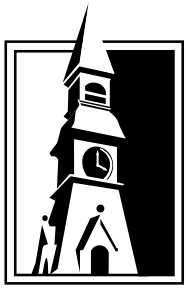
PARK UNIVERSITY

2017-2018

UNDERGRADUATE CATALOG



PARK UNIVERSITY SM

2017 - 2018

UNDERGRADUATE CATALOG

COLLEGE OF LIBERAL ARTS AND SCIENCES
School of Humanities
School of Natural, Applied, and Social Sciences
International Center for Music

COLLEGE OF MANAGEMENT
School of Business
Hauptmann School of Public Affairs

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
School of Education
School of Behavioral and Health Sciences

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

The information contained in this Park University undergraduate 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/catalog**.

Certified true and correct as to content and policy.

Greg R. Gunderson, Ph.D.
President, Park University

Letter from the President

Dear Students,

On behalf of our faculty and staff, I am pleased to welcome you to the start of another year at Park University! Whether you are a new or returning student who takes classes in Parkville or elsewhere in our campus center network - know you are part of Park University. Our University has a rich history that reflects our core desire to be inclusive by embracing diversity and offering classes at the times, locations and in the delivery formats that best serve your education needs.

The Park University story, which began in 1875 in Parkville, Mo., now encompasses 40 locations in 21 states, but that is only part of what makes us special. Via our online learning program, our students truly can be found in every state, as well as across the globe. That same global experience can also be found on our flagship Parkville Campus, with approximately 256 international students representing 54 nations studying in our classrooms and enriching Park's educational experience.

In the year ahead you will have many opportunities to interact with the dedicated faculty and staff that also make Park University their home. These individuals are dedicated to providing you with a personalized, quality education, In the end, the full value of your education is in your hands; I encourage all of you to become involved with your classmates and take advantage of all Park has to offer.

Both now and long after you have successfully finished your degree, Park will be here for you, your family and your community. I wish you the best in the year ahead, and if I can be of any assistance, please let me know.

Welcome to Park!

Greg R. Gunderson, Ph.D.
President
Park University

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Maps - Parkville Campus Map

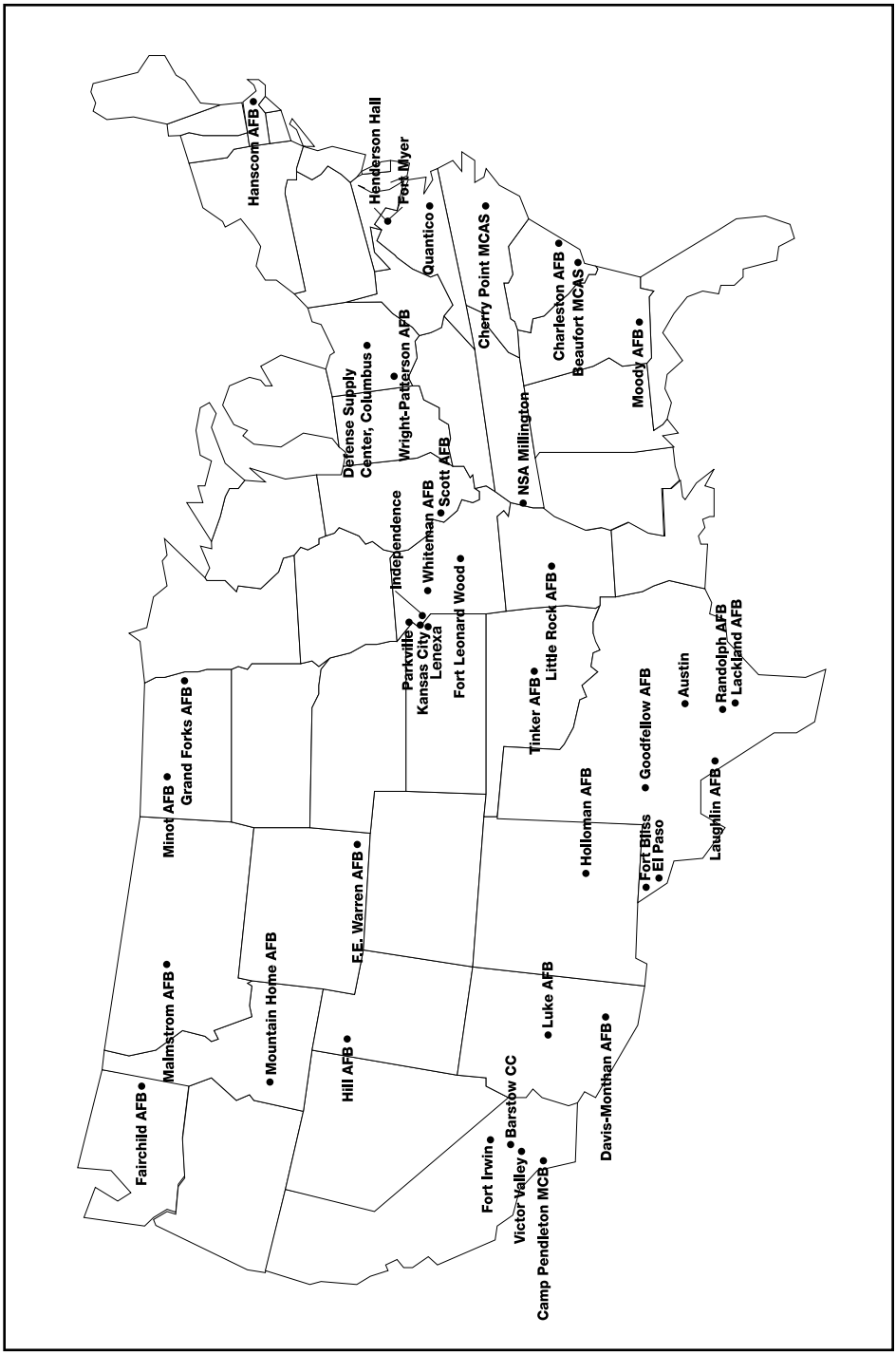
PARKVILLE CAMPUS MAP
8700 N.W. River Park Drive • Parkville, MO 64152 • (816) 741-2000 • www.park.edu

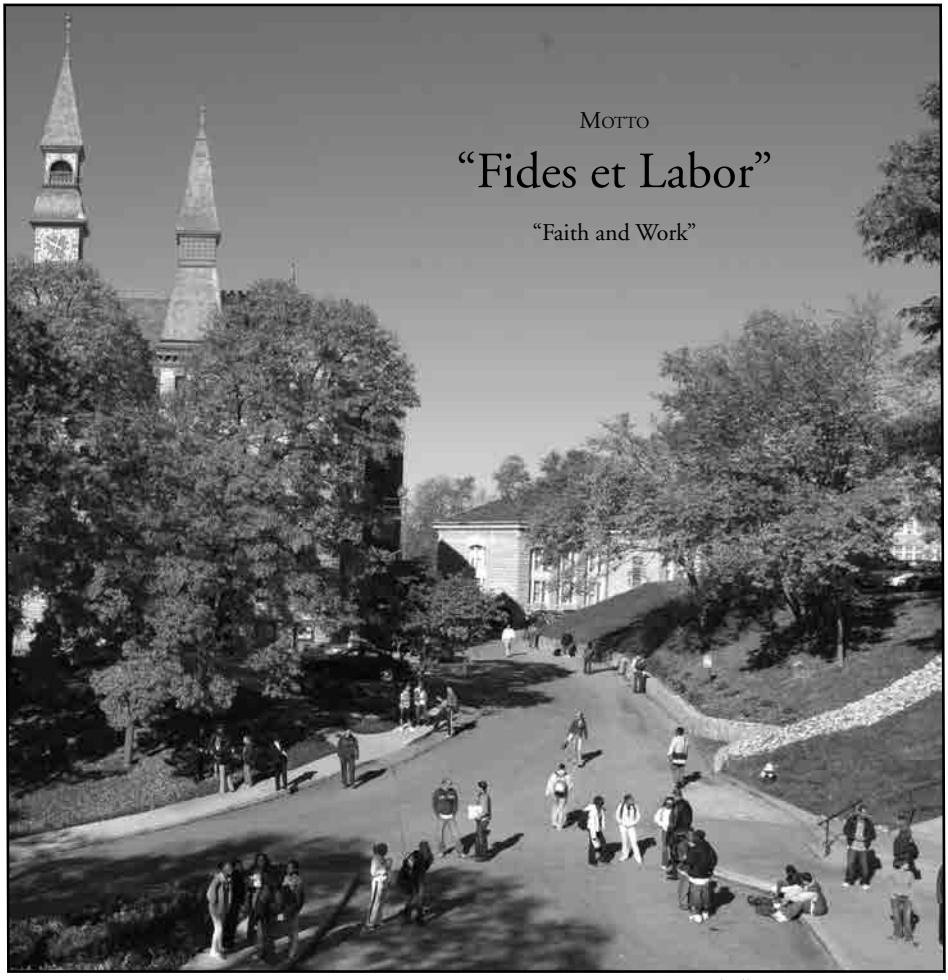
campus directory

1. Graham Tyler Memorial Chapel
2. University White House
3. Park House
4. Hawley Hall
5. Herr House
6. McCoy Meetin' House
7. Thompson Commons Student Center
8. McAfee Library Entrance
9. Mackay Hall
10. Alumni Hall
11. Copley-Thaw Hall
12. Copley Student Residence
13. Norrington Center
14. Findlay-Wakefield Science Hall
15. Charles Smith Scott Observatory
16. Intramural & Recreational Fieldhouse
17. Breckon Sports Center
18. Mabee Learning Center Entrance
19. Pedestrian Bridge
20. Chesnut Hall
21. Old Kate Court
22. Hemingway Field
23. Comfort Field
24. Dearing Hall
25. Synergy Services
26. Concessions & Restrooms
27. Track
28. Julian Field
29. Softball Field
30. President Condit Underground, Exit Only
31. President Mackenzie Underground Entrance

P Parking - certain parking areas are restricted during normal business hours.

Maps - Campus Center Locations





Parkville Daytime Campus Center

CORE VALUES THAT GUIDE OUR ACTIONS

- **We expect ACCOUNTABILITY for our actions at all levels, to each other and to Park University.**
- **We treat all with CIVILITY and RESPECT while being open and honest in our communication.**
- **We seek EXCELLENCE in all we do, with passionate learning as our highest priority.**
- **We celebrate GLOBAL CITIZENSHIP through our connected learning and working environment, as well as community stewardship.**
- **We embrace INCLUSIVITY that fosters diversity, teamwork and collaboration.**
- **We act with INTEGRITY through honesty, efficiency and reliability.**

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 16,933 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

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 5,000, 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

Park University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (KAN214F), 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604 (800-621-7440).

The undergraduate and graduate business programs and the Master of Healthcare Administration program in the School of Business are accredited by ACBSP (the Accreditation Council for Business Schools and Programs), 11520 West 119th Street, Overland Park, KS, 66213 (913-339-9356). The B.S. in Economics degree is not considered to be a business program and is not accredited by ACBSP.

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 and other school professional programs.

The pre-licensure Bachelor of Science degree in Nursing is approved by the Missouri State Board of Nursing P.O. Box 656, Jefferson City, MO, 65102-0656. Further, the Bachelor of Science degree in Nursing RN-to-BSN completion programs is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326. Phone (404) 975-5000 Fax (404) 975-5020. The Bachelor of Science degree in Nursing – both the RN-to-BSN completion program and the pre-licensure program – is pursuing initial accreditation through the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

The Bachelor of Social Work (BSW) and the Master of Social Work (MSW) are fully accredited by the Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA, 22314.

The Master of Public Affairs Program is pursuing accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 1029 Vermont Avenue, NW, Suite 1100, Washington, DC, 200051029.

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

Park University
8700 NW River Park Drive, Box 5
Parkville, MO 64152-3795
Phone:(816) 584-6355
Fax: (816) 741-5578
Email: academic_affairs@park.edu

The highlighted text above is replaced with the following:
"The baccalaureate degree program in nursing at Park University is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted."
Please also see the Amendment documents available at park.edu/catalogs.

STATE APPROVALS

Arizona: Park is authorized to operate by the Arizona State Board for Private Postsecondary Education, 1400 West Washington, Phoenix, AZ, 85007; 602-542-5709.
For Arizona State Board for Private Postsecondary Education complaint information, please see: **https://ppse.az.gov/complaint**.
Contact: Keith Blanchard, Deputy Director/Investigator, 602-542-5769, Keith.blanchard@azppse.gov

Arkansas: Park is exempt from reporting to the state of Arkansas.

California: Park is a private institution approved to operate by the California Bureau for Private Postsecondary Education, Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833; 916-431-6959.
For California Bureau for Private Postsecondary Education complaint information, please see: **http://www.bppe.ca.gov/enforcement/complaint.shtml**.
Contact: Bureau for Private Postsecondary Education 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833 916-431-6924 FAX: 916-263-1897

Georgia: Park is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990, by the Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA, 30084; 770-414-3300.
For Georgia Nonpublic Postsecondary Education Commission complaint information, please see: **http://gnpec.org/consumer-resources/gnpec-authorized-school-complainant-form/**.

Idaho: Park is authorized to operate by the Idaho State Board of Education, 650 W State St., # 307, Boise, ID, 83720; 208-334-2270.
For Idaho State Board of Education complaint information, please see:

http://gnpec.org/consumer-resources/gnpec-authorized-school-complainant-form/.
Contact: Val Fenske State Coordinator for Private Colleges & Proprietary Schools Idaho State Board of Education 650 West State Street, (PO Box 83720) Boise, ID 83720-0037 Main Office: 208-334-2270 Direct line: 208-332-1587 Fax: 208-334-2632 valerie.fenske@osbe.idaho.gov

Illinois: Park is exempt from reporting to the state of Illinois.

Kansas: Park is authorized to operate by the Kansas Board of Regents, 1000 SW Jackson St., Suite 520, Topeka, KS, 66612; 785-296-3421.
For Kansas Board of Regents complaint information, please contact: Jacqueline G. Johnson Director, Private/Out-of-State Postsecondary Education, 1000 SW Jackson, Ste 520, Topeka, KS 66612, 785-296-4917, jjohnson@ksbor.org

Massachusetts: Park is authorized to do business as a nonprofit entity by the Secretary of the Commonwealth of Massachusetts, Secretary of the Commonwealth, Corporations Division, McCormack Building, One Ashburton Place, 17th floor, Boston, MA, 02108; 617-727-9640.
For Massachusetts Department of Higher Education complaint information, please see:
http://www.mass.edu/forstufam/complaints/complaints.asp.
Contact: Angela Williams Paralegal and Coordinator for Accountability & Regulatory Affairs 617-994-6963, awilliams@bhe.mass.edu

Missouri: Park is exempt from reporting to the state of Missouri.

Montana: Park is authorized to operate by the Montana University System, 2500 E. Broadway St., Helena, MT, 59601; 406-444-6570.
For Montana University System complaint information, please see: **http://mus.edu/che/arsa/StateAuthorization/Students.asp**. Individuals with complaints regarding institutions that are operating in Montana, but are not part of the Montana University System, have the following options:

- Utilize the internal complaint processes of the applicable institution.
- Complaints concerning consumer protection violations should be directed to the Montana Department of Justice Office of Consumer Protection.
  https://dojmt.gov/consumer/consumer-complaints/
- Complaints concerning proper licensure under Montana law (see Board of Regents' Policy 221), including, if applicable, complaints related to State Authorization Reciprocity Agreement standards, may be directed to the Montana University System Office of the Commissioner of Higher Education, 2500 Broadway PO Box 203201, Helena, Montana 59620-3201, 406-444-6570.
- Complaints concerning broad institutional academic practices, such as those that raise issues regarding the institution's ability to meet accreditation standards may be directed to the applicable institution's accrediting agency.

New Mexico: Park is authorized to operate by the New Mexico Higher Education Department, 2048 Galisteo St., Santa Fe, NM, 87505; 505-476-6500.
For New Mexico Higher Education Department complaint information, please see:
http://www.hed.state.nm.us/students/hed-student-complaint-frm.aspx.
Contact: Diane Vigil-Hayes Private & Proprietary Schools Administrator and Compliance Officer New Mexico Higher Education Department 2048 Galisteo Street Fe, NM 87505 505-476-8418 Diane.Vigil@state.nm.us

North Carolina: Park is exempt from reporting to the state of North Carolina.

North Dakota: Park is authorized to operate by the North Dakota University System, 10th Floor, State Capitol, 600 East Boulevard Ave., Dept. 215, Bismarck, ND, 58505; 701-328-2960.
For North Dakota University System complaint information, contact:
Tanya Spilovoy, D. Ed. Director of Distance Education and State Authorization 1815 Schafer St., Ste. 202 Bismarck, ND 58501-1217 tanya.spilovoy@ndus.edu

Ohio: Park holds Certificate of Authorization by the Ohio Department of Higher Education, 25 South Front St., Columbus, OH, 43215; 614-466-6000.
For Ohio Board of Regents complaint information, please see:
https://www.ohiohighered.org/students/complaints.
Contact: Matt Exline, mexline@regents.state.oh.us, 614-728-3095,

Oklahoma: Park is authorized to operate by the Oklahoma State Regents for Higher Education, 655 Research Pkwy #200, Oklahoma City, OK 73104.
For Oklahoma State Regents for Higher Education complaint information, please contact:
Mr. Jose Dela Cruz Coordinator of Academic Affairs Projects Oklahoma State Regents for Higher Education 405-225-9141

South Carolina: Park is exempt from reporting to the state of South Carolina.

Tennessee: Park is authorized to operate by the Tennessee Higher Education Commission, Parkway Towers, Suite 1900, Nashville, TN, 37243; 615-741-5293.
Tennessee Higher Education Commission Students with complaints should follow the outlined grievance procedures in Park's catalog. If the complaint is not resolved at the institutional level, students may send the complaint, in writing, to Postsecondary State Authorization Staff.
Contact: Shauna Jennings, Investigations Officer & Complaint Specialist, Tennessee Higher Education Commission, 404 James Robertson Parkway, Suite 1900, Nashville, TN 37243, shauna.jennings@tn.gov, 615-741-0662

Texas: Park is authorized to operate by the Texas Higher Education Coordinating Board, Box 12788, Austin, TX, 78711; 512-427-6225.
For Texas Higher Education Coordinating Board complaint information, please see:
http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6- 9A0DF17F467F4AE9.
Contact: Texas Higher Education Coordinating Board College Readiness and Success Division P.O. Box 12788, Austin, Texas 78711-2788, Studentcomplaints@thecb.state.tx.us

Utah: Park is authorized to operate by the Utah Department of Commerce, 160 E Broadway, Salt Lake City, UT, 84111; 801-530-6646.
For Utah Division of Consumer Protection complaint information, please see:
http://consumerprotection.utah.gov/complaints/index.html.
Contact: Utah Division of Consumer Protection, Attn. Complaint Processor, 160 East 300 South Salt Lake City, UT 84114-6704, 801-530-6601, http://www.dcp.utah.gov/

Virginia: Park is certified to operate by the State Council of Higher Education for Virginia, 101 North 14th St., Richmond, VA, 23219; 804-255-2621.
For Virginia State Council of Higher Education complaint information, please contact:
State Council of Higher Education for Virginia, 101 N. 14TH St., 10TH FL James Monroe Building, Richmond, VA 23219 - 3659, 804-225-2600, Fax: 804-225-2604

Washington: Park is authorized to operate by the Washington Student Achievement Council, 917 Lakeridge Way, SW Olympia, WA, 98502; 360-753-7800.
For Washington Student Achievement Council complaint information, please contact:
Karen Oelschlager, Program Administrator Washington Student Achievement Council, P.O. Box 43430, Olympia, WA 98504-3430, 360-753-7869, kareno@wsac.wa.gov

Wyoming: Park is authorized to operate by the Wyoming Department of Education, 2300 Capitol Ave., Cheyenne, WY, 82001; 307-777-7673.
For Wyoming Department of Education complaint information, please see: https://edu.wyoming.gov/downloads/schools/student-complaint-process.pdf and https://edu.wyoming.gov/downloads/schools/student-complaint-form.pdf.
Contact: Elaine Marces 307-777-6210 elaine.marces@wyo.gov

MEMBERSHIPS

Park University is an institutional member of the following:

- Accreditation Commission for Education in Nursing
- Accreditation Council for Business Schools and Programs
- American Association for Adult and Continuing Education
- American Association of Colleges of Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Midwest Conference
- American Society for Public Administration
- 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 University Programs in Health Administration
- Association of Veterans Education Certifying Officials

- Commission on Accreditation of Athletic Training Education
- Council for Advancement and Support of Education
- Council for Higher Education Accreditation
- Council of College and Military Educators
- Council of Graduate Schools
- Council of Independent Colleges
- Council on Social Work Education
- Higher Learning Commission - A Commission of the North Central Association of Colleges and Schools
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Missouri
- Kansas City Professional Development Association
- Missouri Association of Colleges for Teacher Education
- Missouri College Relations Committee
- Missouri Colleges Fund
- Missouri League for Nursing
- NASPA- Student Affairs Administrators in Higher Education
- NASPAA-The Global Standard in Public Service Education
- National Association of Colleges and Employers
- National Association of Independent Colleges and Universities
- National Association of Institutions for Military Education Services
- National Association of Intercollegiate Athletics
- National Association of International Educators
- National Association of Veterans Program Administrators
- National College and University Business Officers
- National Hispanic Institute
- National League for Nursing
- National Society of Leadership Success
- North American Association of Summer Sessions
- Service Members Opportunity Colleges (charter members for all services)
- Study Missouri
- Texas Association of Collegiate Veterans Program Officials

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 Associate Vice President and Chief Human Resource Officer.

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.

PHYSICALLY INACCESSIBLE CLASSROOMS

Park University takes seriously its commitment to removing educational barriers and providing accessible facilities to all students, employees, and visitors. Due to its historic campus, the University has a limited number of classrooms that are only accessible by staircase. These rooms include the following: Lower level of the Chapel, Alumni Hall 3rd floor, Herr House (except limited first floor access), and Dearing (except first floor). The University encourages all students to check schedules for classroom assignments as soon as possible to determine the location of their classrooms, and whether they have any concerns about the accessibility of the assigned classroom. Students who have accessibility concerns due to a documented physical or mobility-related disability should contact Disability Services, Ms. Florenda Jarrard, Assistant Director of Academic Support Services, (816) 584-6313 or disabilityservices@park.edu. The University encourages students to notify Disability Services as early as possible to allow the University the opportunity to provide appropriate accommodations prior to the start of classes.

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 Associate Vice President for Human Resources or the Dean of Students.

SERVICE MEMBERS OPPORTUNITY COLLEGES (SOC)

Park University is an undergraduate institution designated as a two-year and four-year member institution of SOC. 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).

For **Readmission Requirements for Service Members**, please see Appendix section at the end of this catalog.

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.

CORPORATE AND ORGANIZATION PARTNERS

For 140 years, Park University has remained committed to its motto, Fides et Labor (Faith and Work). By fostering partnerships with companies and organizations across the United States, Park not only expands the scope of internships available to its students and job opportunities to its alumni but also interacts with industry leaders to ensure its curriculum remains relevant in a rapidly changing, globally interconnected world.

Some of the top employers in the country hire Park University graduates. Park University offers services which prepare students for their career search and facilitate employer-student engagement including job postings, site visits and job fairs.

The Park Partners program, launched officially on July 1, 2015, is designed to create mutually beneficial relationships, which fulfill career services, corporate philanthropy, leadership and professional development, and networking objectives. As companies and organizations seek to recruit, retain and develop talent necessary to compete in today's global marketplace, they seek multifaceted partnerships with dynamic academic institutions.

Park University thanks the many organizations and industry leaders which hire our graduates, provide internships to our students, contribute volunteer service on a University board or council and/or provide major philanthropic support.

- AECOM Technical Services
- Back Office Brigade, LLC
- BankLiberty*
- Baring Vostok
- Boehringer Ingelheim Vetmedica
- Bondurant Consulting
- Boston Financial Data Services., Inc.
- Bryan Cave LLP*
- Burns & McDonnell*
- C3 Capital
- Candice Bennett & Assoc., Inc.
- Carter Broadcast Group
- Cerner Corporation*
- Charles Schwab & Company, Inc.
- Citizen Best Brand Design Agency
- City of Kansas City, Missouri
- City of Lenexa, Kansas
- City of Riverside, Missouri
- Clay County, Missouri
- COMBAT
- Community Volunteer
- Comprehensive Soldier and Family Fitness Program
- Covidien
- Creative Planning, Inc.
- Crown Center Redevelopment
- Deloitte and Touche, LLP
- Downtown Council
- DuraComm
- ECCO Select
- Engaged Holdings
- Enterprise
- Ewing Marion Kauffman Foundation*
- Global Plains Advisory Group, Inc.*
- Greater Kansas City Chamber of Commerce
- Hallmark Cards
- Health Care Foundation of Kansas City
- Henry E. Wurst, Inc.*
- Hollis Law Firm
- Inergy
- Jackson County, Missouri Circuit Court
- Jewish Heritage Foundation
- JMA Information Technology Inc.
- Kansas City Public Library
- Karbank & Co.
- KCP&L
- LaserCycle, Inc*
- Liberty Bank
- Library of Congress
- Lockton*
- M R Capital Advisors, LLC
- Mattie Rhodes Center
- McRuer Certified Public Accountants*
- Metropolitan Community College
- Mid-America Regional Council
- Midwest Transplant Network
- Miller Analytics, LLC
- National Association for Latino Community Asset Builders
- Nonprofit Connect
- North Kansas City School District
- Northrop Grumman
- Paris on the Plains
- Park Hill School District
- Parkville Coffee*
- Platte County Economic Development Council
- Polo R VII School District
- Polsinelli PC
- Port KC*
- PricewaterhouseCoopers LLP
- Raymore Police Department
- RubinBrown
- Samuel Rodgers Health Center
- Saint Luke's Health System*
- Sodexo*
- Sporting Kansas City*
- UGI Corporation
- Ultra Source LLC
- UMB Bank*
- United States Air Force
- United States Army
- United States Department of Defense
- United States Department of Homeland Security
- United States Marine Corps
- United States Navy
- UPS
- US Bank
- US Office of Personnel Management
- Verizon Enterprise Solutions
- WireCo World Group*
- YMCA Head Start
- Yoodle Corp

* *A Park Partner (as of July 1, 2016)*

Colleges and Schools

Colleges and Schools

ORGANIZATION OF ACADEMIC PROGRAMS

College Of Liberal Arts and Sciences
School of Humanities
School of Natural, Applied, and Social Sciences
International Center for Music

College of Management
School of Business
Hauptmann School of Public Affairs

College of Education and Health Professions
School of Education
School of Behavioral and Health Sciences

College of Liberal Arts and Sciences

School of Humanities

Brian Shawver, M.F.A.
Associate Dean, School of Humanities

James F. Pasley, Ph.D.
Dean, College of Liberal Arts and Sciences

Mission Statement

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

The School of 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

Stephen Atkinson, Ph.D.
Professor of English

Kay Boehr, M.Arch.
Associate Professor of Interior Design

Silvia Giovanardi Byer, Ph.D.
Professor of Modern Languages

Lora A. Cohn, Ph.D.
Associate Professor of Communication

Stacey Kikendall, Ph.D.
Assistant Professor of English

Andrea Lee, Ph.D.,
Assistant Professor of Art

Glenn Lester, M.F.A.
Assistant Professor of English

John Lofflin, M.A.
Professor of Journalism/Photography

Amy Mecklenberg-Faenger, Ph.D.
Associate Professor of English

J. Mark Noe, Ph.D.
Professor of Communication

Steven McDonald, D.M.A
Associate Professor of Music

Dennis R. Okerstrom, Ph.D.
Professor of English

Adam Potthast, Ph.D.
Associate Professor of Philosophy

Ben Sayevich
Professor of Music

Kristin Shaw, M.S.J.,
Lecturer in Communication

Brian Shawver, M.F.A.
Professor of English

Jeff Smith, M.F.A.
Associate Professor of Graphic Design

Daniel Veis
Assistant Professor of Music

Steven Youngblood, M.S.
Associate Professor of Communication

College of Liberal Arts and Sciences

Degrees Offered - School of Humanities

Associate of Arts (A.A.)

Liberal Arts

Bachelor of Arts (B.A.)

Communications Studies
English
Fine Art
Multimedia Journalism and Public Relations
Organizational Communication
Spanish

Bachelor of Fine Art (B.F.A.)

Fine Art
Graphic Design
Interior Design

Bachelor of Music (B.M.)

Bachelor of Science (B.S.)

Interdisciplinary Studies

College of Liberal Arts and Sciences

School of Natural, Applied, and Social Sciences

Scott A. Hageman, M.S.
Associate Dean, School of Natural, Applied, and Social Sciences

James F. Pasley, Ph.D.
Dean, College of Liberal Arts and Sciences

Mission Statement

The mission of the School of Natural, Applied, and Social 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 of Natural, Applied, and Social 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

Cindy Anderson, M.S.
Assistant Professor of Criminal Justice

Samuel Chamberlin, Ph.D.
Assistant Professor of Mathematics

John Cigas, Ph.D.
Associate Professor of Computer Science

Gregory D. Claycomb, Ph.D.
Associate Professor of Chemistry

John Dean, Ph.D.
Assistant Professor of Computer Science

Michael T. Eskey, Ph.D.
Professor of Criminal Justice

David P. Fox, M.A.
Instructor of Geography

Dincer Guler, Ph.D.
Associate Professor of Mathematics

Scott A. Hageman, M.S
Associate Professor of Geology

John Hamilton, Ph.D.
Professor of Criminal Justice

Matthew Harris, Ph.D.
Assistant Professor of Political Science

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

Jeffery Kimmons, Ph.D.
Assistant Professor of Biology

Eugene Matthews, Ph.D
Associate Professor of Criminal Justice

Bin (Crystal) Peng, Ph.D.
Associate Professor of Computer Science

W. Gregory Plumb, J.D.
Professor of Criminal Justice

Brenda Royals, M.S.
Lecturer in Biology

Patricia Ryberg, Ph.D.
Assistant Professor of Biology

Debra Sheffer, Ph.D.
Professor of History

Alexander Silvius, Ph.D.
Assistant Professor of Physics

Charles L. Smith, Ph.D.
Associate Professor of Mathematics

Guillermo Tonsmann, Ph.D.
Associate Professor of Computer Science

Timothy C. Westcott, Ph.D.
Associate Professor of History

College of Liberal Arts and Sciences

Degrees Offered - School of Natural, Applied, and Social Sciences

Associate of Science (A.S.)

Criminal Justice Administration
Information and Computer Science

Bachelor of Arts (B.A.)

Criminal Justice Administration
History
Political Science

Bachelor of Science (B.S.)

Biology
Chemistry
Criminal Justice Administration
Geography
Information Systems
Information and Computer Science
Mathematics
Military History

College of Liberal Arts and Sciences – School of Humanities

International Center for Music

Roger Kugler, D.M.A
Director of International Center for Music

James F. Pasley, Ph.D.
Dean, College of Liberal Arts and Sciences

Mission:
The International Center for Music at Park University trains and educates the next generation of accomplished musicians for careers in music at the highest level, in a focused and creative atmosphere with an international faculty of renowned excellence.

Vision:
The International Center for Music at Park University will establish itself as one of the premier institutions for advanced study in musical performance.

List of Faculty

Steven McDonald, D.M.A
Associate Professor of Music
Ben Sayevich
Professor of Music
Daniel Veis
Assistant Professor of Music

College of Liberal Arts and Sciences – School of Humanities

Degrees Offered - International Center for Music

Bachelor of Music in Performance
(applied emphasis in Piano, Violin, Viola or Cello)

Undergraduate Certificate in Music Performance
(applied emphasis in Piano, Violin, Viola or Cello)

School of Business

Penelope DeJong, Ph.D.
Associate Dean; Undergraduate Programs, School of Business

Greg Moore, D.B.A.
Associate Dean; Graduate Programs, School of Business

Brad Kleindl, Ph.D.
Dean, College of Management

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

Mohamed Abualhaija, D.B.A
Associate Professor of Accounting

Alla Adams, Ph.D.
Visiting Assistant Professor of Health Care Administration

Linda Bell, M.B.A., C.P.A.
Lecturer in Accounting

Stephen Bell, Ph.D., J.D.
Professor of Economics

Frank Conforti, M.B.A.
Lecturer in Marketing

Julie Creek, Ph.D.
Assistant Professor of International Business

Penelope DeJong, Ph.D.
Associate Professor of Marketing

Donna Ehrlich, Ph.D.
Associate Professor of CIM

Jeff Ehrlich, Ed.D.
Associate Professor of Healthcare Administration

Toni-Rochelle Ford, M.B.A.
Assistant Professor of Marketing

Dmtry Gimon, Ph.D.
Assistant Professor of Information Systems and Business Analytics

Harold Griffin, Ph.D.
Associate Professor of Healthcare Administration

Robert Kao, Ph.D.
Associate Professor of Finance

Nicolas A. Koudou, Ph.D.
Professor of Marketing

Jolene Lampton, Ph.D., C.P.A.
Associate Professor of Management/ Accounting

Nicholas Miceli, Ph.D.
Associate Professor of Management/ Human Resources

Marion Ricono, M.B.A., P.E.
Lecturer in Management

Henry Roehrich, Ph.D.
Associate Professor of Marketing/ Management

Marsha Shapiro, M.S.A., C.P.A.
Lecturer, Accounting

Peter E. Soule, Ph.D.
Professor of Economics

The School of Business supervises academic requirements for all courses in Accounting, Economics, Bachelor of Science in Business Administration, and Management degrees. This academic supervision includes both face-to-face and online courses.

The following School of Business associate and baccalaureate degree academic programs are accredited by ACBSP: Accounting, Computer Information Management, Construction Management, Finance, Health Care Management, Human Resource Management, International Business, Logistics, Management, and Marketing. The following School of Business graduate degree academic programs are accredited by ACBSP: Master of Business Administration and the Master of Healthcare Administration.

The Bachelors of Science in Economics is not accredited by ACBSP.

Degrees Offered - School of Business

MBA 4+1 Program
(see this section in the Graduate Catalog)

MHA 4+1 Program
(see this section in the Graduate Catalog)

4+1 programs allow students to earn their BS and MBA or MHA in as little as 5 years.

Associate of Science (A.S.)

Construction Management
Management
Management/Accounting
Management/Logistics

Bachelor of Science (B.S.)

Accounting
Business Administration (Nine Concentrations)
- Accounting
- Business Economics
- Computer Information Management
- Finance
- Human Resource Management
- International Business
- Logistics
- Management
- Marketing

Construction Management
Economics
Management
Management/Accounting
Management/Computer Information Systems
Management/Engineering Administration
Management/Finance
Management/Health Care
Management/Human Resources
Management/Logistics
Management/Marketing

College of Management

Hauptmann School of Public Affairs

James Vanderleeuw, Ph.D.
Associate Dean, Hauptmann School of Public Affairs

Brad Kleindl, Ph.D.
Dean, College of Management

Vision:
The Hauptmann School of 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 of Public Affairs offers citizen-centered professional programs grounded in the liberal arts and sciences. As participants in HSPA's 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 with 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

Eric Click, Ph.D.
Associate Professor of Public Administration
Laurie N. DiPadova-Stocks, Ph.D.
Professor of Public Affairs
Melanie Smith, Ph.D.
Assistant Professor of Public Administration
James Vanderleeuw, Ph.D.
Professor of Public Administration
Terry Ward, Ph.D.
Assistant Professor of Public Administration
Don Wise, M.A.
Instructor of Public Affairs

Degrees Offered - Hauptmann School of Public Affairs

DEGREE OFFERINGS:

Bachelor of Public Administration (B.P.A.)

Areas of Emphasis:

- Business Relations
- Criminal Justice
- Fire Service Management
- Homeland Security
- Public Service

The program is offered in 8-week formats either online, blended or face-to-face:
http://www.park.edu/bpa

- The program is currently expanding onto additional campuses, with select courses already offered at many of Park University's campuses throughout the nation.

An 18-hour Minor is also available.

The BPA program is also available through AU-ABC.

Early Access to MPA Program Courses
(See page 377)

School of Education

Shannon Cuff, Ph.D.
Associate Dean, School of Education

Michelle Myers, Ed.D.
Dean, School of Education

Mission Statement
The School of 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 of 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.

Diversity Statement
The School of 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 of Education Conceptual Framework

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

Derived from Park University's vision, mission, and core values, the School of Education's (SOE) vision is to develop leaders in education. The SOE's mission, embodied in five goals, is the commitment to prepare teacher candidates to be effective school professionals, reflective change agents, and advocates for equity and excellence. The SOE's Conceptual Framework, grounded in sound educational research, theory, and practice, is centered on five core beliefs. These core beliefs guide the SOE as it nurtures and supports the development of teacher candidates' knowledge, skills, and dispositions so they can be leaders and assume the roles of effective school professionals, reflective change agents, and advocates for equity and excellence. To confirm that the SOE's vision, mission, goals, and core beliefs are being met, the SOE engages an assessment system that continually assesses and evaluates teacher candidates as they progress and transition through the SOE's programs. The assessment system strives to be fair and unbiased so as to accurately confirm candidates' competencies of their knowledge, skills, and dispositions, and to provide evidence upon which to guide future programming.

Goals:
A candidate who meets the five goals 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 goals 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 goals are rooted in these core beliefs that make up the knowledge base that drives our program.

#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 of the state of Missouri. (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. (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)

College of Education and Health Professions

School of Education

List of Faculty

Gina Chambers, Ph.D.
Assistant Professor of Education

Dong Choi, Ph.D.
Associate Professor of Education

Shannon Cuff, Ph.D.
Associate Professor of Education

Amber Dailey-Hebert, Ph.D.
Professor of Education

Judith Estes, Ph.D.
Associate Professor of Education

Gail Hennessy, M.A.
Assistant Professor of Education

Kathy Lofflin, Ph.D.
Associate Professor of Education

Jan McKinley, Ed.D.
Assistant Professor of Education

Linda Seybert, Ph.D
Associate Professor of Education

Amy Wolf, Ph.D.
Associate Professor of Education

Degrees Offered - School of Education

Bachelor of Science (B.S.)

Fitness And Wellness

Bachelor of Science (B.S.E.)

CERTIFICATION PROGRAMS

Early Childhood Education

Leads to Missouri teaching certification.

Elementary Education

Leads to Missouri teaching certification.

Middle School Education

Leads to Missouri teaching certification.

- English
- Math
- Science
- Social Science

Secondary Education

Leads to Missouri teaching certification.

- Biology
- Chemistry
- Earth Science
- English
- Math
- Social Science

K-12 Education

Leads to Missouri teaching certification.

- Art
- Mild/Moderate Cross-Categorical Disabilities, Grades K-12
- Spanish

NON-CERTIFICATION PROGRAMS

Education Studies

Does not lead to Missouri teacher certification.

- Early Childhood Teaching Young Children Emphasis

The School of 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 of Education also offers a Bachelor of Science in Education degree in Education Studies including non-certification emphasis areas in Young Child, Youth, 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 Missouri Content Assessment, 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 MSHP & FBI Background Check, which includes fingerprinting. The Park University Education Program requires a 2.75 cumulative; 3.00 Content; and 3.00 Professional Education GPA for all majors.

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

Certification Only

Students who hold a Bachelor's degree in Art, Spanish, English, Social Studies, History, Biology, Chemistry, Earth Science, 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 of Education advisor and the Admissions certification advisor.

The following endorsements are available:

Early Childhood Education
A major in early childhood education requires a 2.75 cumulative; 3.00 Content; and 3.00 Professional Education GPA for Early Childhood certification candidates.

Elementary Education
A major in elementary education requires a 2.75 cumulative; 3.00 Content; and 3.00 Professional Education GPA 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 2.75 cumulative; 3.00 Content; and 3.00 Professional Education GPA is required. Information regarding middle school teaching areas is available from the School of 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 2.75 cumulative; 3.00 Content; and 3.00 Professional Education GPA is required. Information regarding secondary teaching areas is available from the School of Education.

K-12 Education
A major in education and the completion of the appropriate education courses with 2.75 cumulative; 3.00 Content; and 3.00 Professional Education GPA is required. Additional information regarding this certification is available from the School of Education.

Admission to the School of 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 of Education. Undergraduate, transfer, and certification only students who are interested in applying to Early Childhood Education, Elementary, Middle School, Secondary, Art, Mild/Moderate Cross-Categorical Disabilities, 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 SOE Faculty approve all admissions to the School of Education.

The application for Admissions to Teacher Education may be obtained from the Director of Field Experience or the School of Education office. The application requires the signature of the advisor. The School of 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 on the first working Monday of every month. The Education faculty has the responsibility to endorse or deny the admission application. 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 of Education (SOE) faculty believe undergraduate students need to master the Frameworks' goals in the context of its knowledge, skills, and dispositions, which are unique to the SOE's teacher education curricula and not available at other instructions. 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 of Education
The CSARA Committee serves as an appeal body for the School of Education in the implementation of the education unit. The Committee will receive and review any candidate grievance that is within the authority of the School of Education and not addressed through other Park University Policies as written in the catalog (i.e., grade appeal, academic honesty, etc.). While not intended to be an exhaustive list, some examples of School of Education authority include review and decision of candidate admittance to the SOE, policies related to assessment of professional

dispositions, requirements for practicum enrollment, and approval of application for directed teaching.

Additional information related to the appeals process may be obtained from the School of Education office. Appeals and grievances on all matters, **except** Admission to SOE 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 of Education Programs
The Park University School of Education has Missouri Certification and Non-certification Programs. The Missouri **Certification** programs include Early Childhood, Elementary, Middle School, Secondary, and K-12.

The **Non-certification** program, Education Studies, includes Early Childhood Education The following lists the requirements to enter the Park University School of Education Missouri Certification programs and the Park University School of 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 SOE faculty with each disposition rated "target" or "acceptable"
- Self-disposition evaluation
- Cumulative GPA of 2.75 including transfer courses
- 3.00 Content GPA
- 3.00 Professional Education GPA
- MoGEA 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 135, EN 105, EN 106, EDU 220 and EDC 222 when applicable.
- Missouri Educator Profile

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

Procedures for Request to Admission to the School of Education—Certification Programs
The student provides the following documents:

- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Self-disposition evaluation
- Application for Admission to the School of Education
- Missouri State Highway Patrol and FBI fingerprint check

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, K-12 Mild/Moderate Cross-Categorical Disabilities, 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 of Education. The application for Field Experience must be presented by the teacher candidate to the Director of Field Experience for processing within the posted deadlines. The deadline dates are emailed to all Education students approximately one year in advance. The Director of Field Experience presents the teacher candidates' applications to the SOE faculty. A candidate whose application for directed teaching is denied may appeal to the Committee for Selection, Admission, Retention, and Appeals (CSARA).

Appeal Process and Procedures on Denial of Admission to Directed Teaching:
An applicant who has been denied admission to the School of 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 of Education Student Handbook. If the student disagrees with the Committee decision, he/she may appeal in writing to the Dean of School of Education. If the student disputes the decision of CSARA, he/she may appeal to the Dean whose decision is final.

Additional information related to the appeals process may be obtained from the School of 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 "target" or "acceptable"
- Self-disposition evaluation
- 2.75 GPA (Cumulative—all classes, including transfer courses)
- 3.00 Content GPA
- 3.00 Professional Education GPA
- Passing score on the Missouri Content Assessment(s) required for major
- Good standing in School of Education (not on probation)
- Unofficial Transcript
- Personal Autobiography
- FBI & Missouri State Highway Patrol Fingerprint checks current and 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 2.75 including transfer courses
- 2.75 GPA in core classes
- Successful completion of EDU 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 of Education

- Two disposition evaluations completed by SOE Faculty with each disposition rated "target" or "acceptable"
- Letter of recommendation (from professional outside of the School for Education)
- Initial portfolio approved by advisor
- FBI Felony background check passed
- Child abuse or Neglect Screening

Procedures for Request to Admission to the School of Education—Non-Certification Program
The student provides the following documents:

- Two disposition evaluations completed by SOE faculty with each disposition rated "target" or "acceptable"
- Self-disposition evaluation
- Letter of recommendation from professional outside of the School for Education (submitted in a sealed/ signed envelope or electronically)
- Application for Admission to the School of Education
- Initial portfolio approved by advisor

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, 8-week, 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

School of Education

Education courses taken more than ten years prior to acceptance into the School of 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.

All requirements (i.e., admission, within program, and exit) are subject to change as per the Missouri Department of Elementary and Secondary Education.

College of of Education and Health Professions

School of Behavioral and Health Sciences

Michelle Myers, Ph.D.
Dean, College of Education and Health Professions

List of Faculty

Gary E. Bachman, M.S.W., L.S.C.S.W.
Associate Professor of Social Work

Monica Brannon, Ph.D.
Assistant Professor of Sociology

Brian J. Cowley, Ph.D.
Professor of Psychology

Teresa Crowder, M.S.N.
Assistant Professor of Nursing

Geri Dickey, Ph.D.
Assistant Professor of Social Work

Nichole Goergen, M.S.N.
Instructor of Nursing

April Haberyan, Ph.D.
Associate Professor of Psychology

Kathy Jackson, M.S.N.
Assistant Professor of Nursing

Andrew Johnson, Ph.D.
Professor of Psychology

Dennis D. Kerkman, Ph.D.
Professor of Psychology

Walter Kisthardt, Ph.D., M.S.W.
Professor of Social Work

Teresa Mason, Ph.D.
Associate Professor of Psychology

Debra Morrison, Ph.D.
Assistant Professor of Social Work

Kerry Nelsen, M.S.N.
Assistant Professor of Nursing

Leon Probasco, M.S.W., L.S.C.S.W, B.C.D.
Assistant Professor of Social Work

Tamara Radohl-Sigley, Ph.D.
Assistant Professor of Social Work

Cassandra Werle-Rice, M.S.N.
Assistant Professor of Nursing

College of of Education and Health Professions

Degrees Offered - School of Behavioral and Health Sciences

Associate of Science (A.S.)

Social Psychology

Bachelor of Arts (B.A.)

Psychology
Sociology

Bachelor of Science (B.S.)

RN to BSN Program
Nursing Pre-Licensure Program
Social Psychology

Bachelor of Social Work (B.S.W.)

Social Work

Park Campus Centers and Online Learning

Park University 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 University 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 entire staff and faculty of Park University act as facilitators of the student's educational experience. Because of this approach, Park 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 of the Military Resident Center System (MRCS) in 1972. Park University programs are now located on military installations, community colleges, commercial facilities convenient to students, and online. 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 University's online operations began 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 University has developed over 500 courses online and offers multiple online sections per term. The online learning environment provided by Park University provides flexibility, adaptability, and convenience. Most online courses are scheduled within five eight-week terms in an academic year with classes beginning on Monday to Midnight Sunday. Student 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 in Communication and Leadership or Master of Healthcare Administration.

Park University

Parkville 16 | KC 8* | Online | Campus Centers

					AR	AZ		CA					GA	ID	IL	KS	MA	MO		MT	NM	NC	ND		OH		OK	SC		TN	TX									UT	VA			WA	WY
		Parkville 16-Week	Park KC Area*	Online	Little Rock AFB	Davis-Monthan AFB	Luke AFB	Barstow CC	Camp Pendleton MCB	Fort Irwin	Victor Valley College	Moody AFB	Mountain Home AFB	Scott AFB	Lenexa	Hanscom AFB	Ft. Leonard Wood	Whiteman AFB	Malmstrom AFB	Holloman AFB	Cherry Point MCAS	Grand Forks AFB	Minot AFB	DSCC	Wright-Patterson AFB	Tinker AFB	Beaufort MCAS	Charleston AFB	Millington MCS	Austin Campus Center	El Paso	Fort Bliss	Goodfellow AFB	Lackland AFB	Laughlin AFB	Randolph AFB	Hill AFB	Fort Myer	Henderson Hall	Quantico MCCDC	Fairchild AFB	F.E. Warren AFB
Accounting	B.S.	✓	✓	✓												✓															✓												
Biology	B.S.	✓																																								
Business Administration: Accounting	B.S.	✓		✓												✓								✓																		
Business Administration: Business Economics	B.S.	✓		✓												✓																										
Business Administration: Computer Information Mgt.	B.S.	✓		✓												✓								✓																		
Business Administration: Finance	B.S.	✓	✓	✓					✓				✓			✓								✓		✓		✓		✓	✓		✓		✓		✓					✓
Business Administration: Human Resources Management	B.S.	✓	✓	✓					✓				✓			✓			✓					✓		✓		✓		✓	✓		✓		✓		✓					✓
Business Administration: International Business	B.S.	✓		✓					✓				✓			✓										✓		✓		✓	✓				✓		✓					✓
Business Administration: Logistics	B.S.	✓		✓					✓				✓			✓								✓		✓		✓		✓	✓		✓		✓		✓					✓
Business Administration: Management	B.S.	✓	✓	✓					✓				✓			✓			✓					✓		✓		✓		✓	✓		✓		✓		✓					✓
Business Administration: Marketing	B.S.	✓	✓	✓					✓				✓			✓								✓		✓		✓		✓	✓		✓		✓		✓					✓
Chemistry	B.S.	✓																																							
Communication	B.A.	✓																																							
Computer Networking	CERT	✓		✓																													✓								
Construction Management	A.S.																	✓																								
	B.S.	✓		✓																																					
Criminal Justice Administration	A.S.		✓	✓	✓					✓		✓							✓			✓	✓				✓		✓	✓	✓		✓			✓					✓	✓
Criminal Justice: Law Enforcement	B.S.		✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	B.A.	✓																																							
Criminal Justice: Security	B.S.			✓	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	B.A.	✓																																							

* Park KC Area includes Independence, Downtown and Parkville 8-week programs.

