history, philosophy, religious studies, art and art history, and literature from Prehistory to the Early Modern World—beginnings to the Reformation. 3:0:3

### LS 222

#### **Introduction to Liberal Studies II: Reformation to the Present**

An exploration of the areas traditionally characterized as the humanities: history, philosophy, religious studies, art and art history, and literature from the Restoration to the Present. 3:0:3

### LS 250

#### **Great Books**

This course is an in-depth study of one or more great books in the tradition of the liberal arts and sciences along with contemporary criticism and commentary on the book, including interdisciplinary perspectives. Possible topics include Homer's *Illiad*, Plato's *Republic*, Aristotle's *Nicomachean Ethics*, Augustine's *Confessions*, Adam Smith's *Wealth of Nations*, Darwin's *Origin of Species*, Jane Austen's *Pride and Prejudice*, James Joyce's *Ulysses*, Emily Dickinson's *The Complete Poems of Emily Dickinson*, Rachel Carson's *Silent Spring*, and so on. May be repeated for credit with change in topic. Variable credit: 1-3 credit hours.

### LS 299

#### **Field Trips in the Humanities**

Analysis of humanists and artistic works and events and exposure to those works through field trips in the Kansas City area. May be repeated with permission of advisor. 1:0:1

### LS 301

#### **Contemporary Issues**

Studies in leading contemporary issues, problems, and concerns viewed from interdisciplinary perspectives. The course also reviews different types of writing essential to success in college and professions. 3:0:3

### LS 304

#### **Special Topics in Humanities and Liberal Studies**

An in-depth examination of specific areas in the humanities. May be repeated once for credit with change in topic. Variable credit: 1-3 hours.

### LS 400

#### **Senior Project**

Liberal Studies majors must take a total of six hours. An independent project course for liberal studies majors. The project may be scholarly or creative and must have relevance to the student's concentration(s). It may be a study of a particular genre, theme, period or works of a particular writer or artist. The student and the major advisor must agree on the nature, area, scope, and method of evaluation of the project. 3:0:3

## MA – Mathematics

### MA 105

#### **Introduction to College Mathematics**

**PREREQUISITE:** PK 118 or satisfactory score on mathematics placement examination. Students who have successfully completed MA 106 may not enroll in this course.

The course objective is to improve basic mathematical skills through a systematic application of these skills to contemporary problems. Topics considered include: various applications from consumer mathematics, tables and graphs, systems of measure. 3:0:3

### MA 106

#### **Introduction to Business Mathematics**

**PREREQUISITE:** PK 118 or a satisfactory score on the mathematics placement examination.

An introduction to the basic mathematics via an application to business principles. An examination will be made of the quantitative aspects of business activities such as accounting, marketing, financial and managerial operations, and computer applications. Students who have successfully completed MA 105 may not enroll in this course. 3:0:3



**MA – Mathematics (continued)****MA 110 (EDU 110)****Geometry for Teachers**

A consideration of selected topics from basic Euclidean geometry with emphasis on proper terminology and unification of concepts.

Techniques available for teaching the basics are discussed. 3:0:3

**MA 120****Basic Concepts of Statistics**

A development of certain basic concepts in probability and statistics that are pertinent to most disciplines. Topics include: probability models, parameters, statistics and sampling procedures, hypothesis testing, correlation, and regression. 3:0:3

**MA 125****Intermediate Algebra**

Fundamentals of algebra. Topics include the real number system, basic operations of algebra, linear and quadratic equations, inequalities, functions and graphs, systems of equations. Additional considerations include radicals, rational functions, and basic analytic geometry. 3:0:3

**MA 135****College Algebra**

PREREQUISITE: MA 125, or a high school or transfer course equivalent to MA 125, or an ACT math score  $\geq 23$ , or an SAT math score  $\geq 510$ , or a COMPASS score  $\geq 66$  in the Algebra placement domain, or a COMPASS score 0-45 in the College Algebra placement domain. A study of the algebra necessary for calculus. Topics include: Linear and non-linear equations, inequalities and their applications; inverse, exponential and logarithmic functions; complex numbers; systems of linear and non-linear equations; matrices and determinants. 3:0:3

**MA 141****College Trigonometry**

PREREQUISITE: MA 135, or a high school or transfer course equivalent to MA 135, or an ACT math score  $\geq 26$ , or an SAT math score  $\geq 560$ , or a COMPASS score  $\geq 46$  in the College Algebra placement domain.

A consideration of those topics in trigonometry necessary for the calculus. Topics include: circular functions, identities, special trigonometric formulae, solving triangles, polar coordinates, vectors, and conic sections. 3:0:3

**MA 150****Precalculus Mathematics**

PREREQUISITE: MA 125 or equivalent.

A consideration of those topics in algebra and trigonometry necessary for the calculus. Topics

include: mathematical analysis of the line, the conic sections, exponential and logarithmic functions, circular functions, polynomial and rational functions, mathematical induction, and theory of equations. 3:0:3

**MA 208 (CS 208)****Discrete Mathematics**

PREREQUISITE: A grade of C or better in any math course  $\geq$  MA 125, or an ACT math score  $\geq 23$ , or an SAT math score  $\geq 510$ , or a COMPASS score  $\geq 66$  in the Algebra placement domain, or a COMPASS score 0-45 in the College Algebra placement domain.

This course introduces the student to selected finite systems pertinent to the study of computer science. Course topics will include combinatorial problem solving, logic, Boolean algebra, combinatorial circuits, sets, relations, functions, proofs, mathematical induction, recurrence relations, graphs, trees, and counting techniques. 3:0:3

**MA 210****Calculus and Analytic Geometry I**

PREREQUISITE: MA 141 or MA 150 or equivalent.

The study of the calculus begins with an examination of the real number system and the Cartesian plane. Additional topics to be considered include: functions and their graphs, limits and differentiation techniques, the mean value theorem, application of the derivative, indefinite integration, the trigonometric functions. 3:0:3

**MA 211****Calculus and Analytic Geometry II**

PREREQUISITE: MA 141 or MA 210 or equivalent.

The study of the calculus continues with the definite integral and its applications, transcendental functions, integration techniques, the conic sections, polar coordinates, parametric equations, indeterminate forms and improper integrals. 3:0:3

**MA 212****Calculus and Analytic Geometry III**

PREREQUISITE: MA 211.

The algebra and calculus of vectors and vector functions, constant term sequences and series, power series and convergence criteria. 3:0:3

**MA 213****Calculus and Analytic Geometry IV**

PREREQUISITE: MA 212.

A study of multi-dimensional spaces, functions in multi-dimensional space, partial differentiation, multiple integration. 3:0:3



**MA 221****Calculus and Analytic Geometry for Majors I**

PREREQUISITE: MA 141 or MA 150 or equivalent.

The calculus begins with a study of limits of functions and continuity. Additional topics to be considered include: the derivatives of algebraic, trigonometric, exponential and logarithmic functions, differentiation techniques, applications of differentiation, the Mean Value Theorem, indefinite integration, definite integrals, the Fundamental Theorem of Calculus, and basic rules of integration. 5:0:5

**MA 222****Calculus and Analytic Geometry for Majors II**

PREREQUISITE: MA221 or equivalent

The study of the calculus continues with applications of the definite integral, techniques of integration, improper integrals, constant termed sequences and series, power series, convergence criteria, polar coordinates, parametric equations, and conic sections. 5:0:5

**MA 223****Calculus and Analytic Geometry for Majors III**

PREREQUISITE: MA 222 or equivalent

The study of the calculus extends further with three-dimensional spaces, vectors, multi-variable functions, partial derivatives and their applications, multiple integration. 3:0:3

**MA 301****Mathematical Thought**

PREREQUISITE: permission of the instructor.

A transition course for the mathematics major, this offering provides an overview of the subject as a study of systems. Topics include: informal and formal logic, theory of sets, formal development of the number system of mathematics. 3:0:3

**MA 302****Ordinary Differential Equations**

PREREQUISITE: MA 222.

An introduction to ordinary differential equations and their solutions in the complex field. Topics include: series solutions and Laplace transforms. 3:0:3

**MA 305****Probability**

PREREQUISITE: MA 222 or equivalent.

A calculus-based approach to the theory and statistical application of probability. Topics include: discrete and continuous random

variables, density and distribution functions, probability models, non-parametric statistics. 3:0:3

**MA 311****Linear Algebra**

PREREQUISITE: MA 211 or MA 221

Topics include the general methods of solving systems of equations, determinants and matrices, vector spaces, linear transformations and introduction to simplex algorithms. 3:0:3

**MA 312****Abstract Algebraic Structures**

PREREQUISITES: MA 222 and MA 301.

A study of several algebraic systems from a postulational viewpoint. Systems studied include groups, rings, integral domains, and fields. 3:0:3

**MA 350****History of Mathematics**

It is strongly recommended that the student has passed MA 135 or its equivalent.

An introduction to the history of mathematics with emphasis on the contributions of the many and diverse cultures which have influenced the development of the discipline. Cultures studied include: the Egyptians, Babylonians, Greeks, Romans, Arabs, Medieval Europeans, and Renaissance Europeans. Topics include: the Pythagorean Theorem, perfect numbers, classic construction problems, the Golden Ratio, noteworthy mathematicians and current trends. One field trip is required. 3:0:3

**MA 360****Modern Geometries**

PREREQUISITE: MA 222 and MA 301, or

permission of the instructor.

A study of the foundations of modern Euclidean geometry as well as finite geometries and non-Euclidean geometries. 3:0:3

**MA 370****Number Theory**

PREREQUISITES: MA 222 and MA 301, or

permission of the instructor.

An introduction to the theory of numbers. Topics include: congruencies and residue classes, the theorems of Euler and Fermat, and number-theoretic functions. 3:0:3

## MA – Mathematics (continued)

### MA 380

#### Mathematical Statistics

PREREQUISITE: MA 305

A calculus-based study of probability and statistics for mathematics and science majors. Topics include: sample spaces, random variables and probability distributions, moment generating functions, transformations of random variables, laws of large numbers and the central limit theorem, regression analysis, and analysis of variance. 3:0:3

### MA 401

#### Analysis

PREREQUISITES: MA 222 and MA 301.

A rigorous treatment of functions, limits, continuity, differentiation and integration of functions of one and several real variables. Introduction to the calculus of functions of a complex variable. 3:0:3

### MA 402

#### Topology

PREREQUISITE: MA 401 or permission of the instructor.

An introduction to the topology of Euclidean space, metric spaces, and general topological spaces. 3:0:3

### MA 406

#### Special Topics in Mathematics

PREREQUISITE: permission of the instructor.

This course provides an opportunity for directed study in areas not necessarily included in formal course work. Variable credit: 1-3 hours.

### MA 450

#### Seminar in Mathematics

PREREQUISITE: MA 301 and permission of the instructor.

A capstone course for the mathematics majors. Topics may include: selected readings and discussion of the history and philosophy of mathematics, the golden ages and crises in mathematics. Student presentations are required. One field trip required. 3:0:3

## MG – Management

### MG 101

#### Introduction to Management

Basic functions of management with emphasis on the behavioral problems management faces in adopting and implementing policy. 3:0:3

### MG 110

#### Introduction to Business

Provides for business and non-business students an overview of business in our modern American society. Examines the development of our business system, social responsibility of business, and the functions of management, marketing, personnel, production, accounting, finance investments, insurance, and business law. Career opportunities in business are explored. 3:0:3

### MG 260

#### Business Law I

Introduction to the law: contracts, agency, employment, and negotiable instruments; comparison of social responsibility and legal aspects of selected issues. 3:0:3

### MG 261

#### Business Law II

PREREQUISITE: MG 260

A continuation of the study of contracts, agency, employment, and negotiable instruments; comparison of social responsibility and legal aspects of selected issues. 3:0:3

### MG 268

#### Office Administration

Layout and organization of an office, design and control of equipment and supplies; business information processing systems; human relations; and cost reduction. 3:0:3

### MG 271

#### Principles of Supervision

A study of leadership skills for persons in supervisory positions. Topics include: methods of training employees, employee rating, improving personal leadership, interpreting organization policies, and obtaining the maximum results through the efforts of others. 3:0:3

**MG – Management (continued)****MG 273****Records Management**

A study of the procedures, personnel, and equipment necessary to establish an efficient system of records management. Topics include: classification systems; creation and control of forms, correspondence, and reports; microforms; records inventory; evaluation and planning of records management programs; retention and disposition schedules; and supplies and equipment. 3:0:3

**MG 280****Students in Free Enterprise (SIFE)**

In conjunction with Students in Free Enterprise (SIFE), students will develop and implement projects to foster the principles of free enterprise which help local business and the community. 3:0:3

**MG 290****Selected Topics in Business**

An in-depth examination of specific areas of business and management. May be repeated once for credit with a change in topic. Variable credit: 1-3 hours.

**MG 352****Principles of Management**

Examines the functions, activities and principles of leadership in business and other institutions. Philosophy, history, current practice and issues in leading, planning, organizing, and controlling organizations such as communication, motivation and interpersonal relations. Lecture, discussion and cases are used. 3:0:3

**MG 354****Small Business Management**

A detailed study of the relationship and functions of accounting, management, financial management, and marketing in the successful initiation and operation of a small business. 3:0:3

**MG 365****Organizational Behavior**

PREREQUISITE: MG 352.

Examines theoretical and practical perspectives and experiences in the areas of motivation and human relations; individual behavior, small group behavior, intergroup behavior; organizational effectiveness, and organizational development. Lecture, discussion and cases are used. 3:0:3

**MG 371****Management and Organizational Behavior**

This course is the foundation for the study of management as an academic discipline. As such, the functions, activities and principles of management and organizational leadership in business and other institutions are presented and examined. The philosophy, history, current practices and issues in the areas of motivation and human relations, individual behavior, small group behavior, intergroup behavior, organizational effectiveness, and development are presented and discussed in the context of managing organizations in a global society. 3:0:3

**MG 375****Production and Operations Management**

PREREQUISITES: MA 120, MG 352 or equivalents.

Study of the design, planning and operations and control of manufacturing processes, material management, inventory quality control systems, work measurement and production standards. 3:0:3

**MG 401****Senior Seminar in Management**

PREREQUISITES: MG 352, MG 365, and EN 306B or equivalent. It is strongly recommended that all major core courses be completed prior to enrolling in this course.

Consideration of managerial problems and/or policies. Topics include: the role of values and assumptions in administrative situations, especially their influence on administrators choices among possible ends and means; the skills, attributes and personal qualities that enhance effectiveness of responsible individuals as they work with others in organizations; and the determinants of organization and executive action. 3:0:3

**MG 420****Labor Relations**

PREREQUISITES: MG 352 or MG 371

Consideration of the development, legal environment, and current problems of the industrial relations system. Emphasis is placed upon the historical evolution of both the union movement and the legislative system that shapes its activities. 3:0:3

## MG – Management (continued)

### MG 440

#### **Complex Organizations**

PREREQUISITES: MG 352 and MG 365.

A sociological approach to the study of organizations. Focuses on theoretical perspectives, characteristics of organizations, the interrelationship of organizational variables, and other related topics. 3:0:3

### MG 460

#### **Business Internship**

PREREQUISITE: MG 365 and completion of core courses in business and economics. Enrollment with the consent of the department.

Open to seniors who have demonstrated outstanding academic work in business who want to explore the practical applications of business theory in a professional work environment. Variable credit: 3-12 hours. Grading for this course is pass/fail.

### MG 465

#### **Independent Study in Business**

PREREQUISITE: Major in business administration, economics or accounting.

Individual research dealing with secondary sources on an approved topic in business. Variable credit: 1-4 hours.

### MG 490

#### **Special Topics in Business Administration**

PREREQUISITE: Permission of the instructor.

A course based on subjects outside the current offerings. Variable credit: 1-3 hours.

### MG 495

#### **Business Policy**

PREREQUISITES: EC 141, EC 142, EC 315, EN 306B, FI 360, MG 260, MG 352, and MK 351 or permission of instructor.

A series of business cases and materials dealing with a variety of problems confronting general management selected to illustrate the major areas of managerial concern: environmental opportunities and constraints, formulation of business policy, organization for business activity and marshalling of resources for achieving objectives of the firm. 3:0:3

## MI – Military Science

COURSES OFFERED FOR PARKVILLE DAYTIME  
CAMPUS CENTER ARMY ROTC PROGRAM AND  
CAMPUS CENTERS WITH CROSS TOWN AGREEMENT

### MI 102

#### **Leadership Practicum I**

Examines leadership in basic tactical and patrolling operations. Includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students practice leadership according to 16 principles and learn basic individual soldier skills. 2:0:2

### MI 112

#### **Leadership Practicum II**

Continuation of MI102. Examines advanced squad and platoon tactical operations with emphasis on patrolling operations. Topics include: leadership techniques, basic first aid, and problem-solving exercises. A tactical field application exercise and physical fitness conditioning program are included as course requirements. Students perform duties as leaders of small units. 2:0:2

### MI 116

#### **Foundations of Officership**

The course introduces the student to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. This course is designed to give the student an accurate insight into the Army profession and the officer's role in the Army. 1:0:1

### MI 126

#### **Basic Leadership**

PREREQUISITE: MI 116 or the consent of the Department Chairperson.

This course builds upon the fundamentals introduced in MI116 – Foundations of Officership, by focusing on leadership theory and decision making. "Life Skills" lessons in this semester include: problem solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms. Upon completion of this semester, students are prepared to advance to more

**MI – Military Science (continued)**

complex leadership instruction concerning the dynamics of organizations. Additionally, students will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). 1:0:1

**MI 202****Leadership Practicum III**

**PREREQUISITE:** To be taken concurrently and required for students in MI216.

Course examines squad and platoon offensive and defensive operations and leadership procedures in patrolling operations. Includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform various leadership roles and present classroom instruction. 2:0:2

**MI 212****Leadership Practicum IV**

**PREREQUISITE:** To be taken concurrently and required for students in MI226.

Continuation of MI202 to examine advanced squad and platoon offensive and defensive operations, reaction to obstacles, and leadership procedures in patrolling operations. Includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform in various leadership roles and present classroom instruction. 2:0:2

**MI 216****Individual Leadership Studies**

**PREREQUISITE:** MI116 and ML126 or the consent of the Department Chairperson.

This semester is designed to develop within the student a knowledge of self, self-confidence and individual skills. Through experiential learning activities, students will develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills. Building upon the fundamentals introduced in MI116/MI126 this course delves into several aspects of communication and leadership theory. The focus of the semester is on critical "life skills" which will enable the student's future success. The course concludes with a major leadership and problem solving case study which draws upon previous instruction. 2:0:2

**MI 226****Leadership and Teamwork**

**PREREQUISITE:** ML116, 126, 216 or the consent of the Department Chairperson. To be taken concurrently with MI212.

This course focuses on self-development guided by knowledge of self and group processes. Experiential learning activities are designed to challenge students current beliefs, knowledge and skills. This semester takes the approach of placing students in a wide variety of group exercises designed to emphasize various leadership competencies and insights. The instructor, acting as facilitator, helps guide student processing of the events to derive the leadership, group dynamics and problem solving lessons that the exercises offer. Practical "life skills" are emphasized throughout. 2:0:2

**MI 302****Leadership Practicum V**

**PREREQUISITE:** Advanced-course status, to be taken concurrently, and required for students enrolled in MI 316.

Examines squad and platoon offensive and defensive operations, the patrol leader in patrolling operations, and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. 2:0:2

**MI 312****Leadership Practicum VI**

**PREREQUISITE:** Advanced-course status, to be taken concurrently, and required for students enrolled in MI 316.

Familiarize squad and platoon offensive and defensive operations, the patrol leader in patrolling operations, and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. 2:0:2

**MI 316****Leadership and Problem Solving**

**PREREQUISITE::** 6 credits in Military Science, and Department Chairperson approval and concurrent enrollment in MI 302.

Provides the student with no prior military or cadet experience the ability to quickly learn essential cadet knowledge and skills necessary for successful performance of cadet tasks. Following an introduction to the principles of physical fitness and healthy lifestyles lessons will cover: the Leader Development Program, how to plan and conduct individual and small unit training, basic tactical principles, reasoning skills and the military specific application of these skills in the form of the Army's troop leading procedures. The course concludes with a detailed examination of officership which culminates in a five-hour officership case study. 3:0:3

**MI – Military Science (continued)****MI 326****Leadership and Ethics**

PREREQUISITE: MI316 and concurrent enrollment in MI312.

Continues the focus from MI316 on doctrinal leadership and tactical operations at the small unit level. Instructional modules include: Army branches, Army Leadership philosophy, dynamics of a group environment, oral and written presentation skills, culminating in instruction in National and Army values and ethics. This critical semester synthesizes the various components of training, leadership and team building. 3:0:3

**MI 402****Leadership Practicum VII**

PREREQUISITE: Advanced-course status, to be taken concurrently, and required for students enrolled in MI416.

Practical applications in problem analysis, decision making, planning and organization, delegation and control, and development of interpersonal skills required for effective management. Participation in physical fitness conditioning and tactical application exercise is required. Students will perform in various leadership positions and present classroom instruction. 2:0:2

**MI 412****Leadership Practicum VIII**

PREREQUISITE: Advanced course status, to be taken concurrently, and required for students enrolled in MI426.

Practical applications in problem analysis, decision making, planning and organization, delegation and control, and development of interpersonal skills required for effective management, includes a tactical application exercise. Participation in physical fitness conditioning is required. Students will perform various leadership roles and conduct classroom instruction. 2:0:2

**MI 416****Leadership and Management**

PREREQUISITE: Advanced Course status and concurrent enrollment in MI402.

A series of lessons designed to enable students to make informed career decisions as they prepare for commissioning and service as Second Lieutenants. Classes concentrate on Army operations and training management, communications and leadership skills which support the final transition from cadet/student to Lieutenant/leader. Subjects include: The Army Training Management System, coordinating activities with staffs, and

counseling skills. At the end of this semester students should possess the fundamental skills, attributes and abilities to operate as a competent leader in the cadet battalion. 3:0:3

**MI 426****Officership**

PREREQUISITE: MI416; Advanced Course status and concurrent enrollment in MI412.

A series of lessons that provide a review of the ethical dimensions of leadership, Law in Leadership, Organizing for Military Operations to include historical case studies, Personnel, Supply and Maintenance administration and management, personal financial planning and entering the service. The semester concludes with a 12 lesson experiential exercise simulating assignment as a new Lieutenant in a unit. 3:0:3

**MI 450****Independent Research/Project**

PREREQUISITE: Minimum of a 2.5 GPA and departmental approval.

Investigation of a research problem, project, or topic on an individual conference basis. Variable credit: 1-5 credit hours.

AEROSPACE STUDIES - COURSES OFFERED FOR PARKVILLE DAYTIME CAMPUS CENTER AIR FORCE ROTC PROGRAM AND CAMPUS CENTERS WITH CROSSTOWN AGREEMENTS.

**MI 101 AF****Introduction to the Air Force Today I**

A survey course designed to introduce student to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the United States Air Force, officership, and professionalism, military customs and courtesies, Air Force opportunities and benefits, and written communications. A mandatory Leadership Laboratory (MI 499) complements this course by providing cadets with followership experiences. 1:0:1

**MI 102 AF****Introduction to the Air Force Today II**

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the United States Air Force, a macro history of the United States military, Air Force opportunities and benefits, group leadership projects and oral communication. A mandatory Leadership Laboratory (MI 499) complements this course by providing cadets with followership experiences. 1:0:1



**MI – Military Science (continued)****MI 201 AF****The Air Force Way I**

A survey course designed to facilitate the transition from ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Air Force heritage and leaders, development of air-power doctrine from the invention of the airplane through the present, and written communications. A mandatory Leadership Laboratory (MI 499) complements this course by providing cadets with their first opportunity to apply leadership experiences discussed in class. 1:0:1

**MI 202 AF****The Air Force Way II**

A survey course designed to facilitate the transition from ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Introduction to leadership, quality Air Force management tools, ethics and values, oral-communication group, leadership projects. A mandatory Leadership Laboratory (MI 499) complements this course by providing cadets with their first opportunity to apply leadership experiences discussed in class. 1:0:1

**MI 301 AF****Air Force Leadership and Management I**

A study of leadership principles and perspectives, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of concepts being studied. A mandatory Leadership Laboratory (MI 499) complements this course by providing advanced leadership experiences in officer-type activities, giving the student an opportunity to apply leadership and management principles. 3:0:3

**MI 302 AF****Air Force Leadership and Management II**

A study of quality management fundamentals, professional knowledge, Air Force Doctrine, and communication skills required of an Air Force junior officer. Case studies are used to examine management situations as a means of demonstrating and exercising practical applications of concepts being studied. A mandatory Leadership Laboratory (MI 499) complements this course by providing advanced

leadership experiences in officer-type activities, giving the student an opportunity to apply leadership and management principles. 3:0:3

**MI 401 AF****National Security Affairs**

An examination of the national security process, regional studies, advanced leadership ethics, Air Force doctrine, and current issues affecting military professionalism. Within this structure, emphasis is placed on refining communication skills. A mandatory Leadership Laboratory (MI 499) complements this course by providing advanced leadership experiences in officer-type activities, giving the student an opportunity to apply leadership and management principles. 3:0:3

**MI 402 AF****Preparation for Active Duty**

This course is the final step in preparing an officer candidate for active duty. It includes examination of the military as a profession, officership, military justice, and civilian control of the military. It also familiarizes the student with the roles of various Air Force base agencies. Within this structure, emphasis is placed on refining communication skills. A mandatory Leadership Laboratory (MI 499) complements this course by providing advanced leadership experiences in officer-type activities, giving the student an opportunity to apply leadership and management principles. 3:0:3

**MI 499 AF****Leadership Laboratory**

The MI 100 and MI 200 Leadership Laboratory (LLAB) courses include a study of Air Force customs and courtesies, drill ceremonies, military commands and Air Force opportunities. MI 300 and MI 400 courses provide advanced leadership experiences that involve planning, organizing, and executing cadet training activities, as well as, preparing and presenting briefing and other oral/written communications. 0 credit.

**MK 351**

**Principles of Marketing**

Examines factors relevant to the marketing mix (product, promotion, distribution, and price) and to marketing management. 3:0:3

**MK 369**

**E-Marketing**

PREREQUISITE: MK 351.

This course will address the new technological environments that marketers are facing by introducing strategic considerations related to technology and technology implementation as it impacts the field of marketing. The course will explore the basics of marketing exchange utilizing the Internet, multimedia techniques, database marketing, and interactive telecommunications across delivery platforms. In addition the course will give students hands on experience with relevant software. 3:0:3

**MK 380 (CA 380)**

**Advertising**

PREREQUISITE: MK 351 or equivalent.

Designed to give the student an understanding of the creation, design, and production of material for advertising campaigns in all media. Suggested 3:0:3

**MK 385**

**Consumer Behavior**

PREREQUISITE: MK 351.

An integrated approach to the study of various behavioral concepts and theories useful for understanding consumer behavior and its relevance to the development of effective marketing strategies. 3:0:3

**MK 386**

**Retailing Administration**

PREREQUISITE: MK 351 or equivalent.

The basic concepts and analytical tools of retailing; types of organizational structure; store location; personnel; merchandising; promotion; services; and control techniques. 3:0:3

**MK 389**

**Professional Selling**

PREREQUISITE: MK 351.

A study of the personal selling process with emphasis on the contributions of behavioral theories and on the legal, ethical, and social responsibilities of selling professionals. 3:0:3

**MK 395**

**International Marketing**

PREREQUISITE: MK 351.

An in-depth study of the methods of establishing and servicing foreign markets with emphasis on pricing, promotion, and distribution channels given the complex effects of international, cultural, legal and business practice environments. Exporting, importing and tariff barriers are also covered. 3:0:3

**MK 400**

**Special Topics in Marketing**

PREREQUISITE: Instructor Permission required.

This course consists of the study and analysis of some major aspect(s) of Marketing concepts at the senior level. Variable credit: 1-3 credit hours

**MK 401**

**Sales Management**

PREREQUISITE: MK 351.

Review and analysis of approaches to planning, organizing, training, developing, compensating, directing, and controlling the sales force in support of marketing objectives. Use of case materials. 3:0:3

**MK 411**

**Marketing Management**

PREREQUISITE: MK 351 and MK 385.

Study of the theoretical foundations, the methods and the environment of marketing, management. Topics include: consumer behavior, product policy, channel management, pricing and promotion. 3:0:3

**MK 453**

**Marketing Research and Information Systems**

PREREQUISITES: EC 315 and MK 351.

Examines the application of research methods to the problems of marketing. Consideration is given to research procedures, sources of data and management's use of information for decision making. 3:0:3

**MK 455**

**Promotional Policies and Strategies**

PREREQUISITE: MK 351.

A study of the specific role of the various promotional mix elements in relation to the overall marketing strategy. 3:0:3



## MK – Marketing (continued)

### MK 463

#### Marketing Internship

Open only to students who have earned at least 15 credit hours of their Marketing degree requirements. The internship in marketing must be in a professional career position typically filled by a college graduate. The internship will be approved by the Department Chair and overseen by the Marketing Program Coordinator or a business faculty member approved by the PC. An experience paper is required. Grades are pass/fail. 3 credit hours will be earned by 120 hours on the job. This class can be repeated to earn a maximum of 6 hours of credit at the discretion of the Program Coordinator.

### MK 491

#### Seminar in Marketing

PREREQUISITE: Twelve hours of marketing or instructor approval.

Intensive studies of selected current issues in marketing through seminars, workshops, and forums. 3:0:3

## ML – Modern Languages

### ML 100-300

#### Exploring Modern Languages

Course designed to allow the teaching of modern languages not found in the normal course offerings. Each 3:0:3

### ML 215

#### Selected Topics in Languages

An intermediate level language course that treats topics of contemporary interest. 3:0:3

### ML 235 (LE)

#### Survey of European Literature

Introduction to major European literary genres from the earliest expressions to modern times. An examination of the literary, historical cultural position of selected writers and literary movements. Relationships among each country's literary expressions will be emphasized. Special attention will be given to Homer, Dante, Boccaccio, Chaucer, Moliere, Shakespeare, Cervantes, and the Romantic movement in Italy, France, Germany and England. 3:0:3

### ML 315

#### Selected Topics in Literature and Culture

An advanced level course that examines issues pertaining to issues of culture, society, literature, and history. 3:0:3

## CHINESE

### CN 101

#### Elementary Chinese I

An introductory course with emphasis on pronunciation and the basic elements of grammar; practice in understanding, speaking, reading, and writing. 3:0:3

### CN 102

#### Elementary Chinese II

PREREQUISITE: CN 101 or equivalent.

The introduction of more complex elements of grammar; additional practice in understanding, speaking, reading, and writing. 3:0:3

### CN 103

#### Elementary Chinese I

An introductory course with emphasis on pronunciation and the basic elements of grammar; practice in understanding, speaking, reading, and writing. Some lab required. 3:1:4

### CN 104

#### Elementary Chinese II

PREREQUISITE: CN 103 or equivalent.

The introduction of more complex elements of grammar; additional practice in understanding, speaking, reading, and writing. Some lab required. 3:1:4

## ML – Modern Languages (continued)

### CN 201

#### Intermediate Chinese I

PREREQUISITES: CN 101 and CN 102 or two years of high school Chinese.

Students will work on building vocabulary and comprehension and increasing speaking ability. Everyday life situations and current events will be discussed in class. A grammar review of CN 101 and CN 102 will also be included. 3:0:3

### CN 202

#### Intermediate Chinese II

PREREQUISITE: CN 201 or two and one half years of high school Chinese.

A continuation of CN 201. Vocabulary is put to added work in composition. 3:0:3

### CN 310

#### Independent Readings in Chinese

PREREQUISITE: CN 202 or three years of high school Chinese.

Materials and credit to be arranged with the instructor. May be repeated for up to six hours of credit with permission of the instructor. Variable credit: 1-3 hours.

## FRENCH

### FR 101

#### Elementary French I

Areas covered in this course include vocabulary building, grammar, conversation, and introduction to French culture and civilization. Emphasis is on conversation. 3:0:3

### FR 102

#### Elementary French II

PREREQUISITE: FR 101 or one year of high school French.

This course continues the presentation of vocabulary and basic structural patterns begun in Elementary French I with emphasis on comprehension, speaking, reading, and writing skills. 3:0:3

### FR 103

#### Elementary French I

This course will introduce students to the four language skills (speaking, listening, reading and writing) that will enable them, on a limited basis, to understand and communicate about topics of everyday importance. Through various media, students will also learn about cultural differences in the French-speaking world. Some lab required. 3:1:4

### FR 104

#### Elementary French II

PREREQUISITE: FR 103 or equivalent.

This course continues to develop competency in producing the French language, both spoken and written. Emphasis is placed upon student's ability to communicate effectively in short conversations and basic writings, as well as to grasp the meaning of what they hear and read. Some lab required. 3:1:4

### FR 201

#### Intermediate French I

PREREQUISITE: FR 102 or two years of high school French.

Students work on building vocabulary and comprehension and increasing speaking ability. Everyday life situations and current events are discussed in class. A grammar review of FR 101 and FR 102 will be included. 3:0:3

### FR 202

#### Intermediate French II

PREREQUISITE: FR 201 or two and one half years of high school French.

A continuation of FR 201. Vocabulary is put to added work in composition. 3:0:3

### FR 310

#### Independent Readings in French

PREREQUISITE: FR 202 or three years of high school French.

Materials and credit to be arranged with the instructor. May be repeated for up to six hours of credit with permission of the instructor. Variable credit: 1-3 hours.

**GERMAN**

**GE 103**

**Elementary German I**

Areas covered in this course include: grammar, vocabulary building, conversation, comprehension and writing, with an introduction to German culture and civilization. Some lab required. 3:1:4

**GE 104**

**Elementary German II**

PREREQUISITE: GE 103 or equivalent.

This course continues the development of speaking, comprehension, reading and writing skills and study of German culture and civilization begun in GE 103. Some lab required. 3:1:4

**GE 201**

**Intermediate German I**

PREREQUISITE: GE 102 or two years of high school German.

Students work on building vocabulary and comprehension and increasing speaking ability. Everyday life situations and current events are discussed in class. A grammar review of GE 101 and GE 102 is also included. 3:0:3

**GE 202**

**Intermediate German II**

PREREQUISITE: GE 201 or two and one half years of high school German.

A continuation of GE 201. Vocabulary is put to added work in composition. 3:0:3

**GE 212**

**German for Professional Studies I**

In this course participants will apply the basic skills learned in GE103 and GE104 by reading, discussing, and learning about conducting business and/or cultural interaction in a German-speaking environment. Students will have ample opportunity to talk and interact, as well as to improve written communication skills. In addition to the presentation of new grammar and vocabulary, the focus of this course is to experience the German professional culture through language and text. 3:0:3

**GE 310**

**Independent Readings in German**

PREREQUISITE: GE 202 or three years of high school German.

Material and credit to be arranged with the instructor. May be repeated for up to six hours of credit with permission of the instructor. Variable credit: 1-3 hours.

**SPANISH**

**SP 103**

**Elementary Spanish I**

This course offers a broad introduction to the study of the language in it diverse contexts with a focus on grammar, and oral and written comprehension. Some lab required. 3:1:4

**SP 104**

**Elementary Spanish II**

PREREQUISITE: SP 103 or equivalent.

This course introduces more complex elements of grammar and includes student-generated dialogues, short interviews and brief essays as a basis for the practices of speaking, comprehension, reading and writing skills. Some lab required. 3:1:4

**SP 201**

**Intermediate Spanish I**

PREREQUISITE: SP 102 or three years of high school Spanish.

In this course students review basic concepts of the language while expanding reading comprehension and writing skills. Readings focus on the study of Hispanic cultures. 3:0:3

**SP 202**

**Intermediate Spanish II**

PREREQUISITES: SP 201 or four years of high school Spanish.

A continuation of the grammatical and cultural studies undertaken in SP 201. This course includes content-based projects in the target language. 3:0:3

**SP 203**

**Business Spanish I**

An intermediate level review of grammar through the study of business terminology and transactions. 3:0:3

## ML – Modern Languages (continued)

### SP 204

#### **Business Spanish II**

An advanced intermediate review of grammar through the study of business terminology and cultural interaction. 3:0:3

### SP 205

#### **Issues in International Business**

A study of global markets accompanied by interactive role-playing, case studies and problem-solving. 3:0:3

### SP 213

#### **Spanish for Health Care I**

An intermediate level review of grammar through the study of cultural skills and medical terminology when interacting with patients. 3:0:3

### SP 214

#### **Spanish for Health Care II**

An advanced intermediate level review of grammar through the study of cultural skills and medical terminology when interacting with patients. 3:0:3

### SP 215

#### **Cultural Issues in Medicine**

A study of issues in Health Care and on-site interactions with an emphasis on specific areas of interest to individual students. 3:0:3

### SP 230

#### **Spanish for Educators**

A study of contemporary issues in Education that emphasizes skills important to classroom needs and communication with students, families, and colleagues. 3:0:3

### SP 294

#### **Intermediate Spanish Conversation**

PREREQUISITE: SP 202 or equivalent, four years of high school Spanish or instructor's permission.

The course consists of a variety of sources and topics for the improvement of oral language skills. Forums for conversation include individual presentations, pair presentations and groups discussion in Spanish based on readings, individual research, movies, plays and excursions. This course includes a review of advanced grammar concepts. 3:0:3

### SP 295

#### **Intermediate Spanish Composition**

PREREQUISITE: SP 202 or equivalent.

Writing in Spanish at the intermediate level, including a review of grammar. Short essays and other practical exercises in composition. 3:0:3

### SP 299

#### **The Minor Capstone Project**

An individual or joint research project that involves hands-on learning and a final oral presentation in English of the work undertaken. 3:0:3

### SP 301

#### **Advanced Spanish Conversation**

PREREQUISITES: SP294 or equivalent.

Based on the viewing of U.S. Latino, Spanish and Spanish American films, this course emphasizes the practice of oral communication skills and analytical approaches to film reviews. Taught in Spanish. 3:0:3

### SP 302

#### **Advanced Grammar and Composition**

PREREQUISITES: SP295 or equivalent.

In this course the student develops advanced-level reading and writing skills through the analytical interpretation of short texts by Hispanic writers. Taught in Spanish. 3:0:3

### SP 310

#### **Independent Readings in Spanish**

PREREQUISITE: SP 202 or four years of high school Spanish or instructor's permission. Material and credit to be arranged with the instructor. May be repeated for up to six hours of credit with permission of the instructor. Variable credit: 1-3 hours.

### SP 311

#### **Culture and Civilization of Spain**

PREREQUISITES: SP 294 and SP 295 or equivalent.

Further development of written and spoken Spanish through the study of the culture and civilization of Spain. This course is taught in Spanish. 3:0:3

## ML – Modern Languages (continued)

### SP 312

#### **Cultures and Civilization of Spanish America and the Hispanic Caribbean**

Taught in English, this course examines aspects of the history and cultures of Spanish America and the Hispanic Caribbean from pre-Columbian to contemporary times. Topics covered include: indigenous civilizations, the Spanish Conquest and occupation, the legacies of empire, dilemmas of national development, the changing roles of women, military dictatorships, and the “disappeared,” contemporary Indian cultures and social realities, the narcotic industry, “third-world” debt and issues of national sovereignty. 3:0:3

### SP 320

#### **U.S. Latino Cultures and Literatures**

An advanced course that examines issues pertaining to U.S. Latino culture, society, literature, and history. 3:0:3

### SP 322

#### **Reading Cervantes’ Masterpiece: Don Quixote**

Taught in English, this course examines Don Quixote with consideration of the Exemplary Novel and the background of Renaissance Prose. Open to Spanish and non-Spanish majors. 3:0:3

### SP 394

#### **Introduction to the Literature of Spain**

PREREQUISITES: SP 301, SP 302 or equivalent, or permission of instructor.

Presents key works of Spanish literature, from the Middle Ages to contemporary times.

The selection of texts is designed not only to introduce major writers, but also to seek further insights into the Spanish culture. This course is taught in Spanish. 3:0:3

### SP 395

#### **Introduction to the Literatures of Spanish America and the Hispanic Caribbean**

PREREQUISITES: SP294 and SP295 or equivalent, or permission of the Department Chair.

Taught in Spanish, this course explores the literature of Mexico, Central and Spanish America. 3:0:3

### SP 399

#### **The Major Capstone Project**

An individual or joint research project that involves hands-on learning with a written report in Spanish and a final oral presentation in English of the work undertaken. 3:0:3

## MR – Medical Records

### MR 206

#### **Medical Terminology II**

PREREQUISITE: MR 205 or equivalent.

Review of prefixes, suffixes and anatomical roots for each system of the body. Basic vocabulary of terms for diseases, operations, tumors, signs, symptoms, laboratory tests, and diagnostic procedures for each system of the body. 3:0:3

### MR 220

#### **Coding**

A study of the international medical nomenclature and classification systems for the comparison of disease data. Major topics include: characteristics of the nomenclature and classification systems and methods of quality control of coded information. 3:0:3

## MR – Medical Records (continued)

### MR 242

#### Medical Records I

Principles of medical record technology including the preparation, analysis, preservation, and retrieval of health information. The value of this information to the patient, the doctor, and the community will be stressed. 3:0:3

### MR 243

#### Medical Records II

PREREQUISITE: MR 242 or equivalent. Medical records in a variety of health care facilities, release of information, medical staff organization, and requirements and survey procedures of licensing and accrediting agencies. Medicare law and other federal regulations will be presented. Students will be introduced to the basic principles of supervising and managing a medical records department. 3:0:3

## MU – Music

### MU 105

#### Ensemble

The study and performance of music for instrumental or vocal groupings. May be repeated for credit. 1:0:1

### MU 131, 132, 231, 232, 331, 332, 431, 432

#### Performance (Majors only)

Opportunity to perform in a simulated concert environment with critical feedback. May be repeated for credit. 1:0:1

### MU 151, 152, 251, 252, 351, 352, 451, 452

#### Orchestra

Study and performance of music for orchestra. 1:0:1

### MU 171, 271, 371, 471

#### Chamber Music (Majors only)

Study and performance of music for chamber orchestra. 1:0:1

### MU 175, 176, 275, 276

#### Collaboration (Majors only)

Developing skills of playing music for chamber orchestra. 1:0:1

### MU 181, 281, 381, 481

#### 182, 282, 382, 482

#### Applied Music A

Individual lessons offered in voice, piano and classical guitar. 1:2:2

### MU 191, 192, 291, 292, 391, 392, 491, 492

#### Applied Music B (Majors only)

Individual lessons offered in piano, violin, viola and cello. 1:10:2

### MU 160

#### Music Theory I

A study of the fundamentals of harmony and basic elements of sight-singing, melodic dictation, rhythmic dictation, keyboard, timbre, texture, and form used both in aural and visual analysis. 3:2:3

### MU 161

#### Music Theory II

PREREQUISITE: MU 160.

A continuation of the fundamentals of harmony and basic elements of sight-singing, melodic dictation, rhythmic dictation, keyboard, timbre, texture, and form used both in aural and visual analysis. 3:2:3

### MU 195, 196, 295, 296

#### Applied Music C (Majors only)

This course will involve an in-depth analysis and selection of new repertoire to be learned during the semester. Students will have one private lesson per week, and will be required to participate in chamber music ensembles and orchestra, and repertory and master classes as appropriate. Selected new learned repertoire will be performed in recital each year. 5 cr. This is a P/F graded class.

### MU 205

#### Music Appreciation

A course designed to acquaint the student with the basic materials and history of music. Emphasis is on aural analysis and attendance at live performance. 3:0:3

**MU 210****Music in a Global Society**

A study of the role that music and musicians have played voluntarily or otherwise in politics, religion and social issues. Specific works ranging from instrumental music through opera, liturgical music, musical theatre and popular music are discussed. 3:0:3

**MU 234, 235, 334, 335, 434, 435****Musicianship Development (Majors only)**

This course offers students a greater insight into enhancing listening and perceptive skills by attending concerts, preparing aural and written critiques, and observing applied lessons with faculty outside their primary instrument. 1:0:1

**MU 240****Music Theory III**

PREREQUISITES: MU 161.

A continuation of MU 160 and MU 161, with a further study and analysis of modulation, altered chords, modes, chromaticism, and devices used in contemporary music. Studies will be applied to written, aural, and keyboard skills. 3:2:3

**MU 241****Music Theory IV**

PREREQUISITE: MU 240.

A continuation of MU 240, with a further study and analysis of modulation, altered chords, modes, chromaticism, and devices used in contemporary music. Further studies will be applied to written, aural, and keyboard skills. Course has a required laboratory session. 3:2:3

**MU 260****Introduction to Music**

A comprehensive survey of Western music from its known beginnings to the present. 3:0:3

**MU 345****Music History: Medieval, Renaissance and Baroque**

An introduction to the music literature from ancient times to 1700. 3:0:3

**MU 346****Music History: Classic, Romantic and Modern**

An introduction to the music literature from 1700 to the present. 3:0:3

**MU 355, 356****Orchestral Repertoire (Majors only)**

The study, rehearsal and performance of orchestral repertoire. 1:0:1

**MU 360****Special Topics**

Intensive study of an area of music selected by the instructor on the basis of student need or current issues. 1-3 hours.

**MU 365****Orchestration**

PREREQUISITE: MU 241 or instructor's approval.

A study of the orchestral instrument families with exercises in writing scores for instrumental ensembles. Emphasis is placed upon full orchestra with secondary attention given to small ensembles. 3:0:3

**MU 374****Directed Study**

(for all other pedagogy needs) 1-3 Hours

**MU 375, 376, 475, 476****Collaboration (Majors only)**

Developing skills of playing with other musicians. 1:0:2

**MU 415****Independent Study in Music**

PREREQUISITE: permission of artistic director.

This course offers the student minoring in music the opportunity to research a focused topic in music, to compose a significant musical work, or to perform a significant work or set of works. The final product will be a fully developed research paper, a finished original musical score, or a significant performance. 3:0:3

**MU 449****Music Management Workshop**

Students will be exposed to the processes in advising, representing and furthering their respective careers as artists: focusing on the establishment of mutually beneficial working relationships with management. Topics include the mechanics of talent booking and contracting, union and government relations, fee/commission structures, and contractual considerations. 1:0:1

**MU 455, 456****Orchestral Repertoire**

The study, rehearsal and performance of orchestral repertoire. 1:0:2

## NS – Natural and Life Sciences

**NS 120****Anatomy and Physiology for Nurses**

This course is designed for nurses who have had an introduction to the major structures of the human body and a discussion of their function. Emphasis is placed on identification of body parts, organization of systems and homeostatic mechanisms. 4:0:4

**NS 215****Selected Topics in Math/Natural Sciences**

An in-depth examination of specific areas of mathematics and natural sciences. May be repeated once for credit with a change in topic. Variable credit: 1-4 hours.

**NS 220****Applied Statistics and Experimental Design**

PREREQUISITE: MA 135 or higher.

The applied use of statistics in the natural sciences. This course will provide an overview of statistics important to biological investigation, hypothesis testing, sampling protocol, and experimental design. Emphasis will be placed on computer statistical packages, natural science data, and application and interpretation of these statistics. Students will be introduced to several common statistical tests, including one- and two-sample hypothesis testing, analysis of variance (ANOVA), correlation, regression, and chi-squared tests with nonparametric alternatives briefly discussed. 3:0:3

**NS 241 LE****Philosophy and History of Science**

A history of science is presented in terms of the multicultural aspects of our scientific heritage. Focus is upon the nature of scientific inquiry and the social factors affecting the participation of diverse groups of individuals in the advancement of science. 3:0:3

**NS 302****Current Literature in the Natural Sciences**

The goals of this course are to learn to read and critique research papers; to learn to present a polished, professional summary of a recent paper; and to acquire background information for appropriate scientific seminars. 0:2:1

**NS 304****Science, Technology, and Society**

Relationship between science, technology, and society. Topics include: the two cultures, the relationship between basic science and technology, the effects of technology upon society, and possible future technologies. 3:0:3

**NS 306****Ethical Practices in Science**

The social and ethical implications of scientific advancement will be presented to encourage the free exchange of ideas, with an emphasis on the role scientists and health professionals should play. Topics are selected from current social and ethical issues in chemistry, biology, ecology, physics, and health care. 1:0:1

**NS 315****Special Topics in Math/Natural Sciences**

An in-depth examination of specific areas of mathematics or the natural sciences. May be repeated once for credit with a change in topic. Variable credit: 1-4 hours.

**NS 319****International Health Issues**

This course is designed to acquaint the student with health issues including the social, behavioral, and environmental influences on health and the delivery of health care in the United States and other countries. The concepts of health and illness will be explored from a multicultural viewpoint along with a variety of strategies for the promotion and protection of health, the prevention of disease, and the treatment modalities such as herbal medicine, therapeutic touch, acupuncture, etc. Current global issues will be discussed. 3:0:3

**NS 401****Natural Science Seminar**

A regularly scheduled seminar based on formal presentations of students, faculty, and guests. The presentations are based upon current periodical literature, and the presentation of an abstract and bibliography is required. Required of all senior students within the school as designated by the department. May be repeated for credit. 0:2:1.



**NU 200****Nursing Transitions**

Seminar/discussion course to introduce and orient the participant to the nursing program and the resources students will use during their course of study. Exploration of nursing history, nursing theory including nursing process, introduction to communication and teaching/learning theory and clinical calculation practice. 3:0:3

**NU 210****Adult Health Nursing I**

Prerequisite: NU 200

Enhance basic medical surgical knowledge of health promotion and alterations in fluid and electrolyte balance, respiratory, cardiovascular, gastrointestinal, hepatic, and urinary systems and surgical client care with an emphasis on evidence based nursing practice. 3:0:3.

**NU 220****Adult Health Nursing II**

PREREQUISITE: NU 200. Concurrent with NU 210, NU 238, and NU 235.

Enhances basic medical surgical knowledge of health promotion and alterations in integumentary, musculoskeletal, neurological, endocrine, stress, immune, sensory or reproductive systems with an emphasis on evidence based nursing practice. 3:0:3

**NU 235****Clinical Adult Health Nursing**

PREREQUISITE: NU 200. Concurrent with NU 210 and NU 220 and NU 238.

Application of the nursing process in a variety of clinical settings with emphasis placed on safe patient care, teaching / learning, pharmacology, communication, critical thinking and health promotion. 0:9:3

**NU 238****Nursing Health Assessment**

PREREQUISITE: NU 200.

Application of the nursing process as it relates to the health assessment of normal and abnormal assessment findings across the life span. The use of nursing history, interview techniques and assessment techniques are emphasized in relationship to the adult (including geriatric population), pediatric population and pregnant population. 3:0:3

**NU 240****Maternal/Child Health Nursing**

PREREQUISITE: NU 210, NU 220, NU 235, NU 238, and NU 255.

An exploration of health care issues, health promotion, growth and development, and management of disease processes related to women, infants, children, and families based on evidence based nursing practice. 3:0:3

**NU 255****Mental Health Nursing**

PREREQUISITES: NU 200.

An exploration of health care issues, health promotion, growth and development across the life span, and management of disease processes related to the mental health client population. Emphasis is placed on evidence based nursing practice with a focus on communication processes, relationship of biochemistry and genetics to mental health diagnosis and treatment, pharmacologic and group approaches to treatment, and development of therapeutic relationships. 3:0:3

**NU 265****Clinical Nursing Practice Applications**

PREREQUISITES: NU 200, NU 210, NU 220, NU 235, NU 238, and NU 255.

Application of the Nursing Process in a variety of clinical settings with emphasis placed on health promotion, growth and development, management of disease processes across the life span, and nursing leadership and management based on evidence based nursing practice. 0:12:4

**NU 270****Selected Topics in Nursing**

PREREQUISITES: Permission of the instructor.

Specialized study in contemporary topics related to transition to the role of the ADN professional nurse in the changing health care system. Emphasis will be placed on personal and professional development. May be repeated once for credit with change in topic. Variable credit: 1-3 hours

## NU – Nursing (continued)

### NU 275

#### **Management and Issues in Nursing**

PREREQUISITES: NU 200, NU 210, NU 220, NU 238, NU 235, and NU 255.

Exploration into nursing management and issues. Emphasis will be placed on nursing leadership, health care systems, health care financing and legal and ethical issues prevalent to nursing practice and patient care. 3:0:3

### NU 300

#### **Nursing Pharmacology**

PREREQUISITE: Admission to the BSN Completion program.