Park University

					AR	AZ		CA				GA	ID	IL	KS	MA	MO		MT	NM	NC	ND		OH		OK	SC		TN	TX							UT	VA			WA	WY
		Parkville 16-Week	Park KC Area*	Online	Little Rock AFB	Davis-Monthan AFB	Luke AFB	Barstow CC	Camp Pendleton MCB	Fort Irwin	Victor Valley College	Moody AFB	Mountain Home AFB	Scott AFB	Lenexa	Hanscom AFB	Ft. Leonard Wood	Whiteman AFB	Malmstrom AFB	Holloman AFB	Cherry Point MCAS	Grand Forks AFB	Minot AFB	DSCC	Wright-Patterson AFB	Tinker AFB	Beaufort MCAS	Charleston AFB	Millington MCS	Austin Campus Center	El Paso	Fort Bliss	Goodfellow AFB	Lackland AFB	Laughlin AFB	Randolph AFB	Hill AFB	Fort Myer	Henderson Hall	Quantico MCCDC	Fairchild AFB	F.E. Warren AFB
Criminal Justice: Corrections	B.S.			✓	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
	B.A.	✓																																								
Economics	B.S.	✓																																								
Education Studies: Early Childhood Ed. Teaching Young Children	B.S.E.			✓				✓	✓	✓	✓		✓						✓													✓	✓								✓	
Education Studies: Early Childhood Education	B.S.E.	✓																																								
Education	B.S.E.	✓																																								
Education Studies: Middle School Education	B.S.E.	✓																																								
Education Studies: Secondary Education	B.S.E.	✓																																								
Education Studies: K-12 Education (Spanish, Art)	B.S.E.	✓																																								
Education: K-12 Education (Mild/Moderate Cross Categorical Disabilities)	B.S.E.	✓																																								
English: Writing	B.A.	✓																																								
English: Literature	B.A.	✓																																								
English: Education	B.A.	✓																																								
Fine Art	B.A.	✓																																								
	B.F.A.	✓																																								
Fitness and Wellness	B.S.	✓																																								
Geographical Information Systems	CERT	✓		✓																																						
Geography	B.S.	✓		✓					✓								✓														✓		✓									
Global Communications	CERT	✓	✓	✓																																						
Graphic Design	B.F.A.	✓																																								

* Park KC Area includes Independence, Downtown and Parkville 8-week programs.

Park University

					AR	AZ		CA					GA	ID	IL	KS	MA	MO		MT	NM	NC	ND		OH		OK	SC		TN	TX									UT	VA			WA	WY
		Parkville 16-Week	Park KC Area*	Online	Little Rock AFB	Davis-Monthan AFB	Luke AFB	Barstow CC	Camp Pendleton MCB	Fort Irwin	Victor Valley College	Moody AFB	Mountain Home AFB	Scott AFB	Lenexa	Hanscom AFB	Ft. Leonard Wood	Whiteman AFB	Malmstrom AFB	Holloman AFB	Cherry Point MCAS	Grand Forks AFB	Minot AFB	DSCC	Wright-Patterson AFB	Tinker AFB	Beaufort MCAS	Charleston AFB	Millington MCS	Austin Campus Center	El Paso	Fort Bliss	Goodfellow AFB	Lackland AFB	Laughlin AFB	Randolph AFB	Hill AFB	Fort Myer	Henderson Hall	Quantico MCCDC	Fairchild AFB	F.E. Warren AFB
History: European/Classical	B.A.	✓																																									
History: United States	B.A.	✓																																									
History: Public History	B.A.	✓																																									
Human Resources	CERT			✓																										✓	✓											
Industrial Organizational Psychology	CERT	✓		✓																																							
Information and Computer Science	A.S.		✓	✓	✓		✓					✓	✓						✓	✓			✓			✓	✓		✓	✓	✓	✓	✓			✓		✓	✓	✓		
	B.S.	✓		✓	✓	✓	✓		✓				✓						✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Information Systems	B.S.	✓	✓	✓																												✓										
Interdisciplinary Studies	B.S.	✓	✓	✓					✓	✓		✓						✓	✓										✓	✓		✓										
Interior Design	B.F.A.	✓																																								
Liberal Arts	A.A.																		✓																								
Management	A.S.		✓	✓	✓	✓	✓			✓		✓	✓	✓			✓		✓	✓		✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
	B.S.		✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Management/Accounting	A.S.		✓	✓		✓	✓												✓				✓							✓	✓	✓					✓				✓	
	B.S.		✓	✓		✓	✓	✓	✓		✓							✓	✓		✓	✓	✓		✓					✓							✓				✓	
Management/C.I.S.	B.S.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Management/Engineering Admin.	B.S.																	✓		✓																						
Management/Finance	B.S.		✓	✓		✓	✓													✓		✓							✓				✓	✓	✓	✓				✓	
Management/Health Care	B.S.		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	
Management/Human Resources	B.S.		✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Management/Logistics	A.S.			✓										✓					✓		✓		✓							✓			✓				✓				✓	
	B.S.			✓			✓			✓				✓					✓		✓	✓	✓		✓	✓	✓					✓					✓	✓	✓	✓	✓	
Management/Marketing	B.S.		✓	✓		✓	✓			✓							✓		✓	✓	✓	✓	✓					✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓

* Park KC Area includes Independence, Downtown and Parkville 8-week programs.

Park University

Parkville 16 | KC 8 * | Online | Campus Centers

						AR	AZ		CA					GA	ID	IL	KS	MA	MO		MT	NM	NC	ND		OH		OK	SC		TN	TX										UT	VA			WA	WY
		Parkville 16-Week	Park KC Area*	Online	Little Rock AFB	Davis-Monthan AFB	Luke AFB	Barstow CC	Camp Pendleton MCB	Fort Irwin	Victor Valley College	Moody AFB	Mountain Home AFB	Scott AFB	Lenexa	Hanscom AFB	Ft. Leonard Wood	Whiteman AFB	Malmstrom AFB	Holloman AFB	Cherry Point MCAS	Grand Forks AFB	Minot AFB	DSCC	Wright-Patterson AFB	Tinker AFB	Beaufort MCAS	Charleston AFB	Millington MCS	Austin Campus Center	El Paso	Fort Bliss	Goodfellow AFB	Lackland AFB	Laughlin AFB	Randolph AFB	Hill AFB	Fort Myer	Henderson Hall	Quantico MCCDC	Fairchild AFB	F.E. Warren AFB
Mathematics	B.S.	✓																																											
Military History	B.S.	✓		✓																																									
Music	B.M.	✓																																											
	CERT	✓																																										
Nursing	B.S.N.	✓		✓																																									
Organizational Communication	B.A.	✓	✓	✓					✓																																					
Political Science	B.A.	✓																																											
Psychology	B.A.	✓		✓			✓		✓												✓								✓	✓		✓		✓							✓			
Public Administration: Business Relations	B.P.A.		✓	✓			✓	✓	✓	✓	✓		✓		✓				✓								✓		✓	✓	✓	✓								✓			
Public Administration: Criminal Justice	B.P.A.		✓	✓				✓	✓	✓	✓		✓		✓			✓	✓								✓		✓	✓	✓	✓								✓			
Public Administration: Fire Service Management	B.P.A.		✓	✓				✓	✓	✓	✓		✓		✓				✓								✓		✓	✓	✓	✓								✓			
Public Administration: Homeland Security	B.P.A.		✓	✓			✓	✓	✓	✓	✓		✓		✓		✓	✓	✓								✓		✓	✓	✓	✓								✓			
Public Administration: Public Service	B.P.A.		✓	✓			✓	✓	✓	✓	✓		✓		✓			✓	✓								✓		✓	✓	✓	✓								✓			
Social Psychology	A.S.		✓	✓	✓	✓	✓			✓		✓	✓	✓					✓	✓		✓	✓				✓		✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓
	B.S.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A Skilled Helper (Pre-Adult)	CERT	✓	✓	✓																										✓	✓												
A Skilled Helper (Adult)	CERT	✓	✓	✓																										✓	✓												
Methodology	CERT	✓	✓	✓																										✓	✓												
Social Work	B.S.W.	✓																																									
Sociology	B.A.	✓		✓			✓		✓												✓								✓	✓		✓		✓							✓			
Spanish	B.A.	✓																																									
Terrorism & Homeland Security	CERT	✓	✓	✓						✓					✓																✓	✓												
Thanatology	CERT	✓																																									

* Park KC Area includes Independence, Downtown and Parkville 8-week programs.

Park University
Academic Calendar

Classes and Examination Periods

Fall (Sixteen-Week Session)	August 14 - December 10, 2017 Exams: December 4 - 10, 2017	
Fall I (Eight-Week Session)	August 14 - October 8, 2017 Exams: October 2 - 8, 2017	
Fall II (Eight-Week Session)	October 16 - December 10, 2017 Exams: December 4 - 10, 2017	
Spring (Sixteen-Week Session)	January 15 - May, 13, 2018 Exams: May 7 - 13, 2018	
Spring I (Eight-Week Session)	January 15 - March 11, 2018 Exams: March 5 - 11, 2018	
Spring II (Eight-Week Session)	March 19 - May 13, 2018 Exams: May 7 - 13, 2018	
Session I (Two-Week Session)	May 14 - June 27, 2018	'Maymester'

Summer

Session II (Eight-Week Session)	June 6 - July 31, 2018	'Summer Session'
Session III (Four-Week Session)	June 4 - July 1, 2018	'Junemester'
Session IV (Four-Week Session)	July 2 - July 29, 2018	'Julymester'

Selected Campus Centers may also have the following sessions:

Fall III (Four-Week Session)	August 14 - September 10, 2017
Fall IV (Four-Week Session)	September 11 - October 8, 2017
Fall VII (Four-Week Session)	October 16 - November 12, 2017
Fall VIII (Four-Week Session)	November 13 - December 10, 2017
Winter I (Four-Week Session)	December 11, 2017- January 14, 2018
Spring III (Four-Week Session)	January 15 - February 11, 2018
Spring IV (Four-Week Session)	February 12 - March 11, 2018
Spring VII (Four-Week Session)	March 19 - April 15, 2018
Spring VIII (Four-Week Session)	April 16 - May 13, 2018

Park University
Academic Calendar

Holidays and Recess

Labor Day	September 4, 2017 (PDCC only – Fall I classes will be held)
Fall Recess	October 9 - 15, 2017 (PDCC only)
Veteran's Day	November 11, 2017 (PDCC only – Fall II classes will be held)
Thanksgiving Recess	November 23 - 26, 2017 (Fall II classes will be held)
Martin Luther King Day	January 15, 2018 (PDCC only – Spring I classes will be held)
President's Day	February 19, 2018 (PDCC only – Spring I classes will be held)
Spring Recess	March 12 - 18, 2018 (PDCC only)
Memorial Day	May 28, 2018
Independence Day	July 4, 2018

Commencement

Mid-Year	December 9, 2017
Year-End	May 12, 2018

PDCC = Parkville Daytime Campus Center

Final Exam Schedule

The dates of the final exams are listed across the top of the chart. The final exam times are listed to the left side of the chart. Locate your scheduled class time within the grid and cross reference the date and time of the final. NOTE: Evening and weekend classes will have final exams during finals week on the regularly scheduled day.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 10:30	MWF 8:00 - 8:50 MW 8:00 - 8:50	TR 7:20 - 8:35 TR 7:50 - 8:40 T 9:00 - 11:30	MWF 9:00 - 9:50 MW 9:00 - 10:50 MW 9:00 - 10:50 W 9:00 - 11:50	TR 8:45 - 10:00 TR 8:45 - 11:25	Unscheduled class times and makeup exams.
10:45 - 1:15	MWF 10:00 - 10:50 MW 10:00 - 10:50 M 10:00 - 11:30	TR 10:10 - 11:25 TR 10:10 - 12:50	W 10:00 - 11:30 MWF 11:00 - 11:50 MW 11:00 - 12:15 MW 11:00 - 1:15	TR 11:35 - 12:50	
1:30 - 4:00	MW 12:00 - 1:15 M 12:00 - 2:30 MW 12:00 - 2:45 M 1:30 - 4:15 M 1:30 - 4:20	TR 1:00 - 1:50 TR 1:00 - 2:15 TR 1:00 - 3:30	W 12:00 - 2:30 MW 1:30 - 2:45 W 1:30 - 4:20	TR 2:25 - 3:40	
4:15 - 6:45	MW 3:00 - 5:45 MW 4:30 - 5:45 M 4:30 - 5:45 MW 4:35 - 5:50	T 2:25 - 3:15 T 2:25 - 4:55 T 2:25 - 5:15 T 3:40 - 6:10 TR 2:25 - 5:05 TR 2:25 - 5:15	MW 3:00 - 4:15 MW 3:10- 4:25 W 4:30 - 7:00	R 2:25 - 3:15 R 2:25 - 4:55 R 2:25 - 5:15 R 3:00 - 5:30 R 4:30 - 5:50 TR 3:50 - 5:05 TR 4:35 - 5:45	
7:00 - 9:30	MW 5:45 - 7:00 MW 6:00 - 8:40	T 5:30 - 8:00 TR 5:30 - 8:10 T 6:00 - 8:30	W 5:30 - 9:50 W 7:00 - 9:50	R 5:30 - 8:00 R 6:00 - 8:30 R 7:00 - 9:50	

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.

Contact Information

Contact Directory

Parkville Daytime Campus Center
8700 NW River Park Drive
Parkville, MO 64152-3795
(877) 505-1059

College of Management
8700 NW River Park Drive – Box 7
Parkville, MO 64152
(816) 584-6308
business@park.edu
www.park.edu/academics

College of Education and Health Professions
8700 NW River Park Drive – Box 22
Parkville, MO 64152
(816) 584-6335
www.park.edu/academics

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

Park KC Area
911 Main, Suite 300
Kansas City, MO 64105-1630
(816) 559-5601
www.park.edu/academics

Park Online Learning
8700 NW River Park Drive
Parkville, MO 64152-3795
(816) 584-6240
www.park.edu/academics

Graduate Programs
8700 NW River Park Drive
Parkville, MO 64152-3795
(816) 559-5625
www.park.edu/academics

Graduate Program Contact Numbers:
(816) 559-5635 - Business Administration (M.B.A.)
(816) 584-6263 - Communication & Leadership (M.C.L.)
(816) 584-6335 - Education (M.Ed.)
(816) 559-5621 - Healthcare Administration (M.H.A.)
(816) 584-6484 - Music (M.M.)
(816) 559-5634 - Hauptmann School of Public Affairs and Administration (M.P.A., B.P.A.)
(816) 584-6586 - Social Work (M.S.W)

Contact Information

Web Site

www.park.edu

Park University directory - Call (800) 745-7275, **http://people.park.edu**

Correspondence concerning general administrative matters of the university should be addressed to the Provost and 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 Vice President.

Other inquiries should be addressed to the offices listed below:

Academic Support Center
- Director, Academic Support Center

Accounting
- Chief Financial Officer

Admissions Information
- Parkville Daytime Campus Center
  - Director of Admissions
- Park Campus Centers and Online Learning
  - Campus Center Director
- Park Online
  - onlineadmissions@park.edu
- Park KC Area
  - Regional Director, Park KC Area

Alumni Affairs
- Associate Vice President for External Relations

Bookstore
- Barnes and Noble
- Missouri Book Service

Campus Crime Statistics
- Director of Campus Safety

Career Development
- Director of Career Development

International Student Affairs
- Senior Director of Office of International Students

Library
- Director of Library Services and Learning Commons

Park KC Area
- Regional Director, Park KC Area

Residence Life and Housing
- Director of Residence Life

Scholarship and Student Aid
- Director of Student Financial Services

Student Life
- Associate Vice President and Dean of Student Life

Transcripts and Records
- Registrar

Contact Information

Campus Center Locations

Arizona
Luke Campus Center
(623) 935-4424
7383 N. Litchfield Rd., Ste. 3114
Luke AFB, AZ 85309-1555
luke@park.edu
- Computer Lab(s)

Davis-Monthan Campus Center
(520) 748-8266
355 FSS/FSDE
5355 E Granite Street, Suite 107
Davis-Monthan AFB, AZ 85707-3003
davi@park.edu

Arkansas
Little Rock Campus Center
(501) 988-5624
1490 Vandenberg Blvd., Suite 113
Jacksonville, AR 72099-0001
litr@park.edu
- Computer Lab(s)

California
Barstow Community College Campus Center
(760) 252-7275
2700 Barstow Road C-14
Barstow, CA 92311
barc@park.edu
- Computer Lab(s)

Camp Pendleton Campus Center
(760) 725-6858
Joint Education Center - Bldg #1331, Rm 207
MCB Camp Pendleton, CA 92055-5020
camp@park.edu
- Computer Lab(s)

Fort Irwin Campus Center
(760) 386-8062
Commander National Training Center
3rd Street
Army Education Center - Bldg 1020
Fort Irwin, CA 92310
ftir@park.edu
- Computer Lab(s)

Victor Valley College Campus Center
(442) 242-9028
18422 Bear Valley Road
Victorville, CA 92395
vvcc@park.edu
- Computer Lab(s)

Georgia
Moody Campus Center
(229) 245-7077
23rd FSS/FSDE - 3010 Robinson Road
Moody AFB, GA 31699-1518
mood@park.edu
- Computer Lab(s)

Idaho
Mountain Home Campus Center
(208) 832-4535
366 FSS/FSDE - 665 Falcon St Suite 214
Mountain Home, ID 83648-5115
mthm@park.edu
- Computer Lab(s)

Illinois
Scott Campus Center
(618) 744-1555
404 West Martin Street - Bldg 1650, Room 79
Scott Air Force Base, IL 62225-1607
scot@park.edu
- Computer Lab(s)

Kansas
Lenexa Campus Center
17101 W. 87th Street Parkway
Lenexa, KS 66219

Massachusetts
Hanscom Campus Center
(781) 860-7275
66 MSS/DPE
BLDG 1728 - 29 Chennault Street
Hanscom AFB, MA 01731
hans@park.edu
- Restricted Access
- Computer Lab(s)

Contact Information

Missouri
Downtown Campus Center
(816) 559-5601
911 Main Street, Suite 300
Kansas City, MO 64105
downtown@park.edu
• Computer Lab(s)

Independence Campus Center
(816) 584-6560
20101A East Jackson Dr.
Independence, MO 64057
independence@park.edu
• Computer Lab(s)

Whiteman Campus Center
(660) 563-2846
509 FSS/FSDE
511 Spirit Blvd, Ste 245
Whiteman AFB, MO 65305
whit@park.edu
• Computer Lab(s)

Fort Leonard Wood Campus Center
(573) 329-2798
4904 Constitution Ave, Bldg 499, Ste 33
Fort Leonard Wood, MO 65473
ftlw@park.edu
• Computer Lab(s)

Montana
Malmstrom Campus Center
(406) 761-7540
341 FSS/FDS
7521 Fourth Ave, N
Malmstrom AFB, MT 59402-7507
malm@park.edu
• National Testing Center
• Computer Lab(s)

New Mexico
Holloman Campus Center
(575) 479-2337
Suite 213 Building 224
49th FSS/FSDE 596 Fourth Street
Holloman AFB, NM 88330-8038
holl@park.edu
• Computer Lab(s)

North Carolina
Cherry Point Campus Center
(252) 447-0461
Joint Education Center Bldg. 4335
MCAS Cherry Point, NC 28533-5001
cher@park.edu
• Restricted Access
• Computer Lab(s)

North Dakota
Grand Forks Campus Center
(701) 594-2977
319 FSS/FSDE - 344 Tuskegee Airmen Blvd.
Grand Forks AFB, ND 58205-6336
graf@park.edu
• Computer Lab(s)

Minot Campus Center
(701) 727-0469
5th FSS/FSDE
156 Missile Ave
Minot AFB, ND 58705-5008
mino@park.edu
• Computer Lab(s)

Ohio
Defense Supply Center Columbus Campus Center
(614) 237-4229
3990 E Broad St. Bldg. 11 Section 9
Columbus, Ohio 43213
dscc@park.edu
• Computer Lab(s)

Wright Patterson Campus Center
(937) 904-4806
88 MSS/DPEE
2130 5th Street, Bldg. 50, Area B
Wright Patterson AFB, OH 45433-7024
wrpt@park.edu
• National Testing Center
• Computer Lab(s)

Oklahoma
Tinker Campus Center
(405) 732-6149
72 FSS/FSDEV
7751 1st, Suite 105
Tinker AFB, OK 73145-9148
tink@park.edu
• Restricted Access
• Computer Lab(s)

Contact Information

South Carolina
Beaufort Campus Center
(843) 228-7052
Joint Education Center - Bldg 596, Rm 212
MCAS Beaufort, SC 29904-5001
beau@park.edu
- Computer Lab(s)

Charleston Campus Center
(843) 552-8301
628 FSS/FSDE
101 W. Hill Blvd Bldg 221
Joint Base Charleston, SC 29404-4703
char@park.edu
- National Testing Center
- Computer Lab(s)

Tennessee
Millington Campus Center
(901) 872-4389
NSA Mid-South
5750 Essex St.
Bldg S239, Rm 154
Millington, TN 38054-003888
mill@park.edu
- Computer Lab(s)

Texas
Austin Campus Center
(512) 385-PARK (7275)
Arbortoreum II, Suite 200 10415 Morado Circle
Austin, TX 78759
aust@park.edu
- Computer Lab(s)

El Paso Campus Center
(915) 591-0286
1330 Adabel Drive
El Paso, TX 79936
elps@park.edu
- Computer Lab(s)

Fort Bliss Campus Center
(915) 562-8450
639 Merritt Street
Fort Bliss, TX 79916
ftbl@park.edu
- Computer Lab(s)

Goodfellow Campus Center
(325) 654-4082
17 FSS/FSDE - 265 Kearny BLVD, Rm S 208
Goodfellow AFB, TX 76908-5503
good@park.edu
- Computer Lab(s)

Lackland Campus Center
(210) 670-9116
802 FSS/FSDEE
1550 Wurtsmith, Suite 5
Lackland AFB TX 78236-5251
lack@park.edu
- Computer Lab(s)

Laughlin Campus Center
(830) 298-5593
47th FSS/FSDE
201 Mitchell Blvd, Building 221
Laughlin AFB, TX 78843
laug@park.edu
- National Testing Center
- Computer Lab(s)

Randolph Campus Center
(210) 566-9595
802 FSS/FSDE
301 B Street West, Room 5
Randolph AFB, TX 78150-4521
rand@park.edu
- Computer Lab(s)

Utah
Hill Campus Center
(801) 773-4692
7285 4th Street, Building 180, Rm 105
Hill AFB, UT 84056-5204
hill@park.edu
- National Testing Center
- Computer Lab(s)

Virginia & Greater DC Area
Fort Myer Campus Center
(703) 527-5258
Bldg 417, 239 Sheridan Ave.
Fort Myer, VA 22211
ftmy@park.edu
- Computer Lab(s)

Contact Information

Henderson Hall Campus Center
(703) 525-7275
Education Office - H&S Battalion HQBN
Henderson
1555 Southgate Rd
Arlington, VA 22214
hend@park.edu
- National Testing Center
- Computer Lab(s)

Quantico Campus Center
(703) 640-7389
Lifelong Learning Center - 3088 Roan Street
Quantico, VA 22134
quan@park.edu
- Computer Lab(s)

Washington
Fairchild Campus Center
(509) 244-2020
92 FSS/FSDE
6 W. Castle St., Ste 118
Fairchild AFB, WA 99011-9406
fair@park.edu
- National Testing Center
- Computer Lab(s)

Wyoming
FE Warren Campus Center
90th FSS/FSDE
1205 Ziemann Blvd
F E Warren AFB, WY 82005-3924
few@park.edu
- Computer Lab(s)

Information Technology

MyPark

MyPark is a 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.
- Access to Google Apps for Education, online classes, and other online resources for communications with other students and club members.
- Quick access to online library resources as well as Park's calendars, news and announcements.
- Customizable "MyPages" for personalized class schedule, calendar, bookmarks, and groups.

MyPark can be accessed directly at **https://my.park.edu** or from the MyPark link on Park's home page at **www.park.edu**. To log on to MyPark, faculty and students must use their university ID number and their university password which is provided by Student Success Center or the Information Technology Help Desk or your password can also be recovered at the Identity Management system at **https://accounts.park.edu**.

Students will be able to register themselves online after consulting with their advisor or Campus Center Director. Faculty Advisors, Student Success Coaches, or the local Campus Center Director will also be available to input registration. Technology Support is available by phone at (800) 927-3024 or or by e-mail at support.technology@park.edu. For up-to-date information on what we offer our students, please visit the help page at **www.park.edu/help**.

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 students, 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://login.park.edu** in any standard web browser.
Step 2: Use your Park University-provided ID number for your user-name.
Step 3: Use your Park University-provided password to authenticate.
Step 4: Click the "Login" button to access your email account.

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 Park University provided password to authenticate.
Step 4: Click the "Login" button to access your portal account.
Step 5: Click on "Email" to get taken to https://login.park.edu.
NOTE: If you do not know your University-provided password, please contact the Student Success Center or the Information Technology Help Desk to obtain it.

Information Technology

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 google.com. Search "Apps for Education". The student can also email support.technology@park.edu or call (800) 927-3024 for assistance. 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 **https://pdl.park.edu/pages/learnersupport** or **https://canvas.park.edu**

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. Park 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 in MyPark at **https://my.park.edu**. 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 activities on Park University information technology resources are subject to random monitoring and 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.

Virtual Applications (Virtual Apps)
The goal of VirtualApps to provide Faculty, Students, and Staff with 24/7, on-demand access to a library of popular licensed software applications. These Virtual Apps can be accessed from any computer, Android, or iOS device anywhere an internet connection is available.

Currently, people must visit a particular computer lab during normal hours of operation to use some specific software. While anyone will still be able to visit labs for specific software, VirtualApps allows people with a Park University username to log in to a cloud-based system to access specialized software. This access gives Park students, faculty and staff the flexibility of using the software on campus, at home, and even while studying abroad (some of the specialized applications will be available only to groups that software pertains to.

Our initial efforts in virtualized software include Microsoft Office 2010, IBM SPSS Statistics 22, and QuickBooks Premier 2013. VirtualApps is not platform specific and can be used by Windows, Mac, Linux, Android and iOS operating systems.

You can access our VirtualApps at **www.park.edu/virtual**

Instructions for connecting to our VirtualApps environment can be found here: **www.park.edu/virtual**

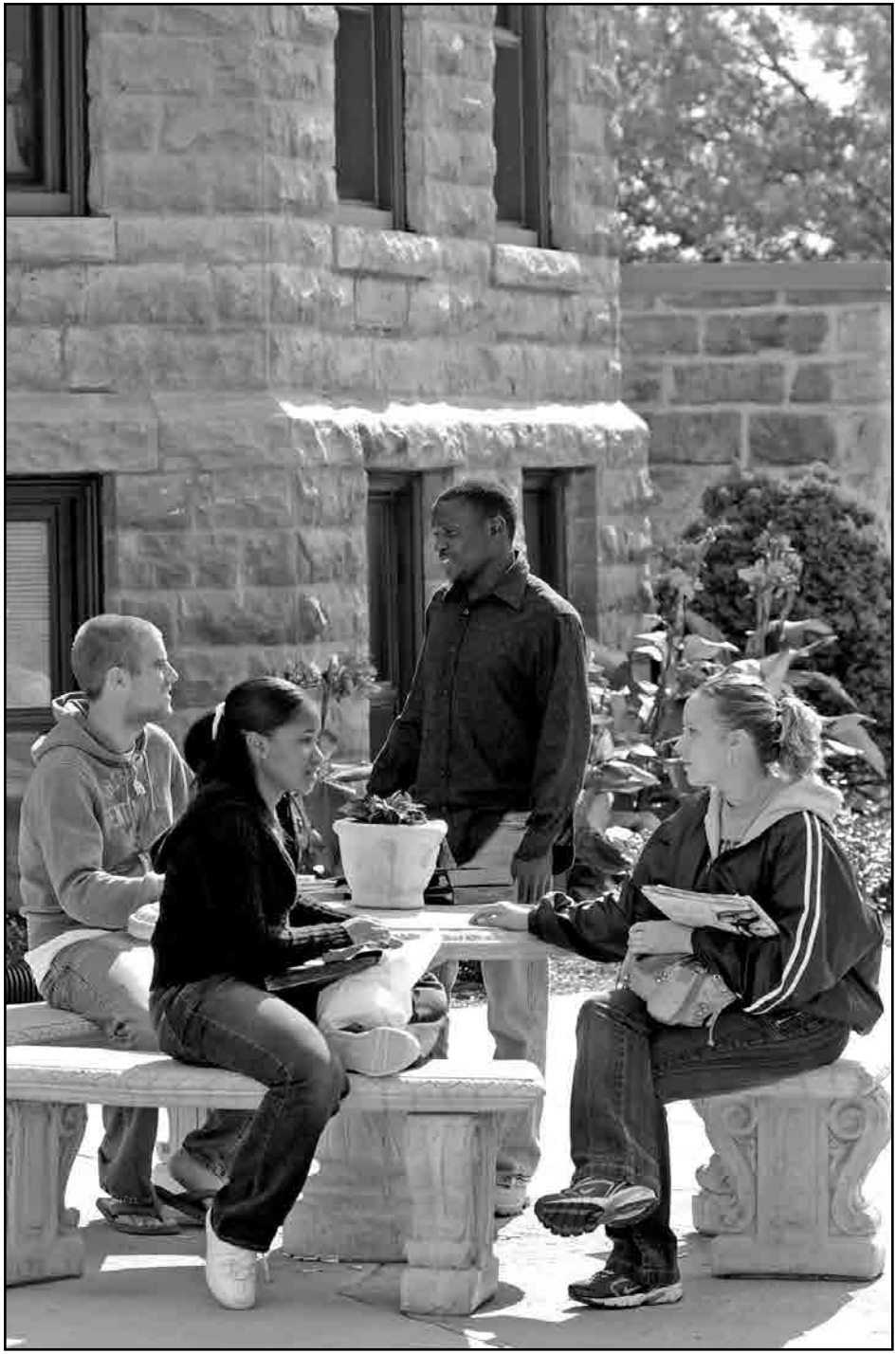
We have setup a special support mailbox for questions, comments, concerns, etc., relating to VirtualApps that be reached at virtualapps@park.edu. Please send all of your support questions to that address.

Information Technology

Campus Center	Session Code	Section Code
Austin Center	A	BE
Barstow Community College	A	BC
Beaufort MCAS	A	BU
Camp Pendleton MCB	A	PE
Charleston AFB	A	CN
Cherry Point MCAS	A	CH
Davis-Monthan AFB	A	DA
Deployment	I & II	EM
Park Campus Centers and Online Learning	A	DL
DSCC	A	DC
El Paso	A	EL
Fairchild AFB	A	FA
F E Warren AFB	A	FE
Fort Bliss	A	BL
Fort Irwin	A	IR
Fort Leonard Wood	A	WO
Fort Myer	A	MY
Goodfellow	A	GO
Grad Schools	P	
Grand Forks AFB	A F	GR
Hanscom AFB	A	HA
Henderson Hall HQBN	A	HE
Hill AFB	A	HI
Holloman AFB	A	HL
Home - Parkville 16 week	FA SP	HO
Independence	A	DN IN LX
Kansas City Area	A	DN IN LX
Lackland AFB	A	LC
Laughlin AFB	A	LA
Lenexa	A	LX
Little Rock AFB	A	LR
Luke AFB	A	LU
Malmstrom AFB	A	ML
Millington NAS	A	MN
Minot AFB	A F	MI
Moody AFB	A	MO
Mountain Home	A	MT
Nursing	A	NU
Quantico	A	QU
Randolph AFB	A	RA
Scott AFB	A	SC
Sergeant Majors Academy	S	SG
Tinker AFB	A	TI
Victory Valley	A	VV
Wentworth	A	WN
Whiteman AFB	A	WT
Wright-Patterson	A	PA

* 16-week session codes FA (Fall), SP (Spring), 2 week session code SMA (May semester). The Graduate programs uses FAP, SPP and U1P for their 16-week terms. Eight week terms are F1P, etc.

Student Rights and Responsibilities



INTERNATIONAL NONIMMIGRANT STUDENTS LEGAL REQUIREMENTS

Park University is authorized under federal regulations to enroll international nonimmigrant students. Qualified international students, defined as all students who are not United States citizens, Permanent Residents ('green card' holders), Refugees, or Asylees, and who are in the United States legally, are encouraged to contact the Office of International Students for special forms and instructions for admission to Park University. (Undocumented immigrant students, please see admission requirements on pages 68 – 71 of this catalog).

International students entering the United States with F-1 visas to study at a postsecondary school are required to attend the Park University Daytime Campus Center; international F-1 students may not attend any Park University Campus Centers outside of the greater Kansas City area. 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 Students is also responsible to the Department of Homeland Security for ongoing reporting of the status of nonimmigrant 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 federally mandated nonimmigrant 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. In addition to academic accommodations, we will also provide accommodations for campus activities. Contact us if you need services for plays, athletic events, graduation, club activities or other events.

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 Assistant Director of Academic Support Services, Campus Box 46 (fax (816) 505-5445). 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 **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 Assistant 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/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/terms-and-regulations**. Print the blank form, fill it out, then mail, fax, or scan and email to:

Park University
8700 River Park Drive
Parkville, MO 64152
Fax: (816) 505-5445
Email: disabilityservices@park.edu

(If you have questions: call (816) 584-6313)

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 Assistant 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 the Assistant 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 the Assistant Director

of Academic Support Services, 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 contact Academic Support Services 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/terms-and-regulations.

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 Assistant 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 Assistant 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.**

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.

FERPA permits the University to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the University may release all directory information to members of the University family, defined as administrators, faculty, employees and directors. Other releases will be limited to those situations in which the University, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student's career interests or when the University believes the release would serve to advance the interests and image of the University.

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, Dean of Students, Vice President of Enrollment and Student Services, Provost, and President.

B. Access to Student Records by the Student

1. 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, email 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
- Heights and weights of members of athletic teams
- Participation in officially recognized activities
- 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, Associate Vice President for Academic Affairs, Associate Vice President Student Affairs, Provost, or President.

c. Information requested by student organizations of any kind will be provided only when authorized by the Associate Vice President for Academic Affairs, Dean of Students, 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, 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.

Questions concerning the Family Education Rights and Privacy Act may be referred to the Office of the University Registrar at registrar@park.edu.

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 Students. Please call Student Success at (816) 584-6377, or during non-

business hours - call Campus Safety at (816) 584-6444, who will assist in contacting the Dean of Students. If you prefer to use an online form, you are welcome to report any sort of harassment using the Park University Sexual Harassment Report Form at **www.park.edu/student-life**. To review the full non-discrimination policy, and see steps on reporting harassment, please check the Park website at: **www.park.edu/student-life**.

Prevention of Sexual Harassment and Sexual Violence: Title IX Policy

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.

To see the complete Title IX Policy for Park University, go to **www.park.edu/student-life**. To file a Sexual Harassment, Title IX Complaint, complete the online form available through the Park University website at **www.park.edu/student-life**. If you wish to speak with Park's Title IX Coordinator, contact Mr. Roger Dusing, Associate Vice President for Human Resources at Roger.Dusing@park.edu, or call him at (816) 584-6386. Outside office hours, or if not accessible at the number and email listed, contact the Title IX Coordinator or Deputy Coordinators through the Campus Safety Dispatcher at (816) 584-6444.

Student Employee Relationships

Park University Employees are prohibited from developing a romantic or sexual relationship with a Park University student. Employees are deemed to be primarily responsible for adherence to this policy, although both employee and student will be held accountable. Even among students - consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are discouraged.

Procedures Regarding Harassment Complaints

Concerns about harassment and/or possible violations of Park's Non-Discrimination Policy should be directed to the Dean of Students at jayme.uden@park.edu or (816) 584-6595.

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, both undergraduate and graduate students. 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:

We expect ACCOUNTABILITY for our actions at all levels, to each other and to Park University.

We treat all with CIVILITY and RESPECT while being open and honest in our communication.

We seek EXCELLENCE in all we do, with passionate learning as our highest priority.

We celebrate GLOBAL CITIZENSHIP through our connected learning and working environment, as well as community stewardship.

We embrace INCLUSIVITY that fosters diversity, teamwork and collaboration.

We act with INTEGRITY through honesty, efficiency and reliability.

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 and 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 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.

A suspicion of wrongdoing, based on probable cause, must exist before a student shall be subject to disciplinary review. Throughout the judicial procedures, staff will ensure that students receive adequate due process and make sure that their rights are protected.

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, including oneself. 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 acceptable use policy, sexual assault policy, and all policies which appear in full in the Park University Catalog, Park University Student Handbook, and/or 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.

Interpretation and Revision

1. Any question of interpretation or application of the Student Code shall be referred to the Dean of Students or his or her designee for final determination.
2. The Student Code shall be reviewed every three (3) years under the direction of the Dean of Students.

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 Students.

Any complaint should be submitted as soon as possible after the event takes place, preferably within one (1) week of the incident. A form for this purpose is available at **www.park.edu/student-life**.

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. These specified privileges could include but are not limited to inclusion on Dean's List, access to University Facilities, and/or participation in University Programs.
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. Counseling – Mandatory counseling sessions related to conduct behaviors. The student may be referred to either an on or off-campus resource.
7. Assessment – Student may be required to complete an alcohol or drug assessment (at his/her own expense). The assessment results would guide decisions on counseling needs.
8. Discretionary Sanctions – Work assignments, essays, service to the University, or other related discretionary assignments.
9. 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 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.
10. 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.
11. Residence Hall Expulsion – Permanent separation of the student from the residence halls.
12. 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.

13. University Expulsion – Permanent separation of the student from Park University.

14. 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.

15. 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

1. A decision reached by the Student Conduct Board or a sanction imposed by the Dean of Students or a conduct officer that is academic in nature may be appealed by the Accused Student(s) or Complainant(s) to the Provost within five (5) school days of the decision. Such appeals shall be in writing and shall be delivered to the Provost or his/her designee.
2. A decision reached by the Student Conduct Board or a sanction imposed by the Dean of Students or a conduct officer that is not academic in nature may be appealed by the Accused Student(s) or Complainant(s) to the Dean of Students within five (5) school days of the decision. Such appeals shall be in writing and shall be delivered to the Dean of Students 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:
   - 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.
   - 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 a violation of the Student Code occurred.
   - To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.
   - 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 Provost or Dean of Students, the matter shall be returned to the original Student Conduct Board and/or conduct officer 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.

Details on the Appeals process for Student Conduct issues is available on the Park website at: **www.park.edu/student-conduct-code**.

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. Director of Residence Life
2. Dean of Students

STUDENT EMPLOYMENT
1. Coordinator/Student Employment
2. Director of Student Financial Services
3. Financial Aid Appeals Committee

FINANCES/ACCOUNTING
1. Controller
2. Vice President for Finance and Administration

GRADES (Park KC Area Programs and Park Campus Centers and Online Learning)

1. Faculty
2. Department Chair/Campus Center Director
3. Associate Dean/Dean

ADMISSIONS (Parkville 16-week Campus)

1. Admissions Advisory Committee
2. Associate 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 Success 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 file a student complaint with Student Life: **www.park.edu/student-life**

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. The complaint form is available on the Park University website at **www.park.edu**.

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 Students, who serves as the Title IX Deputy Coordinator. More information on these policies is available on the Park website at* ***www.park.edu/student-life**.*

Procedures

1. Students wishing to make an informal complaint or file a grievance should contact their Student Success Advisor 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 Dean of Students (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 Dean of Students 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 reoccurrence. 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 AND GRADE APPEALS

Refer to Academic Regulations and Policies, Academic Grievances and Grade Appeal, page 95.

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 Enrollment Services) if the ID card is lost or stolen.

Photo ID pictures for Kansas City area students will be taken in Campus Safety, on the first floor of Thompson. 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. IDs may be secured by presenting a Student Data Sheet (SDS) stamped by the cashier certifying that fees are paid. Contact Campus Safety at (816) 584-6444 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

Please note that as of July 1, 2015, the Parkville Campus of Park University is entirely smoke-free. The Downtown Kansas City, Missouri; Independence, Missouri; and Austin, Texas campuses are also smoke-free as of July 1, 2015. The use of tobacco (smoking, smokeless, and electronic cigarettes) is prohibited on property and in vehicles located on property. Violators will be fined and/or removed from campus 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 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 you 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, along with more information on the Jeanne Clery Act, Emergency Procedures, Timely Warnings, and Campus Alerts is available online at: **www.park.edu/campus-safety.** 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 full Park University Alcohol and Drug policy at: **www.park.edu/campus-safety/drug-and-alcohol-use-policy.html**. The policy

includes information about being a Drug-Free School, the impact of illegal drug use on student financial aid eligibility, applicable disciplinary sanctions from the University, legal sanctions, health risks, plus prevention, counseling, treatment, and rehabilitation information and resources.

PREVENTION OF SEXUAL HARASSMENT AND SEXUAL VIOLENCE: TITLE IX POLICY FOR PARK UNIVERSITY

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.

To see the complete Title IX Policy for Park University, go to **www.park.edu/_files/sexual-harrassment-policy/Sexual-Harassment-Policy.pdf**. To file a Sexual Harassment, Title IX Complaint, complete the online form available through the Park University website at **https://secure.jotformpro.com/parkconcernform/sexualharassment**.

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 Weatterling 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. Sex offender information is also available online. For information on sex offenders living in or near Parkville, please visit the Missouri State Patrol website at **www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html**. You may also view data on the Platte County Sheriff's Department website at **www.plattesheriff.org/registered-offenders**.

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

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 three 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 prior to March 2016 (critical Reading and Math only) or SAT score of 1020 (Evidence-Based Reading and Writing + 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 prior to March 2016 (critical Reading and Math only) or SAT score of 1020 (Evidence-Based Reading and Writing + 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 for President for Academic Affairs for final disposition.

Transferring Students
Admission standards for transfer students are:

1. A minimum of 24 credit hours with a cumulative 2.0 GPA in all previous college study (students with less than 24 credit hours should follow the First-Time Entering Students criteria listed above).
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 immigrant students 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.

How to Apply

1. Application must be made online at **www.park.edu**
2. Submit the $35 application fee (non-refundable).
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 (code 2340)/SAT (code 6574) scores. General Equivalency Diplomas (GED) are also accepted.
4. Transfer students must have all official transcripts submitted and evaluated prior to first term enrollment.
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.)

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.

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 8-week or online 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 30 credit hours while classified as non-degree-seeking. If proof that course pre-requisites have been met, then the campus center may enroll the student; otherwise, the academic area Program Chair must be consulted to approve course enrollment.

International Nonimmigrant Student Qualifications

As an undergraduate international nonimmigrant student, you may apply for admission as a freshman (first-year) or as a transfer student. You are a freshman applicant if you completed secondary school and have not enrolled in a regular session at any college or university. You are a transfer student if you have attended a college or university and have earned credits towards a degree. International nonimmigrant students are not required to submit test results from either the SAT or the ACT.

Admission standards for International Nonimmigrant Students are:

1. Application for Admission
2. Application fee of $75 (USD)
3. Official copies of academic credentials (including all previous college work) in the native language and an official English translation. A 2.5 (overall) GPA is required for full admission.
4. Proof of English Language Proficiency if seeking "full admission" (only one type of the evidence listed below must be submitted)
   a. TOEFL – minimum score of 69 internet based test or 525 paper based test (Park University TOEFL code: 6574)
   b. IELTS – minimum score of 5.5
   c. ACT –minimum composite score of 19 (18 in Critical Reading and 16 in Math)
   d. SAT – minimum composite score of 930 if taken prior to March 2016 (430 in Critical Reading and 440 in Math) or SAT Evidence-Based Reading and Writing subscore of at least. 310.
      - Conditional Admission – Undergraduate admission to Park University requires a minimum TOEFL or IELTS score (see above). However, prospective students who do not achieve these scores may be accepted to Park University with the understanding that they will enroll in Park University's Intensive English Program (IEP). Students in the Intensive English Program are considered Park University students, but may not enroll in non-IEP coursework until the successful completion of their English language training.

   e. Exemptions from the Proof of English Language Proficiency Requirement
      - The student comes from an English-speaking country
      - The student has completed an intensive English program at a U.S. accredited

institution. Applicants will be required to submit Certificate of Completion in English as a Second Language (ESL)
- The student has completed English composition with a grade of "C" or better from a regionally accredited U.S. institution

5. Proof of Financial Capacity, i.e. bank statement
   a. If you hold, or intend to seek, an F-1 Student visa, you must provide financial documentation that has been issued within the last 6 months, and the funds shown must be in liquid assets (readily accessible).
   b. Bank statements may be in the country of origin's currency, but must be equal to the required U.S. Dollar amount.
   c. If a student is sponsored by the Saudi Arabian Cultural Mission (SACM), the SACM Financial Guarantee must be addressed to Park University
6. Affidavit of Support
   a. The Affidavit of Support must verify the financial sponsor's willingness to pay for tuition, registration fees, books, and living expenses (if applicable) for the duration of the student's studies in the U.S.
7. Color copy of the biographical page of your passport
8. If transferring to Park University from a school within the United States, the international student must also submit the following:
   a. Copy of current visa
   b. Copy of most recent I-94
   c. Copy of most recently issued I-20
   d. Transfer-In Form – this is completed after admission to Park University by the prospective student and the international advising office (DSO) at the current school attended.

International Nonimmigrant Students: How to Apply

1. Complete the Online Application for Admission at **www.park.edu/apply**
2. Pay $75 USD application fee (non-refundable)
3. Submit official transcripts
4. Submit TOEFL/IELTS/SAT/ACT for "full admission" for English Proficiency
5. Notify the Office of International Students at **international@park.edu** if the applicant is interested in "conditional admission".
6. Submit Statement of Finances
7. Submit Affidavit of Support form
8. Submit colored copy of passport
9. Transfer –In – submit copy of visa, I-94, and I-20/DS-2019, Transfer-In Form
10. Mail your documents to:
    Office of International Students
    Park University
    8700 NW River Park Drive, PMB 3
    Parkville, MO 64152-3795

The Priority Deadline to submit international applications for the Parkville Daytime Campus Center, from outside of the United States is October 1 for the spring semester, and April 1 for the fall semester. For information regarding admission standards for international nonimmigrant students, email **international@park.edu**.

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 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 liberal education English requirement. If a student has an ACT English subscore of at least 21 or an SAT English subscore of at least 500 (SAT prior to March 2016) or SAT Evidence-Based Reading and Writing subscore of at least 310, the student will be eligible to take EN 105 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 English placement test. The 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 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 liberal education mathematics requirement. If a student has an ACT mathematics subscore of at least 27 or an SAT mathematics subscore of at least 620 (SAT prior to March 2016) or SAT mathematics subscore of at least 640, the student may petition the Office of Academic Affairs to have their liberal 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 (SAT prior to March 2016) or SAT mathematics subscore of at least 540, the student will be eligible to take MA 120 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 (SAT prior to March 2016) or SAT mathematics subscore of at least 530, the student will be eligible to take MA 120 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 mathematics placement test. The 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 on of the following exemptions:

1. Student is living with a parent, legal guardian, or dependent children within 50 miles of Park; or,
2. Student is at least 21 years old or has completed at least 58 credits.

Students intending to apply for exemption to live off-campus must submit the Request for Off-Campus Living/Housing exemption form, available at **www.park.edu/residence-life-and-education** under the Apply for Housing tab.

Applying for Housing

To receive a housing room assignment, students must complete the following three steps (located at **www.park.edu/residence-life-and-education** under the Apply for Housing tab.)

1. Apply for housing.
2. Submit the $100 Housing deposit; and,
3. Sign and return the Housing contract.

Park Campus Centers and Online Learning

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 on visas other than F or J student visas need to refer to International Students Legal Requirements. 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. Transfer students with less than 24 hours must also submit evidence of high school graduation or GED.
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 (2 years) 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.

Special Admission - Non-Degree Seeking

A student may be permitted to enroll in courses without formal admission to a degree program. 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 federal financial aid. A student may enroll in a total of 30 credit hours while classified as non-degree seeking. If proof that course prerequisites have been met, then the campus center may enroll the student; otherwise, the academic area Program Chair must be consulted to approve course enrollment.

Undocumented Students

Undocumented immigrant students 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** 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 $35 application fee (non-refundable) must be submitted.
3. Transfer students must submit official transcripts of all previous college work to:
   Park University
   Office of the Registrar
   Campus Box 27
   8700 NW River Park Drive
   Parkville, MO 64152

International Nonimmigrant Students

International Students entering the U.S. on a F visa to pursue course of study/degree are not eligible for Park Campus Centers and Online Learning Programs. International students wishing to stay outside of the U.S. to earn an online degree at Park University can be considered for the program. Admission standards for International Students on non F visas are:

1. Submit official copies of academic credentials (including all previous college work) in native language and English translation.
2. Demonstration of English proficiency.
3. Payment of the International Student fee of $75 (USD).

For more information about International Student admission requirements please contact the Office of International Students at the Parkville Campus Center. at (816) 584-6820 or email **international@park.edu**.

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 unless the student discontinues classes for a period of five or more years. Applying for Readmission to Park will update the degree requirements to the current catalog. Students may access their degree audit at any time via the student tab in MyPark. 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 copy of the degree audit may also be obtained through MyPark. Any student may obtain 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 transcript through MyPark.

Registration

1. Students taking online courses must have access to a computer and their own email account to enroll in online courses.
2. Students who pre-enroll for online classes will be able to login to the Park Online Campus **http://canvas.park.edu** on the first day of class or when they receive MyPark notification that they are granted access to login to their course(s).
3. Required enrollment items are:
   - 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.
4. 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.
5. All students will want to read the course syllabus available online at **https://app.park.edu/course** to determine the materials they need to be prepared for the first day of class.

- Select the Campus Center from which you are taking the course
- Select the year
- Select the Term (Fall, Fall I, Fall II, Spring, Spring I, Spring II or Summer)
- Select the letter designation of the department
- Select the course number and title
- Click on "Update"

6. Term dates can be found at **www.park.edu/calendars/term-dates** or at the Campus Center home page.
7. Students cannot be given credit for a course for which they have not registered.
8. In order to receive credit for a course, students must have either been registered for the course at Park or have received transfer credit through evaluation.

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://canvas.park.edu**.
2. Under "Park ID" enter your Park University ID number.
3. Under "password," enter your MyPark password.
4. Click on the button immediately below that says "Log In."

Access Help (Park University)

If you have forgotten your ID or Password, or need assistance with your MyPark account, please email support.technology@park.edu or for live chat visit **http://parkuniversity.echelp.org** or call (800) 927-3024.

Course Help (Canvas)

For technical assistance with the online classroom, visit https://pdl.park.edu/pages/learnersupport. Your instructor can help you with course content questions or contact the Canvas 24/7 help number (844) 470-5727. For all other information, please email 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 online course environment.

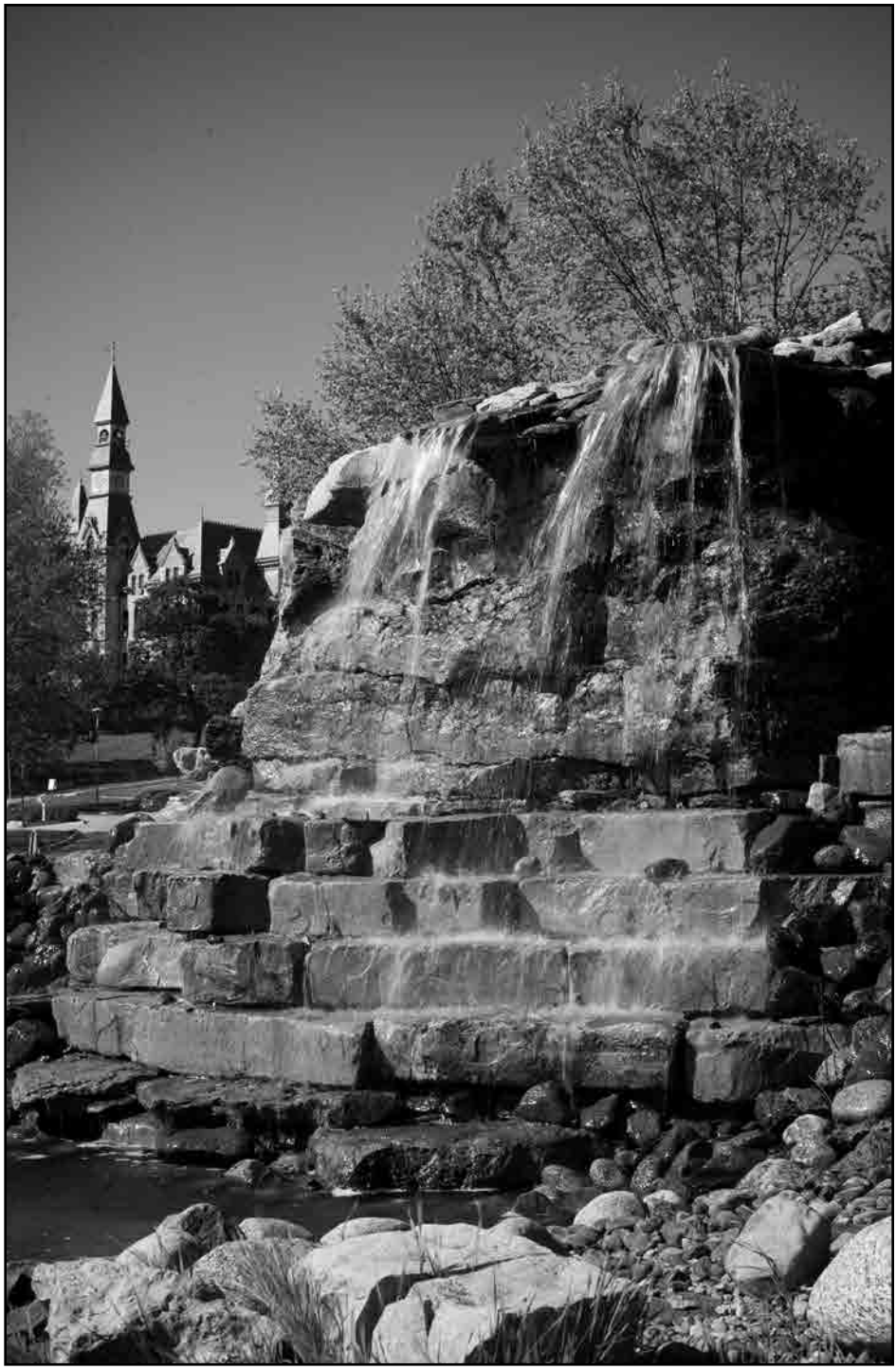
English, Mathematics and Modern Language Placement Policy for New Park University Students

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 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 liberal 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 EN 105 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 English placement test. The 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 liberal 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 liberal 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 MA 120 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 MA 120 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.

Tuition, Fees, Grants, Scholarships and Financial Aid



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

UNDERGRADUATE

Undergraduate ..... $399/credit hour

Students with specific documentation may qualify for one of the following special undergraduate tuition rates:

- **Military*** *(includes Active Duty, Active Duty Dependents, Reservists and National Guard)* ..... $250/credit hour
- **Veterans*** *(includes Veterans, Veteran Dependents, Reservist Dependents, and National Guard Dependents)* ..... $339/credit hour
- **Federal Employees** *(includes Federal Government employees and dependents)* .. $339/credit hour

Online Bachelor of Science Nursing Degree RN-BSN Program

- **Elective Courses** ..... $399/credit hour
- **BSN Completion Courses** ..... $435/credit hour

Online Bachelor of Science Nursing Degree RN-BSN Program - Military*
(includes Active Duty, Active Duty Dependents, Reservists, and National Guard)

- **Elective Courses** ..... $250/credit hour
- **BSN Completion Courses** ..... $350/credit hour

Online Bachelor of Science Nursing Degree RN-BSN Program - Veterans*
(includes Veterans and Veteran Dependents using GI Bill)

- **Elective Courses** ..... $339/credit hour
- **BSN Completion Courses** ..... $390/credit hour

GRADUATE

Graduate Tuition ..... $549/credit hour

Students may qualify for one of the following special graduate tuition rates:

- **Military*** *(includes Active Duty, Active Duty Dependents, Reservists, and National Guard)* ..... $408/credit hour
- **Veterans*** *(includes Veterans, Veteran Dependents, Reservist Dependents, and National Guard Dependents)* ..... $485/credit hour
- **Federal Employees** *(includes Federal Government employees and dependents)* .. $485/credit hour

MUSIC

Applied Music ..... $565/credit hour

RESIDENTIAL STUDENT CHARGES

- **Room and Laundry Fee** *(per semester)*
  - Chesnut Hall ..... Single $2,675/ Double $1,674
  - Copley Quad ..... Single $3,681/ Double $2,250
- **Board Fee** *(per semester)* ..... All Access $1,750/ Block Plans $1,500
- **Guaranteed Room Deposit** *(payable upon acceptance)* $100

* For more information about obtaining Military and Veteran Student Tuition Rates, see the Appendix section at the end of this catalog.

FEES AND CHARGES (All fees are nonrefundable after the Enrollment Adjustment Period and are subject to change)

Application/Evaluation Fee	$35
International Student Application/Evaluation Fee (one time)	$75
Technology Fee for undergraduate Parkville Daytime and Park KC Area (Weekend and Independence)	$10/credit hour
Student Life Fee (Parkville)	
Student	$50/semester
Individual Course Fee*(varies between courses)	$20 – $300
End-of-Course Exam Fee	$200
Health Insurance**	$414/semester
Commencement/Diploma/Certificate Fee	$75
2nd degree with initial order	$50
Diploma (2nd copy within one year of graduation)	$25
Diploma (2nd copy after one year of graduation)	$75
International Student Service Orientation Fee (for new Park University F-1 visa students)	$150
Additional I-20 Express Mailing Fee (First I-20 express mailing is free)	$40
Teacher Placement File	$15
Transcript Request Fee	
Electronic Delivery Fee	$10
Mailed Delivery Fee	$12
Express Processing Fee (To be processed within 24 hours)	$15
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
Nursing Admissions Test (for BS Nursing Pre-Licensure only)	$55
BS Nursing Pre-Licensure Assessment†	$150/semester
BS Nursing Pre-Licensure Simulation Technology††	$50/semester
BS Nursing Pre-Licensure Pinning‡	$200
Audit	1/2 tuition and full fees

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

** Applies to all F-1 international students. For international student athletes, the cost is $750 per semester, as it also provides coverage for accidents and sicknesses that occur while participating in intercollegiate sports. Cost of Student Health Insurance is subject to change without notice.

† $150 each semester after program acceptance, $600 total

†† $50 each semester after program acceptance, $200 total

‡ $200, paid once, during final semester in the program

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 HEALTH INSURANCE (subject to change)

All F-1 international students are required to purchase student health insurance each semester they are enrolled at Park. It is a comprehensive policy that also covers some international travel. For more information, please review the online brochure at: **http://info.visit-aci.com/park/**.

Park University no longer accepts waivers for other health insurance. All F-1 international students are required to purchase the Park-sponsored student health insurance, unless they are required to purchase a particular policy by their home country and can provide that documentation. Please note that international student athletes must purchase a special insurance policy that also covers accidents and sicknesses that occur while participating in intercollegiate sports.

For more information - please check with staff in the Student Success Center in Herr House.

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 accounting@park.edu.
Skylight Online Enrollment Process

- Access your Internet and type Skylight's address: **www.skylight.net** 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 KC Area 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 Success Center (1st Floor Norrington), or online at **www.park.edu/campus-safety.**

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. When enrolling, the student must send a message to finaid@park.edu notifying the Student Financial Services Office of their eligibility for the benefit, so that the discount may be provided.

REFUND POLICY

To determine if a student qualifies for a tuition refund, 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.

PARK UNIVERSITY REFUND CALCULATION SCHEDULE
PERCENTAGE REFUNDED TO THE STUDENT UPON WITHDRAWAL

	16-Week	9 or 8-Week	5 or 4-Week	2-Week
Enrollment Adjustment Period (first 8 calendar days of term)	100%	100%	50%	0%
Day 9 through conclusion of Week 2	75%	25%	0%	
Week 3	50%	0%		
Week 4	25%			
Week 5	0%			

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) *the Off-Campus Waiver at*: **www.park.edu/residence-life-and-education** and pay a $500 contract cancellation fee.

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. The deadline for application is published on the FAFSA.

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.

International nonimmigrant students are not eligible to complete the FAFSA - and are not eligible for state or federal financial assistance; international nonimmigrant students are eligible for Institutional Scholarships, listed at www.park.edu/scholarships.

APPLICATION FOR FINANCIAL ASSISTANCE

To be awarded federal financial aid, the student must submit an Application for Admission through the Office of Admissions. Preference will be given to those whose files are complete by **February 1** 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 email will be sent advising the student that aid availability is viewable at the MyPark portal **https://my.park.edu**.

1. 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 requesting aid who are eligible to complete the FAFSA are encouraged to do so.**
2. 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.
   - If the IRS Data Retrieval Tool is not used, an official federal tax return transcript provided by the Internal Revenue Service, and if requested W-2s, even if the student was not married (or student and his/her parent's federal income tax form, if the student was a dependent). Utilization of the IRS Data Retrieval Tool lessens the likelihood of being selected for verification.

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 Title IV aid. The FAFSA may be completed on line at **www.fafsa.ed.gov**. There is no fee charged for the FAFSA application. Forms for 2016-2017 will not be processed after June 30, 2017. 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 certain types 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.

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 admitted as degree-seeking at Park University.*
2. If applying for federal financial assistance, a valid FAFSA must be on file. (The Park University code is 002498).
3. 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.
4. 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.
5. 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 email.
6. If the applicant has been admitted with a low grade point average or is 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 your Success Advisor for additional information.*

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

STUDENT ATTENDANCE POLICY FOR FINANCIAL AID

Park University confirms that students have engaged in an academically-related activity in the first two weeks of the term/semester for each course in which they are enrolled. Academically-related activities include, but are not limited to: physically attending a class where there is an opportunity for direct interaction between the instructor and students; submitting an academic assignment; taking an exam, an interactive tutorial or computer-assisted instruction; attending a study group that is assigned by the school; participating in an online discussion about academic matters; or initiating contact with a faculty member to ask a question about the academic subject studied in the course. Academically-related activities do not include logging into an online class without active participation, or participating in academic counseling or advisement.

UNOFFICIAL WITHDRAWAL

The 50 percent point in the term will be used to determine the last date of attendance when students are unofficially withdrawn. The 50 percent point is used to calculate whether any Federal Title IV aid must be returned to the United States Government. The student will be provided an opportunity to provide documentation that they participated in an academic related activity beyond the 60 percent point.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL ASSISTANCE FOR UNDERGRADUATE STUDENTS

Satisfactory progress is a federally mandated process and must be met to remain eligible to receive federal and state assistance.

The complete policy is available on the Satisfactory Academic Progress link at **www.park.edu/student-financial-services**.

FINANCIAL AID APPEALS

A student who is suspended from receiving financial aid may appeal by completing a Satisfactory Academic Progress Appeal Form online through the student's My Park account. Required documentation may be scanned and attached in an email or faxed to the Director of Student Financial Services. 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 who are US citizens or eligible non-citizens)
(Parkville) - Parkville Daytime Campus Center
(KCA) - Kansas City Metropolitan Area
(PAP) - Park 8-week Programs-all areas

FEDERAL GRANTS

Information on the Federal Pell Grant can be found at: studentaid.ed.gov and search "Pell grant."

Information on Federal SEOG can be found at: studentaid.ed.gov and search "SEOG"

Information on the Federal Teach Grant program can be found at: studentaid.ed.gov and search "Federal teach grant."

OTHER GRANTS may be viewed at www.park.edu/scholarship

STATE GRANTS AND SCHOLARSHIPS

may be viewed at dhe.mo.gov

All students must be US citizens or eligible non-citizens as well as a Missouri resident in order to receive state funding. Proof of citizenship may be required.

Other State Scholarships

California state residents may apply for state funding through their home state. Information on scholarships may be found at **CA.gov** California Student Aid Commission.

Department of Economic Development
(573) 751-4962
ded.mo.gov
- Federal Job Training Partnership Act; Employment and Training Program

DESE Division of Vocational Rehabilitation
(877) 222-8963
dese.mo.gov and search "Vocational rehabilitation."
- Vocational rehabilitation: Assistance for students with physical and/or mental disabilities.

Department of Health
(800) 891-7415
health.mo.gov and search "Nursing student loan."
- 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

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 to renew the scholarship. More specific information is available from the Coordinator of Academic Scholarships or Office of Student Financial Services. Park University scholarships can only be used for Park University tuition. Please contact the Coordinator of Academic Scholarships at (816) 584-6294 or **www.park.edu** for more information and application deadlines.

ENDOWED SCHOLARSHIPS

Endowed scholarship selections are made year round. Applications received by **February 1** will receive first consideration. 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 **www.park.edu/scholarship**. Park University scholarships can only be used for Park University tuition. The application for the endowed scholarships is available on the student portal.

NOTE ON FINANCIAL ASSISTANCE

Non-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.

Students who wish to adjust their financial aid package due to a change in their enrollment or financial circumstances may do so by submitting a Change in Aid form in MyPark under the Student Tab: **https://my.park.edu/ICS/Offices/FinAid/Change_in_Aid_Forms.jnz**

INSTITUTIONAL GRANT / SCHOLARSHIP ADJUSTMENTS

The student has 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 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 Repaid!

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:

$3500 1-27 hours
$4500 28-57 hours
$5500 58-87 hours
$5500 88 - and greater hours

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 to the Student Financial Services Office. 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) A student with no outstanding principal balance in the Direct Loan program prior to July 1, 2013, is considered a 'new' student. 'New' student borrowing of Subsidized loan funds is limited to a 150% time period based on their current program.

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 maximum 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 attendance 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 up to 3 percent and could have an insurance fee of up to 1 percent deducted from the loan amount guaranteed. The loan must be guaranteed 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). 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 of enrollment after the initial disbursement is made will result in the remaining aid being cancelled. If the student re-enrolls and wishes to use financial assistance, the student must contact Student Financial Services and request to be repackaged.

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:

$3500 1-27 hours
$4500 28-57 hours
$5500 58-87 hours
$5500 88 - and greater hours

Funds are not to exceed an aggregate limit of $23,000. The combined total of undergraduate and graduate subsidized loans cannot exceed $57,500. (FED) A student with no outstanding principal balance in the Direct Loan program prior to July 1, 2013, is considered a 'new' student. 'New' student borrowing of Subsidies loan funds is limited to a 150% time period based on their current program.

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**.

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 (if eligible to file) 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. Additional information can be found at **www.park.edu/student-financial-services/consumer-information.html**.

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

Student Financial Services
Park University
8700 NW River Park Drive
Parkville, MO 64152-3795
(816) 584-6290
(816) 584-2152 FAX
finaid@park.edu

Student Success Center
Herr House
Park University
8700 NW River Park Drive
Parkville, MO 64152-3795
(877) 505-1059
advising@park.edu

Also, information may be obtained at **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

versity
1875

ACADEMIC SUPPORT CENTER
(www.park.edu/academic-support-center)

The Academic Support Center (ASC) located in the Norrington Center on the Parkville Campus, 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. 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 Monday - Saturday. Some appointments are available outside our regular hours with tutors who work on-call. In addition to tutoring in the ASC, online writing help and virtual tutoring are available through the Canvas course "Park Tutoring Help," in addition to onine tutoring through **Tutor.com**.

Computer Lab

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

Disability Services

The Assistant Director of Academic Support Services coordinates services and accommodations for qualifying students with disabilities. Students must identify themselves by submitting a Request for Disability Services form and by providing adequate and appropriate documentation to the Assistant Director of Academic Support Services. Park University policy on disability services may be found in this catalog, and at **www.park.edu/terms-and-regulations**.

StepUP Program

StepUP is designed to give personalized mentoring and 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
(www.park.edu/testing-center)

The Testing Center, located in the Mabee Learning Center, administers CLEP, DSST, MoGEA, and final exams for online courses by appointment only. Students may schedule and pay for fee-based tests online. The Testing Center also handles most testing for disabled students approved for testing accommodations. The Testing Center administers residual 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. CLEP, DSST, ACT and MoGEA tests require an administration fee of $25 in addition to the cost for the exam. 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, Missouri Content Assessment, 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 in the Norrington Center on the Parkville Campus 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, Design & Interdisciplinary Studies, 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, Design & Interdisciplinary Studies for 29 years.

CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) assists students in all stages of career development including skills assessment, resume and cover letter preparation, interview coaching, and internship and job search strategies, all to insure successful attainment of a career upon graduation. The CDC develops and offers workshops and events—on the Parkville Campus, at our Campus Centers nationwide, and online to prepare our students for launching and advancing their careers

and in making successful career connections. For a comprehensive listing of services and events visit the eRecruiting system accessed through our website at **www.park.edu/career** or contact the CDC staff at (816) 584-6578 or careerdevelopment@park.edu.

Career Planning and Assessment
The staff of the Career Development Center is highly trained in career advising and welcome the opportunity to assist current and prospective students and alums in identifying their career options and developing a plan of action to address individual skills and interests.

Career Services
The CDC will assist with resume and cover letter composition, interview preparation, networking skills, and career planning. These services are free to Park students and alumni. The CDC can schedule in office appointments on the Parkville or Downtown Kansas City Campuses, or virtual appointments via phone, Skype or email.

Career Seminars/ Workshops/Fairs/Interview Days
- Park University Fall and Spring Career Fairs
- Weekly and online workshops on topics including: Resumes, Cover Letters, Interview Prep, Career Fair Prep, Networking, Negotiating, Job Search Strategies for International Students, Transitioning From Military to Civilian Careers, and many more.
- 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 fulltime employment at graduation. Listings of part-time and full-time jobs and current internship opportunities are posted in our eRecruiting system. Go to the Career Development website **www.park.edu/career** – click on the eRecruiting link. Then access 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 is located at:
Mabee Learning Center, Suite 244
Parkville Campus
Parkville, MO 64152
(816) 584-6578
careerdevelopment@park.edu

The CDC's hours are:
8:00 a.m. – 4:30 p.m. Monday - 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. Distance counseling is available to all students, and some evening hours are available, as well.

The Counseling Center includes a Resource Room with access to many publications, and online information about mental health issues is available at the website **www.park.edu/counseling-center**. Students can request appointments with the counselors by sending an e-mail to **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.

DINING SERVICES

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 Thompson Cafe, the Zime Sandwich shop in Thompson, the convenience store in the Academic Plaza, and the Jolly Roger coffee shop in the Norrington Center. Special diet needs may be arranged by contacting the Director of Food Service at (816) 584-6395.

INTERNATIONAL NONIMMIGRANT STUDENTS

Park University has a distinguished group of 292 international students representing 51 countries. The Office of International Students (OIS) serves Park University's international nonimmigrant student population from pre-admission through post-graduation. Newly arrived international students will attend a Check-In Session with OIS as well as an international student Orientation to provide education on visa regulations, help students acclimate to their new home and assist with personal concerns such as culture

shock. OIS provides ongoing social activities, individualized student advising and continuous guidance regarding Department of Homeland Security policies and benefits. The office also provides admission guidance for international nonimmigrant students

The Office of International Students 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. ISS sponsors various forums for students to share their culture — the Culture Hour, The Coming to America Series, International Education Week, Cultural Sharing Event and more.

Contact Office of International Students:
- In person: Herr House, room 209
- By phone: (816) 584-6820
- By email: international@park.edu

Office Hours:
Monday through Friday
8:30 a.m. to 4:30 p.m. CST

MAIL SERVICES

All students living in the residence halls will be assigned a campus mail box located in the Mail Center for the receipt of their mail and packages. Commuter students are eligible for a campus mail box assignment upon request and availability of vacant mail boxes. There is no charge for this service. The Mail Center is located in the Academic Underground, Room MA212 and open Monday through Friday, 8 a.m. - 4:30 p.m. The Mail Center provides stamps and envelopes for purchase, all postal supplies, Fed Ex, UPS, and DHL shipping services, both domestic and international, plus packaging supplies and assistance. For more information call (816) 584-6296.

McAFEE MEMORIAL LIBRARY

The McAfee Memorial Library provides access to quality information resources that enables a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

Collections

Our collections include more than a quarter million books, ebooks, videos and periodical and research databases. Electronic resources are available 24/7 at **www.park.edu/library**. Additional materials can be obtained via interlibrary loan and/or reciprocal borrowing agreements with local and regional libraries.

Services

Reference and instruction librarians are available to help with basic research and the use of electronic resources on-site, via phone, email and live chat (seven days a week). They also offer classroom instruction in basic research, in the use of electronic resources and in support of course assignments. Contact one of our reference and instruction librarians to schedule an instruction session. Instructional videos in the use of electronic resources can also be found on the library website.

Parkville Campus

The library, located in the Norrington Center, provides a comfortable environment for individual and group study, including individual study carrels, tables, seminar and group study rooms. Computers, and a network printer/copier/ scanner are also available for use.

Special Collections and Campanella Gallery

The library also administers the Fishburn Archives, located in the Academic Underground, which consists of manuscripts, print material, photographs, scrapbooks, artwork, and artifacts including furniture, sports trophies and textiles, documenting the founding and history of Park University and Parkville, Missouri, and is available by appointment. It also houses the Campanella Gallery, which features art exhibits from Park students and faculty and local artists.

Library hours

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

Monday-Thursday	7:30 a.m. - 9:30 p.m.
Friday	7:30 a.m. - 4:30 p.m.
Saturday	10:00 a.m. - 4:00 p.m.
Sunday	4:00 p.m. - 9:30 p.m.

Chat-based reference service ("Ask a Librarian") hours can be found on the library website, at: www.park.edu/library.

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/

PIRATE FITNESS CENTER AND WELLNESS PROGRAMS

The wellness programs at Park University are designed to complement the academic goals of the University by encouraging the physical, emotional, and social growth of students. Park is proud to offer a variety of online and onsite wellness programs for our students. Any Park University Student can access Student Health 101, Park's online, health oriented magazine, found at **www.readsh101.com/park.html.**

All Parkville campus students have access to the on-site facilities of the Pirate Fitness Center. Our recently expanded Pirate Fitness Center now has four branches: Intramural Fieldhouse, Pirate Strength Center, Copley-Quad Center, and Chesnut Hall Center. The Intramural Fieldhouse (adjacent to the Breckon Sports Center) is open seven days a week for all on-campus students. The Copley Quad and Chesnut Hall Branches of the Pirate Fitness Center are open 24 hours and utilized for Residential Students. These facilities include free weights, dumbbells, machine weights, exercise balls, resistance bands, elliptical trainers, stationary bikes, and treadmills.

The Intramurals/ Fieldhouse Branch of the Pirate Fitness Center is also home to the Community Wellness Programs. These programs include access to fitness classes inclusive of: Yoga, Zumba, Boot Camp, and more. The Labor Hall Gym area is available by appointment. Contact the Fitness Center staff at (816) 584-6463 or by e-mail at piratefitness@park.edu. For a complete schedule of classes, wellness programs, and details on the facility go to **www.park.edu/pirate-fitness**.

PUBLICATIONS AND BROADCAST VENUES

Park University students have the opportunity to work on student-run publications: the student newspaper, the student literary magazine, the campus radio station, and student telecasts. For more information, please call (816) 584-6327 or (816) 584-6263.

The *Stylus*, Park's award-winning newspaper, is operated and managed by students. It provides an invaluable laboratory for news writing, feature writing, editing, digital composition, and photography. Its staff is not limited to journalism students, staff members and editors come from all corners of the campus. Issued biweekly except during vacation periods, the *Stylus* is focused in news and features on the heartbeat of the Park University community and serves as a forum for student opinion. It is also available online at **www.stylusonline.org**. Please direct all inquiries to stylus@park.edu.

The *Scribe* is Park's student-edited literary and art magazine, which contains fiction, drama, poetry, essays, and visual art created by Park University students.

Educational radio station KGSP-FM, 90.5 FM is student operated and broadcasts at 100 watts to the Kansas City area and streams live online. The TV Production Studio on the Parkville Daytime Campus Center serves both as a teaching facility for TV students and as the facility for production of the Northland News broadcast. Students produce programs with both studio and digital field equipment.

Students assume a wide range of responsibilities in both audio and video productions. Park's hands-on emphasis ensures that students will build professional portfolios that qualify them for professional employment. Interested students should call (816) 584-6321.

The *Northland News* is the name of the campus television news magazine staffed, editing, produced, and delivered by students. The *Northland News* focuses on campus events through video news and features. The home of the *Northland News* on Facebook is **https://www.facebook.com/pages/Northland-News/282229251837198**.

Students at Park University, particularly

those majoring in Multimedia Journalism and Public Relations, and Communication Studies, are encouraged to experience all of these hands-on outlets to develop well-rounded career preparation and to find exciting venues for self-expression.

Students assume a wide range of responsibilities in both audio and video productions. Park's hands-on emphasis ensures that students will build professional portfolios that qualify them for professional employment. Interested students should call (816) 584-6321.

RESIDENCE LIFE AND EDUCATION

Park University believes in providing the opportunity for students to develop in all areas of their lives. The resident hall experience is intended to enhance the student's classroom experiences and provide opportunities for students to develop the whole person. Please visit **www.park.edu/student-life** to learn more about our programs.

Additionally, 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. This total student development, requires that certain policies and procedures be established for residence life. These policies and procedures are contained in the Residence Life and Education Handbook and are available at **www.park.edu/student-life.**

STUDENT ACTIVITIES AND CLUBS

There are a number of cultural and social activities for students at Park University, including celebrations, lectures, dances, concerts, athletic events, and other forms of entertainment and education. There are traditional events such as Fright Night, Spring Fling, Homecoming Week, and International Education Week. The Park Student Activities Board (PSAB) holds co-curriculur events for the Kansas City Area. Some events, such as International Talk Like a Pirate Day, are celebrated at all the Park University campuses. Many events are open to all Campus Centers. For more information, please call (816) 584-6377 or check the online Activities Calendar, available through the Student Life home page at: **www.park.edu/student-life**.

Students typically spend 85% of their time outside of the classroom. It is part because of this large block of unstructured time we encourage students to explore the involvement opportunities here at Park University. In addition to filling time and meeting people with similar interests, involvement on campus has many benefits.

There are personal, academic, and professional benefits to becoming involved at Park University. Students who are involved acquire a wide variety of benefits including earning better grades, becoming more likely to graduate and are simply more marketable when job searching or applying for graduate school. To learn more about the student organizations Park University offers, please visit: **www.park.edu/student-life**.

If there is not an organization that currently piques your interest, then we encourage you to start a new student organization. All you need to be a recognized organization is 5 members, an organization constitution, full-time faculty or staff advisor and a completed Park University certification form. Stop by the Office of Student Leadership & Engagement for assistance, call staff at (816) 584-6377, or check the website at: **www.park.edu/student-life**.

STUDENT GOVERNMENT

All students enrolled at Park University are considered members of the Park Student Government Association (PSGA) and attend PSGA meetings. 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 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: **www.park.edu/clubs.**

STUDENT HEALTH SERVICES

To learn about other health care options in the Parkville area, please check the Park website at:
www.park.edu/student-health-services.

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, orientation, or to utilize the Student Leadership and Engagement resources, please check the website at: **www.park.edu/student-life**.

STUDENT LIFE

Student Life encompasses several areas of the campus that provide outside-the-classroom support, services and programs for all students at all campus centers. Areas within Student Life include Residence Life, Student Leadership and Engagement, Student Activities and Orientation, Counseling Center, Student Clubs and Organizations, Pirate Fitness, Park Student Government Association (PSGA – Student Senate), Summer Conferences, Student Conduct and Dining Services. Please check the website at **www.park.edu/student-life** or call (816) 584-6377 for more information. Many special events and programs provided by staff are offered on evenings and weekends.

STUDENT SUCCESS CENTER

Student Student Success Coaches optimize the student experience by helping students navigate their academic plan, review their degree audit, enroll in courses, and understand their payment options. Parkville Daytime Students can meet with their Student Success Coach face-to-face in Herr House, by phone at (816) 746-2526, or by e-mail at parkvillesuccess@park.edu. Distance Students should contact Virtual Student Success Coaches by calling (888) 947-5988 or e-mailing advising@park.edu. Students attending a campus center are able to contact their location directly. **www.park.edu/campus-centers/index.html**

Office Hours: 8:00 a.m. to 6:00 p.m. Monday thru Thursday and 8:00 a.m. to 4:30 p.m. Friday CST

www.park.edu/enrollment-services

THEATRE

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

Interest and commitment are the only prerequisites for theatre involvement. No prior experience is necessary. Interested students please call (816) 584-6263.

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 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) International nonimmigrant students should be aware that they are required by federal law to enroll in and complete a full course load each semester; failure to do so may result in the loss of their lawful non-immigrant status. The Office of International Students (OIS) should always be consulted prior to any schedule adjustments that would result in registration in less than a full course load.
- 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 submit a Concern Report to the appropriate Department Chair or Campus Center Academic Director; students may obtain/submit a Concern Report via their Student Success Advisor or Campus Center 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 Associate Dean/Dean. The decision of the Associate Dean/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.

ACADEMIC COMPLAINT, GRIEVANCE, AND GRADE APPEAL POLICY

Park University has developed the following procedures for assuring students have the opportunity to have their academic issues reviewed.

To best serve our undergraduates we have contacts that may be able to facilitate resolutions to your issues:

- For Online Student issues, please email onlinestudents@park.edu
- For Canvas issues, please contact the Canvas 24/7 help number (844) 470-5727
- See Student Success Center for details on procedures for many topics (e.g., traffic appeal, financial aid appeal)

A. Academic Complaint

An academic complaint is an informal, unofficial claim regarding how an Instructor has issued a grade. No written report(s) on the incident or the outcome of the investigation is required.

These are typically represented by informal verbal communications or emails to the Instructor or their Academic Supervisor. If a mutually satisfactory resolution is NOT reached, the student may file an Academic Grievance. This is typically done with the appropriate Department Chair or Campus Center Academic Director.

B. Academic Grievance

An academic grievance is a formal, written allegation of any form of discrimination that impacts:

1. Any graded assignment(s) and/or a course grade.
2. Academic Grievance procedures apply only in cases involving a perceived academic impropriety arising from a decision taken by:
   (a) an individual instructor or researcher;
   (b) a college, school, department, or program;
   (c) a unit charged to administer academic policies (e.g., Registrar)
3. They do not pertain to expressing dissatisfaction with a University policy on the basis that a policy is unfair. They do not pertain to individual college, school, department, or program academic policies, as long as those policies are consistent with general University policy.

An Academic Grievance is typically submitted to the immediate academic supervisor of the individual(s) named in the Grievance (e.g., Department Chair or Campus Center Director). If no resolution is reached at that level, the concern should be taken to the appropriate Dean's Office. The decision of the Dean's Office 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.*

C. Academic Grade Appeal Procedures

1. The grade appeal form process must be initiated with the Instructor within 30 calendar days of the date the final grade to be challenged was recorded by the University. The grade appeal form cannot be filed until the following has occurred:
   (a) The course grade has been officially posted to your degree audit, this includes an "I" (Incomplete) being finalized into a letter grade.
   (b) You have contacted the Instructor regarding the posted grade to confirm there is NOT a mutually, satisfactory resolution.
   (c) After communications with the Instructor, you have contacted the Department Chair or Campus Center Academic Director and attempted to resolve the dispute over the grade.
2. 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 a grade appeal (see form and electronic submission; it will state at the URL when you are in MyPark: https://my.park.edu/ICS/Student/Grades/Grade_Appeal.jnz) with all documentation to support your case. The form and documentation will be forwarded to the appropriate Dean's Office.
3. All students intending to file a formal grade appeal must:
   (a) Do so within 60 calendar days of the end of the term in which the grade to be challenged was recorded.
   (b) Use the grade appeal form with electronic submission in MyPark under Student Tab, MyPark: https://my.park.edu/ICS/Student/Grades/Grade_Appeal.jnz.
4. Once the Grade Appeal is received by the Dean's Office, the student will be notified that the grade appeal has officially started.
5. Once submitted all communications regarding grade appeal should be done electronically with the Dean's Office in an effort to further document the case. Someone from the Dean's Office may request additional information from the student, teacher or any people or units that could aid in ascertaining specific details in the investigation.

6. Within 7 calendar days of the receipt of the completed grade appeal, the faculty member named in the appeal will be informed via email by the Dean's Office that the student has formally advanced the complaint/grievance to a formal grade appeal and all the documents the student has submitted.
7. The Instructor has 14 calendar days to submit a response via email and their own documentation to the Dean's Office. It is not required for the Instructor to respond but the Dean's Office cannot advance the investigation until the 14 calendar days has passed. The deadline can be extended in rare instances due to Instructors having extenuating circumstances, such as Instructors being ill or on vacation. In the event of an extension, the Dean's Office will notify the student of the new time line and the reasons for the change.
8. The grade appeal form, the documentation provided by the student, the rebuttal/documentation provided by the Instructor will together form the Grade Appeal Dossier.
9. The Dean's Office will review the case and render a decision. In rare instances, the Dean's Office may also convene the assistance of an Appeals Board, typically 3 full-time faculty members. In cases where such an Appeals Board is assembled to hear a case involving a student from a Campus Center, the Dean's Office will ensure that the appropriate Campus Center Academic Director is formally involved in the process. The decision of the Dean's Office will be rendered within 14 calendar days of the completion of the Grade Appeal Dossier. However, this date may be pushed back if an Appeals Board is convened or the investigation produces issues that can take time to retrieve, such as assistance from ITS or the Learning Management System Company. In the event of an extension, the Dean's Office will notify the student of the new time line and the reasons for the change.
10. The Dean's Office will notify the student of the decision via email. The decision and a summary of the findings will be provided to the student. The documents detailing the entire investigation will be housed with the Dean's Office.
11. If a change of grade is required the Change of Grade Form will be filed by the Dean's Office and submitted to the Registrar on behalf of the Instructor that issued the original grade.
12. The decision of the Dean's Office 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 Success 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 can find the academic dishonesty form at **https://secure.jotformpro.com/parkconcernform/academicdishonesty**.

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; receiving or giving assistance on a task that was expected to be performed individually; lying to or deceiving a faculty member.

Procedures
The primary responsibility for the initial handling of Academic Dishonesty rests with the instructor. As a first step, the instructor will notify the student in writing that evidence of academic dishonesty has been detected. The instructor will make an effort to schedule a personal meeting or telephone conference with the student to discuss the allegation. Whether or not the student admits to academic dishonesty, if the instructor remains convinced that the alleged violation occurred, either based on evidence or personal observations, the instructor may 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. The instructor bringing the charge will document the observation of academic dishonesty and report any penalty imposed on an Academic Dishonesty Incident Report. The report form will be sent to the appropriate Department Chair.

A student who wishes to report an alleged incident of academic dishonesty may do so by reporting the incident on the Academic Dishonesty Incident Report. The report form will be sent to the appropriate instructor. Upon receiving the report, the instructor will make an effort to schedule a personal meeting or telephone conference with the student to discuss the allegation. Whether or not the student admits to academic dishonesty, if the instructor remains convinced that the alleged violation occurred, either based on evidence, the instructor may 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. The instructor bringing the charge will report any penalty imposed to the Department Chair on the Academic Dishonesty Incident Report.

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 ALLEGATION OF ACADEMIC DISHONESTY, he/she may request a review of the issue by the appropriate Department Chair within 10 business days following the initial meeting with the faculty member. The Department Chair may informally resolve the matter in discussion with the student and the instructor.

If the student is unsatisfied with the resolution offered by the Department Chair, the student may request a formal hearing from the appropriate academic Dean within 15 business days of the Department Chair's response. The Dean, or the Dean's designee, will review the case and render a decision. That individual may also employ the assistance of a college/school appeal board.

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

The Course Instructor may:
- Issue a verbal and/or written reprimand.
- Assign a lower grade on the test/paper/project in question, with an explanation from the faculty member.
- Assign a grade of "F" in the course.
- Refer to the Student Code of Conduct Administrator for possible University-wide sanctions when there is a repeat offense or the single violation is especially egregious.

The Office of Academic Affairs may:
- Issue a written reprimand.
- Refer to the Student Code of Conduct Administrator for possible University-wide sanctions when there is a repeat offense or the single violation is especially egregious. The full Student Conduct Code and associated sanctions are available on the Park website at: **www.park.edu/student-life.**

ACADEMIC PROGRESS/PROBATION

No 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. Individual programs may set program-specific requirements for staying in good standing.

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 2.00 cumulative Park University GPA will be placed on academic probation until his/her cumulative Park GPA increases to 2.00 or greater and until he/she meets any specific conditions stated in the probation letter. 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. Failing to make academic progress may affect a student's ability to obtain and remain eligible for veteran benefits. Below a 1.75 Cum Park GPA*
   *includes transfer hours
3. **ACADEMIC SUSPENSION**
   In cases where a first-time Park University undergraduate student (in his/her first 16-weeks) meets the criteria for academic suspension, 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 Park GPA
   28 - 57 Total Earned Hours*
   Below a 1.50 Cum Park GPA
   58 or more Total Earned Hours*
   Below a 1.75 Cum Park GPA
   *includes transfer hours

   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 Park GPA
   16 - 30 Total Earned Hours
   Below a 1.50 Cum Park GPA
   31 or more Earned Hours
   Below a 1.75 Cum Park 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/re-enroll is required to apply for readmission. International nonimmigrant students who have been academically suspended and are unable to gain readmission may lose their lawful visa status.

   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. International nonimmigrant students who have been expelled and are unable to gain readmission may lose their lawful nonimmigrant status.

ACADEMIC WITHDRAWAL POLICY

Park University has three types of withdrawal from courses—administrative withdrawal, academic withdrawal, and unofficial withdrawal. Withdrawals may have implications for financial aid, and students with financial aid should refer to the financial aid policies in the Tuition, Fees, Grants, Scholarships and Financial Aid section of the catalog. Additionally, international nonimmigrant students who are withdrawn from a course may lose their lawful nonimmigrant status. Student-athletes who are withdrawn from a course(s) may jeopardize their eligibility.

Administrative Withdrawal
Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically-related activity in a class during the first two weeks of the semester/term. If a student fails to initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks of the semester or term, the University will initiate an administrative withdrawal with no record on the transcript.

Academic Withdrawal
Students are able to initiate an academic withdrawal until the last day of the semester/term. Students who initiate an academic withdrawal no later than two-thirds of the way through the semester/term will receive a "W". Students who withdraw from a class after two-thirds of the way through the semester/term will receive a "WF". Refer to the grading policy for additional information. Students must officially withdraw through the Student Success Center or by e-mailing advising@park.edu.

APPLYING FOR GRADUATION

An Application for Diploma, including an exit survey, is required before a student is allowed to participate in commencement and/or prior to a diploma being provided to the student. Applications may be acquired online through MyPark. Students must submit the completed form with the appropriate fees. Students may contact their advisors if assistance is needed.

Deadline for Application
The deadline for application is two terms prior to expected graduation.
**Campus centers offering 8-week programs hold commencement at various times. Students should contact his/her campus center to verify dates of commencement and the number of guests eligible to attend.

Once the application is filed, the Office of the Registrar will perform a degree check of the student's coursework. All email communications will go to the student's Park University email.

In order for a student to participate in a commencement ceremony, the student must be within 12 credit hours of meeting graduation requirements. If there are special circumstances the student may petition the Office of the Registrar. The student must have an overall GPA of 2.0 or higher in order to participate in the ceremony. In the Kansas City Area, students who complete their degree requirements in the summer are eligible to participate in the following December or May commencement.

Any outstanding official transcripts or exams (CLEP, DSST, etc) verifying credit which are necessary for graduation must be received at the Office of the Registrar the term prior to the commencement in order for a candidate to participate in that commencement.

Participation in a ceremony does not indicate graduation completion. All university requirements must be met to receive a diploma.

Graduation Honors
Eligibility for graduation honors shall be based upon the following criteria:
1. For the bachelor's degree level:
   30 OR MORE EARNED HOURS FROM PARK UNIVERSITY
   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
2. Graduation Honors are not retroactive for those students receiving changes of grades or Incompletes.

ATTENDANCE

Students are expected to attend all classes, laboratories, and field work for which they are enrolled, and complete all work assigned by the instructor. Refer to the Tuition, Fees, Grants, Scholarship and Financial Aid section of the catalog for the Student Attendance Policy for Financial Aid.

BASIC SKILLS

These courses are designed for those students who need to review the fundamentals of reading, writing and mathematics and are considered developmental courses. 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, nor does it count towards the Dean's List. 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 Vice President, Associate Vice President for Academic Affairs, or Campus Center Director in conjunction with the Dean. When a class is cancelled, students are notified 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 - ∞

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. Title IV aid availability is dictated by the federal repeated coursework policy. The policy may be found on the Student Financial Services page at **www.park.edu/student-financial-services**.

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 undergraduate hours at Park University are completed in any combination of fall terms for the fall Dean's List and any combination of spring terms for the spring Dean's List. (Basic Skills courses are excluded from the calculation.)
2. Must be a certificate or degree seeking student at Park University.
3. Must have earned a grade point average of 3.600 or better in any combination of fall terms for the fall Dean's List and any combination of spring terms for the spring Dean's List.
4. Must have received no Incomplete grades in any combination of all terms for the fall Dean's List and any combination of spring terms for the spring Dean's List.

A student's name may be removed from the Dean's List for violations of the Student Conduct Code. 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.

FULL-TIME STATUS, OVERLOAD APPROVALS, AND ONLINE AND SUMMER COURSES

Full-time Status and Overload

Full-time class load is twelve (12) credit hours per semester. Students can take a combination of both sixteen and eight week courses to establish their enrollment status. A student may enroll in no more than seven (7) hours per 8-week term without written prior approval from his/her Student Success Advisor 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.

A full-time load for summer is 12 hours.

Blended Courses

Some blended courses may be offered as "Pirate Patch" courses in which the face-to-face portion of the blended course is facilitated by an instructor who engages face-to-face with students at a host site, and via synchronous web conference with students at a remote site. For students participating at the remote site, the class is considered distance learning. Students at remote sites should contact their Campus Center Director to determine if the "Pirate Patch" course will meet the in-residence requirements for VA benefits.

These courses will be identified as blended courses and Pirate Patch courses in the class schedule so that students will be aware of the delivery format; student participation in both components of the course is required. 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.

Online Courses

Courses offered online are from the current Park University catalog and are taught in an eight-week format, five (5) terms per year. Students may register for online 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 online without getting prior written approval for an overload; international nonimmigrant students may not enroll in more than three (3) online credit hours per 16-week semester. 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 assignments and online interaction within the Learning Management System (LMS). 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 Campus Centers and Online Learning section of the University website - **www.park.edu/admissions**.

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. Full-time class load is twelve (12) credit hours. These programs provide an opportunity for students to accumulate a maximum of fifteen credit hours over the entire summer program, provided a student meets the course overload requirements. 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/enroll**.

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. Adding, dropping, exchanging or withdrawing from courses may affect financial aid previously awarded. Online (i.e. self) registration for the semester/term will close one (1) week before classes begin, on the Monday before the beginning of the semester/term. This helps prevent situations where students must be dropped from classes for non-payment. In the event that University

holidays/closings impact this deadline, online registration will close the next business day.

The first eight calendar days of a semester/term constitutes the Enrollment Adjustment Period. Students are entitled to 100% refund of tuition and fees during the enrollment adjustment period. Within this time, the student will be permitted to evenly exchange class(es) during the first four calendar days. The final day to add or exchange a course (face-to-face or online) will be the fourth (4) day of a semester/term. The last day to drop a course will be the eighth (8) day of a semester/term, except for two week classes. If a student drops a course within the 8 day enrollment adjustment period, the course will not appear on their transcript. The drop date for non-payment of late registrants will be the eighth (8) day of the semester/term. Night classes or other single day classes may be added up to 1 day prior to the first class. 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 with their success coach, faculty advisor, or by sending an email to advising@park.edu via their Park email account.