Concurrent enrollment with NU 310

This course assesses knowledge of pharmacology as it applies to nursing practice. It requires the student to complete standardized testing of pharmacological knowledge. Students must pass the proctored standardized test with a minimum score of 75% to be awarded credit in the course. This course is for VLE credit only. There is a fee for the exam payable to the Nursing Program for exam administration. The fee is determined each year by the vendor. Current prices can be obtained from the Nursing Program. VLE credit fees apply. 0:0:3

### NU 310

#### **Nursing Transitions for the BSN**

This is a seminar discussion course to introduce and orient the Baccalaureate student to the Nursing Program. Exploration of transition processes to the BSN role, collegiality, emotional intelligence, and professional aspects of the BSN prepared nurse are emphasized. 3:0:3

### NU 320

#### **Historical Nursing Practice**

PREREQUISITE: NU 310

Exploration of the history of the nursing profession as it affects health care. The emphasis of the course is to gain perspective by analyzing the roots of nursing and how it contributes to professional identity. 3:0:3

### NU 350

#### **Theoretical Foundations**

PREREQUISITES: NU 300 and NU310.

Discussion seminar to focus on the application of theoretical foundations for professional nursing practice. This course assists in organizing and linking nursing's unique body of knowledge to the theory of other related disciplines and nursing practice. 3:0:3

### NU 355

#### **Pathophysiology for Clinicians**

This course provides an understanding of the physiological process underlying human disease. The course emphasizes a systems approach to pathophysiological process associated with altered health states and its clinical manifestations. Multiple examples and case studies will be discussed. 3:0:3

### NU 400

#### **Global Health Care Perspectives**

An investigation of current topics associated with global health with an emphasis on the role of the nurse in global health care. Topics include the effect of disease upon populations, role of the RN in global health care issues, and health promotion activities to minimize the effects of disease. 3:0:3

### NU 410

#### **Community Health Nursing Practice**

This course combines an investigation of community health theory with clinical application. Emphasis is placed on the role of the RN in implementing community based health care processes. This course is composed of 3 credit hours theory and 2 credit hours of clinical applications. 3:2:5

### NU 420

#### **Leadership and the BSN Role**

An analysis and critique of management issues facing nursing leaders using theoretical and clinical applications. This course is composed of 3 credit hours for theory based applications and 2 credit hours for clinically based applications. 3:2:5

## NU – Nursing (continued)

### NU 450

#### **Nursing Research**

PREREQUISITES: MA 120 and NU 350

Nursing research is essential to the development and refinement of nursing practice. This course will focus on Nursing's development of its own unique body of knowledge as a practice discipline. 3:0:3

### NU 455

#### **Integrative Practice in Nursing**

PREREQUISITES: NU 300, NU 310, NU 320, NU 350, NU 400, NU 410 and NU 420

A capstone course to integrate the theoretical and practical application of nursing as a profession. This seminar course assists the student in focusing on professional development and life-long learning. 3:0:3

## PA – Public Administration

### PA 250

#### **Special Topics in Fire Service Management**

This course is designed specifically for the Bachelor or Public Administration/Fire Services Management program and includes such topics as: fire investigation, fire administration, fire inspection, building and fire codes, environmental laws, regulations, and environmental management, marketing and public relations, applied environmental laws and regulations, and hazardous materials management and planning. May be repeated up to a total of 12 hours (permission of department chair required). 3:0:3

### PA 330

#### **Public Administration**

Principles and problems of public administration in America. Special attention is given to the problems of democratic control and the development of basic concepts of the field. 3:0:3

### PA 331

#### **Public Organizations**

A study dealing with public organization design and the impact public organizations have upon those who work in them or deal with them. Topics include: public organization information and control systems, decision making in public organizations, the environment of public organizations, organizational behavior and innovation in public organizations. 3:0:3

### PA 333

#### **Public Management and Leadership**

The study of managerial functions, processes, ethics, and practices in public organizations. Topics may include goals, objectives, policies, organizational structures, and decision-making theory and practice in public organizations. 3:0:3

### PA 334

#### **Public Personnel Administration**

Analysis of the various functions of public personnel administration including: recruitment, placement, training, salary, evaluation, retirement, personnel problems, labor relations, collective bargaining, ethics, merit systems, and EEO programs. 3:0:3

### PA 342

#### **Administrative Politics**

Examines the skills involved in interacting with the public, private groups, legislative bodies, advisory committees, political appointees, other administrative agencies, and other levels of government. The ethical problems of such relationships are also considered. 3:0:3

### PA 345

#### **The Media and Public Administration**

An analysis of the relationship between public administrators and the media from the standpoint of (a) the public relations efforts of administrators, and (b) the reporting of the media. 3:0:3

**PA – Public Administration (continued)****PA 350****Budget and Finance**

An analysis of public budgeting at the national, state and local levels of government, including the relationship of the federal budget to fiscal policy. The politics of the budgetary process are examined as well as various types of budgets. The influence of intergovernmental transfer payments is also reviewed. 3:0:3

**PA 360****Special Topics in Public Administration**

This course examines selected issues affecting public administration. This course may be repeated for credit when topics are changed, but only one applicable special topics course can be applied toward each emphasis area. 3:0:3

**PA 380****Public Service Values**

This course examines values and the public good relative to public service, including ethical decision-making and professional responsibility. 3:0:3

**PA 390****Administrative Law**

The study of administrative agencies, their rule making powers, adjudicatory functions and judicial control over such agencies. Areas covered include: the scope of administrative power, judicial review, regulatory law, due process, and personal liability of public servants. 3:0:3

**PA 404****Capitalism and Societal Issues**

This course examines current societal trends and public debates relative to the dynamic interface of capitalism, economic concepts and principles. Students use a framework of foundational analytical tools in exploring these issues. 3:0:3

**PA 430****Research in Public Administration**

PREREQUISITES: EN 105, EN 106, passing the WCT.

Students undertake research proposals that address issues of relevance to the field of public administration, including in relation to a student's area of emphasis or areas of emphasis, and will be determined in consultation with the

instructor. This course will satisfy the EN 306 requirement for Public Administration majors. This course can only be applied towards one emphasis area. 3:0:3

**PA 431****Senior Seminar in Fire Services Management**

PREREQUISITES: EN 105, EN 106, passing the WCT and taken during final 12 hours prior to graduation.

Through research, students demonstrate a comprehensive integration of the degree-oriented study of fire services management. Research emphasis will be upon the interrelationship of management and the various fields within fire services to the field of Public Administration. 3:0:3

**PA 432****Senior Project in Public Administration**

PREREQUISITES: EN 105, EN 106, passing the WCT and taken during final 12 hours prior to graduation.

Through research, students should be able to demonstrate a thorough integration of the courses taken and skills learned in Public Administration, including in relation to a student's area of emphasis or areas of emphasis. Case studies and/or practical problems will be examined. 3:0:3

**PC 200****Introduction to Peace Studies**

A survey course designed to provide a general overview of the interdisciplinary issues presented in peace studies programs today and the history of academic peace studies. Examines the causes of war and the variety of approaches to peacemaking. Explores in depth pacifism and nonviolence, the just war theory, crusade mentality and peace through strength. The diversity of the peace movement from 1945 to the present is given major attention. 3:0:3

**PC 300****Nations At War: People of Peace**

A contemporary and historical study of current international conflicts. Considers perspectives and strategies of contemporary peacemakers and peacemaking organizations. Analyzes the political, economic and cultural factors causing international conflict and students imagine concrete alternatives for peace building that maximizes justice. 3.0:3

**PC 308 (RE 308)****Religion, Conflict and Visions of Peace**

Religious communities frequently have bold visions of peace and justice and yet may be major contributors to violence and oppression. Students will engage in meeting first hand religious communities in metro Kansas City as well as exploring key beliefs and practices through readings and class discussion. Accurate and empathic understandings of different faiths will be combined with critical examination of their propensities for peace and justice-making historically and in contemporary conflicts worldwide. Contemporary conflicts will include the USA, Northern Ireland, Bosnia, the Middle East, Africa, and the Indian sub-continent. 3:0:3

**PC 315****Global Peace Issues**

An examination of current global peace issues in the context of globalization. Issues covered will include the nature of globalization, different ways of defining security, the phenomenon of new or postmodern wars, terrorism, human rights, poverty and development, climate change, gender, immigration, international organizations, AIDS etc. Uses a symposium approach focusing on

ideological visions and analyses of the issue and possible solutions that promote peace, security and human well being. 3:0:3

**PC 320****The Practice of Peacemaking**

A course in the theory and practice of nonviolence. Brief attention is given to violent approaches to peacemaking, such as peace through imperialism and militarism. Practical skills and activities that promote peace and justice at the local and global levels are presented, analyzed, critiqued, and skill practiced. 3:0:3

**PC 321 (CA 321)****Interpersonal Conflict Resolution**

Presents various strategies for dealing with conflict in a positive manner. Emphasizes the development and practice of skills of listening, assertiveness, problem solving, conflict management, and mediation. 3:0:3

**PC 385****The History of Peace**

A study of the quest for peace and the partnership way of human community from pre-history to the present. The approaches to peace from as many cultures and academic disciplines as possible are pursued, acknowledged, and evaluated. The lessons from the dominant paradigm of social organization and the history of war are used to clarify the proposition that an equally valid history of peace exists. 3:0:3

## PH – Philosophy

### PH 101

#### **Introduction to Philosophical Thinking**

An entry into philosophy by one of two routes: an exploration of philosophical problems through reading and discussing selections from the great thinkers or a lecture-discussion survey of philosophy conceived in the broadest fashion. 3:0:3

### PH 102

#### **Introduction to Ethical Thinking**

An exploration of what things have value and proposals about how people ought to live their lives including relativism, utilitarianism, Kantian ethics, and virtue ethics. This course also emphasizes the application of these proposals to personal life and contemporary social issues. 3:0:3

### PH 103

#### **Fundamentals of Logic**

Principles of sound analytical reasoning. Topics include: analysis of propaganda and sources of prejudice, fallacies in reasoning and speech; the logic of the syllogism with techniques for testing validity; and the basic apparatus of symbolic logic. 3:0:3

### PH 205

#### **The Meaning of Life**

Students in this course participate in the quest for meaning in life through reading and discussion of the contributions of philosophers, religious prophets, poets and writers, and through talking with persons who seem to have achieved meaning in their own lives. Students are expected by the end of the course to have formulated in writing or some other medium a statement of where they are in their personal quests. 3:0:3

### PH 217

#### **Ancient and Medieval Philosophy**

A survey of the central figures of classical and medieval philosophy, including the early Greek thinkers, Socrates, Plato, Aristotle, Augustine, and Aquinas. Their contributions to the development of science, religious thought, and social and political theory are studied. 3:0:3

### PH 220 (PO 220)

#### **History of Political Philosophy**

An analysis of political philosophy in its historical perspective, with a special examination of the influences of political philosophy on political institutions and on the development of political science. 3:0:3

### PH 221

#### **Ethics and Society**

Applies the insights of philosophical ethics to value questions that require public decision. Content of the course description will vary according to the choice of the instructor utilizing topics such as abortion, capital punishment, euthanasia, use of natural resources, nuclear concern or censorship. 3:0:3

### PH 223

#### **Modern Philosophy**

A survey of select figures in 16th-18th century European philosophy (e.g., Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, Kant) and how they have shaped modern scientific, religious, ethical and political thought. 3:0:3

### PH 302

#### **Ethical Issues in Public Policy**

Considers several controversial questions regarding values which require public decision, such as abortion, capital punishment, and discrimination based on sexual preference. The insights of philosophical ethics are then applied to each—for example, how a utilitarian, formalist, or existentialist might handle each issue. 3:0:3

### PH 303

#### **Philosophy of Science**

An examination of the philosophical assumptions of both the natural and the social sciences. Topics include: the distinction between science and non-science; the nature and types of scientific explanation; the structure and function of scientific laws and theories; the problems and paradoxes of confirmation and disconfirmation; the role of mathematics and models of science; the basis for probability and induction; and the relationship between science and values. 3:0:3

**PH – Philosophy (continued)****PH 308****Business Ethics**

An inquiry into the role of ethics in business situations. Topics considered include: ethical considerations in management, accounting, marketing, and international business; conflicts of interest, whistleblowing, employee rights and responsibilities; and the impact of business on the environment. Emphasis is put upon the study of specific cases with attention to the sometimes conflicting demands of profit maximization and societal well-being. 3:0:3

**PH 310****Independent Study in Philosophy**

An opportunity for students to pursue a special interest not covered by regular course offerings. Material and credit arranged in consultation with instructor. May be repeated for credit with permission of department. Variable credit: 1-3 hours.

**PH 311****The History of Ideas**

An examination of the following topics seeks to provide a historical framework for thinking about the major questions of mankind: What is the origin and nature of the universe and humanity? Does God exist and if so, what does God require of us? What can we know and how? 3:0:3

**PH 315****Metaphysics and Epistemology**

Central philosophical problems about being and knowledge including free will, personal identity, fundamental constituents of reality, skepticism, justification, and *a priori* knowledge. 3:0:3

**PH 316****Philosophy and Skepticism**

An approach to Western philosophical thought by examining the use, meaning and tradition of skepticism within the philosophical tradition. Beginning with the Greeks and then focusing on the radical skepticism of the Hellenistic period, attention will be paid to how skepticism has shaped Western philosophical thought through figures such as Sextus Empiricus, Montaigne, Descartes, Hume, and selected contemporary thinkers. Particular attention will be paid to skepticism in ethics, politics, religion, literature, and scientific inquiry. 3:0:3

**PH 319****Philosophy of Religion**

Fundamental questions about religion are considered. Does God exist? If so, what is God's nature? Of what significance is mysticism? What happens (if anything) at death? 3:0:3

**PH 320****Philosophy of Mind**

Survey of philosophical issues about the mind and body, including mind/body dualism, functionalism, physicalism, consciousness, and whether machines can be conscious. 3:0:3

**PH 321****Eastern Philosophy**

An introduction to the philosophical traditions of India, China, and Japan. Topics include: (1) the development of the Upanishads and the orthodox Hindu schools and the emergence of Buddhist philosophy as a challenge to Hinduism; (2) the development and interaction of Confucianism and Daoism (and later, Buddhism) in Chinese history and culture; and (3) the transmission, development and transformation of Chinese philosophical schools in Japan. 3:0:3

**PH 322****Philosophy of Love and Sex**

Survey of philosophical issues in relationships including friendship, marriage, the nature of love, erotic love, sexual morality, pornography, and prostitution. 3:0:3

**PH 324****Environmental and Animal Ethics**

Ethical issues pertaining to the protection of the environment and animals including conservation, global climate change, biocentrism, deep ecology, ethical vegetarianism, and the ethics of hunting. 3:0:3

**PH 325****Ethical Theory**

In-depth exploration of the foundations of ethical thinking, including utilitarianism, Kantian ethics, virtue ethics, contractarianism, and care ethics as well as other issues surrounding the theoretical side of ethics. 3:0:3

## PH – Philosophy (continued)

### PH326

#### **Contemporary Political Philosophy**

Survey of developments in political philosophy after John Rawls. Includes anarchism, modern libertarianism, egalitarianism, communitarianism, feminist political philosophy, multiculturalism, and cosmopolitanism. 3:0:3

### PH 327

#### **Philosophy, Gender, and Feminism**

Philosophical issues at intersection of philosophy and gender including feminist theory, queer theory, and transgender issues. 3:0:3

### PH 328

#### **Aesthetics**

Examination of philosophical issues surrounding art, beauty, and the sublime. 3:0:3

### PH 330

#### **Existentialism**

Survey of problems involving free will, authenticity, meaning, and the self. Includes such thinkers as: Kierkegaard, Nietzsche, Sartre, Heidegger and Camus. 3:0:3

### PH 331

#### **Philosophy in Literature**

Philosophical issues found in novels, poetry, and/or short stories chosen by the instructor as well as an the examination of the phenomenon of literature itself. 3:0:3

### PH 350

#### **Special Topics in Philosophy**

This course deals with various topics in philosophy, especially those which involve interdisciplinary studies or studies concerning contemporary issues in culture and society. May be repeated for credit with change in topic. 3:0:3

## PK – Park Basic Skills

### PK 103

#### **College Reading Improvement**

A course for the student who needs individualized instruction to improve reading comprehension and vocabulary skills. The course will include instruction in basic study skills, note taking and test taking. VA benefits might not be available for this course. 3:0:3

### PK 107

#### **Mathematics in Review**

A developmental course for the student who needs review and further practice in the basic arithmetic operation needed in pre-algebra and algebra, including calculations involving whole numbers, fractions, and decimals. Elementary geometry and problem-solving techniques will also be covered. VA benefits might not be available for this course. 3:0:3

### PK 110

#### **Introduction to College Study Skills**

Provides students with strengthening skills necessary for success in college classes. Emphasizes basic communication skills. Students will learn to read textbooks and library

materials, listen to lectures, write examinations, speak in class discussions, and give oral reports. VA benefits might not be available for this course. 3:0:3

### PK 112

#### **Effective Writing Skills**

(This course is not available to students who have successfully completed a college level writing course or who have otherwise satisfied the Prerequisite of EN 105). VA benefits might not be available for this course.

This course is intended to help students improve their skills in writing correct sentences, paragraphs, and short essays. Other concerns of the course are vocabulary building, correct usage and improvement of writing skills. 3:0:3

### PK 115

#### **Basic Skills Writing I**

May only be taken in conjunction with EN 105. This course is designed to help students improve their writing skills. A writing sample of each student is assessed on entry according to the writing process. Individual portfolio assessment will be used to monitor progress. 3:0:3



## PK – Park Basic Skills (continued)

### PK 116

#### Basic Skills Writing II

This course may only be taken in conjunction with EN 106 and is designed to help students become proficient in using the library for research and then in writing research papers. Individual portfolio assessment will be used to monitor progress. 3:0:3

### PK 117

#### Principles of Composition in Review

An individualized program designed for students who need additional practice in composition skills in preparation for writing competency examination. 3:0:3

### PK 118

#### Contemporary Mathematics and Pre-Algebra

A developmental course for the student who needs instruction and practice performing calculations and solving equations. Topics include basic calculations using percentages, real numbers, geometry and other skills needed to succeed in MA 125 and MA 120. 3:0:3

### PK 119

#### Self and Career Exploration

This seven-week course is especially for the student who is unsure of what career or major to choose. Students learn through self-discovery exercises and various printed and computerized

career resources. This course is geared toward teaching students to make thoughtful and more satisfying career/major choices. 1:0:1

### PK 120

#### Computer Keyboarding

Designed to offer techniques and basic skills of typing, with emphasis upon formation of correct typewritten techniques, mastery of the keyboard, and performance of basic typing operations. Credit may be given when the student passes a comprehensive test and demonstrates ability to type at 35-40 wpm. This is a pass/fail course requiring students to demonstrate the skills listed by the end of the term. 3:0:3

### PK 308

#### Assertive Career Building

This seven-week course is designed for the junior or senior who is preparing to graduate and enter the world of work. Course topics include effective resume writing, interviewing and contact building. 1:0:1

(SS) SOCIAL AND ADMINISTRATIVE SCIENCES

## PO – Political Science

### PO 100

#### American Politics and Citizenship

An examination of the role of the citizen in the American political system on the local, state and national levels of government. The impact of urbanization, bureaucratization and technology will be emphasized with reference to their historical development and international dimensions. 3:0:3

### PO 200 LE

#### American National Government

A survey of the functions and processes of the three branches of American national government. The changing roles of the branches and their relationship to the public will be emphasized. 3:0:3

### PO 201

#### State and Local Government

A critical survey of the major trends in state and local government in the United States, with special emphasis on the governmental practices of state governments and the problems of municipal governments. 3:0:3

### PO 202

#### Introduction to Law

Descriptions of American law, language and processes. Subjects include, but are not limited to: the purposes of law, civil law, criminal law, torts, contracts, family law, rights and liberties. 3:0:3

## PO – Political Science (continued)

### PO 205

#### **Constitutional Government and Citizenship**

This course covers the principles, provisions and history of the United States Constitution and the Missouri State Constitution.

The concept of citizenship both legal and philosophical, will also be emphasized. 3:0:3

### PO 210 LE

#### **Comparative Political Systems**

Introduction to the concepts and approaches in the field of comparative politics and government. Included is the comparative analysis of political institutions, processes, and problems in selected countries. 3:0:3

### PO 216 LE

#### **International Relations**

An introduction to the study of international relations focusing on the interactions of post-World War II international systems, politics, and organizations. 3:0:3

### PO 220 (PH 220)

#### **History of Political Philosophy**

An analysis of political philosophy in its historical perspective, with a special examination of the influences of political philosophy on political institutions and on the development of political science. 3:0:3

### PO 221

#### **Political Ideologies**

A study of the major ideologies and philosophies shaping the political thinking of our days. Democracy is the center of attention, but other ideologies are also examined. 3:0:3

### PO 302

#### **Legal Analysis**

PREREQUISITES: EN 105, EN 106, passing the WCT and 60 accumulated hours.

An introduction to the theory, method and actual process of legal reasoning. Particular attention is paid to identifying legal principles which underlie statutes and judicial precedents; understanding their logical basis and assessing their substantive significance; and applying them analytically and creatively in various factual contexts. This course will satisfy the EN 306 requirement for Legal Studies majors. 3:0:3

### PO 303

#### **Legal History**

A survey of the history of law, with emphasis on major historical periods and codifications. A major portion of the course deals with the development of the law in the United States. Special attention is paid to theories of law such as natural law, trends in today's law, and the relationship of law to government and society. 3:0:3

### PO 304

#### **Constitutional Law**

A seminar-type study of the basic principles of American government and fundamental rights as interpreted by the Supreme Court. Briefs of selected cases are discussed. 3:0:3

### PO 310

#### **Parties and Elections**

A study of the structure and uses of pressure groups, political parties and elections in the United States. The central concern of the course is the development of a realistic understanding of the political process. 3:0:3

### PO 320

#### **American Foreign Policy**

Contemporary foreign relations policy of the United States. An analysis of the factors affecting American foreign policy is undertaken. The governmental institutions concerned with development and execution of foreign policy are examined. 3:0:3

### PO 323

#### **Congress and the Presidency**

This course examines the interrelationships between two of the three branches of our federal government. It is designed to provide a basis for understanding how relations between Congress and the President impact the formulation, adoption and implementation of domestic and foreign policy. The tensions between the two branches have been long-standing and constant. This course focuses on the dynamics of those tensions. 3:0:3

**PO 329****Law School and LSAT Preparation**

This course is a requirement for Legal Studies majors and minors. It will provide students with a means to prepare themselves for the rigors of law school. It will present students with strategies for getting into the law school of their choice. A significant amount of time will be spent on developing a personal statement that will improve their chances in the competition for scarce positions in law schools. It will also spend a good deal of time helping students to prepare for taking the Law School Admissions Test. Readings on the law school experience, presentations from those who have been to law school, significant work on a personal statement usually required for law school applications, and intense preparation for the LSAT will be the methodologies employed. 3:0:3

**PO 338****Politics of the Developing World**

This course is intended to familiarize students with the political workings of developing countries. The course will present a broad view of historical and contemporary developments in a selection of countries from Africa, Asia, Latin America and the Middle East. 3:0:3

**PO 340****Public Policy**

Policies and functions of American government with the emphasis on the policy problems confronting the United States and the process of policy making. 3:0:3

**PO 344****War and Terrorism**

This course considers the causes of conflict and war in the international system including unconventional warfare and terrorism. Looking at contemporary theories of international relations, it will explore both the sources of international conflict and possible mechanisms for conflict management and resolution. 3:0:3

**PO 345****International Organizations**

This course will examine and analyze the structure and function of international organizations. International organizations will be defined broadly in the course to encompass formal intergovernmental and

non-governmental organizations as well as less formal institutional arrangements. Topics to be covered include democracy and international organizations, culture and international organizations, bargaining in international organizations, political and economic integration, NGOs, and the future of global governance. 3:0:3

**PO 350****Special Topics in Politics**

In-depth examination of a selected issue in politics and government. 3:0:3

**PO 405****Senior Thesis in Political Science**

PREREQUISITES: EN 105, EN 106, passing the WCT and 60 accumulated hours.

This course critically reviews the major methodological and conceptual features of the discipline. Students develop research questions and arguments, choose an appropriate methodology for analysis, and write their thesis paper. Students will be required to defend their completed thesis orally. This course satisfies the EN 306 requirement for Political Science majors. 3:0:3

**PO 440****Senior Project in Legal Studies**

PREREQUISITES: PO 302, PO 303 and PO 304.

An advanced course in legal studies focusing on the direct application of legal analysis and basic legal research. Students will utilize provided case materials, research the legal issues, prepare trial or appellate briefs, and present the case to either a jury through witnesses and evidence or to a judicial appellate panel through oral argument. 3:0:3

**PO 450****Internship**

An internship in an actual work situation related to politics or public administration. Variable credit as recommended by faculty internship advisor. 3-12 hours.

**PS 101 LE**

**Introduction to Psychology**

A survey of the assumptions, history, methods, and techniques of psychology. A presentation of representative theory and research in the areas of consciousness, learning, motivation, cognition, personality, and social behavior. 3:0:3

**PS 121 LE**

**Human Growth and Development**

A discussion of the physical, social and physiological changes occurring during the life of the individual from conception to death. Emphasis is placed on the similarities and differences of the various age groups and the specialized needs of each. 3:0:3

**PS 205**

**Child Psychology**

PREREQUISITE: PS 101.

A study of biological, cognitive, and sociocultural development from the prenatal period through childhood. Attention will be given to theory and research, practical examples and policy implications. 3:0:3

**PS 206**

**Introduction to Guidance and Counseling**

SUGGESTED PREREQUISITE: PS 101 or equivalent.

A survey of the guidance process, communication, functions of counseling, and various counseling theories. This course is designed to introduce students to the whole guidance process. Emphasis will be placed on an integrated approach to basic helping skills utilizing theory, practice, and case application. The course will provide students with the foundation to develop skills they need to establish effective helping relations. 3:0:3

**PS 220 (SO 220)**

**Ethical Issues in Social Sciences**

PREREQUISITE: An introductory social science course (i.e., SO 141, PS 101).

Considers the moral and ethical consequences of conducting social science research, disseminating the results, and implementing practices and policies based on those findings. Critically examines those questions and choices rising at each stage of the research process, and the results of those choices on relevant parties. 3:0:3

**PS 221**

**Adolescent Psychology**

Developmental factors and problems common to the period from puberty to adulthood. Topics include: self-identity, sexuality, life-styles, parent-adolescent relationships, and conditions leading to optimal development. 3:0:3

**PS 222**

**Adult Development and Aging**

Focuses on the developmental tasks and psycho-social services during the adult years with special emphasis placed on the social psychology of aging. 3:0:3

**PS 301 (SO 301)**

**Social Psychology**

A study of the impact of the real or imagined social environment on individuals; particular emphasis is placed on the role of social and cultural influences on individual's thoughts, feelings, and behaviors. 3:0:3

**PS 302**

**Tests and Measurements**

PREREQUISITE: PS 101.

An introduction to the uses of psychological tests and to the techniques of test construction and evaluation. Topics include: a survey of common tests in the areas of general classification, differential testing of abilities and measurement of personality characteristics. 3:0:3

**PS 303**

**Career Counseling and Development**

PREREQUISITE: PS 101

Theories of career development and various approaches to career counseling across the lifespan will be critiqued. The use of career assessment instruments and career exploration resources, including technology in occupational decision-making will be evaluated. In addition, issues affecting special populations and effective adjustments in the workplace are analyzed. 3:0:3

**PS – Psychology (continued)****PS 307 (SO 307)****Statistics for Social Sciences**

**PREREQUISITES:** MA 135 and an introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205)

Statistical methods are a primary tool for all of the social and behavioral sciences. This course introduces a wide variety of common statistical techniques and their conceptual bases, including: basic descriptive and inferential statistics, analyses of association and variance, effect sizes, and others in their parametric and nonparametric forms. It provides a background in the relevant theories of probability, sampling, and measurement. And the student will learn how to become a more discerning consumer of statistical information as well as gaining practical experience calculating these statistics by hand and computer. 3:0:3

**PS 308 (SO 308)****Principles of Social Research**

**PREREQUISITE:** An introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205) and SO 307 or equivalent.

Surveys the range of quantitative (experiments, surveys, etc.) and qualitative (observations, interviews, etc.) methodologies commonly used in social scientific research. Critically examines issues related to formulating research questions, evaluating social scientific literature, sampling, measurement, design, analysis, interpretation, and communication of results. Involves completion of data analysis projects and a research proposal. 3:0:3

**PS 309****Human Sexuality**

Survey of topics relating to human sexuality. The themes range from the biology of human reproduction to the sociology and psychology of human mating. Many controversial subjects are discussed, to encourage students to examine their own attitudes towards these subjects. 3:0:3

**PS 315****Theories of Personality**

**PREREQUISITE:** PS 101.

Examination of the major personality theories and contributing research evidence with particular emphasis upon motivation and dynamics of behavior. 3:0:3

**PS 317****Psychology of Language**

**PREREQUISITE:** PS 101.

Experimental study of language, including sentence comprehension and memory, language acquisition and development, speech perception, and effects of context, perception, reasoning, and linguistic structure on processing of language. 3:0:3

**PS 341****Positive Psychology**

**PREREQUISITE:** PS 101 or permission from the instructor.

An exploration of the scientific and applied approaches to identifying a person's strengths and promoting their positive functioning. The course will focus on human potential, emotional and cognitive processes that contribute to a person's well-being and that increase prosocial behavior and the ability to create positive environments. 3:0:3

**PS 358****Applied Behavior Analysis**

**PREREQUISITE:** PS 101 or permission of the instructor.

This course is an introduction to the defining characteristics, philosophical orientation, goals, and limitations of Behavior Analysis. Topics will include behavior observation, operant conditioning, functional assessment, single-subject design, maintenance, and application of behavior analytic principles. 3:0:3

**PS 361****Cross-Cultural Psychology**

Emphasizing active learning, we will examine the sociocultural forces impacting human behavior. Specifically we will address the dynamics of culture as a psychological variable, the global perspective in psychology, theories of culture and behavior, cross-cultural research methods, cognition, language, culture and gender, socialization, cultural differences in social behavior, intergroup relations, organizational behavior across cultures, and culture and health. 3:0:3

**PS 363****Psychology of Sport**

**PREREQUISITE:** PS 101

Overview of psychological theory and research as it relates to sports and exercise at both the individual and group levels. 3:0:3

## PS – Psychology (continued)

### PS 381

#### **Psychology of Gender**

PREREQUISITE: PS 101

Critical analysis of the major psychological theories of gender development including an emphasis on biological, social, cognitive, and behavioral similarities and differences between men and women. 3:0:3

### PS 388

#### **Learning and Motivation**

PREREQUISITE: PS 101.

A survey of major theories and supporting research related to classical and operant conditioning, social learning, and motivational processes. Consideration of behavior modification and applications in solving clinical, motivational, educational, and societal problems. 3:0:3

### PS 390

#### **Selected Topics in Psychology**

PREREQUISITE: PS 101 or permission of the instructor.

Intensive study of an area of psychology selected by the instructor on the basis of student need or current issues. Variable credit: 1-3 hours.

### PS 398

#### **Junior Seminar**

PREREQUISITE: PS 101 and junior standing.

Designed to provide our majors with resources in career planning toward specific post-graduation goals. Facilitates preparation for the senior capstone, field placement, internships, and establishment of a successful work identity and goals. This class is not transferable from any other institution. 1:0:1

### PS 401

#### **Abnormal Psychology**

PREREQUISITE: PS 101.

An introduction and investigation of the causes, development, symptomatology and treatment of abnormal behavior. Primary focus is an eclectic view of persons and their adaptation of their environment. 3:0:3

### PS 402

#### **Systems of Psychotherapy**

PREREQUISITES: PS 101, PS 401 or PS 315 and junior or senior standing.

Explores the major schools of psychotherapy. The course includes an extensive use of actual case studies. 3:0:3

### PS 403

#### **Special Problems in Psychology**

PREREQUISITE: permission of the instructor.

A seminar in which special problems related to psychological theory or practice are discussed on the basis of extensive readings. 3:0:3

### PS 404

#### **History and Systems of Psychology**

PREREQUISITES: PS 101, and junior or senior standing or permission of the instructor.

Study of history of the philosophical and scientific bases of the evolution of modern psychology and a critical examination of the systems of structuralism, functionalism, behaviorism, Gestalt psychology, psycho-analytic, humanistic, and existential theories. 3:0:3

### PS 405

#### **Independent Study in Psychology**

PREREQUISITES: major in psychology, permission of the instructor, and junior or senior standing. May be taken for up to six hours. 3:0:3

### PS 406

#### **Experimental Psychology**

PREREQUISITES: EN105, EN106, PS101, SO 307, SO 308, passing the WCT, and 60 accumulated hours.

An introduction to the design and analysis of laboratory experiments and other research methods in psychology. Topics may include: cognitive, social, perceptual, clinical developmental, and biological processes. Students conduct and evaluate experiments, may serve as subjects, and gain experiences in writing scientific research reports. This course will satisfy the EN306 requirement for Psychology major. 3:0:3

### PS 407

#### **Field Placement in Psychology**

Supervised field placement in an agency specifically concerned with application of psychology. Prerequisites: major in psychology, permission of the instructor, and junior or senior standing. Variable credit: 3-6 hours.

### PS 408

#### **Cognitive Psychology**

PREREQUISITES: PS 101, and junior or senior standing or permission of the instructor.

Students are introduced to modern concepts in cognitive psychology. Human information processing, representation and organization of knowledge, and the uniqueness of higher cognitive skills are emphasized. Classroom demonstrations and experiments are used in exploring human learning and memory. 3:0:3

## PS – Psychology (continued)

### PS 410

#### **Social Influence and Persuasion**

PREREQUISITES: PS 101, and junior or senior standing or permission of the instructor.  
This course will examine empirical evidence regarding the impact of social influence on individual behavior. Specifically, addressing the role of compliance, conformity, and obedience in shaping ideas, attitudes, and behavior. 3:0:3

### PS 423

#### **Physiological Psychology**

PREREQUISITES: PS 101 or permission of the instructor.  
An introduction to the general principles and relationships between brain, mind and behavior; includes brain mechanisms, perception, motivation, emotion, learning, memory, higher cognition and disorders (neurological and psychological). 3:0:3

### PS 424

#### **Industrial and Organizational Psychology**

PREREQUISITES: PS 101  
This course examines various psychological applications in the workplace including research, testing, making personnel decisions, training, appraising performance, organization structure, teamwork, satisfaction, occupational health, motivation and leadership. 3:0:3

### PS 498

#### **Senior Capstone in Psychology**

PREREQUISITES: PS 101 and Senior Standing.  
This course serves as a senior capstone experience for students in their senior year. This course will include a comprehensive examination, a portfolio, and a major paper reflecting on the student's portfolio. There will be lectures reviewing all issues designated in the student's degree program. The comprehensive examination will be worth 25% of the student's grade. The student will be able to take the comprehensive examination up to 3 times in a semester and the highest score will be used for their grade. This class is not transferable from any other institution. 2:0:2

## PY – Physics

### PY 155

#### **Concepts of Physics I**

PREREQUISITE: MA 125 or high school equivalent or permission of instructor.  
COREQUISITE: PY 155L  
A non-calculus approach to physics designed to emphasize the concepts that are most important to students pursuing careers in the health sciences. Topics include: measurements, force and motion, statics, vectors, and wave theory as applied to heat, sound, and light. Laboratory includes appropriate experiments to illustrate concepts. 3:3:4

### PY 156

#### **Concepts of Physics II**

PREREQUISITE: MA 125 or high school equivalent or permission of instructor and PY 155.  
COREQUISITE: PY 156L

A continuation of PY 155. Topics include: electricity, magnetism, wave mechanics, lasers, x-rays and nuclear radiation. Laboratory includes experiments and demonstrations to illustrate and emphasize concepts. 3:3:4

### PY 205

#### **Introduction to Physics I**

PREREQUISITES: MA 221. Co-requisite: MA 222.  
Lecture and laboratory introducing the calculus based physics. Topics include: introductory kinematics and Newtonian dynamics of both particles and solid bodies, work and energy, momentum, and thermodynamics. 4:3:5

### PY 206

#### **Introduction to Physics II**

PREREQUISITE: PY 205.  
A continuation of the calculus physics sequence. Topics include: wave motion, electromagnetic and acoustic waves, properties of waves, and electromagnetic theory. 4:3:5.



## RE – Religion

### RE 103

#### Introduction to Religion

A look at the different ways in which contemporary humanity views, studies and evaluates religion, giving special emphasis to the global nature of the human experience in religion. Approaches religion from the perspective of academic inquiry, considering art, language, ethics, ritual, and myth. 3:0:3

### RE 109

#### World Religions

An introduction to the religion of humankind from the earliest records of spiritual life to the great religions of today. The course recognizes the possibilities of dialogue among the living traditions around the world and the resources within the local community. 3:0:3

### RE 215

#### Selected Topics in Religious Studies

An in-depth examination of specific areas in religion not otherwise available in the department. May be repeated once for credit with change of topics. 3:0:3.

### RE 223

#### Ancient Christianity

A critical exploration of the origination and development of Christianity within the larger historical, cultural, and religious setting of the ancient Graeco-Roman world. Particular attention is paid to how early Christians understood Jesus of Nazareth, organized and regulated their churches, and dealt with important religious and social concerns. Significant parts of the New Testament are studied with regard to these matters. 3:0:3

### RE 224

#### Ancient Israel

A critical exploration of the origination and development of the Israelite people within the larger historical, cultural, and religious setting of the ancient Near Eastern world. Particular attention is paid to how early Hebrews understood Yahweh, the God of Israel; organized and regulated their community; and dealt with important religious and social concerns. Significant parts of the Hebrew Bible are studied with regard to these matters. 3:0:3

### RE 300

#### Zen Meditation

Perhaps the highest form of Buddhism, perhaps the highest form of meditation, Zen has evolved in Japan over the past 800 years. Zen meditation techniques and the Zen goal of enlightenment are applicable to the lives of Westerners and to people of different religious beliefs. Students meet with the instructor and meditate at least 20 minutes per day. Students wishing two hours credit will in addition read from the Zen masters. Variable credit: 1-2 hours.

### RE 303

#### Life, Death and Hereafter

Consideration is given to philosophical, biblical, and literary perspectives on life, death, and what lies beyond death. The course also gives attention to such matters of contemporary concern as the denial of death, counseling, the dying and bereaved, the right to die, and funeral practices. 3:0:3

### RE 304

#### Seminar: Explorations in Religion

Selected topics as announced. May be repeated for credit with permission of the department. 3:0:3

### RE 305

#### Traditional Religions of Africa

A multi-disciplinary study of traditional, non-Christian religions in sub-Saharan Africa with special emphasis on the religious system(s) of one or more peoples such as the Nuer, Dogon, Yoruba, or Dinka. Topics include: concepts of divinity (God, major and minor deities, and other supernatural powers); stories of world creation and structure; relationships between religious belief and social organization; views of the human being; life, death, and the hereafter; ghosts and ancestors; spirit possession and exorcism; divination, sorcery, magic, and witchcraft; and religious institutions, leaders, and rituals. 3:0:3

### RE 306

#### Biblical Seminar

PREREQUISITE: Permission of the instructor. An in-depth study of a selected book or section of the Scriptures. 3:0:3



## RE – Religion (continued)

### RE 307

#### **Religion in Today's World**

Contemporary aspects of religious thought and practice across a variety of disciplines and expressions, and considering current trends and movements. Attention will be given to religion as manifested on the world stage, with particular attention to the role it plays in the United States. The attempt is made to integrate religion with business, education, the sciences, politics consistent with current experience. 3:0:3

### RE 308 (PC 308)

#### **Religion, Conflict and Visions of Peace**

Religious communities frequently have bold visions of peace and justice and yet may be major contributors to violence and oppression. Students will engage in meeting first hand religious communities in metro Kansas City as well as exploring key beliefs and practices through readings and class discussion. Accurate and empathic understandings of different faiths will be combined with critical examination of their propensities for peace and justice-making historically and in contemporary conflicts worldwide. Contemporary conflicts will include the USA, Northern Ireland, Bosnia, the Middle East, Africa, and the Indian sub-continent. 3:0:3

### RE 310

#### **Independent Study in Religion**

An opportunity for students to pursue special interests not covered by regular course offerings. Material and credit arranged in consultation with instructor. May be repeated for credit with permission of department. Variable credit: 1-3 hours.

### RE 315

#### **Special Topics in Religious Studies**

This course deals with various topics in religious studies, especially those which involve interdisciplinary studies or studies concerning contemporary issues in culture and society. May be repeated for credit with change in topic. 3:0:3

### RE 320

#### **Human Community: History, Ideology, Design**

This course will look at a variety of communities throughout history, how people came together, in what configuration and for what purpose. The nature and character of human community will be discussed, including such concepts as city, neighborhood, stewardship, and relationship. Study may focus on early city planning, monastic communities, utopian/millennial ideals, and modern suburbia. 3:0:3

### RE 324

#### **The Hebrew Bible [Old Testament]**

An introduction to the Hebrew Bible, known to Christians as the Old Testament. The course will examine the historical, prophetic, liturgical and wisdom writings that comprise the Hebrew Bible, exploring each for its contribution to the larger narrative's presentation of God and humanity. This course will include a particular focus on the development, content and historical and contemporary application of the texts in the Jewish, Christian, and Islamic traditions. 3:0:3

### RE 325

#### **The New Testament**

An introduction to the New Testament, a collection of writings assembled by the early Christian church as the second volume of scripture. The course will explore how, in gospels, historical narratives, and letters to faith communities, the New Testament tells the story of Jesus' life and death, and will examine its impact on the expanding community of those who believed Jesus to be the Christ. This course will examine the content, development and narrative unity of the New Testament, with particular focus on contemporary interpretations and understandings of the text. 3:0:3

**SO 141 (LE)****Introduction to Sociology**

An examination of the social processes and structures of society, with particular attention to American society. Reviews such topics as inter-personal interaction, culture, major social institutions, inequality, deviance, and social change. Also introduces methods used in sociological research. 3:0:3

**SO 208 (LE)****Social Inequality**

An analysis of patterns of social and economic inequality in American society as well as societies in other times and places. Examines theories of the causes of inequality, the consequences of inequality for individuals and society, and the patterns and causes of social mobility. 3:0:3

**SO 210****Social Institutions**

PREREQUISITE: SO 141

An overview of major social institutions, such as education, family, religion, culture and media, science and health care, politics, and the economy. Discusses their historical development, modern forms, social functions, and the ways in which they relate to one another and shape individual lives. 3:0:3

**SO 220 (PS 220)****Ethical Issues in Social Sciences**

PREREQUISITE: An introductory social science course (i.e., SO 141, PS 101).

Considers the moral and ethical consequences of conducting social science research, disseminating the results, and implementing practices and policies based on those findings. Critically examines those questions and choices rising at each stage of the research process, and the results of those choices on relevant parties. 3:0:3

**SO 301 (PS 301)****Social Psychology**

A study of the impact of the real or imagined social environment on individuals; particular emphasis is placed on the role of social and cultural influences on individual's thoughts, feelings, and behaviors. 3:0:3

**SO 302****The Study of the Family**

A study of the family as a social institution and a social group in terms of cross-cultural, historical, and contemporary perspectives. Current controversies concerning male-female roles, sexual morality, reproduction and other issues are considered. 3:0:3

**SO 303****Urban Sociology**

A study of the development of the city and of the social characteristics of urbanization, ecology, social processes, group relations, and selected urban problems. 3:0:3

**SO 304****Social Problems**

PREREQUISITES: SO 141

Review of major controversial issues facing modern societies, such as poverty, crime, deviance, sexuality, addiction, mental illness, prejudice, changing values, demographic pressures, surveillance, technology, terrorism and war, the provision of social services, and the balance between individual freedom and social responsibility. Special attention is given to global and cross-cultural context, and the causes, consequences, and potential public policy solutions for each issue. 3:0:3

**SO 306****Writing for Social Sciences**

PREREQUISITES: SO 141, or PS 101, or other introductory social science course; (SO 220 recommended), EN 105, EN 106, passing the WCT and 60 accumulated hours.

Course emphasizes translating social science jargon and research findings into clear and appropriate language for a variety of common consumers of social science results, including professional, practitioner, and lay audiences. Topics also include APA style, conducting a literature review and evaluating sources, balanced and complete presentation, and professional authorial voice. Common forms of social science writing, such as research proposals, data summaries, and research reports are introduced. This course will satisfy the EN 306 requirement for Sociology and Social Psychology majors. 3:0:3.

**SO 307 (PS 307)****Statistics for Social Sciences**

PREREQUISITES: MA 135 and an introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205)

Statistical methods are a primary tool for all of the social and behavioral sciences. This course introduces a wide variety of common statistical techniques and their conceptual bases, including: basic descriptive and inferential statistics, analyses of association and variance, effect sizes, and others in their parametric and nonparametric forms. It provides a background in the relevant theories of probability, sampling, and measurement. And the student will learn how to become a more discerning consumer of statistical information as well as gaining practical experience calculating these statistics by hand and computer. 3:0:3

**SO 308 (PS 308)****Principles of Social Research**

PREREQUISITE: An introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205) and SO 307 or equivalent.

Surveys the range of quantitative (experiments, surveys, etc.) and qualitative (observations, interviews, etc.) methodologies commonly used in social scientific research. Critically examines issues related to formulating research questions, evaluating social scientific literature, sampling, measurement, design, analysis, interpretation, and communication of results. Involves completion of data analysis projects and a research proposal. 3:0:3

**SO 309****Sociology of Sport**

Explores the dynamic relationship between sport, culture and society. Analyzes issues in sport utilizing sociological theory. Topics covered in the course include socialization, race, class, gender, identity, and the social and cultural contexts in which sport is created, given meaning, played and integrated into everyday life.

**SO 315****Minority Group Relations**

An examination of the patterns and causes of prejudice and discrimination. Surveys the history and current status of groups in American society which have been subjected to discrimination based on race, ethnicity, sex or religion. 3:0:3

**SO 318****Military Sociology**

The military as a social institution, focusing on both the internal structure and practices of the military and its relation to other institutions (such as the government or the family), military leadership, policy issues and the role of the military in diplomacy and international relations, and the social psychological effects on service members (including the differences between enlisted personnel and the officer corps), veterans, and their families and friends. And it analyzes the dynamic role of the military in a digital age with changing operational mandates. 3:0:3

**SO 325****Social Deviance**

Survey of major theories of deviance and social control. Analyzes specific behaviors and identities commonly regarded as deviant: violence, property crimes, drug use, mental illness, unconventional sexual behaviors, suicide and self-destructive behaviors, among others. Explores both official and informal responses to deviantized behaviors, including criminalization and stigmatization, and their cross-cultural variation. 3:0:3

**SO 326****Sociology of Conflict, War and Terror**

PREREQUISITE: SO 141 or instructor consent. Surveys the conditions under which conflicts arise, escalate, and are resolved or erupt into open hostility. Examines the social functions and consequences of warfare, including its relation to political, cultural, and economic concerns, and its affects on combatants. Traces the reasons for terrorism and its rise from the 20th century onward, including its connections to globalization and the global community. 3:0:3

**SO 327****Sociology of Mental Health and Illness**

Cross-cultural social history and analysis of mental health professions and psychiatric diagnoses, and an analysis of the politics and social control related to the labeling of mental illnesses. Topics include institutional and informal care-giving, effects of mental illness on family and friends, homelessness and substance abuse, effects of current mental health policies and trends, medicalization of deviance, and a social epidemiology of mental illness. 3:0:3

## SO – Sociology (continued)

### SO 328

#### **Sociology of Religion**

Sociological analysis of religious organizations, movements, and experiences with an emphasis on historical and cross-cultural comparisons. The course surveys both large-scale religious trends and demographic patterns and the social and cultural dimensions of individual religious feelings and behaviors. Topics include formal religious organizations, religious socialization, religious conflict, relations with other institutions, the worldwide rise of fundamentalisms, and the future of religion. 3:0:3

### SO 329

#### **Sociology of the Life Course**

Examines the social aspects of aging from birth to death and the differences in our experiences due to age, historical period, and the cohort or generation to which we belong. Substantive topics include social psychological outcomes (such as self-esteem and stress), adolescence and identity formation, dating and family dynamics, occupational trajectories and retirement. Also examines the large scale effects of population aging trends and the effects of maturation of social relationships. 3:0:3

### SO 330

#### **Sociology of Youth and Youth Cultures**

Focus on the social and cultural aspects of development from the onset of adolescence through young adulthood. Examines historical and cultural differences in the concept of “youth.” Topics include the effects of family, friends, and the media on identity and personal decisions; dating and mating; school and work; popular culture, values, and consumerism; violence, delinquency, sex, and risk taking. 3:0:3

### SO 332

#### **Dying, Death and Bereavement**

Examines the demographic, cultural, and social psychological aspects of dying, death, and the grieving process. Topics include cultural and individual attitudes toward death, the medicalization of death, associated institutions, end of life care, the social role of funerals, and various forms of death, such as old age and dying young, euthanasia, suicide, and genocide. 3:0:3

### SO 390

#### **Topics in Sociology**

PREREQUISITE: SO 141.

Based each semester on a different subject area not otherwise available in the department. Recommended for any students desiring to broaden their knowledge base in the social sciences. 3:0:3

### SO 398

#### **Junior Seminar**

Prerequisites: SO 141 and Junior Standing

Designed to provide our majors with resources in career planning toward specific graduation goals. Facilitates preparation for the senior capstone, field placements, internships, and establishment of a successful work identity and goals. This class is not transferable from any other institution. 1:0:1

### SO 402

#### **Independent Study in Sociology**

PREREQUISITES: Major or minor in sociology or human services, permission of the instructor, and SO 141.

An opportunity for the student to pursue an individual area of interest by directed readings or research, or both. This is not a substitute for standard course offerings. 3:0:3

### SO 403

#### **Social Theory**

PREREQUISITE: SO 141.

Surveys the historical development of sociological theory, examines the nature of social theory and theory construction, and reviews the principal contemporary perspectives and debates in the field of social theory. 3:0:3

### SO 421

#### **Organizational Sociology**

PREREQUISITES: SO 308 or equivalent, or instructor permission.

Study of the origins and operations of formal bureaucratic organizations, such as businesses, governments, prisons, and voluntary and service associations; their place in modern society; and their relations to one another and to individuals. Topics include major organizational theories, leadership, authority, task performance, communication, decision-making, and effectiveness. Focuses on the structural and cultural aspects of these organizations. 3:0:3

## SO – Sociology (continued)

### SO 425

#### **Sociology of Work and Professions**

PREREQUISITE: SO 308 or equivalent, or instructor permission.

Analysis of work in the United States and a global economy. Examines the division of labor, central and peripheral labor markets, occupational prestige and professionalization, work and identity, occupational mobility, formal work hierarchies and informal collegueship, socialization and work processes, types of occupations and professions, and the influences of large corporations and globalization. 3:0:3

### SO 451

#### **Advanced Social Psychology**

PREREQUISITE: PS 301.

An in-depth survey of the major theoretical approaches in social psychology, including: social cognition, exchange theory, group dynamics, role theory, psychodynamics, symbolic interactionism, and social constructionism. The emphasis is on critical evaluation and practical application of each theory and major studies and findings are used as illustration. 3:0:3

### SO 455

#### **Program and Policy Evaluation**

PREREQUISITE: SO 308 or equivalent.

Advanced survey of quantitative and qualitative methodologies used to evaluate organizational programs and policies. Covers all steps of the process, from value formation and goal setting, through research design, data collection, analysis and interpretation, and implementing data based program changes. 3:0:3

### SO 459

#### **Survey Methodology**

PREREQUISITE: SO 308 or equivalent.

Advanced course in the design, implementation, and analysis of survey research. Topics include operationalizing concepts, scaling and measurement, multistage sampling, wording and ordering effects, and a number of statistical analysis techniques. It also introduces practical considerations regarding the time, cost, and method of survey implementation. 3:0:3

### SO 490

#### **Special Topics in Sociology**

PREREQUISITE: SO 141.

Based on a different subject area not otherwise available in the department. Recommended for those planning to go on to graduate school. 3:0:3

### SO 496

#### **Senior Project in Sociology**

This course involves research on a selected sociological problem and preparation of a major paper in the style of a professional journal article in sociology. The paper will include a problem statement, review of relevant theory and research, and presentation of research findings and analysis. Variable credit: 1-4 hours

### SO 498

#### **Senior Capstone**

PREREQUISITE: SO 141 and Senior Standing.

This course serves as a senior capstone experience for students in their senior year. This course will include a comprehensive examination, a portfolio, and a major paper reflecting on the student's portfolio. There will also be lectures reviewing all issues designated in the student's degree program. The comprehensive examination will be worth 25% of the student's grade. The student will be able to take the comprehensive examination up to 3 times in a semester and the highest score will be used for their grade. This class is not transferable from any other institution. 2:0:2

## SS – Social Science

### SS 215

#### **Selected Topics in Social Science**

An in-depth examination of specific areas of the social sciences. May be repeated once for credit with a change in topic. Variable credit: 1-3 hours.

### SS 315

#### **Special Topics in Social Science**

An in-depth examination of specific areas of the social sciences. May be repeated once for credit with a change in topic. Variable credit: 1-3 hours.

### SS 401

#### **Social Sciences Colloquium**

A seminar for juniors and seniors promoting understanding of selected contemporary problems from an inter-departmental perspective. Strongly recommended for all majors and minors within the division. May be repeated for credit. 1:0:1

## SU – Surveying

### SU 201

#### **Introduction to Surveying**

PREREQUISITE: MA 141.

Course will cover principles and methods of surveying; handling of survey equipment during transit; field work to include foundation layouts, grade calculations, level circuits, and profiling; and compilation of field notes. 3:0:3.

## SW – Social Work

### SW 205

#### **Introduction to Social Work**

This course introduces students to the profession of social work and provides an overview of the professional knowledge, skills, and values necessary for generalist social work practice. The various settings for social work practice and the types of services provided by social workers are explored. 3:0:3

### SW 305

#### **Human Behavior in the Social Environment I**

PREREQUISITE: Admission to the Social Work program.

This course examines the interplay of biological, psychological, social and cultural factors which influence human behavior and human development through the life cycle. This course,

which is the first in a sequence of two courses, focuses on the period of infancy to young adulthood. Attention is given to the impact of social and economic deprivation on human development. 3:0:3

### SW 310

#### **Social Work Practice I: Individuals and Families**

PREREQUISITE: Admission to the Social Work program.

This course provides the foundation for beginning social work practice with individuals and their families. It focuses on the theories, knowledge, practice skills needed to engage in a problem solving process, and the ethical framework within which this process occurs. 3:0:3.

**SW 320**

**Social Work Practice II: Groups**

**PREREQUISITE:** Admission to the Social Work program.

This course introduces knowledge and skills needed for beginning practice with groups. This includes exploration of the dynamics of group processes and the use of group interventions to address a wide range of human needs. 3:0:3

**SW 325**

**Human Diversity and Social Justice**

This course provides a foundation of knowledge for more effective social work practice with a diversity of individuals and groups. It explores the background, world view and special needs of groups which vary in such respects as race and ethnicity, religion, gender, disability, sexual orientation, and age. 3:0:3

**SW 330**

**Social Welfare Policy and Programs**

This course introduces students to the major social welfare policies and programs of the United States today, and it examines the historical circumstances which gave rise to those social welfare programs and the social work profession. Existing policies are critically examined, and attention is given to methods by which social policies might be influenced to better meet human needs and promote social justice. 3:0:3

**SW 335**

**Social Work Research**

**PREREQUISITE:** Admission to the Social Work program.

This course introduces basic methods of social research, including various aspects of research design, data collection, analysis, and reporting of findings. It examines both qualitative and quantitative research methods, and explores the application of social research knowledge to critical assessment of published social work research and evaluation of social work interventions and programs. 3:0:3

**SW 405**

**Human Behavior and Social Environment II**

**PREREQUISITE:** Admission to the Social Work program.

This is the second sequential course which examines on the interplay of biological, psychological, social, and cultural factors

which influence human behavior and human development through the life cycle. An understanding of these influences provides a foundation from which to better understand and work with a diversity of clients. This course focuses on the period of middle adulthood to old age. 3:0:3

**SW 410**

**Social Work Practice III: Organizations and Communities**

**PREREQUISITE:** Admission to the Social Work program.

This course introduces students to knowledge and skills for social work practice with organizations and communities. This includes an introduction to organizational management, acquiring grants for program funding, strategies for organizational change, and the experience of working in an agency setting under supervision. Community practice includes an introduction to community change strategies and methods of advocacy. 3:0:3

**SW 420**

**Field Instruction I**

**CO-REQUISITES:** SW 310, concurrent enrollment in SW 421, and permission of the instructor. This course provides an educationally-oriented practice experience in an agency setting under the supervision of an approved agency-based field instructor. It provides an opportunity for students to apply the knowledge, skills, and ethical principles presented in the classroom setting. Students must complete a minimum of 225 hours in the practicum setting. 5 credits.

**SW 421**

**Field Instruction II**

**PREREQUISITES:** SW 310, Social Work Major, and permission of the instructor.

**CO-REQUISITE:** SW 420.

The aim of the seminar is to provide students an opportunity to resolve issues encountered in the Field Instruction through sharing and interaction with peers under the direction of the field instructor. Through analysis of their field experiences, students understanding and integration of previous classroom learning is enhanced. 1:0:1



## SW – Social Work (continued)

### SW 430

#### Field Instruction II

PREREQUISITES: SW 310, SW 420, SW 421, Social Work Major, and permission of the instructor. Concurrent enrollment in SW 431 required.

CO-REQUISITES: SW 320 and SW 410.

As the second in a sequence of two supervised learning experiences in an agency setting, it is expected that the student will engage in more in-depth practice and learning, and will strengthen a sense of personal identity as a social work professional. Students must complete a minimum of 225 hours in the practicum setting. 5 credits.

### SW 431

#### Field Instruction Seminar II

PREREQUISITES: SW 420, SW 421, Social Work Major, and permission of the instructor.

CO-REQUISITE: SW 430.

Integrates agency-based learning in the second Field Instruction placement with classroom-based learning. 1:0:1

### SW 450

#### Integrative Seminar

SW 450 is the final capstone course for students who are minoring in social work. All of the required courses for the minor must be completed with a grade of C or better prior to being enrolled in SW 450. This course provides students with the opportunity to design, implement and evaluate a creative and innovation project designed to enhance the social welfare of individuals, groups or organizations. Students will demonstrate their knowledge of Research Methods, Social Welfare Policy, Eco-Systems and related social work theories. Students will demonstrate the ability to implement the seven core functions of generalist social work in the context of their service project. Students will also demonstrate their understanding of the Social Work Code of Ethics and the Six core values that underpin the profession's mission. 3:0:3

## TH – Theatre

### TH 100

#### Introduction to Theatre

A survey of all the elements (critical, historic, practical, artistic) contributing to the making of theatre presentations. 3:0:3

### TH 101

#### Basic Principles of Acting

A practical exploration of the basic principles of acting and its application to all forms of expression. Open to all students. 1:2:3

### TH 105

#### Oral Communication

A study of the basic skills in breathing, vocal control, diction, and articulation as applied to the public presentation of the following literary forms: poetry, prose, drama, reader's theatre and choral reading. Selections used as performance options include authors from a wide variety of ethnic and national origins. Open to all students. 1:2:3

### TH 115

#### Technical Theatre Production

Theory and practice of the technical elements involved in theatrical presentation: stagecraft, lighting, sound, costume, and make-up. Special emphasis is given to the practical needs of teachers and religious and community theatre enthusiasts. Open to all students. 3:0:3

### TH 201

#### Voice and Speech

This course will focus on the sounds of Standard American English with an eye to giving the student the tools to speak clearly and effectively. The student will learn to minimize regional or international accents. The course will also concern itself with finding the full range of one's own "natural" speaking voice, and how to avoid vocal strain by using the voice freely, clearly, effectively, and powerfully in daily conversation, in the classroom, in public speaking, and in performance. 3:0:3



**TH – Theatre (continued)****TH 216 LE****Principles of Directing**

A study of the function of the director and basic theories of composition, picturization, and movement. Development of practical skills as directors through classroom discussion and the direction of scenes. Classroom presentation of a ten-minute play and assembly of a complete director's script for a final project. Open to all students. 1:2:3

**TH 217****Basic Principles of Theatrical Design**

Introduction to the theory and practice of scenic, lighting, costume and makeup design. A Theatre Minor requirement and strongly suggested for education and English majors interested in theatre. 1:2:3

**TH 223****Acting/Technical Theatre Workshop I**

A practical apprenticeship in the techniques of the theatre: participation in crew work and/or acting in theatre productions. May be repeated up to 3 credits total. For 1 credit a total of 40 hours work is required. Variable credit: 1-2 hours.

**TH 202****Creative Drama**

Theory and practice of the use of creative drama as an alternative teaching/learning tool and as a support technique in working with diverse-needs populations and age groups—such as drama in education for curricular and language skill enhancement; drama as self-esteem, social interaction, and coordination building tools. Course includes off-campus workshop opportunities. Course is recommended for Education, Communications, Psychology, and Social Work majors and for recreation leaders. 1:2:3

**TH 306****Acting Beyond Prejudice**

An acting course designed to specifically address issues of prejudice and discrimination through dialogue, improvisation, and script-building, ultimately culminating in several on-campus performances that will be open to the public, with the additional possibility of off-campus touring performances to local schools. 1:5:3

**TH 311****Intermediate Acting**

Study beyond Basic Principles of Acting of the tools and skills good actors develop and use will be explored: physical and vocal exercises, script analysis and character development, improvisational exercises for specific character development, period acting explorations, and applications of those skills with monologues, scenes and/or a play. 1:2:3

**TH 316****Directing II**

PREREQUISITE: TH 216.

Advanced study in directing techniques. Each student must direct a one-act play. 1:2:3

**TH 317****Design II**

PREREQUISITE: TH 217.

A course designed to assist the student in developing proficiency as a designer of scenery and lighting through research, classroom discussion, and design projects. 1:2:3

**TH 321****Advanced Acting**

Advanced study of the tools and skills good actors develop and use will be explored: physical and vocal exercises, script analysis and character development, improvisational exercises for specific character development, period acting explorations, and application of those skills with monologues for audition purposes, scenes and/or a play production performances. 1:2:3

**TH 323****Acting/Technical Workshop II**

PREREQUISITE: TH 223 and permission of theatre instructor.

Practical experience in the techniques of theatre, designed as an extension of Acting/Technical Workshop I. Emphasis is on more advanced techniques acting in major roles, heading production crews and management supervisory work. May be repeated for up to 3 credits. For 1 credit a total of 40 hours work is required. A total of no more than 3 credit hours toward graduation may be accrued. Variable credit: 1-2 hours.

**TH 341**

**Theatrical History and Literature to 1800**

A study of theatrical history, literature, and staging practices in Western and Asian cultures up to the 1800s through readings of selected seminal plays in world theatrical literature, through readings about theatre practices and the social/political/economic forces that affected them, and through individual research and presentations for seminar discussions. 3:0:3

**TH 342**

**Theatrical History and Literature from the 1800s to the Present**

A study of theatrical literature, artistic theories and staging practices from the 19th century to the present through readings of selected seminal plays in world theatrical literature, through readings about theatre practices and the social/political/economic forces that affected them, and through individual research and presentations for seminar discussions. 3:0:3

**TH 400**

**Special Topics in Theatre**

Study and research of topics of special interest to students as further exploration of finite areas projected in preceding courses. May be repeated for a maximum of 6 hours. Variable credit: 1-3 hours.

**TH 490**

**Theatre Internship**

**PREREQUISITES:** Junior or senior standing and permission of department chair.  
Provides the opportunity for theatre students to gain credit for professional work with various resident theatre companies in the Kansas City area. Variable credit: 1-6 hours.

**TH 495**

**Senior Project (Capstone Course)**

The preparation and presentation of a culminating creative experience in acting, directing, or design.



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For information on graduate study, including programs, tuition, and admission requirements, please contact the School of Graduate and Professional Studies at (816) 559-5625, consult the *Park University 2012-2013 Graduate Catalog*, or visit the website for the School of Graduate and Professional Studies:

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Associate Professor of Education. B.A., Ottawa University, 1977; M.A., University of Missouri-Kansas City, 1985; Ph.D., University of Missouri-Kansas City, 1992. (1988)

### Denise Lowe

#### (Parkville Daytime Campus Center)

Visiting Instructor of Education. B.A., Northern Arizona University, 1994; M.S., National University, 1997. (2007)

## M

### Aldo R. Maldonado

#### (Austin Campus Center)

Assistant Professor of Mathematics. B.S., Chihuahua Institute of Technology, 1985; M.S., University of Texas at Dallas, 1994; Ph.D., University of Texas at Austin, 1998. (2002)

### Patricia A. Marsh

#### (Parkville Daytime Campus Center)

Associate Professor of Psychology. B.S., DePaul University, 1996; M.S., Kansas State University, 2001; Ph.D. Kansas State University, 2004. (2011)

### Michael Martin

#### (Parkville Daytime Campus Center)

Assistant Professor of Business Administration. B.S., University of Missouri, 1969; M.B.A., Rockhurst College, 1986. (2002)

### Teresa Mason

#### (Metropolitan District of Washington Campus Centers)

Associate Professor of Psychology. B.A., George Mason University, 1992; M.A., George Mason University, 2001; Ph.D., George Mason University, 2007. (2003)

### Jan McKinley

#### (Graduate Education)

Assistant Professor of Education. B.S., Northeastern State University, 1972; M.S., Northeastern State University, 1974; Ed.S., Pittsburg State University, 1995; Ed.D., St. Louis University, 2000. (2011)

### Nicholas Miceli

#### (Parkville Daytime Campus Center)

Associate Professor, Management/Human Resources. B.S., Central Missouri State University; Ph.D., University of Oklahoma, 1996. (2011)

### Eric Moreno

#### (Parkville Daytime Campus Center)

Lecturer, Mathematics. B.S., New Mexico State University, 2003; M.S., New Mexico State University, 2005. (2011)

## Full-Time Faculty

### Michelle Myers

#### (Parkville Daytime Campus Center)

Associate Professor of Education. B.A., Western Kentucky University, 1985; M.Ed, University of Arkansas, 1989; Ed.D, University of Arkansas, 1990. (2010).

### Deborah Osborne

#### (Parkville Daytime Campus Center)

Professor of English and Linguistics. B.A., Simon Fraser University, 1979; Ph.D., Simon Fraser University, 1990. (2004)

## N

### J. Mark Noe

#### (Parkville Daytime Campus Center)

Professor of Communication Arts. B.A., University of Missouri-Kansas City, 1978; M.A., University of Missouri-Kansas City, 1980; Ph.D., University of Kansas, 1996. (1985)

### John Noren

#### (Parkville Daytime Campus Center)

Associate Professor of Sociology. B.A., Graceland University, 1969; M.S.W., University of Michigan, 1975; Ph.D., Michigan State University, 1990. (1997)

## O

### Lolly Ockerstrom

#### (Parkville Daytime Campus Center)

Associate Professor of English. B.A., Park College, 1973; M.A., Northeastern University, 1979; Ph.D., Northeastern University, 1997(2004)

### Dennis Okerstrom

#### (Parkville Daytime Campus Center)

Professor of English. B.A., Park College, 1974; M.A., University of Missouri-Kansas City, 1979; Ph.D., University of Missouri-Kansas City, 2003. (1988)

### Vincent O'Rourke, Jr.

#### (Hill AFB Campus Center)

Associate Professor of Management. B.S., University of Tampa, 1971; M.B.A., University of Utah, 1974; Ph.D., University of Utah, 1982. (2005)

## P

### James F. Pasley

#### (Parkville Daytime Campus Center)

Associate Professor of Political Science. B.A., Southwestern University, 1993; M.S., Missouri State University, 1994; Ph.D., Louisiana State University, 1999. (2006)

### Mari Jane Peak

#### (Parkville Daytime Campus Center)

Instructor of Theatre. B.A., Kansas State University, 1983; M.F.A., University of Illinois, 1988. (2010)

### Jutta Pegues

#### (Park Online)

Assistant Professor of History. B.A., University of Maryland, 1966; M.A., The Ohio State University, 1972; Ph.D., The Ohio State University, 1976. (2001)

### Adam Potthast

#### (Parkville Daytime Campus Center)

Assistant Professor of Philosophy) B.A., Truman State University, 1998; M.A., University of Connecticut, 2000; Ph.D., University of Connecticut, 2005. (2010)

### W. Gregory Plumb

#### (Parkville Daytime Campus Center)

Professor of Criminal Justice. B.A., University of Missouri-Columbia, 1973; J.D., University of Missouri-Columbia, 1975. (1990)

## R

### Christine Reyes

#### (Parkville Daytime Campus Center)

Assistant Professor of Education. B.A., Texas Tech University, 1993; M.A., Texas Tech University, 2003. (2010)

## Full-Time Faculty

### Judith Richards

#### (Parkville Daytime Campus Center)

Associate Professor of Modern Language. B.A., Pomona College, 1969; M.A., University of Wisconsin, 1971; Ph.D., University of Kansas, 1994. (2002)

### Wendy Richardson

#### (Parkville Daytime Campus Center)

Assistant Professor of Nursing. B.S.N., University of Kansas, 1995; M.S.N., University of Kansas, 2003. (2007)

### Henry Roehrich

#### (Grand Forks AFB Campus Center)

Assistant Professor of Marketing/Management. B.S., Wayne State College, 1979; M.S.A., Central Michigan University, 1996; Ph.D., University of North Dakota, 2003. (2010)

### Brenda Royals

#### (Parkville Daytime Campus Center)

Instructor of Biology. B.S., Southeastern Oklahoma State University, 1989; M.S., Louisiana State University, 2004. (2010)

## S

### Carol Sanders

#### (Parkville Daytime Campus Center)

Associate Professor of Biology. B.S.E., University of Central Arkansas, 1970; M.S., University of Central Arkansas, 1975; Ph.D., University of Mississippi, 1984. (1999)

### Ben Sayevich

#### (Parkville Daytime Campus Center)

Professor of Music. Churlonis School of Performing Arts, 1971; Tel Ma-Yelin School of Arts, 1977; New England Conservatory of Music, 1985; Artist Diploma, New England Conservatory of Music, 1987. (2006)

### Robert Schneider

#### (Lackland AFB Campus Center)

Instructor of Management/Health Care. B.S. University of Maryland, 1993; M.A., University of Phoenix, 1997. (2010)

### Marthann Schulte

#### (Park Online)

Associate Professor of Education. B.A., Ft. Hays State University, 1995; M.A. Ft. Hays State University, 1997; Ph.D., Kansas State University, 2002. (2005)

### G. Ann Schultis

#### (Parkville Daytime Campus Center)

Associate Professor of Library Science. B.A., Cornell College, 1973; M.A.L.S., University of Missouri, 1976; M.A. University of Texas-San Antonio, 1989. (1989)

### Linda Seybert

#### (Parkville Daytime Campus Center)

Associate Professor of Education. B.A., Rockhurst University, 1976; M.A., University of Missouri-Kansas City, 1979; M.A., Special Education, University of Missouri-Kansas City, 1992; Ph.D., University of Kansas, 1998. (2003)

### Marsha Shapiro

#### (Parkville Daytime Campus Center)

Assistant Professor of Accounting. B.A., University of Missouri-Kansas City, 1981; M.S., University of Missouri-Kansas City, 2000. (2010)

### Debra Sheffer

#### (Hauptmann School for Public Affairs)

Associate Professor of History. B.S.E., Central Missouri State University, 1980; M.A., Central Missouri State University, 1986. (1990) Ph.D., University of Kansas, 2008.

### Brian Shawver

#### (Parkville Daytime Campus Center)

Assistant Professor of English. B.A. University of Kansas, 1996; M.F.A., University of Iowa, 1999. (2010)

### Mary Shriner

#### (Parkville Daytime Campus Center)

Assistant Professor of Library Science. B.S., Emporia State Teacher's College, 1960; M.L.S., Emporia State University, 1991. (1996)



## Full-Time Faculty

### Charles Smith

#### (Parkville Daytime Campus Center)

Associate Professor of Mathematics. B.A., William Jewel College, 1981; M.A., University of Kansas, 1983; Ph.D., University of Missouri-Kansas City, 2002. (1986)

### Jeff Smith

#### (Parkville Daytime Campus Center)

Assistant Professor of Graphic Design. B.F.A., Kansas State University, 1998; M.F.A., Kansas State University, 2002. (2011)

### Lisa Sneed

#### (Parkville Daytime Campus Center)

Assistant Professor of Nursing. B.S.N., University of Kansas, 1990; M.S.N., University of Phoenix, 2006. (2010)

### Andrea Southard

#### (Parkville Daytime Campus Center)

Instructor of Theatre. B.S., University of Kansas, 1966; M.A., University of Kansas, 1972; Ph.D., University of Kansas, 1980. (2010).

### Michel Sportsman

#### (Parkville Daytime Campus Center)

Assistant Professor of Education. B.Ed., University of Missouri, 1969; M.A., University of Missouri-Kansas City, 1975; Ph.D., University of Missouri-Kansas City, 1983. (2010)

### Peter Soule

#### (Parkville Daytime Campus Center)

Professor of Economics. B.A., Park College, 1972; M.A., University of Oklahoma, 1975; M.A.P.A., University of Oklahoma, 1975; Ph.D., University of Oklahoma, 1988. (1991)

### W. Dees Stallings

#### (Park Online)

Associate Professor of English. B.A., Virginia Military Institute, 1965; M.A., University of South Carolina, 1969; Ph.D., University of South Carolina, 1971. (2002)

### Rebekkah Stuteville

#### (Hauptmann School for Public Affairs)

Assistant Professor of Public Administration. B.A., University of Missouri-Kansas City, 1991; M.A., University of Missouri-Kansas City, 1997; Ph.D., University of Missouri-Kansas City, 2004. (2008)

## T

### James Taulman

#### (Parkville Daytime Campus)

Assistant Professor of Biology. B.A., University of Texas, 1970; B.S., University of Texas, 1972; M.S., Central Washington University, 1975; Ph.D., University of Arkansas, 1997; Post Doctoral Fellow, University of Arkansas, 2000. (2008)

### Cathy Taylor

#### (Park Online)

Assistant Professor of Management. B.A., Wesleyan College, 1993; J.D., University of Georgia, 1996. (2007)

### Guillermo Tonsmann

#### (Austin Campus Center)

Associate Professor of Computer Science. B.S., Universidad de Nacional de Ingenieria, 1984; M.A., Potchefstroom University, 1993; B.S. University of South Africa, 1995; Ph.D., Louisiana State University, 2001. (2007)

## V

### William Venable

#### (Parkville Daytime Campus Center)

Assistant Professor of Business/Management. B.S., University of Kansas, 1981; M.B.A., Rockhurst College, 1984; M.P.A., University of Missouri—Kansas-City, 2006. (2006)

### Daniel Veis

#### (Parkville Daytime Campus Center)

Visiting Assistant Professor of Music. Prague Conservatory, 1972; Academy of Performing Arts in Prague, 1974; Tchaikovsky Conservatory in Moscow, 1979. (2010)



## W

**Gerry Walker****(Parkville Daytime Campus Center)**

Associate Professor of Nursing. AT Still University, D.H.Ed., (2010) B.S.N., Missouri Western State College, 1991; M.S.N. Valparaiso University, 1996. (2002)

**Timothy Westcott****(Parkville Daytime Campus Center)**

Associate Professor of History. B.A., Avila College, 1988; M.A., University of Missouri-Kansas City, 1994; Ph.D., The Union Institute, 2002. (1999)

**Don Williams****(Parkville Daytime Campus Center)**

Associate Professor of Biology. B.A., Kansas Wesleyan University, 1970; M.A., Western State College, 1978; Ed.D., Ball State University, 1998. (2003)

**Arthur Donald Wise****(Hauptmann School for Public Affairs)**

Instructor of Public Affairs, B.A., University of Nebraska, 1976; M.A., Ohio State University, 1980. (2010)

**Amy Wolf****(Parkville Daytime Campus Center)**

Associate Professor of Education. B.A., University of Missouri, 1991; M.A., University of Missouri, 1994; Ph.D., University of Missouri—Kansas City, 2006. (2006)

**Jane Wood****(Parkville Daytime Campus Center)**

Associate Professor of English. B.A., University of Missouri, 1989; M.A., University of Kansas, 1992; Ph.D., University of Kansas, 1999. (2006)

## Y

**Steven Youngblood****(Parkville Daytime Campus Center)**

Associate Professor of Communication Arts. B.S., University of Kansas, 1983; M.A., Kansas State University, 1996. (1997)

## Z

**Thimios Zaharopoulos****(Parkville Daytime Campus Center)**

Professor of Communication Arts. B.S., Southern Illinois University, 1979; M.A., Southern Illinois University, 1981; Ph.D., Southern Illinois University, 1985. (2005)

Endowed Chairs and Professorships

**George S. Park**  
Department of (Biblical History and Practical)  
Christian Training

**George S. Park**  
Department of Natural and Applied Sciences

**Mrs. George S. Park**  
Department of History

**William E. Guy**  
Department of English Language and  
Literature

**Benjamin S. Brown**  
Professorship of (Mental and Moral)  
Philosophy

**Russell Sage**  
Professorship (Name and application to  
be made by the Board of Trustees of Park

University)  
**Katherine Adams Wells**  
Teaching Foundation (not Specified)

**Findlay**  
Chair of Science

**J. Malcolm Good**  
Professorship and Endowed Chair of  
Mathematics

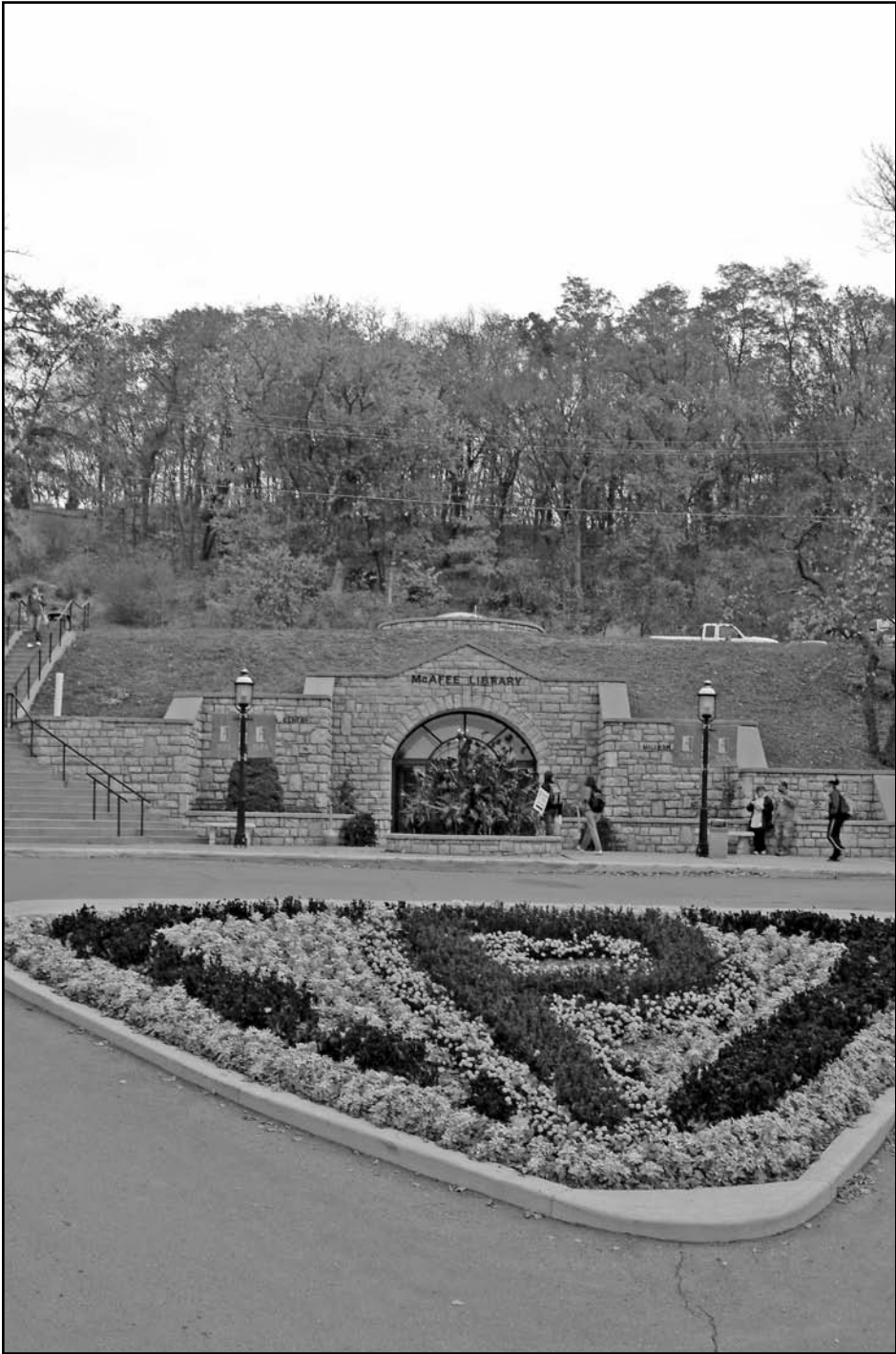
**Mary Barlow**  
Professorship of English and Literature

**Edward F. Lyle**  
Professorship of Finance

Emerati Faculty

**Albert Dusing, M.A.**  
**Carol Getty, Ph.D.**  
**Jeffry Glauner, Ph.D.**  
**Edythe Grant, Ph.D.**  
**Dorothy May, Ph.D.**  
**William Pivonka, Ph.D.**

**David Quemada, M.A.**  
**Harold Smith, Ph.D.**  
**Blanche Sosland, Ph.D.**  
**Daley Walker, M.A.**



State Specific Refund and Tuition Recovery Policies

California

Student Tuition Recovery Fund

The Student Tuition Recovery Fund (STRF) was established by the legislature to protect any California resident who attends a private postsecondary institution from losing money if you prepaid tuition and suffered a financial loss as a result of the school closing; failing to live up to its enrollment agreement; or refusing to pay a court judgment.

To be eligible, you must be a “California resident” and reside in California at the time of the enrollment is signed or when you received lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a “California resident.”

To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the council that the school is closed. If you do not receive notice from the council, you have four years from the date of closure to file a STRF application. If a judgment is obtained, you must file a STRF application within two years of the final judgment.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary and Vocational Education, 1625 10th Street, Fourth Floor, Sacramento, CA 95814, (916) 445-3427.

Georgia

Georgia requires that the amount of monies kept by the University be itemized and that not over \$100.00 be retained for non-refundable application fee. The current Park University refund table will apply with the following distribution of funds for an 8-week term.

Student Refund

4 days	95%
8 days	90%
2 weeks	75%
3 weeks	50%
4 weeks	50%
5 weeks	0%

North Dakota

Park University Refund Calculation Schedule  
(On-site classes only)

	8 week term	9 week term
7 Days	100%	100%
14 Days	75%	
16 Days		75%
28 Days	50%	
29 Days	0%	
31 Days		50%
32 Days		0%

- PELL/GSL: 25% of tuition due at registration first term each year the student uses student aid with Park University. The student is accountable for any debit posted to his/her account upon disbursement of financial aid.
- DOD: Must have completed 1556 with obligating signature.
- Pay at registration (PAR): All tuition is due at registration for students not receiving above funding.

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# OUR VISION

Park University, a pioneering institution of higher learning since 1875, will provide leadership in quality, innovative education for a diversity of learners who will excel in their professional and personal service to the global community.

# OUR MISSION

Park University provides access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

# CORE VALUES

ACCOUNTABILITY  
CIVILITY AND RESPECT  
EXCELLENCE  
GLOBAL CITIZENSHIP  
INCLUSIVITY  
INTEGRITY

# OFFICE OF ADMISSIONS

(877) 505-1059 | fax (816) 584-2151 | [admissions@park.edu](mailto:admissions@park.edu)



**PARK**  
UNIVERSITY SM

8700 N.W. River Park Drive | Parkville, MO 64152-3795  
[www.park.edu](http://www.park.edu)



# 2012 – 2013

## GRADUATE CATALOG

PARK UNIVERSITY<sup>SM</sup>

# GRADUATE CATALOG

## 2012-2013



Park University  
School of Graduate and Professional Studies  
911 Main, Suite 900  
Kansas City, MO 64105  
(816) 559-5625  
[www.park.edu/grad](http://www.park.edu/grad)

The information contained in this *Park University Graduate Catalog* may be modified at any time at the University's discretion when deemed necessary or desirable to better carry out the University's purposes and objectives. This catalog contains informational material only. Neither the provisions of this catalog, nor the acceptance of students through registration and enrollment in the University, constitute a contract or an offer to enter into a contract. Fees, deadlines, academic requirements, courses, degree programs, academic policies and other information in this catalog may be changed without notice. The catalog can be found at [www.park.edu/grad/catalog.aspx](http://www.park.edu/grad/catalog.aspx).

Certified true and correct as to content and policy.

A handwritten signature in black ink that reads 'Michael H. Droge'.

Michael H. Droge, Ph.D.  
President

## A Message from the President



Dear Graduate Student,

Whether you are new to Park University or returning, I am pleased to extend a heartfelt welcome on behalf of the many students, faculty and staff who proudly call Park their University! I encourage you to learn about Park's rich history of embracing diversity and offering classes at the times, term lengths, locations and formats that best serve students.

Our story began in 1875 in Parkville, Mo., and now extends across 40 campus centers in 21 states, many of which serve our brave men and women in uniform and their families. With Park's large online learning program, the University also has a global presence that is further enriched by more than 650 international students studying at Park from nearly 100 nations. In fact, Park has welcomed international students to the University since the late 1800s.

Beginning with the 2012-13 academic year, Park University is launching a bold, comprehensive strategic plan, "Park's Promise." Numerous initiatives are planned over the next five years to leverage Park's many strengths in ways that will further distinguish the University as a leader in higher education. A focus of "Park's Promise" is providing personalized, quality education with global relevance and understanding. Park's dedicated faculty and staff across the country will increasingly accomplish this imperative by engaging individuals in a lifelong learning relationship with the University to meet their changing educational needs over their careers and beyond. For 137 years, Park has been helping people better serve their community and country.

Both now and into the future, Park is here for you, your family and your community! You too can become a proud Park Pirate and successful future alumnus. My challenge to you is that you use your great Park education to serve others! That is both Park's legacy and future.

Best regards,

Michael H. Droge, Ph.D.  
President



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A student enrolling in 2012-2013 can, within reason, expect the academic programs and courses described in this catalog to be available during the academic year. However, they may be subject to change without notice. Park University maintains the *Graduate Catalog* on the Park University website. Changes to programs and policies, addenda, and errata are updated on the web version of the catalog as necessary. The *Park University Graduate Catalog* is available at [www.park.edu/grad/catalog.aspx](http://www.park.edu/grad/catalog.aspx).

# GRADUATE SCHOOL CONTACT INFORMATION

**General inquiries should be directed to:**

Park University  
School of Graduate and Professional Studies  
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Telephone: (816) 559-5625  
Fax: (816) 472-1173

E-mail: [gradschool@park.edu](mailto:gradschool@park.edu)

Application for admission is available at: [www.park.edu/apply/](http://www.park.edu/apply/).

**Laurie N. DiPadova-Stocks, Ph.D.**  
**Dean**

School of Graduate and Professional Studies  
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Kansas City, MO 64105  
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**Specific questions about a program may be directed to the appropriate program director or school dean:**

## **SCHOOL FOR EDUCATION**

**Michelle E. Myers, Ed.D., Dean**

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School for Education  
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### **Master of Education**

### **Master of Arts in Teaching**

**Jan McKinley, Ph.D., Director**

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Graduate Education Programs  
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### **Master of Business Administration**

**Nicolas Koudou, Ph. D., Director**

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Master of Business Administration  
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**COLLEGE OF LIBERAL ARTS  
AND SCIENCES**

**Jane Wood, Ph.D., Dean**  
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College of Liberal Arts and Sciences  
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**Master of Arts in  
Communication and Leadership**

**J. Mark Noe, Ph.D., Director**  
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Master of Arts in Communication and  
Leadership  
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**Master of Music in Performance**

**Stanislav Ioudenitch, Artistic Director**  
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**Master of Healthcare Leadership**

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**Master of Public Affairs**

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# **PARK UNIVERSITY'S MISSION/VISION**

## **Our Mission**

Park University provides access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective, and engage in lifelong learning and service to others.

## **Our Vision**

Park University, a pioneering institution of higher learning since 1875, will provide leadership in quality, innovative education for a diversity of learners who will excel in their professional and personal service to the global community.

## **Core Values That Guide Our Actions**

Accountability  
Civility and Respect  
Excellence  
Global Citizenship  
Inclusivity  
Integrity

## **Our Motto**

*Fides et Labor*  
(Faith and Work)

# **PARK UNIVERSITY SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES MISSION AND VISION**

## **Mission Statement**

The mission of the School of Graduate and Professional Studies at Park University is to provide leadership and direction to Park University's graduate programs to assure that they are specialized, scholarly, and innovative, and designed to educate students to be creative, independent and lifelong learners within the context of a global community.

## **Vision Statement**

Park University's Graduate School will be an international leader in providing innovative graduate and professional educational opportunities to learners within a global society.

# ACADEMIC CALENDAR FOR 2012-2013

## Fall Semester (FAP) 2012

*August 20 – December 16*

Registration (confirmation deadline).....	Monday, August 13
Examination Period.....	Saturday-Sunday, December 8-16

## Fall I Term (F1P) 2012

*August 20 – October 14*

Registration (confirmation deadline).....	Monday, August 13
Examination Period.....	Saturday-Sunday, September 29-October 7
Labor Day (offices closed).....	Monday, September 3
Fall Recess.....	Sunday-Sunday, October 14-21

## Fall 2 Term (F2P) 2012

*October 22 – December 16*

Registration (confirmation deadline).....	Monday, October 15
Examination Period.....	Saturday-Sunday, December 8-16
Veterans Day (offices closed).....	Monday, November 12
Thanksgiving Recess (offices closed).....	Thursday-Sunday, November 22-25
Mid-Year Commencement.....	Saturday, December 15

## Spring Semester (SPP) 2013

*January 14 – May 12*

Registration (confirmation deadline).....	Monday, January 7
Examination Period.....	Saturday-Sunday, May 4-12

## Spring 1 Term (S1P) 2013

*January 14 – March 10*

Registration (confirmation deadline).....	Monday, January 7
Examination Period.....	Saturday-Sunday, March 2-10
Martin Luther King Jr. Day (office closed).....	Monday, January 21
President's Day (offices closed).....	Monday, February 18
Spring Recess.....	Sunday-Sunday, March 10-17

## Spring 2 Term (S2P) 2013

*March 18 – May 12*

Registration (confirmation deadline).....	Monday, March 11
Good Friday (offices closed).....	Friday, March 29
Examination Period.....	Saturday-Sunday, May 4-12
Commencement.....	Saturday, May 11

**Two-Week Session “Maymester” (UMP) 2013**

*May 13 – May 24*

Registration (confirmation deadline) ..... Monday, May 6  
Memorial Day (offices closed)..... Monday, May 27

**Four-Week Session “Junemester” (UJP) 2013**

*June 3 – June 28*

Registration (confirmation deadline)..... Tuesday, May 28

**Eight-Week Summer Session (U1P) 2013**

*June 3 – July 28*

Registration (confirmation deadline)..... Tuesday, May 28  
Independence Day (offices closed) ..... Thursday, July 4

**Four-Week Session “Julymester” (ULP) 2013**

*July 8 – August 2*

Registration (confirmation deadline)..... Monday, July 1

# TUITION AND FEES

(Subject to change by Park University)

Tuition per graduate credit hour .....	\$480
Tuition per graduate credit hour — Active Duty Military .....	\$385

Applied and Performance Music Courses: Tuition per credit hour .....	\$552
--	-------

## Fees and Charges *(all fees are nonrefundable)*

Application Fee (waived for Park University graduates) .....	\$50
Diploma Fee & Other Graduation Charges .....	\$125
Foreign Transcript Evaluation Fee* .....	\$160
Graduate Certificate Fee .....	\$125
International Student Fee* .....	\$50
Online Course Fee (per credit hour) .....	\$25
Late Payment Charge .....	\$20
Late Registration Fee (charged during Add/Drop Week) .....	\$50
Official Transcript Fee (per copy) .....	\$10
Audit a course .....	50% of tuition and full fees
Returned Check Charge .....	\$30
Thesis Binding Fee (if applicable) .....	\$80

\* *One-time fee applicable only to F-1 visa students*

Students enrolled in a course will not have their registration complete until they pay in full, with the exception of:

1. Employer or Voc Rehab, billed when student provides a letter from same allowing Park University to bill and receive payment during the term. If employers pay only based on successful completion of a course, the student must pay at registration and be reimbursed at a later date by the employer.
2. The first term each year that a student is to receive a guaranteed student loan, payment of 10% of tuition is due at the time of confirmation.
3. Enrollment in the 50/50 Tuition Plan (contact the Graduate School student account representative for information).

For information concerning possible use of the Veterans Administration Educational Assistance, students may consult the School of Graduate and Professional Studies VA certifying official.

# HISTORY OF PARK UNIVERSITY

Founded in 1875 in Parkville, Mo., a suburb of Kansas City, Park University has developed into a comprehensive, independent, institution that is a national leader in higher education. In 2000, Park achieved University status and now serves more than 22,000 students annually at 40 campus centers in 21 states and online.

Serving an ethnically diverse student population and non-traditional adult learners has, for many years, been central to Park's educational mission. Even in its first year, Park University enrolled women students as well as men, something that was rare at the time; two of the original 17 students were Native Americans. In addition, Park embraced racial integration in the 1950s when it welcomed black students to live in Park's residence halls.

Park continues to increase access to higher education by offering the quality undergraduate and graduate degrees students desire at locations, times and delivery formats that best serve their needs. Providing such access has developed considerable diversity among the student population, with more than 650 international students nearly 100 countries, and a 42 percent student representation from racial, ethnic and cultural groups typically underrepresented in colleges and universities. The University has repeatedly been recognized as one of the top 100 American colleges/universities in the nation graduating Hispanic, black and American-Indian students. In addition, extracurricular activities and championship-caliber athletic programs complement Park's outstanding scholastic programs.

Park University offers numerous degree programs online, and maintains a long-standing relationship with the U.S. military for which it has been recognized as one of the largest providers of online undergraduate education to military learners worldwide. The University has received international recognition by both *Military Advanced Education* and *G.I. Jobs* magazines as a "military-friendly university." In addition, Park was recognized in 2011 by U.S. News and World Report as the No. 1 affordable private university/college for tuition and fees in the Midwest (and No. 7 in the country).

## Mackay Hall

Mackay Hall, placed on the National Register of Historic Places, houses the University's administrative offices, as well as some classrooms. It was built in 1886 by students who quarried the stone from the school's land, carried it to the site and built the structure as a means of earning their tuition. With its clock tower overlooking the residence halls, classrooms and other more modern facilities around it, Mackay Hall has become the symbol of the University.



## ACCREDITATION

Park University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (KAN214F), 30 N. LaSalle St., Suite 2400, Chicago, IL, 60602; (312) 263-0456. The State of Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102; (573) 751-3469 has approved the academic standards of Park University's teacher education programs.

## MEMBERSHIPS

Park University is an institutional member of the Council of Independent Colleges, the Council of Graduate Schools, the Kansas City Professional Development Council, the Missouri Association of Colleges for Teacher Education, the Missouri College Relations Committee, the Missouri College Fund, The American Association of Collegiate Registrars and Admissions Officers, the National College and University Business Officers, and the National Association of International Educators.

The School of Business is a member of the Association of Collegiate Business Schools and Programs.

The Hauptmann School for Public Affairs is a member of the National Association of Schools of Public Affairs and Administration, an institutional membership organization which exists to promote excellence in public service education. The membership includes U.S. university programs in public affairs, public policy, public administration and nonprofit management. In addition, the MPA program is a partner with the American Society for Public Administration.

The Master of Healthcare Leadership program is a Masters Program member of the Association of University Programs in Healthcare Administration, promoting excellence in health administration education. AUPHA is a sponsoring organization for the Commission on Accreditation of Healthcare Management Education, the only accrediting agency for graduate programs in the field of healthcare management recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Park Distance Learning (previously known as the College for Distance Learning) is a member of the Servicemembers Opportunity Colleges, the Servicemembers Opportunity College Associate Degree, the Servicemembers Opportunity College-Navy-2, the Servicemembers Opportunity College-Navy-4, the Servicemembers Opportunity College-Marine-2, the Servicemembers Opportunity College-Marine-4, the Servicemembers Opportunity College Education Program, the National Association of Institutions for Military Education Services and the National Association of Veterans Programs Administrators.

## GRADUATE STUDY AT PARK UNIVERSITY

A master's degree is intended to prepare students for scholarly or professional careers, for more specialized study in the discipline, or to satisfy their desire to learn more about a subject. A master's degree is a respectable academic award conferred upon those who demonstrate a level of competence and accomplishment that is substantially higher than what is expected of undergraduate students. These competencies include the ability to communicate effectively, think critically, skills to analyze complex situations, proficiency to acquire, integrate and apply knowledge, leadership skills, a capacity to recognize and deal with ethical issues according to the standards of their particular profession, and the ability to work collaboratively with others.

Academic preparation in a master's degree program should include coursework, independent research, peer interactions, often combined with a practical learning experience

The Park University School of Graduate and Professional Studies recognizes the necessity for a well-defined and articulated curriculum of study that includes contributions to learning provided by employment, community volunteer, service-learning and internship experiences. Furthermore, the School of Graduate and Professional Studies considers these professional experiences to be an integral part of the graduate curriculum in that they allow programs to develop and implement an enriched curriculum while providing students the opportunity to apply the knowledge, skills and dispositions they have acquired as a result of formal classroom activities. Finally, while encouraged and considered to be an integral part of the graduate curriculum, academic credit may not be granted for work, community volunteer, service-learning or internship experiences, unless completed as part of a regularly scheduled course. A brief description of each graduate degree program follows.

Park University launched its first graduate program in 1982 with the **Master of Public Affairs** degree. This graduate program was developed by Jerzy Hauptmann Ph.D., long-time professor and dean, after whom the Hauptmann School for Public Affairs was named. Designed as a cross-sector degree with a values-grounded liberal arts base, the M.P.A. degree prepares leaders for work and contributions in various sectors of society. Students develop skills needed to interface with organizations across sectors, while acquiring the knowledge base to work in a rapidly changing global community. The M.P.A. program graduates leaders prepared to shape the future in these times of relentless change and to make a difference in their communities and in the world.

The **Master of Education** program was launched in 1995. Originally located at the Parkville Campus and taught in an accelerated format, this program was designed to serve the classroom teacher. Students are encouraged to utilize an action/reflection format in applying educational theory to their own classroom. In 2001, Park University added a **Master of Arts in Teaching** program and degree programs in Special Education and Educational Administration, to respond to a growing need for educational professionals certified in these areas. Additional programs in Early Childhood and Adult Education were added in 2004. Selected programs are now available at the Parkville, Downtown Kansas City and Independence campuses, as well as online.

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Housed within the School of Business, the **Master of Business Administration** program was launched in January 1998. The School of Business at Park University is one of the largest not-for-profit business schools in the United States. Its mission is to provide quality, innovative, application-based learning. The M.B.A. is designed to meet the educational needs of a growing and diverse business community. Whether advancing through the ranks of an international corporation or re-entering the workplace to join an organization, the business skills and tools one acquires in the M.B.A. program are vital for success in the modern business environment.

The **Master of Arts in Communication and Leadership** program was instituted in the fall of 2005. This graduate program is designed for professionals who wish to build upon their current career skills or seek career advancement, and for students seeking preparation for doctoral work. The degree blends the practical and theoretical knowledge needed to serve in corporate settings, the military, the nonprofit sector, government, politics, or to continue in a doctoral program.

The **Master of Healthcare Leadership** program, housed within the Hauptmann School for Public Affairs, was offered for the first time in the fall of 2006. This program is designed to prepare learners for the health care challenges of a global society, by teaching them innovative approaches to health care leadership. Graduates of this program will find themselves prepared to deal with the evolving challenges of health care leadership in a wide variety of public, private and nonprofit healthcare organizations.

The **Master of Music in Performance** program was instituted in the fall of 2008. The program, whose faculty is renowned worldwide, is an advanced course of study for musicians who hold a bachelor's degree and are seeking careers as professional musicians. Students enrolled in the MMP program may select from two concentration areas of performance, piano or strings.

## GRADUATE PROGRAMS OFFERED ONLINE

During the fall of 2002, Park University began offering its graduate degree programs online. Currently, the Master of Business Administration (all concentrations), the Master of Public Affairs (all concentrations), the Master of Education (educational leadership, adult education, early childhood, language and literacy, and teacher leadership), the Master of Arts in Communication and Leadership, and the Master of Healthcare Leadership degrees are available online. Instructors and program developers involved in delivering these dynamic and expanding educational opportunities are required to complete online training courses prior to delivery. This requirement exemplifies Park University's commitment to academic excellence and demonstrates the University's commitment to provide quality educational opportunities in a rapidly changing world to diverse student populations. As a result, graduate students enrolling at Park can complete their degrees in traditional classes, in online classes or by combining traditional and online classes, in a manner that suits their needs and enhances their educational experiences. *Note for international students with F-1 visas: U.S. Department of Homeland Security policies may exclude you from degree programs offered solely in the online format. Please consult the Park University Office of International Student Services for further information.*



# ADMISSION TO THE SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

Park University's graduate programs seek students with a record of academic achievement, involvement in the community and good character. No applicant will be denied admission on the basis of race, religion, color, national origin, age, gender, disability, sexual orientation, marital status or veteran's status.

Admission to a graduate degree program at Park University is granted by the School of Graduate and Professional Studies. Each academic program may establish, with proper approvals, admission standards higher than the minimum standards established by the School of Graduate and Professional Studies, but no applicant who fails to meet the minimum standards may be admitted for Graduate Studies at Park University. Any exception to this policy must be approved by the dean of the school to which the student has applied, and such exception will be made only under rare circumstances, on the basis of clear evidence that the applicant is capable of successfully completing the program.

To be admitted, each applicant must hold a bachelor's degree from a regionally accredited United States institution of higher learning or a degree, equivalent to a United States bachelor's degree, from an accredited foreign institution. Any student submitting foreign credentials will be required to submit a foreign credential evaluation report completed by an accredited foreign credential evaluation service or be subject to the Park University FCE fee and submission.

## **Graduate Admissions Requirements**

The minimum undergraduate GPA required for admission is 3.0 on a 4.0 scale. Individual programs may have additional requirements such as appropriate entrance tests (for example, the GRE, [www.gre.org](http://www.gre.org) [Park University's institutional code is 6177] or GMAT, [www.mba.com](http://www.mba.com)). Although entrance test scores, by themselves, do not constitute the sole or final criteria for granting or denying admission to any student, each program that requires them may establish specific score requirements and consider them in combination with other criteria, for making admission decisions. Applicants who hold a master's degree are not required to submit scores from the GRE or GMAT.

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Admission may be withdrawn if it was granted on the basis of substantially incorrect information or on the omission of relevant facts, which, if known at the time of the admission, would have resulted in denial. In order to complete the application process, applicants must submit to the Office of Graduate Admissions the following documents, unless otherwise indicated by policy:

- An application for graduate admission ([www.park.edu/apply/apply.asp](http://www.park.edu/apply/apply.asp))
- An application fee of \$50
- An official transcript of the bachelor's degree, sent directly to the School of Graduate and Professional Studies by the issuing institution
- An official record of the score on the aptitude portions of the GRE or GMAT, whichever is appropriate, and, if required by the program, sent directly to the School of Graduate and Professional Studies by the testing agency.

All documents must be sent to:  
Park University  
Office of Graduate Admissions  
911 Main St., Suite 900  
Kansas City, MO 64105

### **Types of Admission**

Students will be admitted to a graduate program with one of the following statuses:

1. **Full Admission.** Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission.** A student who has met basic requirements, such as GPA, but is awaiting one or more other documents required by the Graduate Admissions office may be granted provisional admission. A student who is accepted provisionally must submit complete and satisfactory records within the first 12 credit hours of enrollment, unless granted an exception by the appropriate graduate program director, in order to continue in the program. Individual graduate programs may establish more restrictive time limit requirements on one or more of the individual program's admission requirements.
3. **Probationary Admission.** In certain exceptional cases, a student who does not meet the minimum GPA requirement or specific program requirements, but who presents other evidence of ability to succeed in a graduate program, may be given probationary admission. Removal of probationary status must be approved by the graduate program director after the student has demonstrated academic ability by maintaining a "B" average for the first nine (9) hours of graduate courses, with no grade lower than a "B".