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	HF - Honors Failure	0 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 sessions. No later than the third week of a four week session. The "W" is a student initiated withdrawal.

WF - Withdrawal — Withdrawal issued after the 10th week of a 16-week semester, 5th week of an 8-week term or 3rd week of a four-week summer session. Not available for two-week sessions. The "WF" may be student-initiated or instructor-initiated and will receive the same grade points as an "F". Instructors will initiate a "WF" when a student does not officially withdraw from the course but failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible.

Au - Audit

P - Pass

NR - Not Reported

A grade of "Cr," "Au," or "P" will not affect a student's grade point average; however, it may impact financial aid eligibility.

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.

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 the transcripts by the Office of the Registrar; it is the responsibility of the course instructor to submit the Contract for Incomplete before the Tuesday after the end of the term. An Incomplete is issued at the discretion of the instructor and may not be issued to a student who has unexcused or excessive absences. 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. Under the Contract for Incomplete, the instructor works independently with the student to determine new deadlines for the material, as well as any additional assignments that the student will need to complete. 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

Independent Study is a means by which a degree-seeking student may complete a course. 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, Department Chair, and 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.

The student and the faculty member may interact face-to-face, in an online classroom, via email or through a combination of these methods to complete academic activity.

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 and to the appropriate Campus Center Director or Department Chair.
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 and Campus Center Director or Department Chair, concerning their agreement or disagreement to the terms of the leave of absence.
6. The student and faculty must agree, in writing, on the nature of the coursework that must be completed in order to successfully receive credit for the class.
7. The appropriate Associate Dean or Regional Director will be provided all materials pertaining to the leave of absence in order to provide the final approval.
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. If there is not a reasonable expectation, the Dean of Students Office can provide assistance.

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
   - Faculty
   - Dean of Students
   - Campus Center Director
   - Student Financial Services
   - Associate Dean
   - Registrar
   - Regional Director
   - College Dean
10. If the student wants to appeal the final decision or has concerns regarding the final decision, the student should contact the Dean of Students.
11. 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.
12. 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.
13. 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 Success Center. Students enrolled in an 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.

SECOND DEGREE, DUAL DEGREES, AND DOUBLE MAJORS

Second Degree

When adding or changing a major, minor, or certificate through the Declaration of Major Form, the student's entire degree audit, including the original major, will update to the current Catalog in effect. 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. Students who have previously earned a Park University degree must complete an additional 30 hours of residency hours.
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.

Dual Degrees

Students may pursue dual degrees if such degrees are approved and readily available at the student's campus center of record; the dual degree refers to the student's concurrent enrollment in two separate degree programs, i.e. the Bachelor of Science and the Bachelor of Social Work.

Double Majors

A student may declare a double major by submitting a Declaration of Major form or an Application for Admission and Evaluation; declaring a double major will update the student's entire degree audit to the current catalog in effect.

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 liberal education requirements are completed, one diploma listing both majors will be issued.

When adding a major after the initial evaluation, the student's entire degree program will move to the new catalog, including the previously declared major, any minors, and the liberal education requirements. The previously accepted transfer credit will remain transcripted; 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 a bachelors degree **prior to the end of the first term of enrollment**, the block method is used in evaluating. If a student presents documentation of an A.A. or A.S. degree **prior to the end of the first term of enrollment**, the block method is used in evaluating the liberal 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 applied.

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 are not included in the cumulative grade point average.

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 109.)

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. **Prometric DSST exam**
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**
11. **Dual-Credit Courses**

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 JST (Joint Service Transcript) 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 satisfactory completion of basic training.
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 (the Norrington Center) or Testing Center (Mabee 231) 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
COLLEGE COMPOSITION MODULAR	50	3 CREDITS
COLLEGE COMPOSITION	50	6 CREDITS
SOCIAL SCIENCE	50	6 CREDITS
NATURAL SCIENCE	50	6 CREDITS
HUMANITIES	50	3 CREDITS
MATHEMATICS	50	6 CREDITS

Credit is awarded for satisfactory completion of the CLEP/DSST/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/DSST/ Excelsior College Subject Examinations will not be substituted at a later date.

5. **DSST (Formerly known as the DANTES Subject Standardized Tests).**
   Credit hours can be earned by satisfactory completion of a battery of examinations from the DSST administered by Park University or the local testing center. Detailed information concerning DSST examination is available at the Testing Center (Mabee 231) or Student Success Advisor. If DSST 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. VLE applications may take up to six months to be processed; the determination of credit will be sent directly to the student's Park email account. 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.
7. **Advanced 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, a student may receive credit for designated, departmentally-approved courses by satisfactorily completing an end-of-course examination. Additional software charges may apply for certain examinations. Contact your advisor, Department Chair, or School/College Dean for more information.
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.
11. **Dual-Credit Courses.**
    Dual-credit courses completed during high school are identified on the transcript of the higher education institution through which the courses were taken. The Registrar's Office treats dual-credit courses in the same manner and by the same standards as all transfer credit when determining whether such credit satisfies graduation, degree, or elective credit.

    Park University establishes dual-credit programs with high schools in the in the Kansas City, Missouri, area. All Park University dual-credit programs are managed jointly by the Office of the Registrar, in collaboration with the

academic departments offering the credit, to ensure the rigor of the coursework.

Foreign Transcripts Evaluation

To receive official transfer credit at Park University, all students requesting transfer credit from foreign institution must include an official Detail Report with Course Level Identification report completed by International Education Research Foundation (IERF). For more information on IERF, please visit **www.ierf.org**.

Those that wish to complete a foreign credit evaluation by IERF must select Park University as a recipient of the report. The completed report will be transmitted electronically to Park University and applicants will receive a copy in the mail.

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 First Year Writing Seminar I: Critical Reading, Writing and Thinking Across Contexts and EN 106 First Year Writing Seminar II: Academic Research and Writing or equivalent courses from a regionally accredited institution.
   b. CLEP College Composition and the completion of EN 106 First Year Writing Seminar II: Academic Research and Writing 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, MA125 Intermediate Algebra, or an equivalent course from a regionally accredited institution.
   b. CLEP General Examination #5 Mathematics.
7. Completion of the liberal 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.

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 liberal education requirement.

Liberal Education Requirements for Bachelor Degrees

All Liberal Education courses are listed in the course description section of this catalog and available online at: **www.park.edu/courses**

All students pursuing Bachelor degree programs are responsible for fulfilling the University's Liberal Education requirements. 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. Thinking and Communication
2. Citizenship
3. Ethical Competency
4. Scientific and Quantitative Competency
5. Literary and Artistic Competency
6. Interdisciplinary and Integrative Competency

   For more information on the Park University Literacies, and the specific sub-competencies of each, visit **www.park.edu/about-park/university-literacies.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

Park University grants the Bachelor of Arts upon completion of the following requirements:

1. Completion of a minimum of 122 semester hours with a cumulative 2.0 GPA (or higher dependent on major).
2. A departmental major as specified by the department.
3. A minor is required (some may be discipline specific as noted in the major).
4. Completion of at least 36 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 43 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.
   MA120 Basic Concepts of Statistics
   OR
   MA135 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)
   Citizenship requirement. . . . . .3 cr.
   (PO 200, PO 210, HIS 111, HIS 112, or HIS 113)
   Ethics requirement . . . . . .3 cr.
   (PH 102, PH 221, PH 308 or degree program 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.
   Including 3 hours of Art or English LE designated Humanities course
   At least 3 hours of Citizenship courses. .3 cr.
   At least 3 hours LE designated Natural and Physical Science (except computer science) courses. .3 cr.
   LE 300 Seminar in Integrative & Interdisciplinary Thinking . . .3 cr.
7. Completion of two, 4-hour elementary level modern language courses (103 and 104); or the second 4-hour elementary level modern language course (104) and one, 3-hour intermediate course (201); or one, 3-hour intermediate course (201). Placement will be determined through a Modern Language Placement test.
8. Completion of LE 100 First-Year Seminar (all first-time freshmen)
9. EN 306 Professional Writing in the Discipline.....3 cr.
10. 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.

    Note: Students who break enrollment for five years or more and desire to return to Park must submit a new application for admission and update to the current catalog requirements. Students who break enrollment for a time period of less than five years have the option to follow the requirements in their original catalog or update to the current catalog requirements. All returning students, regardless of length of break in enrollment, must submit official transcripts from all institutions attended during their break from Park University within one semester of reenrollment (see Conditional Admission Status).

Bachelor of Social Work

Park University grants the Bachelor of Social Work upon completion of the following requirements:

1. Completion of a minimum of 122 semester hours with a cumulative 2.5 GPA (or higher dependent on major).
2. A departmental major as specified by the department.
3. Completion of at least 36 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 43 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.
   MA120 Basic Concepts of Statistics
   OR
   MA135 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)
   Citizenship requirement. . . . . .3 cr.
   (PO 200, PO 210, HIS 111, HIS 112, or HIS 113)
   Ethics requirement . . . . . .3 cr.
   (PH 102, PH 221, PH 308 or degree program 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.
   Including 3 hours of Art or English LE designated Humanities course
   At least 3 hours LE designated Natural and Physical Science (except computer science) courses .3 cr.
   LE 300 Seminar in Integrative & Interdisciplinary Thinking . . .3 cr.
6. Completion of two, 4-hour elementary level modern language courses (103 and 104); or the second 4-hour elementary level modern language course (104) and one, 3-hour intermediate course (201); or one, 3-hour intermediate course (201). Placement will be determined through a Modern Language Placement test.
7. Completion of LE 100 First-Year Seminar (all first-time freshmen)
8. EN 306 Professional Writing in the Discipline.....3 cr.
9. 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.

   Note: Students who break enrollment for five years or more and desire to return to Park must submit a new application for admission and update to the current catalog requirements. Students who break enrollment for a time period of less than five years have the option to follow the requirements in their original catalog or update to the current catalog requirements. All returning students, regardless of length of break in enrollment, must submit official transcripts from all institutions attended during their break from Park University within one semester of reenrollment (see Conditional Admission Status).
10. Application to BSW Program required.

Bachelor of Science/Bachelor of Public Administration/ Bachelor of Music/Bachelor of Science in Education /Bachelor of Fine Arts

Park University grants the Bachelor of Science, Bachelor of Public Administration, Bachelor of Science in Education 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 (or higher dependent on major).
2. A departmental major as specified by the department (as well as a minor for Geography and Information Systems majors).
3. Completion of at least 36 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 43 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
   (May be satisfied by departmental equivalent)
   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)
   Citizenship requirement .....3 cr.
   (PO 200, PO 210, HIS 111, HIS 112, or HIS 113)
   Ethics requirement.....3 cr.
   (PH 102, PH 221, PH 308 or degree program 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.
   Including 3 hours of Art or English
   At least 3 hours LE designated Natural and 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. EN 306 Professional Writing in the Discipline .....3 cr.
   (May be satisfied by departmental equivalent)
8. 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.

   Note: Students who break enrollment for five years or more and desire to return to Park must submit a new application for admission and update to the current catalog requirements. Students who break enrollment for a time period of less than five years have the option to follow the requirements in their original catalog or update to the current catalog requirements. All returning students, regardless of length of break in enrolment, must submit official transcripts from all institutions attended during their break from Park University within one semester of reenrollment (see Conditional Admission Status).

Bachelor of Science in Nursing (Pre-Licensure)

Park University grants the Bachelor of Science in Nursing upon completion of the following requirements:

1. Completion of a minimum of 123 semester hours with a cumulative 2.8 GPA (or higher dependent on major).
2. A departmental major as specified by the department.
3. Completion of at least 59 hours of upper division (300 or 400 level) college nursing 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 64 hour Liberal Education requirement as listed below:

   Core Courses:

   LE 300 Integrative and Interdisciplinary Learning (Transfer students may take during nursing major) . . . . . 3 cr.

   EN 105 First Year Writing Seminar I: Critical Reading, Writing and Thinking across Contexts . . 3 cr.
   EN 106 First Year Writing Seminar II: Academic Research and Writing . . . . . 3 cr.
   MA 135 College Algebra . . . . . 3 cr.
   NS 220 Applied Statistics & Experimental Design . . . . . 3 cr.
   CA 103 Public Speaking
   OR
   CA 105 Introduction to Human Communication . . . . . 3 cr.
   OR
   TH 105 Oral Communication . . . . . 3 cr.
   CS 140 Introduction to Computers or higher . . . . . 3 cr.
   Citizenship requirement. . . . . 3 cr.
   (PO 200, PO 210, HIS 111, HIS 112, or HIS 113)
   One Humanities Elective . . . . . 3 cr.
   PH 221 Ethics and Society . . . . . 3 cr.
   PS 101 Introduction to Psychology . . . 3 cr.
   PS 125 Lifespan Development . . . . . 3 cr.
   CH 105 Introductory Chemistry . . . . 5 cr.
   OR
   CH 107 General Chemistry I
   AND
   CH 107L General Chemistry Laboratory . . . . . 4 cr.
   CH 204 Nutrition for the Health Sciences . . . . . 3 cr.
   BI 210 The Human Body . . . . . 3 cr.
   BI 223 Clinical Microbiology . . . . . 3 cr.
   BIO 211 Human Anatomy & Physiology I . . . . . 4 cr.
   BIO 212 Human Anatomy & Physiology II . . . . . 4 cr.
6. Completion of LE 100 First Year Seminar *(for first-time freshman only)* . . . . . 3 cr.

7. EN 306A Professional Writing in the Disciplines: Scientific and Technical Writing . . . . . 3 cr.

8. 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.
   Note: Students who break enrollment for five years or more and desire to return to Park must submit a new application for admission and update to the current catalog requirements. Students who break enrollment for a time period of less than five years have the option to follow the requirements in their original catalog or update to the current catalog requirements. All returning students, regardless of length of break in enrollment, must submit official transcripts from all institutions attended during their break from Park University within one semester of reenrollment (see Conditional Admission Status)
9. Application to the BSN Program is required.

Bachelor of Science Nursing Degree RN to BSN

Park University grants the Bachelor of Science in Nursing Degree to Associate Degree or Diploma Registered Nurses upon completion of the following requirements:

1. Completion of an approved Associates' Degree in Nursing or Diploma Nursing Program.
   Note: Completion of an approved nursing diploma program (may require additional prerequisite coursework; evaluated on an individual basis)
2. Must hold a current unencumbered Registered Nurse (RN) licensure within the United States
3. Completion of a minimum of 120 semester hours with a cumulative 2.8 GPA including transfer credit.
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 30 hour Nursing Completion Core requirements.
6. EN 306 Professional Writing in the Discipline.....3 cr.
7. 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. The Bachelor of Science in Nursing (RN to BSN) major is declared upon acceptance to the program.

Special Academic Programs

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.

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 Global Education and Study Abroad and approved by the Internationalization Committee (IC).
2. Orientation session conducted by the Office of Global 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. EDU 310, Issues in Diversity and World Culture, PS 361, Cross-Cultural Psychology, or equivalent course as approved by the IC.
5. One global humanities course or equivalent from the current list of courses approved by the IC. 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 IC committee.

   These include:
   a. Projects, activities or other experiences as approved by the IC—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 other co-curricular or extra-curricular international program as approved by the IC. — 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 IC.
- IC 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 IC.
- 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.

The IC 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 Global Education and Study Abroad serves as the record keeper and coordinator with all decision-making and changes being made by the IC.

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 Vice President of 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, as well as for students pursuing the Bachelor of Science in Geography and/or Information Systems. 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 or success advisor.

Note: Students are unable to select a minor in the same discipline as the major. (i.e. Students cannot do a Management major and a Management minor)

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 8-week 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 summer, semester and year-long study abroad opportunities in more than thirty countries; all Park students are welcome to apply. For more information, please contact the Office of Global Education and Study Abroad at (816) 584-6510.

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.

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 KC Area students in a full-time equivalent status may qualify and at Park 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 Academy

The Park University Honors Academy (HA) seeks to create a cooperative learning environment in which students enjoy enriched academic experiences, growth through service, leadership opportunities, professional portfolio development, and focus on their individual professional futures. This program allows students entering as freshmen during semesters 1-3 to interact with a small cohort group in specially designed courses and a program to explore academic majors; service learning; leadership; study abroad; internships; graduate school and employment. Transfer students are also welcome to join the Honors Academy to enjoy its learning benefits. The Academy director will work with all students on initiatives intentionally designed to support their interests and future goals. Those areas include:

Scholarly Activity – students can pursue conference presentations of their research; pursue publication of their scholarship; apply for and complete research opportunities on other campuses; play a supporting role in Park's Annual Student Research and Creative Arts Symposium; learn about grants funding for scholarship and pursue at least one grant; explore grant funding when feasible; complete study abroad that relates to their academic focus.

Service and Applied Learning – students can focus on service learning or additional applied learning throughout HA involvement; serve as mentors for freshmen and sophomore Honors students; assist the HA coordinator to plan applied learning HA activities; complete study abroad that relates to their service focus

Leadership – students can work with a variety of faculty engaged in the practice and academic study of leadership; participate in leadership and service student groups on campus and at national level; apply for positions such as First Year Experience Mentor and Honors Living and Learning Community Mentor; pursue internships with state and national representatives; obtain the Leadership minor, if desired; complete study abroad that relates to their leadership focus.

Students who enter as freshmen enroll during semesters 1-2 in LE 100 and EN 106 for Honors. In semester 3, students enroll in an LE course that offers the option of an additional one-hour credit honors project. During semester 4, students enroll in an Honors course that prepares them for undergraduate research and design of an independent research project proposal. Honors research projects take a variety of forms — from traditional research designs to applied projects designed to be showcased to prospective employers. All projects involve

research approaches appropriate to the students' academic programs. During semesters 5-7, students pursue supervised research or creative activity in a self-designed project working with a faculty mentor that promotes independent study. Transfer students typically begin with the Honors course that prepares them for their research project, then complete two or three semesters executing that project with a faculty mentor. In completing their projects, students develop intellectual relationships with mentors while sharing project results with student and faculty audiences.

The Park University Honors Academy 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 Academy mission statements. The Academy also acknowledges that often the most creative learning opportunities for students lie in the intersections between seemingly diverse academic disciplines. For this reason, the Academy encourages interdisciplinary work.

Qualified transfer students and present Parkville students are encouraged to contact the Academy Director to discuss possible membership and completion of the research project. **Academy courses are open to enrollment by qualified non-Academy member students with prior permission of the Academy Director.** Please visit **www.park.edu/honors** for more information.

HONOR SOCIETIES

Alpha Chi

(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 (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 Campus Centers and Online 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.

Delta Mu Delta

Founded in 1913, Delta Mu Delta (DMD) is the International Honor Society for business programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP) at the baccalaureate, graduate, and doctoral levels. DMD recognizes and encourages academic excellence of students at qualifying universities to create a community that fosters the well-being of its individual

members and the business community through lifetime membership.

Phi Alpha/Rho Epsilon

Phi Alpha, the national honors society in Social Work, was founded in 1960 and Park University's chapter, Rho Epsilon, was founded in 2010. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

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 an international 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 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.

Degree Requirements

Accounting

Available:

B.S.
Minor

Requirements:

B.S. Major:
66 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor: 18-21 hours
2.0 gpa

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 - 66 hours, 2.0 gpa

Business Core			**36 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	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	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.
Accounting Core			**30 cr.**
AC	309	Individual Income Tax	3 cr.
AC	312	Business Income Tax	3 cr.
AC	320	Intermediate Accounting I	3 cr.
AC	325	Intermediate Accounting II	3 cr.
AC	330	Intermediate Accounting III	3 cr.
AC	350	Accounting Information Systems	3 cr.
AC	380	Cost Accounting	3 cr.
AC	425	Advanced Accounting	3 cr.
AC	430	Auditing	3 cr.
Choice of 3 credits electives:		AC 435, AC 451, CJ 415, FI 410, FI 415, IB 431	3 cr.
		TOTAL	66 cr.

Requirements For:
Minor - 18-21 hours, 2.0 gpa

For business majors ..... 18 cr.
AC 309, AC 320, AC 325, AC 350, AC 380 and one course from the following: AC 230, AC 330, AC 415, AC 430, or AC 435

For nonbusiness majors ..... 21 cr.
AC 201, AC 202, AC 320, MG 260, MG 371, MK 351, and one course from the following: AC 230, AC 309, AC 325, AC 350, or AC 380

Biology

Available:

B.S.
Minor

Requirements:

B.S. Major:
71 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor
18 hours
2.0 GPA

The Bachelor Degree Liberal Education Program has a Scientific Inquiry component to facilitate the awareness of human potential and a love for learning by encouraging activities that promote knowledge of basic concepts, methodologies, and rewards of learning. The courses offered in BI-Biology are science courses that are developed for students with a non-science focus. The courses are geared toward human interactions in a biological context.

A major in biology in Park University provides the graduate with a variety of courses including general biology, botany, anatomy, physiology, genetics, microbiology, ecology, cell biology, evolution and research techniques. A graduate from the biology program will be prepared for the workforce or entrance into professional or graduate school. Most students seek either an additional major or a minor to provide them with the maximum postgraduate opportunities.

The Biology Department is a section of the Department of Natural and Physical Sciences providing collaborations between Biology, Chemistry, Physics, and Geography. The department welcomes partnerships with appropriate businesses and government agencies to place students into internship positions in their major or a related field.

Requirements For:
B.S. Major – 71 hours, 2.0 GPA

Core Curriculum:

Biology Core			**25 cr.**
BIO	221	Zoology	4 cr.
BIO	225	Botany	4 cr.
BIO	306	Biological Literature	3 cr.
BIO	325	Introductory Molecular Cell Biology	3 cr.
BIO	327	Introductory Ecology and Evolution	4 cr.
BIO	340	Genetics	4 cr.
BIO	470	Capstone Internship	
		-OR-	
BIO	498	Capstone Thesis	
		-OR-	
BIO	499	Capstone Research	3 cr.
General Science Core			**29 cr.**
CH	107	General Chemistry I	3 cr.
CH	107L	General Chemistry I Lab	1 cr.
CH	108	General Chemistry II	3 cr.
CH	108L	General Chemistry II Lab	1 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.
MA	160	Precalculus for Majors	5 cr.
PY	155	Concepts of Physics I	4 cr.
PY	156	Concepts of Physics II	4 cr.

Biology

Natural Sciences Core ..... 5 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.
			59 cr.

Approved Electives ..... 12 cr.

Ecological/Field-Oriented

BIO	330	Paleobiology	4 cr.
BIO	375	Evolution	3 cr.
BIO	378	Ecology	4 cr.
BIO	380	Issues in Biodiversity	3 cr.
BIO	490	Advanced Topics in Biology	1-4 cr.
GGP	350	GIS I	3 cr.
GGP	370*	Biogeography	3 cr.

BioTech/Lab Oriented

BIO	337	Biochemistry	4 cr.
BIO	350	Microbiology	4 cr.
BIO	400	Cell Biology	4 cr.
BIO	417	Developmental Biology	4 cr.
BIO	490	Advanced Topics in Biology	1-4 cr.
CH	329*	Introduction to Instrumental Analysis	4 cr.

Pre-Medical

BIO	211	Human Anatomy and Physiology I	4 cr.
BIO	212	Human Anatomy and Physiology II	4 cr.
BIO	337	Biochemistry	4 cr.
BIO	350	Microbiology	4 cr.
BIO	400	Cell Biology	4 cr.
BIO	411	Animal Physiology	4 cr.
BIO	417	Developmental Biology	4 cr.
BIO	490	Advanced Topics in Biology	1-4 cr.
CH	321	Introduction to Medicinal Chemistry	3 cr.

GENERAL

BIO	211	Human Anatomy & Physiology I	4 cr.
BIO	212	Human Anatomy and Physiology II	4 cr.
BIO	326	Bioethics	3 cr.
BIO	330	Paleobiology	4 cr.
BIO	337	Biochemistry	4 cr.
BIO	350	Microbiology	4 cr.
BIO	375	Evolution	3 cr.
BIO	378	Ecology	4 cr.
BIO	380*	Issues in Biodiversity	3 cr.
BIO	400	Cell Biology	4 cr.
BIO	410	Comparative Anatomy	4 cr.
BIO	411	Animal Physiology	4 cr.

BIO	417	Developmental Biology	4 cr.
BIO	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.
		TOTAL	71 cr.

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 BIO above the 220 level.

***For those students wishing to teach Unified Science: Biology**
See also Bachelor of Science in Education (pages 159-163).

B.S.E. in Secondary Education – MAJOR 48-50 Hours
2.75 Cum G.P.A.
2.75 Core G.P.A.

Business Administration

Available:

B.S.
Minor
Certificate

Requirements:

B.S. Major:
54–69 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
18–21 hours
2.0 GPA

Certificate:
12 hours
2.0 GPA

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 – 54-69 hours, 2.0 GPA

Business Core:			**36 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.
MA	120	Basic Concepts of Statistics	
		-OR-	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

CONCENTRATIONS: ***(Choose One)***

Accounting Concentration			**30 cr.**
AC	309	Individual Income Tax	3 cr.
AC	312	Business Income Tax	3 cr.
AC	320	Intermediate Accounting I	3 cr.
AC	325	Intermediate Accounting II	3 cr.
AC	330	Intermediate Accounting III	3 cr.
AC	350	Accounting Information System	3 cr.
AC	380	Cost Accounting	3 cr.
AC	425	Advanced Accounting	3 cr.
AC	430	Auditing	3 cr.
		Business electives: Select one from the following: AC 435, AC 451, CJ 415, FI 410, FI 415, IB 431	3 cr.

Business Administration

Business Economics

Business Economics majors have the opportunity to choose from 2 distinct tracks. Business Economics provides students the opportunity for an in-depth understanding of the interaction between economics and business in a rapidly changing environment. Business Economics provides a framework from which students can analyze the conditions and laws affecting the production, distribution and consumption of wealth.

The International Business and Economic Development track exposes students to the interaction between the behavior of international companies and the growth of countries as they are run by governments, looking specifically at the dynamics of international development and developing nations.

The labor Economics track deals with the supply (employees) and demand (organizations) as they relate to labor and how this interaction affects wages, employment, prices, profits and working conditions.

BUSINESS ECONOMICS CONCENTRATION ..... 24 cr.

EC	300	Intermediate Microeconomics	3 cr.
EC	301	Intermediate Macroeconomics	3 cr.
EC	303	Money, Credit and Banking	3 cr.
EC	450	Senior Seminar in Economics	3 cr.
		Business Electives: Select four of the following courses: EC 302, EC 305, EC 308, EC 309, EC 401, EC 402, EC 404, EC 407, EC 452, EC 490	12 cr.

INTERNATIONAL BUSINESS AND ECONOMIC DEVELOPMENT TRACK . 24 cr.

EC	300	Intermediate Microeconomics	3 cr.
EC	301	Intermediate Macroeconomics	3 cr.
EC	303	Money, Credit and Banking	3 cr.
EC	309	Economic Development	3 cr.
EC	407	International Trade and Business	3 cr.
EC	450	Senior Seminar in Economics	3 cr.
IB	331	International Negotiations	3 cr.
IB	431	International Finance	3 cr.

LABOR ECONOMICS TRACK ..... 24 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.
EC	450	Senior Seminar in Economics	3 cr.
HR	357	Employment Law	3 cr.
IB	331	International Negotiations	3 cr.
MG	420	Labor Relations	3 cr.

COMPUTER INFORMATION MANAGEMENT CONCENTRATION.... 24 cr,

CS	152	Introduction to Python Programming	3 cr.
CS	240	Web Programming I	3 cr.
IS	205	Managing Information Systems	3 cr.
IS	310	Business Applications	3 cr.

IS	315	Computer Systems Analysis and Design I	3 cr.
IM	425	Networking and Security	3 cr.
IM	435	Business Analytics	3 cr.
MG	450	Project Management	3 cr.

Finance Concentration

Finance majors have a choice of 2 distinct tracks. The Financial Planning track provides students with the necessary background to sit for the exam to become a CERTIFIED FINANCIAL PLANNER™ Professional. The Financial Management track prepares students for careers in banking, insurance, and corporate financial management.

Financial Management Track ..... 24 cr.

EC	303	Money, Credit and Banking	3 cr.
FI	325	Risk and Insurance	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.
FI	425	Principles of Real Estate	3 cr.
IB	431	International Finance	3 cr.
One 3 credit hour upper level finance course			
		-OR-	3 cr.
MK	389	Professional Selling	

Financial Planning Track ..... 24 cr.

AC	312	Business Income Tax	3 cr.
FI	325	Risk and Insurance	3 cr.
FI	416	Estate Planning	3 cr.
FI	417	Investment Analysis and Management	3 cr.
FI	419	Retirement and Employee Benefit Planning	3 cr.
FI	423	Professional Financial Planning	3 cr.
MK	389	Professional Selling	3 cr.
One 3 credit hour upper level finance course			3 cr.

Human Resource Management Concentration ..... 24 cr.

HR	353	Intro. to Human Resource Management	3 cr.
HR	355	Planning and Staffing	3 cr.
HR	357	Employment Law	3 cr.
HR	434	Compensation Management	3 cr.
HR	491	Senior Seminar in Human Resources Development	3 cr.
		Choice of 3 business electives at the 300-400 level with no more than 2 classes from the same program with the exception of Human Resource Management, and to include IS 310 Business Applications.	9 cr.

International Business Concentration ..... 21 cr.

IB	302	International Business Culture	3 cr.
IB	431	International Finance	3 cr.
IB	451	Seminar on International Business	3 cr.
MK	395	International Marketing	3 cr.

International Immersion Experience (IIE) ..... 3-6 cr.

- 2 Intermediate level foreign language credits
- IB 461 Internship in International Business
- a school sponsored travel abroad experience (IB 490)
- or an equivalent, advisor-approved IIE

Some international experiences may meet the qualifications for a waiver of the immersion experience, but will not earn credit hours. International Business electives at the 300 or 400 level must be taken to bring the student up to the 21 hour requirement for the program.

Choice of any 1-2 electives (depending on the IIE credit hours) listed below:
CS 300, EC 309, IB 331, IB 420, IB 490, LA 305, LG 305, MK 453 (pre-req required), PC 300, PC 315, PO 338, PO 345, PS 361, RE 307, SO 328, SP 312

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.
		AC 380, IS 205, HR 353, LG 305, LG 400	

Management

Management majors have a choice of 2 distinct tracks. Students taking the Management concentration 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.

The Entrepreneurship track addresses the issues an entrepreneur would face in starting their own small business. Topics addressed are specific to the unique demands of small business ownership.

The Project Management track will help students become proficient in the skills and processes essential to project management and prepare them to sit for the Project Management Certification Exam. Project Managers are skilled professionals tasked with the job of making sure that a project is completed well, on budget and on time.

Management Concentration ..... 18 cr.

MG	375	Production Operations Management	3 cr.
MG	401	Senior Seminar in Management	3 cr.

HR	353	Introduction to Human Resource Management ..... 3 cr.

Business Electives: Choice of 3 business electives at the 300-400 level from any Business Program, with no 2 taken from the same concentration with the exception of Management; and to include IS 310 Business Applications ..... 9 cr.

Entrepreneurship Track ..... 21 cr.

MG	354	Small Business Management ..... 3 cr.
MG	375	Production and Operations Management - OR - ..... 3 cr.
HR	353	Introduction to Human Resource Management
MG	401	Senior Seminar in Management ..... 3 cr.
MG	450	Project Management ..... 3 cr.
MK	401	Sales Management - OR - ..... 3 cr.
MK	386	Retail Administration
MK	405	Social Media ..... 3 cr.
FI	415	Financial Analysis Planning..... 3 cr.

Project Management Track ..... 21 cr.

AC	380	Cost Accounting ..... 3 cr.
FI	415	Financial Analysis and Planning ..... 3 cr.
HR	353	Introduction to Human Resource Management ..... 3 cr.
HR	422	Organizational Development and Change.. 3 cr.
MG	375	Production Operations..... 3 cr.
MG	401	Senior Seminar in Management ..... 3 cr.
MG	450	Project Management ..... 3 cr.

Marketing

Marketing majors have a choice of 2 distinct tracks. The Marketing concentration provides a strong foundation for a career in marketing, allowing students to choose four electives from the field of marketing that reflect their interests. Students taking the Marketing concentration receive a broad education covering the major functional areas of Marketing.

Pursuing the Digital Marketing track will equip students with the knowledge and fundamentals necessary to analyze the digital landscape that has become the 'new normal' in the world of business. As the use and implementation of digital media become more of a necessity for businesses, the demand for marketing professionals with an in-depth understanding of the applications and implications of such technologies continues to grow.

The Professional Sales track provides students the opportunity to concentrate in the growing field of professional sales, a field in demand in all areas of business and industry.

Business Administration

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.
		AR 218, AR 231, LG 312, MK 369, MK 380, MK 386, MK 389, MK 395, MK 401, MK 405, MK 455, MK 463, MK 491,	
		TOTAL	54–69 cr.

DIGITAL MARKETING TRACK ..... 24 cr.

AR	218	Graphic Design Software	3 cr.
CA	218	Public Relations	3 cr.
CA	224	Digital Media Skills	3 cr.
MK	369	E-Marketing	3 cr.
MK	385	Consumer Behavior	3 cr.
MK	405	Social Media Marketing	3 cr.
MK	411	Marketing Management	3 cr.
MK	453	Marketing Research and Information Systems	3 cr.

PROFESSIONAL SALES TRACK ..... 21 cr.

MK	385	Consumer Behavior	3 cr.
MK	386	Retailing Administration	3 cr.
MK	389	Professional Selling	3 cr.
MK	401	Sales Management	3 cr.
MK	411	Marketing Management	3 cr.
MK	453	Marketing Research and Information Systems	3 cr.
IB	331	International Negotiations	3 cr.

REQUIREMENTS FOR:
MINOR – 18-21 HOURS, 2.0 GPA

Business Administration/Accounting ..... 18 cr.
For Business Majors
AC 309, AC 320, AC 325, AC 350, AC 380, AND one course from the following: AC 230, AC 330, AC 415, AC 430, AC 435

Business Administration/Accounting ..... 21 cr.
For Non-Business Majors
AC 201, AC 202, AC 320, MG 260, MG 371, MK 351, AND one course from the following: AC 230, AC 309, AC 325, AC 350, AC 380

Business Administration

Business Administration/Business Economics ..... 18 cr.
For Business Majors
EC 300, EC 301, EC 303 AND three courses from the following: EC 302, EC 309, EC 407, EC 450, IB 331, IB 431, HR 357, MG 420

Business Administration/Business Economics ..... 21 cr.
For Non-Business Majors
EC 141, EC 142, EC 300, EC 301, EC 303, AND two courses from the following: AC 201, AC 202, EC 302, EC 309, EC 407, EC 450,

Business Administration/
Computer Information Management ..... 18 cr.
For Business Majors
CS 152, IS 205, IS 310, IS 315, MG 450 AND one of the following: CS 240, IM 425, IM 435

Business Administration/
Computer Information Management ..... 21 cr.
For Non-Business Majors
CS 152, IS 205, IS 310, IS 315, MG 354, MG 371, MK 351

Business Administration/Digital Marketing ..... 18 cr.
For Business Majors
CA 218, CA 224, MK 369, MK 385, MK 405, MK 411

Business Administration/Digital Marketing ..... 24 cr.
For Non-Business Majors
IB 315, CA 224, MG 371, MK 351, MK 369, MK 380, MK 385, MK 405

Business Administration/Entrepreneurship ..... 24 cr.
For Business Majors
FI 415, MG 354, MG 401, MG 450, MK 405 AND one from the following: HR 353, MG 375, MK 386, MK 401

Business Administration/Entrepreneurship ..... 21 cr.
For Non-Business Majors
AC 201, AC 202, FI 360, MG 260, MG 371, MG 354, MG 450, MK 351

Business Administration/Finance: ..... 18 cr.
For Business Majors
EC 303, FI 415, FI 417, FI 425, AND 2 courses from the Finance concentration

Business Administration/Finance ..... 21 cr.
For Non-Business Majors
AC 201, AC 202, EC 141, FI 360, AND choice of 3 electives from the following: EC 303, FI 325, FI 410, FI 415, FI 417, FI 425, IB 431

Business Administration

Business Administration/Health Care ..... 18 cr.
For Business Majors
BI 214, HC 451, HC 465, HR 353;
Choose 2 electives from the following classes:
HC 461, HC 463, HC 466, HR 310, IS 310, PS 301

Business Administration/Health Care ..... 21 cr.
For Non-Business Majors
AC 201, BI 214, HC 260, HC 351, HR 353,
Choose 2 electives from the following classes:
HC 461, HC 463, HC 466, HR 310, IS 310, PS 301

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: AC 202, EC 141 OR EC 142, FI 360,
IB 315, MG 261, MG 315, MK 351

Business Administration/International Business: ..... 18 cr.
For Business Majors
IB 302, IB 451, MK 395 AND 9 credit hours from
the following: CS 300, EC 309, IB 331, IB 420,
IB 431, IB 461, PO 345

Business Administration/International Business: ..... 21 cr.
For Non-Business Majors
IB 302, MG 260, MG 371, MK 351, MK 395,
IB 315 AND 3 credit hours from the following:
AC 201, CS 300, EC 141, EC 309, IB 331,
IB 431, IB 461, PO 345

Business Administration/Logistics..... 18 cr.
For Business Majors
MG 375, LG 312, LG 415, LG 424, LG 426
AND 3 credit hours from the following LG
electives: LG 305, LG 324 or LG 400

Business Administration/Logistics..... 21 cr.
For Non-Business Majors
AC 201 OR EN 306B, MG 260 OR HR 353,
MG 371, MK 351, LG 312, LG 426 AND
3 credit hours from the following LG electives:
LG 305, LG 400, LG 415 or LG 424

Business Administration

Business Administration/Management ..... 18 cr.
For Business Majors
HR 353, MG 401, 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/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, HR 310, HR 353, LG 312, MG 261, MG 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

Business Administration/Project Management ..... 18 cr.
For Business Majors
AC 380, FI 415, HR 353, MG 375, MG 401, MG 450

Business Administration/Project Management ..... 21 cr.
For Non-Business Majors
AC 201, AC 202, FI 360, HR 353, MG 371, MG 375, MG 450

CERTIFICATE
Human Resource Management

This certificate is under the Department of Human Resource Management in the School of Business. Students should contact the department with any questions.

Certificate award requires passing all courses with a grade of "C" or better.

REQUIREMENT FOR:
CERTIFICATE: 12 HOURS 2.0 GPA

MG	371	Management and Organizational Behavior	3 cr.
HR	355	Planning and Staffing	3 cr.
HR	357	Employment Law	3 cr.
HR	434	Compensation Management	3 cr.
		TOTAL	12 cr.

Chemistry

Available:

B.S.
Minor

Requirements:

B.S. Major
71 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
18-20 hours
2.0 gpa

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	General Chemistry I	3 cr.
CH	107L	General Chemistry I Lab	1 cr.
CH	108	General Chemistry II	3 cr.
CH	108L	General 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 (1-6 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 (pages 159-163).

B.S.E. in Secondary Education – MAJOR 48-50 Hours
2.75 Cum G.P.A.
2.75 Core G.P.A.

Communication

Available:

B.A.
Minor

Requirements:

Major:
45-48 hours
2.0 GPA

This degree requires a minimum of 122 hours. For additional hours required see page 112.

Minor:
22-24 hours
2.0 GPA

The Department of Communication, Journalism and Public Relations offers two related majors.

1. Multimedia Journalism and Public Relations
2. Communication Studies

These majors are designed to prepare students for success in professional fields and/or graduate study. Students do this in an environment which combines hands-on learning with great ideas. The program is designed as an extension of the liberal arts approach of Park University because the liberal arts approach is perfect for journalism and communication education in these dynamic times. In the liberal arts environment a student learns to think, to lead, to innovate, to appreciate, to criticize and to develop a deeper sense of what it is to be a citizen of the world and the community.

Students will be actively involved in each of the professions during their academic careers. They may write, design, edit or photograph for the student newspaper, The Stylus, or hold an air shift for the student radio stations, KGSP-FM. They may be actively involved in public relations campaigns and they may become campus leaders through the Communication Connection.

Requirements For:
B.A. Major – 45-48 hours, 2.0 GPA

Multimedia Journalism and Public Relations - 48 Hours, 2.0 GPA

CA	202	Fundamentals of Writing for Media	3 cr.
CA	203	Multimedia Practicum I: Content Development	3 cr.
CA	218	Public Relations	3 cr.
CA	224	Digital Skills for Media	3 cr.
CA	241	Photography I	3 cr.
CA	302	Communication Ethics	3 cr.
CA	303	Multimedia Practicum II: Editing and Strategic Communication	3 cr.
CA	316	Writing and Reporting on Multiple Platforms	3 cr.
CA	319	Writing for Feature, Documentary and Public Relations	3 cr.
CA	320	Global and Civic Reporting	3 cr.
CA	322	Media Analysis and Criticism	3 cr.
CA	324	Advanced Multimedia Production	3 cr.
CA	326	Editing and Design for Media and Public Relations	3 cr.
CA	348	Theories of Communication	3 cr.
CA	382	Communication Research Methods	3 cr.
CA	403	Multimedia Practicum III: Major Project in Journalism, Photography or Public Relations	3 cr.
		TOTAL	48 cr.

Completion of a successful professional internship and an approved senior portfolio are required for graduation. The internship must be approved in advance by the faculty advisor.

Communication

Communication Studies - 45 Hours, 2.0 GPA

CA	200	Interviewing: Theories and Practice	3 cr.
CA	218	Public Relations	3 cr.
CA	224	Digital media Skills	3 cr.
CA	237	Introduction to Organizational Communication	3 cr.
CA	302	Communication Ethics	3 cr.
CA	309	Training in Organizations	3 cr.
CA	322	Media Analysis and Criticism	3 cr.
CA	327	Persuasive Communication	3 cr.
CA	348	Theories of Communication	3 cr.
CA	382	Communication Research Methods	3 cr.
CA	405	Communication in Gender	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	3 cr.
CA	491	Senior Research Project	3 cr.
		TOTAL	45 cr.

Required Minor ..... 18 cr.
Choose a minor from a different discipline.

Requirements For:
Minors – 22-24 hours, 2.0 gpa

Public Relations Minor – 24 hours, 2.0 GPA
CA 202, CA 218, CA 224, CA 237, CA 302, CA 318 CA 382, CA 475
*Communication Studies Majors choose three electives from Multimedia Journalism and Public Relations major instead of CA 237, CA 382, and CA 475. Speak with faculty advisor for assistance.

Journalism Minor – 24 hours, 2.0 GPA
CA 202, CA 224, CA 316, CA 319, CA 320, CA 324, CA 302
Choice of CA 203, CA 303 or CA 403
Successful Senior Portfolio required for graduation

Visual Communication Minor – 22 hours 2.0, GPA
CA 234 , CA/AR 241, AR 321, AR 300, CA/AR 341, CA 441, CA 403
Successful Senior Portfolio required for graduation

****For those students wishing to teach Journalism:**
See also Bachelor of Science in Education (pages 159-163).

B.S.E. in Secondary Education – MAJOR 48-50 Hours
2.75 Cum G.P.A.
2.75 Core G.P.A.

Construction Management

Available:

A.S.
B.S.
Minor

Requirements:

A.S. Major:
33 hours
2.0 gpa

This degree requires a minimum of 60 hours. For additional hours required see page 111.

B.S. Major:
60 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
18-21 hours
2.0 gpa

This degree program combines the principles of business management with the skills needed by construction managers. Students are prepared for careers in Construction Management, Project Management, and Building Inspection, among others. Topics include planning and scheduling, budgeting, organizing, supervising, safety, law, materials, methods, and plans analysis.

Requirements For:
A.S. Major – 33 hours, 2.0 gpa

CO	111	Intro To Engr. Const. Tech/ Design/Materials and Safety	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	Project Management/ Critical Path Analysis	3 cr.
EG	101	Introduction to Engineering Management	3 cr.
IS	141	Applied Computer Technology for Business	3 cr.
MG	260	Business Law I	3 cr.
MG	271	Principles of Supervision	3 cr.
		TOTAL	33 cr.

Requirements For:
B.S. Major – 60 Hours, 2.0 gpa

Business Core:			**36 cr.**
AC	201	Principles of Financial Management	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.
MA	171	Finite Math	3 cr.
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.
Construction Management Requirements			**24 cr.**
CO	111	Introduction to Construction Management	3 cr.
CO	121	Construction Plans Analysis	3 cr.
CO	235	Construction Planning	3 cr.
CO	360	Project Management/ Critical Path Analysis	3 cr.
CO	365	Construction Project Administration	3 cr.

Construction Management

Choice of 3 electives (at least two must be at the 300-400 level):

CO	225	Building Codes	3 cr.
CO	245	Construction Estimating	3 cr.
CO	315	Special Topics in Construction Management	3 cr.
CO	450	Internship in Construction Management	3-6 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.
MG	375	Production and Operations Management	3 cr.
		TOTAL	60 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Requirements For:
Minor – 18-21 Hours, 2.0 gpa

For business majors ..... 18 cr.
CO 111, CO 121, CO 235, CO 360 and choice of two courses from the following: CO 225, CO 245, CO 315, CO 365, CO 450, EG 360, EG 470, EG 390, MG 375

For nonbusiness majors..... 21 cr.
AC 201, MG 260, MG 371, MG 375, and three courses from the following: CO 111, CO 121, CO 225, CO 235, CO 245, CO 360, CO 365

Criminal Justice Administration

Available:
A.S.
B.S.
B.A.
Minor
Certificate

Requirements:

A.S. Major:
27 hours
2.0 gpa

This degree requires a minimum of 60 hours. For additional hours required see page 111.

B.A. Major:
45 hours
2.0 gpa

This degree requires a minimum of 122 hours. For additional hours required see page 112.

B.S. Major:
45 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
18 hours
2.0 gpa

Certificate:
12 hours
2.5 gpa

ASSOCIATE OF SCIENCE

(Park Campus Centers and Kansas City 8-Week Program)

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	205	Juvenile Justice System	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.
		TOTAL	27 cr.

BACHELOR OF ARTS

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 – 45 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.
		TOTAL	24 cr.

Area of Concentration (One of the following areas)..... 9 cr.

Area A. **Law Enforcement**

CJ 231 Introduction to Law Enforcement..... 3 cr.
CJ 232 Introduction to Corrections
-OR- ..... 3 cr.
CJ 233 Introduction to Security
CJ 311 Criminal Investigation ..... 3 cr.

Area B. **Corrections**
CJ 232 Introduction to Corrections ..... 3 cr.
CJ 231 Introduction to Law Enforcement
-OR- ..... 3 cr.
CJ 233 Introduction to Security
CJ 322 Probation, Parole, and Community Corrections ..... 3 cr.

Area C. **Security**
CJ 231 Introduction to Law Enforcement
-OR- ..... 3 cr.
CJ 232 Introduction to Corrections
CJ 233 Introduction to Security..... 3 cr.
CJ 333 Security Administration ..... 3 cr.

Criminal Justice Electives..... 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)
TOTAL..... 45 cr.

Requirements for Minor in Criminal Justice:
Minor – 18 hours, 2.0 gpa

18 hours which must include CJ 100, CJ 105, CJ 200, and 9 hours of CJ electives **excluding** CJ 440, CJ 441 and CJ 450

Requirements for Minor in Homeland Security:
Minor – 18 hours, 2.0 gpa

18 hours consisting of CJ 233, CJ 251, CJ 333, CJ 353, CJ 355 and GGH 310

BACHELOR OF SCIENCE

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 – 45 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.
		Sub-TOTAL	24 cr.

Area of Concentration (One of the following areas)..... 6 cr.

Area A. **Law Enforcement**

CJ 231 Introduction to Law Enforcement..... 3 cr.
CJ 232 Introduction to Corrections
-OR- ..... 3 cr.
CJ 233 Introduction to Security
CJ 311 Criminal Investigation ..... 3 cr.

Area B. **Corrections**

CJ 231 Introduction to Law Enforcement
-OR- ..... 3 cr.
CJ 233 Introduction to Security
CJ 232 Introduction to Corrections ..... 3 cr.
CJ 322 Probation, Parole, and Community
Corrections ..... 3 cr.

Area C. **Security**

CJ 231 Introduction to Law Enforcement
-OR- ..... 3 cr.
CJ 232 Introduction to Corrections
CJ 233 Introduction to Security..... 3 cr.
CJ 333 Security Administration ..... 3 cr.

Criminal Justice Electives..... 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)

TOTAL..... 45 cr.