4. **Non-Degree-Seeking Students.** Non-degree status is available to those with a bachelor's degree who wish to enroll in some graduate courses for their professional advancement, but who do not plan to complete a degree or certificate program. Non-degree-seeking students must have minimum 3.0 GPA on a 4.0 scale in their bachelor's work to be considered for admission. Lower GPA's may be considered on an individual basis by the relevant program director. Applicants who are seeking non-degree status are not required to submit GRE or GMAT test scores. However, if/when they intend to apply these courses to a degree or certificate program, the student must submit a new application and submit the required test scores, if applicable. No more than 12 graduate credits earned in a non-degree status at Park University may be applied to a master's degree program and no more than six (6) graduate credits earned in a non-degree status at Park University may be applied to a graduate certificate program.
5. **Registered Auditors.** Those students who are interested in a particular course, but who are not taking it for a grade may audit the course. Only face-to-face courses may be audited.

### **Change of Graduate Programs at Park University**

Students must have satisfactory graduate standing (3.0 or better GPA) to be eligible to transfer from one Park University graduate program to another Park University graduate program. A student may have no grade lower than a "C" and no more than six (6) hours graded "C" in graduate courses taken at Park University at the time of the transfer. Students must submit a new application and the required test scores, if applicable, to the new graduate program. Additionally, students must provide written notice to the original graduate program of their intent to transfer.

### **Park University Undergraduate Seniors**

Park University Undergraduate Seniors, with a 3.6 cumulative grade point average, while still completing their bachelor's degree, may be permitted to take up to nine (9) graduate credit hours in a non-degree seeking status. These credits will be applied to the appropriate graduate program after the student has received his/her undergraduate degree and has been admitted to a graduate program. *Financial Aid will not be available for courses taken as a non-degree seeking student.*

# INTERNATIONAL STUDENTS

## Legal Requirements

Park University is authorized, under federal law, to enroll non-immigrant alien students. Park University already has a distinguished group of international students from 120 countries and U.S. Trust Territories. Qualified international students, defined as all students who are not United States citizens and who are in the United States legally, are encouraged to contact the Office of Graduate Admissions.

International students transferring from another U.S. institution, or entering the U.S. for the first time with F-1 visas to study at a postsecondary school are required to attend Park University courses taught face-to-face; occasionally, enrollment in an online course may be approved. Prospective international students holding a B-1/B-2 visitor visa or F-2 dependent visa may apply and be admitted to a graduate program, but may not enroll in classes until their visa status has been officially changed to an F-1 student visa or another eligible visa status.

International applicants planning to study in the U.S. cannot be admitted to the online degree programs. Individualized assistance is provided for enrolled students by the Office of International Student Services, on the Parkville Campus.

The Office of International Student Services is also responsible to the U.S. Department of Homeland Security for ongoing reporting of the status of non-immigrant students attending Park University, and reserves the right to recommend the denial of admission or suspension from classes of any international student failing to meet legal requirements.

*Note for international students with F-1 visas: U.S. Department of Homeland Security policies may exclude you from degree programs offered solely in the online format. Please consult the Park University Office of International Student Services for further information.*

<u>2012-2013 9-Month Estimated Cost</u>	
Tuition & Fees	\$8,640*
Room & Board	7,690
Books	900
Personal Expenses	1,000
Health Insurance (mandatory)	1,250
Student Activity and Orientation Fees	<u>250</u>
<b>TOTAL U.S. DOLLARS</b>	<b>\$19,730</b>
<i>*Based on 12 graduate credits per 9-month period at an estimated \$480 per credit hour and the SEVIS F-1/J-1/M-1 fee of \$600 per semester. Tuition for English language courses (if needed) will be charged at the undergraduate credit hour rate of \$346.</i>	
<i><b>Note:</b> An additional fee of \$160 will be applied for an evaluation of transcripts if international credentials are submitted.</i>	

As a general policy, Park University does not extend payment plans to new international students. New international students are required to pay all costs prior to registering and starting classes. It is important to note that academic and need-based scholarship/financial aid, including work study, are not available to international students.

The following items must be received by June 1 for Fall Semester admission, or by October 1 for Spring Semester admission, if you are currently outside of the U.S:

- **Completed Park University application** ([www.park.edu/apply/apply.asp](http://www.park.edu/apply/apply.asp)) and all other required materials and test scores requested by the graduate discipline you have selected. In addition, if transferring from a U.S. school, the International Student Transfer Form must be completed by you and your current DSO (international adviser) and returned.
- **Pay the \$100 international application fee** (\$50 applied to application fee and \$50 applied to International Student Fee; a one-time fee application only for F-1 visa students) by credit card, or select “pay by check” and send the check to:  
School of Graduate and Professional Studies  
Park University  
911 Main St., Suite 900  
Kansas City, MO 64105
- **Official certified transcripts and diploma** from your college or university. Certified English translations of the transcripts and diploma must also be provided for transcripts that are in a language other than English. In cases where institutions will not mail official copies, Park requires a copy authenticated by a college, university, Embassy official or other official offices as approved by the School of Graduate and Professional Studies.
- **A certified or sworn letter or Affidavit of Support and supporting bank statement(s)** and/or other financial documents showing the ability to finance estimated annual expenses (\$19,730) to live in the U.S. and study at Park (excluding winter and summer breaks) and complete a degree as shown above).
- **If English is not the applicant’s primary language, an official copy of TOEFL** (Test of English as a Foreign Language) or IELTS score, with a minimum iBT score of 79 or paper test score of 550, or computer test score of 213 and part scores as follows:
  - Part scores are 55 or higher for the paper-based test (PBT);
  - 20 or higher for the computer-based test (CBT) with a writing score of 5.0, and;
  - At least 20 for the Internet-based test (iBT)

Park University’s institutional code is 0044. A TOEFL score or IELTS score of 6.0 or Park University approved test is required for all international students not completing a bachelor’s degree in the U.S. or from a non-English speaking country. International students not meeting the minimum TOEFL or IELTS requirement may opt to be granted provisional admission to the School of Graduate and Professional Studies, but only receive an I-20 for the English as an International Language Program. Upon arrival, the student will take the Language Placement Exam and if successful, may be granted full admission to the School of Graduate and Professional Studies. Those students not successful will be required to enroll in English language courses in the EIL program. Provisional EIL students will not be allowed to begin any School of Graduate and Professional Studies classes until they have met the English language requirement.

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Applicants who hold a bachelor's or higher degree from a university located in the U.S. or in another country in which English is both the primary spoken language and the medium of instruction are exempt from both the TOEFL/IELTS requirement and the LPE.

If a student currently attends a U.S. school and intends transfer to Park University, the International Student Transfer Form ([www.park.edu/grad/docs/student\\_intltransfer.pdf](http://www.park.edu/grad/docs/student_intltransfer.pdf)) must be completed by you or your DSO, and sent to Park University along with your other documents.

Please note that admission to a graduate degree program at Park University is officially granted by the School of Graduate and Professional Studies, based on admission criteria established, with proper approvals, by each program.

All documents must be sent to:

Park University  
Office of Graduate Admissions  
911 Main, Suite 900  
Kansas City, MO 64105

### **IMPORTANT NOTICE FOR INTERNATIONAL APPLICANTS**

As soon as you submit all required documents and fees, including financial documents, and have met all admission requirements, your application will be reviewed for admission by the School of Graduate and Professional Studies. If you are admitted for graduate study, the Office of International Student Services will issue your I-20. Should you have any questions regarding academic admission requirements, please contact the Office of Graduate Admissions at (816) 559-5627 or [gradschool@park.edu](mailto:gradschool@park.edu). Questions regarding I-20 and visa issues should be directed to the Office of International Student Services (816) 584-6820, (816) 584-6508 or [international@park.edu](mailto:international@park.edu).

### **Transfer of Visa**

If a student currently attends a U.S. school and intends to transfer to Park University, the International Student Transfer Form ([www.park.edu/grad/docs/student\\_intltransfer.pdf](http://www.park.edu/grad/docs/student_intltransfer.pdf)) must be completed by your current DSO and sent to:

Park University  
Office of International Student Services  
8700 NW River Park Dr.  
Parkville, MO 64152

### **Insurance for International Students**

The Health and Accident Limited Student Insurance Plan (including repatriation coverage) offered by Park University is **mandatory** for all international students with F-1 student visas. Mandatory coverage can only be waived during the first eight calendar days of a term. Waiver must be made by the director of International Student Services or another representative of the University, on the basis of proof of existing coverage, including repatriation coverage. The proof must be attached to the waiver form. In order to ensure continuous coverage, the proof must be produced every semester or as often as necessary, depending upon the duration stated in the document. An international student who does not receive a waiver, as described above, will be enrolled in the Health and Accident Limited Student Insurance Plan and billed for the premium each semester.

# ACADEMIC POLICIES

The provisions of this catalog are subject to change at the discretion of Park University. A record of any change will be maintained in the School of Graduate and Professional Studies and the Office of the Registrar. The following are not intended to be an exhaustive source of information on the policies and standards governing graduate education at Park University. Students may consult their academic advisors or the School of Graduate and Professional Studies for clarification and additional information.

The Graduate Academic Council, chaired by the dean of the School of Graduate and Professional Studies, recommends policies and procedures to govern graduate programs at Park University, and ensures that faculty, students and program administrators adhere to approved policies, procedures and best practices.

## **Academic Honesty**

As a learning community, the University upholds the highest standards of academic integrity in all its academic activities, by faculty, staff, administrators and students. Academic integrity involves much more than respecting intellectual property rights. It lies at the heart of learning, creativity and the core values of the University. Those who learn, teach, write, publish, present or exhibit creative works are advised to familiarize themselves with the requirements of academic integrity and make every effort to avoid possible offenses against it, knowingly or unknowingly.

The following policy is intended to inform graduate students about the basic requirements of academic integrity and to outline the procedures that will be followed in instances of plagiarism and cheating.

1. Plagiarism involves the appropriation of another person's ideas, interpretation, words (even a few), data, statements, illustration or creative work, and their presentation as one's own. An offense against plagiarism constitutes a serious academic misconduct. Although offenses against academic integrity can manifest themselves in various ways, the most common forms of offenses are plagiarism and cheating. Plagiarism goes beyond the copying of an entire article. It may include, but is not limited to: copying a section of an article or a chapter from a book, reproduction of an art work, illustration, cartoon, photograph and the like and passing them off as one's own. Copying from the Internet is no less serious an offense than copying from a book or printed article, even when the material is not copyrighted.

Plagiarism also includes borrowing ideas and phrases from, or paraphrasing, someone else's work, published or unpublished, without acknowledging and documenting the source. Acknowledging and documenting the source of an idea or phrase, at the point where it is utilized, is necessary even when the idea or phrase is taken from a speech or conversation with another person.

2. An equally serious offense against academic integrity is cheating. Cheating, in the academic context, is defined as resorting to dishonest means or fraud to obtain academic credit, honor or recognition. Cheating takes a variety of forms, such as: receiving or giving assistance on a task that was expected to be performed individually; submitting the same paper or product for credit in two or more different courses (without instructor knowledge and consent); giving or receiving help during tests; copying another person's answer during a test; using a surrogate to take a test; fabricating data; or claiming to have conducted research, when none has been done.

### **Possible Sanctions Against Academic Dishonesty**

Depending on the seriousness of the offense, one or more of the following sanctions may be imposed on a student who violates standards of academic integrity (instructor's discretion):

- a. Verbal and/or written formal reprimand.
- b. A lower or failing grade for the particular assignment.
- c. A lower or failing grade in the course.

When there is evidence of plagiarism in a comprehensive exam, final project or thesis, the instructor, evaluator or primary thesis advisor can:

- a. Fail the student for the particular comprehensive exam, final project or thesis.
- b. Determine that the student should not be allowed to retake the exam or rewrite the project or thesis.

Imposition of any of the following sanctions requires the approval of the dean of the School in which the student is enrolled:

- a. Administrative withdrawal from the course.
- b. Academic probation for a specified period of time.
- c. Academic suspension for a specific period of time.
- d. Dismissal from the program.
- e. Expulsion from the University.

### **Procedure**

In the event of an alleged or suspected violation of academic honesty, the following procedure will be followed:

The primary responsibility for the initial handling of plagiarism and cheating rests with the instructor. As a first step, the instructor will discuss the matter with the student, in an attempt to ascertain the facts. Whether or not the student admits to plagiarism/cheating, if the instructor remains convinced that the alleged violation occurred, either based on documentary evidence or personal observation, in instances of cheating, the instructor may impose an appropriate penalty, as outlined above, on the student. The seriousness of the penalty to be imposed depends on the seriousness of the offense.

Instructors convey in writing to the dean of the School of Graduate and Professional Studies the name of any student who violates the University's Academic Honesty Policy. The dean maintains a list of graduate students who violate this university policy.

### **Appeal**

A student who wishes to appeal either the charge of plagiarism and cheating or the appropriateness of the penalty may schedule a conference with the program director, who may informally resolve the matter in discussion with the student and the instructor. If the program director is the instructor, the student may conference with the dean of the School.

If the student is unsatisfied by the resolution offered by the program director, the student may request the School dean for a formal hearing, within 14 calendar days of the program director's response. Within 14 calendar days of receiving the hearing request, the School dean will appoint and formally charge a Hearing Committee. This committee will consist of two graduate faculty members from the same program, excluding the instructor and the program director, and a third graduate faculty member from another program. The Hearing Committee will then elect a chair and formally notify the student of the hearing. The hearing will occur within 14 calendar



days of receiving the formal charge from the School dean. Both the student and the instructor will be given an opportunity to present their case to the Hearing Committee. Neither the student nor the instructor has the right to be represented by a legal counsel at this hearing. However, the student may choose another student, faculty or staff member to be present at the hearing, for advice. The adviser may not address the committee members or witnesses. Based on the Committee's recommendation, which must be forwarded to the School dean, in writing, within seven calendar days, the School dean resolves the case, either by affirming the Committee's recommendation, modifying the sanction or dismissing the charges. The School dean's written decision must be mailed to the student, via certified mail, within seven calendar days of receiving the Hearing Committee's recommendation. The School dean's decision is final.

**Academic Records**

The Registrar's Office maintains an academic record for each enrolled student. All official academic transactions are recorded. Students may access their grades through the MyPark system. Any student may obtain extra copies of a complete transcript by filing an official request, along with payment of the transcript fee of \$10 per copy. No transcripts will be issued unless a minimum of one completed Park University course appears on the transcript.

**Academic Standards**

- 1. Successful completion of all required coursework, with a cumulative grade point average of 3.0 or higher, is required for graduation. Additionally, students may have no grade lower than a "C" and no more than six (6) hours graded "C" in graduate courses taken at Park University at the time of graduation. A course in which a student earns a "C" or lower may be repeated no more than once. No more than six (6) credit hours may be repeated.
- 2. To have satisfactory graduate standing, a student must maintain a 3.0 GPA or better. A student who fails to maintain the required GPA will be placed on academic probation for two terms of attendance during which time the minimum GPA requirements must be met. Failure to meet minimum requirements by the end of the probationary period, or failing to maintain the required GPA after the probationary period, will result in suspension. A student can receive probation only one time during their graduate studies at Park University.

**Quality of Work**

The official grades issued by Park University, indicating student's performance, are listed below. The grade point average for each student is computed by dividing the sum of grade points earned by the number of credit hours in which the student earned grades of A, B, C, D or F. A grade point average of 3.0 or higher is required for satisfactory academic standing in all graduate programs.

A – Excellent	4 grade points	I – Incomplete	No grade points
B – Good	3 grade points	P – Pass	No grade points
C – Unsatisfactory	2 grade points	S – Satisfactory Progress	No grade points
D – Poor	1 grade point	W – Withdrawn	No grade points
F – Failed	No grade points	Audit	No credit hours

## **GRADE APPEAL PROCEDURE**

### **Course Grade Appeal**

Careful, criterion-based and timely assessment of individual student performance and the assignment of an appropriate grade are a part of the faculty's teaching responsibilities. It is presumed that the assigned grade is based solely on the student's performance in the course and that the instructor's professional judgment is valid.

The appeal process is intended for the final course grade, not for specific assignments in the course. Students who believe that the instructor's evaluation of their final course grade was unfair or done in error may appeal the matter according to the provisions of this procedure. Students must exhaust the informal grade appeal process before a formal appeal can begin. A grade appeal must have a solid basis. It is inappropriate if based solely on the student not sharing the instructor's judgment about the quality of his or her work. Raising questions about fairness in this context is not to be understood as questioning the high standards that are expected, but rather as arbitrariness or capriciousness in evaluation and assigning a grade. The burden of proving arbitrariness or capriciousness rests on the student who wishes to appeal the grade. The following types of situations constitute grounds for the charge of arbitrariness or capriciousness:

1. The grade was influenced by factors that were irrelevant to student performance in the course.
2. Different standards than those used to evaluate other students were applied to determine this particular student's grade.
3. Stated grading standards in the syllabus were not followed or were altered significantly after the course was under way and without prior, written and sufficient notice.

### **Informal Grade Appeal**

It is the responsibility of the student to work to resolve the matter with their instructor informally within 30 calendar days subsequent to posting of grades. The instructor should correct the grade if an error was made or communicate with the student and explain the rationale for the grade. If the problem is not resolved informally in discussion with the instructor, the student may file an appeal by submitting, in writing and using the Grade Appeal Form (available in the Graduate School Office), to the appropriate graduate program director, within 45 calendar days subsequent to the posting of the grade. *Except in extraordinary circumstances that include medical emergency and military service, failure to appeal the grade within the time limit constitutes waiver of the right to appeal.*

*Exception: If the instructor is unavailable because of death, prolonged illness or absence, or is no longer employed with the University, the program director or designee shall handle the situation in place of the faculty. In such a situation, the program director or designee may correct an obvious error, or in consultation with a colleague who is knowledgeable in the discipline, make a grade adjustment if it is warranted.*

### **Formal Grade Appeal**

- **Step 1:** If the problem is not resolved informally with the instructor, the student may appeal the grade formally to the appropriate graduate program director. The formal grade appeal request must be made in writing, using the Grade Appeal Form (see Appendix D) and submitted within 45 calendar days subsequent to the posting of grades in an attempt to resolve the matter. *Except in extraordinary circumstances that include medical emergency and military service, failure to appeal the grade within the deadline constitutes waiver*

*of the right to appeal.* The appeal should clearly state and document the informal effort made to resolve the problem, reasons for the appeal and relevant documents such as a copy of the course syllabus, copies of exams, quizzes, assignments, etc., which the student believes are necessary to support the appeal. The appeal may also include a statement as to what the student feels should be the appropriate grade. The appropriate program director will promptly notify, in writing, the faculty member of the appeal, requesting a written response, with all supporting documentation. The response and documentation should be received from the faculty member by the program director within five business days of receiving the notice. If the program director was the instructor of the course, the student files the appeal with the dean of the college or school in which the graduate program resides.

- **Step 2:** Within 10 business days of receipt of the appeal, the program director or designee shall make a recommendation for or against the grade change, with justification in writing, and send the recommendation to the dean of the school in which the student is enrolled.
- **Step 3:** Within 10 business days of receiving the recommendation, the dean of the school shall both accept the program director's recommendation and inform the student of the final decision. The dean reserves the right to appoint a grade appeal committee to assist in the decision-making process. If such a committee is appointed, a recommendation must be forwarded in writing to the dean of the school within five business days of completing the review. The dean resolves the case either by affirming the committee's recommendation or by modifying it if necessary. The dean will inform the student in writing of the final decision within five business days of receiving the committee's recommendation or after the dean has determined the outcome. *The dean's decision on the appeal is final with no other appeal process available for either the student or faculty member.*

### **Grade Change Policy**

No grade change shall be granted later than one 16-week semester or two 8-week terms from the original grade submission deadline. Any change of grade, prior to the deadline, will be initiated by the faculty member only who assigned the grade. All requests must be adequately documented and approved by the program director or dean.

A grade may be changed, prior to the deadline, for the purpose of correcting clerical or administrative errors, or to correct an error in the calculation or recording of a grade. A change of grade will not occur as a result of additional work performed or re-examination beyond the established course requirements.

### **Incomplete Notations**

The notation of “I” indicates that the coursework was not completed in the time allotted in the semester/term, through no fault of the student (as determined by the instructor). This notation may be issued only in exceptional situations and accompanied by appropriate documentation. Requests for Incompletes are initiated by the student. Incompletes may be issued only upon the approval of the instructor and with a “Contract for Incomplete,” signed by the student and the instructor, before the end of the final examination. Once signed by the instructor and the student, the Contract is placed on file in the office of the program director, with a copy sent to the School of Graduate and Professional Studies office. An incomplete will not be issued to a student who has unexcused or excessive absences recorded for a course. The final assessment of the grade is postponed to no later than one 16-week semester or two 8-week terms after the last day of the semester/term in which the “I” was received. Failure on the part of the student to complete the work within the time limit will result in a grade of “F”. A student may submit a written request for one 30-day extension. Exceptions to the extension request can only be made upon review and approval of the dean of the appropriate school. After approval by the instructor, the request for extension is filed in the office of the program director, with a copy sent to the School of Graduate and Professional Studies office and the Registrar’s office. The final assessment of the grade is submitted by the instructor and approved by the program director or dean.

*Note: Students on financial aid or graduate assistantship are advised that an “I” (Incomplete) may suspend the student’s financial aid or graduate assistantship.*

### **Attendance**

Professors are required to maintain attendance records and report absences. Excused absences can be granted by the instructor for medical reasons, school-sponsored activities and employment-related demands, including temporary duty. Students are responsible for any missed work. Absences for two successive weeks, without approved excuse, will be reported to the director of the individual graduate program, and to the dean of the School of Graduate and Professional Studies, for appropriate action. Students with such a record of absences, without an approved excuse, may be administratively withdrawn from the class and notified that an “F” will be recorded, unless the student initiates official withdrawal from the class(es).

### **Auditing Courses**

A student may audit courses for no credit, by paying one-half of the normal tuition and full fees for the number of credit hours being audited.

### **Classroom Conduct and Disciplinary Action**

A student whose behavior disrupts the classroom or interferes with the learning of other students will be subject to disciplinary action, ranging from dismissal from the classroom to expulsion from Park University. Such behavior includes, but is not limited to, the use of abusive or obscene language, attending the class under the influence of drugs or alcohol, excessive tardiness or excessive absences.

**Comprehensive Exam**

When applicable, a student who fails the final comprehensive exam, except in the cases of plagiarism, may repeat the exam one time, with the permission of the program director. Any further attempts would only be permitted upon the recommendation of the program director and the approval of the School dean. If a student fails a comprehensive exam due to plagiarism the policies for comprehensive exams, stated under *Sanctions against Academic Dishonesty* apply.

**Continuous Enrollment**

In most Park University graduate programs, continuous enrollment is expected. Continuous enrollment requires enrollment in at least one course. *If the student discontinues enrollment for two calendar years or more, readmission is required.* Should readmission be granted, it will be based upon the requirements and regulations effective at the time of the readmission. All requirements for a master’s degree must be completed within seven years.

**Course Load**

Full time graduate enrollment at Park University is defined as six (6) or more hours, for a 16-week term, and three or more hours per each of the shorter terms. Enrollment in three to five hours in a 16-week term will constitute half-time graduate student status. Half-time for shorter terms will be a minimum of two hours of graduate enrollment. Enrollment for two hours in shorter terms will constitute half-time enrollment. These standards apply to all graduate programs at Park University.

	16-Week Semesters		Summer/Short Semesters	
	Full-Time	Half-Time	Full-Time	Half-Time
Hours per Semester	6+ Hours	3-5 Hours	3 Hours	2 Hours
Must pass per semester	6 Hours	3 Hours	3 Hours	2 hours

**Enrollment Adjustment Period**

The first eight calendar days of a semester/term constitute the Enrollment Adjustment Period. Within this time, students are permitted to exchange classes without financial penalty. For any adjustment other than an even exchange, the student will be responsible for charges associated with the registration adjustment, as detailed in the *Refund Policy* section. The adding or dropping of a class must be done by the student as directed by the Graduate School staff. A student using Veteran's Administration educational benefits may drop a course, without penalty by the VA, during the Enrollment Adjustment Period.

**Graduate Academic Council**

The Graduate Academic Council, chaired by the dean of the School of Graduate and Professional Studies, recommends policies and procedures to govern graduate programs at Park University, and ensures that faculty, students and program administrators adhere to approved policies, procedures and best practices.

## **Minimum Graduation Requirements**

In order to graduate with a master's degree, students must complete the following:

1. All necessary coursework with a 3.0 grade point average.
2. All program specific graduation requirements, which may include: comprehensive examinations, theses, portfolio, final project, etc. Each master's program requires substantial knowledge of the appropriate research methodologies and research experience appropriate to the discipline, as part of its curriculum. The required research experience must be demonstrated either by a thesis or by a written research project in which the student evidences an ability to understand and apply appropriate research methodologies in appropriate coursework. Master's programs may require substantive evaluation of student mastery of all course material for degree completion. Mastery of program coursework may be measured by oral and/or written comprehensive examinations, or other culminating activity, which must be successfully completed before a student is allowed to participate in commencement ceremonies.
3. Application for graduation and fee payment.

*Note: The time limit for completing a master's degree at Park University is seven years. No course older than seven years, unless specifically approved by the graduate program director, will be applied to a master's degree program.*

## **Application for Graduation Deadlines\***

December Commencement	April 1
May Commencement	November 1
August Completion	April 1

*\* Application for graduation is required in order to graduate. Deadlines may vary depending upon the program in which the student is enrolled.*

## **Transfer of Graduate Credit**

No more than nine (9) hours of graduate credit transferred from another academic institution may be used to meet master's degree requirements at Park University, unless such transfer is governed by interuniversity agreement. Transfer is granted only after an evaluation of the appropriateness of the courses by the program director. Other criteria that must be met in order for credits to be considered are:

1. Transfer course content is appropriate to the program. Only transfer credit earned from a regionally-accredited institution of higher education, or its equivalent, if the institution is a foreign university or college, is accepted.
2. The grade earned in the course is "B" or better.
3. The credits were not used for a previous degree.
4. The credit is not more than seven years old. A program director may waive this requirement on a course by course basis if, in his/her judgment, the content of the course has not changed appreciably during the applicable period.
5. The transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the program director.

### **Interdisciplinary Graduate Work**

Students must take the core courses of the program in which they wish to receive their degree; however, they may take electives in other Park University graduate programs, with the approval of their adviser and program director. The electives should be a reasonable part of their academic and professional plans. The number of hours chosen, as electives, will vary with the program and may not exceed nine (9) credit hours. (*See appropriate sections of the Catalog*). Students wishing to receive an interdisciplinary graduate degree must contact the School of Graduate and Professional Studies office.

### **Independent Study**

Independent study is a method for completion of courses in this catalog that do not require special equipment, instruments and/or machines, and are deemed suitable to be taught as an independent study. The course consists of a prescribed program of study with provision for interaction between a student and a Park University faculty member. To qualify for an independent study course, the student must:

1. Be a degree-seeking student at Park University in good academic standing with a grade point average of 3.0 or higher.
2. Have completed nine (9) of the 36 hours of the degree requirement, unless an exception is granted by the program director or dean. If qualified, the student must request an Independent Study Agreement from the program director. A student is allowed a maximum of six (6) credit hours through independent study to complete the requirements. Each 3-hour course carries a maximum completion time of six months. The program director must approve all independent study courses. All charges, regardless of funding, must be paid in full when the independent study is approved.
3. Submit a draft syllabus proposing the topic, readings, assignments and scheduled meetings, to the graduate program director.

### **Individualized Instruction**

Individualized instruction is a method by which a course offered in this catalog may be completed in a tutorial mode. A student is allowed a maximum of nine (9) credit hours of individualized instruction during his/her Park University career if the conditions listed below are met. To qualify for an individualized instruction course, a student must:

1. Be a degree-seeking student at Park University in good academic standing with a grade point average of 3.0 or higher.
2. Have completed nine (9) of the 36 hours of the degree requirement, unless an exception is granted by the program director or dean.

Approval for an individualized instruction course also requires the following:

1. That a substitute course cannot be determined.
2. That the course was not available in the immediately prior term.
3. That the course is not scheduled to be available in the next term.

If qualified, the student must request an Individualized Instruction Agreement through the program director. The Agreement must include the faculty member's name, specific course requirements and evaluation requirements, and must be submitted to the program director four weeks prior to the beginning of the term. The program director must approve all individualized study courses. All charges, regardless of funding, must be paid in full when the individualized study is approved.

## **Suspension**

A student will be suspended from the program for any of the following reasons:

- Failure to meet the stipulations of probationary admission.
- Failure to raise grade point average to 3.0 in two terms of attendance after being placed on academic probation.
- Failure to maintain a 3.0 GPA after academic probation has been lifted.
- Repeating a course in which the student has earned a “C” or lower and fails to obtain a “B” or higher in the second attempt.
- Earning more than two grades of “C” or lower.
- Earning a grade lower than “C” after having already repeated six (6) hours.

A student who has been suspended from a graduate program at Park University will not be allowed to pursue further graduate study in any degree program offered by the University for three years. Courses taken from other institutions will not be transferable if taken during the time of suspension from Park University.

## **Readmission**

A student who has been suspended must apply for readmission. Upon readmission, the student must complete *all* courses with a “B” or higher. Failure to meet this standard will result in immediate termination from the program.

## **Registration**

Students admitted to graduate programs may register and confirm their classes at any time through the first day of the term or semester. Students must be registered and confirmed for a course before the deadlines, in order to avoid late charges and in order to receive academic credit for that course. To complete registration, fees must be paid in full or arrangement for payment made: 50/50 Tuition Plan, financial aid (TA, VA, loans) or employer authorization documents, before confirmation of a class. Students already confirmed for classes can add, drop or exchange courses, until one week after the first day of the term.

## **Special Terms**

Between regular semesters or before/after the summer term, students may enroll, by permission, in special terms designed to facilitate their progress toward the degree.

## **Responsible Conduct of Research and Scholarship**

The conduct of research and scholarship must conform to the highest standards of ethical and professional integrity. Every aspect of research, including data collection, research design, research procedures, conclusions drawn and the dissemination of results must adhere to superior ethical standards, transcending personal gain, financial consideration or other individual or institutional advantage. Research involving human and animal subjects must meet the requirements of all applicable laws and regulations, as well as University procedures, to ensure the well-being of the human and animal subjects. *See Institutional Review Board information at [www.park.edu/irb](http://www.park.edu/irb).*



### **Academic Withdrawal Policy**

There are two types of withdrawals: official and administrative. An official withdrawal begins when the student initiates the withdrawal process. An administrative withdrawal occurs when the University initiates the process for non-attendance, non-payment, academic offenses or violation of other University policies. Both official and administrative withdrawals may occur only during the specified withdrawal period, and refunds will be based on the date the withdrawal was initiated.

Park University reserves the right to withdraw a student from a class or classes if the student does not meet his/her financial obligation, or fails to attend classes. Any student failing to attend a class(es) for two consecutive weeks without approved excuse will be administratively withdrawn and notified that a grade of "F" will be recorded. Excused absences can be granted by the instructor for medical reasons, school sponsored activities and employment-related demands, including temporary duty. The attendance week for recording purposes runs from Monday through Sunday.

Both official and administrative withdrawals from a class must occur no later than the published withdrawal deadline. Students who request an official withdrawal prior to the withdrawal deadline will receive a "W". Students failing to request an official withdrawal by the deadline will receive the grade earned in the course. Students administratively withdrawn by the University will have a grade of "F" recorded.

In order to totally withdraw from the School of Graduate and Professional Studies, students must first initiate a withdrawal from all classes as specified above. Withdrawals must be requested in writing via correspondence, e-mail or fax. Withdrawals by telephone will not be accepted.

### **Course Back-Out Procedure**

A student can request to be backed-out of a class when circumstances beyond a student's control have occurred, which prevent him/her from participating in the class in which he/she enrolled and confirmed. Examples of such circumstances include illness, death in the family or legal emergencies.

1. Student must submit a written request and provide documentation for the reason he/she is presenting as justification for a back-out.
2. Approval by program director and the appropriate school dean is required.
3. If the student received financial aid and has been approved for back-out, part or all of the financial aid received must be returned to Park University.

### **Refund Policy**

To begin the refund process, the student must notify Park University, as noted in the *Academic Withdrawal* section.

The return of federal funds formula provides for a return of Title IV aid, if the student received federal financial assistance in the form of a federal loan (Unsubsidized, Stafford, Perkins or other Title IV programs) and withdrew on or before completing 60 percent of the semester/term. If funds were released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grants or loans released to the student.

Students who withdraw officially, or who are withdrawn administratively, from any or all hours in a term will have tuition refunded according to the following schedule:

*(continued on next page)*

**Park University Tuition Refund Calculation Schedule**

	16-Week Term	8-Week Term
Week 1	90%	90%
Week 2	80%	60%
Week 3	70%	40%
Week 4	60%	20%
Week 5	50%	0%
Week 6	40%	
Week 7	30%	
Week 8	20%	
Week 9	10%	
Week 10	0%	

When students with federal financial awards withdraw from Park University, the University will comply with the federal regulations as stated in the Federal Register. Park University distributes funds back to federal programs in the following order: Federal Loans: Unsubsidized Stafford, Subsidized Stafford, Perkins and other Title IV programs. Institutional awards are redistributed after the federal programs.

*Note: All fees are non-refundable. Room and board will be prorated on a daily basis. A \$100 "break of housing agreement" fee will be charged to any student breaking the residence hall agreement.*

# READING THE COURSE SCHEDULE

## 1. Semester/Term Codes:

- “FAP12” — indicates Fall — 16-week course
- “F1P12” — indicates Fall I — 8-week course
- “F2P12” — indicates Fall II — 8-week course
- “SPP13” — indicates Spring — 16-week course
- “S1P13” — indicates Spring I — 8-week course
- “S2P13” — indicates Spring II — 8-week course
- “UMP13” — indicates Maymester — 2-week course in May
- “U1P13” — indicates Summer — 8-week course
- “UJP13” — indicates Junemester — 4-week course in June
- “ULP13” — indicates Julymester — 4 week course in July

## 2. Section Codes:

- “DL” indicates online course
- “ED” indicates Master of Education course taught at Parkville Campus
- “EDD” indicates Master of Education course taught at Downtown Campus
- “EDG” indicates Master of Education course taught for Grain Valley Cohort only
- “EDI” indicates Master of Education course taught at Independence Campus
- “EDL” indicates Master of Education course taught for Lawson Cohort only
- “EDN” indicates Master of Education course taught for Northland Lit. Cohort only
- “EDO” indicates Master of Education course taught for Odessa Cohort only
- “EDS” indicates Master of Education course taught for Smithville Cohort only
- “GS” indicates Master of Public Affairs course taught at Parkville Campus
- “GSD” indicates Master of Public Affairs course taught at Downtown Campus
- “MB” indicates Master of Business Administration course taught at Parkville Campus
- “MBD” indicates Master of Business Administration course taught at Downtown Campus
- “MC” indicates Master of Arts in Communication and Leadership course taught at Parkville Campus
- “MCD” indicates Master of Arts in Communication and Leadership course taught at Downtown Campus
- “MH” indicates Master of Healthcare Leadership course taught at Parkville Campus
- “MHD” indicates Master of Healthcare Leadership course taught at Downtown Campus

## 3. Abbreviations for days of the week:

U-Sunday, M-Monday, T-Tuesday, W-Wednesday, R-Thursday, F-Friday, S-Saturday

- 4. “TBA” means that the class meeting time has not yet been scheduled. If the first meeting of the class is not indicated in the schedule, the student needs to contact the instructor to verify a time.
- 5. “ARR” means the student needs to contact the instructor to arrange a time

# FINANCIAL ASSISTANCE

## **Application for Financial Assistance**

Preference will be given to those whose files are completed at least 90 days prior to the first term of enrollment for the award year (July 1 to June 30). To be considered for federal financial aid, the student must be fully admitted to Park University as a degree seeking student. *Note: Items are available online at [www.park.edu/finaid](http://www.park.edu/finaid).*

An award notification e-mail will be sent, advising the student of his/her eligibility for aid, when the following have been received in the Office of Student Financial Services on the Parkville Campus:

1. 2012-13 Park Request for Financial Aid form.
2. Free Application for Federal Student Aid — The output document can be in the form of the Student Aid Report or Institutional Student Information Report, which is retained by the University, from data produced from the FAFSA.
3. If selected for verification (\*appears beside the EFC number in the upper right corner of the SAR or ISIR), the following documents will be needed:
  - a. Institutional Verification Worksheet
  - b. An official copy of a tax transcript for the student and spouse (if applicable and filed separately) obtained from the IRS if a federal tax return was filed.

Financial assistance is awarded annually to qualified students who make satisfactory progress (see policy on *Satisfactory Academic Progress for Financial Aid*). FAFSA applications must be submitted each academic year.

## **Assistance with Educational Expenses**

The Office of Student Financial Services administers and coordinates programs of assistance from federal and private sources. To increase graduate educational opportunities for eligible students, more information is available on the School of Graduate and Professional Studies website ([www.park.edu/grad](http://www.park.edu/grad)). You may also contact SFS at (816) 584-6290 or contact the Graduate School offices at (816) 559-5625 for additional information. The calculation of expected family contribution includes consideration of current family income, assets, family size, number of family members in college and other factors that may seriously alter a family's financial resources. Financial assistance programs are designed to supplement family resources by bridging the gap between cost and the family's ability to pay.

## **Graduate Loan Programs**

***Federal Direct Stafford Student Loans*** — These are long-term, low-interest loans designed to provide students with additional funds for college. All of these federal student loans have up to 10-year repayment terms, with a minimum monthly payment of \$50. All Direct Stafford loans disbursed on or after July 1, 2006 have a fixed rate. Loans disbursed on or before June 30, 2006 continue to have a variable rate that changes annually after July 1. Please check with the Office of Student Financial Services for additional information on the federal loan program. *This aid must be repaid.*

**Federal Direct Stafford Loan (unsubsidized)** — To be considered for eligibility, the student must be enrolled at least half-time (3 hours), complete the FAFSA, not be in default on a previous student loan or owe any refund on any federal grant. First-time borrowers at Park University must also be informed of their rights and responsibilities as a borrower through a federally required entrance interview. A master promissory note must be signed. Interest begins to accrue when the funds are disbursed. Students can (1) pay their interest while in school; (2) pay their interest during the 6-month grace period; or (3) postpone interest payments and have it added to the principal when repayment begins, after the 6-month grace period ends.

### **Satisfactory Academic Progress Policy / Financial Assistance for Graduate Students**

The Satisfactory Academic Progress Policy may be found at:

[www.park.edu/sac/documents/satisfactoryacademicprogresspolicy\\_000.pdf](http://www.park.edu/sac/documents/satisfactoryacademicprogresspolicy_000.pdf).

## **SCHOLARSHIPS**

Scholarship selections begin in the spring for the following award year. The priority deadline for the Endowed Scholarship Application, with autobiography/personal statement and two letters of recommendation (some scholarships require that the recommendation letters be from educators and/or supervisors) is Feb.1 each year; however, applications are accepted year-round.

Applications and brochures with more detailed information are available in the Office of Student Financial Services (located on the Parkville Campus) or from the scholarship coordinator, who may be reached at (816) 584-6294.

Since some scholarships require students to demonstrate financial need, it is recommended that students complete the Free Application for Federal Student Aid. For a complete list of available scholarships, visit [www.park.edu/grad/scholarships.aspx](http://www.park.edu/grad/scholarships.aspx).

## **GRADUATE ASSISTANTSHIPS**

Graduate assistantships serve three objectives: to provide students with a meaningful professional experience that will enhance their career goals; to allow students to provide a service to a department within the University; and to provide students with assistance in financing their education. Note: *This is not a needs-based award and is not designed to provide students with all funding for their degree; students should expect to have additional financial resources.*

### **Qualifications for a Graduate Assistantship**

Assistantships are awarded on a highly competitive basis. To be considered for a graduate assistantship, a graduate student must be fully admitted into the School of Graduate and Professional Studies with a cumulative undergraduate grade point average of 3.0 or higher and be accepted into a graduate degree program at Park University. See [www.park.edu/grad/ga.aspx](http://www.park.edu/grad/ga.aspx) for further details.

### **Categories of Assistantships**

Graduate assistants are enrolled in different graduate degree programs and provide academic and program support. GA responsibilities may be administrative in nature. Graduate assistantships are divided into two categories: general graduate assistantships and graduate research assistantships.

### **Work Requirements**

Graduate assistants are required to work for at least 20 hours per week on average. Students may not be required to report to work during school breaks, unless otherwise required to do so by the supervisor.

### **Compensation**

All graduate assistants receive the following:

- A stipend of \$1,000 per month for the academic year beginning August 1 and ending May 31.
- Six graduate credit hours of tuition waived per semester (three credit hours per 8-week term), or 12 credit hours per academic year.
- A stipend of \$2,000 may also be available for the summer if there is a relevant University need for which the student may be assigned work.

See [www.park.edu/grad/ga.aspx](http://www.park.edu/grad/ga.aspx) for further information regarding graduate assistantship requirements, application procedures and other information.

# EQUAL OPPORTUNITY

## **NON-DISCRIMINATION POLICY**

Park University prohibits discrimination on the basis of race, sex, color, national origin, sexual orientation, marital status, disability, religion and age in employment, and in its admission, education, programs and activities of students under state and federal law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Titles VI and VII of the Civil Rights Act of 1964, as amended. Title IX specifically prohibits discrimination and harassment on the basis of sex. Park University will not tolerate sex discrimination or harassment of applicants, students or employees, whether by students, faculty, staff, administrators, contractors or outside vendors. Park University recognizes not only its legal responsibilities, but also its moral and ethical responsibilities to prohibit discrimination and harassment on the basis of sex and to take appropriate and timely action to ensure an environment free of such inappropriate conduct and behavior. Additionally, Park University will not tolerate retaliation in any form against an applicant, student or employee for reporting a violation of this policy or assisting in the investigation of a complaint. Inquiries or concerns about the Non-Discrimination Policy may be directed to the dean of student life, who serves as interim Title IX coordinator, or the Office of Human Resource Services, Park University, 8700 N.W. River Park Drive, Parkville, MO 64152, or call (816) 741-2000.

## **Park University Notification and Documentation Policy for Special Assistance under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990**

Park University is committed to meeting the needs of all students who qualify for special assistance. It is the University's policy to comply fully with federal and state laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. To the extent of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply.

## **Permanent Disability Guidelines**

- ***Notification of Disability*** — Students must submit notification of disability at least six weeks prior to the beginning of classes in the academic term the student wishes to attend. This will allow time to make all necessary arrangements prior to the initial class meeting. Documentation should be submitted to Debra McArthur, director of academic support services, CMB 46, or fax (816) 505-5445. Documentation will be retained in the student's electronic file.
- ***Learning Disabilities*** — In order to receive special accommodations for learning disabilities, students must provide supporting diagnostic test results from a licensed psychologist or a certified specialist in learning disabilities. This evaluation must detail the student's specific learning disability or disabilities. The accommodations request should be detailed. This information should be as current as possible, preferably not more than three years old. Park University will evaluate, but may reject, documentation more than three years old.

*(continued on next page)*



- ***Physical Disabilities*** — Students must provide documentation from a physician that specifies the nature of the disability or disabilities. The documentation should include prescriptive information from a qualified specialist as to the exact nature of all accommodations necessary to meet the needs of the student. This information should be as current as possible. Park University reserves the right to request updated verification of disability and necessary accommodations.
- ***Psychiatric Disabilities*** — Students should provide documentation from a licensed professional qualified to diagnose and treat psychological/psychiatric disorders. The documentation should include a diagnosis, date of diagnosis, date of the diagnostician's last contact with the student, and a summary of the present symptoms and a prognosis. Documentation should describe how the psychiatric condition functionally interferes with, or impacts the student's ability to participate in an educational setting and give suggestions of academic accommodations that might be appropriate in an educational setting, supported by a disability-related rationale.
- ***Auxiliary Aids*** — Appropriate aids will be selected only after consultation with the student who will use them.

### **Temporary Disability Guidelines**

In the case of temporary disabilities, every effort will be made to provide reasonable accommodations for the duration of any disability. To insure prompt and appropriate action, the director of academic support services should be notified immediately of the arrangements believed to be necessary to accommodate a given temporary disability.

Additional information concerning Park University's policies and procedures related to disability can be found at [www.park.edu/support/policy.asp](http://www.park.edu/support/policy.asp).

### **Educational Rights and Privacy**

Park University informs students of the Family Education Rights and Privacy Act of 1974. This act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Education Rights and Privacy Act officer concerning alleged failures by the institution to comply with the Act.

Park University's local policy explains in detail the procedures to be used by the institution for compliance with the provisions of FERPA. Copies of the policy can be found in the office of the registrar. Questions concerning FERPA may be referred to the office of the registrar at (816) 584-6270.



# GRADUATE CERTIFICATE PROGRAMS

A graduate certificate program consists of a logically sequenced and academically coherent subset of courses, derived from a given discipline or related disciplines. Intended to prepare students for professional practice in certain applied fields, graduate certificates provide important preparation and credentialing in our increasingly dynamic employment environment. A graduate certificate comprises fewer credits than a master's degree. Courses taken toward a certificate program may eventually or simultaneously transfer to a graduate degree depending upon the requirements of the particular degree to which a student wishes to apply the credits.

Courses selected for a graduate certificate program are courses approved or offered for credit at the graduate level at Park University, and, when completed, they represent a structured, coherent body of knowledge. In most instances, the required credit hours will range between 12 and 15. The exception is the Graduate Certificate in Applied Music, described below. No more than 25 percent of the hours required for a certificate program may be transferred from another institution.

General criteria for admission to any graduate certificate program include:

- An earned baccalaureate degree from a regionally accredited college or university, or its foreign equivalent.
- Minimum cumulative grade point average of 3.0 on a 4.0 scale, as established by the graduate program.

Note that graduate students who are currently enrolled in a graduate program may simultaneously pursue a graduate certificate program, with the permission of their adviser. Certificate-seeking students who are not degree-seeking students will be classified as certificate students for the purpose of keeping University-wide enrollment data. Certificate students will have access to University-wide facilities, subject to the rules governing those facilities. Additional admission requirements as noted, for each certificate.

In addition, certificate students are not automatically eligible for admission to the related graduate program. If they wish to pursue a graduate degree, they must submit an application, meeting all the entrance requirements for that program.

A student graduates from a certificate program when all program requirements are completed and has maintained a 3.0 grade point average. A document suitable for framing may be issued by the department(s) or school that offers the certificate program.

Courses and certificates completed will be transcribed by the Registrar's Office, and they will become the student's permanent academic record.

## **Graduate Certificate in Business and Government Leadership**

The Business and Government Leadership Certificate is housed within the Hauptmann School for Public Affairs. This certificate is designed for those who wish to improve their ability to navigate and lead across the business and government sectors of society. This certificate advances the skills students need to lead and manage in the private and public sectors.

<b>Required courses</b>		<b>12 cr.</b>
PA 509	Leadership Development and Organizations	3 cr.
PA 521	Business, Government and Society	3 cr.
PA 522	World Economics and Comparative Capitalism	3 cr.
PA 523	Global Macroeconomic Theory	3 cr.

### **Course Descriptions**

#### **PA 509      Leadership Development and Organizations      3 cr.**

This highly interactive course, grounded in organization theory, examines organizations from a cross-sector perspective. The inherently contradictory nature of organizations and the leadership competencies associated with these contradictions are explored, using organizational effectiveness frameworks. Students embark on developing managerial leadership competencies associated with organizational effectiveness criteria.

#### **PA 521      Business, Government and Society      3 cr.**

A study of the business firm as a social institution, with emphasis on the changing purposes of social action; ethical problems in management; and social responsibilities of the business manager.

#### **PA 522      World Economics and Comparative Capitalism      3 cr.**

A critical study of the theoretical and philosophical foundations of the private enterprise system in the U.S., its evolution, history, performance and future.

#### **PA 523      Global Macroeconomic Theory      3 cr.**

A systematic study of contemporary issues and problems, domestic and global; and critical analysis of policies and practices affecting such problems.

## **Graduate Certificate in Computer and Network Security**

This graduate certificate program is housed within the Hauptmann School for Public Affairs. The certificate is intended for those who wish to specialize in the information technology field with an emphasis in security. This emphasis is designed for those who wish to pursue a career in an IT security-related field as an information security officer, systems administrator, security analyst, IT consultant, security consultant or IT specialist. Students who complete this emphasis will be prepared to:

1. Design a network and computer infrastructure for an organization while considering security issues and controls.
2. Recognize security incidents and implement remedies, controls and fixes using appropriate technologies and policies.

3. Design security remedies, controls and fixes for next generation network services such as voice-over IP, video, presence, multi-protocol label switching and instant messaging services.
4. Address application security issues affecting the areas of data management, programming, operating systems and Web applications/services.

**Additional Admission Requirements**

- Completion of an undergraduate or graduate degree in networking, engineering, computer science or information technology with a 3.0 grade point average or better, or completion of an undergraduate or graduate degree with a 3.0 GPA or better and significant work experience in networking and/or computer security.
- A two-to-three page letter of interest indicating work experience, educational background and any certifications for networking and/or computer security.

*Note: Students participating in the Graduate Certificate in Computer and Network Security program will be required to sign a Commitment to Ethical Practice and Academic Honesty form for each CNS course in which they are enrolled. There is zero tolerance for violation of the Commitment.*

<b>Core courses</b>		<b>12 cr.</b>
IS 605	Data Management and Applications Security	3 cr.
IS 620	Computer Security, Risk Management and Control	3 cr..
CSS 636	Advanced Network Architectures, Services and Applications	3 cr.
CSS 656	Advanced Security Architectures, Services and Applications	3 cr.
<b>Electives (select one)</b>		<b>3 cr.</b>
CSS 624	Physical (Environmental) Security	3 cr.
CSS 675	Applied Cryptography	3 cr.
CSS 677	Computer and Network Forensics	3 cr.
CSS 688	Information Warfare	3 cr.
<b>Total credits</b>		<b>15 hours</b>

**Program Completion Requirements**

Minimum grade point average of 3.0 with no more than one grade of “C” or lower in the CNS program.

**Course Descriptions**

<b>CSS 624</b>	<b>Physical (Environmental) Security</b>	<b>3 cr.</b>
This course focuses on securing physical information technology assets through both manual and automated methods. Manual methods include protecting assets using non-automated methods such as infrastructure locks, keys and fencing. Automated methods include using sensors, cameras and technical surveillance countermeasures. Conducting and designing a physical security survey is discussed to identify physical security vulnerabilities and actions required to reduce or mitigate the risk to the organization. <i>Prerequisite: IS 620.</i>		

**CSS 636      Advanced Network Architectures, Services and Applications      3 cr.**

This course focuses on next generation networks, application, and services including voice-over IP, instant messaging, streaming media (unicast, broadcast and multicast) and peer-to-peer. This course provides an in-depth knowledge of new and emerging technologies and insight into security issues, and how to address them. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. In addition, the groups will analyze these designs and identify security risks and resolutions. *Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience and IS 605, or concurrent enrollment.*

**CSS 656      Advanced Security Architectures, Services and Applications      3 cr.**

This course focuses on technologies that provide an end-to-end solution to securing your network perimeter. Topics include the design, deployment and management of the defenses of your computer, network and data environment. Perimeter defense elements such as firewalls, virtual private networks, routers, switches and intrusion detection systems are also covered. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. *Prerequisite: IS 620 and CS 636, or comparable course or relevant work experience.*

**CSS 675      Applied Cryptography      3 cr.**

This course examines the technology and methodologies for protecting information to ensure its integrity, confidentiality and authenticity. It will cover the foundations of cryptography; modern cryptographic protocols, algorithms and techniques; and real-world implementations and issues. Course topics include private and public key cryptography, block ciphers, pseudorandom functions and generators, data encryption standards, symmetric encryption, asymmetric encryption, computational number theory, RSA and discrete log systems, message authentication, digital signatures, key distribution and key management. *Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience, College Algebra (MA 131) or higher with “B” or better, and IS 605 or concurrent enrollment.*

**CSS 677      Computer and Network Forensics      3 cr.**

This course involves the analysis and investigation of cyber-crime and computer forensics including process, methodology, laws/regulations and industry standards, with a focus on overall methodical process for identifying, analyzing, recreating and addressing cyber-based crimes. It also delves into the ethical issues associated with information systems security. *Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience and IS 605 or concurrent enrollment.*

**CSS 688      Information Warfare      3 cr.**

This course provides an in-depth knowledge of information warfare principles, strategies, tactics, and technologies. Topics include information warfare concepts, offensive and defensive tactics, and analysis methodologies regarding vulnerability and risk. In addition, cyberspace security, physical security and ethics, as well as legal issues and concerns, are covered. *Prerequisite: CSS 656.*

**IS 603      Computer Network and Telecommunications Systems      3 cr.**

This course explores and analyzes voice and data communications. It will cover traditional and current telecommunication and computer network systems. Topics include the open system interconnection 7-layer model, public switch telephone network, transmission control protocol/internet protocol, Ethernet, frame relay and asynchronous transfer mode.

<b>IS 605</b>	<b>Data Management and Applications Security</b>	<b>3 cr.</b>
The course covers concepts, principles, issues and techniques for managing corporate data resources and ensuring data integrity. Techniques for managing the design and development of large database systems, including logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing and data mining. The basic SQL commands will be utilized.		
<b>IS 620</b>	<b>Computer Security, Risk Management and Control</b>	<b>3 cr.</b>
Explore the threats and risks present in organizations due to the pervasive use of technology. Learn risk evaluation techniques and identify security and control techniques used to minimize threats and risk to the organization. Computer and information security topics emphasized include threat techniques, protective techniques, risk analysis, contingency planning, password techniques, encryption, network protocol and intercept devices. <i>Prerequisite: IS 603 or comparable course (CS 365) or relevant experience and IS 605 or current enrollment.</i>		

**Graduate Certificate in Disaster and Emergency Management**

The Graduate Certificate in Disaster and Emergency Management complements the existing graduate programs offered by the University’s Hauptmann School for Public Affairs. The public’s continued concern for efficient governmental response to natural and man-made disasters, along with the recent significant investment in emergency management activities, requires knowledgeable public managers, including managers transitioning from other areas of expertise. The array of potential hazardous events that now confront public managers includes Homeland Security issues, failures of complex technology and a wide range of natural hazards. Students possessing a Graduate Certificate in Disaster and Emergency Management will be well-prepared to engage the public policy issues surrounding these community hazards.

<b>Foundation courses</b>	<b>6 cr.</b>
PA 552      Public Policy and Disaster	3 cr.
<i>And select one:</i>	
PA 551      Principles of Disaster and Emergency Management	3 cr.
PA 553      Disaster and Society	3 cr.
<b>Theory integration courses (select four):</b>	<b>8 cr.</b>
PA 581      Global Hazard Reduction	2 cr.
PA 582      Disaster, Disease and Public Health	2 cr.
PA 583      Technology, Accidents and Organizations	2 cr.
PA 584      Continuity of Government Operations	2 cr.
PA 585      Natural Hazards and the Urban Environment	2 cr.
PA 586      Planning for Emergencies and Disasters	2 cr.
PA 587      Government Response to Terrorism	2 cr.
<b>Total credits</b>	<b>14 hours</b>

### **Course Descriptions**

**PA 551      Principles of Disaster and Emergency Management      3 cr.**

This course covers concepts of organizing society to manage emergencies and disasters. It explores governmental and non-governmental approaches to coping with natural and technological hazards.

**PA 552      Public Policy and Disaster      3 cr.**

The history, development and implementation of disaster-related public policy are discussed. The course addresses the local, state and federal levels, and their interactions during policy development and implementation. It also explores the role of emergency managers as policy advocates at all levels of government.

**PA 553      Disaster and Society      3 cr.**

This course provides an interdisciplinary survey of disaster theory from sociological, geographical and public policy perspectives.

**PA 581      Global Hazard Reduction      2 cr.**

Natural and man-made threats, their causes and societal responses to mitigate the risks and impacts are discussed. Strategies from all world regions are reviewed.

**PA 582      Disaster, Disease and Public Health      2 cr.**

Integrated concepts of protecting vulnerable individuals and communities from the health consequences of disasters and emergencies are addressed.

**PA 583      Technology, Accidents and Organizations      2 cr.**

A study of technological systems, their failures, and the causative and preventive roles played by organizations are featured.

**PA 584      Continuity of Government Operations      2 cr.**

This course covers strategies to insure the continuous delivery of government services during emergency and disaster situations with a specific emphasis on the local level, but including issues pertinent to the state and federal levels.

**PA 585      Natural Hazards and the Urban Environment      2 cr.**

This course is an in-depth study of the sustainability of urban areas in the face of diverse natural hazards. It provides global perspectives on past experiences and future risks.

**PA 586      Planning for Emergencies and Disasters      2 cr.**

Tools and techniques utilized by government to prepare for emergencies and disasters are presented. In addition, the course reviews integrated planning for all hazards and all phases of disaster.

**PA 587      Government Response to Terrorism      2 cr.**

This course examines government responses to terrorism with a specific emphasis on non-law enforcement issues facing local and state government. Legal and regulatory frameworks, organizational concepts and interoperability issues related to preparedness and response to chemical, biological and radiological threats.

**Graduate Certificate in Healthcare/Health Services Management and Leadership**

Up-to-date knowledge and skills in the administration and leadership of health care services are critical in today’s constantly and rapidly changing environment. The Graduate Certificate in Healthcare/Health Services Management and Leadership, housed within the Hauptmann School for Public Affairs, prepares students and practicing health care leaders to enhance their professional skills to meet new health care policy and practice challenges. The program focuses on critical thinking and problem solving in today’s health care environment.

**Course Requirements**

The curriculum consists of two foundation courses (6 credit hours) and two theory integration courses (6 credit hours).

<b>Foundation courses</b>		<b>6 cr.</b>
HA 511	Leadership and Management in Healthcare Systems	3 cr.
HA 518	Organization of Healthcare Delivery Systems	3 cr.
<b>Theory integration courses</b> <i>(select two courses):</i>		<b>6 cr.</b>
HA 508	IT, Data Gathering and Data Management	3 cr.
HA 515	Marketing and Consumer-Driven Healthcare	3 cr.
HA 516	Healthcare Finance	3 cr.
HA 517	Legal and Ethical Issues in Healthcare Leadership	3 cr.
HA 532	Healthcare Services and Systems for Diverse Populations	3 cr.
HA 533	Managerial Epidemiology	3 cr.
HA 537	The Policy and Politics of Healthcare	3 cr.
HA 557	Nursing Dimensions of Healthcare Leadership	3 cr.
HA 573	Quality Improvement and Outcomes Assessment	3 cr.
HA 580	The Pharmaceutical Basis for Healthcare Delivery	3 cr.
HA 604	Healthcare Economics and Payment Systems	3 cr.
HA 611	Mediation, Negotiation and Conflict Management	3 cr.
<b>Total credits</b>		<b>12 hours</b>

**Course Descriptions**

**HA 508      IT, Data Gathering and Data Management      3 cr.**

The course focuses on gathering and analyzing relevant institutional data for decision-making. Familiarity with main health care data organizations, both public and private, will also be a focus of this course. Students will have direct experience with data mining, planning studies and operational research, as well as with clinical research, as it relates to health care outcomes. Use of inferential statistics and other data analysis techniques will be taught in this course. An introduction to the role of information systems and state-of-the-art information technologies in management and decision-making, as well as reducing risk and promoting patient safety and confidentiality, will be offered. The course seeks to build skills and knowledge in the evaluation and selection of hardware and software, evaluating technology vendors and effective use of technology-based solutions. It will also focus on the implementation and training needed to implement information technology and to further evidence-based health care and data-driven decisions.

**HA 511      Leadership and Management in Healthcare Systems      3 cr.**

This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to participants. Examples of issues include rural and urban health care, managed care, ethics of health care, integrating technology, and leadership styles and traits.

**HA 515      Marketing and Consumer Driven Healthcare      3 cr.**

Within a broad marketing philosophy, the course presents marketing as the process of identifying and delivering what physicians, patients and families want. This involves market research, market analysis, product design, product development, promotion and delivery; physician, patient, family and employee satisfaction, and understanding how these factors drive the health care market.

**HA 516      Healthcare Finance      3 cr.**

Financial management tools and strategies for health care organizations. The course includes capital and cash flow management, budgeting, financial markets, investment decisions, analyzing financial statements, pricing, cost analysis, performance evaluation, contract negotiation, financial accounting, problems and solutions of health insurance, government funding and methods of containing health costs. These issues will be studied in view of serving consumers more effectively.

**HA 517      Legal and Ethical Issues in Healthcare Leadership      3 cr.**

The course studies the legal framework of health services and health care delivery, as well as the ethical issues confronted by health care administrators in various health care settings. Topics will include licensure, medical malpractice, liability, insurance issues, legal standards for care, confidentiality of records (HIPAA), informed consent, and patient rights and patient advocacy.

**HA 518      Organization of Healthcare Delivery Systems      3 cr.**

The course provides an overview of the development of the current status of the health care system in the U.S., its organizational structure and operation of the various health care organizations, governmental as well as non-governmental, at the federal, state and local levels. The course examines the structure and issues of the major health care delivery systems (national and international), including outpatient clinics, physician's offices, hospitals, long-term care facilities, self-help organizations, patient advocacy groups, accrediting agencies and the insurance industry. Grounded in the past and focused on the future of American health care systems, the course will examine the evolution of administrative characteristics, with consumer demand characteristics (physicians, patients and families) and the planning and operation of health care services in an international competitive marketplace.

**HA 532      Healthcare Services and Systems for Diverse Populations      3 cr.**

This is a broad-based course in the sociology and anthropology of medicine and health. The course will focus on the social, cultural and behavioral aspects of health-related issues and their implications for health administration. Topics will also include gender, race and culture issues in health care.



**HA 533      Managerial Epidemiology****3 cr.**

Epidemiology is the study of the distribution and determinants of health in populations, and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems, identify solutions to prevent disease and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management of health care organizations.

**HA 537      The Policy and Politics of Healthcare****3 cr.**

This course addresses the momentous changes that health care is facing in the U.S. and around the world. Fueled by population growth and socioeconomic trends, political systems will, and must, respond to the new demands of health care. With a challenging and insightful analysis and evaluation of the political, professional and consumer demands, this course will help learners prepare for the leadership expectations global systems changes will require.

**HA 557      Nursing Dimensions of Healthcare Leadership****3 cr.**

Nursing care is a major force in health care delivery and leadership. The course will focus on how nursing systems are organized and the leadership roles that nurse's play in health care delivery systems. The current and evolving leadership roles of the nursing profession will be covered, along with the overall organization of health care systems.

**HA 573      Quality Improvement and Outcomes Assessment in  
Healthcare Settings****3 cr.**

The course will familiarize students with outcomes-based quality improvement methodologies. Focus will be on the techniques of measuring customer satisfaction, implementing quality management programs, and adherence to best practices and standards. It will also focus on patient safety and the infrastructure needed to create a culture of safety in health care organizations.

**HA 580      The Pharmaceutical Basis for Healthcare Delivery****3 cr.**

The use of pharmaceuticals and medical devices in health care has become a major driver in both the clinical and administrative functions of health care leadership. Knowledge of, and the ability to manage, the professional constituents and vendors in these areas is critical to the success of health care organizations and the patients and doctors that are served by them. This course focuses on critical elements of the administration and role of pharmacy and medical devices.

**HA 604      Healthcare Economics and Payment Systems****3 cr.**

The course will focus on key macro- and micro-economic concepts, such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories and cost-benefit analysis, as they apply to health care as a service industry, including current and future payment systems for health care, such as HMOs, Medicare, Medicaid and comparisons to other countries.

**HA 611      Mediation, Negotiation and Conflict Management      3 cr.**

Mediation, negotiation and conflict resolution with physicians, nursing and allied health staff, patients, and their families are critical components of leadership. The course focuses on learning preventative approaches to conflicts and disputes, and development of professional skills in negotiating, mediating and managing conflicts. This course will include methods for patient, employee and physician satisfaction assessment, and continuous improvement.

**Graduate Certificate in the Leadership of International Healthcare Organizations**

The Leadership of International Healthcare Organizations graduate certificate provides students with knowledge and skills related to the administrative and management aspects of international health. This certificate also provides a relevant education for students within the Master of Healthcare Leadership program by adding an international health focus. It offers an additional and unique educational opportunity for students in the Master of Business Administration and Master of Public Affairs programs who have an interest in international health.

To accommodate those students whose visa requirements necessitate face-to-face courses, the certificate courses and the electives are offered in both face-to-face and online formats. Specifically, the certificate focuses on the following goals:

- Providing students with instruction in the management and leadership issues unique to international health care organizations.
- Creating an opportunity for students to gain more in-depth knowledge of the operation of international health care organizations.
- Providing theoretical as well as applied learning experiences in the administration of international health care organizations.

**Additional Admission Requirements**

Students must submit an essay describing their academic and career background, and reasons why they wish to pursue the Leadership of International Healthcare Organizations certificate.

**Course Requirements**

The certificate consists of four interdisciplinary courses for a total of 12 credit hours.

**Foundation Course**

HA511	Leadership and Management in Healthcare Systems	3 cr.
<b>Theory integration courses</b> ( <i>choose three courses</i> )		9 cr.
HA 532	Healthcare Services and Systems for Diverse Populations	3 cr.
HA 533	Managerial Epidemiology	3 cr.
HA 537	Policy and Politics of Healthcare	3 cr.
HA 604	Healthcare Economics	3 cr.
MBA 660	Strategic Global Business Management	3 cr.
PA 503	Emerging Issues in Public Affairs	3 cr.
PA 545	Management of Nonprofit Organizations	3 cr.
<b>Total credits</b>		<b>12 hours</b>

*\*Note: Students may be eligible to substitute HA 521 (Special Topics: Independent Study in Healthcare Services) or another course emphasizing international relations for one of the three courses listed above with the permission of the director of the Healthcare Leadership program.*

**Course Descriptions**

**HA 511      Leadership and Management in Healthcare Systems      3 cr.**

This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to the participants. Examples of issues include rural and urban health care, managed care, ethics of health care, integrating technology, and leadership styles and traits.

**HA 532      Healthcare Services and Systems for Diverse Populations      3 cr.**

This is a broad-based course in the sociology and anthropology of medicine and health. The course will focus on the social, cultural and behavioral aspects of health-related issues and their implications for health administration. Topics will also include gender, race and culture issues in health care.

**HA 533      Managerial Epidemiology      3 cr.**

Epidemiology is the study of the distribution and determinants of health in populations and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems, identify solutions to prevent disease, and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management of health care organizations

**HA 537      Policy and Politics of Healthcare      3 cr.**

This course addresses the momentous changes that health care is facing in the U.S. and around the world. Fueled by population growth and socioeconomic trends, political systems will, and must, respond to the new demands of healthcare. With a challenging and insightful analysis and evaluation of the political, professional and consumer demands, this course will help learners prepare for the leadership expectations global systems changes will require.

**HA 604      Healthcare Economics and Payment Systems      3 cr.**

This course will focus on key macro- and micro-economic concepts, such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories and cost-benefit analysis, as they apply to health care as a service industry, including current and future payment systems for health care, such as HMOs, Medicare, Medicaid and comparisons to other countries.

**MBA 660      Strategic Global Business Management      3 cr.**

This course provides broad knowledge and understanding of the interpersonal and intercultural management skills necessary for international managers. While learning to understand cultural aspects of verbal and nonverbal behavior of persons from different cultures, students will come to recognize cultural differences that can cause difficulties in management situations. The culture of contract negotiations in Japan, Europe and the Middle East is emphasized. The economic, political and legal aspects of global business are discussed in the context of international management.

**PA 545      Management of Nonprofit and Nongovernmental Organizations      3 cr.**

An overview of management principles and practices, with the common and distinctive elements of nonprofit management compared to that of public and business organizations in the U.S. and to civil society and non-governmental organizations in the global context.. Different approaches within nonprofit management are viewed historically and in current practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation and regulation, the nature of governance processes, marketing to multiple stakeholders, variations in the mix of services and funding sources, and the use of volunteers. Ethical relationships and the impact of technology within the nonprofit organization are also examined.

**Graduate Certificate in Music Performance**

The Graduate Certificate in Music Performance program is housed within the College of Liberal Arts and Sciences. This certificate program is designed for students who want to pursue a non-degree course of study concentrating almost exclusively on performance. Minimum graduate credit hours required for the certificate are 24. Additional admission requirements in addition to the general rules that are applicable for admission to the School of Graduate and Professional Studies at Park University, specific admission requirements are:

- Bachelor of Music or related undergraduate degree from a U. S. institution, an equivalent bachelor's degree from an accredited foreign institution of higher education, or equivalent professional experience as determined by the faculty of the International Center for Music.
- An audition before the music faculty. In approved situations, a recording may be submitted in lieu of a live audition.

Each applicant must furnish a complete list of repertoire and recital history, at the time of application. This is an advanced program of study at the graduate level, supervised and approved by the graduate faculty of Park University.

**Course Requirements**

MU 501	Applied Music A	6 cr.
MU 510	Applied Music B	6 cr.
MU 520	Applied Music C	6 cr.
MU 530	Applied Music D	6 cr.
<b>Total credits</b>		<b>24 hours</b>

**Course Descriptions**

**MU 501                      Applied Music A    6 cr.**

This course involves an in-depth analysis and selection of new repertoire to be learned during the semester. Students have two private lessons per week, as well as scheduled discussions regarding theory and performance technique. Selected new learned repertoire will be performed in a recital at the end of the semester. Students will be encouraged to participate in regional, national and international competitions. *(Pass/Fail)*

**MU 510                      Applied Music B    6 cr.**

A continuation of MU 501. *(Pass/Fail)*

**MU 520                      Applied Music C    6 cr.**

A continuation of MU 510. *(Pass/Fail)*

**MU 530                      Applied Music D    6 cr.**

A continuation of MU 520, culminating in a major recital, demonstrating depth and range of repertoire. *(Pass/Fail)*

**Graduate Certificate in Nonprofit Leadership**

The Graduate Certificate in Nonprofit Leadership program, housed within the Hauptmann School for Public Affairs, prepares students for leadership positions in the nonprofit and philanthropic sectors. Graduates with this certificate command key skills and understanding found necessary to equip them for challenging work in these sectors. Graduates of this certificate program will be able to:

- Exhibit key skills needed to lead and manage nonprofit organizations.
- Develop cross-sector understanding and skills to help network nonprofit organizations and attract resources.
- Assess ethical dimensions of decisions of nonprofit leaders.
- Create strategies to help nonprofits fulfill their unique missions.
- Identify and attract possible funding sources for nonprofits.

**Required Courses    9 cr.**

PA 509    Leadership Development and Organizations    3 cr.

PA 545    Management of Nonprofit Organizations    3 cr.

PA 600    Ethical Foundations of Authority and Responsibility    3 cr.

**Elective *(select one)*    3 cr.**

PA 542    Social Policy    3 cr.

PA 543    The Nonprofit and Nongovernmental Sectors    3 cr.

**Total credits    12 hours**

### **Course Descriptions**

**PA 509      Leadership Development and Organizations      2 to 3 cr.**

This highly interactive course, grounded in organization theory, examines organizations from a cross-sector perspective. The inherently contradictory nature of organizations and the leadership competencies associated with these contradictions are explored, using organizational effectiveness frameworks. Students embark on developing managerial leadership competencies associated with organizational effectiveness criteria.

**PA 542      Social Policy      3 cr.**

This course examines policies intended to address community needs and how the policies get set. Students review community needs, organizations, services and inter-organizational arrangements designed to implement policies in such areas as social welfare, health and mental health, employment and training, crime prevention and cultural endeavors. The role of individual values and responsibility, as well as the mobilization of community efforts to address problems, paying attention to their global implications, are explored.

**PA 543      The Nonprofit and Nongovernmental Sectors      3 cr.**

This course reviews the role and functions of the philanthropic and nonprofit sector, including history and trends in the field, and the legal and regulatory environment. The relationship of the nonprofit sector to the public and business sectors is examined, with attention to the related role of public and for-profit entities in delivering community services.

**PA 545      Management of Nonprofit and Nongovernmental Organizations      3 cr.**

This course provides an overview of management principles and practices, with the common and distinctive elements of nonprofit management compared to public and business organizations in the U.S. and to civil society and non-governmental organizations in the global context. Different approaches within nonprofit management are viewed historically and in current practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation and regulation, the nature of governance processes, marketing to multiple stakeholders, variations in the mix of services and funding sources, and the use of volunteers. Ethical relationships and the impact of technology within the nonprofit organization are also examined.

**PA 600      Ethical Foundations of Authority and Responsibility      2 to 3 cr.**

This course examines fundamental ethical theories, issues, strategies and dilemmas in public service as they relate to issues of power, authority and responsible decision-making in organizations.

**Graduate Artist Diploma in Music Performance**  
**(Two-Year Program — Applied Emphasis in Piano, Violin, Viola or Cello)**

The Graduate Artist Diploma in Music Performance is housed within the College of Liberal Arts and Sciences. This is a unique program open to only a few highly gifted artists who have demonstrated exemplary artistic achievement in their academic/professional career, and is the most advanced course of study in music offered at Park University. This course of study is to prepare the individual for a concert/stage career, or a major appointment in the professional or academic arena. Additional admission requirements in addition to the general rules that are applicable for admission to the School of Graduate and Professional Studies at Park University, specific admission requirements are:

- Bachelor of Music or related undergraduate degree from a U. S. institution, an equivalent bachelor's degree from an accredited foreign institution of higher education, or equivalent professional experience as determined by the faculty of the International Center for Music.
- An audition before the music faculty. In approved situations, a recording may be submitted in lieu of a live audition.

Each applicant must furnish a complete list of repertoire and recital history at the time of application. This is an advanced program of study at the graduate level, supervised and approved by the graduate faculty of Park University.

**Course Requirements**

MU 560	Applied Music	6 cr.
MU 570	Applied Music	6 cr.
MU 580	Applied Music	6 cr.
MU 590	Applied Music	6 cr.
<b>Total credits</b>		<b>24 hours</b>

**Course Descriptions**

<b>MU 560</b>	<b>Applied Music</b>	<b>6 cr.</b>
This course places emphasis on developing repertoire and is designed to develop both artistry and professionalism. Students will be prepared for major competitions as well as auditions for professional appointments in the professional and academic arena.		
<b>MU 570</b>	<b>Applied Music</b>	<b>6 cr.</b>
A continuation of MU 560.		
<b>MU 580</b>	<b>Applied Music</b>	<b>6 cr.</b>
A continuation of MU 570.		
<b>MU 590</b>	<b>Applied Music</b>	<b>6 cr.</b>
A continuation of MU 580.		

# MASTER'S THESIS PROCEDURES

The writing of a thesis is a highly valued academic exercise especially suitable for students who wish to continue their graduate education in pursuit of a doctorate degree after completing the master's degree. The thesis is traditionally regarded as the culminating activity in a master's degree program. Students may earn up to six hours of graduate credit for writing a thesis, earned through fixed or variable credit courses, depending on the graduate program offered. Continuous enrollment for an additional one hour is possible, with the approval of the thesis committee chair.

Students should carefully plan their activities, in order to ensure that they develop a workable proposal, conduct the research, write the thesis and get it approved by the thesis committee, in a timely manner. A copy of the completed thesis should be submitted to the major adviser no later than six weeks prior to the date of Commencement. The School of Graduate and Professional Studies should receive a copy for final approval no later than three weeks prior to the day on which the degree is to be conferred.

## **Thesis Committee**

Candidates should consult their major adviser in forming a thesis committee and clarifying the role of the committee members in the research and writing process. The primary responsibility for directing the thesis resides with the adviser. The committee should consist of a minimum of three approved graduate faculty, including the major adviser in the discipline area. It is advisable to include additional faculty member(s) from outside the discipline, as faculty external to the discipline can bring fresh perspectives or provide valuable assistance in the conduct of research.

## **Thesis Procedures**

The candidate must register for the appropriate thesis course in order to begin the process of developing a thesis proposal. The registration allows the student to receive advice from a member of the faculty and to utilize University facilities in preparation for the thesis. While enrolled for this course, the student is expected to be actively working on developing a formal proposal related to an area of research interest, under the direction of a faculty member who will be the major adviser or the Committee chair.

At minimum, the research proposal should identify the problem, clarify the thesis statement, select an appropriate research methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature. The following general outline may be helpful in developing a proposal.

- Key concepts and definition of the project. Concisely and clearly state what the project intends to accomplish. What are the basic questions to be explored?
- Significance of the study. Why should the scientific community be interested in this study? What contribution will it make to the discipline, the profession and society?
- Review of relevant literature. How does your research relate to the work of others? Where are the gaps in literature? What do you hope to add to the literature?
- Methodology. How do you plan to approach the subject? What is your methodology and what instruments or procedures will you use to gather the data/information that you would need to address the questions? What is the justification for the use of this methodology? Do you have the resources to conduct the study, such as access to people, data, archives, collections, time, etc.?



- Plan of work and timetable. Present a realistic timetable including specific dates by which you plan to complete specific facets of the research. It will help you and the Committee to decide if you can realistically complete the project.
- Bibliography. Present a working bibliography that includes scholarly books and articles. You will revise and expand this bibliography as you continue with your project.

### **Proposal Defense and Submitting the Proposal to the School of Graduate and Professional Studies**

When the proposal is ready for defense, the student must work with the Committee chair in setting a date for the proposal defense. The defense must be conducted at least one semester prior to graduation and the proposal must be submitted to the School of Graduate and Professional Studies once it is approved by the chair and all members of the Committee.

### **Submitting the Proposal**

The student must work with the Committee chair in submitting the proposal to the Committee members for their approval. Once approved by the Committee, the chair will forward the proposal to the School of Graduate and Professional Studies office at least one semester prior to the semester in which the student is expected to graduate.

### **Human Subjects Protection and IRB Review**

In preparing the thesis proposal, students must be aware that any research which involves human subjects must be approved by the Institutional Review Board of the University in order to ensure compliance with applicable federal regulations and University policies. The proposal must be reviewed and approved by the IRB according to the University procedure. Failure to gain the IRB approval will result in denial of the proposal. It is a violation of the procedures to contact human subjects prior to the IRB approval of the proposal. It is highly recommended that the IRB approval be received prior to the submission of the proposal. Additional information related to the IRB may be found at [www.park.edu/irb/](http://www.park.edu/irb/).

### **Data Collection**

Following the approval of the thesis proposal, students may begin data gathering. Data may be collected using qualitative, quantitative, participatory, documentary or action research methodologies, as may be appropriate. The writing of the thesis may then begin, with the guidance of the Committee chair. Students are encouraged to consult the chair regularly, to ensure that they receive timely and useful feedback throughout the research and writing process.

### **Thesis Defense**

An oral defense of the thesis must be satisfactorily completed and approved by the Committee, and the result of the defense must be submitted to the School of Graduate and Professional Studies three weeks prior to graduation. Thesis defense is open to the University community.

### **Enrollment in XX 799 (1 cr.)**

When additional time is needed to complete the thesis work, enrollment in XX 799 is permitted, in consultation with the chair. For additional information on the thesis procedure, please consult the director of your graduate program, or the dean of the School of Graduate and Professional Studies.

# SCHOOL OF BUSINESS

**Brad Kleindl, Ph.D., Dean, School of Business**

**Nicolas Koudou, Ph.D., Director, Master of Business Administration Program**

The School of Business at Park University is one of the largest not-for-profit business schools in the United States. The mission of the School of Business is to provide quality, innovative, application-based learning which prepares a diversity of learners to support free enterprise in a socially responsible manner within a global community.

Students in the School of Business can take courses at any of the University's Kansas City area locations or online. In addition, the School of Business delivers education to its campus centers throughout the U.S.

In keeping with our mission, Park School of Business faculty members are academically qualified with the appropriate terminal degrees, as well as have relevant work experience at the managerial, executive and professional levels. Faculty members seamlessly integrate business theory and practice, and students are the beneficiaries of these unique experiences.

## **Mission**

The School of Business at Park University's mission is to provide quality, innovative, application-based learning to prepare a diversity of learners who can support free enterprise in a socially responsible manner in a global community.

## **Vision**

The School of Business at Park University's vision is to prepare learners for the 21st century global economy as entrepreneurial thinkers who can influence the world as socially responsible business leaders.

## **Values**

The School of Business at Park University's values foster:

- Inclusivity
- Direct faculty and learner interaction
- Quality education
- Flexibility in education delivery
- Critical thinking
- Support of free enterprise
- Ethical behavior, civility and respect
- Global citizenship

# MASTER OF BUSINESS ADMINISTRATION

Park University's Master of Business Administration degree program was founded at Park University in 1998. Park's MBA program offers a student-centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment. It also prepares students as entrepreneurial thinkers, to enhance business competitiveness in a global environment. Significance is placed on applying business knowledge and techniques to implement decisions.

To meet students' personal and professional needs, the MBA program offers a combination of 8-week; 16-week and intensive 2-week summer sessions, allowing completion of the program in as few as 18 months, enabling graduates to take advantage of the current market demands.

The MBA degree may be earned entirely through the traditional face-to-face delivery method, through online delivery or a combination of these methods. Face-to-face courses are offered as evening courses one night a week at our campuses in the Kansas City, Mo., area. The online courses offer flexibility, without sacrificing rigor and academic excellence.

The MBA curriculum is designed with the working professional in mind. Students are expected to engage in team assignments and are given the opportunity to obtain hands-on knowledge through the analysis of case studies.

Whether advancing through the ranks of a multinational corporation, joining a small nonprofit organization or re-entering the workplace, business applications and tools acquired in the MBA program are vital to student success in today's fast-paced global business environment.

Park University is proud to offer an innovative and excellent Master of Business Administration degree program. Each concentration is designed to meet the educational needs of the growing and varied business sectors.

Park's MBA program provides the following concentrations: Finance, International Business, General Business and Management Information Systems.

## **Mission Statement**

The mission of Park University's Master of Business Administration program is to prepare business leaders as entrepreneurial thinkers who enhance business competitiveness in a global environment.

## **Vision Statement**

The vision of Park University's Master of Business Administration program is to use a student-centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment.

## **Core Values (Strategic Objectives)**

- Foster integrity of effort
- Promote ethics, honesty and fairness
- Support diversity
- Understand business theory and application
- Develop strong written and oral communication skills
- Integrate the changing global environment

## **Admission Requirements**

- A bachelor's degree from a regionally accredited college or university in the U.S., or from an accredited foreign institution of higher learning.
- Minimum 3.0 cumulative grade point average on a 4.0 scale from all colleges and universities attended.

## **Park University Undergraduate Seniors/Non-Degree-Seeking Students**

Park University seniors with a 3.6 cumulative GPA, while completing their bachelor's degree, may be admitted to take up to nine (9) graduate credit hours in a non-degree-seeking status. Financial aid will not be available for courses taken as a non-degree-seeking student. These credits will be applied to the appropriate graduate program, after the student has received his/her undergraduate degree and has been admitted to a graduate program. Please contact the Graduate Admissions office at (816) 559-5630 for more information.

## **Graduation Requirements**

- Completion of a total of 36 credit hours of graduate coursework, which includes 12 hours of electives *or* courses within a specific area of concentration.
- No more than nine (9) credit hours may be transferred from other institutions. The transfer of coursework must be completed prior to admission into Park University's MBA program.
- Students must apply for graduation within the established deadlines ([\*see page 27\*](#)).

## **Common Body of Knowledge (Prerequisites)**

Applicants who do not possess an undergraduate business degree are required to complete the Common Body of Knowledge coursework. This requirement can be satisfied by taking the indicated undergraduate courses or their equivalents. Please consult with the MBA director for exceptions. A grade of "C" or better must be earned.

- Principles of Accounting (AC 201 and AC 202) before MBA 515.
- Macro and Micro Economics (EC 141 and EC 142) before all economics courses.
- Financial Management (FI 360) before all finance courses.
- Principles of Management (MG 352) before all management courses.
- Principles of Marketing (MK 351) before all marketing courses.
- Quantitative Research Methods (EC 315) before MBA 674.

(*See Park's Undergraduate Catalog for course descriptions.*)

Students must also demonstrate proficiency in writing, by passing a departmentally designed writing test, the Writing Competency Test or passing EN 306 (Business Communications). Satisfactorily passing the writing portion of the GMAT also demonstrates writing proficiency.

*Note: Taking undergraduate courses while enrolled in graduate courses may affect financial aid. Consult the Office of Student Financial Services with questions.*

### **Format of Courses**

Courses are offered in a mix of 8-week, 16-week, online and 2-week intensive sessions, to allow the student to complete the 36-hour degree in 1-1/2 years. Students are urged to check the course schedule and consult with their adviser to determine which courses are offered in each format, and the recommended sequence of courses to be taken.

### **Degree Requirements**

<b>Core</b>		<b>24 cr.</b>
MBA 515	Accounting for Management Decisions	3 cr.
MBA 526	Corporate Management in a Complex and Global Setting	3 cr.
MBA 527	Corporate Ethics and Social Responsibility	3 cr.
MBA 615	Managerial Finance	3 cr.
MBA 630	Strategic Marketing	3 cr.
MBA 633	Human Resource Management	3 cr.
MBA 674	Quantitative Analysis for Management Decisions	3 cr.
MBA 695	Business Policy and Strategy	3 cr.
<b>Electives (<i>choose four</i>)</b>		<b>12 cr.</b>
MBA 507	International Economics	3 cr.
MBA 509	Economic Development	3 cr.
MBA 520	Entrepreneurship Project Management	3 cr.
MBA 525	Entrepreneurship in the Global Economy	3 cr.
MBA 575	Marketing Research Strategies	3 cr.
MBA 605	Management Information Systems	3 cr.
MBA 606	Strategic Information Systems	3 cr.
MBA 607	Systems Analysis and Design	3 cr.
MBA 608	Topics in Information Systems	3 cr.
MBA 609	Database Management Systems	3 cr.
MBA 610	Advanced Seminar in International Marketing	3 cr.
MBA 611	Green Marketing	3 cr.
MBA 616	Advanced Managerial Accounting	3 cr.
MBA 620	Leadership in Organizations	3 cr.
MBA 621	Advanced Corporate Finance	3 cr.
MBA 625	International Finance	3 cr.
MBA 640	Investment Management	3 cr.
MBA 641	Fixed Income Securities	3 cr.
MBA 642	Financial Derivatives	3 cr.
MBA 643	Entrepreneurial Finance	3 cr.
MBA 655	Entrepreneurship and Small Business Management	3 cr.
MBA 660	Strategic Global Business Management	3 cr.
MBA 670	Special Topics in Business	3 cr.
MBA 675	Entrepreneurship Seminar	3 cr.

The program may offer some courses in the 2-week intensive format. Those courses are offered every evening, Monday through Friday, for two weeks. It is recommended that work schedules be arranged to accommodate this intensive course format. It is not the policy of this program to waive any of the core courses.

The General MBA program offers students the flexibility to tailor their MBA to the student's professional interests, by offering courses in finance, management information systems and international business, or the student may select one of the following areas of concentration:

**A. International Business Concentration**

The MBA International Business concentration focuses on how globalization has affected the way business is done. Whether a student wishes to advance in a large, multinational conglomerate or work with foreign organizations and businesses, the International Business concentration provides the tools to operate in a multinational/multicultural environment.

<b>Core</b>		<b>12 cr.</b>
MBA 507	International Economics	3 cr.
MBA 625	International Finance	3 cr.
MBA 660	Strategic Global Business Management	3 cr.
MBA 610	Advanced Seminar in International Marketing	3 cr.

**B. Management Information Systems Concentration**

The MBA Management Information Systems concentration offers a unique combination of business intelligence, industry standards and practical instruction by providing a basis of business and computer information technology curricula to supply graduate students with in-depth knowledge and hands-on understanding of the essentials of information systems. The rationale is to produce quality graduate-level business students who are not only skilled in basic business knowledge, but also have a strong foundation in current information systems technology. Students are trained to apply management information systems technology to help create efficient and effective business enterprises capable of competing in a global setting.

<b>Core (select four)</b>		<b>12 cr.</b>
MBA 605	Management Information Systems	3 cr.
MBA 606	Strategic Information Systems	3 cr.
MBA 607	Systems Analysis and Design	3 cr.
MBA 608	Topics in Information Systems	3 cr.
MBA 609	Database Management Systems	3 cr.

**C. Finance Concentration**

The MBA Finance concentration is designed to provide MBA graduates with broad professional competence and skills to prepare them for careers in executive positions at banks, financial institutions and other firms. The Finance concentration is designed to assist students for an extensive understanding of a core set of skills in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation necessary in the modern corporate finance positions, as well as in other careers such as consulting. By incorporating critical strategies and techniques in the areas such as investment and commercial banks, financial as well as general management consulting, venture capital and private equity firms, and corporate finance within 500 large-cap companies, graduates will be primed for financial challenges in both the national and international arena.

The concentration in finance will allow students to tailor their program to their professional goals and to prepare for one or more of the following career opportunities:

- *Investment Management.* Prepares candidates for a career as a security analyst, money manager, brokerage firm analyst, insurance company representative or other financial job function.
- *Corporate Financial Management.* Concerned with duties of financial managers in business, including risk management, strategic planning, budgeting, financial forecasting, cash management, credit administration, investment analysis and funds procurement.

<b>Course Requirements</b>		<b>12 cr.</b>
<b>Core</b>		
MBA 621	Advanced Corporate Finance	3 cr.
MBA 625	International Finance	3 cr.
MBA 640	Investment Management	3 cr.
<b>Electives (select one)</b>		
MBA 641	Fixed Income Securities	3 cr.
MBA 642	Financial Derivatives	3 cr.
MBA 643	Entrepreneurial Finance	3 cr.

**MBA Course Descriptions**

**MBA 507      International Economics      3 cr.**

This course entails analysis of the theory, structure and policies of international economic and financial institutions. Topics include international trade, trade policies, problems of international finance and exchange rates. *Prerequisites: EC 141 and EC 142, or equivalent approved by program director. (Formerly EC 507)*

**MBA 509      Economic Development      3 cr.**

This course focuses on the study of the theoretical background and applied aspects of economic growth in both developing and developed countries. The course looks at how and why growth was fostered or stymied by domestic and/or international governmental policies. *Prerequisites: EC 141 and EC 142, or equivalent approved by program director. (Formerly EC 509)*

**MBA 515      Accounting for Management Decisions      3 cr.**

This course emphasizes the accounting data and techniques employed by management for decision-making in not-for-profit businesses and governmental organizations to analyze, evaluate and convey their economic events and reporting status. Areas covered include cash flow analysis, financial statement analysis, variable costing, product costing, cost prediction, cost-volume-profit considerations, operational budgeting, variance analysis, return on investment and capital budgeting decisions. The course uses accounting case studies and a term project to evaluate the student's comprehension of the material. *Prerequisites: AC 201 and AC 202, or equivalent approved by program director. (Formerly AC 515)*



**MBA 520 Entrepreneurial Project Management****3 cr.**

This course represents an overview of the business macro-environment that is at the core of the philosophy of continuous improvements. Particular attention is directed to explaining how the application of this philosophy has stimulated the transformation of many work environments at the end of the 20th century and the beginning of the 21st century. Throughout the course, process and project management materials and innovations are demonstrated and then used in field projects to integrate theory with practice. *Prerequisite: MG 352 or equivalent approved by program director. (Formerly MG 520)*

**MBA 525 Entrepreneurship in the Global Economy****3 cr.**

This course offers students the skills and knowledge useful for developing and implementing a new global business. Using the concept of a start-up entrepreneurship, we examine the key factors in creating a new business which has a global market focus. This includes businesses started in the European Union, China, India, Russia or other countries, as well as businesses started in the U.S. that market to these countries. The course is built around an e-commerce business concept, which focuses on more than one non-U.S. country. Investigating opportunities through trade allows both the extension of traditional business to e-commerce as well as the creation of new business offers. The course is developed to promote skills needed to: assess the viability of a new business concept; understand the conditions of e-commerce readiness for specific countries; grasping unique opportunities; creating cultural awareness; understand technical issues involved in a global e-commerce business; analyze opportunities and evaluate the outcome of an opportunity; analyze competitive environment; market potential; and identify sources of financial support for the new venture. *Prerequisite: MG 352 or equivalent approved by program director. (Formerly MG 525)*

**MBA 526 Corporate Management in a Complex Global Setting****3 cr.**

This course focuses on cross-disciplinary business policy aspects of commercial enterprise, evaluation of firms' strategic and competitive behavior from a global dimension in the 21st century; managerial decision-making based on interdisciplinary nature and the role of the economy in the context of globalization. *Prerequisite: MG 351 or equivalent approved by program director. (Formerly MG 526)*

**MBA 527 Corporate Ethics and Social Responsibility****3 cr.**

This course explains the importance and rationale of ethical decision-making in business environments as well as the skills and analysis necessary to succeed in professional careers. Ethical standards such as competency, integrity, objectivity, confidentiality and professionalism will be addressed from a value-oriented business approach with a better understanding of legal implications. *Prerequisite: MG 260 or equivalent approved by program director. (Formerly MG 527)*

**MBA 575 Marketing Research Strategies****3 cr.**

This course is an introduction to basic market research information and techniques. Includes research studies for selected marketing activities involving design development, information collection, data analysis and reporting of findings. *Prerequisite: MK 351 or equivalent approved by program director. (Formerly MK 575)*



**MBA 605      Management Information Systems****3 cr.**

This course is developed as a framework for analyzing the use of information by firms along with examples of different types of information systems. It explores the theoretical foundations of information systems and their development uses, operations, management, control, structure and impact. The analysis of information function within the organization, the nature and characteristics of computerized information systems, usage of information systems and technology to change the organizational structure, work process and culture will be addressed. Information system analysis and design are also stressed through case study and projects.

*Prerequisite: IS 205 or equivalent.*

**MBA 606      Strategic Information Systems****3 cr.**

This course focuses on the usefulness of information technology to achieve competitive advantage, efficient operations and effective decision-making. It explores the usage of information systems and technology in enterprises and analyzes their roles, functions and effects on competitive and organizational operational strategies. *Prerequisite: MBA 605.*

**MBA 607      Systems Analysis And Design****3 cr.**

This course focuses on in-depth assessment of the methodology, tools and techniques involved in designing an information system for an enterprise, including a detailed study of the system's development life cycle. The course requires reviewing and analyzing cases and exercises. A final project will be required, including analysis and design of an actual information system. *Prerequisite: MBA 605.*

**MBA 608      Topics in Information Systems****3 cr.**

This capstone course focuses on the integration and synthesis of previous knowledge in information systems. Adapting information systems and technology to meet the needs of the ever-changing business environment is included. Utilizing information systems and technology to address topics and problems in many functional areas such as marketing, accounting, human resources and management information are stressed. Case studies will reinforce lectures.

*Prerequisite: MBA 605.*

**MBA 609      Database Management Systems****3 cr.**

This course explores the overall techniques used to design databases and database management systems. Principles for determining database requirements, components and architectures are addressed. Topics include data dictionaries, use of case tools in developing databases, data integrity, security and privacy issues, user interface and innovative programming languages. A final project involving the design of an actual corporate database is required. *Prerequisite: MBA 605.*

**MBA 610      Advanced Seminar in International Marketing****3 cr.**

This course provides tools for marketing management decision processes and marketing systems in the global environment; application to multinational business operations and strategy development; and marketing techniques of foreign market entry (import/exports, joint ventures, licensing and management contracts). Emphasis is on marketing mix and how it is adapted to the global environment. *Prerequisite: MK 351 or equivalent approved by program director. (Formerly MK 610)*

**MBA 611      Green Marketing****3 cr.**

This is an environmental marketing course dealing with issues related to the environment. Topics covered are centered around the theoretical basis, managerial perspective, public policy viewpoint, or for empirical evidence. This course also covers a wide array of topics from segmentation to product, advertising and distribution strategies, and from a micro to a macro perspective. It represents an excellent tool for understanding and researching environmental marketing. *Prerequisite: MK 351 or equivalent approved by program director. (Formerly MK 615)*

**MBA 615      Managerial Finance****3 cr.**

This course covers a comprehensive analysis of financial management issues faced by financial managers. Topics include capital budgeting, the use of option pricing in corporate financial management, working capital management, different types of short-term financing, lease financing and other hybrid security financing, the use of derivative securities in corporate risk management, financial planning and control, and other relevant topics. *Prerequisites: FI 360 and MBA 515, or equivalent approved by program director. (Formerly FI 615)*

**MBA 616      Advanced Managerial Accounting****3 cr.**

The course places emphasis on modern accounting trends and contemporary controversial topics. Because accounting revolves around information access and dissemination, the course will utilize the Internet, a major force in information access and dissemination. As part of this course, teams will create and use a formal website that includes hyperlink pages addressing the various aspects of financial analysis. *Prerequisites: AC 201, AC 202 and MBA 515, or equivalent approved by program director. (Formerly AC 615)*

**MBA 620      Leadership in Organizations****3 cr.**

Discussion of leadership in organizations, problem-solving techniques and communication, coordination, and human relation skills required for managerial success. Topics covered include principles and practices of management functions such as planning, organizing, motivating and controlling. *Prerequisite: MG 352 or equivalent approved by program director. (Formerly MG 620)*

**MBA 621      Advanced Corporate Finance****3 cr.**

The objective of this course is to study the major decision-making areas of managerial finance and some selected topics in financial theory. The course reviews the theory and empirical evidence related to investment and financing policies of a firm and attempts to develop decision-making ability in these areas. This course serves as a complement and supplement to MBA 615 (Managerial Finance). Some areas of financial management not covered in MBA 615 are covered in MBA 621. These may include leasing, mergers and acquisitions, corporate reorganizations, financial planning and working capital management, and other selected topics. Other areas that are covered in MBA 615 are covered more in-depth and more rigorously in this course. These include investment decision-making under uncertainty, cost of capital, capital structure, pricing of selected financial instruments and corporate liabilities, and dividend policy. *Prerequisite: MBA 615. (Formerly FI 620)*

**MBA 625 International Finance****3 cr.**

This course focuses on the study of the international monetary environment and financial planning for corporations with overseas operations. The course also covers the analysis of the effects of exchange rate fluctuations, currency restrictions and tax regulations on international financial planning. Furthermore, it examines the financial aspects of multinational business, including foreign investment, trade and transfer of funds. *Prerequisite: MBA 615. (Formerly FI 625)*

**MBA 630 Strategic Marketing****3 cr.**

An introduction to the analysis, planning, implementation and control of marketing programs designed to achieve the organizational objectives of potential consumers. Decision-making in organizations dealing with consumer markets is provided. Important insights from the behavioral sciences are considered in light of decision objectives to develop capability in creation and management of consumer-oriented marketing campaigns. *Prerequisite: MK 351 or equivalent approved by program director. (Formerly MK 630)*

**MBA 633 Human Resource Management****3 cr.**

This course is an extensive analysis of human resource management in the modern organization. Major functional areas including strategic human resource management, employment, compensation, benefits, employee and labor relations, training and development, and human resource planning, as well as personnel policy and procedures are discussed. *Prerequisite: MG 352 or equivalent approved by program director. (Formerly MG 630)*

**MBA 640 Investment Management****3 cr.**

This course provides an analysis of various debt, equity and derivative investment vehicles. Various theories of valuation of stocks, bonds, options, futures, real assets and other securities will be applied to each individually and in the context of portfolio management. *Prerequisite: FI 360 (Formerly FI 640)*

**MBA 641 Fixed Income Securities****3 cr.**

This course is a rigorous study of fixed income securities, including default-free bonds, floating rate notes and corporate bonds. Closely related financial instruments such as forwards and futures on fixed income securities, bond options and interest rate swaps are also examined, in addition to analyzing specific types of fixed income securities. There will be an examination of the tools used in bond portfolio management. *Prerequisites: MBA 615 and MBA 640. (Formerly FI 641)*

**MBA 642 Financial Derivatives****3 cr.**

This course provides the student with the necessary skills to value and to use options, futures and related financial contracts. The financial derivatives are one of the constantly changing and widely-used instruments in today's financial markets. This course will provide rigorous fundamental valuation and explore the strategic and tactical dimensions of derivatives. The topics that will be covered include the valuation of futures contracts on stock indices, on commodities and Treasury instruments; the valuation of options; empirical evidence; strategies with respect to these assets; dynamic asset allocation strategies, of which portfolio insurance is an example; swaps; and the use (and misuse) of derivatives in the context of corporate applications. *Prerequisites: MBA 615 and MBA 640. (Formerly FI 642)*

**MBA 643 Entrepreneurial Finance****3 cr.**

This course will familiarize you with topics in entrepreneurial finance. It focuses on applying financial theory and principles to small firms. There is a special emphasis on the specific issues that confront small businesses through their life cycle of development, start-up, expansion, maturity and harvesting. The course will introduce the main financial issues affecting start-up companies, venture capital markets, private equity and debt financing, valuing small companies and harvesting methods. The course will be divided into two parts — part one covers what might be called “small business survival skills,” including assessing financial performance, financial planning, identifying external financing needs and business valuation; part two will address the issues and challenges associated with financing for entrepreneurial enterprises.

*Prerequisite: MBA 615 (Formerly FI 655)*

**MBA 655 Entrepreneurship and Small Business Management****3 cr.**

This course introduces fundamentals of profit analysis, financial planning and management control for small business. Topics covered include evaluation of product policies, marketing and pricing strategies, and organizational structure and control mechanisms. Included also are investment requirements of operating a business and alternative ways of financing, including bank loans, mortgage financing, venture capital and public stock offerings. *Prerequisite: MG 352 or equivalent approved by program director. (Formerly MG 655)*

**MBA 660 Strategic Global Business Management****3 cr.**

This course provides broad knowledge and understanding of the interpersonal and intercultural management skills necessary for international managers. While learning to identify cultural aspects of verbal and nonverbal behavior of persons from different cultures, students will come to recognize cultural differences that can cause difficulties in management situations. The culture of contract negotiations in Japan, Europe and the Middle East is emphasized. The economic, political and legal aspects of global business are discussed in the context of international management. *Prerequisite: MG 352 or equivalent approved by program director.*

**MBA 670 Special Topics in Business****3 cr.**

In this course, current topics in business will be extensively discussed. These may include business ethics, labor relations, financial planning or any of a wide variety of subjects in the business curriculum. For example, entrepreneurial research, entrepreneurial education or entrepreneurial investments. *Prerequisite: MG 352 or equivalent approved by program director. (Formerly MG 670)*

**MBA 674 Quantitative Analysis for Management Decisions****3 cr.**

This course covers the concepts, tools and methods of economic analysis relevant to decision-making occurring within and across firms, with emphasis on the economic way of approaching business decisions. Attention is given to the analysis of factors determining market demand and supply, as well as factors affecting short- and long-run production and costs, strategic pricing policy in the presence of marketing power and interaction of firms interacting within various market structures. *Prerequisites: EC 141, EC 142 and EC 315, or equivalent approved by program director.*

**MBA 675      Entrepreneurship Seminar****3 cr.**

This is a capstone course for entrepreneurial and small business management. It assists students in investigating crucial facets of self-employment ventures. The course materials deal with the acquisition and development of resources at each level in the entrepreneurial process, from identification of opportunity to harvesting. Thus, students are asked to develop a business plan for testing the most critical aspects of establishing and maintaining an enterprise. Students' own skills and interests are assessed and compared with successful entrepreneurial profiles. Case analysis and classroom discussions are the delivery modes used to deal with a variety of problems at different levels of a new venture. *Prerequisite: MG 352 or equivalent approved by program director. (Formerly MG 675)*

**MBA 695      Business Policy and Strategy****3 cr.**

This course covers the integration of applied research for managerial decisions and actions that determine the long-term performance of a corporation. Focus includes strategy formulation, implementation, evaluation and control. Topics covered are: development of an integrated operations strategy, analysis of cases and completion of a major project involving research and investigations. *Prerequisites: MBA 515, MBA 526, MBA 527, MBA 615, MBA 630, MBA 633 and MBA 674, or equivalent approved by program director. (Formerly MG 695)*

# SCHOOL FOR EDUCATION

Michelle Myers, Ed.D., Dean, School for Education  
Jan McKinley, Ph.D., Director, Graduate Education Programs

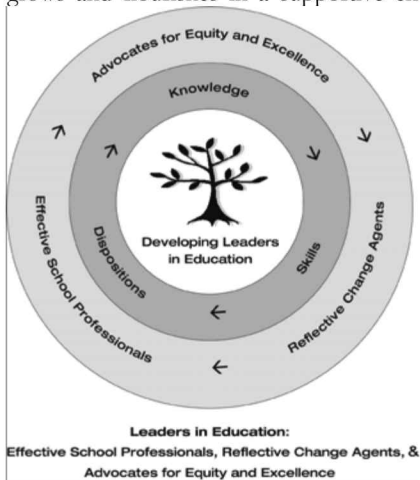
## Mission

The School for Education at Park University, an institution committed to diversity and best practices, prepares educators to be effective teachers, leaders in their communities, change agents in their schools and advocates for learners.