CERTIFICATE
Terrorism and Homeland Security

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

Core Courses			..... 6 cr.
CJ	233	Introduction to Security (3 cr.)	
CJ	251	Terrorism & Domestic Preparedness (3 cr.)	
Elective Courses			..... 6 cr.
CJ	353	Emergency Management (3 cr.)	
CJ	355	Homeland Security (3 cr.)	
GGH	310	Geography of Terrorism (3 cr.)	
		TOTAL	..... 12 cr.

Economics

Available:

B.S.
Minor

Requirements:

B.S. Major:
77 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
18 hours
2.0 GPA

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 science, 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	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.
MG	315	Advanced Business Statistics	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:
- 93 hours
- 2.75 Cumulative gpa
- 3.00 Content gpa
- 3.00 Professional Education gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

EARLY CHILDHOOD EDUCATION
(birth through grade 3)

This program is in Teach-out. No new students will be admitted to the program with a catalog year of 2016-2017 and beyond.

Requirements For:
B.S.E. Major – 93 hours, 2.75 cumulative; 3.00 Content; and 3.00 Professional Education gpa
No grade lower than a "C" in education core.

Professional Curriculum

EDC	222	Early Childhood Principles	3 cr.
EDC	337	Development and Learning through Play	2 cr.
EDC	348	Family Involvement in Early Childhood Education	1 cr.
EDE	225	Children's Health, Movement, Nutrition	3 cr.
EDE	332	Integrating the Arts in Learning Activities	3 cr.
EDE	340	Language & Literacy Development	3 cr.
EDE	342	Mathematics Learning in Elementary Grades	3 cr.
EDE	343	Curriculum Integration & Strategy Instruction in Social Science and Science	3 cr.
EDU	203	Educational Psychology	3 cr.
EDU	220	Development & Learning, Birth through Adolescence	3 cr.
EDU	300	Writing in Education	3 cr.
EDU	310	Issues in Diversity and World Cultures	3 cr.
EDU	315	Children & Young Adult Literature	3 cr.
EDU	345	Teaching Linguistically and Culturally Diverse Learners	3 cr.
EDU	347	Family, School, and Community Collaboration	3 cr.
LE	300X	The Interdependence of Schools and Society	3 cr.

Admission to the School of Education—Certification Program required for enrollment in the following EDC/EDE/EDU courses

EDC	354	Observation, Assessment & Database Decision Making & Screening in Early Childhood Education	3 cr.
EDC	355	Social and Emotional Learning in Early Childhood	3 cr.
EDC	362	Infants and Toddlers	3 cr.
EDC	363	Integrating the Curriculum: Pre-primary	3 cr.
EDC	364	Integrating the Curriculum: K-3	3 cr.
EDC	372	Infant and Toddler Practicum	2 cr.
EDC	373	Pre-primary Practicum	2 cr.
EDC	374	K-3 Practicum	2 cr.
EDE	363	Literacy Learning in Elementary Grades	3 cr.
EDU	362	Observation, Assessment & Data-based Decision Making	3 cr.
EDU	375	Exceptional Children & Differentiated Learning	3 cr.
EDU	384	Meeting Literacy Needs of All Learners	3 cr.
EDC	410	Field Experience III	12 cr.
		TOTAL	93 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. All requirements (i.e., admission within the program and exit) are subject to change as per the Missouri Department of Elementary and Secondary Education. NOTE: Program Applicants must have been active Park University students prior to July 1, 2017 to be accepted into the Early Childhood Education program.

Criteria for Admission to the School of Education Certification Program

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative 2.75 GPA including transfer courses
- 3.00 Content GPA
- 3.00 Professional Education GPA
- MoGEA passing score in all sections (two years to complete)
- ACT test scores (on file in Admissions office) - when applicable
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Successful completion of MA 120 or MA 135, EN 105, EN 106, EDU 220 and EDC 222.

The above information is verified by the Office of the Registrar on the *Application for Admission to the School of Education* (form to be submitted electronically to the School of Education).

- Two disposition evaluations completed by SOE faculty with ratings of "target" or "acceptable"
- Self-disposition evaluation
- Missouri Highway Patrol and FBI Fingerprint check
- Missouri Educator Profile

Procedure for Request to Admission to the School of Education Certification Program

The student provides the following documents:

- Two disposition evaluations completed by SOE faculty with each disposition rated "target" or "acceptable"
- Self-disposition evaluation
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School of Education

Procedure for Request to Admission to Directed Teaching

(to be requested one year before planned directed teaching semester)

School of Education faculty must approve all student teaching requests.

- Complete Application for Directed Teaching
- Complete an autobiography
- Signed permission to send requested materials to school districts
- Updated Missouri Highway Patrol and FBI Fingerprint check
- Cumulative GPA of 3.0 including transfer courses
- 3.00 Content GPA
- 3.00 Professional Education GPA
- Approval by Council on Teacher Education
- Good standing in School of Education
- Missouri Content Assessment(s) passing score in major

Elementary Education

Available:

B.S.E.

Requirements:

B.S.E. Major:
- 75 hours
- 2.75 Cumulative gpa
- 3.00 Content gpa
- 3.00 Professional Education gpa

Parkville 16

This degree requires a minimum of 120 hours. For additional hours required see page 114.

ELEMENTARY EDUCATION
(Grades 1 through 6)

Requirements For
B.S.E. Major — 75 Hours, 2.75 cumulative; 3.00 Content; and 3.00 Professional Education gpa
No grade lower than a "C" in education core.

Professional Curriculum

EDE	225	Children's Health, Movement and Nutrition ..... 3 cr.
EDE	332	Integrating Arts in Learning Activities ..... 3 cr.
EDE	340	Language and Literacy Development ..... 3 cr.
EDE	342	Mathematics Learning in Elementary Grades ..... 3 cr.
EDE	343	Curriculum Integration & Strategy Instruction in Social Science..... 3 cr.
EDU	203	Educational Psychology ..... 3 cr.
EDU	207	Technology in Education ..... 3 cr.
EDU	220	Development and Learning, Birth through Adolescence..... 3 cr.
EDU	300	Writing in Education ..... 3 cr.
EDU	310	Issues in Diversity and World Cultures ..... 3 cr.
EDU	315	Children and Young Adult Literature..... 3 cr.
EDU	345	Teaching Linguistically and Culturally Diverse Learners..... 3 cr.
EDU	347	Family, School, and Community Collaboration ..... 3 cr
LE	300X	The Interdependence of Schools and Society ..... 3 cr.

Admission to the School—Certification Program required for enrollment in the following EDE/EDU courses

EDE	352	Building an Effective, Equitable Learning Environment for Elementary Grades ..... 3 cr.
EDE	360A	Field Experience I..... 2 cr.
EDE	360B	Field Experience II..... 2 cr.
EDE	363	Literacy Learning in the Elementary Grades ..... 3 cr.
EDE	383	Mathematics Methods & Differentiated Learning in Elementary Grades..... 3 cr.
EDU	351	Strategies for Higher-Order Learning..... 3 cr.
EDU	362	Observation, Assessment & Data-based Decision Making..... 3 cr.
EDU	375	Exceptional Children and Differentiated Learning ..... 3 cr.
EDU	384	Meeting Literacy Needs of All Learners..... 3 cr.
EDE	410	Field Experience III ..... 12 cr.
		TOTAL ..... 75 cr.

Additional Recommended Hours ..... 16 cr.

GGP	115	Physical Geography ..... 4 cr.
MA	110	Geometry for Teachers..... 3 cr.
MA	120	Statistics ..... 3 cr
MA	135	College Algebra ..... 3 cr.
PO	201	State and Local Government
	-OR-	
NS	304	Science, Technology, and Society
	-OR-	
GGH	110	Economic Geography ..... 3 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

Students should plan the courses needed for the area of concentration with his or her advisor.

Criteria for Admission to the School of Education

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Two disposition evaluations completed by SOE faculty with each disposition rated "target" or "acceptable"
- Self-disposition evaluation
- Cumulative GPA of 2.75 including transfer courses
- 3.00 GPA in Content Courses
- 3.00 GPA in Professonial Education
- MoGEA 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 and EN 106

The above information is verified by the Office of the Registrar on the *Application for Admission to the School of Education*.

- Two disposition evaluations completed by SOE faculty with each disposition rated "target" or "acceptable"
- Self-disposition evaluation
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Missouri Highway Patrol and FBI fingerprint check
- Missouri Educator Profile

Procedure for Request to Admission to the School of Education Certification Program

The student provides the following documents:

- Two disposition evaluation completed by SOE faculty with a rating of "target" or "acceptable"

- Self-disposition evaluation
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School of Education

Procedure for Request to Admission to Directed Teaching (to be requested one year before planned directed teaching semester) School of Education faculty must approve all directed teaching requests.

- Completed Application for Directed Teaching
- Completed an autobiography
- Signed permission to send request materials to school districts
- Updated Missouri Highway Patrol and FBI fingerprint check
- Cumulative GPA of 2.75 including transfer courses
- 3.00 GPA in Content Courses
- 3.00 GPA in Professonial Education
- Good standing in School of Education
- Missouri Content Assessment(s) passing score in major

Middle School Education

Available:

B.S.E.

Requirements:

B.S.E. Major:
61 Hours
2.75 Cumulative gpa
3.00 Content gpa
3.00 Professional Education gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

MIDDLE SCHOOL EDUCATION
(Grades 5 through 9)

Requirements For
B.S.E. Major — 61 Hours, 2.75 cumulative; 3.00 Content; and 3.00 Professional Education gpa
No grade lower than a "C" in education core.

Students seeking middle school certification must select one area listed below.
- Language Arts
- Mathematics
- Science
- Social Science

Professional Curriculum

EDU	203	Educational Psychology	3 cr.
EDU	207	Technology in Education	3 cr.
EDU	220	Development and Learning, Birth through Adolescence	3 cr.
EDU	300	Writing in Education	3 cr.
EDU	310	Issues in Diversity & World Cultures	3 cr.
EDU	345	Teaching Linguistically and Culturally Diverse Learners	3 cr.
EDU	347	Family, School and Community Collaboration	3 cr.
LE	300X	The Interdependence of Schools and Society	3 cr.

Admission to the School—Certification Program required for enrollment in the following EDM/EDU courses

EDM	352	Building an Effective, Equitable Learning Environment	3 cr.
EDM	358	Reading & Writing in the Content Area	3 cr.
EDM	360A	Field Experience I	2 cr.
EDM	360B	Field Experience II	2 cr.
EDM	395	Methodology in Teaching Content Area	3 cr.
EDM	410	Field Experience III	12 cr.
EDU	351	Strategies for Higher-Order Learning	3 cr.
EDU	362	Observation, Assessment and Data-based Decision Making	3 cr.
EDU	375	Exceptional Children and Differentiated Learning	3 cr.
EDU	384	Meeting Literacy Needs of All Learners	3 cr.
		TOTAL	61 cr.

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. (i.e., admission within the program and exit) are subject to change as per the Missouri Department of Elementary and Secondary Education.

Middle School Education

Areas of Certification **(Students must choose one area of certification)**

Language Arts

EN	201	Introduction to Literature	3 cr.
EN	205	Introduction to English Studies	3 cr.
EN	221	African-American Literature	3 cr.
EN	232	Introduction to Poetry	3 cr.
EN	318	Later American Literature	3 cr.
EN	351	Classical Foundations of Literature	3 cr.
EN	354	Reading and Writing Nonfiction Prose	3 cr.
EDU	300	Writing in Education	3 cr.

Mathematics

MA	110	Geometry for Teachers	3 cr.
MA	120	Statistics	3 cr.
MA	160	Precalculus Mathematics	3 cr.
MA	221	Calculus and Analytic Geometry for Major I	5 cr.
MA	222	Calculus and Analytic Geometry for Majors II	5 cr.
MA	223	Calculus and Analytic Geometry for Major III	3 cr.
MA	311	Linear Algebra	3 cr.

Science

CH	107	General Chemistry w/Lab	4 cr.
BIO	221	Zoology w/Lab	4 cr.
BIO	225	Botany w/Lab	4 cr.
GO	130	Astronomy w/Lab	4 cr.
GO	141	Physical Geology w/Lab	4 cr.
PY	155	Concepts of Physics I w/Lab	4 cr.

Social Science

EC	141	Principles of Macroeconomics -OR-	3 cr.
EC	142	Principles of Microeconomics	
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.
PO	210	Comparative Political Systems	3 cr.
GGH	110	Cultural Geography	3 cr.

Select six credits from the following: ..... 6 cr.
HIS 111, HIS 112, HIS 113
An American, World, or similar Geography course..... 3 cr.

Criteria for Admission to the School of Education

Certification Program

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.75 including transfer courses
- 3.00 GPA in content courses
- 3.00 GPA in Professional Education courses

- MoGEA 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 and EN 106.

The previous information is verified by the Office of the Registrar on the *Application for Admission to the School of Education*.

- Two disposition evaluations completed by SOE faculty with each disposition rated "target" or "acceptable"
- Self-disposition evaluation
- Missouri Highway Patrol and FBI fingerprint check
- Letter of recommendation from professional outside of the School of Education submitted electronically or in a sealed/signed envelope
- Missouri Educator Profile

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

Procedure to Request Admission to the School for Education Certification Program
The student provides the following documents:
- Two disposition evaluation forms completed by SOE faculty with a rating of "target" or "acceptable"
- Self-disposition evaluation
- Letter of recommendation from professional outside of School for Education (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School of Education

Procedure to Request Admission to Directed Teaching
(to be requested one year before planned directed teaching semester)
School of Education faculty must approve all directed teaching requests.
- Completed Application for Directed Teaching
- Completed an autobiography
- Signed permission to send requested materials to school districts
- Missouri Highway Patrol and FBI fingerprint check
- Cumulative GPA of 2.75 including transfer courses
- 3.00 GPA in content courses
- 3.00 GPA in Professional Education courses
- Good standing in School of Education
- Missouri Content Assessment(s) passing score in major

Secondary Education

Available:

B.S.E.

Requirements:

B.S.E. Major:
67 hours
2.75 Cumulative gpa
3.00 Content gpa
3.00 Professional Education gpa

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This degree requires a minimum of 120 hours. For additional hours required see page 114.

SECONDARY EDUCATION
(Grades 9 through 12)

Requirements For
B.S.E. Major — 67 Hours, 2.75 cumulative; 3.00 Content; and 3.00 Professional Education gpa
No grade lower than a "C" in education core.

Students seeking secondary certification must select one of the following areas of certification:

- Biology
- Chemistry
- Earth Science
- English
- Mathematics
- Social Science

Professional Curriculum

EDU	203	Educational Psychology	3 cr.
EDU	207	Technology in Education	3 cr.
EDU	220	Development and Learning, Birth through Adolescence	3 cr.
EDU	300	Writing in Education	3 cr.
EDU	310	Issues in Diversity & World Cultures	3 cr.
EDU	345	Teaching Linguistically and Culturally Diverse Learners	3 cr.
EDU	347	Family, School, and Community Collaboration	3 cr.
LE	300X	The Interdependence of Schools and Society	3 cr.

Admission to the School—Certification Program required for enrollment in the following EDS/EDU courses

EDU	351	Strategies for Higher-Order Learning	3 cr.
EDS	352	Building an Effective, Equitable Learning Environment	3 cr.
EDS	358	Literacy in the Content Area	3 cr.
EDU	351	Strategies for Higher-Order Learning	3 cr.
EDS	352	Building an Effective, Equitable Learning Environment for Elementary Grades	3 cr.
EDS	360A	Field Experience I	2 cr.
EDS	360B	Field Experience II	2 cr.
EDU	362	Observation, Assessment and Data-based Decision Making	3 cr.
EDU	384	Meeting Literacy Needs of All Learners	3 cr.
EDU	375	Exceptional Children and Differentiated Learning	3 cr.
EDS	395	Methodology in the Content Area-Secondary	3 cr.
EDS	410	Field Experience III	12 cr.
		TOTAL	67 cr.

Secondary 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. All requirements (i.e., admission within the program and exit) are subject to change as per the Missouri Department of Elementary and Secondary Education.

Areas of Certification

Biology

BIO	211	Human Anatomy & Physiology
		-OR- ..... 3-4 cr.
BIO	306	Biological Literature
BIO	221	Zoology ..... 4 cr.
BIO	225	Botany ..... 4 cr.
BIO	325	Introduction to Molecular Cell Biology ..... 3 cr.
BIO	327	Introductory Ecology and Evolution ..... 4 cr.
BIO	340	Genetics ..... 4 cr.
NS	304	Science, Technology, and Science
		-OR- ..... 3 cr.
NS	241	Philosophy and History of Science
CH	107	General Chemistry I ..... 4 cr.
PY	155	Concepts of Physics ..... 4 cr.
GO	141	Physical Geology ..... 4 cr.
GGP	120	Global Stainability
		-OR- ..... 3 cr.
BI	301	Human Ecology
		TOTAL ..... 40-41 cr.

Chemistry

CH	107	General Chemistry I w/Lab ..... 4 cr.
CH	108	General Chemistry II w/Lab ..... 4 cr.
CH	317	Organic Chemistry I w/Lab ..... 4 cr.
CH	328	Analytical Chemistry w/Lab ..... 4 cr.
CH	337	Biochemistry w/Lab ..... 4 cr.
NS	304	Science, Technology, and Society
		-OR- ..... 3 cr.
NS	241	Philosophy and History of Science
BIO	221	Zoology
		-OR- ..... 3 cr.
BIO	225	Botany
PY	155	Concepts of Physics I w/Lab ..... 4 cr.
GO	141	Physical Geology w/Lab ..... 4 cr.
GGP	120	Global Sustainability
		-OR- ..... 3-4 cr.
BI	301	Human Ecology
Select one of the following ..... 4 cr.		
		CH 306, CH 318, CH 429
		TOTAL ..... 41-43 cr.

Earth Science

GO	130	Astronomy	4 cr.
GO	141	Physical Geology w/Lab	4 cr.
GO	151	History of the Earth w/Lab	4 cr.
GGP	115	Physical Geography w/Lab	4 cr.
GGP	205	Meteorology w/Lab	4 cr.
NS	304	Science, Technology and Society	
		-OR-	3 cr.
NS	241	Philosophy and History of Science	
CH	107	General Chemistry I w/Lab	4 cr.
BIO	221	Zoology w/Lab	
		-OR-	4 cr.
BIO	225	Botany w/Lab	
PY	155	Concepts of Physics I w/Lab	4 cr.
GGP	120	Global Stainability	
		-OR-	3-4 cr.
BI	301	Human Ecology	
		TOTAL	38-39 cr.

English

EN	221	African-American 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	387	Theory and Teaching of Writing	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	325	Modern Grammar	3 cr.
EN	354	Reading and Writing Nonfiction Prose	3 cr.
EN	370	History and Practice of Rhetoric	3 cr.
EDU	315	Children and Young Adult Literature	3 cr.
Select one from the following			3 cr.
		EN 351, EN 440	
		TOTAL	39 cr.

Mathematics

CS	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.
MA	370	Number Theory	3 cr.
MA	401	Real Analysis	3 cr.
		TOTAL	40 cr.

Social Science

AN	301	Cultural Anthropology	3 cr.
PS	101	Introduction to Psychology	3 cr.
SO	141	Introduction to Sociology	3 cr.
PO	200	American National Government	3 cr.
PO	210	Comparative Political Systems	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
GGH	110	Cultural Geography	3 cr.
HIS	104	American History Survey through the Civil War	3 cr.
HIS	105	American History Survey Since the Civil War	3 cr.
HIS	111	Introduction to World History I (Ancient History)	3 cr.
HIS	112	Introduction to World History II (Middle East)	3 cr.
HIS	113	Introduction to World History III (Modern Era)	3 cr.
Select six hours electives			6 cr.
		HIS 211, HIS 220, HIS 261, HIS 325	
		TOTAL	45 cr.

Criteria for Admission to the School of Education Certification Program Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.75 including transfer courses
- 3.00 GPA in content courses
- 3.00 GPA in Professional Education courses
- MoGEA 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 and EDU 203

The above information is verified by the Office of the Registrar on the *Application for Admission to the School of Education*.

- Two disposition evaluations completed by SOE faculty with each disposition rated "target" or "acceptable"
- Self-disposition evaluation
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Missouri Highway Patrol and FBI fingerprint check
- Missouri Educator Profile

All students, including Certification Program and Certification Only Program, must apply for admission and meet admission requirements of the School of Education; all students are required to complete professional education sequence classes.

Procedure for Request to Admission to the School of Education Certification Program
The student provides the following documents:
- Two disposition evaluations completed by 2 SOE faculty with a rating of "target" or "acceptable"
- Self-disposition evaluation
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- *Application for Admission to the School of Education* (form to be picked up by the student from Advisor, Director of Field Experiences or the School of Education office and turned in to the School of Education office)

Procedure for Request to Admission to Directed Teaching (to be requested one year before planned directed teaching semester) School of Education faculty must approve all directed teaching requests.
- Completed Application for Directed Teaching forms
- Completed an autobiography
- Signed permission to send requested materials to school districts
- Updated Missouri Highway Patrol and FBI fingerprint check
- Cumulative GPA of 2.75 including transfer courses
- 3.00 GPA in content courses
- 3.00 GPA in Professional Education courses
- Good standing in School of Education
- Missouri Content Assessment(s) passing score in major

K-12 EDUCATION (ART OR SPANISH)

AVAILABLE:

B.S.E.

REQUIREMENTS:

B.S.E. MAJOR
55 HOURS
2.75 CUMULATIVE;
3.00 CONTENT;
AND
3.00 PROFESSIONAL
EDUCATION GPA

NO GRADE LOWER THAN A "C" IN EDUCATION CORE.

THIS DEGREE REQUIRES A MINIMUM OF 120 HOURS. FOR ADDITIONAL HOURS REQUIRED SEE PAGE 114.

K-12 EDUCATION (ART OR SPANISH)
(GRADES K THROUGH 12)

REQUIREMENTS FOR
B.S.E. MAJOR — 55 HOURS, 2.75 CUMULATIVE;
3.00 CONTENT; AND 3.00 PROFESSIONAL EDUCATION 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	220	Development and Learning, Birth through Adolescence	3 cr.
EDU	300	Writing in Education	3 cr.
EDU	310	Issues in Diversity and World Cultures	3 cr.
EDU	345	Teaching Linguistically and Culturally Diverse Learners	3 cr.
EDU	347	Family, School, and Community Collaboration	3 cr.
LE	300X	The Interdependence of Schools and Society	3 cr.

Admission to the School--Certification Program required for enrollment in the following EDS/EDU courses

EDS	352	Building an Effective, Equitable Learning Environment	3 cr.
EDS	358	Reading and Writing in the Content Area	3 cr.
EDU	351	Strategies for Higher-Order Learning	3 cr.
EDU	360A	Field Experience I	2 cr.
EDU	360B	Field Experience II	2 cr.
EDU	362	Observation, Assessment, and Data-based Decision Making	3 cr.
EDU	375	Exceptional Children and Differentiated Learning	3 cr.
EDU	388	Methodology in Content Area	3 cr.
EDU	410	Field Experience III	12 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.

K-12 Spanish

SP	201	Intermediate Spanish I	3 cr.
SP	202	Intermediate Spanish II	3 cr.
		(Students must test out of SP 201 to enroll in SP 202)	
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	320	U.S. Latino Cultures and Literatures	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.
		TOTAL	36 cr.

K-12 Art

AR	115	Introduction to Visual Arts	3 cr.
AR	140	Drawing I	3 cr.
AR	142	Two-Dimensional Design: Black & White Basic	3 cr.
AR	143	Three-Dimensional Design	3 cr.
AR	144	Color Theory	3 cr.
AR	215	Art History I	3 cr.
AR	216	Art History II	3 cr.
AR	221	Ceramics I	3 cr.
AR	240	Drawing II	3 cr.
AR	241	Photograph	3 cr.
AR	270	Fibers I	3 cr.
AR	280	Painting I	3 cr.
AR	499	Senior Capstone	3 cr.
Select one of the following			3 cr.
		AR 218, AR 316, AR 321, AR 340, AR 371, AR 380, AR 420, AR 480	
		TOTAL	42 cr.

Criteria for Admission to the School of Education Certification Program

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative 2.75 GPA including transfer courses
- 3.00 Content GPA
- 3.00 Professional Education GPA
- MoGEA passing score in all sections (two years to complete)
- ACT test scores (on file in Admissions office) - when applicable
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Successful completion of MA 120 or MA 135, EN 105, EN 106, EDU 220 and EDC 222.

The above information is verified by the Office of the Registrar on the *Application for Admission to the School of Education* (form to be submitted electronically to the School of Education).

- Two disposition evaluations completed by SOE faculty with ratings of "target" or "acceptable"
- Self-disposition evaluation
- Missouri Highway Patrol and FBI Fingerprint check
- Missouri Educator Profile

Procedure for Request to Admission to the School of Education Certification Program
The student provides the following documents:
- Two disposition evaluations completed by SOE faculty with each disposition rated "target" or "acceptable"
- Self-disposition evaluation
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School of Education

Procedure for Request to Admission to Directed Teaching
(to be requested one year before planned directed teaching semester)
School of Education faculty must approve all student teaching requests.
- Complete Application for Directed Teaching
- Complete an autobiography
- Signed permission to send requested materials to school districts
- Missouri Highway Patrol and FBI fingerprint check
- Cumulative GPA of 2.75 including transfer courses
- 3.00 Content GPA
- 3.00 Professional Education GPA
- Good standing in School of Education
- Missouri Content Assessment(s) passing score in major

School of Education

K-12 Education (Mild/Moderate Cross-Categorical Disabilities)

Available:

B.S.E.

Requirements:

B.S.E. Major
89 hours
2.75 cumulative;
3.00 Content;
and
3.00 Professional
Education gpa

No grade lower than a "C" in education core.

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This degree requires a minimum of 120 hours. For additional hours required see page 114.

Requirements For
B.S.E. Major — 89 Hours, 2.75 cumulative; 3.00 Content; and 3.00 Professional Education gpa
No grade lower than a "C" in education core.

Professional Curriculum

EDE	225	Children's Health, Movement and Nutrition	3 cr.
EDE	340	Language and Literacy Development	3 cr.
EDE	342	Mathematics Learning in Elementary Grades	3 cr.
EDE	343	Curriculum Integration & Strategy Instruction in Social Science & Science	3 cr.
EDU	203	Educational Psychology	3 cr.
EDU	207	Technology in Education	3 cr.
EDU	220	Development and Learning, Birth through Adolescence	3 cr.
EDU	300	Writing in Education	3 cr.
EDU	310	Issues in Diversity and World Cultures	3 cr.
EDU	315	Children & Young Adult Literature	3 cr.
EDU	336	Foundations in Special Education	3 cr.
EDU	345	Teaching Linguistically and Culturally Diverse Learners	3 cr.
EDU	347	Family, School, and Community Collaboration	3 cr.
LE	300X	The Interdependence of Schools and Society	3 cr.
		TOTAL	42 cr.

Admission to the School—Certification Program required for enrollment in the following courses

EDE	352	Building an Effective, Equitable Learning Environment for Elementary Grades	3 cr.
EDE	363	Literacy Learning in the Elementary Grades	3 cr.
EDE	383	Mathematics Methods & Differentiated Learning in Elementary Grades	3 cr.
EDE	360A	Field Expereince I	2 cr.
EDE	360B	Field Expereince II	2 cr.
EDU	347	Family, School, and Community Collaboration	3 cr.
EDU	351	Strategies for Higher-Order Learning	3 cr.
EDU	356	Assessment in Special Education	3 cr.
EDU	360C	Field Experience SPED I and SPED II	2 cr.
EDU	362	Observation, Assessment & Data-based Decision Making	3 cr.
EDU	366	Methods of Teaching Students with Cross-Categorical Disabilities	3 cr.
EDU	375	Exceptional Children & Differentiated Learning	3 cr.
EDU	384	Meeting Literacy Needs of All Learners	3 cr.
EDU	410	Field Experience III	14 cr.

EDU	457	Language Development of the Exceptional Child	3 cr.
		TOTAL	53 cr.

Criteria for Admission to the School of Education Certification Program
Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.
- Cumulative 2.75 GPA including transfer courses
- 3.00 Content GPA
- 3.00 Professional Education GPA
- MoGEA passing score in all sections (two years to complete)
- ACT test scores (on file in Admissions office) - when applicable
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Successful completion of MA 120 or MA 135, EN 105, EN 106, EDU 220 and EDC 222.

The above information is verified by the Office of the Registrar on the *Application for Admission to the School of Education* (form to be submitted electronically to the School of Education).
- Two disposition evaluations completed by SOE faculty with ratings of "target" or "acceptable"
- Self-disposition evaluation
- Missouri Highway Patrol and FBI Fingerprint check
- Missouri Educator Profile

Procedure for Request to Admission to the School of Education Certification Program
The student provides the following documents:
- Two disposition evaluations completed by SOE faculty with each disposition rated "target" or "acceptable"
- Self-disposition evaluation
- Letter of recommendation from professional outside of the School of Education (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School of Education

Procedure for Request to Admission to Directed Teaching
(to be requested one year before planned directed teaching semester)
School of Education faculty must approve all student teaching requests.
- Complete Application for Directed Teaching
- Complete an autobiography
- Signed permission to send requested materials to school districts
- Missouri Highway Patrol and FBI Fingerprint check
- Cumulative GPA of 3.0 including transfer courses
- 3.00 Content GPA
- 3.00 Professional Education GPA
- Good standing in School of Education
- Missouri Content Assessment(s) passing score in major

Education Studies

Available:

B.S.E.

Requirements:

B.S.E. Major
57 hours
2.5 cumulative;

No grade lower than a "C" in education core.

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Early Childhood Education Teaching Young Children Emphasis - 75 cr.

The Bachelor of Science Education Studies degree with Emphasis in Early Childhood Education Teaching Young Children is designed to prepare graduates for positions of teaching curriculum coordination, program directors, consultants and leadership positions in early childhood programs. 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
57 hours, 2.5 Cumulative gpa
No grade lower than a "C" in education core.

Professional Curriculum

EDU	207	Technology in Education	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.
EDU	315	Children and Young Adult Literature	3 cr.
EDC	325	Education of Exceptional Children	3 cr.
EDC	337	Development and Learning Through Play	3 cr.
EDC	340	Language and Literacy Development in Early Childhood	3 cr.
EDC	348	Family Involvement in Early Childhood Education	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 of Education—Early Childhood Education Teaching Young Children Program required for enrollment in the following EDC courses

EDC	354	Observation, Assessment, & Screening in Early Childhood Education	3 cr.
EDC	355	Social and Emotional Learning in Early Childhood Education	3 cr.
EDC	362	Infants and Toddlers	3 cr.
EDC	363	Integrating the Curriculum: Pre-primary	3 cr.
EDC	372	Infant and Toddler Practicum	1 cr.
EDC	373	Pre-primary Practicum	1 cr.
EDC	415	Internship in Early Childhood Leadership -OR-	6 cr.
EDC	420	Internship in Early Childhood Teaching	
EDC	425	Seminar for Internship	2 cr.
		TOTAL	57 cr.

Candidates will select a minor or a leadership area of concentration. Minors include:

- Social Work including the following coursework: PS 309, SO 302 (also required in the major), SW 205, SW 325, SW 300 and SW 450
- Psychology including the following coursework: PS 101, PS/SO 300, SP 315, PS 404 plus 6 credits in electives.
- Sociology including the following coursework: SO 141, SO 206, SO 220, PS/SO 300, SO 403 plus 3 credit elective which shall include SO 302 (as required by major).
- Spanish (available in Parkville ONLY) including the following coursework: SP 201, SP 202, SP 294, SP 295, SP 320

– OR –

- Leadership Area of Concentration (18 hours) includes the following coursework: EDC 344, EDC 345, EDC 346, HR 310, PA 331, PA 333, PA 342.

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. 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 of Education— Early Childhood Education Teaching Young Children

Students must work with the appropriate School of Education FACULTY advisor when applying to the School of Education. Candidates must begin the application process no less than one entire semester prior to requiring Education coursework listed as 350 or higher. Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission. Students should work with an education advisor through the process.

- Cumulative GPA of 2.5, including transfer courses
- 2.75 GPA in core classes
- 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.

Students will complete the application for admission to the School of Education and submit electronically. The above information is verified by the Registrar's office on the *Application for Admission to the School of Education.* Students will secure the following information working with a Faculty advisor in the School of Education to ensure they are in place.

- Two disposition evaluations completed by SOE faculty with each disposition rated "target" or "acceptable." Students will make the request of the faculty to complete the online assessment.
- Self-disposition evaluation to be completed online.
- Letter of recommendation from a professional outside of the School of Education
- Initial portfolio approved by faculty advisor
- FBI Fingerprint check
- Background check as approved by "home state"

Procedure for Request to Admission to the School of Education—Early Childhood Education Teaching Young Children

Students should begin working on admittance to the School of Education 2 semesters (or 4 terms) prior to any Education course listed as 350 or higher. The student will work with an education advisor to ensure all materials are in place.

English

Available:

B.A.

Requirements:

B.A. Major:
45 hours,
2.0 gpa

This degree requires a minimum of 122 hours. For additional hours required see page 112.

Minor:
18 Hours
2.0 gpa

English majors may have a concentration in one of three programs: literature, writing, or education. All three programs encourage students to explore many facets of human nature and culture through the study of literature and develop understanding and skillful use of language. All three 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 two concentrations to create a double-major. It is expected that in most cases the Education concentration will be pursued in conjunction with a major in Secondary Education.

Requirements For:
B.A. Major – 45 hours, 2.0 gpa

Literature 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	307	Professional Writing in English Studies	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	324	Modern British and European Literature	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..... 45 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	307	Professional Writing in English Studies	3 cr.
EN	311	Creative Writing	3 cr.
EN	354	Nonfiction Prose	3 cr.
EN	370	History and Practice of Rhetoric	3 cr.
EN	380	Literary Theory and Criticism	3 cr.
EN	387	Theory and Teaching of Writing	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* EN 316, Later English Literature; *or*, EN 317, Early American Literature, *and* EN 318, Later American Literature

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.
(students are strongly encouraged to enroll in EN 384, Professional Learning Experience in English)
TOTAL..... 45 cr.

Education 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	307	Professional Writing in English Studies (*this course fulfills the EDU 300 requirement)*	3 cr.
EN	311	Creative Writing	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	325	Modern Grammar	3 cr.
EN	370	History and Practice of Rhetoric	3 cr.
EN	387	Theory and Teaching of Writing	3 cr.
EN	440	Shakespeare	3 cr.
EN	490	Capstone Seminar or equivalent	3 cr.
		TOTAL	42 cr.

**For students with a double major in English and Education, EDS 410 may serve as an equivalent for EN 490, if the student adapts and presents his/her work at the English Capstone forum, and if the student receives departmental approval..*

Senior Portfolio

All majors must submit a writing-sample portfolio for consideration by faculty as a graduation requirement. The portfolio contents will reflect an understanding and fulfillment of all English program objectives. Following portfolio completion, students will discuss their portfolio contents in a public presentation.

Requirements For:
Minor – 18 hours, 2.0 gpa

English Minor

EN	201	Introduction to Literature	3 cr.
200 Level Electives			6 cr.
300 Level Electives			9 cr.
		TOTAL	18 cr.

Professional and Technical Writing Minor

The minor in Professional and Technical Writing, which is offered entirely online, presents students with an opportunity to explore writing that is geared specifically toward the workplace. In addition to studying general practices of analytical composition, students will focus on conventions of business, technical, and online writing.

Requirements For:
Minor – 18 hours, 2.0 gpa

EN	204	Writing for Online Environments	3 cr.
EN	207	Professional and Technical Editing	3 cr.
EN	231	Introduction to Language	3 cr.
EN	306A	Scientific and Technical Writing	3 cr.
EN	306B	Business Communication	3 cr.
EN	384	Professional Learning Experience for English	3 cr.
		TOTAL	18 cr.

****For those students wishing to teach English:**
See also Bachelor of Science in Education (pages 159-163).

B.S.E. in Secondary Education – MAJOR 48-50 Hours
2.75 Cum G.P.A.
2.75 Core G.P.A.

Fine Art

Available:

B.A.
B.F.A.
Minor

Requirements:

B.A. Major:
48 hours
2.5 gpa

This degree requires a minimum of 122 hours. For additional hours required see page 112.

B.F.A. Major:
75 hours
2.5 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
18-21 hours
2.0-2.5 gpa

The goal of the Fine Art program is to provide an excellent educational experience that develops technical skills, critical and aesthetic judgment, and a sound knowledge of the visual arts appropriate to the students seeking a general appreciation of the arts as well as to aspiring fine arts professionals. The faculty engage students in the discipline of visual art as a major component in the liberal arts tradition including studio practice and art history. Students complete a common group of foundation and art history courses and then choose an emphasis area to develop a solid yet individualized program.

Students who wish to earn certification to teach K-12 art education declare a double major in education (BSE) and fine art (BA).

Requirements For:
B.A. Major – 48 hours, 2.5 gpa

AR	115	Introduction to the Visual Arts	3 cr.
AR	140	Drawing I	3 cr.
AR	142	Two-Dimensional Design: Black & White	3 cr.
AR	143	Three-Dimensional Design	3 cr.
AR	144	Color Theory	3 cr.
AR	215	Art History I	3 cr.
AR	216	Art History II	3 cr.
AR	218	Graphic Design Software	3 cr.
AR	240	Drawing II	3 cr.
AR	241	Photography I	3 cr.
AR	280	Painting I	3 cr.
AR	221	Ceramics I	
		-OR-	3 cr.
AR	270	Fiber I	
AR	316	Modern Art	3 cr.
AR	499	Senior Studio: Directed Topics and Research	3 cr.

Upper Level Studio Electives ..... 6 cr.
Select 300/400 level courses in Photography, Painting, Drawing, Fiber, Ceramics, Internships, Independent Study, Special Topics, and Study Abroad

TOTAL ..... 48 cr.

Requirements For:
B.F.A. Major – 75 hours, 2.5 gpa

AR	115	Introduction to the Visual Arts	3 cr.
AR	140	Drawing I	3 cr.
AR	142	Two-Dimensional Design: Black & White	3 cr.
AR	143	Three-Dimensional Design	3 cr.
AR	144	Color Theory	3 cr.
AR	215	Art History I	3 cr.
AR	216	Art History I	3 cr.

AR	218	Graphic Design Softwar	3 cr.
AR	221	Ceramics I	3 cr.
AR	240	Drawing I	3 cr.
AR	241	Photography I	3 cr.
AR	270	Fiber I	3 cr.
AR	280	Painting I	3 cr.
AR	316	Modern Art	3 cr.
AR	317	World Art	
		-OR-	3 cr.
LE	300L	Integrative and Interdisciplinary Learning Capstone: World Art	
AR	340	Drawing III	3 cr.
AR	380	Painting II	3 cr.
AR	498	Directed Topics and Research	3 cr.
AR	499	Thesis Project Portfolio and Exhibition	3 cr.

Upper Level Studio Electives..... 18 cr.
Select 300/400 level courses in Photography, Painting, Drawing, Fiber, Ceramics, Internships, Independent Study, Special Topics, and Study Abroad

Requirements For:
Minor – 18-21 hours

Art History Minor (2.0 gpa) ..... 18 cr.
Six courses from any of the following:
AR 115, AR 215, AR 216, AR 298, AR 316, AR 317, AR 319, AR 390, LE 300L

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 Arts Minor (2.5 gpa) ..... 21 cr.

Foundations:

AR	140	Drawing I	3 cr.
Electives from Foundations courses within Art			3 cr.

Introduction to Media:

AR	218	Graphic Design Software	3 cr.
AR	221	Ceramics I	3 cr.
AR	240	Drawing II	3 cr.
AR	241	Photography I	3 cr.
AR	270	Fiber I	3 cr.
AR	280	Painting I	3 cr.

Fine Art

Art History and Theory:
Select one course from the following: AR 215, AR 216, AR 316

Studio Practice:
An additional 6 hours from Intermediate or Advanced Studio courses in Painting, Drawing, Photography, Ceramics, Fiber or Special Topics

****For those students wishing to teach K-12 Art:**
See also Bachelor of Science in Education (pages 159-163).

B.S.E. in Secondary Education – MAJOR 48-50 Hours
2.75 Cum G.P.A.
2.75 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, Design and Interdisciplinary Studies.

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
53 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
19 hours
2.0 gpa

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 – 53 hours, 2.0 gpa

FW	122	Human Nutrition	3 cr.
FW	140	Concepts in Sport Injuries	3 cr.
FW	225	Kinesiology	3 cr.
FW	231	First Aid/CPR	3 cr.
FW	250	Exercise Physiology	3 cr.
FW	260	Principles of Strength and Conditioning	3 cr.
FW	275	Introduction to Sports Management	3 cr.
FW	300	Concepts in Strength and Conditioning	3 cr.
FW	310	Methods in Strength and Conditioning	3 cr.
FW	325	Motor Skill Development	3 cr.
FW	350	Fitness Testing and Prescription	3 cr.
FW	375	Fitness and Wellness Special Populations	3 cr.
FW	400	Internship in Fitness and Wellness	3 cr.
BI	214	Personal and Community Health	3 cr.
BIO	211	Anatomy & Physiology I	4 cr.
BIO	212	Anatomy & Physiology II	4 cr.
PS	363	Psychology of Sport	3 cr.
		TOTAL	53 cr.

Requirements For:
Minor – 19 hours, 2.0 gpa

FW	122	Human Nutrition	3 cr.
FW	225	Kinesiology	3 cr.
FW	250	Exercise Physiology	3 cr.
FW	260	Principles of Strength and Conditioning	3 cr.
BIO	211	Anatomy and Physiology I	4 cr.
BI	214	Personal & Community Health	3 cr.
		TOTAL	19 cr.

Geographical Information Systems

Available:

Minor
Certificate

Requirements:

Minor:
21 hours
2.0 GPA

Certificate:
15 hours
2.5 GPA

The minor provides students interested in Geographical 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 – 21 hours, 2.0 GPA

GGP	270	Spatial Analysis	
		-OR-	3 cr.
NS	220	Applied Statistics & Experimental Design	
GGP	330	Cartography	3 cr.
GGP	335	Remote Sensing	3 cr.
GGP	350	GIS I	3 cr.
GGP	355	GIS II	3 cr.
GGP	450	Internship in GIS	3 cr.
IS	205	Managing Information Systems	3 cr.
		TOTAL	21 cr.

Requirements For:
GIS Certificate – 15 hours, 2.5 GPA

GGP	270	Spatial Analysis	3 cr.
GGP	330	Cartography	3 cr.
GGP	335	Remote Sensing	3 cr.
GGP	350	GIS I	3 cr.
GGP	355	GIS II	3 cr.
		TOTAL	15 cr.

Geography

Available:

B.S.
Minor

Requirements:

B.S. Major:
34-40 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
18 hours
2.0 GPA

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.

**Only one course (3 credits) completed for the major requirements may also be counted as satisfying part of the minor requirements.*

Capstone Assessment:
A capstone assessment is required to be completed during the first half of the final semester/term of coursework. The capstone assessment relates directly to the content of the program's five core required courses and is designed to evaluate our graduating students' abilities in regard to the program competencies. Students must contact the Geography Program Coordinator at the beginning of their final semester/term in order to make arrangements for completing this requirement.

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.

Geoscience

Available:

Minor

Requirements:

Minor:
18 hours
2.0 GPA

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 (GGP) or Geology (GO) can be taken to fulfill this requirement.

Global Communications

Available:

Certificate

Requirements:

Certificate:
12-18 hours
2.0 gpa

The Certificate in Global Communications is designed for those who wish to enter or enhance their careers in communication (advertising, public relations, journalism), human resources, business, sales, and marketing. It will also be useful for those pursuing a career or graduate school in the arts and humanities (English, fine arts, social sciences).

Benefits:

- ***Knowledge:*** An understanding of the challenges of cross-cultural communications; An understanding of cultures and philosophies that underlie international communication styles; An understanding of the connectivity of international communities.
- ***Attitudes:*** An appreciation for differing communication styles and techniques.
- ***Skills:*** Communication skills (successfully connecting with culturally diverse audiences); Analytical skills (in examining communication styles and techniques).

Requirements For:
Certificate – 12-18 hours, 2.0 gpa

Core Course: ..... 3 cr.

CA	235	Multicultural Communication (3 cr.)

Elective Courses: ..... 9-15 cr.
6 cr maximum allowed in any one discipline.

CA	321	Interpersonal Conflict Resolution	3 cr.
CA	475	Case Studies in Communication Leadership	3 cr.
EN	355	International Literature	3 cr.
GGH	110	Cultural Geography	3 cr.
IB	302	International Business Culture	3 cr.
LE	300E	Arab and Muslim Women's Writing	3 cr.
LE	300O	Peace Journalism	3 cr.
MK	395	International Marketing (MK351 is prerequisite)	3 cr.
PS	361	Cross Cultural Psychology	3 cr.
Study Abroad course			3 cr.
International Immersion Experience through the School of Business			3-6 cr.
		TOTAL	12-18 cr.

Global Studies

Available:

Minor

Requirements:

Minor:
18 hours
2.0 GPA

Parkville 16

Online

Requirements For:
Minor – 18 hours, 2.0 GPA

Core: ..... 6 cr.

PO	210	Comparative Political Systems (3 cr.)
PO	216	International Relations (3 cr.)

Electives: ..... 12 cr.
Choose one course in each category.

Business, Economics, and Marketing..... 3 cr.

*EC	402	Comparative Economic Systems
*EC	407	International Trade and Finance
IB	302	International Business Culture
IB	315	International Business Perspectives
*IB	431	International Finance
*IB	451	International Business Seminar
*MK	395	International Marketing

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
GGH	305	Geography of Russia

History 3 cr.

HIS	211	The Great War, 1914-1918
HIS	319	Russia in the 20th Century
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

Global/international humanities electives ..... 3 cr.

AR	216	Art History II
AR	317	World Art
CA	235	Multicultural Communication
EN	355	International Literature
ML	235	Survey of European Literature
ML	315	Selected Topics in Literature and Culture
MU	260	Introduction to Music
PC	315	Global Peace Issues
RE	109	World Religions

TOTAL..... 18 cr.

*Course has prerequisites

Global Sustainability

Available:

Minor

Requirements:

Minor:
18-22 hours
2.0 GPA

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.)	
BIO	225*	Botany (4 cr.)	
BIO	375	Evolution (3 cr.)	
BIO	378*	Ecology (4 cr.)	
BIO	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.)	
		TOTAL	18-22 cr.

* Prerequisite required

Graphic Design

Available:

B.F.A.
Minor

Requirements:

B.F.A. Major:
66 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
21 hours
2.0 gpa

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.F.A. Major – 66 hours, 2.0 gpa

Freshman Core:

AR	115	Introduction to the Visual Arts	3 cr.
AR	140	Drawing I	3 cr.
AR	142	Two-Dimensional Design: Black & White	3 cr.
AR	143	Three-Dimensional Design	3 cr.
AR	144	Color Theory	3 cr.

Graphic Design:

AR	216	Art History II	3 cr.
AR	218	Graphic Design Software	3 cr.
AR	231	Graphic Design Studio I	3 cr.
AR	240	Drawing II	3 cr.
AR	241	Photography I	3 cr.
AR	280	Painting I	3 cr.
AR	300	Graphic Design Principles II: Typography and Design	3 cr.
AR	316	Modern Art	3 cr.
AR	319	History of Graphic Design	3 cr.
AR	328	Graphic Design Principles I: Identity	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.)	
		TOTAL	66 cr.

Graphic Design

Requirements for:
Minor – 21 hours, 2.0 gpa

From the Freshman Core..... 9 cr.
AR 142 Two-Dimensional Design: Black & White... 3 cr.
AR 143 Three-Dimensional Design ..... 3 cr.
AR 144 Color Theory ..... 3 cr.

From the Graphic Design curriculum ..... 12 cr.
AR 218 Graphic Design Software ..... 3 cr.
AR 231 Graphic Design Studio I ..... 3 cr.
AR 300 Graphic Design Principles II: Typography and Design ..... 3 cr.
and select one of the following:
AR 328 Graphic Design Principles I: Identity ..... 3 cr.
– or –
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, Design and Interdisciplinary Studies.

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

Requirements:

B.A. Major:
36 hours
2.75 gpa

This degree requires a minimum of 122 hours. For additional hours required see page 112.

Minor:
18 Hours
2.75 gpa

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 – 36 hours, 2.75 gpa

HIS	107	Historical Thought	3 cr.
HIS	400	History in the Public Realm (I)	
		-OR-	3 cr.
HIS	401	The Living History Experience (I)	
HIS	454	Senior Project in Public History	
		-OR-	3 cr.
HIS	455	Senior Seminar Paper	
		TOTAL	9 cr.