## Vision

The School for Education at Park University is to be known as a leader in the preparation of educators who will address the needs, challenges and possibilities of the 21st century.

The vision and mission statements of the School for Education grow out of the Unit's Conceptual Framework. The School for Education's framework is built upon the idea that leaders in education develop over time, in an environment that nurtures their development. Just as a tree grows and flourishes in a supportive environment, the developing leader in education grows,



putting down progressively deeper roots, and increasing in strength and influence with maturity. The concentric circles of the adjacent graphic symbolize the rings of a tree. The round shape of the rings symbolizes the holistic way that an educational leader grows.

The first ring surrounding the core symbolizes the knowledge, skills and dispositions that an educator must develop over time in order to become a leader in education. The outer ring represents the roles the developing educational leader begins to take on as he/she matures as an educator: effective school professional, reflective change agent, advocate for equity and excellence for all students. These roles, when in evidence, represent the fulfillment of the School for Education's mission as well as the attainment of the requisite knowledge,

skills and dispositions. Just as healthy trees continue to grow and flourish, graduates of the School for Education will continue to grow and develop throughout their professional lives.

## Outcomes

A candidate who meets the five goals or outcomes below provides evidence that he/she is developing as an effective school professional, a reflective change agent, and an advocate for equity and excellence for all learners. The goals below summarize the core knowledge, skills and dispositions and are rooted in the core beliefs that make up the knowledge base that drive our programs.

1. Candidates exhibit behavior that demonstrates a belief that all individuals can develop, learn and make positive contributions to society.
2. Candidates possess the necessary content knowledge and professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological and intellectual contexts, as demonstrated by varied, evidence-based strategies, including technology.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments, and to use the information from assessments to develop and adapt instruction that meets learners' needs and maintains their engagement.
4. Candidates exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
5. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, and communicating effectively with students and stakeholders.

### **Diversity Statement**

The School for Education fully supports University policy related to employment and to student admission. Specifically, the School seeks faculty and students with a record of academic achievement, involvement in the community and good character. No applicant will be denied employment or admission on the basis of race, religion, color, national origin, age, gender, disability, sexual orientation, marital status or veteran's status. Additionally, the School recognizes and appreciates the importance of diversity in its educational programs and actively seeks to recruit and retain faculty and students with diverse backgrounds.

### **Introduction to Core Beliefs**

The School for Education at Park University believes a teaching professional is an individual who has a deep, lifelong commitment to service, and who takes ownership for the outcomes of schooling. We believe that there is a definite knowledge basis in education, one that is growing every day as theorists and researchers investigate what works in the teaching-learning process. We believe that educators need both theoretical and applied knowledge of best practices within the field of assessment. We are committed to providing educational leaders who provide the best possible learning opportunities for all students to learn, succeed and participate in our democratic society. Leaders in education are scholars of teaching and learning who understand the context of schooling.

### **Core Beliefs**

1. School professionals are advocates for equity and excellence for all. Every person can learn, and the goal of education is to give every individual the best possible opportunities to reach his or her highest potential. (Goal 1)
2. There is a definite knowledge base in education. All educators are grounded in content knowledge, educational theory, pedagogical knowledge, research and best practice, and professionalism. Educators are also connected to the professional communities and learned societies in education in general and in their chosen field, and are knowledgeable in the standards of those societies as well as of those in the state of Missouri. (Goal 2)

*(continued on next page)*

3. Within the definite knowledge base in education, educators have the necessary knowledge and skills to conduct and interpret appropriate assessments and to use the information from assessments to develop and adapt instruction that meets learners' needs and maintains their engagement. Throughout the assessment process, educators uphold American Psychological Association guidelines related to ethics and confidentiality. Educators also know that assessment is both formative and summative. (Goal 3)
4. Educators are reflective change agents who are experts in collaborative problem-solving and critical inquiry. They are professionals who should regularly engage in high-level thinking, and should promote and nurture those same high levels of thinking in the learners they serve. (Goal 4)
5. Becoming a leader in education is a lifelong, developmental and social process that unfolds uniquely for each individual. Key to this process, leaders in education are scholars of teaching and learning, and, as such, are grounded in both best practice and current in evidence-based research in the field of education. In communicating effectively with students and stakeholders, educators use their competence in cross-cultural communication to communicate effectively with students and stakeholders. (Goal 5)

### **Conceptual Framework: Knowledge, Skills and Dispositions**

The School for Education's Conceptual Framework is tied to specific knowledge, skills and dispositions that should be evident in developing school professionals. These prerequisite knowledge, skills and dispositions represent interlocking, continuous levels of development that build upon one another. At the core is knowledge — knowledge is subsumed by skills, and skills are subsumed by dispositions. Knowledge is what one knows, but is not enough on its own. Skills are the application of what one knows, but even these are not sufficient; they must be lived out in the context of who each teacher is as a person and a professional. Dispositions are what one is, and how one lives; they represent the unique integration that makes each teacher what he/she is. The development of dispositions is the outer sphere of the three and represents the ultimate manifestation of a teacher's development in the real world of teaching. Teacher candidates are assessed on knowledge, skills and dispositions throughout their program.

### **Graduate Education Goals**

Consistent with the mission statement of Park University, graduate education programs contain the following goals:

1. To meet the educational needs of our growing and culturally diverse community.
2. To offer a high quality program that is accessible to professional educators.
3. To prepare professional educators to work in a diverse and technological environment.
4. To develop well-rounded educators who will be prepared to address current social and educational issues in a professional and problem-solving manner.
5. To offer master's degrees in a convenient format and at convenient times for working educators.



## **Graduate Education: Underlying Assumptions and Objectives**

Graduate Education programs have underlying assumptions which are a continuation of undergraduate assumptions with the emphasis being on development of professional capabilities that enhance educational practice and promote leadership ability.

1. Graduate education is a continuation of a process that begins in undergraduate education.
2. Educators need to have general education, professional expertise (both theoretical and practical) and should be scholars in their subject area.
3. Knowledge and expertise should be integrated into the educators' practice in their educational environments.
4. Graduate education should encourage educators to participate in lifelong learning that enhances educational practice.
5. Graduate education should be an empowering experience that enables educators to empower students as learners.
6. Graduate education should enable practicing educators to develop a voice in the profession and to become leaders in educational change.
7. Graduate education should empower learners to become problem-solvers who are able to address the complex issues present in the school setting.

Consequently the professional educator is one who:

1. Serves as a role model while completing his/her educational responsibilities.
2. Becomes a mentor in the process of education.
3. Acts as a facilitator who establishes an optimal developmental environment that meets individual learners' needs.
4. Counsels, assists and listens to students, pre-service teachers and colleagues with whom he/she works.
5. Becomes a liaison between the local school, higher education and the community in which he/she lives and works.
6. Demonstrates the qualities of an educator who is a critical thinker, problem solver, scholar and decision-maker.
7. Serves as a change agent in identifying and developing solutions to issues that impact education.

## **Graduation Requirements**

- Successful completion of 36 credit hours, with no grade lower than a "C" in the required courses, with a cumulative grade point average of 3.0 or higher. No more than two grades of "C" are allowed within the program of study. See *Academic Policies — Graduation Requirements* section for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at [www.park.edu/graduation](http://www.park.edu/graduation). Students must return the completed form with the appropriate fee.

**General Information**

The graduate faculty of the School for Education at Park University attempts to bring the best and most current practices to the classroom, in order to enable educators to bring the best to their students. The faculty is committed to the belief that education can improve the lives of students and, in turn, positively impact our society.

As practicing educators, the faculty is aware of the demanding schedule that teachers maintain. Therefore, graduate education programs have been designed to be accessible to the working professional. They are generally offered in an 8-week format, one night per week. Selected classes are also offered in an online format. Because of the intensive format, flexibility in enrollment is provided, by allowing a student to drop out for a term, with no penalty when the student returns.

Graduate education programs are structured to utilize the educational experiences of students in the program. Degrees are designed to allow students to explore issues, design curriculum and learn new strategies and techniques that will enable them to become more effective educators, through the application of theory and research to their educational practice.

Students maintaining enrollment of one course per 8-week fall and spring terms, and two courses in the summer, may complete the degree in two calendar years.

The programs have been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and approved by the Missouri Department of Elementary and Secondary Education.

**EDUCATION ADVISORY BOARD**

The School for Education Advisory Board for the graduate and undergraduate programs works in partnership with the School for Education on the goal of continuous assessment and improvement related to the preparation and professional development of pre-K through 12 school personnel. In addition, the SFE Advisory Board has the goal of supporting the improvement of the quality of education in the schools. Members of the SFE Advisory Board include members of school-based professionals, alumni, students and School for Education faculty.

Each graduate program also works with an advisory board whose purpose is to advise individual programs. Each advisory board has a representative who serves on the School for Education’s Advisory Board.

The graduate advisory boards include:

- |                             |   |
|-----------------------------|---|
| • Early Childhood Education | • Educational Leadership with Certification |
| • Adult Education           | • Middle/Secondary Education and MAT        |
| • Literacy Education        |   |
| • Teacher Leadership        |   |

# MASTER OF EDUCATION

The Master of Education program at Park University provides an opportunity for students to focus on one of several emphasis areas. Each of the emphasis areas has specific admissions and degree requirements as outlined below.

## ***EMPHASIS AREAS***

### **A. Teacher Leadership**

The Master of Education degree in Teacher Leadership, which contains four strands, began in October 1995, becoming the first graduate program in the School for Education. The degree is designed to meet the practical needs of the classroom teacher and uses a praxis model that ties theory and practice together in each course. The program strives to develop reflective educators who can be change agents in the lives of their students, in their school and communities, and culminates with two capstone courses: Critical Reflections Seminar and Action Practicum, or by completion of the Thesis Option.

The degree requires 21 hours of core courses and 15 hours of electives, which are specific to the student's selected strand. In addition to general studies, strands are also offered in multiculturalism, education law and teaching at-risk students. These strands are designed to help the teacher meet the critical needs of a changing society.

### **Admission Requirements**

1. A bachelor's degree in education from a regionally accredited institution, or hold a valid state teaching certificate (applicant must provide copy of certificate).
2. Minimum 3.0 grade point average on a 4.0 scale.
3. Missouri State Highway Patrol felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon a clearance with no felonies or misdemeanors.
4. Child abuse or neglect screening.

*Note: If items 3 and 4 above have been completed for current employment with a school district or the U.S. military, a copy of the same may be submitted. The felony background check and FBI fingerprint check must be within the last year.*

5. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - a. Four years successful employment experience (letter of recommendation from supervisor based on good evaluations).
  - b. An acceptable GRE score for verbal and quantitative tests.
  - c. Meet or exceed the state field test mean score on the area test of the National Teacher's Exam.
6. Be officially admitted to the School for Education.

*Note: An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.*

**Format of Courses**

Courses in the Master of Education program are offered in an online, as well as face-to-face, format. This degree can be completed face-to-face, online or by combining face-to-face courses with online courses (dependent upon the selection of electives).

**Degree Requirements**

This 36-hour program is offered in an 8-week format. The degree can be finished in two calendar years, including summer school.

<b>Core</b>		<b>21 cr.</b>
ED 515	Sociological Factors Affecting Education	3 cr.
ED 516	Introduction to Graduate Research	3 cr.
ED 532	Teaching and Learning: Theory Into Practice	3 cr.
ED 606	Curriculum Theory and Practice	3 cr.
ED 608	Assessment	3 cr.
ED 629	Critical Reflections Seminar	3 cr.
ED 630	Action Practicum	3 cr.

<b>Electives</b>	<b>15 cr.</b>
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Students enrolled in the Master of Education in Teacher Leadership emphasis area select 15 credit hours (five classes) of electives. Students may sample a broad range of electives in a multidisciplinary approach, or narrow their focus to a particular area of interest. For example, students may select several elective classes focusing on teaching at-risk students, multicultural education, literacy education or school law. The broad range of courses offered allows students to tailor their M.Ed. program electives to their own interests and needs. Students may select, as electives, any of the courses offered by the School for Education.

**Undergraduate Credit**

A limited number of courses at the 400 level may be taken for graduate elective credit if eligible for graduate credit and with the permission of the graduate advisor or program director.

**Thesis Option**

With the approval of the program director, interested and capable students may elect the Thesis Option to satisfy degree requirements. The six-credit hour Thesis Option provides students with the opportunity to explore a topic in-depth, by applying an appropriate research methodology. Students electing the Thesis Option shall adhere to the requirements set forth in the School for Graduate and Professional Studies Master's Thesis Procedures, described above. Additional information about writing a thesis may be found in the *Standards and Procedures Manual*, accessible through the SGPS website.

<b>Required Coursework</b>		<b>6 cr.*</b>
ED 700	Thesis — Research and Proposal Development	3 cr.
ED 701	Thesis — Research	3 cr.
ED 799	Thesis — Continuous Enrollment	1 cr.

*\* Note: A maximum of six thesis hours may be counted toward degree requirements. Students electing the thesis option will not take ED 629 and ED 630.*

## **B. Language and Literacy**

### **Graduation Requirements**

- All student candidates must successfully complete the required 36 credit hours with no more than 2 “C”s and no grade lower than a “C”. See *Academic Policies* under the *Academic Standards* section of this catalog for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at [www.park.edu/graduation](http://www.park.edu/graduation). Students must return the completed form with the appropriate fee. See the *Graduation Requirements* section of this catalog for more information.

### **Purpose**

The Master of Education with emphasis in Literacy Education with certification degree is designed with three tracks, for three types of educators:

1. **Classroom Teacher** — This is for K-12 educators already holding certification and teaching in public and private schools. This track is designed to help "regular" classroom teachers enhance the literacy development of all learners in their classrooms, and to help them work effectively with learners who have literacy needs, within their classrooms. *This track does not lead to additional certification.*
2. **Special Reading Teacher/Literacy Coach** — This is for educators desiring to work as literacy coaches or special reading teachers in various public and private settings. The degree program meets the international Reading Association's Standards for Reading Professionals (2003 revision) for Category II: The Classroom Teacher and Category III: The Reading Specialist/Literacy Coach. Courses will be offered in the 8-week format. Full-time enrollment is one course per 8-week term. *This track leads to Missouri Special Reading certification. This certification is not available as an initial certificate; candidates must already be certified in another area.*
3. **The English for Speakers of Other Languages Teacher Track** — This is for educators desiring ESOL linguistics and second language acquisition basics as well as ESOL methods, materials and assessments for public and private schools. This degree program meets the International Reading Association's Standards for Reading Professionals, National TESOL Standards, as well as DESE ESOL Standards. Courses are offered in the 8-week format. Full-time enrollment is one course per 8-week term. *This track leads to Missouri ESOL certification. Certification is not available as an initial certificate; candidates must already be certified in another area.*

### **Admission Requirements**

1. A bachelor's degree in education from an accredited institution or hold a valid state teaching certificate (applicant must provide copy of certificate).
2. For admission to the Special Reading Teacher/Literacy Coach Track — two years teaching experience.
3. Minimum 3.0 grade point average on a 4.0 scale, and 2.5 GPA in core.
4. Missouri State Highway Patrol felony background check and FBI fingerprint check must be completed for admission.  
Admission is dependent upon a clearance with no felonies or misdemeanors.
5. Child abuse or neglect screening.

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*Note: If items 4 and 5 above have been completed for current employment with a school district or the U.S. military, a copy of the same may be submitted. The felony background check and FBI fingerprint check must be within the last year.*

6. Be officially admitted to the School for Education.
7. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - a. Four years successful employment experience (letter of recommendation from supervisor based on good evaluations).
  - b. An acceptable GRE score for verbal and quantitative tests.
  - c. Meet or exceed the state field test mean score on the area test of the National Teacher's Exam.

*Note: An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.*

### **Program Requirements**

Candidates must successfully pass the School for Education Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I and II.

For the Classroom Teacher Track, completion of that track's 36-hour curriculum with at least a 3.0 grade point average is required for graduation. For the Special Reading Teacher/Literacy Coach and English for Speakers of Other Languages Teacher tracks, in addition to completing the track's 36-hour curriculum with at least a 3.0 GPA, the candidate must submit an approved portfolio and teacher work sample that addresses satisfactorily the Missouri standards for teacher certification. A student cannot complete the program or be recommended for certification without the portfolio and teacher work sample. Candidates who disagree with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

### **Graduation Requirements**

Candidates must successfully pass the School for Education Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I and II. For the Classroom Teacher Track, completion of that track's 36-hour curriculum with at least a 3.0 GPA is required for graduation. For the Special Reading Teacher/Literacy Coach and English for Speakers of Other Language tracks, in addition to completing that track's 36-hour curriculum with at least a 3.0 GPA, the candidate must submit an approved portfolio and teacher work sample that addresses satisfactorily the Missouri Standards for teacher certification. A student cannot complete the program or be recommended for certification without the portfolio and teacher work sample. Candidates who disagree with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

<b>Curriculum</b>	<b>36 cr.</b>
<i>A. Courses required for all Master of Education in Language and Literacy Tracks</i>	<i>15 cr.</i>
ED 545 Teaching Reading to Linguistically Diverse Learners	3 cr.**
ED 546 Advanced Diagnosis and Remediation of Reading Difficulties	3 cr.
ED 610 Issues and Research in Literacy	3 cr.
ED 641 Literacy Practicum I*	3 cr.**
ED 651 Literacy Practicum II*	3 cr.
<i>B. Courses required for both the Classroom Teacher track and Special Reading Teacher/Literacy Coach track</i>	<i>12 cr.</i>
ED 528 Theory and Practice in Literacy	3 cr.
ED 547 Counseling Techniques with Exceptional Children and Their Families	3 cr.
ED 548 Evaluation of Abilities and Achievement	3 cr.
ED 557 Language Development for the Exceptional Child	3 cr.
<i>C. Elective courses required for the Classroom Teacher track in addition to those listed in sections "A" and "B" above. (Choose three of the following)</i>	<i>9 cr.</i>
ED 531 Literacy Across the Curriculum	3 cr.
ED 549 Literacy Programs and Mandates	3 cr.
ED 561 Miscue Analysis	3 cr.
ED 580 Special Topics (Must be literacy related topic)	3 cr.
ED 585 Emergent Literacy in a Diverse Society I	3 cr.
ED 586 Emergent Literacy in a Diverse Society II	3 cr.
ED 619 Multicultural Literature for Teachers	3 cr.
<i>D. Courses required for the Special Reading Teacher/Literacy Coach track in addition to those in sections "A" and "B" above (leads to special reading certification)</i>	<i>9 cr</i>
ED 526 Classroom Management Seminar	3 cr.
ED 527 Growth and Development of Children and Adolescents	3 cr.
<i>and choose one of the following electives:</i>	
ED 531 Literacy Across the Curriculum	3 cr.
ED 549 Literacy Programs and Mandates	3 cr.
ED 561 Miscue Analysis	3 cr.
ED 585 Emergent Literacy in a Diverse Society I	3 cr.
<i>Note: For this track, ED 641 (Practicum I) and ED 651 (Practicum II) must be completed at two completely different instructional levels (such as elementary and middle school, or elementary and high school, or middle and high school).</i>	

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E. Courses required for the English for Speakers of Other Languages track in addition to those listed in section “A” above:

		21 cr.
ED 519	Diversity in the Classroom	3 cr.**
ED 552	Linguistics for ESOL Teachers	3 cr.**
ED 562	Principles of Second Language Learning	3 cr.**
ED 582	Methods and Materials for Teaching and Assessing ESOL	3 cr.**
ED 585	Emergent Literacy in a Diverse Society	3 cr.
ED 608	Assessment	3 cr.**
ED 619	Multi-Cultural Literature for Teachers	3 cr.

Note: For this track, ED641 (Practicum I) and ED651 (Practicum II) must be completed in an ESOL setting.

\*\*Note: Candidates desiring only ESOL certification may complete certification requirements by taking these courses — 21 hours.

### **Program and Graduation Requirements**

- Candidates must successfully pass the School for Education Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I and II. For the Classroom Teacher Track, completion of the track’s 36-hour curriculum with at least a 3.0 grade point average is required for graduation. For the Special Reading Teacher/Literacy Coach and English for Speakers of Other Language tracks, in addition to completing that track’s 36-hour curriculum with at least a 3.0 GPA, the candidate must submit an approved portfolio and teacher work sample that addresses satisfactorily the Missouri standards for teacher certification. A student cannot complete the program or be recommended for certification without the portfolio and teacher work sample. The portfolio must be presented by the fifth week of the last term of the student’s program. *Note: Candidates who disagree with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.*
- All student candidates must successfully complete the required credit hours with a 3.0 GPA, with no more than 2 “C”s and no grade lower than a “C”. See *Academic Policies* under the *Academic Standards* section of this catalog for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at [www.park.edu/graduation](http://www.park.edu/graduation). Students must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.



## **C. Adult Education**

### **Purpose**

1. To provide a program that embodies a progressive and coherent prospectus in the following fundamental areas: the theoretical and philosophical foundations of adult education; the underlying implications, characteristics and broad scope of adult education; critical thinking toward social change in adult education; the leadership and facilitation needed for adult learning and development; and adult education research.
2. To encourage degree candidates to engage in active learning through critical thinking, i.e., not only to answer questions, but to question answers.
3. To instill in degree candidates the importance of experiential and lifelong learning, and the significance of serving as an adult learning facilitator.
4. To assist degree candidates in developing, questioning and sustaining the essential competencies and knowledge base required for a career in adult education.
5. To promote experiential learning from participant interaction, dialogue, debate and application of information.
6. To conduct reviews of research and theory in order to create original ideas that will expand the knowledge base in the field of adult education.

### **Student Learning Goals**

1. Students will, from a global perspective, become literate in the foundations of adult education history, philosophies, learning theories and critical thinking toward social change.
2. Students will articulate the principles of adult development and the impact of the aging process on adult learning.
3. Students will develop programs and design courses using various facilitation methods for adults in education and training environments.
4. Students will apply adult education and training concepts to meet workforce education needs.
5. Students will synthesis concepts found in current adult education literature in order to interpret and conduct research effectively.
6. Students will analyze personal leadership styles in the management of adult education programs through an analysis of ethical and policy related issues.
7. Students will appraise the value of adult education as a professional field of study.

### **Admission Requirements**

1. A bachelor's degree from a regionally accredited institution.
2. Minimum 3.0 grade point average on a 4.0 scale.
3. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - a. Four years successful employment experience (validated by a letter of recommendation from a supervisor based on good evaluations).
  - b. An acceptable GRE score for verbal and quantitative tests.
4. Be officially admitted to the School for Education.

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*Note: An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals . The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appellate. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.*

<b>Required Courses</b>		<b>33 cr.</b>
ED 500	Foundations of Adult Education	3 cr.
ED 512	Workforce Training	3 cr.
ED 516	Introduction to Graduate Research	3 cr.
ED 525	Adult Education Facilitation Strategies	3 cr.
ED 538	Adult Development	3 cr.
ED 542	Program and Instructional Design	3 cr.
ED 554	Adult Education Learning Theory	3 cr.
ED 563	Leadership and Policy in Adult Education	3 cr.
ED 570	Critical Teaching for Social Change	3 cr.
ED 629	Critical Reflection Seminar	3 cr.
ED 630	Action Practicum	3 cr.
<b>Elective Area Courses</b> <i>(One course from the following)</i>		
ED 529	Cross Cultural Communication for Teachers	3 cr.
ED 553	Concepts of Technology for Adult Learners	3 cr.
ED 555	Assessment and Evaluation in Adult Education	3 cr.
MBA 520	Entrepreneurship Project Management	3 cr.
IS 640	Project and Change Management	3 cr.
<b>Total Credits required for degree program</b>		<b>36 cr.</b>

**Graduation Requirements**

- All student candidates must successfully complete the required 36 hours with a 3.0 grade point average, with no more than 2 “C”s and no grade lower than a “C”. See *Academic Policies* under the *Academic Standards* section in this catalog for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at [www.park.edu/graduation](http://www.park.edu/graduation). Students must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.

**D. Early Childhood Education**

**Purpose**

The Master of Education program, with emphasis in Early Childhood Education, is designed to provide advanced coursework on topics specific to working with young children, birth through grade three. The Master of Education degree, with Early Childhood emphasis, assumes a strong, current background in the principles of early childhood education, child growth and development, curriculum, teaching strategies, assessment, working with families and community, and advocacy. The degree is not designed to provide coursework for certification in early childhood education.

**Admission Requirements**

- 1. A bachelor's degree in early childhood education, child and family studies, child growth and development, or elementary education from an accredited institution, or a bachelor's degree from an accredited institution and significant work experience in the field of early childhood education.
- 2. Minimum 3.0 grade point average on a 4.0 scale.
- 3. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - a. Four years successful employment experience (validated by a letter of recommendation from supervisor based on good evaluations).
  - b. An acceptable GRE score for verbal and quantitative tests.
- 4. Missouri State Highway Patrol felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon a clearance with no felonies or misdemeanors.
- 5. Child abuse and neglect screening.

*Note: If items 4 and 5 above have been completed for current employment with a school district or the U.S. military, a copy of the same may be submitted. The felony background check and FBI fingerprint check must be within the last year.*

- 6. Be officially admitted to the School for Education.

*Note: An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.*

The Early Childhood emphasis area utilizes six core courses of the existing Master of Education degree and six newly developed courses to satisfy program objectives, which are designed to meet National Council for Accreditation of Teacher Education/National Association for the Education of Young Children Program Standards for Advanced Programs in Early Childhood Education.

Required Courses		36 cr.
ED 516	Introduction to Graduate Research	3 cr.
ED 519	Diversity in the Classroom	3 cr.
ED 520	Special Needs in the Classroom	3 cr.
ED 532	Teaching and Learning: Theory into Practice	3 cr.
ED 565	Issues in Early Childhood Education	3 cr.
ED 575	Curriculum and Assessment I	3 cr.
ED 576	Curriculum and Assessment II	3 cr.
ED 585	Emergent Literacy in a Diverse Society I	3 cr.
ED 586	Emergent Literacy in a Diverse Society II	3 cr.
ED 595	Play in the Early Childhood Curriculum	3 cr.
ED 629	Critical Reflections Seminar	3 cr.
ED 630	Action Practicum	3 cr.
Total credits required for degree program		36 cr.

## **Graduation Requirements**

- All student candidates must successfully complete the required 36 credit hours with a 3.0 grade point average, with no more than 2 “C”s and no grade lower than a “C”. See *Academic Policies* under the *Academic Standards* section in this catalog for more details.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at [www.park.edu/graduation](http://www.park.edu/graduation). Students must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.
- In addition to graduation requirements stated in the *Academic Policies* section, an approved portfolio that addresses satisfactorily NCATE/NAEYC Program Standards for Advanced Programs in Early Childhood Education is required. The portfolio must be presented by the fifth week of the last term in the student’s program. Advanced candidates must successfully pass the School for Education Disposition Instrument for Graduate Candidates. *A student cannot complete the program without an acceptable portfolio.*

## **E. Educational Leadership with Certification**

### **Purpose**

The Master of Education with a specialization in Educational Administration degree is designed to allow certification for principalship, in a 36-hour program. It is offered in the 8-week format, classes meeting one evening per week, for 4½ hours. Full-time enrollment is one course per 8-week term. Full-time enrollment during the academic year and two courses for two summers allows completion in two calendar years. Students who are employed full-time are encouraged not to take a heavier load.

### **Admission Requirements**

1. A bachelor’s degree in education from an accredited institution, or hold a valid state teaching certificate (applicant must provide copy of certificate).
2. A two-page philosophy of education and how that led you to desire a degree and certification in Educational Leadership.
3. A letter of recommendation from a school administrator who has supervised your work.
4. Minimum 3.0 grade point average on a 4.0 scale
5. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - a) Four years successful employment experience (validated by a letter of recommendation from supervisor based on good evaluations).
  - b) An acceptable GRE score for verbal and quantitative tests.
  - c) Meet or exceed the state field test mean score on the area test of the National Teacher’s Exam.
6. Missouri State Highway Patrol felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon a clearance with no felonies or misdemeanors.
7. Child abuse and neglect screening.

*Note: If items 6 and 7 above have been completed for current employment with a school district or the U.S. military, a copy of the same may be submitted. The felony background check and the FBI fingerprint check must be within the last year.*

8. Be officially admitted to the School for Education.

*Note: An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.*

**Program Requirements**

Advanced candidate must successfully score a 2 on the School for Education Disposition Instrument for Advanced Candidates for admission into Directed Field Experience. A Graduate Education student who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Required Courses		36 cr.*
ED 513	Law for Educators	3 cr.
ED 514	Foundations of Educational Administration	3 cr.
ED 522	Legal Aspects of Special Education	3 cr.
ED 527	Growth and Development of Children and Adolescents	3 cr.
ED 606	Curriculum Theory and Practice	3 cr.
ED 608	Assessment	3 cr.
ED 612	School and Community Leadership	3 cr.
ED 614	School Supervision	3 cr.
ED 634	Directed Field Experience	3 cr.
<i>Note: The above course should be taken during the last Fall 16 weeks or Spring 16 weeks before graduation.</i>		
ED 635	School Organization	3 cr.
ED 645	Evaluating and Assessing Teaching Performance	3 cr.
<i>and select one of the following two courses</i>		
ED 624	Elementary Administration	3 cr.
ED 625	Secondary School Administration*	3 cr.

*\*Note: Those students seeking middle school principal certification must take (or have already taken), in addition to the above 36 hours, graduate or undergraduate course credit in the following areas*

1. Methods of Teaching Reading (minimum of five (5) semester hours to include one course in Techniques of Teaching Reading in the Content Fields)
2. Methods of Teaching Elementary Mathematics (minimum of two (2) semester hours)
3. At least six (6) credit hours in education courses focusing on middle school philosophy, organization and curriculum.

Graduate Education courses available to partially satisfy these requirements are:

ED 521	Introduction to Literacy	3 cr.
ED 531	Literacy Across the Curriculum	3 cr.
ED 541	Middle School Philosophy and Organization	3 cr.
ED 546	Advanced Diagnosis and Remediation of Reading Difficulties	3 cr.

## **Graduation Requirements**

- All student candidates must successfully complete the required 36 credit hours with a 3.0 grade point average, with no more than 2 “C”s and no grade lower than a “C”. See *Academic Policies* under the *Academic Standards* section in this catalog for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at [www.park.edu/graduation](http://www.park.edu/graduation). Students must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.
- In addition to graduation requirements stated in the *Academic Policies* section, an approved portfolio is required, which addresses satisfactorily, the Missouri Standards for initial principal certification. The portfolio must be presented by the fifth week of the last term in the student’s program. Advanced candidates must successfully pass the School for Education Disposition Instrument for Advanced Candidates for completion of the program. *A student cannot complete the program or be recommended for certification without an acceptable portfolio.*



# MASTER OF ARTS IN TEACHING

## **Program Description**

The Master of Arts in Teaching degree is designed to offer professional education courses leading to initial or alternative middle or secondary certification in English, mathematics, unified science (biology or chemistry), or social studies; kindergarten through 12th grade certification in art or Spanish, or 9th through 12th grade certification in journalism.

This degree was created to offer an opportunity for those possessing a bachelor's degree to seek initial or alternative teaching certification through a master's degree program. Interested students should have a bachelor's degree in the field, or a closely related field, in which they wish to receive certification.

## **Admission Requirements**

There are 8 requirements to be fully admitted to the School for Education's Master of Arts in Teaching Program. Teacher candidates who have not been fully admitted must receive clearance to enroll in MAT courses each term from the MAT program advisor.

1. A bachelor's degree in the field of certification from an accredited institution.
2. Completion of all content-area courses in the subject area required for Missouri Department of Elementary and Secondary Education requirements for certification. Sometimes, this means additional content-area coursework, depending upon the undergraduate program and certification desired. If the degree is not in the field of certification, then coursework must be completed before admission to the MAT Program unless a waiver is granted by the MAT Program advisor. Because these content-area courses are not designated as part of the degree program, graduate or undergraduate content area courses may be used to satisfy this certification requirement. Review [www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/](http://www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/), which provides the content-area requirements for both middle and secondary level teacher candidates (although it states only grades 9 through 12). Park University's School for Education requires the same content courses for middle and secondary teacher candidates. Please note that the document lists requirements for all areas, not just programs Park offers.
3. A Missouri passing score on the Praxis II test appropriate to the certification area being sought must be achieved during the first 15 hours of the program.
4. Three letters of reference, professional preferred, attesting to suitability for teaching, addressing issues of character, personality, commitment and ability to function under stress.
5. Because of the intensive nature of coursework, teacher candidates entering this program must have an undergraduate cumulative grade point average of 3.0 (on a 4.0 scale) and 2.5 cumulative GPA in core classes. Candidates with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - An acceptable GRE score for verbal and quantitative tests.
  - A 3.25 GPA on the last 60 hours of college work.

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6. Missouri State Highway Patrol felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon a clearance with no felonies or misdemeanors.
7. Child abuse and neglect screening.

*Note: If items 6 and 7 above have been completed for current employment with a school district or the U.S. military, a copy of same may be submitted. The felony background check and FBI fingerprint check must be within the last year.*

8. Be officially admitted to the School for Education.

*Note: An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office. Teacher Candidates admitted to the Graduate Program on a provisional admittance may enroll in classes only with the approval of the MAT area coordinator.*

### **Degree/Certification Requirements**

The Master of Arts in Teaching Program offers two different post-baccalaureate tracks for graduation.

- **Track One** — For teacher candidates seeking post-baccalaureate initial certification who are *not employed* as a teacher of record by a school district. PBI candidates are required to successfully complete ED 535 (Practicum in Teaching.) and ED 600 (Field Experience). These teacher candidates will also be required to successfully complete 30 clinical hours of field experiences; these hours are a prerequisite to enrollment to ED 600. These 30 clinical hours are equally distributed across three courses (ED 503, ED 520 and ED 535). To enhance continuity in the clinical field experience, ED 535 should be taken as the last class preceding ED 600. ED 600 requires a full-time placement.
- **Track Two** — For teacher candidates seeking a post-baccalaureate alternative program who *are employed* as a teacher of record by a school district. PBA teacher candidates will work with a mentor assigned by the employing school district/school (a teacher certified in the content area of the candidate). The University will provide supervision, as with all field work. The requirement must occur during two consecutive 16-week terms and must commence in Fall I or Spring I, whichever term is available closest to the beginning of the candidate's program of study. Teacher candidates are required to successfully complete ED 602 (Mentorship). To fulfill the requirements of ED 602, a teacher candidate must have a full-time job as teacher of record. PBA teacher candidates will not be required to take ED 535. Regardless of the candidate's track, all teacher candidates are advised to complete ED 503 (Introduction to Teaching Pedagogy), during their first semester of study.

Depending upon which track (PBI or PBA) teacher candidates are engaged, the MAT Program requires 37-46 credit hours of MAT coursework to graduate.



**Required Courses**

All teacher candidates are encouraged to meet with the MAT Program Adviser to develop a degree plan.

<b>(Track A — Post-Baccalaureate Initial Certification)</b>	<b>46 cr.</b>
<b>(Track B — Post-Baccalaureate Alternative Certification)</b>	<b>37 cr.</b>

<b>Foundations of Teaching</b>	<b>18 cr.</b>
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ED 503	Introduction to Teaching Pedagogy	3 cr.
ED 513	Law for Educators	3 cr.
ED 520	Special Needs in the Classroom	3 cr.
ED 526	Classroom Management Seminar	3 cr.
ED 527	Growth and Development of Children and Adolescents	3 cr.

*And one of the following:*

ED 515	Sociological Factors Affecting Education	3 cr.
ED 519	Diversity in the Classroom	3 cr.

<b>Methods and Techniques</b>	<b>18 cr.</b>
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ED 491	Technology for Teachers	3 cr.
ED 521	Introduction to Literacy	3 cr.
ED 535	Practicum in Teaching*	3 cr.
ED 597/598	Methodology in the Content Areas	2 cr.
ED 606	Curriculum Theory and Practice	3 cr.
ED 608	Assessment	3 cr.

**Clinical Experiences**

ED 600	Field Experience (initial certification)	10 cr.
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*or*

ED 602	Mentorship (alternative certification)	4 cr.
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*Note: The listed hours identified will lead to the degree and, in most cases, to certification. Those interested in middle school certification will need two additional courses: ED 541 (Middle School Philosophy and Organization), and ED 531 (Literacy Across the Curriculum) or ED 546 (Advanced Diagnosis and Remediation of Reading).*

*\*Note: Not required for teacher candidates in the alternative certification program (for example, those who are already teaching under either a provisional or temporary authorization certificate).*

**Graduation Requirements**

- All teacher candidates must successfully complete the required 37-46 hours with a 3.0 grade point average, with no more than 2 “C”s and no grade lower than a “C”. See *Academic Policies* under the *Academic Standards* section in this catalog for more information.
- All teacher candidates must successfully score a 2 or higher on the School for Education Teaching Dispositions Instrument during their ED 600 (Field Experience) or ED 602 (Mentorship).

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**ED 503 Introduction to Teaching Pedagogy****10 cr.**

This course is designed for those individuals entering the field of education who do not have a bachelor's degree in education and/or who have no classroom experience to serve as an introduction to the professional and pedagogical responsibilities of teachers. This course focuses on general characteristics of the profession; various needs of today's learners; approaches to management, teaching and assessment; and the influences of technology, philosophy, sociology and history on today's educators. The course includes a practicum requirement of at least 10 hours in the field. *Prerequisite: Students must provide documentation that they successfully cleared a criminal records background check.*

**ED 512 Workforce Training****3 cr.**

This course explores the philosophy of workforce development as a means to meet current and future workforce preparedness of adults. This course will explore current issues and trends in workforce development as it relates to adult education and training. Some topics include: learning organizations, adult basic education, executive education, workplace learning, career development and technology as a learning delivery tool.

**ED 513 Law for Educators****3 cr.**

This course is designed to give educators the legal information they need to correctly interpret and apply the laws that govern all aspects of public education.

**ED 514 Foundations of Educational Administration****3 cr.**

This course is designed to give the prospective school leader a historical perspective of the evolution of educational systems and governance, and the role of the principal in guiding schools through political, social, cultural and economic processes which impact American education. A 10-hour field experience component is required.

**ED 515 Sociological Factors Affecting Education****3 cr.**

This course provides an opportunity to examine the changing sociological factors affecting American education. Problem-solving approaches to these situations will be utilized.

**ED 516 Introduction to Graduate Research****3 cr.**

This course provides an introduction to both qualitative and quantitative research, including research design. The purpose of this course is to enable the educator to become an informed consumer of research. *Prerequisite: An intermediate college level statistics course.*

**ED 519 Diversity in the Classroom****3 cr.**

This course provides an overview of changing classroom demographics and the implications for the classroom teacher. A wide variety of readings and activities will be used to introduce the teacher to the needs and culture of various groups.

**ED 520 Special Needs in the Classroom****10 cr.**

This course is designed to address the special needs of students being mainstreamed into the traditional classroom. A minimum of 10 hours of practicum experience in the field is required.

**ED 521      Introduction to Literacy****3 cr.**

This course provides an introduction to current theory and practice in the field of literacy. Current theories, professional terminology in the literacy field, theory-based literacy instruction models, classroom assessment tools and current issues in the literacy field will be reviewed, and classroom applications will be stressed. Designed for graduate education students who have no prior coursework in literacy methods.

**ED 522      Legal Aspects of Special Education****3 cr.**

This course provides a review and analysis of current case law and litigation related to children with disabilities. Focus on the legal system that ensures children with disabilities a free appropriate public education with emphasis on due process procedures and other procedural safeguards, discipline, program accessibility and application of least restrictive environment alternative principles to special education programming.

**ED 525      Adult Education Facilitation Strategies****3 cr.**

This course provides facilitators in an adult education or training environment with a variety of facilitation strategies to enhance the delivery of course content and to create a healthy learning environment. Development of facilitation strategies to various learning styles and multiple intelligences will also be explored. Specific techniques such as role playing, ice breakers, brainstorming and use of technology will be covered.

**ED 526      Classroom Management Seminar****3 cr.**

This course provides a foundation for teachers to develop the knowledge and strategies necessary for successful classroom management and discipline for students who exhibit a wide range of behavioral needs and characteristics. Teachers will study how to prevent discipline problems, what to do when problems occur and what to do to increase the possibility of management and social skills.

**ED 527      Growth and Development of Children and Adolescents****3 cr.**

This course provides a developmental approach to the study of the growth and development of children and adolescents. This course explores the cognitive, personality, emotional, social and physical changes that occur in children from conception through adolescence. It will review research on how children learn, solve problems and function in home and school environments.

**ED 528      Theory and Practice in Literacy****3 cr.**

This course provides a survey of historical and current literacy theories, and how these theories have been, and continue to be, linked to literacy instruction in K-12 educational institutions. The course will also deal with the development of teachers' own theoretical orientations: how they develop and change over a career, and how they are reflected in the classroom. Professional resources for literacy professionals will be explored.

**ED 529      Cross-Cultural Communication****3 cr.**

This course is a study of communication and culture that examines cultural variability in interpersonal relationships. (*Course is cross-listed as CA 529*)

**ED 530      Adult Learning and Development****3 cr.**

This course will provide a foundation of knowledge about learning theory, teaching theory and andragogy. The application and use of andragogy in a variety of contexts will be investigated and the student will have an opportunity to apply andragogy practices to their own field of adult education. Various approaches to literature on adult learning styles will be scrutinized and the implications for facilitating adult learning will be examined.

**ED 531      Literacy Across the Curriculum****3 cr.**

This course provides an exploration of new definitions of literacy and strategies for integrating illiteracies (including reading, writing, listening, speaking, viewing and visually representing) across subject areas in elementary, middle and high schools. Literacy research will be examined, and students will create and present an instructional unit designed to integrate literacy skills in the context of subject area instruction in their own classrooms. *Prerequisite: ED 521 or at least one previous literacy class.*

**ED 532      Teaching and Learning: Theory Into Practice****3 cr.**

This course provides an overview of current theories and research on the topics of learning, motivation, teacher thinking and effective teachings are reviewed and updated. Classroom applications will be stressed; students must complete an application project in which they apply current theory in teaching and learning to an actual classroom problem.

**ED 533      Conflict Resolution****3 cr.**

The course focuses on the different methods and applications of dispute resolution: negotiation and mediation. Principled resolution techniques and strategies are emphasized.

**ED 534      Understanding Violent and Troubling Behavior:  
A Contextualized Approach****3 cr.**

This course will help teachers identify their implicit beliefs concerning the causes and treatments of violent and troubling behavior. Principles from educational psychology will provide the framework for course content. Emphasis will be placed upon the role of schooling while reflective inquiry will be offered as a constructive tool for dealing with troubling behavior.

**ED 535      Practicum in Teaching****3 cr.**

This course requires students to integrate and apply their knowledge and skills from all previous education coursework and practicum experiences to reflect on their teaching styles and strengths; plan, develop and organize an instructional plan; and examine professional teaching standards for beginning teachers in preparation for their student teaching semester. Students must complete at least 10 hours of approved practicum experience to meet the practicum hour requirement for student teaching. To be taken the semester before student teaching. *Prerequisites: Proof of current background checks, full admission to the School for Education and approval of the instructor.*

**ED 538      Adult Development****3 cr.**

The course will provide learners with information addressing development across adulthood, from age 18 and older, and examine the ways in which adults change or develop in both shared and individual ways. The course examines adult behavior, lifestyles and crises in adult development, as well as cognitive, personality and intellectual changes that occur with aging. This knowledge base will assist learners in their reflections regarding growth and development that occur in the lives of their adult learners. *Prerequisite: ED 500.*

**ED 539      History and Ethnicity in America****3 cr.**

This course will provide the background of various ethnic groups that have composed the American nation, with emphasis on the groups that may be found in their own school systems. We will discuss theories of ethnicity, survey groups and engage in individual research that should lead to more inclusive American history courses at the elementary, middle and secondary levels.

**ED 541      Middle School Philosophy and Organization****3 cr.**

This course explores the unique nature of middle schools, middle school students and middle school teaching, and looks at the history, theories and philosophies that led to the development of today's middle schools. The organization and purpose of middle schools will be covered, as well as the special role middle schools play within the structure of K-12 education. The course stresses individual research, reflective inquiry and the creation of each educator's individual philosophy of middle school education.

**ED 542      Program and Instructional Design****3 cr.**

This course will provide the learner with various program and course development models, and apply those concepts to develop programs and courses, from needs assessment to evaluation, for adult learners in education and training environments. A final project is required at the completion of the course.

**ED 544      Teaching the At-risk Student****3 cr.**

This course will help the teacher define the concept of the at-risk student and understand the characteristics of these students. Included will be identification of at-risk students and their needs. Emphasis will be on the factors affecting education, including the social and environmental concerns of students and teachers. Teachers will identify appropriate attitudes and strategies that will help them build positive relationships with at-risk students and an appropriate learning environment.

**ED 545      Teaching Reading to Linguistically Diverse Learners****3 cr.**

This course is designed to acquaint students to a broad range of skills, activities and media that can be used to enhance the literacy development of linguistically diverse learners. Content will focus on current principles and practices associated with teaching diverse learners in grades K-12. Peer teaching activities will be structured around strategies that foster development of the ability to use the target language in the appropriate contexts.

**ED 546      Advanced Diagnosis and Remediation of Reading Difficulties      3 cr.**

This course will explore characteristics, identification and intervention strategies appropriate for students with reading difficulties. It includes the study of formal and informal assessments, miscue analysis and recommendation for instructional materials. It examines both traditional and innovative means of teaching reading to students with disabilities. Teachers will practice administering, interpreting and reporting diagnostic results. *Prerequisite: ED 521 or at least one previous literacy course.*

**ED 547      Counseling Techniques with Exceptional Children  
and their Families      3 cr.**

This is a survey course exploring the role and function of counseling, including philosophies, theories and research. It is designed to foster parent-teacher cooperation, including communication and conflict resolution strategies applicable to educationally-related situations (including IEP conferences and regular parent-teacher conferences) with exceptional students, families and other professionals. The effects of exceptionalities upon the student with disabilities and his/her parents and siblings will be included.

**ED 548      Evaluation of Abilities and Achievement      3 cr.**

This course provides an overview of assessment of students, including formal and informal instruments and techniques, including portfolio. Norm-referenced tests of intelligence, language and perceptual-motor abilities will be demonstrated and discussed. Students will be instructed in the administration and interpretation of achievement assessments. Interpretation and educational implications will be stressed.

**ED 549      Literacy Programs and Mandates      3 cr.**

This course includes an in-depth analysis of current literacy programs and mandates in the U.S. Students will critically examine current literacy programs representing various theoretical positions, analyze program components, compare and contrast various programs, and evaluate program effectiveness. Current literacy mandates (national, state and local) will be examined and debated in depth, with special emphasis on the implications of such mandates for literacy instruction and their potential effects on children's literacy development. Strategies for maintaining professional integrity in a mandate-driven educational system will be explored.

**ED 550      Epistemological Development      3 cr.**

The course will explore views of epistemological development and reflective thought, with distinct emphasis on adults in higher education. Students will examine and investigate ways in which our own epistemic perceptions and metacognitive awareness affect learning and interactions with others, and will explore alternative ways of challenging adults to develop critical thinking skills.

**ED 552      Linguistics for ESOL Teachers      3 cr.**

This course introduces prospective teachers of English as a Second or Other Language to the characteristics of human language in general; with particular attention to English. Students will be able to identify the common properties of language, as well as how individual languages differ. Students will examine language structure, variation and change, and discover the ways that this knowledge can be put to practical use in teaching learners from diverse language backgrounds.

**ED 553 Concepts of Technology for Adult Learners****3 cr.**

This course provides the fundamental concepts of technology in higher education and its impact on the practice of teaching and learning. Additionally, the course examines the organizational and technical structures necessary to support instructors who are integrating technology for postsecondary education.

**ED 554 Adult Education Learning Theory****3 cr.**

This course will provide advanced study of adult learning, theory, philosophical foundations of adult education and research relating to specific issues and approaches for facilitating adult education. In addition, the course will examine the role and characteristics of the adult learner in the 21st century. *Prerequisites: ED 500, ED 516 and ED 538.*

**ED 555 Assessment and Evaluation in Adult Education****3 cr.**

This course introduces theoretical foundations, models and practices in assessment and evaluation as appropriate for adult learning environments, including those requiring accommodations and cross-cultural considerations. Students will develop a detailed assessment plan and a program evaluation for potential implementation. *Prerequisite: Graduate standing.*

**ED 557 Language Development for the Exceptional Child****3 cr.**

This course provides a study for teachers in the identification and referral of individuals with communication disorders. It explores language development in children and adolescents with special needs. Formal and informal evaluation procedures are examined, intervention strategies appropriate to the language impaired are reviewed and language arts strategies are developed.

**ED 558 Teaching Remedial Math****3 cr.**

This course will provide methods, techniques and innovations for the diagnosis and remediation of students having difficulty learning math through traditional methods. Teachers will develop accommodations for students with disabilities in both special and regular classroom settings.

**ED 560 Educational Leadership****3 cr.**

The course will correlate leadership theory and a variety of educational/business contexts, and will identify methods for transferring this information toward the practice of teaching adult learners. Students will deliberate the role leadership has in case studies, participate in the activities and group work to further develop their own leadership insight and perspective, and create their own personal philosophy of leadership.

**ED 561 Miscue Analysis****3 cr.**

This course looks at miscue analysis as a strategy for learning about and valuing readers' strengths. The course will examine the theories underlying miscue analysis as well as a range of procedures for implementing miscue analysis. Students will receive hands-on experience with miscue analysis procedures, both in an in-class workshop setting and with actual children. The use of miscue analysis data to inform classroom practice will be stressed.



- ED 562 Principles of Second Language Learning 3 cr.**  
 This course will acquaint students with the theories and models of first and second language acquisition. Students will address the typical and atypical situations, bilingual language acquisition, and the effects of the cultural and educational environment on the process of acquiring a language.
- ED 563 Leadership and Policy in Adult Education 3 cr.**  
 This course will examine individual and professional leadership development for administrators of adult education and training programs. Ethical and policy implications from federal and local decisions on leadership and management of programs will also be explored.
- ED 565 Issues in Early Childhood Education 3 cr.**  
 A critical examination of issues influencing early education. Topics will include both historical and contemporary views of childhood; trends and issues affecting teaching practices; social, educational and economic policies shaping the care and education of young children; and professionalism.
- ED 570 Critical Teaching for Social Change 3 cr.**  
 This course evaluates the work of the most cited critical educators in the field of education (Freire, Gramsci and Shor) and analyzes the challenges to, and resources for, empowering adult educators toward social change and transformative action. This course will compare the work of these leading theorists and apply their principles toward adult education in a variety of contexts.  
*Prerequisites: ED 500, ED 538 and ED 554.*
- ED 575 Curriculum and Assessment in Early Childhood Education I 3 cr.**  
 This is the first course in a two-course sequence that explores historical foundations and current approaches to early childhood curriculum and assessment. Theoretical perspectives will be examined in the first course.
- ED 576 Curriculum and Assessment in Early Childhood Education II 3 cr.**  
 This is the second course in a two-course sequence that focuses on the inquiry approach of in-depth project work. Emphasis will be placed on action research with project work, and the documentation and assessment of children's learning.
- ED 580 Special Topics in Education 1-3 cr.**  
 This course is designed to allow for the introduction of special areas of interest in education. May be repeated for credit with a different topic.
- ED 582 Methods and Materials for Teaching ESOL 3 cr.**  
 Through the instruction of theories and best practices for teaching English to Speakers of Other Languages in pre-K–12 classrooms, this course allows the teacher candidate to identify and practice teaching techniques and methodologies necessary to be successful, reflective and empathetic ESOL teachers. In addition, this course emphasizes development of curricular and instructional materials best suited for students in an ESOL class setting.

**ED 585      Emergent Literacy in a Diverse Society I      3 cr.**

The first course in a two-course sequence that examines literacy development (speaking, listening, reading and writing) in young children and explores the implications for teaching practices (birth-grade 3). This course focuses on the sociocultural contexts of childhood literacy, including the social worlds of the home, the community and the classroom.

**ED 586      Emergent Literacy in a Diverse Society II      3 cr.**

The second course in a two-course sequence that reviews current literacy research; explores the implications of research for teaching practices; and examines approaches to planning, implementing and evaluating engaging literacy experiences that build on the knowledge, skills and dispositions that children bring to the classroom.