Junior Qualifying Exam *(see page 188 for description)*
Student Portfolio *(see page 186 for description)*
Senior Oral Comprehensive Exam *(see page 188 for description)*

Areas of Concentration - 27 Hours
Each major will select an 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
Public History

The **European/Classical** and **United States** concentrations distributed as follows:
- A primary area of concentration, selected from the above list, in which nine courses are taken.
- Two (2) – 300 level courses
  Three (3) – 300 level colloquiums (HIS 320, 324, 331 or 334)
  Two (2) – 200 level courses
  One (1) – 200 level seminar (HIS 251 or HIS 261)
  One (1) – 100 level course
- Students must obtain a minimum course grade of "C" to receive credit toward the major.

The interdisciplinary concentration of **Public History** consists of courses distributed as follows:
- HIS 203: Introduction to Historic Preservation (3 cr.)
- HIS 204: Introduction to Museum Studies (3 cr.)

- HIS 207: Introduction to Archival Management (3 cr.)
- HIS 240: Introduction to Oral History and Methods (3 cr.)
- HIS 305: The Art of Expression in Public History (3 cr.)
- HIS 316: Historic Material Conservation (3 cr.)
- HIS 338: Preservation Law (3 cr.)
- Select one 200 level seminar (3 cr.)
- Select one 300 level colloquium (3 cr.)
- Students must obtain a minimum course grade of "C" to receive credit toward the major.

Junior Qualifying Exam
All Majors must pass a written critical essay based on a topic within their specific concentration. Majors will be provided a scholarly article of approximately 25-30 pages and will have one week to write an essay of 8-10 pages in which he/she will: explain and assess the article and its arguments and evidence, and discuss its significance as a work of historical scholarship. Once the qualifying materials are picked up, Majors are expected to turn in their responses for evaluation. Failure to submit the exam on the due date will be regarded as having failed. Majors must have a pass percentage of 70 or higher in order to graduate. A student may take the written examination only twice. 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. The examination is based on a "Pass" or "Fail" grading system. (Offered only in October and February of each academic year).

Senior Seminar Paper
The Senior Seminar Paper permits students to develop, research, write and defend a major essay, composing of 25-30 pages, of original historical research on a topic of their choice. This course is the culmination of their major and builds on training and writing completed in the earlier history courses. Students will work closely with one member of the Program of History. The student will defend and discuss their seminar paper during their Senior Oral Comprehensive Examination.

Senior Oral Comprehensive Examination
All Majors must pass a one-hour oral panel presentation covering their senior seminar/senior project topic. The panel presentation shall occur during the final semester prior to graduation. This permits for retake during the student's last semester in case of failure. The panel 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 sit for the oral panel presentation twice. The examination is based on a "Pass" or "Fail" grading system. (Offered each fall and spring semester only.)
*Prerequisite: Completion of HIS 107 (Public History students are exempted), HIS 400 or HIS 401, HIS 454 or HIS 455 (for

Public History students), fifteen credit hours in concentration, and a minimum of 90 credit hours.

Majors are required to pass both the Junior Qualifying Exam and Senior Oral Comprehensive Examination and submit all documents related to the Student Portfolio in order to graduate. The Junior Qualifying Exam, Student Portfolio, and Senior Oral 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 – 18 hours, 2.75 gpa

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.....	18 cr.

Information and Computer Science

Available:

A.S.
B.S.
Minor
Certificate

Requirements:

A.S. Major:
29-30 hours
2.0 GPA

This degree requires a minimum of 60 hours. For additional hours required see page 111.

B.S. Major:
46-54 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor
18 hours
2.0 GPA

Certificate
13 hours
2.5 GPA

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 options: (1) Computer Science, (2) Software Development, (3) Networking and Security, (4) Information Technology, (5) Data Management. 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: applications programmer, systems analyst, information technology specialist, database analyst, network analyst, web programmer, or software engineer.

The CSIS Department works with Park University's Career Development Center in helping to place students in computer internship positions. The CSIS 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

Core Curriculum			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 – OR –	3 cr.
		any MA course >MA 135 (except MA 208)	
Select electives from this list:			(5-6 cr.)
		AC 201, CS 225, CS 240, CS 319, MA 150, MA 160	

Requirements For:
B.S. Major – 46-58 hours, 2.0 GPA

Core Curriculum			21 cr.
CS	151	Introduction to Programming -OR-	3 cr.
CS	152	Introduction to Python Programming	
CS	208	Discrete Mathematics	3 cr.
CS	300	Technology in a Global Society	3 cr.
CS	365	Computer Networking	3 cr.
IS	205	Managing Information Systems	3 cr.
IS	361	Data Management Concepts	3 cr.
MA	120	Basic Concepts of Statistics	3 cr.

Specialty Areas:

Computer Science Concentration			36-37 cr.
CS	219	Programming Fundamental	3 cr.
CS	225	Programming Concepts	3 cr.

CS	319	Computer Architecture	3 cr.
CS	351	Computer Operating Systems	3 cr.
CS	352	Data Structures	3 cr.
CS	373	Computer Network Security	3 cr.
CS/IS	Elective (any CS course 300-400 level that is not required by this specialty area or core)		6 cr.

Choose one of the following mathematics sequences:

Sequence One

MA	160	Precalculus for Majors	5 cr.
MA	221	Calculus and Analytic Geometry for Majors I	5 cr.
MA	311	Linear Algebra	3 cr.

Sequence Two

MA	150	Precalculus Mathematics	3 cr.
MA	210	Calculus and Analytics Geometry I	3 cr.
MA	211	Calculus and Analytical Geometry II	3 cr.
MA	311	Linear Algebra	3 cr.

Data Management Concentration ..... 27 cr.

AC	201	Principles of Financial Accounting	3 cr.
CS	240	Web Programming I	3 cr.
CS	314	User Interface Design	3 cr.
IS	315	Computer Systems Analysis & Design I	3 cr.
IS	362	Applied Database Management	3 cr.
MG	371	Management and Organizational Behavior	3 cr.

Select three courses from the following:

AC 202, CA 104, CS 322, EC 315, HR 422, IS 316, MK 351, MK 385, MK 453

Information Technology Concentration.....25-27 cr.

CS	319	Computer Architecture	3 cr.
CS	369	Operating System Administration	3 cr.
CS	373	Computer Network Security	3 cr.

Select two of the following sequences:

Sequence One

EN	204	Writing for Online Environments	3 cr.
EN	306A	Writing in the Disciplines: Scientific and Technical Writing	3 cr.
EN	306B	Writing in the Disciplines: Business Communications	3 cr.

Sequence Two

IS	310	Business Applications	3 cr.
IS	315	Computer System Analysis and Design I	3 cr.
IS	316	Computer System Analysis and Design II	3 cr.

Sequence Three

CS	366	Computer Networking Laboratory	1 cr.
CS	371	Internetworking	3 cr.
IS	370	Information Security	3 cr.

Sequence Four

IS	141	Applied Computer Technology for Business	3 cr.
MA	171	Finite Mathematics	3 cr.
MG	315	Advanced Business Statistics	3 cr.

Sequence Five

CS	240	Web Programming I	3 cr.
CS	314	User Interface Design	3 cr.
CS	330	Principles of Mobile Development	3 cr.

Sequence Six

IS	362	Applied Database Management	3 cr.
GGP	350	GIS I	3 cr.
GGP	355	GIS II	3 cr.

Sequence Seven

CJ	233	Introduction to Security	3 cr.
CJ	333	Security Administration	3 cr.
MG	371	Management and Organizational Behavior	3 cr.

Networking and Security Concentration 25 cr.

CS	319	Computer Architecture	3 cr.
CS	366	Computer Networking Laboratory	1 cr.
CS	369	Operating System Administration	3 cr.
CS	371	Internetworking	3 cr.
CS	372	Advanced Networking	3 cr.
CS	373	Computer Network Security	3 cr.
CS	385	Modern Developments in Advanced Networking	3 cr.
CS/IS		Elective (any CS/IS course 300-400 level that is not required by this specialty area or core)	6 cr.

Software Development Concentration 33 cr.

CS	219	Programming Fundamentals	3 cr.
CS	225	Programming Concepts	3 cr.
CS	240	Web Programming I	3 cr.
CS	314	User Interface Design	3 cr.
CS	322	Web Programming II	3 cr.
CS	352	Data Structures	3 cr.
IS	315	Computer Systems Analysis & Design I	3 cr.
IS	316	Computer Systems Analysis & Design II	3 cr.
IS	370	Information Security	3 cr.
MA	135	College Algebra – OR – any MA course >MA 135 (except MA 208)	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
CS/IS		Elective (any 3-credit CS/IS course level 300 or above that is not required by this specialty area or core)	3 cr.
		TOTAL	46-58 cr.

Requirements For:
Minor – 18 hours, 2.0 gpa

CS 151, CS 208, CS 219, CS 365, IS 205, IS 361

CERTIFICATE
Computer Networking

This certificate program prepares students to sit for the Cisco Certified Network Associates (CCNA) exam. Upon completion of this certificate program, students are encouraged, but not required, to take the CCNA certification exam at a CCNA testing center. Regardless of whether a student chooses to take the CCNA certification exam, when the student is ready to graduate (either from the certificate program for non-degree-seeking students, or from the ICS program for degree-seeking students), he/she should fill out the Graduation Application Form. That application provides notice to the Registrar to put "Certificate in Computer Networking" on the student's transcript.

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.

Information Systems

Available:

B.S.

Requirements:

Major:
51-54 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

No organization, large or small can survive without support for data processing, analysis, and management. The number of Information system jobs available in business, government, and non-profit sectors continues to increase for this reason. The Information systems major prepares students for careers in programming, product analysis, and management of computer information systems. The major allows students the freedom and flexibility to select a complementary minor reflecting their individual interests.

The Computer Science and Information Systems, (CSIS) 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 – 33 hours, 2.0 gpa

CS	151	Introduction to Programming	
		-OR-	3 cr.
CS	152	Introduction to Python Programming	
CS	208	Discrete Mathematics	3 cr.
CS	240	Web Programming I	3 cr.
CS	300	Technologies in a Global Society	3 cr.
CS	365	Computer Networking	3 cr.
IS	205	Managing Information Systems	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.
IS	370	Information Security	3 cr.
MA	120	Basic Concepts of Statistics	3 cr.
		TOTAL	33 cr.

Required Minor – 18 - 21 hours

Students must select a complementary minor of their choice (students may select any minor, except Information and Computer Science minor). Suggested minors include:

- Business Administration/Management
- Business Administration/Health Care
- Geographical Information Systems
- Graphic Design
- Leadership
- Organizational Communication
- Statistics

Interdisciplinary Studies

Available:

B.S.

Requirements:

B.S. Major:
42–45 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

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 Associate Dean of the School/College who supervises the program reflected in Minor One
LE	310	Introduction to Interdisciplinary Studies.... 3 cr.
LE	410	Advanced Interdisciplinary Research -OR-..... 3 cr.
LS	400	Senior Project
		TOTAL..... 42-45 cr.

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
2.5 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

"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." (Council for Interior Design Accreditation)

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, 2.5 GPA

Freshman Core

AR	115	Introduction to the Visual Arts	3 cr.
AR	140	Drawing I	3 cr.
AR	142	Two-Dimensional Design: Black & White	3 cr.
AR	143	Three-Dimensional Design	3 cr.
AR	144	Color Theory	3 cr.

Interior Design Curriculum

AR	218	Graphic Design Software	3 cr.
AR	282	Visual Communications I	3 cr.
AR	283	Introduction to Interior Design	3 cr.
AR	288	Visual Communications II	3 cr.
AR	289	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	Drawing Systems I	3 cr.
AR	383	Furniture Design	3 cr.
AR	388	Drawing Systems II	3 cr.
AR	389	Commercial Interiors	3 cr.
AR	390	History of the Designed Environment II: Mid-Nineteenth Century to the Present	3 cr.
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 Studio: Directed Topics and Research	3 cr.

AR	499	Senior Seminar: Thesis Project, Portfolio and Exhibition	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, Design and Interdisciplinary Studies.

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.

Leadership

Available:

Minor

Requirements:

Minor:
18 hours
2.0 GPA

This program is offered through:

Parkville 16

Online

The interdisciplinary leadership minor offered by the Department of Communication, Journalism, and Public Relations develops 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	492	Capstone: Organizational Leadership	3 cr.
CA	493	Leadership for Civic Engagement	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:

Minor

Requirements:

Minor:
18 hours
2.5 GPA

Requirements For:
Minor – 18 hours, 2.5 GPA

PO 200, PO 202, PO 304, PO 323, PO 450, and PH 103

Liberal Arts

Available:

A.A.

Requirements:

A.A. Major:
27 hours
2.0 GPA

This degree requires a minimum of 60 hours. For additional hours required see page 111.

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.

Management

Available:

A.S.
B.S.

Requirements:

A.S. Major:
27 hours
2.0 gpa

This degree requires a minimum of 60 hours. For additional hours required see page 111.

B.S. Major
57 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

ASSOCIATE OF SCIENCE

Requirements For:
A.S. Major – 27 hours, 2.0 gpa

AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
MA	120	Basic Concepts of Statistics	
		– or –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MK	351	Principles of Marketing	3 cr.
		TOTAL	27 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

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 – 57 hours, 2.0 gpa

Business Core			**39 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.

Management

MA	120	Basic Concepts of Statistics	
		– OR –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.

Management

Management majors have a choice of 2 distinct tracks. Students taking the Management concentration 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.

The Entrepreneurship track addresses the issues an entrepreneur would face in starting their own small business. Topics addressed are specific to the unique demands of small business ownership.

The Project Management track will help students become proficient in the skills and processes essential to project management and prepare them to sit for the Project Management Certification Exam. Project Managers are skilled professionals tasked with the job of making sure that a project is completed well, on budget and on time.

Management Requirements ..... 18 cr.

HR	353	Intro. to Human Resource Management	3 cr.
MG	375	Production and Operations Management	3 cr.
MG	401	Senior Seminar in Management	3 cr.
		Choice of 3 electives at the 300-400 level from any Business Program with no 2 taken from the same concentration with the exception of Management; and to include IS 310 Business Applications	9 cr.

Entrepreneurship Track ..... 21 cr.

MG	354	Small Business Management	3 cr.
MG	375	Production and Operations Management	
		-OR-	3 cr.
HR	353	Introduction to Human Resource Management	
MG	401	Senior Seminar in Management	3 cr.
MG	450	Project Management	3 cr.
MK	401	Sales Management	
		-OR-	3 cr.
MK	386	Retail Administration	
MK	405	Social Media	3 cr.
FI	415	Financial Analysis Planning	3 cr.

Project Management Track ..... 21 cr.

AC	380	Cost Accounting	3 cr.
FI	415	Financial Analysis and Planning	3 cr.
HR	353	Introduction to Human Resource Management	3 cr.
HR	422	Organizational Development and Change	3 cr.
MG	375	Production Operations	3 cr.
MG	401	Senior Seminar in Management	3 cr.
MG	450	Project Management	3 cr.
		TOTAL	57 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Management/Accounting

Available:

A.S.
B.S.

Requirements:

A.S. Major:
33 hours
2.0 gpa

This degree requires a minimum of 60 hours. For additional hours required see page 111.

B.S. Major
69 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

ASSOCIATE OF SCIENCE

Requirements For:
A.S. Major – 33 hours, 2.0 gpa

AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
AC	309	Individual Income Tax	3 cr.
AC	380	Cost Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	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	
		– or –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
		TOTAL	33 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

BACHELOR OF SCIENCE

This 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

Business Core			**39 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.
MA	120	Basic Concepts of Statistics	
		– or –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.

Management/Accounting

MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Accounting Requirements.....30 cr.

AC	309	Individual Income Tax	3 cr.
AC	312	Business Income Tax	3 cr.
AC	320	Intermediate Accounting I	3 cr.
AC	325	Intermediate Accounting II	3 cr.
AC	330	Intermediate Accounting III	3 cr.
AC	350	Accounting Information System	3 cr.
AC	380	Cost Accounting	3 cr.
AC	425	Advanced Accounting	3 cr.
AC	430	Auditing	3 cr.
Choice of electives			3 cr.
		AC 435, AC 451, FI 410, FI 415, IB 431	
		TOTAL	69 cr.

Management/Computer Information Systems

Available:

B.S.

Requirements:

B.S. Major:
63 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

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 – 63 hours, 2.0 gpa

Business Core			**39 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.
MA	120	Basic Concepts of Statistics	
		– or –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Computer Information Systems Requirements			**24 cr.**
CS	152	Python	3 cr.
CS	240	Web Programming I	3 cr.
IS	205	Managing Information Systems	3 cr.
IS	310	Business Applications	3 cr.
IS	315	Computer Systems Analysis and Design I	3 cr.
IM	425	Networking and Security	3 cr.
IM	435	Business Analytics	3 cr.
MG	450	Project Management	3 cr.
		TOTAL	63 cr.

Management/Engineering Administration

Available:

B.S.

Requirements:

B.S. Major:
72 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

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

Business Core .....39 cr.

AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.
MA	120	Basic Concepts of Statistics	
		– or –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Engineering Administration Requirements.....33 cr.

CO	111	Introduction to Engineer Construction Technology/Design/Materials and Safety	3 cr.
CO	121	Plans Analysis	3 cr.
CO	225	Building Codes	3 cr.
CO	245	Construction Estimating	3 cr.
CO	360	Project Management/Critical Path Analysis	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.
MG	375	Production and Operations Management	3 cr.
MG	420	Labor Relations	3 cr.
		TOTAL	72 cr.

Management/Finance

Available:

B.S.

Requirements:

B.S. Major:
60 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

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 – 60 hours, 2.0 gpa

Business Core			**39 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.
MA	120	Basic Concepts of Statistics	
		– or –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Finance Requirements			**21 cr.**
FI	325	Risk and Insurance	3 cr.
EC	303	Money, Credit and Banking	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.
FI	425	Principles of Real Estate	3 cr.
IB	431	International Finance	3 cr.

Finance majors have a choice of 2 distinct tracks. The Financial Planning track provides students with the necessary background to sit for the exam to become a CERTIFIED FINANCIAL PLANNER™ Professional. The Financial Management track prepares students for careers in banking, insurance, and corporate financial management.

Financial Management Track			**24 cr.**
EC	303	Money, Credit and Banking	3 cr.

FI	325	Risk and Insurance	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.
FI	425	Principles of Real Estate	3 cr.
IB	431	International Finance	3 cr.
One 3 credit hour upper level finance course			
		-OR-	3 cr.
MK	389	Professional Selling	

Financial Planning Track ..... 24 cr.

AC	309	Individual Income Tax	3 cr.
FI	325	Risk and Insurance	3 cr.
FI	416	Estate Planning	3 cr.
FI	417	Investment Analysis and Management	3 cr.
FI	419	Retirement and Employee Benefit Planning	3 cr.
FI	423	Professional Financial Planning	3 cr.
MK	389	Professional Selling	3 cr.
One 3 credit hour upper level finance course			3 cr.

Management/Health Care

Available:

B.S.

Requirements:

B.S. Major:
60 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

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 care 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 – 60 hours, 2.0 gpa

Business Core			**39 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	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.
IB	315	International Business Perspectives	3 cr.
MA	120	Basic Concepts of Statistics	
		– or –	3 cr.
MA	171	Finite Math	
MG	315	Advanced Business Statistics	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Health Care Requirements			**21 cr.**
BI	214	Personal and Community Health	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.

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.)
HR	310	Leadership and Team Building (3 cr.)
IS	310	Business Applications (3 cr.)
PS	301	Social Psychology (3 cr.)
		TOTAL 60 cr.

Management/Human Resources

Available:

B.S.

Requirements:

B.S. Major:
63 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

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

Business Core			**39 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.
MA	120	Basic Concepts of Statistics	
		– or –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Human Resources Requirements			**24 cr.**
HR	353	Introduction to Human Resource Management	3 cr.
HR	355	Planning and Staffing	3 cr.
HR	357	Employment Law	3 cr.
HR	434	Compensation Management	3 cr.
HR	491	Senior Seminar in Human Resource Development	3 cr.
Choice of 3 business electives at the 300-400 level, with no more than 2 classes from the same program with the exception of Human Resource Management, to include IS 310 Business Applications			9 cr.
		TOTAL	63 cr.

Management/Logistics

Available:

A.S.
B.S.

Requirements:

A.S. Major:
36 hours
2.0 GPA

This degree requires a minimum of 60 hours. For additional hours required see page 111.

B.S. Major:
66 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

ASSOCIATE OF SCIENCE

Requirements For:
A.S. Major – 36 hours, 2.0 GPA

AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	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	
		– or –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
		TOTAL	36 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

BACHELOR OF SCIENCE

The Bachelor of Science in 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 – 66 hours, 2.0 GPA

Business Core			**39 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.

Management/Logistics

MA	120	Basic Concepts of Statistics	
		– OR –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Logistics Requirements.....27 cr.

EN	306A	Professional Writing in the Disciplines: Scientific and Technical Writing (3 cr.)	
		- OR -	3 cr.
MG	306	Business Communications (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.
MG	375	Production and Operations Management	3 cr.

Choose 3 of the following electives:
IS 205, AC 380, HR 353, LG 305, LG 400

TOTAL..... 66 cr.

Management/Marketing

Available:

B.S.

Requirements:

B.S. Major:
60 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

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 – 60 hours, 2.0 GPA

Business Core			**39 cr.**
AC	201	Principles of Financial Accounting	3 cr.
AC	202	Principles of Managerial Accounting	3 cr.
IS	141	Applied Computer Technology for Business*	3 cr.
EC	141	Principles of Macroeconomics	3 cr.
EC	142	Principles of Microeconomics	3 cr.
FI	360	Financial Management	3 cr.
IB	315	International Business Perspectives	3 cr.
MA	120	Basic Concepts of Statistics	
		– or –	3 cr.
MA	171	Finite Math	
MG	260	Business Law I	3 cr.
MG	315	Advanced Business Statistics	3 cr.
MG	371	Management and Organizational Behavior	3 cr.
MG	495	Business Policy	3 cr.
MK	351	Principles of Marketing	3 cr.

IS 141 is a required course for students with majors within the School of Business and satisfies the requirement for CS 140.

Marketing
Marketing majors have a choice of 2 distinct tracks. The Marketing concentration provides a strong foundation for a career in marketing, allowing students to choose 4 electives from the field of marketing that reflect their interests. Students taking the Marketing concentration receive a broad education covering the major functional areas of Marketing.

Pursuing the Digital Marketing track will equip students with the knowledge and fundamentals necessary to analyze the digital landscape that has become the "new normal" in the world of business. As the use and implementation of digital media become more of a necessity for businesses, the demand for marketing professionals with an in-depth understanding of the applications and implications of such technologies continues to grow.

The Professional Sales track provides students the opportunity to concentrate in the growing field of professional sales, a field in demand in all areas of business and industry.

Management/Marketing

Marketing Requirements ..... 21 cr.

MK	385	Consumer Behavior	3 cr.
MK	411	Marketing Management	3 cr.
MK	453	Marketing Research & Information Systems	3 cr.

Choose any 4 courses listed below: AR 218, AR 231, LG 312, MK 369, MK 380, MK 386, MK 389, MK 395, MK 401, MK 405, MK 455, MK 463, MK 491

Digital Marketing Track ..... 24 cr.

AR	218	Graphic Design Software	3 cr.
CA	218	Public Relations	3 cr.
CA	224	Digital Media Skills	3 cr.
MK	369	E-Marketing	3 cr.
MK	385	Consumer Behavior	3 cr.
MK	405	Social Media Marketing	3 cr.
MK	411	Marketing Management	3 cr.
MK	453	Marketing Research and Information Systems	3 cr.

Professional Sales Track ..... 21 cr.

MK	385	Consumer Behavior	3 cr.
MK	386	Retailing Administration	3 cr.
MK	389	Professional Selling	3 cr.
MK	401	Sales Management	3 cr.
MK	411	Marketing Management	3 cr.
MK	453	Marketing Research and Information Systems	3 cr.
IB	331	International Negotiations	3 cr.

TOTAL ..... 60 cr.

Mathematics

Available:

B.S.
Minor

Requirements:

B.S. Major:
43 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
22 hours
2.0 GPA

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.S. Major – 43 hours, 2.0 GPA

Core Curriculum			**31 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	302	Ordinary Differential Equations	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	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	43 cr.

Written or oral examinations may be required for the major.

Mathematics

Requirements For:
Minor – 22 hours, 2.0 gpa

MA 221, MA 222, MA 223, MA 311, and two additional mathematics courses numbered at the 300 level or above.

****For those students wishing to teach Mathematics**
See also Bachelor of Science in Education (pages 159-163).

B.S.E. in Secondary Education – MAJOR 48-50 Hours
2.75 Cum G.P.A.
2.75 Core G.P.A.

Military History

Available:

B.S.

Requirements:

B.S. Major:
36 hours
2.75 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Park University's Mission and Vision statement includes access to academic excellence to prepare students to think critically, communicate effectively, and engage in lifelong learning while serving in a global community. The interdisciplinary military history degree will provide students access to academic excellence through the study of military aspects of History, Sociology, Geography, and Political Science.

Program Competencies:

- Synthesize interdisciplinary content as it relates to Military History
- Compare and contrast disparate scholarly views of Military History
- Analyze interdisciplinary theory related to Military History
- Integrate Military History into the larger historical backdrop

Requirements For:
B.S. Major – 36 hours, 2.75 GPA

HIS	200	The History of Military Thought	3 cr.
HIS	211	The Great War, 1914-1818	3 cr.
HIS	252	The History of Warfare	3 cr.
HIS	325	The Cold War, 1945- 1992	3 cr.
HIS	330	U.S. Military History	3 cr.
HIS	332	World War II	3 cr.
HIS	333	The Modern Middle East	3 cr.
HIS	453	Senior Writing Capstone	3 cr.
GGH	310	Geography of Terrorism	3 cr.
GGH	312	Military Geography	3 cr.
PO	320	American Foreign Policy	3 cr.
SO	318	Military Sociology	3 cr.

Pass written comprehensive exam.

Military Studies Minor

Available:

Minor

Requirements:

Minor:

18 hours
2.0 GPA

Requirements For:
Minor – 18 hours, 2.0 GPA

HIS	211	The Great War, 1914-1918	3 cr.
HIS	330	U.S. Military History	3 cr.
HIS	332	World War II	3 cr.
PO	320	American Foreign Policy	3 cr.
Plus additional Hours from electives and/or Military Service Credit			6 cr.
		TOTAL	18 cr.

Multidisciplinary Arts

Available:

Minor

Requirements:

Minor:
18 hours
2.0 GPA

The minor in Multidisciplinary Arts provides an opportunity to explore artistic expression across a number of fields and disciplines. While engaging students in both the production and appreciation of artistic works, it also encourages them to extend their studies into either the performative or theoretical aspects of literature, theatre, visual art, history, communication, and music.

Requirements For:
Minor – 18 hours, 2.0 GPA

Students must choose at least six hours from each of the two areas. The selections in each area must represent at least three different course prefixes (e.g., CA, EN, AR).

Arts Appreciation ..... at least 6 cr.

AR	115	Introduction to the Visual Arts	3 cr.
AR	215	Art History I	3 cr.
AR	298	History of the Designed Environment	3 cr.
AR	316	Modern Art	3 cr.
EN	201	Introduction to Literature	3 cr.
EN	221	African American Literature	3 cr.
EN	341	Literature and Film	3 cr.
HIS	316	Historical Material Conservation	3 cr.
ML	235	Survey of European Literature	3 cr.
MU	205	Music Appreciation	3 cr.
TH	100	Introduction to Theatre	3 cr.

Studio Art and Performance ..... at least 6 cr.

AR	140	Drawing I	3 cr.
AR/CA	241	Photography I	3 cr.
AR	218	Graphic Design Software	3 cr.
AR	221	Ceramics I	3 cr.
AR	270	Fiber I	3 cr.
AR	280	Painting I	3 cr.
CA	203	Multimedia Practicum I: Content Development	3 cr.
EN	311	Introduction to Creative Writing	3 cr.
HIS	305	The Art of Expression in Public History	3 cr.
		TOTAL	18 cr.

Music

Available:

B.M.
Certificate

Requirements:

B.M. Major:
65 hours
2.0 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Certificate:
48 hours
2.0 gpa

The International Center for Music fosters the artistic exchange between master teacher performers, renowned young musicians, and internationally famous musicians/teachers. This truly unique program prepares students for careers as professional soloists, chamber and orchestral musicians in a European apprenticeship style with personalized attention in a caring and supportive environment. Admission is limited to selected students who demonstrate the highest level of musical potential and a commitment to succeed. The education of emerging world-class 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, the International Center for Music enables our students and audiences to experience the wealth of musical literature that has impacted generations of our global society. The program makes available, to the entire campus, surrounding community, and Kansas City Metro area, concerts and recitals throughout the year as part of its annual performance series featuring students, faculty, and guest artist. The Bachelor of Music in Performance and the Undergraduate Certificate in Performance programs are designed for students studying applied piano, and orchestral strings, woodwinds, and brass. Audition required for admission

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	221	Music Theory I	3 cr.
MU	222	Music Theory II	3 cr.
MU	321	Music Theory III	3 cr.
MU	322	Music Theory IV	3 cr.
MU	345	Music History: Medieval, Renaissance, & Baroque	3 cr.
MU	346	Music History: Classic, romantic, Modern	3 cr.
		TOTAL	18 cr.

APPLIED (Piano)

MU	290	Applied Music (2 cr. per semester)	8 cr
MU	490	Applied Music (2 cr. per semester)	8 cr
MU	230	Performance (1 cr. per semester)	4 cr
MU	430	Performance (1 cr. per semester)	4 cr
MU	130	Collaboration (1 cr. per semester)	4 cr
MU	330	Collaboration (1 cr. per semester)	8 cr
MU	120	Chamber Music (1 cr. per semester)	2 cr
MU	320	Chamber Music (1 cr. per semester)	2 cr
MU	220	Musicianship Development (1 cr. per semester)	2 cr
MU	420	Musicianship Development (1 cr. per semester)	4 cr
MU	449	Music Management	1 cr
		TOTAL	47 cr.

APPLIED (Orchestral Strings-Violin, Viola, Cello)

MU	290	Applied Music (2 cr. per semester)	8 cr
MU	490	Applied Music (2 cr. per semester)	8 cr
MU	230	Performance (1 cr. per semester)	4 cr
MU	430	Performance (1 cr. per semester)	4 cr
MU	120	Chamber Music (1 cr. per semester)	2 cr
MU	320	Chamber Music (1cr. per semester)	2 cr
MU	280	Orchestra (1 cr. per semester)	4 cr
MU	480	Orchestra (1 cr. per semester)	4 cr
MU	220	Musicianship Development (1 cr. per semester)	2 cr
MU	420	Musicianship Development (1 cr. per semester)	4 cr
MU	449	Music Management	1 cr
		TOTAL	47 cr

UNDERGRADUATE CERTIFICATE IN MUSIC PERFORMANCE

Requirements For:

Two Year Program - 48 hours

(Applied emphasis in Piano, Violin, Viola, Cello, Orchestral Woodwinds and Brass)

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 general rules that are applicable for admission to the undergraduate program at Park University, an audition is required for admission into the certificate program.

Applied Piano Requirements:

MU	120	Chamber Music (1 cr. per semester)	2 cr.
MU	130	Collaboration (1 cr. per semester)	2 cr.
MU	220	Musicianship Development (1 cr. per semester)	4 cr.
MU	221	Music Theory I	3 cr.
MU	222	Music Theory II	3 cr.
MU	230	Performance (1 cr. per semester)	4 cr.
MU	297	Applied Music C (6 cr. per enrollment)	24 cr.
MU	321	Music Theory III	3 cr.
MU	322	Music Theory IV	3 cr.
		TOTAL	48 cr.

Applied Orchestral Strings, Woodwinds, and Brass

MU	120	Chamber Music (1 cr. per semester)	2 cr.
MU	220	Musicianship Development (1 cr. per semester)	2 cr.
MU	221	Music Theory I.	3 cr.
MU	222	Music Theory II	3 cr.
MU	230	Performance (1 cr. per semester)	4 cr.
MU	280	Orchestra (1 cr. per semester)	4 cr.
MU	297	Applied Music C (6 cr. per enrollment)	24 cr.
MU	321	Music Theory III	3 cr.
MU	322	Music Theory IV	3 cr.
		TOTAL	48 cr.

Natural Science

Available:

Minor

Requirements:

Minor:
19 hours
2.0 GPA

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	111	Environmental Biology	4 cr.
BI	210	The Human Body	3 cr.
BI	214	Personal and Community Health	3 cr.
BIO	211	Human Anatomy and Physiology I	4 cr.
BIO	221	Zoology	4 cr.
BIO	225	Botany	4 cr.

Chemistry/Physics

CH	107	General Chemistry I	3 cr.
		-AND-	
CH	107L	General Chemistry I Lab	1 cr.
PY	101	Physical World	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	130	Astronomy	4 cr.
GO	141	Introduction to Physical Geology	.4 cr.
GO	151	History of the Earth	4 cr.
GO	200	Oceanography	4 cr.

Natural Science

NS	220	Applied Statistics and Experimental Design	3 cr.
NS	241	Philosophy and History of Science	3 cr.
NS	304	Science, Technology and Society	3 cr.
		TOTAL	19 cr.

Nursing (Pre-Licensure)

Available:

B.S.N.

Requirements:

B.S.N. Major:
123 hours
2.8 GPA

This degree requires a minimum of 123 hours. For additional hours required see page 115.

The Bachelor of Science in Nursing combines the "art and science" of nursing with a foundation in the liberal arts to prepare graduates who will assume the scope of practice expected of the professional nurse. The theoretical, laboratory, and clinical patient care experiences support learning and exposure to the profession. The Nursing pre-licensure program is designed for the non-nurse or Licensed Practical Nurse who desires a baccalaureate degree in nursing. Preparing students for the future of nursing practice, the program requires students to participate in online and face-to-face course formats with extensive online resources. All laboratory, patient care, and face-to-face course work is only offered at the Parkville, MO campus. Acceptance to the program is competitive.

Initial approved by the Missouri State Board of Nursing and has been awarded for the Baccalaureate Degree in Nursing (pre-licensure) program at Park University. The Baccalaureate Degree in Nursing program at Park University is pursuing initial accreditation through the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

The highlighted text above is replaced with the following: "The baccalaureate degree program in nursing at Park University is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted."
Please also see the Amendment documents available at park.edu/catalogs.

BS Nursing Pre-Licensure Program majors

1. A final grade of C is required for all nursing-designated courses. Courses with grades below a C may be repeated one time.
2. Students who earn less than a C in more than one class during a semester will be removed from the program and are ineligible to repeat those courses
3. All NUR designated courses require a testing (unit exams, clinical exams, and final exams) average of 78% to pass the course
4. All clinical experiences must be completed with a "satisfactory" to meet requirements for graduation.
5. A nursing GPA of 2.8 is required for graduation. Graduates are eligible to apply for the Registered Nurse licensed examination (NCLEX-RN). Completion of degree requirements does not guarantee the ability to take the NCLEX-RN or achieve licensure as a Registered Nurse.

PRE-NURSING COURSE REQUIREMENTS

LE	100	First Year Seminar *(for first-time freshman only)*	3 cr.
LE	300	Integrative and Interdisciplinary Learning *(Transfer students may take during nursing major)*	3 cr.
PH	221	Ethics and Society	3 cr.
One Humanities Elective			3 cr.
CH	105	Introductory Chemistry	5 cr.
		-OR-	
CH	107	General Chemistry I -AND-	
CH	107L	General Chemistry Laboratory	4 cr.

CH	204	Nutrition for the Health Sciences	3 cr.
BI	210	The Human Body	3 cr.
BIO	211	Human Anatomy & Physiology I	4 cr.
BIO	212	Human Anatomy & Physiology II	4 cr.
BI	223	Clinical Microbiology	3 cr.
NS	220	Applied Statistics & Experimental Design	3 cr.
EN	105	First Year Writing Seminar I: Critical Reading, Writing and Thinking across Contexts	3 cr.
EN	106	First Year Writing Seminar II: Academic Research and Writing	3 cr.
EN	306A	Professional Writing in the Disciplines: Scientific and Technical Writing	3 cr.
PS	101	Introduction to Psychology	3 cr.
PS	125	Lifespan Development	3 cr.
MA	135	College Algebra	3 cr.
CS	140	Introduction to Computers or higher	3 cr.
CA	103	Public Speaking	
		– OR –	
CA	105	Introduction to Human Communication	3 cr.
		– OR –	
TH	105	Oral Communication	
		TOTAL	60-61 cr.

NURSING MAJOR CORE COURSES

NUR	280	Introduction to Professional Nursing	3 cr.
NUR	320	Concepts of Nursing Fundamentals with Lab, Clinical, and Simulation	5 cr.
NUR	330	Clinical Applications of Pharmacology	3 cr.
NUR	335	Adult Health I with Clinician and Simulation	7 cr.
NUR	338	Health and Physical Assessment with Lab	4 cr.
NUR	345	Acute and Chronic Conditions	4 cr.
NUR	352	Pathophysiology for Nurses	3 cr.
NUR	356	Mental Health Nursing with Clinical and Simulation	4 cr.
NUR	357	Gerontology	3 cr.
NUR	410	Community Health with Clinician and Simulation	4 cr.
NUR	419	Women, Children and Families with Clinical and Simulation	6 cr.
NUR	435	Adult Health II with Clinical and Simulation	7 cr.
NUR	450	Evidence-Based Practice	3 cr.
NUR	460	Nursing Leadership	3 cr.
		TOTAL	59 cr.

Procedure to request admission to the BS Nursing Major (all applicants)
The Department accepts 2 cohorts for the BSN major annually-fall and spring. Cohorts will be selected for the fall semester by the end of June and the spring semester in early December. To be considered for acceptance all requirements must be fully met.

1. Application for the BSN Pre-Licensure program deadlines are April 1 for Fall and October 1 for Spring.
2. Completion of the pre-nursing curriculum with an overall GPA of 2.8 on a 4.0 scale including transfer credit.
3. $55 fee for the Kaplan admission test.
4. GPA of 2.8 in foundational science and math courses (CH 105, BI 210, BIO 211, BIO 212, BI 223, NS220, MA135 and CH 204). Courses in progress during the semester of application will be evaluated upon completion of the course to confirm GPA.
5. Kaplan Composite score of 70 or higher on the Nursing Admissions Tests with a minimum score of 65 on the physiology and math components.
6. Patient care required data: Submission and approval of documentation noting required immunizations and titers as evidence of immunity.
7. American Heart Association CPR for Health Care Providers valid through the entire program.
8. For students with an active LPN license, evidence of inclusion in the Missouri Family Care Safety Registry database with no limitations to practice.
9. Negative drug screen within the 30 days prior to beginning of courses.
10. For students with an active LPN license, that license must be current and have no restrictions.

Prior learning credit for Practical Nurses
Since 1987 Park University has provided Licensed Practical Nurses with the opportunity to apply for credit linked to their Practical Nursing education. Practical Nurses may be eligible for Validated Learning Equivalency (VLE) credit (up to 9 credit hours) toward the BS Nursing pre-licensure program requirements. To be eligible for VLE credit students must meet all of the following requirements.

1. Submit evidence of current undisciplined/unrestricted license as an LPN upon application to Park University. New graduate Practical Nurses must complete the NLCEX-PN and have been issues a license. Any evidence of discipline against the LPN license will be reviewed by the department for approval prior to acceptance to the BS major. Restrictions to practice by a Board of Nursing make the student ineligible for the BS Nursing major.

2. Submit official transcripts from PN School and all college level course work
3. Students who choose to apply for VLE credit are reminded they will be held accountable for having a working knowledge of all content associated with the courses
   VLE credit may be awarded for the following course work:
   BI 210 The Human Body..... 3 cr.
   CH 204 Nutrition for the Health Sciences ..... 3 cr.
   PS 125 Lifespan Development..... 3 cr.
   Total .....9 cr.
4. Complete the Procedure to request admission to the BS major.

Cohort Selection Priorities
Each cohort is selected based on the admissions criteria. Priority is given to Admissions Test scores, GPA in the Sciences and Pre-Nursing course work and completion of all requirements. Incomplete submission of required information removes the candidate from consideration. It is the student's obligation to assure all requirements are met.

Nursing

Available:

B.S.N.

Requirements:

B.S.N. Major:
60 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 116.

BACHELOR OF SCIENCE IN NURSING RN TO BSN

Building on the premise of life-long learning and professional career development, the RN-BSN Program design allows the Registered Nurse to complete the requirements of a Bachelor of Science in Nursing Degree.

The Bachelor of Science in Nursing Degree is accredited by the Accreditation Commission for Education in Nursing, which serves as a repository for information about curriculum, tuition and fees for the nation's nursing profession. They may be contacted at the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Phone: (404) 975-5000 FAX: (404) 975-5020 website **www.acenursing.org**.

Admission Requirements

1. Graduate of an accredited Associate Degree Nursing .Program
2. RN Licensure in the United States.
3. Minimum GPA of 2.8 from an accredited Associate Degree or Diploma Nursing program
4. Submission of official Associate Degree or Diploma nursing program transcripts and all undergraduate transcripts

The Nursing Program awards accepted students 60 hours of course credit for their pre-licensure nursing program transcript. Students may choose to attend either fulltime or part time. Students have a maximum of 5 years to complete all degree requirements.

RN-BSN DEGREE REQUIREMENTS

NU	310	Nursing Transitions for the BSN	3 cr.
NU	325	Healthcare Informatics	3 cr.
BIO	326	Bioethics	3 cr.
NU	355	Pathophysiology for Clinicians	3 cr.
NU	400	Global Health Care Perspectives	3 cr.
NU	410	Community Health Nursing Practice (16 week course)	4 cr.
NU	420	Leadership and the BSN Role (16 week course)	5 cr.
HC	451	Health Care and the Political Process	3 cr.
NU	450	Evidence-Based Practice	3 cr.
NU	455	Integrative Practice in Nursing	3 cr.
		TOTAL	33 cr.
NS	220	Applied Statistics and Experimental Design	3 cr.
EN	306A	Professional Writing in the Discipline: Scientific and Technical Writing	3 cr.
LE	300	Integrative & Interdisciplinary Capstone	3 cr.

Electives ..... 18 cr.
3 hours may be 100 level,
6-15 hours may be 200, 300 or 400 level but
At least 3 hours must be 300-400 level.
TOTAL..... 27 cr.

RN-BSN Degree Program total hours..... 60 cr.
ADN or Diploma awarded hours..... 60 cr.

TOTAL ..... 120 cr.

Organizational Communication

Available:

B.A.
Minor

Requirements:

B.A. Major:
45 Hours
2.0 GPA

This degree requires a minimum of 122 hours. For additional hours required see page 112.

Minor:
18 Hours
2.5 GPA

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 – 45 Hours, 2.0 GPA

Required Courses

CA	104	Interpersonal Communication I	3 cr.
CA	200	Interviewing: Theories and Practice	3 cr.
CA	233	Introduction to Leadership	3 cr.
CA	235	Multicultural Communication	3 cr.
CA	301	Interpersonal Communication II	3 cr.
CA	302	Communication Ethics and Law	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	402	Organizational Communication	3 cr.
CA	420	Human Relations in Group Interaction	
		– or –	3 cr.
CA	451	Communication Leadership in Groups or Teams	
CA	475	Case Studies in Communication Leadership	3 cr.
CA	491	Senior Research Project	3 cr.

Electives

Communication Electives 6 cr.
Recommended Elective: CA 492 Organizational Leaderhip
TOTAL 45 cr.

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.
		TOTAL	18 cr.

Peace Journalism

Available:

Minor

Requirements:

Minor:
21 hours
2.0 GPA

The peace journalism minor is for students wishing to hone their communications skills and enhance their peace credentials. This minor would be ideal for students studying humanities, social work, psychology/sociology, or political science and for students planning to attend graduate school in communications, or for students interested in a career in communications, NGO/non-profits, international relations, social work, etc.

Requirements For:
Peace Journalism Minor – 21 hours, 2.0 GPA

Core:			21 cr.
CA	202	Fundamentals of Writing for Media	3 cr.
CA	224	Digital Media Skills	3 cr.
CA	235	Multicultural Communication	3 cr.
CA	316	Writing and Reporting on Multiple Platforms	3 cr.
CA	404	Seminar: Special Topics in Communication Arts: Peace Journalism Apprenticeship	3 cr.
PC	200	Introduction to Peace Studies	3 cr.
LE	300O	Integrative and Interdisciplinary Learning Capstone: Peace Journalism	3 cr.
		TOTAL	21 cr.

Philosophy

Available:

Minor

Requirements:

Minor:
18 hours
2.75 GPA

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.

Pre-Engineering

Available:

Suggested curriculum for Pre-Engineering

The pre-engineering curriculum prepares students with a broad technical knowledge base in science and mathematics. The following courses are a suggested course of study.

CH	107	General Chemistry I	3 cr.
CH	107L	General Chemistry I Lab	1 cr.
CH	108	General Chemistry II	3 cr.
CH	108L	General Chemistry II Lab	1 cr.
CH	407	Physical Chemistry I	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.
MA	302	Ordinary Differential Equations	3 cr.
PY	205	Introduction to Physics I	5 cr.
PY	206	Introduction to Physics II	5 cr.
PY	275	Engineering Statics	3 cr.
		TOTAL	41 cr.

Political Science

Available:

B.A.
Minor

Requirements:

B.A. Major:
36 hours
2.0 gpa

This degree requires a minimum of 122 hours. For additional hours required see page 112.

Minor:
18 hours
2.0 gpa

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 Thesis 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.

Students must select either Concentration A: American Politics -OR- Concentration B: International Politics

Concentration A: American Politics ..... 12 cr.

PO	304	Constitutional Law	3 cr.
PO	310	Parties and Elections	3 cr.
PO	323	Congress and the Presidency	3 cr.
PO	340	Public Policy	3 cr.

Concentration B: International Politics ..... 12 cr.

PO	320	American Foreign Policy	3 cr.
PO	338	Politics of the Developing World	3 cr.
PO	344	War and Terrorism	3 cr.
PO	345	International Organizations	3 cr.

Any six additional hours of PO courses..... 6 cr.

Senior Examination
Student must pass a comprehensive examination in Political Science.

TOTAL..... 36 cr.

Requirements For:
Minor – 18 hours, 2.0 gpa

PO 200, PO 210 plus twelve additional hours in Political Science.

Psychology

Available:

B.A.
Minor
Certificate

Requirements:

B.A. Major:
42 hours
2.0 GPA

This degree requires a minimum of 122 hours. For additional hours required see page 112.

Minor:
18 hours
2.0 GPA

Certificate:
15 hours
2.5 GPA

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

Psychology Core			27 cr.
PS	101	Introduction to Psychology	3 cr.
PS/SO	300	Research Methods	3 cr.
PS/SO	307	Statistics for Social Sciences	3 cr.
PS	315	Theories of Personality	3 cr.
PS	404	History and Systems of Psychology	3 cr.
PS	406*	Experimental Psychology	3 cr.
PS	407	Field Placement in Psychology	1-6 cr.
PS/SO	497	Capstone Seminar	3 cr.
Select one of the following:			3 cr.
PS	388	Learning and Motivation (3 cr.)	
PS	408	Cognitive Psychology (3 cr.)	
PS	423	Physiological Psychology (3 cr.)	
At least five of the following electives:			15 cr.
PS	125	Lifespan Development (3 cr.)	
PS	205	Child Psychology (3 cr.)	
PS	206	Introduction to Guidance and Counseling (3 cr.)	
PS/SO	220	Ethical Issues in Social Science (3cr)	
PS	221	Adolescent Psychology (3 cr.)	
PS	222	Adult Development and Aging (3 cr.)	
PS/SO	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) (1-6 cr.)	
PS	410	Social Influences and Persuasion (3 cr.)	
PS	424	Industrial and Organizational Psychology (3 cr.)	
		TOTAL	42 cr.

**Program-specified substitution for EN 306 writing requirement.*

Requirements For:
Minor – 18 hours, 2.0 gpa

18 hours which must include PS 101, PS/SO 300, PS 315, and PS 404

CERTIFICATE
Industrial Organizational Psychology

Requirements For:
Certificate – 15 hours, 2.5 gpa

PS/SO	300	Research methods	3 cr.
PS	302	Test and Measurements	3 cr.
PS/SO	307	Statistics for Social Sciences	3 cr.
PS	424	Industrial & Organizational Psychology	3 cr.
Electives			3 cr.
		PS 406 Experimental Psychology recommended	
		TOTAL	15 cr.