**ED 595      Play in the Early Childhood Curriculum      3 cr.**

This course offers an in-depth exploration of play as an integral component of early learning. Emphasis is placed on the roles of the teacher in observing play, developing and refining teaching strategies that support and extend children's play, and advocating for play in the early childhood curriculum.

**ED 597      Methodology in the Content Area      3 cr.**

This course provides students with the opportunity to identify appropriate techniques, methods and practice in the area of certification. The areas of certification are: English, social studies, unified science, mathematics and journalism. *Prerequisites: ED 503 and ED 606.*

**ED 598      Methodology in the K-12 Content Area      3 cr.**

This course provides students with the opportunity to identify appropriate techniques, methods and practice in the K-12 area of certification, in either art or Spanish. On-site observation and application may be required in the area of certification. *Prerequisites: ED 503 and ED 606*

**ED 600      Field Experience      10 cr.\***

A 10-week experience in directed teaching in an area school. The student will observe and be able to actually solo teach at least six weeks in an area school. It is designed for the person who is not employed as a teacher in a school and perhaps has no direct school experience. This course should be the last one in the student's program. *Instructor permission required. \*Note: 16-week term that requires full-time placement.*

**ED 602      Mentorship      2 cr.\***

This is a mentored teaching experience in the school and classroom where the student is employed as a teacher. This course is designed only for those who are already employed and working as a classroom teacher. At the beginning of the program the student must be assigned a mentor by the school who will work with the student throughout the program. There will be University supervision. The student who is in an actual teaching experience will enroll in this course early in the program. Mentorship will ideally be taken during the first year of the program. *Instructor permission required. \*Note: Must be repeated for two consecutive terms, excluding the summer, for a total of four (4) credits. 16-week term that requires a full-time job as teacher of record.*

- ED 606 Curriculum Theory and Practice 3 cr.**  
This course offers an overview of curriculum theory that discusses current issues in curriculum and gives the teacher the opportunity to develop useful curriculum.
- ED 608 Assessment 3 cr.**  
This course is designed to address current issues relating to assessment, including formal and informal assessment, teacher-made tests, authentic assessment as well as standardized tests and state mandated assessments. Students will become familiar with important assessment terminology and the implications of federal testing mandates. They will analyze and reflect on a variety of types of assessment used in schools, and learn the importance of using assessment results to make informed instructional decisions.
- ED 610 Issues and Research in Literacy 3 cr.**  
This course includes a critical examination of current issues in literacy, including extensive reading of recent research literature relevant to those issues. Issues to be focused upon will change every semester based upon current developments in the literacy field. The course will also include instruction in basic research design, and students will design an inquiry/research project for later implementation in a school setting or other educational setting during Practicum II. *Should be taken in the latter half of the program. Prerequisite: ED 528.*
- ED 612 School and Community Leadership 3 cr.**  
This course is designed to provide the prospective school leader with an understanding of the role of schools in the larger community and how to involve stakeholders, partners, families and others in the development of a school where all children can learn. The balance between internal and external communication and approaches to initiating school reform are addressed. *A 10-hour field experience component is required.*
- ED 613 Current Legal Issues for Educators 3 cr.**  
This is an application course designed to promote educator awareness of new developments and special concerns in the area of education law. Will focus on factual classroom situations with hidden legal issues.
- ED 614 School Supervision 3 cr.**  
This course is designed to define the process of supervision by promoting human development and encouraging human relations in the process of supervising teachers and others in the educational environment. It addresses both theoretical and practical approaches to improving school climate and culture. *A 10-hour field experience component is required.*
- ED 619 Multi-Cultural Literature for Teachers 3 cr.**  
This course provides a seminar focused upon literature emerging from various American minority cultures with emphasis upon the teaching of such literature in elementary, middle and secondary schools. Although there is an attempt to expose students to a wide variety of works, authors and cultures, certain groups (such as black, Hispanic and Native American) are prominent and major authors (such as Toni Morrison, N. Scott Momaday and Maxine Hong Kingston) are emphasized. Each student produces a research paper and a teaching package. Students present their research findings orally and demonstrate lessons from their teaching package.

**ED 624      Elementary School Administration****3 cr.**

This course is designed to provide a thorough understanding of the elementary principalship. It provides an overview of relevant issues including student assessment, curriculum design and organization, student organization and activities, student programs, supervision of students, procedures for implementing school improvement and the day-to-day operation of the elementary school. *A 10-hour field experience component is required.*

**ED 625      Secondary School Administration****3 cr.**

This course is designed to provide a thorough understanding of the secondary principalship. It provides an overview of relevant issues including student assessment, curriculum design and organization, student organization and activities, student programs, supervision of students, procedures for implementing school improvement and the day-to-day operation of the secondary school. *A 10-hour field experience component is required.*

**ED 629      Critical Reflections Seminar****3 cr.**

This is one of two concluding courses in the Master of Education degree designed to complete the praxis model. It is designed to focus on current issues in education and is the reflection part of the experience. Each participant will write a major paper and make a presentation of that paper. The paper must be related to the emphasis area/ strand — teacher leadership, early childhood or adult education. *Prerequisites: 15 hours in the program, including ED 516.*

**ED 630      Action Practicum****3 cr.**

This course is the second of two concluding courses in the Master of Education degree designed to complete the praxis model. It is the action/application of information learned in the program. Each student will develop and apply an educational plan utilizing new learning. The project must be related to the emphasis area/strand — general studies, school law, multi-cultural, teaching at-risk students, early childhood or adult education. *Prerequisites: 15 hours in the program, including ED 629.*

**ED 634      Directed Field Experience****3 cr.**

This course is designed to provide the prospective principal with a substantial, sustained and standards-based field experience in a real-life setting. *Requires 150 contact hours in the setting under the supervision of University faculty and one or more successful, practicing principals. (16-week course)*

**ED 635      School Organization and Management****3 cr.**

This course is designed to provide the prospective school leader with knowledge and competencies related to specific issues of organization and management of schools. Operational procedures, safety and security, human resource management, fiscal operations, budgeting, use of facilities, ADA compliance, student discipline and various legal issues affecting operations are addressed. *(A 10-hour field experience component is required.)*

**ED 641      Literacy Practicum I****3 cr.**

This course involves structured fieldwork in an authentic educational setting, supervised by a University instructor. Students will work with individuals and/or small groups of children or young adults to assess and meet those learners' literacy needs. In consultation with the instructor, students will apply various assessment strategies with their assigned students, and, based on the resulting information, will plan literacy activities and recommendations for those students. Strategies for sharing information and recommendations with other professionals and families, both orally and in writing, will be included. Class members will meet periodically for peer feedback and collaboration. *The course is most beneficial if it is taken after a substantial amount of graduate coursework has been completed. Students in the Special Reading Teacher/Literacy Coach track must have experience in Literacy Practicum I that involves working with learners from a different K-12 age level (age levels are elementary, middle school and high school) than the age level they intend to work with for their Practicum II project. Prerequisites: ED 546 and ED 561.*

**ED 645      Evaluating and Assessing Teacher Performance****3 cr.**

Designed to prepare the prospective school leader for evaluating and assessing teacher performance. Provides the student with knowledge of the principles of effective instruction and competencies related to preparing for the evaluation, assessing teacher behavior and student growth, organizing and communicating with individual teachers, vocabulary and clarity of writing, speaking and listening skills. *A 10-hour field experience component is required.*

**ED 651      Literacy Practicum II****3 cr.**

This is the Master of Literacy Education's capstone course. The course will involve the implementation of an individualized inquiry project in an authentic field setting. The nature of the inquiry project will be shaped by the student, in consultation with and under the mentorship of a faculty advisor, to fit the student's individual goals. The project must involve active collaboration with stakeholders at the field site (educators, students and families) and address an identified literacy need in the setting where it is conducted. Prior to enrolling in this course, as part of course requirements in Issues and Research in Literacy, the student must identify a literacy faculty member as a mentor, prepare and present a proposal to that faculty member and receive that faculty member's approval. The course will include a seminar that will meet for problem-solving and group feedback. At the end of the semester, projects will be presented both orally and in writing to peers and faculty. Opportunities for submitting projects to conferences and journals will be explored, and such submission will be encouraged. *To be taken near the end of the program. Students in the Special Reading Teacher/Literacy Coach track must select for their project a target age level that is at a different K-12 age level (age levels are elementary, middle school and high school) from the age level of learners that were worked with in Practicum I. Prerequisites: ED 610, faculty approval of project proposal (a course requirement of ED 610) and ED 641.*

**ED 700      Thesis Proposal****3 cr.**

This course is designed as the first part of the thesis option sequence. Students are expected to prepare a formal proposal related to an area of interest for research under the direction of a committee chair and according to Graduate School requirements. At a minimum, the research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. *(Offered in 16-week format)*

**ED 701      Thesis      3 cr.**

This course is designed as the final sequence of the thesis option. Following approval of the thesis proposal, student will begin the data collection phase of the research project. The thesis may be conducted using quantitative, qualitative or participatory action research methods. An oral defense of the written thesis must be satisfactorily completed and approved by members of the committee, and the senior academic officer of the School. The thesis in its final version must be submitted to the Graduate School. *(Offered in 16-week format)*

**ED 799      Thesis Continuous Enrollment      1 cr.**

This course is to be arranged with the Director of Graduate Programs when additional time is needed to complete thesis requirements. *(Offered in 16-week format; may be repeated.)*

# HAUPTMANN SCHOOL FOR PUBLIC AFFAIRS

**Laurie N. DiPadova-Stocks, Ph.D., Dean**

**Jeff Ehrlich, Ed.D., Associate Dean**

**Rebekkah Stuteville, Ph.D., Director, Master of Public Affairs Program**

**Suzanne Discenza, Ph.D., Executive Director, Master of Healthcare Leadership Program**

**Eric Click, Ph.D., Program Coordinator, Bachelor of Public Administration Program**

**Kay W. Barnes, Founding Director, Center for Leadership**

Celebrating its 30th anniversary in 2012, the Hauptmann School for Public Affairs has been advancing the key public service values of moral courage, protecting human dignity, the common good and service for three decades.

The HSPA was founded by and is named for distinguished Park University Professor Emeritus Jerzy Hauptmann, Ph.D. A native of Poland, Hauptmann was involved in the resistance to the Nazi invasion of Warsaw in 1944, serving as a “sewer rat.” After serving time as a prisoner of war, he completed his Ph.D. when the war ended and immigrated to the U.S. After one year at Northwestern University, he joined the Park University faculty in 1951 and remained for 50 years at the institution he loved. He maintained his association with the University as professor emeritus until his passing in January 2008.

Hauptmann founded the HSPA in 1982 to house the Master of Public Affairs program, which he designed as a cross-sector, values-grounded, liberal arts-based graduate degree program rooted in the inter-connectedness of all sectors of society and the impact of human action on the world. Hauptmann ensured that the school was connected to the local and broader community and made civic engagement a lifelong expectation of graduates. The school’s mission and vision statements reflect this historic grounding and permeate all programs of the HSPA. The Hauptmann School for Public Affairs is dedicated to advancing the values of citizenship, liberty, moral courage and commitment to the common good that Hauptmann’s life exemplified.

## **Mission**

The Hauptmann School for Public Affairs offers a citizen-centered, professional program of graduate study that is grounded in the liberal arts tradition. As participants in HSPAs vibrant academic community, faculty and students consider, in the coursework, the larger issues of democracy, stewardship and technology. In so doing, the HSPA seeks to prepare students for the courage and discernment to act for the common good in the global context. Going beyond competence, students develop knowledge, skills and values requisite for leadership and service in and across all sectors of society, including government, health care, business and nonprofit. The HSPA cultivates public affairs as a lifelong passion that is fundamental to citizenship in a free society.

## **Vision**

The Hauptmann School for Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage and advance human dignity worldwide.

## **Expectations of Graduates**

The Hauptmann School for Public Affairs expects our graduates to promote rationality, responsibility and responsiveness in their organizations, within a framework of the highest ethical values. The HSPA also expects its graduates to be citizens dedicated to responsibility and the common good. With the study of public affairs, students will understand the system of government and society of which they are a part, complete with its opportunities as well as its shortcomings, and also recognize that the future direction of the system will be influenced and affected by what they do, or fail to do.

Degree programs housed within the Hauptmann School for Public Affairs:

- Master of Public Affairs
- Master of Healthcare Leadership
- Bachelor of Public Administration

*(Information can be found in the 2012-13 Park University Undergraduate Catalog)*

Additional university-wide programs and initiatives:

- Dr. Jerzy Hauptmann Distinguished Guest Lecture Series
- Center for Leadership
- Unscripted Future Initiative
- Portfolio Program

## **The Dr. Jerzy Hauptmann Distinguished Guest Lecture Series**

Established in honor of a remarkable educator, Jerzy Hauptmann, Ph.D., this annual lecture series is a tribute to Hauptmann's outstanding accomplishments in public administration and international politics. The series brings internationally renowned scholars to the Kansas City area to address topics related to Hauptmann's three areas of study: international relations, public administration and democratic theory. The Lecture Series, which celebrated its 20th anniversary in the spring of 2012, has included some of the top names in those aforementioned fields, including Dr. Emily Hauptmann (Jerzy Hauptmann's daughter), Dr. Patricia Ingraham, Dr. Donald Kettl, Dr. Lawrence Korb, Dr. John Mearshiemer, Dr. David Mathews, Dr. David Rosenbloom, Dr. Walter Broadnax and Dr. Dwight Waldo. The lecture is free and open to the public. For more information on the series, visit [www.park.edu/grad/hauptmannlecture.aspx](http://www.park.edu/grad/hauptmannlecture.aspx).



## Center for Leadership

As part of the Hauptmann School for Public Affairs, the Center for Leadership is an established and respected provider of innovative educational opportunities for leaders. Led by its founding director, Kay W. Barnes, distinguished professor of public leadership and former Kansas City, Mo. mayor, the Center offers invaluable individual leadership coaching for all MPA students. The Center offers preparation for an unscripted future where paradigms are shifting, rules are changing, and leaders must think and act in new ways to be effective. The Center works closely with the Kansas City community and Park University students, offering a variety of programs and initiatives focusing on several leadership components, including self-awareness, leadership competencies, decision-making, implementation and service.

The Center builds on the historic vision of the HSPA to serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage and advance human dignity worldwide.

## Unscripted Future Initiative

Established in 2006, the HSPA's Unscripted Future Initiative explores the impacts of relentless global and technological change. Faculty from the Hauptmann School and the Center for Leadership present results of this ongoing exploration in published articles and at numerous local, regional and national conferences. The Unscripted Future Initiative is conceptualized as the following:

- Vast social, economic, employment, environmental, technological and global changes affecting our students and the world.
- Changes so unique and wide-ranging that we have no predictive studies and no data for how to assess their impacts or how to deal with these changes.
- Changes are beyond partisan politics and geographic boundaries.
- Associated with an increased perception of personal and global impact, personal risk and perhaps, opportunity.

# MASTER OF PUBLIC AFFAIRS

The Master of Public Affairs degree is the oldest graduate degree program at Park University. Launched in 1982, the MPA is a values-grounded liberal arts-based professional graduate program designed to develop leadership across all sectors of society. Reflecting today's multi-sector and cross-sector realities, managers and leaders prepare for service by building their knowledge base, decision-making capability, critical thinking and governing expertise, across the government, business, industry and nonprofit sectors.

The Hauptmann School for Public Affairs recognizes public affairs as the field of study that builds upon the interrelationships among the activities of government (at all levels), all sectors of society, and other elements of social and economic systems, locally and throughout the world. Public managers, leaders and others holding positions of authority in organizations must view government and administration in this broad perspective of interrelationships.

## **Goals of the MPA Program**

The Master of Public Affairs degree program maintains three sets of goals:

### **A. Academic**

1. Provide students with the knowledge and skills necessary for successful career development in an unscripted future, personal growth and service to society.
2. Recognize the interdependence of theory and practice, by involving both academicians and practitioners in the program.
3. Emphasize the complex nature and ambiguity of most contemporary public problems and the pluralism underlying their solutions.
4. Demonstrate the interrelationship of the social, political and economic areas of public affairs, to encourage the development of broader perspectives in defining and addressing managerial problems.
5. Affirm participation in public affairs as a citizen's responsibility.
6. Stress the ethical obligations of public servants in performing their duties.

### **B. Learning Setting**

1. Create the atmosphere for intellectual pursuits at the graduate level.
2. Establish close, personal contacts between the students, faculty and administration of the School.
3. Develop avenues for student interrelationships as a means of supporting their study and careers.

### **C. Community Involvement**

1. Engage the School's faculty and students in professional concerns of the area.
2. Maintain continuous contact and interaction of faculty and students with advisers from the community, to respond effectively to changing needs and to redefine educational goals and processes.
3. Identify the School with the public life of the Kansas City area, especially the downtown Kansas City, Mo., area and extending globally, via online learning.
4. Build the School as a center for intellectual research, professional development and public policy discussions.
5. Offer the services of the School for study and research in public affairs.

## **MPA Program Design**

Preparing students for cross-sector and multi-sector realities, the cornerstone of the curriculum is a core of four public affairs courses, which provide the common denominator and the unity of “public” concerns in all sectors of organizational life. These courses will deal with the theory and methodology of public affairs and contemporary issues of responsible leadership in a free and democratic society.

Students select one area of concentration from among the following four program areas: (a) public management; (b) economics and global strategy; (c) nonprofit and community services management; and (d) disaster and emergency management. Students who elect to pursue a Graduate Certificate in Business and Government Leadership, Disaster and Emergency Management, or Nonprofit Leadership may apply many of the hours toward their MPA degree.

Students are encouraged to take advantage of experiential learning opportunities as they arise, such as special projects for government agencies and nonprofit organizations. These experiences can be taken as PA 504 (Independent Study) under the guidance of a faculty member. PA 504 may replace a concentration elective. In addition, when offered, PA 506 (International Service-Learning Experience) provides an important learning experience abroad related to the student’s area.

Just as the cornerstone of the curriculum assumes the unity of the public affairs area, so does its capstone course, PA 602 (Seminar in Public Affairs). This writing-intensive and highly interactive seminar is required of all students, regardless of program area. Assigned readings and presentations reinforce the guiding theme of the unity of public affairs, using the framework of the founding documents of the U.S. It is recommended that students take the capstone in their final term in the program, as preparation for the oral and written comprehensive examinations.

The comprehensive examinations, written and oral, are also an integral part of the program. The examinations check the student’s professional preparation, as well as understanding of the field of public affairs.

## **Admission Requirements**

- Bachelor’s degree from a regionally accredited U.S. institution, or the equivalent from an international institution, with at least a 3.0 grade point average (based on a 4.0 scale). Official transcripts must be provided. Students with a GPA below 3.0 may be considered for probationary admission if they provide one of the following:
  1. An acceptable GRE taken within five years of application. Scores on other graduate entrance tests may be accepted at the discretion of the program director.
  2. Evidence of at least three years of meaningful professional experience, including uncompensated service. Written documentation, such as letters from the employer or organization must be submitted.
- Three letters of recommendation from people who can attest to the applicant’s academic preparation, readiness for graduate level study and interest in public affairs. One letter should be from a current or former supervisor from the current (or last) position of employment. This requirement may be adjusted for international students at the discretion of the program director.

*(continued on next page)*

- Admissions essay detailing why the applicant wishes to earn the MPA degree from Park University, as well as the applicant's career, civic and professional aspirations. This essay must be entirely the work of the applicant and no more than 300 words in length. The essay should be submitted electronically to [gradschool@park.edu](mailto:gradschool@park.edu).

*Note: The only admissions requirements waived for Park University alumni are the application fee and the submission of official transcripts.*

### **Graduate Record Examination**

Should two or more GRE scores be reported, the highest score will be accepted and recorded. No specific score on this test is considered as an absolute minimum for admission purposes.

### **HSPA Fees**

In addition to the stated graduate student fees, all HSPA students are required to pay a Professional Development Fee. Students will be assessed an additional \$4 per credit hour for this fee upon enrollment. This fee supplies membership to the American Society for Public Administration, the largest and most prominent public administration and affairs professional academic association in the U.S. Many HSPA faculty are members of ASPA, and they may use materials from ASPA in their courses. Membership benefits include subscriptions to one of the most respected journals in the field, *Public Administration Review*, as well as ASPA's monthly newspaper, *PA Times*; networking in a local chapter; reduced registration fees for ASPA national and regional conferences; electronic newsletters and resources; access to ASPA scholarships and opportunities; and member-only access on ASPA's website. The fee also includes notification about job and internship availability, scholarships and other professional development opportunities as they arise.

### **Comprehensive Examination**

During the enrollment in PA 602 (Seminar in Public Affairs) or as soon afterwards as possible, each student is required to successfully complete both a written and an oral comprehensive examination. The written examination will test knowledge and integration of all coursework, including the major program area and public affairs in general, and is three hours in duration. Students may take the exam at the HSPA in downtown Kansas City or at an approved proctored site.

The oral comprehensive exam is a major part of the program's learning outcomes assessment. The exam begins with a 20-minute student presentation before an examining board, led by the respective area coordinator and two additional examiners. The examination will be approximately 90 minutes in duration and will be given at an appropriate time after the written examination. Students living outside of a 100-mile radius of Kansas City, Mo., may participate in the oral examination via conference call.

Students must be enrolled in their last term of the MPA program and have successfully completed PA 501 and PA 502 before being allowed to take the comprehensive examinations. They must also pass all other required coursework before taking the comprehensive exams.

**Graduation Requirements**

- Complete 36 semester hours of prescribed courses, with an overall GPA of 3.0 or above.
- Pass the comprehensive examinations. See additional information in *Academic Policies – Comprehensive Exam*.
- Meet all academic standards. See *Academic Policies – Academic Standards* for more information.

Submit application for graduation no later than April 1 for December commencement, and November 1 for graduating the following spring.

**Format of Courses**

Courses in the MPA are offered in an online format, as well as face-to-face; the degree can be completed face-to-face, in the online format or by combining courses from the two delivery arrangements. Face-to-face courses are also offered in a weekend format and, on occasion, at the national conference of the American Society for Public Administration.

**Courses of Study for MPA Degree**

Students are required to take a series of core public affairs courses for the MPA program. In addition, from the four program areas, they will select one as a concentration area.

The concentration area consists of 15 credit hours of study. Students select three (3) credit hours in the MPA program that comprise the cross-sector courses portion of their degree plan. The cross-sector hours may be taken from any area of concentration in the MPA program (aside from the student’s elected area of concentration) and from any graduate program of study at Park University.

<b>Required Core Courses</b>		<b>18 cr.</b>
PA 501	Public Affairs Concepts and Theory	3 cr.
PA 502	Public Affairs Methodology	3 cr.
PA 508	Research and Analysis	3 cr.
PA 509	Leadership Development and Organizations	3 cr.
PA 600	Ethical Foundations of Authority and Responsibility	3 cr.
PA 602	Seminar in Public Affairs	3 cr.

**Areas of Concentration and Requirements**

<b>Public Management</b>		<b>15 cr.</b>
Three theory courses (9 cr.)		
PA 511	Public Management and Organizational Behavior	3 cr.
PA 512	The Environment of Public Organizations	3 cr.
PA 513	Evaluation and Impact of Public Organizations	3 cr.
Choose three of the following theory/practice integration courses (6 cr.)		
PA 562	Administrative Leadership	2 cr.
PA 563	Personnel Systems of Public Organizations	2 cr.
PA 564	Budgeting and Finances of Public Organizations	2 cr.
PA 566	Administrative Law and Public Organizations	2 cr.

## **Economics and Global Strategy** **15 cr.**

Three theory courses (9 cr.)

PA 521	Business, Government and Society	3 cr.
PA 522	World Economics and Comparative Capitalism	3 cr.
PA 523	Global Macroeconomic Theory	3 cr.

Choose three of the following theory/practice integration courses (6 cr.)

PA 571	Government Regulation of Business	2 cr.
PA 575	The Changing Global Workforce	2 cr.
PA 576	The Global Environment of Business	2 cr.
PA 579	Corporate Finance: Concepts and Strategies	2 cr.

## **Nonprofit and Community Services Management** **15 cr.**

Three theory courses (9 cr.)

PA 542	Social Policy	3 cr.
PA 543	The Nonprofit and Nongovernmental Sectors	3 cr.
PA 545	Management of Nonprofit and Nongovernmental Organizations	3 cr.

Choose three of the following theory/practice integration courses (6 cr.)

PA 591	Planning Nonprofit/Community Services	2 cr.
PA 593	Financing Nonprofit/Community Services	2 cr.
PA 594	Financial Management for Nonprofit/Community Organizations	2 cr.
PA 595	Communications and Marketing for Nonprofit/Community Organizations	2 cr.

## **Disaster and Emergency Management** **15 cr.**

Three theory courses (9 cr.)

PA 551	Principles of Disaster and Emergency Mgmt.	3 cr.
PA 552	Public Policy and Disaster	3 cr.
PA 553	Disaster and Society	3 cr.

Choose three of the following theory/practice integration courses (6 cr.)

PA 581	Global Hazard Reduction	2 cr.
PA 582	Disaster, Disease and Public Health	2 cr.
PA 583	Technology, Accidents and Organizations	2 cr.
PA 584	Continuity of Government Operations	2 cr.
PA 585	Natural Hazards and the Urban Environment	2 cr.
PA 586	Planning for Emergencies and Disasters	2 cr.
PA 587	Government Response to Terrorism	2 cr.

## **Cross-Sector Courses and Requirements**

Cross-sector courses include courses taken outside of the MPA core courses (18 cr.) The cross-sector hours may be taken from any area of concentration in the MPA program (aside from the student's selected area of concentration) or from any graduate program of study at Park University. Students may select courses that complement their degree program and their career aspirations. Students who elect to also earn an additional professional credential of a Graduate Certificate may also apply appropriate cross-sector hours to a certificate.

## **Course Descriptions**

### **CSS 624      Physical (Environmental) Security      3 cr.**

This course will focus on securing physical information technology assets through both manual and automated methods. Manual methods include protecting assets using non-automated methods, such as infrastructure locks, keys and fencing. Automated methods include using sensors, cameras and technical surveillance counter-measures. Conducting and designing a physical security survey is discussed to identify physical security vulnerabilities and actions required to reduce or mitigate the risk to the organization. *Prerequisite: IS 620.*

### **CSS 636      Advanced Network Architectures, Services and Applications      3 cr.**

This course focuses on next generation networks, applications and services including voice-over IP, instant messaging, streaming media (unicast, broadcast and multicast) and peer-to-peer. This course provides an in-depth knowledge of new and emerging technologies, and insight into security issues and how to address them. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. In addition, these groups will analyze these designs and identify security risks and resolutions. *Prerequisite: IS 603 or comparable course (CS 365), or relevant work experience and IS 605 or concurrent enrollment*

### **CSS 644      Operations Security      3 cr.**

Operations security is a risk management process that enables companies to view an operation or activity from the perspective of an adversary. The key feature of this approach is to look at our own methods and activities from the adversary’s viewpoint by putting ourselves in an adversary’s shoes. *Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience.*

### **CSS 656      Advanced Security Architectures, Services and Applications      3 cr.**

This course focuses on technologies that provide end-to-end solutions to securing network perimeters. Topics include the design, deployment and management of the defenses of your computer, network and data environment. Perimeter defense elements such as firewalls, virtual private networks, routers, switches and intrusion detection systems are also covered. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. *Prerequisite: IS 620 and CSS 636 or comparable course or relevant work experience.*

### **CSS 670      Advanced Management Information Systems      3 cr.**

This course exposes students to the full range of management issues raised by information technology. The goal is to prepare the student for informed participation in information technology-related management and decision-making at all levels of the organization. *Prerequisites: CS 205 or equivalent approved by program director.*

**CSS 675      Applied Cryptography****3 cr.**

This course examines the technology and methodologies for protecting information to ensure its integrity, confidentiality and authenticity. It will cover the foundations of cryptography, modern cryptographic protocols, algorithms and techniques, and real-world implementations and issues. Course topics will include: private and public key cryptography; block ciphers; pseudorandom functions and generators; data encryption standards; symmetric encryption; asymmetric encryption; computational number theory; RSA and discrete log systems; message authentication; digital signatures; key distribution; and key management. *Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience, MA 131 (College Algebra) or higher with "B" or better, and IS 605 or concurrent enrollment.*

**CSS 677      Computer and Network Forensics****3 cr.**

This course involves the analysis and investigation of cyber crime and computer forensics including process, methodology, laws/regulations and industry standards. It focuses on an overall methodical process for identifying, analyzing, recreating and addressing cyber-based crimes. It also delves into the ethical issues associated with information systems security. *Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience and IS 605 or concurrent enrollment.*

**CSS 688      Information Warfare****3 cr.**

This course provides an in-depth knowledge of information warfare principles, strategies, tactics and technologies. Topics include information warfare concepts, offensive and defensive tactics, and analysis methodologies regarding vulnerability and risk. In addition, cyberspace security, physical security and ethics, as well as legal issues and concerns, are covered. *Prerequisite: CSS 656.*

**CSS 690      Special Topics in Computer and Network Security****1-3 cr.**

The course is designed to provide an in-depth study of a new or developing area in computer and networking security. It may be repeated with a different topic. *Prerequisite: Permission of the instructor.*

**CSS 692      Directed Study in Computer and Network Security****1-3 cr.**

This course provides an opportunity for directed study in areas not necessarily included in formal coursework. *Prerequisite: Permission of the program director.*

**CSS 694      Computer and Network Security Internship****1-3 cr.**

The student arranges to work in a professional environment. The student's duties must be sufficiently complex to require the expertise of a graduate student. Prior to enrolling in CSS 694, the student and the student's job supervisor must jointly prepare an internship proposal. The proposal must be submitted to the program director and approved prior to enrolling. *Prerequisite: Permission of the program director.*

**CSS 699      Graduate Project****3 cr.**

The student will demonstrate the ability to apply knowledge, analyze challenges, synthesize new solutions and evaluate success of those solutions in a security setting. This will include a practicum in which the student and the on-site supervisor work collaboratively to produce a creative solution from a consumer perspective to a problem that an organization identifies. *Prerequisite: Permission of the program director.*



**CSS 700      Thesis Proposal**

**3 cr.**

Designed as the first part of the thesis option sequence. The student is expected to prepare a formal proposal related to an area of interest for research under the direction of a committee chair and according to Graduate School requirements. At a minimum, the research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. *Prerequisite: Permission of the program director.*

**CSS 701      Thesis**

**1-3 cr.**

Designed as the final sequence of the thesis option. Following approval of the thesis proposal, the student will collect and analyze data and complete the final phase of the research project. The thesis may be conducted using quantitative, qualitative or participatory action research methods. An oral defense of the written thesis must be satisfactorily completed and approved by members of the committee. *Prerequisite: Permission of the program director.*

**IS 603      Computer Network and Telecommunications Systems**

**3 cr.**

This course explores and analyzes voice and data communications. It will cover traditional and current telecommunication and computer network systems. Topics include the Open System Interconnection 7-Layer Model, Public Switch Telephone Network, Transmission Control Protocol/Internet Protocol, Ethernet, Frame Relay and Asynchronous Transfer Mode.

**IS 605      Data Management and Applications Security**

**3 cr.**

The concepts, principles, issues and techniques for managing corporate data resources and ensuring data integrity. Techniques for managing the design and development of large database systems including logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing and data mining. The basic SQL commands will be utilized.

**IS 610      Systems Engineering, Planning and Control**

**3 cr.**

Survey of software engineering paradigms, software project planning and risk analysis, software analysis and design methodologies, software quality assurance and testing, software configuration management and computer-aided software engineering tools that are useful for business applications. Group project on structured analysis utilizing rapid application development and prototyping.

**IS 620      Computer Security, Risk Management and Control**

**3 cr.**

Explore the threats and risks present in organizations due to the pervasive use of technology. Learn risk evaluation techniques and identify security and control techniques used to minimize threats and risk to the organization. Computer and information security topics emphasized include threat techniques, protective techniques, risk analysis, contingency planning, password techniques, encryption, network protocol and intercept devices. *Prerequisite: IS 603 or comparable course, CS 365 or relevant experience and IS 605 or current enrollment.*

- IS 640      Project and Change Management      3 cr.**  
 Course covers project integration, scope, time, cost, quality control and risk management. Managing the changes in organizations resulting from introducing or revising information systems and the IS specialist role in change management. Exploring objectives and techniques of planning, organizing and managing complex information systems development projects.
- PA 501      Public Affairs Concepts and Theory      3 cr.**  
 This course provides an introduction to the field of public affairs and to the current problems in the area. Public affairs will be related to concepts of organizational theory and organizational behavior with an emphasis on the special nature of public organizations. The emphasis areas of the MPA program and their interrelationships will be explained.
- PA 502      Public Affairs Methodology      3 cr.**  
 This course is a study of the theoretical background of various analytical techniques of social science research, with emphasis on application to problems of administration in business, industry, government and nonprofit organizations. *Prerequisite: PA 501.*
- PA 503      Emerging Issues in Public Affairs      1 to 3 cr.**  
 The course analyzes a selected current issue in the field of public affairs. This course will be offered when need and interest are present. The topic of the course will vary.
- PA 504      Independent Study in Public Affairs      1 to 4 cr.**  
 This course is designed to allow the student to substitute individualized instruction for a regular course and may be used to replace integration courses. The course may be taken only twice. *Permission of the area coordinator and dean is required.*
- PA 506      International Service-Learning Experience      1 cr.**  
 Students participate in a 10-day, service-learning experience abroad and complete assignments relating the experience to their coursework. The weeks prior to the travel and service portion of the course are devoted to research and learning about the host country, the conditions of the service that will be rendered, including principles of international development. PA 506 is offered periodically, with the support of Park University's Office of International Education and Study Abroad, in collaboration with the Hauptmann School for Public Affairs, and is open to all M.P.A. students, regardless of area of concentration. Travel expenses may be subsidized, in part, by Park University. The International Education and Study Abroad office coordinates the service-learning experience. *Enrollment is limited, and by permission of the dean of the Hauptmann School.*
- PA 507      Workshop on Current Issues in Public Affairs      1 cr.**  
 A seminar designed to explore a current issue in public affairs, addressing issues and situations in the field. This course is offered frequently on a variety of current topics. Two of these workshops may replace any 2-credit hour course in one's area of concentration. The course may be taken three times.

**PA 508      Research and Analysis****2 to 3 cr.**

This course explores the appropriateness of various analytic, research and investigative techniques for specific purposes. Students critically examine the nature of information and its various forms of storage and access. Research designs are explored, focusing on qualitative methods, interviewing and other techniques of community-based problem-solving research and applied research. Scholarly standards of query formulation, mechanisms of information retrieval and principles of information evaluation, in relation to both traditional and modern research resources, are emphasized. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

**PA 509      Leadership Development and Organizations****2 to 3 cr.**

This highly interactive course, grounded in organization theory, examines organizations from a cross-sector perspective. The inherently contradictory nature of organizations and the leadership competencies associated with these contradictions are explored, using organizational effectiveness frameworks. Students embark on developing managerial leadership competencies associated with organizational effectiveness criteria. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

**PA 511      Public Management and Organizational Behavior****3 cr.**

The common and distinctive elements of management at several levels of government are studied. The management philosophy of public organizations, strategy and organizational behavior are highlighted.

**PA 512      The Environment of Public Organizations****3 cr.**

This course provides a study of the inter-relationships between public organizations and their internal and external environment, including its global dimensions. The environments will also be analyzed as the framework for the demands and supports facing public organizations, with special emphasis on ideas of citizen participation, inter-governmental relations and political influence. The mutual relationships between politics and administration will be stressed, including issues of contracting out and privatization.

**PA 513      Evaluation and Impact of Public Organizations****3 cr.**

This course examines the evaluation of the output of public organizations, the criteria and methodology of the evaluation. It also explores how public policies impact on the environment and the role of these outcomes for future actions of public organizations. The relationship of evaluation to monitoring performance will be analyzed.

**PA 521      Business, Government and Society****3 cr.**

This course is a study of the business firm as a social institution, with emphasis on the changing purposes of social action; ethical problems in management and social responsibilities of the business manager.

**PA 522      World Economics and Comparative Capitalism****3 cr.**

This course is a critical study of the theoretical and philosophical foundations of the private enterprise system in the U.S., its evolution, history performance and future.

- PA 523      Global Macroeconomic Theory      3 cr.**  
 This course provides a systematic study of contemporary issues and problems, domestic and global; critical analysis of policies and practices affecting such problems.
- PA 542      Social Policy      3 cr.**  
 This course provides an examination of policies intended to address community needs and how those policies get set. Reviews community needs, organizations, services and inter-organizational arrangements designed to implement policies in such areas as social welfare, health and mental health, employment and training, crime prevention and cultural endeavors. The course considers the role of individual values and responsibility as well as the mobilization of community efforts to address problems, paying attention to their global implications.
- PA 543      The Nonprofit and Nongovernmental Sectors      3 cr.**  
 This course provides an in-depth review of the role and functions of the philanthropic and nonprofit sector, including history and trends in the field, the legal and regulatory environment. The relationship of the nonprofit sector to the public and business sectors is examined, with attention to the related role of public and for-profit entities in delivering community services.
- PA 545      Management of Nonprofit and Nongovernmental Organizations      3 cr.**  
 This course examines management principles and practices, with the common and distinctive elements of nonprofit management compared to public and business organizations in the United States and to civil society and non-governmental (NGO) organizations in the global context. Different approaches within nonprofit management are viewed historically and in current practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation and regulation, the nature of governance processes, marketing to multiple stakeholders, variations in the mix of services and funding sources, and the use of volunteers. Ethical relationships and the impact of technology within the nonprofit organization are also examined.
- PA 551      Principles of Disaster and Emergency Management      3 cr.**  
 This course examines concepts of organizing society to manage emergencies and disasters. Explores governmental and non-governmental approaches to coping with natural and technological hazards.
- PA 552      Public Policy and Disaster      3 cr.**  
 This course examines the history, development and implementation of disaster-related public policy while addressing the local, state and federal levels, and their interactions during policy development and implementation. The role of emergency managers as policy advocates at all levels of government is also explored.
- PA 553      Disaster and Society      3 cr.**  
 This course provides an interdisciplinary survey of disaster theory from sociological, geographical and public policy perspectives.

**PA 562      Administrative Leadership**

**2 cr.**

This course studies the role of the manager in a public organization, stressing the process of decision and policy-making, as well as the strategies leading to the accomplishment of organizational goals within the political framework. Consideration will be given to problems of communication and group processes.

**PA 563      Personnel Systems of Public Organizations**

**2 cr.**

This course examines the operations of a personnel system with special emphasis on problems of collective bargaining, performance appraisal, training and supervision. Personal development will be emphasized together with diversity as essential concerns of the organization.

**PA 564      Budgeting and Finances of Public Organizations**

**2 cr.**

This course presents current problems in budgeting, accounting and auditing. Special emphasis will be given to the various theories of budgeting and to the role of budgets in planning and performance measurements.

**PA 566      Administrative Law and Public Organizations**

**2 cr.**

This course examines the legal system and its effect on the work of public organizations. Discussion includes the basic elements of administrative law as it applies to public organizations.

**PA 571      Government Regulation of Business**

**2 cr.**

This course examines the processes, goals and effects of regulation of business firms by the several levels of government. Topics include antitrust policy, regulation of public utilities, transportation, securities, banking, health and other areas of economic activity. Economic and legal appraisal of public policy are also explored.

**PA 575      The Changing Global Workforce**

**2 cr.**

This course examines the management of relations between an organization and its workforce; substantive issues and current practices in human resource management and development. A critical review of government's role in human resource development programs is also provided along with achieving harmony in labor-management relations.

**PA 576      The Global Environment of Business**

**2 cr.**

This course examines the economic, political, legal and cultural aspects of the environment of international business. Issues, problems, constraints and the role of governments affecting the conduct of international economic relations are also explored.

**PA 579      Corporate Finance: Concepts and Strategies**

**2 cr.**

The study of selected techniques and their application in financial management, including financial analysis and planning, cash flow management, long-term financing, dividend policy and capital budgeting.

**PA 581      Global Hazard Reduction**

**2 cr.**

This course examines natural and man-made threats, their causes and societal responses to mitigate the risks and impacts. Strategies from all world regions are reviewed.

- PA 582      Disaster, Disease and Public Health      2 cr.**  
Integrated concepts of protecting vulnerable individuals and communities from the health consequences of disasters and emergencies are examined.
- PA 583      Technology, Accidents and Organizations      2 cr.**  
This course examines technological systems, their failures, and the causative and preventive roles played by organizations.
- PA 584      Continuity of Government Operations      2 cr.**  
Strategies to insure the continuous delivery of government services during emergency and disaster situations with a specific emphasis on the local level, but including issues pertinent to the state and federal levels.
- PA 585      Natural Hazards and the Urban Environment      2 cr.**  
This course studies of the sustainability of urban areas in the face of diverse natural hazards, including providing global perspectives on past experiences and future risks.
- PA 586      Planning for Emergencies and Disasters      2 cr.**  
Tools and techniques utilized by government to prepare for emergencies and disasters. Review of integrated planning for all hazards and all phases of disaster.
- PA 587      Government Response to Terrorism      2 cr.**  
This course examines government responses to terrorism with a specific emphasis on non-law enforcement issues facing local and state government. Legal and regulatory frameworks, organizational concepts and interoperability issues related to preparedness and response to chemical, biological and radiological threats.
- PA 591      Planning Nonprofit/Community Services      2 cr.**  
A description of community needs and problems along with a survey of methods for assessing community needs; defining the type, quantity and quality of services desired by prospective clients and funding sources; analyzing existing services and resources; and assessing external factors (such as legal, political, economic and social) which may affect prospects for the proposed services. Goals and objectives emerging from the planning process are viewed as the foundation for program management and accountability.
- PA 593      Financing Nonprofit/Community Services      2 cr.**  
This course provides an examination of alternative funding sources for community and nonprofit services, and the optimal mix of funding sources for a given service and clientele. A variety of fundraising methods are reviewed, as well as organizational characteristics and capabilities which contribute to successful fundraising. Attention is given to non-monetary resources such as in-kind contributions of goods and services, and cooperative ventures.
- PA 594      Financial Management for Nonprofit/Community Organizations      2 cr.**  
This course surveys of methods for budgeting income and expenses; financial recordkeeping; laws and regulations; and tax provisions governing financial management controls, cost analysis, financial reports and preparation for audits.

**PA 595                    Communications and Marketing for                    2 cr.**  
**Nonprofit/Community Organizations**

An overview of the preparation of an annual public relations plan; intra-organizational communications, development of public relations materials, (such as brochures, newsletters, annual report, news releases and advertising), communication with news media, funding sources and others; interpersonal communication skills; impact of organizational actions and reputation on public support.

**PA 600                    Ethical Foundations of Authority and Responsibility                    2 to 3 cr.**

This course will examine fundamental ethical theories, issues, strategies and dilemmas in public service, as they relate to issues of power, authority and responsible decision-making in organizations. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

**PA 602                    Seminar in Public Affairs                    3 cr.**

PA 602 is the capstone seminar of the MPA program. Conducted as a graduate seminar, this course addresses correlation of the academic and practical experiences of the degree candidates to their responsibilities as professionals in a democratic society. Each student prepares a series of papers and/or presentations that emphasize various expectations to be faced in professional work, such as case analysis, critique, evaluation, implementation, research and proficiency in U.S. Constitutional issues. *Prerequisite: 27 hours academic credit, including completion of PA 501 and PA 502.*

**PA 700                    Thesis Proposal                    3 cr.**

Designed as the first part of the thesis option sequence. Students are expected to prepare a formal proposal related to an area of interest for research under the direction of a committee chair and according to School for Graduate and Professional Studies requirements. At a minimum, the research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. *(Offered in 16-week format)*

**PA 701                    Thesis                    3 cr.**

Designed as the final sequence of the thesis option. Following approval of the thesis proposal, students will begin the data collection phase of the research project. The thesis may be conducted using quantitative, qualitative or participatory action research methods. An oral defense of the written thesis must be satisfactorily completed and approved by members of the committee, and the dean of the School. The thesis in its final version must be submitted to the Graduate School. *(Offered in 16 week format)*

**PA 799                    Thesis Continuous Enrollment                    1 cr.**

Arranged with chair when additional time is needed to complete thesis requirements. *(Offered in 16-week format; may be repeated.)*

# MASTER OF HEALTHCARE LEADERSHIP

The Master of Healthcare Leadership program is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can not only manage the current components of health care, but lead the health sector in new directions. The Master of Healthcare Leadership program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHL program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders. The program is an associate member of the Association of University Programs in Health Administration, an oversight organization of the Commission on Accreditation of Healthcare Management Education.

## **Mission**

The mission of Park's Master of Healthcare Leadership program is to prepare new generations of health leaders committed to designing and delivering programs and services to the global community that meet the needs of health care consumers (patients), providers and the community, in order to create organizations and systems that serve the evolving health needs of society.

## **Vision**

Park University's Master of Healthcare Leadership program is designed to prepare learners for the health care challenges of a global society by teaching students innovative approaches to health care leadership.

## **Program Goals**

Specifically, graduates of the Master of Healthcare Leadership program will be:

1. Knowledgeable of the structure and organization of the health systems in the U.S. and internationally.
2. Skilled in the management of health organizations, which includes acquiring a strong foundation in the financial, economic, legal, and leadership theories and practices unique to health organizations.
3. Able to understand health care systems, nationally and internationally, from a comparative perspective.
4. Able to design and lead marketing and strategic planning efforts within an organization as well as health care systems.
5. Able to effectively communicate within system-wide and organizational health care settings.
6. Skilled in collecting, managing, mining and analyzing health care data, and making data-driven decisions that benefit the health of populations.
7. Able to use statistics, quality improvement and research methodology, to improve the effectiveness and efficiency of decision-making.
8. Knowledgeable in law, ethics and policy issues affecting health care and the need to take into account diverse laws, standards, values, morals and cultural ethics.



9. Competent to measure and utilize evidence-based outcomes and capable of leading institutional and system-wide quality improvement efforts.
10. Awareness and knowledge of population health, health-related behaviors and needs of diverse populations, and the ability to take these needs into account when designing health care delivery systems.
11. Knowledgeable of the diverse, ethical and professional standards in the health care and medical professions, and capable of mediating professional differences.

### **Admission Requirements**

Students must meet the minimal admission requirements for Park University's School for Graduate and Professional Studies, which include:

- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 3.0 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts are required.
- Students with a GPA between 2.75 and 3.0 may be considered for admission if they provide an acceptable GRE or GMAT score taken within the past five years of application date, or meet other requirements per the program director's discretion. In some circumstances, probationary status may be granted to those who do not meet minimum admission standards.
- Three letters of recommendation from people who can attest to the student's interest in health care. These can be from employers, former professors or professionals in the health care field who can attest to the student's qualifications, interests and talents.
- An admission essay detailing how the MHL degree from Park University will enable the applicant to reach chosen career, civic and professional goals. This essay must be entirely the work of the applicant and not more than 300 words in length. The essay should be submitted electronically to [gradschool@park.edu](mailto:gradschool@park.edu).

*Note: The only admission requirements waived for Park University alumni are the application fee and submission of official transcripts.*

For more information regarding the Master of Healthcare Leadership program, please visit [www.park.edu/grad/mhl-general.html](http://www.park.edu/grad/mhl-general.html).

### **Graduation Requirements**

- Completion of 36 credit hours of approved courses, with an overall grade point average of 3.0 or above.
- Successful completion of prescribed comprehensive examinations. Following satisfactory completion of all core courses and including at least concomitant enrollment in the Healthcare Leadership Capstone Seminar, the student will be eligible to apply to sit for the MHL Comprehensive Examination.
- Completion of internship with a health care administrator or leader.
- See the *Academic Policies and Academic Standards* section for more information.

**Format and Delivery of Courses**

- **Online:** Courses in the MHL program are predominately online. Students may meet all course requirements through an online format.
- **Face-to face:** Face-to-face courses are offered selectively at the Downtown Kansas City, Mo., Campus Center each academic term, with increasing opportunities for students to meet a significant portion of their degree requirements through this venue.

**Degree Requirements**

<b>Required core courses</b>		<b>27 cr.</b>
HA 508	IT, Data Gathering and Data Management	3 cr.
HA 511	Leadership and Management in Healthcare Systems	3 cr.
HA 515	Marketing and Consumer-Driven HealthCare	3 cr.
HA 516	Healthcare Finance	3 cr.
HA 517	Legal and Ethical Issues in Healthcare Leadership	3 cr.
HA 518	Organization of Healthcare Delivery Systems	3 cr.
HA 533	Managerial Epidemiology	3 cr.
HA 604	Healthcare Economics and Payment Systems	3 cr.
HA 620	Healthcare Leadership Capstone Seminar	3 cr.
<i>(16-week format)</i>		
<b>Electives</b> <i>(select three courses from list below)</i>		<b>9 cr.</b>
HA 521	Special Topics Practicum and Field Research in Healthcare Leadership	3 cr.
HA 532	Healthcare Services and Systems for Diverse Populations	3 cr.
HA 537	The Policy and Politics of Health Care	3 cr.
HA 557	Nursing Dimensions of Healthcare Leadership	3 cr.
HA 573	Quality Improvement and Outcome Assessment in Healthcare Settings	3 cr.
HA 580	The Pharmaceutical Basis for Healthcare Delivery	3 cr.
HA 611	Mediation, Negotiation and Conflict Management	3 cr.
PA 503	Emerging Issues in Public Affairs	3 cr.
PA 545	Management of Nonprofit and Nongovernmental Organizations	3 cr.
<b>TOTAL</b>		<b>36 cr.</b>

Additional elective coursework is available for selection from the graduate Master of Business Administration, Master of Public Affairs, Master of Education and Master of Arts in Communication and Leadership programs, to offer flexibility in content for MHL students’ interests. Use of courses from other programs must be discussed and approved by the program director prior to enrollment.

## **Course Descriptions**

### **HA 508 IT, Data Gathering and Data Management**

**3 cr.**

The course focuses on gathering and analyzing relevant institutional data for decision-making. Familiarity with main health care data organizations, both public and private, will also be a focus of this course. Students will have direct experience with data mining, planning studies and operational research, as well as with clinical research, as it relates to health care outcomes. Use of inferential statistics and other data analysis techniques will be taught in this course. An introduction to the role of information systems and state-of-the-art information technologies in management and decision-making, as well as reducing risk and promoting patient safety and confidentiality, will be offered. The course seeks to build skills and knowledge in the evaluation and selection of hardware and software, evaluating technology vendors and effective use of technology-based solutions. It will also focus on the implementation and training needed to implement information technology and to further evidence-based health care and data driven decisions.

### **HA 511 Leadership and Management in Healthcare Systems**

**3 cr.**

This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to the participants. Examples of issues include rural and urban health care, managed care, ethics of health care, integrating technology, and leadership styles and traits.

### **HA 515 Marketing and Consumer Driven Healthcare**

**3 cr.**

Within a broad marketing philosophy, the course presents marketing as the process of identifying and delivering what physicians, patients and families want. This involves market research, market analysis, product design, product development, promotion and delivery; physician, patient, family and employee satisfaction and understanding how these factors drive the health care market.

### **HA 516 Healthcare Finance**

**3 cr.**

The focus of this course is on financial management tools and strategies for health care organizations. The course includes capital and cash flow management, budgeting, financial markets, investment decisions, analyzing financial statements, pricing, cost analysis, performance evaluation, contract negotiation, financial accounting, problems and solutions of health insurance, government funding and methods of containing health costs. These issues will be studied in view of serving consumers more effectively.

### **HA 517 Legal and Ethical Issues in Healthcare Leadership**

**3 cr.**

The course studies the legal framework of health services and health care delivery, as well as the ethical issues confronted by health care administrators in various health settings. Topics will include licensure, medical malpractice, liability, insurance issues, legal standards for care, confidentiality of records (HIPAA), informed consent and, patient rights and patient advocacy.

**HA 518      Organization of Healthcare Delivery Systems      3 cr.**

The course provides an overview of the development of the current status of the health care system in the U.S., its organizational structure and operation of the various health care organizations, governmental as well as non-governmental, at the federal, state and local levels. The course examines the structure and issues of the major health care delivery systems (national and international), including outpatient clinics, physicians' offices, hospitals, long-term care facilities, self-help organizations, patient advocacy groups, accrediting agencies and the insurance industry. Grounded in the past and focused on the future of American health care systems, the course will examine the evolution of administrative characteristics, with consumer demand characteristics (physicians, patients and families) and the planning and operation of health care services in an international competitive marketplace.

**HA 521      Special Topics Practicum and Field Research  
in Healthcare Leadership      3 cr.**

This course is specifically for Master of Healthcare Leadership students and will focus on contemporary management issues in health care. *The course will be offered when need and interest are present.*

**HA 532      Healthcare Services and Systems for Diverse Populations      3 cr.**

This is a broad-based course in the sociology and anthropology of medicine and health. The course will focus on the social, cultural and behavioral aspects of health-related issues and their implications for health administration. Topics will also include gender, race and culture issues in health care.

**HA 533      Managerial Epidemiology      3 cr.**

Epidemiology is the study of the distribution and determinants of health in populations and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems and to identify solutions to prevent disease and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management of health care organizations.

**HA 537      The Policy and Politics of Health Care      3 cr.**

This course addresses the momentous changes that health care is facing in the U.S. and around the world. Fueled by population growth and socioeconomic trends, political systems will, and must, respond to the new demands of health care. With a challenging and insightful analysis and evaluation of the political, professional and consumer demands, this course will help learners prepare for the leadership expectations global systems changes will require.

**HA 557      Nursing Dimensions of Healthcare Leadership      3 cr.**

Nursing care is a major force in health care delivery and leadership. The course will focus on how leadership roles that nurses play in health care delivery systems are organized. The current and evolving leadership roles of the nursing profession will be covered, along with the overall organization of health care systems.

**HA 573      Quality Improvement and Outcomes Assessment in      3 cr.**  
**Healthcare Settings**

The course will familiarize students with outcomes-based quality improvement methodologies. Focus will be on the techniques of measuring customer satisfaction, implementing quality management programs, and adherence to best practices and standards. It will also focus on patient safety and the infrastructure needed to create a culture of safety in health care organizations.

**HA 580      The Pharmaceutical Basis for Healthcare Delivery      3 cr.**

The use of pharmaceuticals and medical devices in health care has become a major driver in both the clinical and administrative functions of health care leadership. Knowledge of, and the ability to manage, the professional constituents and vendors in these areas is critical to the success of health care organizations and the patients and doctors that are served by them. This course focuses on critical elements of the administration and role of pharmacy and medical devices.

**HA 604      Healthcare Economics and Payment Systems      3 cr.**

The course will focus on key macro- and micro-economic concepts, such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories and cost-benefit analysis, as they apply to health care as a service industry, including current and future payment systems for health care, such as HMOs, Medicare, Medicaid and comparisons to other countries.

**HA 611      Mediation, Negotiation and Conflict Management      3 cr.**

Mediation, negotiation and conflict resolution with physicians, nursing and allied health staff, patients, and their families are critical components of leadership. The course focuses on learning preventative approaches to conflicts and disputes, and development of professional skills in negotiating, mediating and managing conflicts. This course will include methods for patient, employee and physician satisfaction assessment, and continuous improvement.

**HA 620      Healthcare Leadership Capstone Seminar      3 cr.**

This is the capstone course for the MHL program that will provide students the opportunity to integrate and synthesize previous course work in health care management. The focus of the course will be on the application of health leadership and management theories and concepts. The course will require a major project and internship with a health organization. *Prerequisites: Completion of at least 27 credit hours of MHL courses, including all core courses, and permission of the program director are required. (16- week format)*

# COLLEGE OF LIBERAL ARTS AND SCIENCES

**Jane Wood, Ph.D., Dean, College of Liberal Arts and Sciences**

**J. Mark Noe, Ph.D., Director, Master of Arts in Communication and Leadership Program**

**Stanislav Ioudenitch, Artistic Director, International Center for Music**

Park University's College of Liberal Arts and Sciences embodies the very beginnings of the University back to 1875. For more than a century, Park graduates from the liberal arts and sciences have excelled in a variety of careers, including mathematics, biology, chemistry, higher education, literature and the arts. Since its inception, Park University has been a liberal arts college with an emphasis on experiential learning. Today, we carry on that tradition through innovative programs in the fine and performing arts, the humanities, and the natural and social sciences.

## **Mission**

The College of Liberal Arts and Sciences of Park University will prepare graduates who are articulate, literate, reflective, lifelong learners and active global citizens.

## **Vision**

The College will be a leader in providing quality, innovative programs for academic preparation and intellectual growth, through multiple means, in a way that meets the needs of people living in an interdependent world.

## **International Center for Music**

The International Center for Music at Park University was established to foster the exchange of master teacher/performers, renowned young musicians and programs from countries across the globe. Led by 2001 Van Cliburn International Piano Competition gold medalist Stanislav Ioudenitch, artistic director and associate professor of music, the education of emerging musicians is at the philosophical core of the Center's mission and the quality of that training is crucial to great artistry. Music is an international language that enables all peoples to share in experiences that help shape their culture and values. By involving the highest caliber artists of our generation as educators, the International Center for Music enables its students and audiences to experience the wealth of musical literature that has impacted generations of our global society.

# MASTER OF ARTS IN COMMUNICATION AND LEADERSHIP

The search for effective leadership continues today as contemporary organizations become more complex. The Master of Arts in Communication and Leadership program starts with the premise that communication is the essence of effective leadership. The student trained in communication is uniquely qualified to provide innovative leadership within the global community.

## **Mission**

The Master of Arts in Communication and Leadership will develop exceptional communicators who are creative and who possess the interpersonal and organizational skills needed to meet the demands of complex organizations in a global society.

## **Vision**

The Master of Arts in Communication and Leadership program will be an international leader in the development of uniquely qualified individuals to provide innovative leadership within the global community.

## **Purpose of the Program**

In the *Republic*, Plato discusses the appropriate training that should be a part of educating political leaders. Since the time of the classic Greek philosophers, countless individuals have speculated about the principles of leadership. The search for effective leadership continues today, as contemporary organizations become more complex. The Master of Arts in Communication and Leadership begins with the premise that communication is the essence of effective leadership. The student trained in communication is uniquely qualified to provide innovative leadership within the global community.

This graduate program is designed for professionals who wish to build upon their current career skills or advance to a new position or organization, and for students interested in pursuing a doctorate. The complexities of relationships and the competitive nature of business demand leaders with highly polished interpersonal and organizational skills. This degree combines the practical and theoretical knowledge needed to serve in corporate and nonprofit settings, the military, government, politics or other arenas, as well as developing the research and writing skills necessary for doctoral work.

## **Program Goals**

- To provide students with an understanding of the centrality of communication in all aspects of personal and organizational life.
- To develop the ability of students to read and conduct research, and apply the principles to their own organizations.
- To provide a forum for the exchange of ideas between students and organizational leaders concerning the requirements to achieve excellence.
- To provide a historical overview of leadership perspectives from the 1940s to the present.

*(continued on next page)*

- To foster an awareness of the communication styles and values of different cultures and how these factors influence business in a global environment.
- To combine theoretical knowledge and practical skills to resolve organizational issues and improve decision-making.
- To develop a framework for ethical conduct in contemporary organizations.

### **Admission Requirements**

- A bachelor's degree from an accredited U.S. institution or the equivalent from an international institution.
- A minimum 3.0 cumulative grade point average in the bachelor's degree.
- A GRE score taken within the past five years of application date. A score of 150 is required in each section, verbal and quantitative, for regular admission (preference is on the verbal score). Students falling below that score can appeal to the program director for admission on a probationary basis if they have a high undergraduate GPA and excellent letters of recommendation.
- A copy of résumé.
- Official transcripts of all previous college work, both undergraduate and graduate.
- Three statements of recommendation from individuals, such as employers and/or faculty, in a position to comment meaningfully and specifically on the student's abilities and potential for graduate work.
- An application fee of \$50 (domestic students) or \$100 (international students) made out to Park University.

*Note: Students must be admitted by both the Department of Communication Arts and the Park University School for Graduate and Professional Studies. A student who is accepted pending receipt of all required documentation, must submit complete and satisfactory records within 60 days (45 days in an 8-week session and/or summer term) after the first day of registration.*

### **Graduation Requirements**

- Completion of 36 credit hours of graduate core and electives with no more than nine (9) credit hours transferred from other institutions. The transfer of coursework must be completed prior to admission to Park University's Master of Arts in Communication and Leadership Program.
- Grade point average of at least 3.0 with no more than two grades of "C" in graduate courses taken at Park.
- Passing of comprehensive exam. The comprehensive exam may be repeated one time. A third attempt may be permitted by the School dean upon the recommendation of the program director.



## **Degree Requirements**

<b>Core</b>		<b>16 cr.</b>
CA 500	Introduction to Graduate Communication Study	1 cr.
CA 501	Human Communication Perspectives	3 cr.
CA 516	Research 1	3 cr.
CA 517	Research 2	3 cr.
CA 529	Cross-Cultural Communication	3 cr.
CA 699	The Epistemology of Communication	3 cr.
<b>Organizational Emphasis</b>		<b>15 cr.</b>
CA 505	Organizational Leadership	3 cr.
CA 520	Leading Organizational Change	3 cr.
CA 670	Measuring Leadership	3 cr.
<b>Electives</b>		<b>6 cr.</b>
<b>Graduate Project, Thesis or Reflection Paper</b> ( <i>choose one option</i> )		<b>2-5 cr.</b>
CA 700	Graduate Project	2-5 cr.*
or		
CA 797	Thesis — Design and Research	5 cr.
CA 799	Thesis — Continuous Enrollment	1 cr.
or		
CA 798	Leadership Reflections	2 hrs.
<b>TOTAL</b>		<b>36 cr.</b>

## **Learning Outcomes Assessment / Program Assessment**

Embedded within each course syllabi will be methodologies for learning outcomes assessment for that particular course. The overall program outcomes will be assessed based on student performance in the program with particular emphasis on:

- Comprehensive written examinations
- Capstone course consisting of a thesis, graduate project or reflection paper
- Thesis/graduate project oral defense

## **Course Descriptions**

### **CA 500      Introduction to Graduate Communication Study      1 cr.**

This course introduces students to the skills necessary to succeed in the Master's in Communication and Leadership Program. The class will focus on the structure of the discipline, library research, reading communication research, types of research methods, APA style and writing. *The class will be offered each term in the online format and should be taken concurrently with the student's first course in the degree program.*

### **CA 501      Human Communication Perspectives      3 cr.**

This course is a survey of communication theories from the interpersonal, small-group and organizational contexts. It also serves as an introduction to graduate study.

### **CA 504      Special Topics in Communication and Leadership      3 cr.**

The course is designed to allow for the introduction of special areas of interest in communication and leadership. *This course may be repeated with a different topic.*

- CA 505      Organizational Leadership      3 cr.**  
 A course that explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It will emphasize the role of the leader in problem-solving and decision-making.
- CA 510      Rhetorical Criticism      3 cr.**  
 This course discusses the general nature of both rhetoric and criticism, providing a basic conceptual framework for the identification and analysis of rhetorical artifacts and then survey contemporary critical approaches. These include cluster, feminist, ideological, metaphoric, narrative and generative criticism. This class will be writing intensive.
- CA 516      Research 1      3 cr.**  
 A study of the processes used by social researchers to describe human communication. The class will emphasize ethnography, field research and interviewing for data gathering and analysis.
- CA 517      Research 2      3 cr.**  
 A study of the basic principles used to construct quantitative research designs, test hypotheses and apply methods of behavioral science to communication.
- CA 520      Leading Organizational Change      3 cr.**  
 An examination of the leader's role in assessing organizational readiness for change, implementation of change, framing change for stakeholders and evaluation of change efforts.
- CA 525      Interpersonal Communication Theories      3 cr.**  
 A study of research and theories of interpersonal communication, including exemplary leadership behavior for organizations.
- CA 529      Cross-Cultural Communication      3 cr.**  
 A study of communication and culture that examines cultural variability in interpersonal relationships. (*Cross-listed as ED 529*)
- CA 567      Communication Teaching, Training and Consulting      3 cr.**  
 This course covers the theory and practice of developing, presenting and evaluating communication and communication training sessions for organizations and higher education contexts. Units include public speaking, interpersonal communication, organizational communication, leadership and consulting. Students prepare for the role of educator, consultant or trainer by acting as a consultant or creating their own training or educational units.
- CA 620      Human Communication and the Internet      3 cr.**  
 This course explores communication theories within the context of emerging media. The paradoxes of human communication on the Internet and the interpersonal nature of the interactions are examined. Students will investigate online communities, communication strategies and information leadership. Course includes major components in writing and experiential learning in an action research project.

- CA 641      Communication in Conflict Management      3 cr.**  
 This class covers the nature of power and conflict as well as researched-based methods of decision-making and conflict resolution. The student will analyze, plan, make decisions and implement research-based strategies for conflict management in organizational communication contexts.
- CA 649      Introduction to Mediation      3 cr.**  
 Mediation is the intervention of a third party to assist those in a conflict in determining their own resolution. This course introduces the theory of mediation and basic mediator skills.
- CA 670      Measuring Leadership      3 cr.**  
 This course analyzes the methods used by scholars and practitioners to understand leadership. Starting with landmark leadership studies at Ohio State University, numerous attempts have been made to identify essential elements involved in leading others. This course examines assessments starting with the 1940s and concluding with current methods. *Expensive learning materials required. Contact your professor before purchase.*
- CA 675      Case Studies in Communication and Leadership      3 cr.**  
 This course will cover organizational theories of scientific and classical management, transitional theories, human relations movement, information technology, leadership and human resource development. Students will read, write and discuss case studies to analyze, evaluate and predict effective, research-based organizational communication and leadership theories and practices.
- CA 685      Communication Audits in Organizations      3 cr.**  
 A hands-on analysis of communication in a selected organization. Students work as a consulting group to analyze the essential dimensions of communication, including job satisfaction, channels, feedback and commitment.
- CA 699      The Epistemology of Communication      3 cr.**  
 This course examines the philosophical origins of communication theories and the nature of knowledge in the field. Literature will be drawn from various disciplines illustrating the eclectic roots of communication as an area of inquiry. The course focuses on a framework to analyze the various approaches.
- CA 700      Graduate Project      1-3 cr.**  
 Capstone course for students who work individually with a graduate advisor to research approved organizational issues. *Offered in 8- and 16-week format. Variable credit of 1-3 hours; may be repeated; must total 2-5 hours. Permission required. The project will be graded on a pass/fail basis and requires an oral defense.*
- CA 797      Thesis Design and Research      1-3 cr.**  
 With the approval of the program director, interested and capable students may elect the Thesis Option to satisfy degree requirements. The six (6) credit hour Thesis Option provides students with the opportunity to explore a topic of interest through an in-depth research project. Students electing the Thesis Option shall adhere to the requirements set forth in the School for Graduate and Professional Studies *Thesis Standards and Procedures* manual. *Variable credit: 1-3 hours; may be repeated; must total 5 hours. Permission required. Thesis graded on a pass/fail basis and requires an oral defense.*

**CA 798      Leadership Reflections      2 cr.**

Capstone course for students not developing a thesis or project. Students electing this option will choose an additional class from the electives. This paper is graded on a pass/fail basis and does not require an oral defense.

**CA 799      Thesis — Continuous Enrollment      1 cr.**

This class will be graded on a pass/fail basis. *Offered in 16-week format.*

## Master of Music in Performance (Applied Emphasis in Piano, Violin, Viola or Cello)

Building on its firm liberal arts and sciences foundation, Park University's College of Liberal Arts and Sciences houses the acclaimed International Center for Music, and offers two graduate degree programs and graduate certificates in applied music (piano, violin, viola and cello), and a Graduate Artist Diploma.

The Master of Music degree program is an advanced course of study for musicians who hold a bachelor's degree and are seeking careers as professional musicians. In addition to the general rules that are applicable for admission to the School for Graduate and Professional Studies at Park University, specific admission requirements are:

- a. Bachelor of Music or related undergraduate degree from a U.S. institution, an equivalent bachelor's degree from an accredited foreign institution of higher education or equivalent professional experience as determined by the faculty of the University's International Center for Music.
- b. An audition before the music faculty. In approved situations, a recording may be submitted in lieu of a live audition.

Each applicant must furnish a complete list of repertoire and recital history at the time of application. This is an advanced program of study at the graduate level, supervised and approved by the graduate faculty of Park University.

The student may select one of the following performance areas:

### **Piano Performance** (2-year program)

#### **Program Requirements**

		<b>36 cr.</b>
<i>Applied Lessons and Recitals (two recitals — one each in years one and two)</i>		<i>12 cr.</i>
MU 540	Semester One	3 cr.
MU 541	Semester Two	3 cr.
MU 542	Semester Three	3 cr.
MU 543	Semester Four	3 cr.
<i>Chamber Music</i>		<i>4 cr.</i>
MU 546	Semester One	1 cr.
MU 547	Semester Two	1 cr.
MU 548	Semester Three	1 cr.
MU 549	Semester Four	1 cr.
<i>Performance Class</i>		<i>4 cr.</i>
MU 551	Semester One	1 cr.
MU 552	Semester Two	1 cr.
MU 553	Semester Three	1 cr.
MU 554	Semester Four	1 cr.
<i>Collaboration</i>		<i>8 cr.</i>
MU 556	Semester One	2 cr.
MU 557	Semester Two	2 cr.
MU 558	Semester Three	2 cr.
MU 559	Semester Four	2 cr.
<i>Approved Electives</i>		<i>8 cr.</i>

## **String Performance** (2-year program)

### **Program Requirements**

		<b>36 hrs.</b>
<i>Applied Lessons and Recitals (two recitals — one each in years one and two)</i>		<i>12 cr.</i>
MU 540	Semester One	3 cr.
MU 541	Semester Two	3 cr.
MU 542	Semester Three	3 cr.
MU 543	Semester Four	3 cr.
<i>Chamber Music</i>		<i>4 cr.</i>
MU 546	Semester One	1 cr.
MU 547	Semester Two	1 cr.
MU 548	Semester Three	1 cr.
MU 549	Semester Four	1 cr.
<i>Performance Class</i>		<i>4 cr.</i>
MU 551	Semester One	1 cr.
MU 552	Semester Two	1 cr.
MU 553	Semester Three	1 cr.
MU 554	Semester Four	1 cr.
<i>Orchestra</i>		<i>4 cr.</i>
MU 565	Semester One	1 hr.
MU 566	Semester Two	1 hr.
MU 567	Semester Three	1 hr.
MU 568	Semester Four	1 hr.
<i>Orchestra Repertoire</i>		<i>4 cr.</i>
MU 575	Semester One	1 cr.
MU 576	Semester Two	1 cr.
MU 577	Semester Three	1 cr.
MU 578	Semester Four	1 cr.
<i>Approved Electives</i>		<i>8 hrs.</i>

Students entering the Master of Music program must take a Theory Competency Test. Students who do not pass are assigned to the appropriate theory class.

## **Course Descriptions**

### **MU 501      Applied Music A** **6 cr.**

Course involves in-depth analysis and selection of new repertoire learned. Students will have two private lessons per week and scheduled discussions regarding theory and performance technique. Selected new learned repertoire will be performed in a recital at the end of the semester. Students will be encouraged to participate in regional, national and international competitions. (*Pass/Fail*)

### **MU 510      Applied Music B** **6 cr.**

A continuation of MU 501. (*Pass/Fail*)

### **MU 520      Applied Music C** **6 cr.**

A continuation of MU 510. (*Pass/Fail*)

### **MU 530      Applied Music D** **6 cr.**

A continuation of MU 520, culminating in a major recital, demonstrating depth and range of repertoire. (*Pass/Fail*)

<b>MU534</b>	<b>Music History: Medieval, Renaissance and Baroque</b>	<b>3 cr.</b>
An introduction to the music literature from ancient times to 1700. Historical and stylistic perspectives are addressed as are the organization, language and grammar of musical structure for the relevant time period.		
<b>MU535</b>	<b>Music History: Classic, Romantic and Modern</b>	<b>3 cr.</b>
An introduction to the music literature from 1700 to the present. Historical and stylistic perspectives are addressed as are the organization, language and grammar of musical structure for the relevant time period.		
<b>MU 540-543</b>	<b>Applied Lessons and Recitals</b>	<b>12 cr.</b>
Individual lessons and recital preparation.		
<b>MU 546-549</b>	<b>Chamber Music</b>	<b>4 cr.</b>
Study and performance of music for chamber orchestra.		
<b>MU 551-554</b>	<b>Performance Class</b>	<b>4 cr.</b>
Opportunity to perform in a simulated concert environment with critical feedback.		
<b>MU 556-559</b>	<b>Collaboration</b>	<b>8 cr.</b>
Developing skills of playing with other musicians.		
<b>MU 560</b>	<b>Applied Music</b>	<b>6 cr.</b>
This course places emphasis on developing repertoire and is designed to develop both artistry and professionalism. Students will be prepared for major competitions, as well as auditions for professional appointments in the professional and academic arena.		
<b>MU 565-568</b>	<b>Orchestra</b>	<b>4 cr.</b>
Study and performance of music for orchestra.		
<b>MU 570</b>	<b>Applied Music</b>	<b>6 cr.</b>
A continuation of MU 560.		
<b>MU 575-578</b>	<b>Orchestral Repertoire</b>	<b>4 cr.</b>
The study, rehearsal and performance of orchestral repertoire.		
<b>MU 580</b>	<b>Applied Music</b>	<b>6 cr.</b>
A continuation of MU 570.		
<b>MU 585</b>	<b>Special Topics in Music</b>	<b>1-3 cr.</b>
Intensive study and/or performance of an area of music selected by the instructor on the basis of student need or current issues.		
<b>MU 590</b>	<b>Applied Music</b>	<b>6 cr.</b>
A continuation of MU 580.		

## FACILITIES AND SERVICES

Park University's Parkville Campus is located high on a bluff commanding an inspiring view of the Missouri River, which sweeps in a broad curve around the quiet, small town of Parkville, Mo. To the south and southeast, the skyline of Greater Kansas City is visible. The 700-acre Parkville Campus is a site of great natural beauty, with woodlands, waterfalls and wildflowers.

The School for Graduate and Professional Studies is located at the Downtown Kansas City, Mo., Campus Center, 911 Main St. Occupying the eighth and ninth floors of the Commerce Tower, the SGPS and the graduate programs are located here for the convenience of those who work in the city and surrounding areas. In addition to the SGPS, the facility houses administrative and faculty offices, the Kansas City Accelerated (8-week) program and the Portfolio program. The 31,000 square-foot facility contains 14 classrooms, two computer classrooms, two computer labs, 29 offices, four conference rooms, one student lounge and a library.

### **Academic Support Center**

The Academic Support Center offers services to graduate students including writing help, disability services and a computer lab for student use. Graduate students may also access the online writing lab, designated under "Special Courses" as CDL 200 on the menu format <http://parkonline.org>. The ASC is located on the Parkville Campus in room 406 of the Mabee Learning Center/Academic Underground, across from the McAfee Memorial Library. (816) 584-6330.

### **Bookstore**

All books required for graduate courses are available for purchase at the Park University Bookstore, located in the Mabee Learning Center/Academic Underground on the Parkville Campus. (816) 584-6747, or visit [www.park.edu/bookstore/](http://www.park.edu/bookstore/). Books are also available for courses offered online from MBS Direct, <http://bookstore.mbsdirect.net/PARK.htm>.

### **Career Development Center**

The Career Development Center assists students in all stages of career development, including career assessment, résumé and cover letter preparation, interviewing skills and job search strategies. The objective is to give students the skills and opportunities necessary for a successful job search. For a list of services, contact the Career Development Center, located adjacent to the McAfee Memorial Library in the Mabee Learning Center/Academic Underground on the Parkville Campus. Contact [careers@park.edu](mailto:careers@park.edu) or (816) 584-6407, or visit [www.park.edu/career](http://www.park.edu/career).

### **Counseling**

Students seeking counseling regarding personal and school-related problems may contact the University's Counseling Center, located in Dearing Hall on the Parkville Campus. Park University does not provide intensive therapy for neurosis or psychosis. For acute therapy, a referral will be made to appropriate outside professional agencies.



### **eCollege / For Online Students**

Within 48 hours of registering in the first course, students are granted access to eCollege (<http://parkonline.org/>). This system provides eClassroom — a virtual classroom for online courses, and eCompanion — an online supplement for face-to-face courses. Additionally, this can be used as a homepage and has links to the MBS Bookstore, Google Mail and OPEN.

It is recommended that students test their computer system and explore eCollege before starting an online course. Access is available one week before classes start. Students are expected to be prepared and ready to work on the first day of the term.

To login, students need their username and password. The username is the student's six-digit Park ID number. To obtain password information, please contact the Help Desk during its normal business hours (Monday-Thursday, 8 a.m.-6 p.m., and Friday, 8 a.m.-4:30 p.m., Central time) at [helpdesk@park.edu](mailto:helpdesk@park.edu) or call (816) 584-6768 in the Kansas City area, or (800) 927-3024.

### **Google Apps E-Mail / MyPark**

As a valuable benefit, Park University gives every student an e-mail account within 48 hours of their first registration. Notices from the University and faculty, regarding enrollment deadlines, financial aid, waiting lists, course information and urgent messages are sent to this account. It is important to check it regularly since the University and faculty will use this as the primary and/or official contact for students. Students may set their "options" to forward messages to another e-mail account. Before using any of the Google Apps features, students must connect to their e-mail account.

If you haven't already done so, please check out MyPark at <https://my.park.edu> to discover how it includes single sign-on access to all the student resources you will need — on a single page. Students are encouraged to review and use the communication tools (calendar, document sharing and mail/chat) which are located in My Google Apps inside the MyPark student portal.

For more information, visit <https://my.park.edu> or contact the Help Desk during its normal business hours (Monday-Thursday, 8 a.m.-6 p.m., and Friday, 8 a.m.-4:30 p.m., Central time) at [helpdesk@park.edu](mailto:helpdesk@park.edu) or call (816) 584-6768 in the Kansas City area, or (800) 927-3024.

### **Testing Center**

The Testing Center, located in room 706 of the Mabee Learning Center/Academic Underground on the Parkville Campus, handles CLEP, DANTES and the proctoring of final exams for Kansas City area online students. Tests are given by appointment. Graduate students at a distance should consult their graduate program for instructions regarding examinations. For more information, visit [www.park.edu/support/testcenter.asp](http://www.park.edu/support/testcenter.asp) or contact [testingcenter@park.edu](mailto:testingcenter@park.edu) or (816) 584-6887.

### **McAfee Memorial Library**

The McAfee Memorial Library, located in the Mabee Learning Center/Academic Underground on the Parkville Campus, contains more than 158,000 volumes, nearly periodical subscriptions and more than 90,000 microforms. The library is electronically networked to several colleges, universities and city libraries, so that students have access to over 2,000,000 volumes. Other library resources include periodical indexes and databases, reference sources, database access, and by appointment, the archives and records of the University. Full-text articles can also be located in a number of periodical databases. The library, provides seats for approximately 290, and includes seminar rooms and group study rooms, an extended hours study area, and the Campanella Art Gallery. The book collection can be accessed through an electronic catalog. Access to the online catalog and other electronic resources is provided at [www.park.edu/library/](http://www.park.edu/library/).

The University cooperates with other institutions of higher learning in the metropolitan area to provide access to their libraries. Park's library offers interlibrary loan and direct borrowing from area libraries, through several cooperative agreements.

### **Other University-Wide Facilities**

Students enrolled in a graduate program have access to all Park University facilities, subject to normal student use policies.

# STUDENT CONDUCT CODE

As a student at Park University, you should be aware of the rights you have as a student and of the responsibilities associated with being a Park student. These policies apply to all Park University students, regardless of whether the student is taking classes online, at a campus center or on the Parkville Campus — all delivery modes and all locations. The Student Code of Conduct reflects the core values of the University, and is based on respect for self and others, and was developed to challenge students to embrace high ethical standards, and interact with other students, faculty and staff with integrity.

As a student, you have the right to an opportunity to learn in an environment that is free from discrimination based on race, color, creed, religion, gender, marital status, sexual orientation, national origin, age, disability or veteran status. It is the responsibility of all members of the Park University community — students, faculty and staff — to create and maintain an environment where all persons are treated with respect, dignity and fairness. Students have responsibility for assuming the consequences of their actions. Students are expected to accept their obligations to the entire Park community to honor and respect the value and integrity of each person, and to conduct themselves accordingly. In addition, students are responsible for making themselves aware of Park University policies and procedures, all of which are outlined in this *Catalog*, in the *Student Handbook/Planner* and/or on the Park University website.

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community. In order to maintain an environment where this mission can be achieved effectively and equitably, Park University promotes civility, respect and integrity among all members of the community. Choosing to be a member of the Park University community obligates each member to follow these standards and ensures that a campus community of civility is maintained. In that light, the Student Code of Conduct will follow established processes for ensuring fundamental fairness and an educational experience that facilitates the development of the individual and/or group.

The primary intent of this Code is to set forth community standards necessary to maintain and protect an environment conducive to learning. Park University standards reflect higher expectations of behavior than may be prevalent outside the University community.

Any student found to have committed, or to have attempted to commit, the following misconduct on any Park University campus center (except to the extent this Student Conduct Code is inconsistent with any provision in an applicable memorandum of understanding, lease or other agreement with the owner of such campus center) may be subject to disciplinary sanctions:

1. **Acts of Dishonesty.** Acts of dishonesty, including but not limited to the following:
  - a. Academic Dishonesty — Cheating, plagiarism or other forms of academic dishonesty
  - b. False Information. Furnishing false information to any University official.
  - c. Forgery. Forgery, alteration or misuse of any Park University document, record or instrument of identification.
2. **Disruption.** Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities, including its public service functions.

*(continued on next page)*

3. **Abuse.** Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the physical health, mental health or safety of any person. Such prohibited conduct includes, but is not limited to, repeated unsolicited attempts to contact any Park University community member via any means and/or exhibiting other behavior which could be construed as stalking.
4. **Theft.** Attempted or actual theft of, and/or damage to, property of Park University or property of a member of the Park University community, or other personal or public property.
5. **Hazing.** Any behavior which constitutes hazing, whether such behavior occurs on University premises at University activities or off campus.
6. **Failure to Comply.** Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties, including failure to identify oneself to these persons when requested to do so.
7. **Unauthorized Entry.** Unauthorized possession, duplication or use of keys to any University premises, or unauthorized entry to or use of University premises.
8. **Unauthorized Activities.** Any activity that occurs on or off University premises that could adversely affect the health, safety or security of a member of the Park University community.
9. **Controlled Substances.** Use, possession, manufacturing or distribution of controlled substances, except as expressly permitted by law. Students with confirmed possession or use of controlled substances on University premises, or during any University activity with no right to legally use such controlled substances, may face immediate dismissal.
10. **Alcohol.** Use, possession, manufacturing or distribution of alcoholic beverages, or public intoxication.
11. **Firearms/Weapons.** Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous chemicals on Park University premises, or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others. Students with a confirmed violation of the Weapons Policy will face immediate dismissal. (See the Weapons Policy).
12. **Unauthorized Use of Electronics.** Any unauthorized use of electronic or other devices to make an audio or video record of any person while on Park University premises, or while conducting University business, without his/her prior knowledge, or without consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room or restroom, or using consensual photographs, videos or audio in a manner not agreed to by all parties.
13. **Computer Theft and Abuse.** Theft or other abuse of computer facilities and resources, including file-sharing and intellectual property. (See Information Technology Acceptable-Use Policy).
14. **Abuse of Student Conduct System.** Abuse of the Student Conduct System, including failure to comply with the sanction(s) imposed under the Student Code.
15. **Policy Violation.** Violation of any Park University policy, including but not limited to the following policies: residential life, drug and alcohol, weapons, harassment-free institution, information technology, sexual assault and all academic policies.
16. **Local, State and Federal Agencies.** Park University will cooperate with local, state and federal criminal agencies, and may initiate criminal investigations into the conduct of Park University students when deemed appropriate.

## **Filing a Complaint Regarding a Violation of the Student Code**

Any member of the Park University community may file a complaint against a student for violations of the Student Code. A complaint shall be prepared in writing and directed to the dean of student life. Any complaint should be submitted as soon as possible after the event takes place, preferably within one week of the incident. Forms for this purpose are available on the Park University website at [www.park.edu/studentlife/ReportCodeViolation/](http://www.park.edu/studentlife/ReportCodeViolation/).

## **Sanctions**

The following sanctions may be imposed upon any student found to have violated the Student Code:

1. **Warning** — A notice in writing to the student that the student is violating or has violated Institutional regulations.
2. **Probation** — A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any Institutional regulation(s) during the probationary period.
3. **Loss of Privileges** — Denial of specified privileges for a designated period of time.
4. **Fines** — Previously established and published fines may be imposed.
5. **Restitution** — Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
6. **Discretionary Sanctions** — Work assignments, essays, service to the University or other related discretionary assignments.
7. **Interim Suspension** — Interim suspension from the residence halls and/or other campus facilities or programs may be imposed to ensure the safety and well-being of members of the University community, to ensure the student's own physical or emotional safety and well-being, or if the student poses an on-going threat or disruption of, or interference with, the normal operations of the University. The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Student Conduct Board Hearing, if required.
8. **Residence Hall Suspension** — Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
9. **Residence Hall Expulsion** — Permanent separation of the student from the residence halls.
10. **University Suspension** — Separation of the student from Park University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
11. **University Expulsion** — Permanent separation of the student from Park University.
12. **Revocation of Admission and/or Degree** — Admission to or a degree awarded from Park University may be revoked for fraud, misrepresentation or other violation of University standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.
13. **Withholding Degree** — Park University may withhold awarding a degree otherwise earned until the completion of the process set forth in the Student Conduct Code, including the completion of all sanctions imposed, if any.

### **Other Information Regarding Sanctions:**

1. More than one of the sanctions listed above may be imposed for any single violation.
2. Other than University expulsion or revocation, or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions other than residence hall expulsion, University suspension, University expulsion, or revocation or withholding of a degree, upon application to the dean of student life. Cases involving the imposition of sanctions other than residence hall expulsion, University suspension, University expulsion, or revocation or withholding of a degree shall be expunged from the student's confidential record seven years after final disposition of the case.
3. In situations involving both an accused student(s) and a student(s) claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the accused student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the academic community of each may be impacted.
4. The following sanctions may be imposed upon groups or organizations:
  - a. Those sanctions listed above.
  - b. Loss of selected rights and privileges for a specified period of time.
  - c. Deactivation — Loss of all privileges, including University recognition, for a specified period of time.
5. In each case in which a Student Conduct Board determines that a student and/or group or organization has violated the Student Code, the sanction(s) shall be determined and imposed by the dean of student life. In cases in which persons other than, or in addition to, the dean of student life have been authorized to serve as the Student Conduct Board, the recommendation of the Student Conduct Board shall be considered by the dean of student life in determining and imposing sanctions. The dean of student life is not limited to sanctions recommended by members of the Student Conduct Board. Following the Student Conduct Board hearing, the Student Conduct Board and the dean of student life shall advise the accused student, group and/or organization (and a complaining student who believes s/he was the victim of another student's conduct) in writing of its determination and of the sanction(s) imposed, if any.

### **Appeals**

1. A decision reached by the Student Conduct Board or a sanction imposed by the dean of student life that is academic in nature may be appealed by the accused student(s) or complainant(s) to the provost and senior vice president within five school days of the decision. Such appeals shall be in writing and shall be delivered to the provost and senior vice president or his/her designee.
2. A decision reached by the Student Conduct Board or a sanction imposed by the dean of student life that is not academic in nature may be appealed by the accused student(s) or complainant(s) to the vice president for enrollment management and student services within five school days of the decision. Such appeals shall be in writing and shall be delivered to the vice president for enrollment management and student services or his/her designee.



3. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:
  - a. To determine whether the Student Conduct Board hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
  - b. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact-finder, were sufficient to establish that violation of the Student Code occurred.
  - c. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.
  - d. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board hearing.
4. If an appeal is upheld by the vice president to whom the appeal is decided, the matter shall be returned to the original Student Conduct Board and dean of student life for re-opening of Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

### **Interpretation and Revision**

1. Any question of interpretation or application of the Student Code shall be referred to the dean of student life or his/her designee for final determination.
2. The Student Code shall be reviewed every three years under the direction of the dean of student life.

Further information about procedures for the Student Conduct Board hearings is available at: [www.park.edu/studentlife/conduct.html](http://www.park.edu/studentlife/conduct.html).

# ANNUAL SECURITY REPORT

This report and the following security policies are being issued pursuant to the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act).

## **Annual Security Report**

Park University is dedicated to providing faculty, staff and students with information that they need to help make each Park campus center safe.

Park University encourages the accurate and prompt reporting of crimes and emergencies. At the Parkville Campus such incidents should be reported to the Park University Department of Public Safety. This report can be filed in person at the department office located in Thompson Commons or by phone at (816) 584-6444. At the Downtown Kansas City, Mo., Campus Center, reports should also be filed at the Security Department of Tower Properties, 911 Main, lower level (816) 374-0617. All other Park University Campus Centers should report such incidents to the local policing authority with a follow-up report to the campus center director who shall forward these to the Park University Director of Public Safety for reporting purposes.

Park University public safety officers do not have arrest powers. Any crime or emergency which occurs off-campus, but at an officially recognized activity of Park University, shall be reported as if it happened on campus.

The possession, use or sale of alcoholic beverages or illegal drugs on Park University campus centers is prohibited.

Student orientation videos and periodic bulletin listings and announcements help inform students, faculty and staff throughout the year about crime prevention and campus security procedures and policies.

## **Timely Warning Policy**

In the event that a situation arises, either on or off any Park University campus that in the judgment of the Director of Public Safety constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued. This warning will be issued through the University e-mail system to students, faculty and staff, and through the Parkville Campus newspaper, *The Stylus*.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Department of Public Safety may also post a notice on its website at [www.park.edu/safety/crime\\_alert.asp](http://www.park.edu/safety/crime_alert.asp), providing the University community with more immediate notification. In such instances, a copy of the notice will be posted in each residence hall. If the incident occurs on a campus other than the Parkville Campus, a notice shall be posted in plain view at that campus, in addition to the above listed locations.

Anyone with information warranting a timely warning shall report the circumstances to the Department of Public Safety at (816) 584-6444, or in person at the Public Safety office in Thompson Commons, or with the campus center director of your respective campus.



**Policy for Reporting the Annual Disclosure of Crime Statistics**

The Park University Department of Public Safety prepares and publishes a report of certain crime statistics for the entire University, in compliance with the *Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act* (The Clery Act). The crime statistics for the past three years can be found on our website at [www.park.edu/safety/crime\\_statistics.asp](http://www.park.edu/safety/crime_statistics.asp). A more detailed report can be found on the U.S. Department of Education website at [www.ope.ed.gov/security](http://www.ope.ed.gov/security).

This report is prepared with local law enforcement agencies surrounding the Parkville Campus and all campus centers. Other select campus authorities also contribute to this report. Campus crime, arrest and referral statistics include those reported to the Park University Department of Public Safety, local law enforcement and designated campus officials, included but not limited to campus center directors, Office of Student Life staff, athletic coaches, residence hall staff, advisors to student organizations, and the director of human resource services.

Each year, an e-mail notification is made through the University e-mail system to all faculty, staff and students that provide web access to this report. Copies of the report may also be obtained from the Department of Public Safety, located in Thompson Commons, the Office of Human Resource Services in Mackay Hall, the Office of Admissions in Norrington Center, campus center directors or by calling the Department of Public Safety at (816) 584-6444.

**To Report a Crime**

Crimes can be reported to Park University, in the following locations: *Please note: The following is a list of offices where it is appropriate to file a report. There may actually be several individuals in that office who may be able to take such a report.*

	<b>PARKVILLE CAMPUS</b>	
Director of Public Safety	(816) 584-6226	Thompson Commons, 1st Floor
Director of Human Resources	(816) 584-6386	Mackay Hall, Room 4
Director of Student Life	(816) 584-6465	Thompson Commons, 2nd Floor
Director of Athletics	(816) 584-6492	Breckon Sports Center
Director of Residence Life	(816) 584-6463	Chesnut Hall
Director of Admissions	(816) 584-6300	Norrington Center, 1st Floor
Student Employment	(816) 584-6388	Norrington Center, 2nd Floor
Student Assistance Center	(816) 584-6388	Norrington Center, 1st Floor
Athletic Training	(816) 584-6417	Field House, 1st Floor
Director of Library Systems	(816) 584-6704	Mabee Learning Center
	<b>DOWNTOWN CAMPUS</b>	
Security Emergency	(816) 283-9781	Commerce Tower, Lower Level

## **Confidential Reporting Procedures**

If you are the victim of a crime and do not wish to pursue action through the University judicial system or the criminal justice system, you may still want to consider making a *confidential* report. With your permission, the director of public safety can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the University can keep an accurate record of the number of incidents involving students, faculty and staff, determine where there is a pattern of crime with regard to a particular location, method or assailant, and can alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the University.

## **Access Policy**

During normal business hours, the University (excluding residence halls) will be open to students, faculty, staff, parents, contractors, vendors, guests and invitees. During non-business hours, access to all University facilities is by key or swipe card, if issued, or by admittance via the Department of Public Safety.

Residence halls are locked 24 hours a day and admittance is by swipe card. Some facilities on campus may have individual hours, which may vary at different times of the year. Examples are computer labs, the McAfee Memorial Library, meeting rooms, 24-hour study room. Thompson Commons on the Parkville Campus is open 24 hours a day.

Emergencies may necessitate changes or alterations to any posted schedule. Periodic security surveys are conducted on the Parkville Campus by the Department of Public Safety and the Campus Safety Committee. These surveys examine security issues such as landscaping, locks, alarms, lighting and communications. The Campus Safety Committee meets once per month to discuss campus safety issues and to develop safety policy.

Access to other Park University campus centers is determined by the campus center director at that campus. Since most of the other campuses are on military installations, additional access may be determined by the installation authorities. Check with your campus center to ascertain its policy.

## **Campus Police Authority and Jurisdiction**

The Park University Department of Public Safety does not have arrest powers. However, they will respond to and investigate all reports of crime on campuses located in the Kansas City metropolitan area.

If minor offenses involving University rules and regulations are committed by a University student, the Department of Public Safety may refer the individual to the disciplinary division of the Office of Student Life.

Misdemeanors and major offenses such as rape, murder, aggravated assault, robbery, arson and auto theft will be jointly investigated by the Department of Public Safety and the Parkville (Mo.) Police Department or Platte County (Mo.) Sheriff, if they are committed on the Parkville Campus or at a Park University event in Platte County. If the crime occurs at the Downtown Kansas City Campus, the Department of Public Safety will investigate the crime with the Kansas City, Mo., Police Department. If the crime occurs on the Independence Campus, the crime will jointly be investigated with the Independence (Mo.) Police Department. The prosecution of all

crimes will be conducted either in the appropriate municipal court or in the county court in the county in which the offense occurred.

Crimes committed on other campuses will be investigated by the appropriate civilian or military law enforcement agency, with a report being filed with the Department of Public Safety. Prosecution of those crimes will be conducted in the court having jurisdiction where the crime occurred.

The Park University Department of Public Safety works closely with the Parkville Police Department and the Platte County Sheriff. Park University has direct radio contact with Parkville Police and Platte County in an emergency.

The Park University Department of Public Safety officers have the authority to ask persons for identification and to determine whether individuals have lawful business at Park University. Public Safety officers have the authority to issue parking tickets and citations for moving violations on campus. These fines are billed to the financial accounts of faculty, staff and students. Public Safety officers also have the authority to sign complaints, which will result in the arrest of persons violating the law on Park University property.

### **General Procedures for Reporting a Crime or Emergency**

Faculty, staff, students and guests are strongly encouraged to report all crimes and emergencies to the Department of Public Safety. The Department of Public Safety is staffed 24 hours a day, 365 days a year, and can be reached at (816) 584-6444. Public Safety dispatchers will take your call and dispatch an officer, and if necessary, call the police, fire department or EMS agency to assist in your emergency. At the Downtown Campus, please call (816) 421-5398 for emergencies.

If you are on a campus other than the Parkville Campus, please report any crime or emergency to the campus center director or to the appropriate law enforcement agency.

Crimes should be reported to the Department of Public Safety, so that the statistics can be reported to the U.S. Department of Education, in compliance with the Clery Act.

### **Security Escort Services**

Security escort services are available on the Parkville Campus through the Department of Public Safety. If you want an escort to your car or residence hall after an evening class or activity, call the Public Safety dispatcher at (816) 584-6444 and request an officer to escort you. At the Downtown Campus, please call (816) 421-5398.

### **Security Awareness Programs**

The Department of Public Safety in consort with Residence Life staff presents a program for residence hall students at the beginning of each semester. Public Safety also publishes brochures with a common theme of awareness and crime prevention materials, which encourage students and employees to be aware of their responsibility for their own security and the security of others.

### **Crime Prevention Programs**

The Department of Public Safety sponsors a program on women's safety, presented by the Kansas City, Mo., Police Department. This program is comprised of a lecture and hands-on self defense techniques. Public Safety officers also give presentations on crime prevention to clubs and organizations, when invited.

## **Off-Campus Fraternity and Sorority Organizations**

Park University does not have any fraternities or sororities.

## **Policy on Alcoholic Beverages**

Park University prohibits the use, sale, possession or distribution of alcoholic beverages on campus, in campus facilities or at University-sponsored activities planned for or by students. Under certain circumstances, the consumption of alcohol at events on or off campus is allowed with a waiver issued by the University president.

Possession or use of alcohol by anyone under the age of 21 is against the law in Missouri. Persons under the age of 21 caught possessing or using alcohol on campus or at a Park University-sponsored event are subject to arrest and prosecution. In addition, they will be referred to the Office of Student Life for possible disciplinary action. Students over the age of 21 caught possessing or consuming alcohol on campus or at a Park University sponsored event will be referred to the Office of Student Life for possible disciplinary action. The Park University Department of Public Safety is responsible for enforcing the *University Alcohol Policy*.

## **Policy on Illegal Drugs**

The manufacture, use, possession, sale or distribution of illegal or illicit drugs on any Park University property or at any Park University event is prohibited. Those caught manufacturing, using, possessing or distributing said illegal or illicit drugs are subject to arrest and prosecution. Students will be referred to the Office of Student Life for possible disciplinary action. Faculty and staff will be referred to the Office of Human Resource Services for possible disciplinary action. The Park University Department of Public Safety is responsible for enforcing the *University Drug Policy*.

## **Alcohol and Substance Abuse Information**

Park University has developed a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The program provides services related to drug and alcohol abuse, including dissemination of informational materials, educational programs, counseling services, referrals and college disciplinary action. Park University provides the following services:

- **Alcohol and Drug Education** — Employee Assistance Program; classes during First-Year Seminar for students; Periodic education programs by the Office of Student Life.
- **Counseling Services** — Counseling services are available through the University's Counseling Center, Synergy Services and United Healthcare Insurance Services.
- **Referral Services** — Referrals are made to the Counseling Center, Synergy Services and Employee Assistance Programs.
- **University Disciplinary Actions** — Students are referred to the Office of Student Life for disciplinary actions. Employees are referred to the Office of Human Resource Services for disciplinary actions.

Additional programs may be available from the military for students and staff located at our campus centers located on military installations. Please refer to your campus center director for assistance in accessing these programs.

### **Sexual Assault Policy**

Park University strongly denounces sexual assault in any form and advocates the immediate reporting of any incident to University authorities. University personnel will assist the student(s) in such notification, if so requested. Confidentiality will be maintained to the extent provided by rules, regulations and legislation. Individuals, groups and organizations that desire information or programs that address sexual assaults and how to prevent such incidents should contact the director of public safety at (816) 584-6444. Staff in the Counseling Center, (816) 584-6237, will also assist in referrals to counseling and mental health agencies for victims. In all cases, the protection of any physical evidence is of utmost importance.

- The director of the Student Assistance Center will assist student victims of sex-related crimes with changes in academic schedules and living arrangements on the Parkville Campus, as is reasonable and within Park University's control. The campus center director will assist students with academic changes at the other campuses.
- All campus disciplinary procedures involving a student are the responsibility of the director of student life.
- All sex-related crimes occurring on Park University property shall be investigated jointly by the Park University Department of Public Safety and the appropriate law enforcement agency.

Within the guidelines of the discipline procedures, the accuser and the accused may have other individuals of their choosing present during the disciplinary hearings. Both the accuser and the accused shall be informed of the University's final determination and any sanctions concerning the alleged incident. Park University, may, upon final determination and confirmation of an alleged infraction (forcible or non-forcible); impose sanctions ranging from counseling to dismissal.

### **Sexual Offender Registration**

The Campus Sex Crimes Prevention Act of 2000 is a federal law that provides for the tracking of convicted sex offenders enrolled at, or employed by, institutions of higher education. The CSPA is an amendment to the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Act. The federal law requires state law enforcement agencies (in Missouri it is the Missouri State Highway Patrol) to provide Park University with a list of registered sex offenders who have indicated that they are either enrolled, employed or carrying on a vocation at Park University.

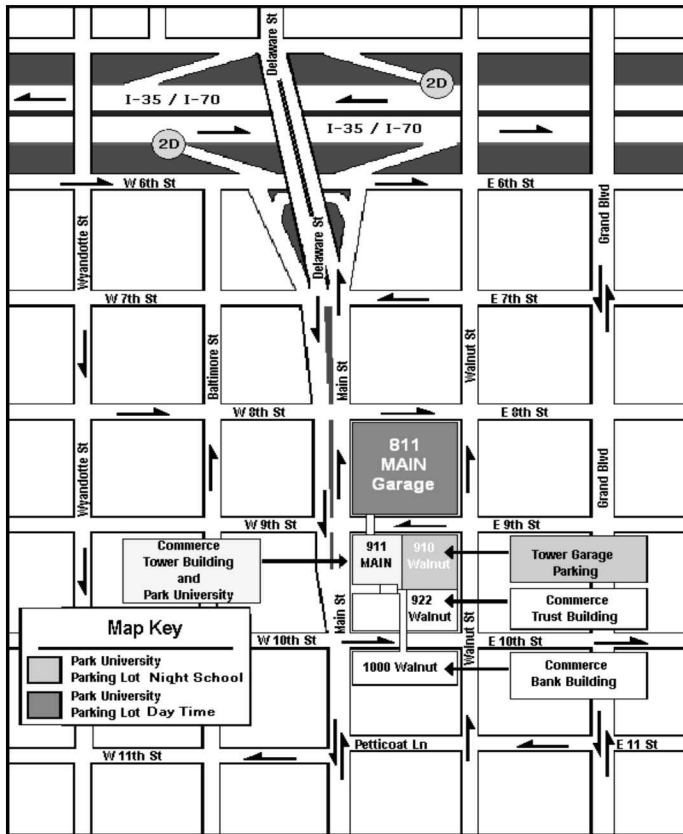
Park University is required to inform the community that a registration list of sex offenders will be maintained and available at the Park University Department of Public Safety office located on the first floor of Thompson Commons on the Parkville Campus. For other campuses, a list will be maintained by the campus center director.

In addition, a list of all registered sex offenders for each state that Park University has a campus is available from the following sites:

#### **Missouri:**

[www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html](http://www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html)

## Downtown Campus Parking



### Parking Notes

All students who are coming to the Downtown Kansas City Campus Center for advising appointments, tutorials, or Portfolio classes are to park in the garage located at 811 Main. These students will get a validated ticket to cover parking costs. Other uses, such as studying, computer lab, internet proctoring, etc., will not be eligible for parking validation.

All students who are coming to the Downtown Campus Center for night classes (starting at 5 p.m. or later) are to park in the Tower Garage located at 910 Walnut. Free access to the Tower Garage will be granted through the use of the Park University Downtown ID card. *(Please note that any ID cards issued at the Parkville Campus will not work.) Also, if a student loses or forgets his/her ID card, he/she is responsible for all parking costs incurred. There is a \$15 charge for a replacement ID card.*

## FACULTY 2012-13

### **Joan Aitken, Ed.D.**

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# ACADEMIC PROGRAMS

## **Masters Programs**

Business Administration  
Communication & Leadership  
Education & Teaching  
Healthcare Leadership  
Music Performance  
Public Affairs

## **Certificate Programs**

Business and Government Leadership  
Computer & Network Security  
Disaster & Emergency Management  
Healthcare/Health Services Management & Leadership  
Leadership of International Healthcare Organizations  
Music Performance  
Nonprofit Leadership

## OUR VISION

Park University, a pioneering institution of higher learning since 1875, will provide leadership in quality, innovative education for a diversity of learners who will excel in their professional and personal service to the global community.

## OUR MISSION

Park University provides access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

## CORE VALUES

ACCOUNTABILITY  
CIVILITY AND RESPECT  
EXCELLENCE  
GLOBAL CITIZENSHIP  
INCLUSIVITY  
INTEGRITY

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