Public Administration

Available:

B.P.A.
Minor

Requirements:

B.P.A. Major:
45 hours
2.5 gpa

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
18 hours
2.5 gpa

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

MA	120	Basic Concepts of Statistics	3 cr.
AC	201	Principles of Financial Accounting	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:

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	354	Small Business Management (3 cr.)	
MG	371	Management and Organizational Behavior (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:

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.)	

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	Emergency Management (3 cr.)	
CJ	355	Homeland Security (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	Emergency Management (3 cr.)	
CJ	355	Homeland Security (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 148.

Early Access to the MPA Program
With the approval of the Director of the MPA Program and the Dean of the Hauptmann School of Public Affairs, BPA students who have senior standing with a 3.6 GPA or higher may take up to 9 credit hours at the graduate level that count toward both the undergraduate and graduate degree. A student must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MPA credits under this option.

Graduate Courses toward Undergraduate Courses:

PA	508	Research and Analysis for PA 430 Research in Public Administration*
PA	509	Leadership and Development and Organizations for PA 333 Public Management and Leadership
PA	512	The Environment of Public Organizations for PA 331 Public Organizations
PA	521	Business, Government, and Society and PA 404 Capitalism and Societal Issues
PA	542	Social Policy for PA 404 Capitalism and Societal Issues
PA	551	Principles of Disaster and Emergency Management for CJ 353 Emergency Management
PA	600	Ethical Foundations of Authority and Responsibility for PA 380 Public Service Values

**Students are required to complete PA 508 before proceeding to any other course choices.*

Early access students are not automatically eligible for admission to the Master of Public Affairs program. If they wish to pursue a graduate degree, they must submit an application, meeting all the entrance requirements for the program.

Social Psychology

Available:

A.S.
B.S.
Minor
Certificate

Requirements:

A.S. Major:
27 hours
2.0 GPA

This degree requires a minimum of 60 hours. For additional hours required see page 111.

B.S. Major:
42 hours
2.0 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 114.

Minor:
21 hours
2.0 GPA

Certificate:
15 hours
2.5 GPA

ASSOCIATE OF SCIENCE

Requirements For:
A.S. Major – 27 hours, 2.0 GPA

PS	101	Introduction to Psychology	3 cr.
PS	315	Theories of Personality	3 cr.
SO	141	Introduction to Sociology	3 cr.
SO	206	Social Issues in Contemporary Society	3 cr.
PS/SO	300	Research Methods	3 cr.
PS/SO	301	Social Psychology	3 cr.
Select one of the following			3 cr.
		PS 125, PS 205, PS 221, PS 222, SO 329	

Electives: (6 cr.)
students may choose 6 credit hours from Psychology and/or Sociology; 3 credit hours must be in Sociology

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 take any 12 hours of PS and SO electives. 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.

Requirements For:
B.S. Major – 42 hours, 2.0 GPA

Theory and Application (21 cr.)

PS	101	Introduction to Psychology	3 cr.
PS/SO	301	Social Psychology	3 cr.
PS	315	Theories of Personality	3 cr.
SO	141	Introduction to Sociology	3 cr.
SO	206	Social Issues in Contemporary Society	3 cr.
SO	451	Advanced Social Psychology	3 cr.

Select one of the following..... 3 cr.

PS	125	Lifespan Development (3 cr.)
PS	205	Child Psychology (3 cr.)
PS	221	Adolescent Psychology (3 cr.)
PS	222	Adult Development (3 cr.)
SO	329	Sociology of the Life Course (3 cr.)

Research Methods and Statistics (6 cr.)

PS/SO	300*	Research Methods	3 cr.
PS/SO	307	Statistics for Social Sciences	3 cr.

*Program specified substitution for EN 306 writing requirement.

Professional Seminars (3 cr.)

PS/SO	497	Capstone Seminar	3 cr.

Total Core..... 30 cr.

Electives (12 cr.)

At least four of the following electives:

Select four courses from sociology or psychology (PS/SO) courses.....12 cr.

TOTAL..... 42 cr.

Requirements For:
Minor – 21 hours, 2.0 gpa

Only for non-psychology and non-sociology majors.

Core (12 cr.)

SO	141	Introduction to Sociology	3 cr.
PS	101	Introduction to Psychology	3 cr.
PS/SO	301	Social Psychology	3 cr.
SO	451	Advanced Social Psychology	3 cr.

Method (9 cr.)

PS/SO	300*	Research Methods	3 cr.
PS/SO	307	Statistics for Social Sciences	3 cr.
Elective		Any additional Psychology or Sociology course	3 cr.

*Program specified substitution for EN 306 writing requirement.

TOTAL ..... 21 cr.

Requirements For:
Certificate – 15 hours, 2.5 gpa

A Skilled Helper (Pre-Adult) Certificate

PS	206	Introduction to Guidance Counseling	3 cr.
PS	221	Adolescent Psychology	3 cr.
PS	381	Psychology of Gender	3 cr.
SO	325	Social Deviance	3 cr.
SO	330	Sociology of Youth and Youth Cultures	3 cr.

TOTAL..... 15 cr.

Social Psychology

Certificate – 15 hours, 2.5 gpa

A Skilled Helper (Adult) Certificate

PS	206	Introduction to Guidance and Counseling	3 cr.
PS	222	Adult Development and Aging	3 cr.
PS	361	Cross Cultural Psychology	3 cr.
PS	381	Psychology of Gender	3 cr.
SO	302	The Study of the Family	3 cr.
		TOTAL	15 cr.

Certificate – 15 hours, 2.5 gpa

Methodology Certificate

PS/SO	220	Ethical issues in Social Sciences	3 cr.
PS/SO	300	Research Methods	3 cr.
PS/SO	307	Statistics for Social Sciences	3 cr.
Elective courses from the following			6 cr.
		PS 406 Experimental Psychology (3 cr. recommended)	
		SO 455 Program & Policy Evaluations (3 cr.)	
		SO 459 Survey Methodology (3 cr.)	
		TOTAL	15 cr.

Social Work

Available:

B.S.W.

S.W. Minor

Requirements:

B.S.W. (SW Major):
45 hours
2.5 GPA

This degree requires a minimum of 122 hours. For additional hours required see page 113.

S.W. Minor:
Integrative seminar for social work minors

18 hours
2.0 GPA

The Bachelor of Social Work (BSW) prepares students for beginning professional social work practice across a wide variety of social service settings. As generalist social work practitioners, graduates will be prepared to work collaboratively from a strengths based approach with diverse populations. Ecosystems Theory, Strengths Perspective, Multicultural Competence and Social, Economic & Environmental Justice within a global perspective, all serve as overarching conceptual frameworks across the curriculum. All aspects of student learning (curricular and professional) are integrated with the senior year field education practicum experience. 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. The BSW Program is accredited through June 2019.

BSW PROGRAM APPLICATION CRITERIA & ADMISSION GUIDELINES

Application and admission to the professional undergraduate BSW Program is a separate process from application and admission to Park University. Declaring Social Work as a Major does not guarantee admission into the Program. Procedures 1-3 below must be completed before a student is eligible to apply to the BSW Program. Procedures 4 and 5 provide brief guidelines of the application submission and review process.

1. DECLARATION OF MAJOR (DOM) in Social Work (SW)
Applicants must be admitted to Park University and have submitted a DOM in SW. A Minor is not required. Once a SW Major is declared, Park assigns the student a BSW Faculty Advisor. The student should contact this advisor and schedule an appointment. Please note: a DOM in SW does not mean the student has been admitted or in any way guarantees admission into the Program.

2. BSW PREREQUISITE
Academic Advising with BSW Faculty is a critical component of the BSW Program. During initial advising, students share their educational goals and collaborative planning begins. This Checklist is utilized during each advising meeting to track the student's progress in completing all required prerequisite courses and once completed and signed, it will be added to the application packet in the student's file.

3. ACADEMIC REQUIREMENTS
- **a.** Integrative seminar for social work minors, requires 40 hours of service learning where students may apply skills learned in the classroom in a structured human service setting, military base, etc. This capstone course must be taken in the last semester before graduation.
- **b.** Completion of a minimum of 60 credit hours of undergraduate college coursework; including all 43 credit hours of required LE courses, with LE300 (or equivalent or an earned AA or AS degree).

c. A cumulative undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4 point scale. Cumulative GPA is a calculation of all undergraduate grades shown on all transcripts; considered during the application review. A 2.5 GPA must be maintained throughout the Program. If GPA falls below 2.5, this may result in dismissal from the Program.

d. Completion of the following courses (or equivalent), with a grade of C or better: SO141 Intro to Sociology; PS101 Intro to Psychology; MA120 Basic Concepts of Statistics; SW205 Intro to Social Work; SO302 Study of the Family; PS309 Human Sexuality; EN306b Professional Writing; SW325 Human Diversity & Social Justice; SW330 Social Welfare Policy & Programs; and 2nd Modern Language. BSW Application Packet may be submitted one term prior to completing EN306b, SO302, PS309, SW325, SW330 or 2nd ML; but are not considered for 'Full' admission until all courses are completed.

4. APPLICATION SUBMISSION

All application materials must be submitted to the Department of Social Work, no later than November 15th, for admission consideration for the following academic year. Once the application packet is submitted to the SW Office, it becomes the property of the Department and its content will not be returned to the applicant under any circumstances, including reference letters.

5. APPLICATION REVIEW

The Review is conducted by the BSW Admission & Review Committee. In evaluating applicants, Committee reviewers consider the applicant's: academic performance; GPA; participation and performance in SW courses; written and verbal communication skills; applicant's commitment to social work and suitability for the profession; work and volunteer experiences; and references. A personal interview may be required. The Committee determines the applicant's admission status as either: Full, Provisional, Probationary, Deferred or Denied. The BSW Program Director shares admission decision with applicant via student's Park email. Once Full admission status is earned, a letter on Park letterhead, is mailed to the student's "current address" listed on the application.
In accordance with CSWE accreditation standards, the BSW Program does not grant course credit for life experience or previous work experience. However, these experiences are carefully considered during the application review process. Therefore, make sure to clearly note these experiences on your résumé.

Social Work

Requirements For:
B.S.W. Major – 45 hours, 2.5 gpa, Grade of C or better

Core Curriculum
(S.W. Major, pre-application to BSW Program)

PS	309	Human Sexuality	3 cr.
SO	302	Study of the Family	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.

Core Curriculum
(S.W. Major, post admission to BSW Program)

SW	400	Human Behavior in the Social Environment I	3 cr.
SW	405	Human Behavior in the Social Environment II	3 cr.
SW	406	Social Work Research	3 cr.
SW	407	Generalist SW Practice II Groups	3 cr.
SW	409	Generalist SW Practice I Individuals & Families	3 cr.
SW	410	Generalist SW Practice III Organizations & Communities	3 cr.
SW	420	Generalist Field Education I	3 cr.
SW	430	Generalist Field Education II	3 cr.
SW	490	Special Topics in Social Work	3 cr.
SW	491	Special Topics in Social Work	3 cr.
		TOTAL	45 cr.

Conditional Admission to the BSW program (referred to as Pre-Major status). Students who have successfully completed Criteria 1 through 3 may be conditionally admitted to the BSW program 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. Students who have met the pre-requisites may apply to the BSW program by November 15 and, if admitted, may begin taking upper level social work courses the following spring.

Requirements For:
Social Work Minor – 18 hours, C or better, 40 hours of service learning in a human service agency.

PS	309	Human Sexuality	3 cr.
SO	302	Study of the Family	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.

Note: All of the required courses for the Social Work minor must be completed with a grade of C or better prior to enrollment in SW 450, which is the capstone course for the SW minor.

Sociology

Available:

B.A.
Minor

Requirements:

B.A. Major:
42 hours
2.0 gpa

This degree requires a minimum of 122 hours. For additional hours required see page 112.

Minor:
18 hours
2.0 gpa

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 – 42 hours, 2.0 gpa

Sociology Core (24 cr.)

SO	141	Introduction to Sociology	3 cr.
SO	220	Ethical Issues in Social Sciences	3 cr.
SO	206	Social Issues in Contemporary Society	3 cr.
SO/PS	301	Social Psychology	3 cr.
SO/PS	300*	Research Methods	3 cr.
SO/PS	307	Statistics for Social Sciences	3 cr.
SO	403	Social Theory	3 cr.
SO	430	Field Placement	3 cr.

*Program specified substitution for EN 306 writing requirement.

Two Required Advanced level courses (6 cr.)

SO	315	Minority Group Relations	3 cr.
SO	302	The Study of the Family	3 cr.
SO	322	Sociology of Health & Illness	3 cr.
SO	328	Sociology of Religion	3 cr.
SO	303	Urban Sociology	3 cr.
SO	421	Organizational Sociology	3 cr.
SO	425	Sociology of Work & Professions	3 cr.
SO	451	Advanced Social Psychology	3 cr.

Professional Seminars (3 cr.)

SO/PS	497	Capstone Seminar	3 cr.

Electives: *Choose any three courses from sociology.* **(9 cr.)**

TOTAL..... 42 cr.

Requirements For:
Minor – 18 hours, 2.0 gpa

SO	141	Introduction to Sociology	3 cr.
SO	206	Social Issues in Contemporary Society	3 cr.
SO	220	Ethical Issues in Social Sciences	3 cr.
PS/SO	300	Research Methods	3 cr.
SO	403	Social Theory	3 cr.

Electives: *3 credit hours from offered SO courses* **(3 cr.)**

TOTAL..... 18 cr.

Spanish

Available:

B.A.
Minor

Requirements:

B.A. Major:
42 hours
2.0 gpa

This degree requires a minimum of 122 hours. For additional hours required see page 112.

Minor:
18 hours
2.5 gpa

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 (pages 159-163).

B.S.E. in Secondary Education – MAJOR 53-55 Hours
2.75 Cum G.P.A.
2.75 Core G.P.A.

Statistics

Available:

Minor

Requirements:

Minor:
19 hours
2.0 GPA

This Statistics minor is under the Department of Mathematics and Statistics. Students should contact this department with any questions.

Requirements For:
Minor – 19 hours, 2.0 GPA

MA	120	Basic Concepts of Statistics	3 cr.
MA	221	Calculus and Analytic Geometry for Majors I	5 cr.
MA	222	Calculus and Analytic Geometry For Majors II	5 cr.
MA	305	Probability.	3 cr.
Select one of the following:			3 cr.
NS	220	Applied Statistics and Experimental Design (3 cr.)	
MA	380	Mathematical Statistics (3 cr.)	
PS/SO	307	Statistics for Social Sciences (3 cr.)	

Thanatology

Available:

Minor
Certificate

Requirements:

Minor:
18 hours
2.0 GPA

Certificate:
12 hours
2.0 GPA

Requirements For:
Minor – 18 hours, 2.0 GPA

PS	125	Lifespan Development	3 cr.
SO	332	Death, Dying and Bereavement	3 cr.
PH	333	Ethical and Legal Perspectives on End of Life	3 cr.
Select Electives from the following			9 cr.
	BI	210	The Human Body (3 cr.)
	CA	322	Media Analysis and Criticism (3 cr.)
	CJ	353	Emergency Management (3 cr.)
	EN	384	Professional Learning Experience for English (3 cr.)
	HC	260	Legal Issues in Health Care Delivery (3 cr.)
	HC	351	Organization and Administration of Health Care Programs (3 cr.)
	NU	227	Community-Based Nursing Patient Management (3 cr.)
	NU	350	Theoretical Foundations (3 cr.)
	NU	400	Global Health Care Perspectives (3 cr.)
	NU	410	Community Health Nursing Practice (3 cr.)
	PH	330	Existentialism (3 cr.)
	PS	206	Introduction to Guidance and Counseling (3 cr.)
	PS	222	Adult Development and Aging (3 cr.)
	PS	407	Field Placement in Psychology (3 cr.)
	RE	303	Life, Death and Hereafter (3 cr.)
	SO	329	Sociology of Life Course (3 cr.)
	SO	430	Field Placement in Sociology (3 cr.)
	SW	205	Introduction to Social Work (3 cr.)
	SW	325	Human Diversity and Social Justice (3 cr.)
	SW	330	Social Work Policy and Programs (3 cr.)
			TOTAL 18 cr.

Requirements For:
Certificate – 12 hours, 2.0 GPA

PS	125	Lifespan Development	3 cr.
SO	332	Death, Dying and Bereavement	3 cr.
PH	333	Ethical and Legal Perspectives on End of Life	3 cr.
Select Electives from the following			3 cr.
	BI	210	The Human Body (3 cr.)
	CA	322	Media Analysis and Criticism (3 cr.)
	CJ	353	Emergency Management (3 cr.)
	EN	384	Professional Learning Experience for English (3 cr.)
	HC	260	Legal Issues in Health Care Delivery (3 cr.)
	HC	351	Organization and Administration of Health Care Programs (3 cr.)

Thanatology

NU	227	Community-Based Nursing Patient Management (3 cr.)
NU	350	Theoretical Foundations (3 cr.)
NU	400	Global Health Care Perspectives (3 cr.)
NU	410	Community Health Nursing Practice (3 cr.)
PH	330	Existentialism (3 cr.
PS	206	Introduction to Guidance and Counseling (3 cr.)
PS	222	Adult Development and Aging (3 cr.)
PS	407	Field Placement in Psychology (3 cr.)
RE	303	Life, Death and Hereafter (3 cr.)
SO	329	Sociology of Life Course (3 cr.)
SO	430	Field Placement in Sociology (3 cr.)
SW	205	Introduction to Social Work (3 cr.)
SW	325	Human Diversity and Social Justice (3 cr.)
SW	330	Social Work Policy and Programs (3 cr.)
		TOTAL..... 12 cr.

Urban and Regional Planning

Available:

Minor

Requirements:

Minor:
18 hours
2.0 GPA

Requirements For:
Minor – 18 hours, 2.0 GPA

Core:..... 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 (3 cr.)
CA	235	Multicultural Communication (3 cr.)
CJ	345	Criminal Justice and the Community (3 cr.)
CJ	233	Introduction to Security (3 cr.)
EDU	210	The School as a Social System (3 cr.)
GGH	140	Economic Geography (3 cr.)
HC	466	Planning and Organizing Community Health Services (3 cr.)
LG	312	Transportation and Distribution Systems (3 cr.)
PA	330	Public Administration (3 cr.)
SO	303	Urban Sociology (3 cr.)
SW	325	Human Diversity and Social Justice (3 cr.)
GGP	120	Global Sustainability (3 cr.)
GGP	270	Spatial Analysis (3 cr.)
GGH	326	Resources and People (3 cr.)
AR	390	History of the Designed Environment: Mid-Nineteenth Century to the Present (3 cr.)
EC	309	Economic Development (3 cr.)
PA	331	Public Organizations (3 cr.)
PA	333	Public Management and Leadership (3 cr.)
PO	340	Public Policy (3 cr.)
		TOTAL..... 18 cr.

Course Descriptions

Course Descriptions

COURSE DESCRIPTIONS

Suggested prerequisites are recommended to enhance the probability of success in specific courses. Courses listed are not offered at every Campus Center.

NS – Natural and Applied Sciences
H – Humanities and Performing Arts
SS – Social and Administrative Sciences
C – Composition
(may not be used for Humanities credit)

COURSES OF INSTRUCTION

The 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 should not enroll in courses more than one level above their academic classification without consulting their advisor (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.

Definition of Credit Hours

All courses are valued in semester hours. Fifty minutes of classroom or direct faculty instruction and two hours out-of-class student work each week for 15 weeks, plus 50 minutes reserved for a final exam, for one semester hour of credit.

One hundred minutes per week of classroom or direct faculty instruction and 240 minutes out-of-class student work each week for 8 weeks, for one hour of credit.

Courses scheduled for a different number of weeks and other academic activities such as laboratory work, internships, practica, and studio work, have an equivalent number of hours as reflected in the combination of direct faculty instruction and out of class student work for the same amount of credit as listed above.

For online and blended courses, active student engagement with other students, the instructor and/or online course content, combine to form the equivalent amount of time (100 minutes per week), while other out of class student work, which is designed to achieve course learning outcomes, makes up the approximately 240 minutes of such work for each one hour of credit.

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" section of this catalog.

AC – Accounting

AC 201
Principles of Financial Accounting
Provides an introduction to the concepts and uses of financial accounting information in a business environment and its role in the economic decision-making process. Students will discover the uses and limitations of financial statements and related information and apply analytical tools in making both business and financial decisions. The course emphasizes the analysis of business transactions and the study of the accounting cycle. Topical areas in the course include accrual-based accounting concepts, internal controls, basic financial statement preparation and accounting elements of a corporate business entity. Ethical accounting standards are embedded throughout the course materials. 3:0:3

AC 202
Principles of Managerial Accounting
Prerequisite: AC 201 or equivalent.
This course is a continuation of AC 201 covering financial topics of Statement of Cash Flows and financial statement analysis. Most of the course places an emphasis on managerial uses of cost information for planning and controlling a business. In this course, students will develop skills in job-order costing, process costing, activity-based costing, cost-volume-profit analysis, and budgetary planning and controlling. Managerial accounting provides economic and financial information for managers and other internal uses. This information will allow these key individuals to make decisions that will sustain and grow the organization. 3:0:3

AC 230
Computer-Based Accounting Systems
Prerequisite: AC 201 and IS 141.
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 IS 141
A study of federal income tax law and application as it applies to individuals. 3:0:3

AC 312
Business Income Tax
Prerequisites: AC 201 and IS 141
A study of federal income tax law and application as it applies to Corporations and flow-through entities. 3:0:3

AC 320
Intermediate Accounting I
Prerequisites: AC 201 and IS 141 or equivalents and a course grade of C or higher in AC 201.
AC 320 is a professional course requiring intensive study and analysis. Students who have not completed AC 201 Principles of Financial Accounting within the past two years may have difficulty. The first in a three-course sequence of Intermediate Accounting. It offers an in-depth examination of generally accepted principles related to the preparation of external financial statements for a corporate entity. The conceptual framework is studied and applied throughout, as well as the application of present value techniques to accounting valuations. Specific topics include the accounting system, development and research of accounting standards, income statement, statement of retained earnings, comprehensive income, balance sheet, statement of cash flows, time value of money, cash, receivables, and inventory. 3:0:3

AC 325
Intermediate Accounting II
Prerequisites: AC 320 and IS 141 or equivalents.
AC 325 is a professional course requiring intensive study and analysis. Students who have not completed AC 320 within the past two years may have difficulty. The second in a three-course sequence of Intermediate Accounting. Topical coverage includes long-term assets, current and long-term liabilities, stockholders' equity, and ratio/trend analysis. There is an experiential component focusing on financial statement analysis. 3:0:3

AC 330
Intermediate Accounting III
Prerequisites: AC 325 and IS 141 or equivalent.
AC 330 is a professional course requiring intensive study and analysis. The third in a three-course sequence of Intermediate Accounting.

Topical coverage includes earnings per share, investments, revenue recognition, income taxes, pensions, leases, accounting changes, and statement of cash flows. There is an experiential component focusing on a comprehensive intermediate-level accounting case. 3:0:3

AC 350
Accounting Information Systems
Prerequisites: AC 320 and IS 141.
A study of internal controls within the accounting system. The course includes the completion of an accounting simulation using specialized journals as well as the development of efficient spreadsheets using higher-level Excel skills. 3:0:3

AC 380
Cost Accounting
Prerequisites: AC 202 and either AC 320 or FI 360.
An intermediate level course covering the managerial use of accounting data to assist managers in their decision making regarding resource allocation, organizational control and measurements. Emphasis is on accepted production cost methods for job order, process, and activity-based systems, budgetary planning and control, flexible budgeting, capital budgeting and inventory management. 3:0:3

AC 425
Advanced Accounting
Prerequisites: AC 325 and IS 141 or equivalents.
A study of consolidated financial statements and governmental/nonprofit accounting. 3:0:3

AC 430
Auditing
Prerequisites: AC 325 and AC 350
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. This 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 the IMA's Statement of Ethical Professional Practice. 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 only to students who have earned at least 9 hours of their Accounting degree requirements and have a 3.0 GPA. The Internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The Internship will be approved by the Department Chair and overseen by the Accounting Program Coordinator (PC) or a business faculty member approved by the Accounting PC. An experience paper is required. Three (3) credit hours will be earned by 120 hours of experience connected to the Internship learning outcomes. This class can be repeated to earn a maximum of 6 hours of credit at the discretion of the Accounting PC. Course grade will be pass/fail.

(SS) Social Sciences

AN – Anthropology

AN 100 LE
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
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 221
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
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 develop a foundation of understanding of drawing concepts and approaches including shape and form, measure and proportion and form defined by light. Students learn by gaining experience with the physical act of drawing in an attempt to resolve problems of representation and description in fundamental ways. This is a course available to anyone wanting to learn the fundamentals of drawing but also as a foundation for more advanced studio work in Art and Design. 1:5:3

AR 142
Two-Dimensional Design: Black & White Basic
An introduction to the basic language of art and design on a flat plane. Problems/projects are organizational, conceptual and thought provoking to challenge and introduce the basic elements and principles of art. It is the intent of this studio experience to establish a disciplines, efficient and practical use of art tools and materials. This is a course available to anyone wanting to learn the fundamentals of 2-D Design but also as a foundation for more advanced studio work in Art and Design. 1:5:3

AR 143
Three-Dimensional Design
An introduction to basic design techniques, methods, and concepts of sculptural work. In this course students will explore formal, functional and conceptual issues that govern three-dimensional work by creating a variety of artworks as assigned. It is the intent of this studio experience to establish a disciplines, efficient, practical and safe use of art tools and materials. This is a course available to anyone wanting to learn the fundamentals of 3-D Design, but also as a foundation for more advanced studio work in Art and Design. 1:5:3

AR 144
Color Theory
A foundation studio course emphasizing the interaction of color and the application of that knowledge to the visual arts and design. Visual and aesthetic awareness is developed through the creative problem solving process. This course emphasizes a deliberate and clear presentation for maximum effect and is a foundation for more advanced studio work in Art and Design. 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 221
Ceramics I
An introduction to clay processes emphasizing hand building techniques, glazing and firing. 1:5:3

AR 231
Graphic Design Studio I
Prerequisites or co-requisites: AR 140, AR 143, AR 142, 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 *This course is designed to be taken the same semester as AR 300 - Graphic Design Principles II: Typography & Design.*
1:5:3

AR 240
Drawing II
Prerequisite: AR 140
An introduction to drawing from the human figure to engage issues of form, structure, volume, movement, composition and the expressive possibilities of the human form. This class is an essential next step for those planning to study fine art, illustration and costume design or for those who want to participate in a studio tradition of figure drawing. 1:5:3

AR 241 (CA 241)
Photography I
Preqrequiste: CA 224 or AR 218
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 270
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 280
Painting I
Prerequisite: AR 140
An introduction to the basic techniques and principles of painting in a studio course. The course is designed to develop skills in painting emphasizing direct observation. This class is an essential next step for those planning to study fine art or illustration or for those who want to participate in a studio tradition of direct painting. 1:5:3

AR 282
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
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
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
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 310
Illustration
Prerequisite: AR 140
This course is designed to teach students about illustration media, techniques and practices. Students will acquire skills in traditional and digital illustration media through hands-on projects and studio assignments. Projects are structured to provide students with opportunities to develop and strengthen illustration and design skills in ink, paint, graphite and other materials. Students will learn other aspects of illustration such as image design, composition, color usage, layout, concepts and principles of illustration, and professional practices of illustrators. 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 319
History of Graphic Design
Prerequisites: AR 115, AR 218 and AR 231
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. 3:0:3

AR 321
Ceramics II
Prerequisite: AR 221
A continuation of AR 221 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
Prerequisites: AR 231 and AR 300
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 300
Graphic Design Principles II: Typography & Design
Prerequisites: AR 144 and AR 218
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. *This course is designed to be taken the same semester as AR 231 Graphic Design Studio I.* 1:5:3

AR 331
Graphic Design Studio II: Computer Imaging
Prerequisite or co-requisites: AR 231, AR 328 and AR 300
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 335
3D Animation for Design
Prerequistes: AR 331 and permission of the department.
This course is designed as an introduction to the principles of 3D-computer animation including modeling, texture mapping, lighting, and motion, character development, storyboarding and visual storytelling. While learning the technical aspects of using animation software will be an integral part of this course, the student's independent artistic vision is still a very important component. 1:5:3

AR 340
Drawing III
Prerequisite: AR 240
A course emphasizing more advanced drawing allowing students the opportunity to study and expand their personal interpretations and approaches to drawing concepts and techniques. Emphasis is placed upon individual interpretation of class assignments. 1:5:3

AR 341 (CA 341)
Photography II
Prerequisite: CA 241
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 371
Fiber II
Prerequisite: AR 270.
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
This course expands upon motif encouraging students to develop their conceptual foundation of content and meaning in their art while being challenged to develop their aesthetic and technical skills. Emphasis is placed upon individual interpretation of class painting assignments as the intermediate level. 1:5:3

AR 382
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
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
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
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
Prerequisites: AR 300, AR 328 and AR 331
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 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
An advanced studio engagement in drawing allowing students the opportunity to study and expand their interpretations and approaches to drawing concepts and personal expression. Emphasis is placed upon individual interpretation of class assignments at the advanced level. 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 480
Painting III
Prerequisite: AR 380
A course building advanced painting experience allowing students the opportunity to study and expand their personal interpretations and approaches in consultation with the instructor. Greater expectations and self-discipline are requirements with increased autonomy in each student's choice of subject matter with an emphasis on personal visual expression. 1:5:3

AR 481
Painting IV
Prerequisite: AR 480.
The goal of the course is to challenge students to develop their paintings at an advanced level. Greater expectations and self-discipline are requirements as students develop their aesthetic, technical and conceptual ability. Emphasis is placed upon individual interpretations of painting concepts at the advanced level. 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 is the capstone course of the major in Fine Arts. The project will be a culmination of the skills and knowledge gained in the student's academic experience and forms his/her main professional credential in preparation for the transition to professional practice or advanced degree programs. Students will select a topic or design area for research, which will lead to a thesis statement and concept for a senior exhibition. This experience includes a directed senior thesis project in selected topics, with portfolio and resume preparation and senior portfolio exhibition. 1:5:3

AR 498
Senior Studio: Directed Topics and Research
Prerequisite: Permission of Department.
This is the first half of the capstone course of the major in Fine Art, Graphic Design or Interior Design. Students with their faculty advisor, wills elect a topic or design area for research, which will lead to a thesis statement and concept for a senior project that will be completed in AR 499. This experience includes an intense investigation toward a directed senior thesis project in a selected topic, with portfolio and resume preparation culminating with a senior Thesis Project and Exhibition completed in AR 499. 1:5:3

AR 499
Senior Seminar: Thesis Project, Portfolio and Exhibition.
Prerequisite: Permission of Department.
This is the second half of the capstone course of the major in Fine Art, Graphic Design, or Interior Design. This capstone course focuses on the development of the Thesis Project that documents the skills and knowledge gained in the student's experience within his/her major. The project and portfolio forms his/her main professional credential in preparation for the transition to professional practice or advanced degree programs. The exhibition and portfolio represents a student's undergraduate development as an artists and his/her systematic exploration of professional practice in the field. 1:5:3

AV – Aviation

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
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 (FW 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 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
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisites: CH 105 or CH 107 / CH 107L or equivalent.
A study of microorganisms that commonly affect humans, 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 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 318
Introduction to Genetics
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 422
Individual Research & Independent Investigation
A small original biological investigation and a written report of the findings, prepared in proper form. Variable credit 1-3 hours.

BIO – Biology

BIO 211
Human Anatomy and Physiology I
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisite: Either BIO 221, CH 107 and CH 107L or for Pre-Nursing students BIO 210 and CH 105.
A study of the structure and function of the human body beginning at the cellular level through system level of organization. Focus will be on histology, nervous, skeletal, muscular, cardiovascular, and respiratory systems. 3:3:4

BIO 212
Human Anatomy and Physiology II
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisite: BIO 211 or equivalent.
A study of advanced concepts in human anatomy and physiology, including the nervous, endocrine, lymphatic, digestive, urinary, integumentary, immune, and reproductive systems. 3:3:4

BIO 221
Zoology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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

BIO 225
Botany
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
A study of the plant kingdom with an emphasis on the structure and physiology of the flowering plants. 3:3:4

BIO 306
Biological Literature
Prerequisites: EN 105, EN 106, 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

BIO 325
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

BIO 326
Bioethics
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

BIO 327
Introductory Ecology and Evolution
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisites: BIO 221, BIO 225, NS 220.
An introduction to the fundamental principles of ecology and evolution. Understand the origin and complex interactions among plants, animals, microbes, the environment, and the diversification of life through evolutionary processes. Topics will include natural selection, speciation, evolutionary processes, ecosystems, populations, biogeography, and biogeochemical cycles. 3:3:4

BIO 330 (GO 330)
Paleobiology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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

BIO 337 (CH 337)
Biochemistry
3 Cr. Hrs. (3 lecture hrs. per week)
Prerequisites: CH318 and CH318L
Co-requisite: BIO 337L which is a separate course that can be waived by permission of the instructor.
Biochemical systems and the relation of chemical structure to biochemical function as well as the molecular basis of metabolism are discussed. 3:0:3

BIO 337L (CH 337L)
Biochemistry Laboratory
1 Cr. Hrs. (3 lab hrs. per week)
Co-requisite: BIO 337 which is a separate course that can be waived by permission of the instructor.
Students are introduced to basic laboratory techniques in biochemistry. Experiments will reinforce materials covered in the co-requisite lecture. 0:3:1

BIO 340
Genetics
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisites: BIO 325, CH 317 and CH 317L.
A study of the principles of heredity and variation in both plants and animals including humans. Modern theories of gene action are stressed. 3:3:4

BIO 350
Microbiology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisites: BIO 325, CH108 and CH 108L.
A study of the biology of the major groups of microorganisms. Research skills are stressed in the laboratory. 3:3:4

BIO 375
Evolution
A study of the historical development of the concept of natural selection and modern concepts of evolution. 3:0:3

BIO 378
Ecology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisites: CH 107.
A study of the interrelationships between organisms and their environment. 3:3:4

BIO 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

BIO 400
Cell Biology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisites: BIO 325, 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

BIO 410
Comparative Anatomy
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisite: BIO 221.
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

BIO 411
Animal Physiology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisites: BIO 221 and CH 108.
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

BIO 417
Developmental Biology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisites: BIO 325, 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

BIO 470
Capstone Internship
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.

BIO – Biology (continued)

BIO 490
Advanced Topics in Biology
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.

BIO 498
Capstone Thesis
The thesis will integrate information from the primary and secondary biological literature as well as from biological knowledge to provide a substantial, comprehensive synthesis of results from a wide and complex set of studies in an effort to make sense of all available information. 3:0:3

BIO 499
Capstone 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 BIO 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

CA – Communication

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 116 LE
Media and Society
This course introduces students to analyzing the intersection between society and the recent developments in media content, technologies, consumers, producers, organizations, and

regulations. Grounded in the most current scholarship in media and mass communication in the humanities and social sciences, students learn ways to think about media as both influencing and changed by society. 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 202
Fundamentals of Writing for Media
This course introduces students to the fundamental philosophy and principles of writing in journalism on a variety of platforms. It is conducted in an active workshop environment designed to develop writing skills, provide the basic techniques of reporting, familiarize the student with the professions of journalism and public relations, begin the discussion of ethics and purpose, and provide a vehicle for self-expression. 3:0:3

CA 203
Multimedia Practicum I: Content Development
Prerequisites: CA 202 and CA 224
Students research, report, write, photograph, and create audio and video packages, primarily on assignment, for multiple university news and feature platforms. Service to the university community is combined with opportunities for journalistic self-expression. 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 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 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 LE
Multicultural Communication
A study of communication and culture that examines cultural variability in interpersonal and organizational relationships and the mass media. Emphasis is placed on facilitation of more effective communication episodes across boundaries. Students will demonstrate the principles and skills needed to become effective in communicating outside one's primary culture. 3:0:3

CA 237
Introduction to Organizational Communication
Prerequisite: CA 104
An analysis of how organizations are produced and affected by communication. Students will undertake the study of organizational communication and apply communication theories and research at the individual, group, and organization-wide level. Effective communication in global organizations is also presented. 3:0:3

CA 241 (AR 241)
Photography I
Prerequisite: CA 224 or AR 218
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 303
Multimedia Practicum II:
Editing and Strategic Communication
Prerequisites: CA 202, CA 218 and CA 224
Students primarily work as editors conceptualizing stories, editing text and image, designing print pages, Internet displays, public relations materials, and audio and video programs. Students also serve, where appropriate, as senior writers and videographers on live university media venues. 3:0:3

CA 309
Training in Organizations
This course will prepare students to develop and present training workshops and seminars to meet the needs of organizations. Content focuses on andragogy, needs assessment, curriculum design and organization, delivery modes, and outcome assessment. 3:0:3

CA 316
Writing and Reporting on Multiple Platforms
Prerequisite: CA 202 and CA 224.
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 318
Public Relations II
Prerequisite: CA 218.
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 319
Writing for Feature, Public Relations, and Documentary
Prerequisite: CA 202
The course focuses on the documentary aspects of storytelling in journalism and public relations utilizing written, audio and visual tools. It is process oriented and conducted in a workshop setting. It provides a rich opportunity for self-expression. 3:0:3

CA 320
Global and Civil Reporting
Prerequisite: CA 202.
Recommended Prerequisite: CA 316
Student multimedia journalists will learn how to engage with their community and with the world. They will learn reporting theories and techniques for identifying and covering local and international issues. Students will also learn about the relationship between international development and journalism, and about peace journalism and solutions journalism. They will apply their new knowledge and skills by producing multimedia reports (both local and global) that reflect the best practices taught in this course. 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 324
Advanced Multimedia Production
Prerequisites: CA 202 and CA 224
Recommended Prerequisite: CA 316
Students in Advanced Multimedia Production will develop their audio, video, and online multimedia production skills. This class will help you develop basic production skills that will prepare you for work on student media as well as internships at media outlets and public relations firms. This is a hands-on video laboratory course. You will produce a number of projects, both written and digital, to demonstrate your mastery of production. You will learn broadcast writing, shooting, editing, newsgathering, studio operations, multimedia platforms, as well as techniques used to produce professional promotional products. As part of your work in the course, students will have a weekly on-air shift at KGSP-FM, Park University's student-run radio station. 3:0:3

CA 326
Editing and Design for Media and Public Relations
Prerequisites: CA 202, CA 218 and CA 224
Students conceptualize and edit copy, edit photographs and other images, work with writers and photographers, and design a variety of news and public relations presentations. Students confront the ethical questions faced by editors of vital community publications. The course is conducted in a workshop atmosphere. 3:0:3

CA 327
Persuasive Communication
Persuasion is a form of influence in which an audience is encouraged to adopt an idea, attitude or behavior through symbolic means. This course is a study of the persuasive process in contemporary society. Students apply persuasion theories in the interpersonal, organizational, public and global contexts in an effort to become responsible consumers and creators of public persuasion. Special attention is placed on ethical persuasion. Students develop and present persuasive messages and a persuasive campaign. This course may incorporate service learning. 3:0:3

CA 341 (AR 341)
Photography II
Prerequisite: CA 241.
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 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
Prerequisite: CA 348.
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 403
Multimedia Practicum III:
Major Project in Journalism, Photography or Public Relations
Prerequisites: CA 202, CA 316 and CA 324
Students primarily work on storytelling and documentary projects for live media venues. They conceptualize these capstone projects in journalism or public relations, plan and create them independently, and, in concert with other students, bring them to publication. They also may serve as senior writers and videographers on student media. 3:0:3

CA 404
Seminar: Special Topics in Communication Arts
Prerequisite: Advanced standing.
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 405
Communication and Gender
This course is designed to promote critical thinking and analysis of gender and communication issues in the personal and professional contexts. A variety of theoretical perspectives will be utilized to examine gender socialization, identity, female-male interactions, stereotypes, and the role of language. 3:0:3

CA 420
Human Relations in Group Interaction
Prerequisite: Advanced standing.
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
Prerequisite: Advanced standing.
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 451
Communication and Leadership in Groups and Teams
Study of leadership, group processes, and interpersonal relationships in the small group. Special emphasis will be given to the effect of culture on small group interaction. 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 490
Professional Learning Experience

Section A: Journalism
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: CA 218 and CA 318.
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
Prerequisite: CA 348.
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.

CA 491
Senior Research 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 493
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

CA 493
Leadership for Civic Engagement
Prerequisite: CA 233
Students will apply leadership and communication theory, skills, and values to identify, research, plan, carry out, and analyze the effectiveness of a service project that makes a meaningful difference in the civic life of our communities. Emphasis will be placed on the student's recognition of their membership in global and local communities and their development of framing, storytelling, organizational, and direction-giving skills. Because of the nature of the course, it is offered in the 16-week format only. 3:0:3

CH – Chemistry

CH 101 LE
Chemistry in the World
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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. 3:3:4

CH 102 LE
Contemporary Chemistry
(Taught in 8-week 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 LE
Introductory Chemistry
5 Cr. Hrs. (4 lecture & 3 lab hrs. per week)
Co-requisite: MA 125 or higher.
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 LE
General Chemistry I
3 Cr. Hrs. (3 lecture hrs. per week)
Co-requisite: MA 125 or higher and CH 107L which is a separate course that can be waived by permission of the instructor.
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 LE
General Chemistry Laboratory I
1 Cr. Hrs. (3 lab hrs. per week)
Co-requisite: CH 107 which is a separate course that can be waived by permission of the instructor.
Students are introduced to basic laboratory techniques. Experiments will reinforce materials covered in the lecture components of this course. 0:3:1

CH 108 LE
General Chemistry II
3 Cr. Hrs. (3 lecture hrs. per week)
Prerequisite: 'C' or better in CH 107 or permission of instructor.
Co-requisite: CH 108L which is a separate course that can be waived by permission of the instructor.
A continuation of CH 107 with major topics covered including solutions, chemical kinetics, thermodynamics, equilibria, and an introduction to descriptive chemistry. 3:0

CH 108L
General Chemistry Laboratory II
1 Cr. Hrs. (3 lab hrs. per week)
Prerequisite: 'C' or better in CH 107L or permission of instructor.
Co-requisite: CH 108 which is a separate course that can be waived by permission of the instructor.
A continuation of CH 107L with experiments relating to kinetics, equilibria, thermodynamics, and qualitative analysis. 0:3:1

CH 204
Nutrition for the Health Sciences
Prerequisites: CH 105 and BIO 211
A review of the basic concepts of biochemistry and nutrition as it relates to digestion, absorption and metabolism of macro-and micro-nutrients throughout the life cycle.
A study of nutrition as it relates to the prevention and intervention of disease states including, but not limited to, obesity, diabetes, metabolic syndrome, cardiac, liver, kidney, and gastrointestinal disorders. 3:0:3

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 306
Chemical Bibliography
Prerequisites: EN 105, EN 106 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
3 Cr. Hrs. (3 lecture hrs. per week)
Prerequisite: CH 108.
Co-requisite: CH 317L (except in 8-week programs.) which is a separate course that can be waived by permission of the instructor. An introduction to the chemistry of carbon based compounds. Nomenclature, structure, bonding, and reaction mechanisms. 3:0:3

CH 317L
Organic Chemistry Laboratory I
1 Cr. Hrs. (4 lab hrs. per week)
Co-requisite: CH 317 which is a separate course that can be waived by permission of the instructor.
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
3 Cr. Hrs. (3 lecture hrs. per week)
Prerequisite: CH 317.
Co-requisite: CH 318L which is a separate course that can be waived by permission of the instructor.
Application of principles learned in CH 317 to members of each homologous series. Retrosynthetic analysis and introduction to bioorganic chemistry (amino acids, nuclear bases, carbohydrates, lipids). 3:0:3

CH 318L
Organic Chemistry Laboratory II
1 Cr. Hrs. (4 lab hrs. per week)
Co-requisite: CH 318 which is a separate course that can be waived by permission of the instructor.
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
4 Cr. Hrs. (3 lecture & 4 lab hrs. per week)
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
4 Cr. Hrs. (3 lecture & 4 lab hrs. per week)
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 (BIO 337)
Biochemistry
3 Cr. Hrs. (3 lecture hrs. per week)
Prerequisites: CH 318 and CH 318L
Co-requisite: BIO 337L which is a separate course that can be waived by permission of the instructor.
Biochemical systems and the relation of chemical structure to biochemical function as well as the molecular basis of metabolism are discussed. 3:0:3

CH 337L (BIO 337L)
Biochemistry Laboratory
1 Cr. Hrs. (3 lab hrs. per week)
Co-requisite: BIO 337 which is a separate course that can be waived by permission of the instructor.
Students are introduced to basic laboratory techniques in biochemistry. Experiments will reinforce materials covered in the co-requisite lecture. 0:3:1

CH 342
Advanced Inorganic Chemistry
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisite: Any of the following: CH 317, CH 318, CH 328, CH 329 and CH 337.
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
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
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 equlibria, chemical equilibrium, electrochemistry, kinetics, atomic structure, bonding, and molecular spectroscopy. 3:3:4

CH 407
Physical Chemistry I
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 – Chemistry (continued)

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: 1-6 hours.

CJ – Criminal Justice

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 – Criminal Justice (continued)

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 252
Victimology
This basic course is an introductory study of the relationship between the criminal justice system and victims. The course examines policy developments and other actions that have been developed based upon concerns over how victims are treated by the criminal justice system. Students will explore whether the criminal justice system can become more oriented toward victims and less toward the criminal. 3:0:3

CJ 300
Agency Administration
Prerequisites: CJ 100 and either CJ 231, CJ 232, or CJ 233.
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
Prerequisite: 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 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 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 415
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 420
Forensic Science
Prerequisite: Senior standing.
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.
This advanced 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 research proposal summarizing and evaluating the data-gathering instruments and comparing the data to published articles is required. 3:0:3

CJ 440
Internship in Criminal Justice
Prerequisites: Permission of Department Chair.
This advanced 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
Prerequisites: Permission of Department Chair.
This advanced 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, CJ 430 and senior standing.
This advanced 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 and 3.2 GPA.
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
Introduction to Engineer Construction Technology/Design/Materials and Safety
Introduction to the field of engineering calculations, technical reporting, presentation of data, and the fundamental steps of construction designs and safety issues. 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 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 315
Special Topics in Construction Management
In-depth examination of contemporary issues and developments in the field of Construction Management. May be taken twice for credit with a change of topic. 3:0:3

CO 360
Project Management/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, project management, job shop scheduling, and related problems. 3:0:3

CO 365
Construction Project Management
Prerequisite: CO 111
This course focuses on project planning, project and contract administration, claims and disputes, responsibilities, proper documentation, construction laws, labor relations, construction safety, meetings, negotiations, CPM scheduling, quality assurance, construction materials and workmanship, and project closeout. 3:0:3

CO 450
Construction Management Internship
Open only to student who have completed at least three of their courses in Construction Management and have an overall 3.0 GPA. The internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The internship will be approved and overseen by the Construction Management Program Coordinator (PC) or a business faculty member approved by the PC. An experience paper is required. One credit hour will be earned by 40 hours of experience. This class may be repeated to earn a maximum of 6 credit hours at the discretion of the PC. The grade will be pass/fail. 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 145
Introduction to Mobile Application Development
This course introduces students to programming by creating applications that run on mobile devices. The main topics of this course are computational thinking, software design, program development, and testing. Students will gain hands-on experience in creating mobile apps with multimedia components such as graphics, audio, video, and animation. 3:0:3

CS 147
Computing Principles
Prerequisite: MA 125 or departmental chair permission.
This course introduces students to the central ideas of computer science, engages them in computational thinking, and investigates how computing contributes to other disciplines and how it affects society in general. (college readiness). 3:0:3

CS 151
Introduction to Programming
Prerequisite: A grade of C or better in any math course >= MA 125, or Grade of C or better in CS 144, CS145, or CS147, or ACT math score ≥ 23, or SAT math score ≥ 510, or College Success Level Math Test score ≥ 89.
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 152
Introduction to Python Programming
Prerequisite: Grade of C or better in any math course ≥ MA125, or grade of C or better in CS144, CS145, or CS147, or ACT math score ≥ 23, or SAT math score ≥ 510, or College Success Level Math Test score ≥ 89.
This course introduces students to computer programming and algorithmic thinking. The current language is Python. Students will learn about variables, data types, input/output, control flow, sequences, and functions. 3:0:3

CS 208 (MA 208)
Discrete Mathematics
Prerequisite: A grade of C or better in any math course ≥ MA 125, or an ACT math score ≥ 23, or an SAT math score ≥ 510, or a College Success College Level Math Test score ≥ 89.
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 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 ≥ MA 125 and a grade of C or better in CS 151.
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 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 240
Web Programming I
Prerequisite: CS 151 or CS152.
This course provides an introduction to the various languages, tools and programming techniques used for client-side programming on the World Wide Web. Concepts will be put into practice by using HTML, cascading style sheets, and JavaScript. Due to the particularly dynamic nature of the web environment, course content will change as appropriate.

CS 300
Technology in a Global Society
Prerequisite: EN 106
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 240
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 319
Computer Architecture
Prerequisites: CS208 and either CS151 or CS152.
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 322
Web Programming II
Prerequisite: CS 240.
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. Due to the particularly dynamic nature of the Web

environment, course content will change as appropriate. 3:0:3

CS 330
Principles of Mobile Development
Prerequisite: CS 314
This course focuses on the development of web-based solutions for mobile devices. Topics include hybrid mobile application development concepts, testing, debugging, and deployment. Students put these concepts into practice by building app-based solutions and non-app based solutions, with database integration. Due to the particularly dynamic nature of the web/app 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 either CS 151 or CS 152, or instructor consent.
This course provides an overview of computer networking concepts. Course topics include (but are not limited to): network topologies and protocols, local and wide area networking, layering model, and logical and physical network addressing. Additionally, the course may contain various hands-on networking projects. This course includes the concepts in a course recommended by Cisco for Cisco Certified Entry Networking Technician (CCENT) as the first area of study. 3:0:3

CS 366
Computer Networking Laboratory
Co-requisite or Prerequisite: CS152 and 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 reinforce the concepts learned in CS 365. Together, this course and CS 365 include the concepts in a course recommended by Cisco for Cisco Certified Entry Networking Technician (CCENT) as the first area of study. 1:0:1

CS 369
Operating System Administration
Prerequisites: CS 365 and IS 361.
This course provides students with the fundamentals of system administration under various operating system environments (including for examples, Linux, Windows.) Topics may include (but not limited to): directory services, server management, file I/O configuration, and user/client administration. Theoretical concepts will be put into practice with hands-on exercises. 3:0:3

CS 371
Internetworking
Prerequisites: CS 365 and CS 366
This course introduces a variety of routing and switching concepts. Course topics include (but are not limited to): static and dynamic routing, packet forwarding, and switching technologies. Additionally, the course may contain various hands-on networking projects. This course includes the concepts in a course recommended by Cisco for Cisco Certified Entry Networking Technician (CCNET) as the second area of study. 3:0:3

CS 372
Advanced Networking
Prerequisite: CS 371
This course introduces a variety of advanced routing and switching concepts. Course topics include (but are not limited to): advanced functionalities in dynamic routing protocols and switching mechanisms. Additionally, the course may contain various hands-on networking projects. This course includes the concepts in a course recommended by Cisco for Cisco Certified Network Associate (CCNA) Routing and Switching. 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
Prerequisite: 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. Additionally, the course may contain various hands-on networking projects. This course includes the concepts in a course recommended by Cisco for Cisco Certified Networking Associate (CCNA) Routing and Switching. 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 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.
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. 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 IS 141.
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 IS 141 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 450
Senior Seminar in Economics
Prerequisites: EN 306B, EC 300, EC 301, MG 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 452
Economics Internship
Open only to students who have completed at least 3 of their courses in Economics and have an overall GPA of 3.0. The internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The internship will be approved and overseen by the Economics Program Coordinator (PC) or a business faculty member approved by the PC. An experience paper is required. Once credit hour will be earned by 40 hours of experience connected to the internship learning outcomes. This class may be repeated to earn a maximum of 6 credit hours at the discretion of the PC. Course grade will be pass/fail.

EC 490
Special Topics in Economics
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.

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, kindergartner, 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 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 220
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 337
Development and Learning Through Play
Prerequisites: EDC 220 and EDC 222
The course emphasizes understanding theoretical and empirical perspectives that connect play to young children's learning and development. Furthermore, the course accentuates designing play-based curriculum and assessment for diverse learners focusing heavily on art, music and creative drama. 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: 12 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. Candidates seeking degree in Early Childhood Education and Leadership will plan to take EDC 344, 345 and 346 once they have completed practicum. 2:0:2

EDC 345
Financial Aspects of Early Childhood Programs
Prerequisite: 12 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. Candidates seeking degree in Early Childhood Education and Leadership will plan to take EDC 344, 345 and 346 once they have completed practicum. 2:0:2

EDC 346
Human Resources in Early Childhood Programs
Prerequisite: 12 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. Candidates seeking degree in Early Childhood Education and Leadership will plan to take EDC 344, 345 and 346 once they have completed practicum. 2:0:2

EDC 348
Family Involvement in Early Childhood 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 354
Observation, Assessment & Screening in Early Childhood Education
Prerequisite: Admission to the School of Education
Concurrent enrollment in:
EDC 363, EDC 355, and EDC 373.
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 355
Social and Emotional Learning in Early Childhood
Prerequisite: Admission to the School of Education. Concurrent enrollment in EDC 354, EDC 363 and EDC 373.
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 362
Infants and Toddlers
Prerequisite: Admission to the School of Education
Students will plan, implement and evaluate developmentally appropriate materials, activities and strategies for children, birth through age two. 3:0:3

EDC 363
Integrating the Curriculum: Pre-primary
Prerequisite: Admission to the School for Education. Concurrent enrollment in EDC 354, EDC 355 and EDC 373.
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. 3:0:3

EDC 364
Integrating the Curriculum: K-3
Prerequisite: Admission to the School of Education. Concurrent enrollment in EDE 380, EDE 385, EDC 374.
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 of 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 Early Childhood Education and Leadership Candidates will spend one day **per week** in the classroom during weeks 2-7. Early Childhood Certification and Teaching Young Children will spend two full days **per week** in the classroom during weeks 2-7. The practicum is scheduled through the Early Childhood Program. The student must earn at least a "B" in the practicum to continue in the program. Candidates seeking a degree in Early Childhood Education and Leadership shall take EDC 372 for a minimum of one credit hour. Candidates seeking a degree in Early Childhood Education Teaching Young Children OR Early Childhood Education Certification shall take EDC 372 for two credit hours. Variable credit 1-2 hours

EDC 373
Pre-primary Practicum
Prerequisite: Admission to the School for Education. Concurrent Enrollment in EDC 354, EDC 355, and EDC 363.
A supervised field experience in 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 for 12 weeks. Early Childhood Education and Leadership candidates will spend a minimum of a half day per week in the setting. Early Childhood Certification Candidates and Teaching Young Children Candidates will spend a minimum of 1 full day per week in the setting. The candidate must earn at least a "B" in the practicum to continue in the program. Candidates seeking a degree in Early Childhood Education and Leadership shall take EDC 373 for a minimum of one credit hour. Candidates seeking a degree in Early Childhood Education Teaching Young Children OR Early Childhood Education Certification shall take EDC 373 for 2 credit hours. Variable credit: 1 - 2 hours.

EDC 374
K-3 Practicum
Prerequisite: Admission to the School for Education. Concurrent enrollment in EDE 380, EDE 385, EDC 364.
A supervised field experience in an early 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 candidate is required to be in the early primary setting a minimum of 1 day per week for 12 weeks. The student must earn at least a "B" in the practicum to continue in the program. 0:2:2

Student must pass appropriate Missouri Content Assessment before enrolling in Directed Teaching with Seminar.

EDC 410
Field Experience III
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 of Education and criteria met for directed teaching.
This course is composed of a directed teaching and seminar experience. Seminar is designed to provide personal and professional support during a teacher candidate's directed teaching experience. Seminar begins with intensive training followed by weekly meetings throughout the semester. Teacher candidates are placed in one school setting under the supervision of a cooperating teacher and university supervisor, assuming the role and responsibilities of a lead teacher in-and-out of the classroom. 2:10:12

EDC 415
Internship to ECE & Leadership
Prerequisites: EDC 354, EDC 355, EDC 362, EDC 363, EDC 372, EDC 373, and courses related to the area of concentration in Leadership, admission to the School of Education and criteria met for requesting internship.
Candidates, who are in catalogs dating 2009-2015, will enroll in EDC415 for 10 credit hours. Candidates will plan a 10-week fulltime field experience with their education advisor (candidates will spend no less than 400 hours working directly at an internship site). Candidates, who are in catalogs 2016 and later, will enroll in EDC415 for 6 credit hours. Candidates will plan a 16-week, (minimum of 15 hours each week), field experience with their education advisor (candidates will spend a minimum of 240 hours working directly at an internship site). Both internships include a seminar designed to examine the role of leadership in early childhood education. Degree portfolio will be completed in this course. Variable credit 6-10 hours.

EDC 420
Internship in Early Childhood Teaching Young Children
Prerequisites: EDC354, EDC355, EDC362, EDC363, EDC372, EDC373, admission to the School of Education and criteria met for requesting internship.
Internship in Teaching Young Children is an internship experience in one or two different early childhood settings (Infant or Toddler and Preprimary). Candidates, who are in catalogs dating 2009-2015, will enroll in EDC420 for 10 credit hours. Candidates will spend no less than 400 contact hours at the internship site. Candidates, who are in catalogs 2016 and later, will enroll in EDC420 for 6 credit hours. Candidates will plan a 16-week, (minimum of 15 hours each week), field experience with their education advisor, (candidates will spend a minimum of 240 hours working directly at an internship site). The internship can occur as a form of mentorship only if: 1) The candidate is currently teaching full-time; 2) The site is pre-approved (accredited) AND 3) The candidate can provide evidence that a mentor will be provided by the school to meet with the candidate each day that the candidate is participating in the internship experience. Interactions with children and families from a variety of backgrounds will be an internal part of the experience. Degree portfolio will be completed in this course. Variable credit 6-10 hours.

EDC 425
Seminar for Internship in Early Childhood Teaching Young Children and Early Childhood Education and Leadership
Prerequisites: EDC 354, EDC 355, EDC 362, EDC 363, EDC 372, EDC 373, admission to the School of Education and criteria met for requesting internship. Concurrent Enrollment: EDC 415 or EDC 420.
The seminar is a capstone course. The purpose of the seminar is to allow exploration of issues and experiences in Early Education in a reflective way, to enhance the leadership/teaching experience, and to articulate a philosophy of early childhood education as a basis for making professional decisions. An in-depth project and degree portfolio will be completed in this course. 2:0:2

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 225
Children's Health, Movement and Nutrition
This course recognizes that children, birth through grade 6, must be in a state of wellness in order to learn and reach their full potential; influential factors will be examined, including health, nutrition, and movement practices at home and school. Related topics include the importance of collaborating with families and sensitivity to cultural practices, special needs of children, as well as the teacher's role as a mandated reporter. 3:0:3

EDE 332
Integrating Arts in Learning Activities
This course investigates standards and instructional strategies for pre-primary through grade 6 visual arts, music, and drama inclusive of explorative methods in arts integration, the role of the arts in a child's education and development, and how the arts facilitate diversity education. Also included is an exploration of Gardner's Multiple Intelligences theory and an emphasis on artistic and critical perception, critical analysis and reasoning, and aesthetic awareness. 3:0:3

EDE 335 (EDC 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 340 Language and Literacy Development
This course provides foundational knowledge, theory, and current research about children's oral and written language and literacy acquisition and development from birth through adolescence. Linguistic elements and systems of the English language will be examined, including phonology, grapheme-phoneme correspondence patterns, morphology, syntax, semantics, and pragmatics. Application of this foundational knowledge to developmentally-appropriate language and literacy instruction in grades pre-primary through grade 6 will be stressed. 3:0:3

EDE 342
Mathematics Learning in Elementary Grades
This course will examine best practices for planning and delivering mathematics instruction pre-primary through grade 6. Mathematics topics will focus on number sense, operations, algebraic thinking, measurement, geometry, data analysis, probability and diagnosing math misconceptions and errors through error analysis. Teacher candidates will be engaged in hands-on activities, problem solving, authentic tasks, and active learning activities that exemplify cultural considerations and family involvement. 3:0:3

EDE 343
Curriculum Integration & Strategy Instruction in Social Science & Science
This course guides teacher candidates to identify the national, state, and district standards for social studies and science and plan learning opportunities aligned with standards. Emphasis is placed on guiding teacher candidates to use creative problem-solving to adapt instructional strategies, choose materials, and design units that integrate subject areas across a student-centered curriculum. 3:0:3

EDE352
Building an Effective, Equitable Learning Environment for Elementary Grades
Prerequisite: Admission to the School of Education.
This course provides an overview of current research, theory, and best practices that can be used to build and develop an effective, supportive learning environment which encourages educational and social/emotional growth for all students. 3:0:3

EDE 355
Classroom Management for Elementary Teachers
Prerequisites: EDU 203 and Admission to the School of 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 a "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 360A
Field Experience I
Prerequisite: Admission to the School of Education. Concurrent enrollment in EDU 375 or permission of the program. Recommend simultaneous enrollment with EDU 351 and EDE 362.
This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

EDE 360B
Field Experience II
Prerequisites: Admission to the School of Education and concurrent enrollment in EDU 384 and EDE 383.
This field experience in a classroom supports the integration of teacher knowledge, skills, and disposition in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

EDE 363
Literacy Learning in the Elementary Grades
Prerequisite: EDE 340 or permission of the program and Admission to the School of Education. Recommended simultaneous enrollment with Field Experience I.
This course develops elementary teacher candidates' knowledge and skills in effectively planning, implementing, and assessing English Language Arts/Literacy instruction in grades K-6. Course activities will include critical examination, modeling, and practice with theory-based teaching and learning strategies that build elementary grade children's oral, written, visual, technological, and higher-order literacy competencies in English/Language Arts and across elementary school content areas. 3:0:3

EDE 378
Science for Early Childhood and Elementary Teachers
Elementary: Prerequisites: EDE 359 and admission to the School of Education.
Early Childhood Prerequisites: Admission to the School of 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
Prerequisites: Admission to the School of Education.
Elementary Prerequisites: To be taken concurrently with EDE 360 Practicum A.
Early Childhood Prerequisites: To be taken concurrently with EDC 364, EDE 385 and

EDC 374.
Teaching in the elementary grades 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 support literacy development. 6:0:6

EDE 383
Mathematics Methods and Differentiated Learning in Elementary Grades
Prerequisites: EDE 342, MA 120 or MA 135 plus one additional math course or permission of the program, and Admission to the School of Education. To be taken concurrently with Field Experience II.
This course provides an examination and application of effective assessment/diagnostic and instructional techniques for pre-primary through grade 6, including remedial strategies, for the teaching of mathematics. Opportunities will be provided to apply knowledge of the assessment/diagnostic methods and prescriptive teaching strategies with students in the area of mathematics during a field experience in an elementary school setting. 3:0:3

EDE 385
Diagnosis and Remediation for Math Difficulties
Prerequisites: MA 135 plus one additional Math course.
admission to the School of Education.
Elementary: To be taken concurrently with EDE 360C
Practicum. Early Childhood: To be taken concurrently with EDE 380, EDC 364 and EDC 374:
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
Prerequisites: EDE 380 and admission to the School of Education. Concurrent enrollment: EDE 360C Practicum
A survey of the assessments teachers can use in their classroom to determine reading difficulties. Assessments 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

Student must pass appropriate Missouri Content Assessment before enrolling in Directed Teaching with Seminar.

EDE 410
Field Experience III
Prerequisites: EDE 360A and EDE 360B with at least a grade of "B".
This course is composed of directed teaching and seminar experience. Seminar is designed to provide personal and professional support during a teacher candidate's directed teaching experience. Seminar begins with intensive training followed by weekly meetings throughout the semester. Teacher candidates are placed in a school setting under the supervision of a cooperating teacher and university supervisor, assuming the role and responsibilities of lead teacher in-and-out of the classroom. 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 352
Building an Effective, Equitable Learning Environment
Prerequisite: Admission to the School of Education.
This course provides an overview of current research, theory, and best practices that can be used to build and develop an effective, supportive learning environment which encourages educational and emotional growth for all students while incorporating the philosophy and organization needed in a middle school setting. 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 358 (EDS 358)
Reading and Writing in the Content Areas
Prerequisite: Admission to the School of Education. Recommend simultaneous enrollment with Field Experience I.
This course provides middle school and secondary teacher candidates with theory-based strategies to develop middle school and high school learners' engagement with literacy, with a focus on building literacy competencies in both discipline-specific and interdisciplinary contexts. Course activities will include critical examination, modeling, and practice with theory-based teaching and learning strategies that will scaffold the development of middle school and secondary school learners' oral, written, visual, technological, and higher-order literacy competencies. 3:0:3

EDM 360A
Field Experience I
Prerequisites: Admissions to the School of Education and concurrent enrollment in EDU 375. Recommend simultaneous enrollment with EDU 351 and EDM 358/EDS 358.
This field experience in a classroom supports the integration of teacher knowledge, skills and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

EDM 360B
Field Experience II
Prerequisites: Admissions to the School of Education and concurrent enrollment in EDU 384. Recommend simultaneous enrollment with EDU 351 and EDM 358/ EDS 358.
This field experience in a classroom supports the integration of teacher knowledge, skills and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

EDM 395
Methodology in Content Area
Prerequisite: Admission to the School of Education.
The purpose of this course is for teacher candidates to identify and practice professional content literacy and assessment methods in the area of certification. A. English. B. Social Science. C. Science. D. Mathematics

Student must pass appropriate Missouri Content Assessment exams in both areas of certification before enrolling in Directed Teaching with Seminar

EDM – Middle School Education (continued)

EDM 410
Field Experience III
Prerequisites: EDM 360A and EDM 360B with at least a grade of "B".
This course is composed of directed teaching and seminar. Seminar is designed to provide personal and professional support during at teacher candidate's directed teaching. Seminar begins with intensive training followed by weekly meetings throughout the semester. Teacher candidates are placed in a school setting under the supervision of a cooperating teacher and university supervisor, assuming the role and responsibilities of lead teacher in-and-out of the classroom. 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 352
Building an Effective, Equitable Learning Environment for Elementary Grades
Prerequisite: Admission to the School of Education.
This course provides an overview of current research, theory, and best practices that can be used to build and develop an effective, supportive learning environment which encourages educational and social/emotional growth for all students. 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
Prerequisite: Admission to the School of Education. Recommend simultaneous enrollment with Field Experience I.
This course provides middle school and secondary teacher candidates with theory-based strategies to develop middle school and high school learners' engagement with literacy, with a focus on building literacy competencies in both discipline-specific and interdisciplinary contexts. Course activities will include critical examination, modeling, and practice with theory-based teaching and learning strategies that will scaffold the development of middle school and secondary school learners' oral, written, visual, technological, and higher-order literacy competencies. 3:0:3

EDS 360A
Field Experience I
Prerequisites: Admissions to the School of Education and concurrent enrollment in EDU 375. Recommend simultaneous enrollment with EDU 351 and EDM 358/EDS 358. This field experience in a classroom supports the integration of teacher knowledge, skills and dispositions in observation and application of classroom management, professional practices, and instructional techniques.

EDS 360B
Field Experience II
Prerequisites: Admissions to the School of Education and concurrent enrollment in EDU 384. Recommend simultaneous enrollment with EDU 351 and EDM 358/EDS 358. This field experience in a classroom supports the integration of teacher knowledge, skills and dispositions in observation and application of classroom management, professional practices, and instructional techniques.

EDS 395
Methodology in Teaching Content Area in The Secondary Classroom
Prerequisite: Admission to the School of Education.
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 Science C. Science D. Mathematics. 3:0:3

Student must pass appropriate Missouri Content Assessment before enrolling in Directed Teaching with Seminar.

EDS 410
Field Experience III
Prerequisites: EDE 360A, EDE 360B, and EDU 360C with at least a grade of "B".
This course is composed of directed teaching and seminar. Seminar is designed to provide personal and professional support during a teacher candidate's directed teaching. Seminar begins with intensive training followed by weekly meetings throughout the semester. Teacher candidates are placed in a school setting under the supervision of a cooperating teacher and university supervisor, assuming the role and responsibilities of lead teacher in-and-out of the classroom. (2:10:12 Art and Spanish) (2:12:14 Elementary with Cross Category) Variable credit 12-14 hours.

(SS) Social Sciences

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 of Education, which requires a formal application after passing the MoGEA test (Early Childhood Education and Leadership, and Early Childhood Education Teaching Young Children – non-certification) majors are excluded from MoGEA), maintaining a 2.75 GPA, and successfully completing basic general education courses, writing and math competencies, a letter of reference and a portfolio.

EDU 107
Career Inquiry in Education
The course is designed to introduce teaching as a profession in the United Sates. An overview of diverse educational opportunities and settings is provided. Course topics include teaching as a career; knowledge, skills and dispositions of educators; and agencies regulating educational standards, frameworks, and accountability. 2:0:2

EDU - Education (continued)

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
This course provides an introduction to how technology can support pedagogy, including inquiry-based learning, collaboration, and the design of high-quality lessons for a community of learners. Various forms of technology operations and technological resources will be introduced as tools to enhance the teaching-learning assessment process. 3:0:3

EDU 210 LE
The School as a Social System
This course includes a survey of the historical, philosophical, legal, governance, and funding foundations of education systems in the United States. Influence of society on education systems and the influence of education systems on society will be emphasized and include discussion of selected educational problems, issues and practices examined in light of current social conditions. 3:0:3

EDU 220
Development and Learning, Birth through Adolescence
This course reviews the study of human development from conception through adolescence with a focus on physical, cognitive, social, and emotional domains of development and the interaction among these areas of development. Application of knowledge of development to teaching and learning will be emphasized as well as ways in which development is impacted by cultural and contextual factors within the family and community. 3:0:3

EDU 300
Writing in Education
Prerequisites: EN 105 and EN 106 with at least a "C"
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 EN 306. 3:0:3

EDU 310
Issues in Diversity and World Cultures
This course deals with issues of equity and justice in education including gender, race, religion, class, age, sexual orientation, and issues faced by learners who are culturally and linguistically diverse. Teacher candidates will be exposed to educational situations that challenge stereotypes of society. They are expected to engage in deep reflection and critical analysis of culturally-responsive teaching 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 336
Foundations of Special Education
The course serves as an introduction to the special education profession including an examination of the historical, philosophical, and legal foundations of special education, components necessary for effective collaboration and consultation with parents, school personnel and other professionals in person-centered planning, related multicultural values, ethical and legal issues, the characteristics of students with exceptional learning needs

exceptionalities, and the process and procedures for providing special education services to meet the educational, social, and personal goals for student with disabilities exceptionalities as defined in their Individual Education Programs, Behavior Intervention Plans, and/or Individual Transition Plans. The recommended practices of the Council for Exceptional Children will serve as the foundation for understanding the roles, knowledge and competencies of the special educator. 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 345
Teaching Linguistically and Culturally Diverse Learners
In this course, teacher candidates will learn principles of second language acquisition and characteristics of dialects to promote content-area learning and academic-language development for English language learners (ELL) and students who are culturally diverse in grade K-12 classrooms. Particular attention will be given to methods and strategies for planning, implementing and assessing effective instruction for ELL and students who are culturally diverse. 3:0:3

EDU 347
Family, School and Community Collaboration
This course is designed to help teacher candidates develop the communication, collaboration, and consultation skills and strategies to create and maintain effective partnerships with families and professionals and empower all stakeholders dedicated to the care of children and youth, particularly those with exceptional learning needs. 3:0:3

EDU 351
Strategies for Higher-Order Learning
Prerequisite: Admission to the School of Education. Recommended simultaneous enrollment with Field Experience I.
This course will examine effective instructional strategies to promote higher-order thinking skills with an emphasis on developing knowledge of the Missouri Learning Standards, unit and lesson designs, and forma and informal assessments. 3:0:3

EDU 355
Banishing Bullying Behavior
This course is intended to provide an overview of "student" bullying as well as provide links to numerous resources for teachers and parents. Topics include, but are not limited to: forms of bullying, intervention strategies, and impacts on the teaching and learning process. Education students may enroll in this course prior to formal admission into the School of Education. 3:0:3

EDU 356
Assessment in Special Education
Prerequisite: Admission to the School of Education.
This course examines how assessment is used to make specific legal and instructional decisions about students with exceptionalities during each of the assessment steps in the special education process, including screening, referral, determining eligibility, program planning (I Individual Education Programs, Behavior Intervention Plans, and/or Individual Transition Plans), program monitoring, and program evaluation. Candidates will critique the appropriate uses and limitations of various types of informal and formal assessments of behavior, learning, achievement, and environment to individualize learning experiences that support the growth and development of students with exceptionalities. 3:0:3

EDU 360A
Field Experience I
Prerequisite: Admission to the School of Education and concurrent enrollment in EDU 375. Recommend simultaneous enrollment with EDU 351 and EDM 358/ EDS 358.
This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

EDU 360B
Field Experience II
Prerequisites: Admissions to the School of Education and concurrent enrollment in EDU 384. Recommend simultaneous enrollment with EDU 351 and EDM 358/EDS 358.
This field experience in a classroom supports the integration of teacher knowledge, skills and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

EDU 360C
Field Experience SPED I or Field Experience SPED II
Prerequisite: Admission to the School of Education and concurrent enrollment in EDU 356, EDU 366, EDU 447, or EDU 457.
This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in observation and application of classroom management, professional practices, and instructional techniques. Variable credit 1-2 hours.

EDU 362
Observation, Assessment and Data-based Decision Making
Prerequisite: Admission to the School of Education.
This course provides an overview of formal and informal assessment strategies that can be used across the assessment continuum to observe, gather, analyze, and interpret data to improve school curriculum and instruction and maximize student learning. 3:0:3

EDU 366
Methods of Teaching Students with Cross-Categorical Disabilities
Prerequisite: Admission to the School of Education.
This course is designed to develop and enhance teacher candidates' knowledge and skills in using principles of differentiation to adapt and modify instruction for students with exceptionalities related to content-specific areas, literacy, social competence and self-determination, study skills, and career development and readiness. Candidates will also examine how multi-tiered interventions systems, such as RTI, accommodations and modifications, and assistive and instructive technology can be used across a continuum of service delivery models to support the individualized needs of students with exceptionalities in meeting the goals defined in their Individual Education Programs, Behavior Intervention Plans, and/or Individual Transition Plans. 3:0:3

EDU 367
Assessment in Education
Prerequisites: EDU 203 or EDM 225 or EDS 225 and admission to the School of Education.
This course is designed to acquire the conceptual foundation of assessment. Emphasis will be placed on formal and informal assessment, teacher-made assessments, authentic assessment, and standardized tests. The use of qualitative and quantitative data will be included. 3:0:3

EDU 375
Exceptional Children & Differentiated Learning
This course provides an overview of individuals with exceptionalities, how characteristics associated with various exceptionalities can impact a student's performance in the classroom, and how principles of differentiation, such as those proposed by Tomlinson's Differentiated Instruction and CAST's Universal Design for Learning, can be used to adapt curriculum, instruction, and assessment to meet the needs of students with exceptionalities. Candidates also examine the steps involved in the special education process, including screening, referral, evaluation, individualized program design (Individual Education Programs, Behavior Intervention Plans, and Individual Transition Plans), placement, and implementation and monitoring of program effectiveness.

EDU 384
Meeting Literacy Needs of All Learners
Prerequisites: EDE 363 or EDM/EDS 358 and Admission to the School of Education. To be taken concurrently with Field Experience II.
This course prepares teacher candidates to individualize instructional interventions for upper elementary, middle, and high school students identified as struggling readers. Assessments used to screen for reading difficulties will be surveyed, and particular attention will be given to research-based methods and materials designed to assist students with reading deficits. 3:0:3

EDU - Education (continued)

EDU 388
Methodology in Content Area
Prerequisites: Admission to the School of Education. Recommended simultaneous enrollment with EDU 360B.
The purpose of this course is for teacher candidates to identify and practice professional content literacy and assessment methods in the area of certification. The areas of concentration are A: Art B: Spanish. 3:0:3

EDU 400
Independent Reading in Education
A course designed to meet individual interest areas in the field of education. Variable credit: 1-3 hours.

EDU 410
Field Experience III
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.
This course is composed of directed teaching and seminar experience. Seminar is designed to provide personal and professional support during a teacher candidate's directed teaching experience. Seminar begins with intensive training followed by weekly meetings throughout the semester. Teacher candidates are placed in two school settings under the supervision of a cooperating teacher and university supervisor, assuming the role and responsibilities of lead teacher in-and-out of the classroom. 2:12:14

EDU 457
Language Development of the Exceptional Child
Prerequisites: EDE 360A, EDE 360B, and EDU 360C with at least a grade of "B".
This course is composed of directed teaching and seminar. Seminar is designed to provide personal and professional support during a teacher candidate's directed teaching. Seminar begins with intensive training followed by weekly meetings throughout the semester. Teacher candidates are placed in a school setting under the supervision of a cooperating teacher and university supervisor, assuming the role and responsibilities of lead teacher in-and-out of the classroom. (2:10:12 Art and Spanish) (2:12:14 Elementary with Cross Category) Variable credit 12-14 hours.

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 – Engineering (continued)

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.
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 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 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 – English as an International Language (continued)

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 115
Writing Studio I
Taken only in conjunction with EN 105. The course enhances student engagement in reading, writing, and thinking across contexts, in close support of students' work in concurrent sections of EN 105. Class time will provide students with additional time and experience in small-group workshops, individual conferencing, open writing time, and inquiry into writing conventions. 1:0:1

EN 116
Writing Studio II
Taken only in conjunction with EN 106. The course provides students additional time and experience with academic reading and writing, in close support of students' work in concurrent sections of EN 106. Topics will include strategies for conducting library research, effective use of sources, knowledge of academic writing genres and conventions, and approaches to revisions. 1:0:1

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 204
Writing for Online Environments
Students will develop rhetorical skills appropriate to drafting, designing, and publishing online compositions. Students will explore typical web genres and formats, editing techniques, and established and emerging technologies, including social media. The course will emphasize the challenges new media presents to professionals' understanding of writing, design, and audience analysis. 3:0:3

EN 207
Professional and Technical Editing
An introduction to professional editing practice and principles, with an emphasis on technical editing. Students will learn to proofread and edit using professional copy-editing tools and mark-ups and will learn to edit with attention to the audience and purpose for different writing situations. In addition to editing for grammar, punctuation, and style, students will learn how to evaluate documents for readability and usability, as well as document design, organization, and consistency. 3:0:3

EN 205
Introduction to English Studies
Prerequisites: EN 105, EN 106 or equivalents.
An introduction to academic study in English, 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 LE
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
An introduction to concepts, techniques, and vocabulary involved in the literary analysis of poetry. The course involves a study of poetic works written in English and in translation. 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 304
Special Topics in Language and Literature
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 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 307 (C)
Professional Writing in English Studies
Prerequisites: EN 105, EN 106 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
Prerequisites: EN 105, EN 106 or equivalents. 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
Prerequisites: EN 105, EN 106 or equivalents. 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
Prerequisites: EN 105, EN 106 or equivalents. 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
Prerequisites: EN 105, EN 106 or equivalents. 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 324
Modern British and European Literature
This course focuses on British and European literature from the twentieth- and twenty-first centuries with emphasis on the cultural/historical contexts. 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 370
History and Practice of Rhetoric
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 – English (continued)

EN 384
Professional Learning Experience for English
Prerequisite: Junior or senior status.
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
Theory and Teaching of Writing
Prerequisites: EN 105 and EN 106
An introduction to composition theory, 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 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. 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 416
Estate Planning
Prerequisite: AC 309 and MA 171
In this course, students apply estate planning in personal financial planning. This course is designed to provide students with an understanding of the concepts of the fundamentals of estate planning, estate planning considerations and constraints, tools and techniques for general estate planning, and the tools and techniques for special estate planning situations. 3:0:3

FI 417
Investment Analysis and Management
Prerequisite: FI 360.
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 419
Retirement and Employee Benefit Planning
Prerequisite: FI 360
A course that provides an in depth exploration of two important aspects of financial planning. Students will learn the various alternatives available in planning for retirement, including qualified and non-qualified retirement plans and social security. Additional topics of study are the advantages and costs of employee benefit plans, including non-pension benefits. Healthcare planning, Medicare and ethical issues will be included. 3:0:3

FI 423
Professional Financial Planning
Prerequisites: FI 325, FI 416, FI 419 and AC 309
This course centers around the principles, concepts, ethics and applications of financial planning for the professional planner working with individuals, families or businesses. Analytical procedures will be taught and cases used to illustrate the determination of financial goals, appropriate produce selection, and planning process implementation necessary to accomplish goals. 3:0:3

FI 425
Principles of Real Estate
Prerequisite: FI 360.
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 only to students who have completed at least 3 of their courses in Finance and have an overall GPA of 3.0. The internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The internship will be approved and overseen by the Finance Program Coordinator (PC) or a business faculty member approved by the PC. An experience paper is required. One credit hour will be earned by 40 hours of experience connected to the internship learning outcomes. This class may be repeated to earn a maximum of 6 credit hours at the discretion of the PC. Course grade will be pass/fail.

FW – Fitness and Wellness

FW 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

FW 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

FW 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

FW 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

FW 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

FW 225
Kinesiology
Prerequisite: BI 210 or BIO 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

FW 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.

FW 250
Exercise Physiology
Prerequisite: BIO 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.

FW 260
Principles of Strength Training and Conditioning
Prerequisites: FW 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

FW 275
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

FW 300
Advanced Strength Training
Prerequisite: FW 260
An examination and implementation of strength training. Maximum benefits and body adaptation will be presented, and the safety features will be explained and implemented. 3:0:3

FW 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

FW 310
Advanced Conditioning
Prerequisite: FW 260
An in depth examination of the physiological principles that must be considered when designing and implementing conditioning programs to enhance athletic performance. 3:0:3

FW 325
Motor Skill Development
Prerequisite: FW 260
This course focuses on the development of

motor skills in children, adolescents and early adulthood, with an emphasis on identifying and aiding those individuals who have deficits with coordinated movement patterns. 3:0:3

FW 350
Fitness Testing and Prescription
Prerequisite: FW 260
A laboratory course that gives students practical experience with testing and evaluating individuals for aerobic fitness, muscular strength and endurance, body composition and other physiologic responses to exercises in order develop individualized exercise programs that are designed to improve and maintain physical fitness. 3:0:3

FW 375
Fitness and Wellness in Special Populations
Prerequisite: FW 260
This course focuses on the current health related issues and prepares students to effectively plan and implement fitness and wellness programs for a variety for special populations. 3:0:3

FW 400
Internship in Fitness, Wellness and Recreation
Prerequisites: FW 260 and FW 275 (formerly known as AT 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

(SS) Social Sciences

GGH – Human Geography

GGH 110 LE
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 LE
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 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 – Human Geography (continued)

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 LE
Physical Geography
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 LE
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 LE
Meteorology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 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 – Physical Geography (continued)

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
Prerequisite: GGP 350 and GGP 355.
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. 3:0:3

GO – Geology

GO 125 LE
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 LE
Astronomy
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 LE
Physical Geology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 LE
History of the Earth
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 geologic events that have been recorded. 3:3:4

GO 200 LE
Oceanography
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 (BIO 330)
Paleobiology
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
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 – Health Care

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 400
Special Topics in Healthcare Management
This course examines several important structural, political and regulatory issues in healthcare management. Potential topics include: the history of healthcare reform, consumer detected healthcare, the future of Medicare and Medicaid, medical ethics, healthcare economics, the impact of the Affordable Care Act (ACA), the future of Accountable Care Organization (ACO), managing a health related practice including human resources, confidentiality of employees, HIPPA regulation, and quantitative measurements of quality in healthcare. This course may be offered in 1-3 credits depending on the course content and assignments. Variable Credit 1-3

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 462
Health Care Management Internship
Open only to students who have completed at least 3 of their courses in Healthcare Management and have an overall GPA of 3.0. The internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The internship will be approved and overseen by the Healthcare Management Program Coordinator (PC) or a business faculty member approved by the PC. An experience paper is required. One credit hour will be earned by 40 hours of experience connected to the internship learning outcomes. This class may be repeated to earn a maximum of 6 credit hours at the discretion of the PC. Course grade will be pass/fail.

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
Prerequisites: HC 260, HC 351, HC 465
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 – History

HIS 101
Western Civilization: From Antiquity to 1500
This course surveys the social, cultural and political development of western Europe from the ancient Mediterranean world to the dawn of Modern Europe. This course covers the ancient civilizations of Babylonia and Egypt, Greece and Rome, and the collapse of the Roman Empire, the development of feudalism and conflicts between secular and ecclesiastical governments. Critical literacies and writings are emphasized. 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 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 107
Historical Thought
Examines the nature of historical explanation and nature of temporality in historical accounts via the narrative literary format. In addition, the course investigates the problem-oriented history, structure and agency in historical explanation, rhetoric and poetics of history. 3:0:3

HIS 111
Introduction to World History I (Ancient History)
A survey of world history that provides an introduction to the origin and development of the world's societies and their political, cultural and economic traditions from Prehistory to 500 A.D. 3:0:3

HIS 112
Introduction to World History II (Middle Ages)
A survey of world history that provides an introduction to the origin and development of the world's societies and their political, cultural and economic traditions from 500 to 1500 A.D. 3:0:3

HIS 113
Introduction to World History III (Modern Era)
A survey of world history that provides an introduction to the origin and development of the world's societies and their political, cultural and economic traditions from 1500 to Present. 3:0:3

HIS 203
Introduction to Historic Preservation
A survey of the history and theory of historic preservation. Students shall gain knowledge to apply historic preservation methods to renovation and restoration projects. 3:0:3

HIS 204
Introduction to Museum Studies
A survey of museology that introduces students to the history of museums and to debates on the philosophical nature of museums. The survey covers the types and definitions of museums. In addition, it traces the history of museums, discusses contemporary practices in museums, and examines current issues in the profession as it faces the future of museums in the 21st Century. Students will review museums' missions and their roles in society through case studies and exhibitions in a variety of museums. 3:0:3

HIS 207
Introduction to Archival Management
A survey of principles and practices that archivists and record managers apply, as well as issues they confront. Student will learn the nature of documentation and record keeping in contemporary society and the different types of institutions with responsibility for records. 3:0:3

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 240
Introduction to Oral History and Methods
The course will focus on the art and practice of oral history interviewing and methodology. Students will experience a balance of reading, discussion, and fieldwork, in which students shall create and implement an oral history project, in which a collection of digitally recorded interviews and their companion transcripts will be completed. In addition, the course will explore the theory, ethics and practice of oral history as an activist research methodology. 3:0:3

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 252
The History of Warfare
This course will survey a broad expanse of military history as an introduction to the discipline and the practice of war over time and space. It will examine the idea of war, changes in warfare, total war, technology, the nature of armies, the role of war in Western and non-Western society, and major theories of warfare. 3:0:3

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 saeclorum 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 305
The Art of Expression in Public History
The course shall provide opportunity for students to apply the expressive measures involved in public history. Students will be required to design, write and respond by

creating actual text for exhibits, public relation and media related press releases, selection of exhibit artifacts, creation of exhibit websites and virtual tours, and informative blogs. 3:0:3

HIS 316
Historical Material Conservation
The course shall explore American and Kansas City area material conservation. A primary focus of the course shall be on architecture and how architecture is a vehicle for social change. In addition, students will be able to recognize the geographical, political, environmental, technical, economical, and social factors that affect architecture and material conservation. 3:0:3

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, 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 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 338
Preservation Law
The course shall emphasize the historical development and continued evolution of laws designed to protect historic and cultural resources. Through an analysis of significant national, state and local preservation laws, the course will introduce students to the basic concepts involved in the field of historic preservation law. 3:0:3

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 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 401
Living History Experience
Prerequisites: EN 105, EN 106 and completion of a minimum of 75 credit hours. Interpreting and engaging the past is vital to understanding the historical profession and promoting civic understanding. Majors completing HIS 401 will satisfy the 135 clock hour internship similar to HIS 400. "Living history," is defined as "activities involving the re-enactment of historical events or the recreation of living conditions of the past." Students are required to maintain a weekly journal of their "living history" experiences. Upon completion of the "living history" experience, the student and his/her supervisor will submit written reports to the student's history advisor. 3:0:3

HIS 451
Senior Essay I
Prerequisites: EN 105, EN 106 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 HIS 451 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 acceptation 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 452
Senior Essay II
Prerequisites: EN 105, EN 106, HIS 451 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 acceptation 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

HIS 453
Senior Writing Capstone.
Prerequisites: EN 105, EN 106 and completion of minimum of 90 credit hours. All Military History Majors are required to complete a one term (8-week) senior writing capstone under the guidance of a full-time Park University history faculty member. The capstone applies sustained, independent research, including: formulating a historical question, historical methodology, devising research strategy, and evaluating primary and secondary sources. Completion with grade of "C" of higher is required. The written capstone project shall be at least 5,000-to-6,250 words on an appropriate and approved topic of military history. The research must be original and based on primary and secondary sources. The writing style must be I compliance with the current edition of the Chicago Manual of Style for all work submitted. This course will satisfy the EN 306 requirement for Military History Majors. 3:0:3

HIS – History (continued)

HIS 454
Senior Project in Public History
Prerequisites: EN 105, EN 106 and completion of minimum of 90 credit hours. All students completing the Public History concentration are required to complete a one semester senior project under the guidance of a fulltime Park University history faculty member. The capstone applies sustained, independent research, including: formulating a historical question, historical methodology, devising research strategy, and evaluating primary and secondary sources. Completion with grade of "C" or higher is required. This course will satisfy the EN 306 requirement for Public History majors. 3:0:3

HIS 455
Senior Seminar Paper
Prerequisites: EN 105, EN 106, and completion of minimum of 90 credit hours. The Senior Seminar Paper permits students to develop, research, write and defend a major essay, composing of 25-30 pages, of original historical research on a topic of their choice. This course is the culmination of their major and builds on training and writing completed in the earlier history courses. Students will work closely with one member of the Program of History. The student will defend and discuss their seminar paper during their Senior Oral Comprehensive Examination. This course will satisfy the EN 306 requirement. 3:0:3

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. 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 371 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 355
Planning and Staffing
Examines basic concepts, strategies, and current issues in recruitment, talent acquisition, selection and training. This course involves the use of computer tools to analyze the impacts of legal compliance, diversity, technology, outsourcing, restructuring and downsizing, on the effective management of human resources. 3:0:3

HR 357
Employment Law
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 or MG 371
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 and MG 365 or MG 371
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 – Human Resource Management (continued)

HR 434
Compensation Management
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 Resource Management
Open only to students who have completed at least 3 of their courses in Human Resource Management and have an overall GPA of 3.0. The internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The internship will be approved and overseen by the Human Resource Management Program Coordinator (PC) or a business faculty member approved by the PC. An experience paper is required. One credit hour will be earned by 40 hours of experience connected to the internship learning outcomes. This class may be repeated to earn a maximum of 6 credit hours at the discretion of the PC. Course grade will be pass/fail.

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. Variable credit: 1-3 credit hours.

HR 491
Senior Seminar in Human Resource Development
Prerequisites: EN 306B, HR 353 and MG 365 or MG 371
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 302
International Business Culture
This course explores cultural aspects of global business and leadership to identify the major issues of life and commerce in multicultural environments. Students discuss ethics, and how cultural factors motivate international business decisions and communications. The course offers opportunities to increase the cultural understanding, and communications skills required to function appropriately and successfully within increasingly global and multicultural working environments. 3:0:3

IB 315
International Business Perspectives
Prerequisite: Junior level status.
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 331
International Negotiations
Prerequisite: IB 315.
This course introduces the topic of negotiation and the tools needed to negotiate successfully, in general and especially in the international environment. Basic concepts of negotiation are introduced. Team and individual negotiations are included. The special problems of negotiating in foreign countries and among different cultures are emphasized, including an overview of cultural dimensions and examples of negotiating styles typical of some cultures. 3:0:3

IB 420
International Trade
Prerequisite: IB 315.
This course is a workshop for students to learn and practice the theories, tools and procedures of international trade used to identify and enter markets and to grow in the exporting environment. After a theoretical overview, students practice tools for achieving competitive strategies that firms and nations can use to increase export-import success, including Porter's Diamond. Governmental strategies ranging from

import substitution to export promotion are debated. The course also addresses supply chain management primarily for exporting firms and steps in exporting successfully. The world trading system and major organizations are discussed as well as the role of governmental interventions, instruments of trade policy, and major national trade measures. The course stresses the importance of knowing how to study and to evaluate current events to form opinions and predictions and to identify opportunities and threats.

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: EN 306B 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 coursed 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 students who have completed at least 3 of their courses in International Business and have an overall GPA of 3.0. The internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The internship will be approved and overseen by the International Business Program Coordinator (PC) or a business faculty member approved by the PC. An experience paper is required. One credit hour will be earned by 40 hours of experience connected to the internship learning outcomes. This class may be repeated to earn a maximum of 6 credit hours at the discretion of the PC. Course grade will be pass/fail.

IB 490
Special Topics in International Business
Prerequisite: Permission of the program coordinator.
This course consists of the study and analysis of some major aspect(s) of International Business concepts at the senior level. Satisfies advisor approved IIE requirement. 3:0:3

(NS) Natural and Applied Sciences

IM – Information Management

IM 425
Networking and Security
Prerequisite: IS141.
This course introduces students to computer networking through the lens of the data communication in a business. Students will learn about distributed applications, networking, networking management and security as it applies to the business environment and the concerns of business management and staff. 3:0:3

IM 435
Business Analytics
Prerequisite: IS 310 and MG 315.
This course reviews the necessary steps needed to create an environment for business analytics. Using a case study approach this course provides an overview of the key concepts, applications, processes and techniques relevant to business analytics. Students will learn about the fundamental concepts of the emerging field of business analytics and apply basic business analytic principles. 3:0:3

IS – Information Systems

IS 141
Applied Computer Technology for Business
This course utilizes Microsoft Excel and Access as business decisions making tools. By utilizing various functionalities provided by the tools, students will learn how to create spreadsheets and databases to facilitate data analysis for making rational business decisions. In particular, the spreadsheet skills include working with formulas and functions, creating worksheets with charts and graphs, and analyzing data using various tools. The database skills include creating and maintaining databases, making database queries, and generating forms and reports. 3:0:3

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 310
Business Applications
Prerequities: CS 140 or IS 141.
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 MOS exam for Word, Excel, Access, and/or Power Point 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
Prerequisites: CS 208 and either CS 151 or CS 152.
This course provides an overview of data management concepts. This course explores 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 – Information Systems (continued)

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

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 299
Junior-Year Seminar: Liberal Education and the Park Advantage.
This course is designed to introduce students who did not start their education with Park University to the goals of Park's Liberal Education Program and the resources the University has for its students. The curriculum will be focused Park's Literacies and the advantages they give Park graduates in pursuing their personal and professional goals. 2:0:2

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

LE 300A
Of Hope & Horror: Literary & Psychological Impact of Holocaust

LE 300B
Genocide an Interdisciplinary Perspective

LE 300C
Great Works Utopias V. Dystopias

LE 300D
Media and Elections

LE 300E
Arab and Muslim Women's Writing

LE 300F
War and Culture

LE 300G
Terrorism and the Media

LE 300H
Christian Attitudes toward War and Peace

LE 300I
World War II at Sea: Literature, History, & Film

LE 300J
Serial Killers as Heroes in Popular Culture

LE 300K
Topics in Autobiographical Writing: War Stories

LE 300L
World Art

LE 300M
Globalization & the Environment

LE 300N
Mankinds Intellectual Journey: Interdisciplinary Triangle of Philosophy, Ideology & Educational Theory

LE 300O
Peace Journalism

LE 300P
The Nature of Interdisciplinarity

LE 300Q
Postcolonial Literature

LE 300R
Ethics & Psychology of Humor in Popular Culture

LE 300S
Ethnobiology

LE – Liberal Education (continued)

LE 300T
World Language and Culture

LE 300U
Immigration

LE 300V
The 1960s: Years of Hope and Rage

LE 300W
The City

LE 300X
The Interdependence of Schools and Society

LE 310
Introduction to Interdisciplinary Studies
This course introduces students to the necessity of interdisciplinary approaches for solving complex problems. It also introduces the key concepts of interdisciplinary studies: the history of disciplinarity, disciplinary perspectives, disciplinary insights, the varieties of cross-disciplinary approaches, critical analysis of the disciplines, integration, synthesis, and interdisciplinary research methods. 3:0:3

LE 410
Advanced Interdisciplinary Research
PREREQUISITE: LE 310
The capstone course of the Interdisciplinary Studies major, this course deepens student's understanding of interdisciplinary and integrative research by introducing them to interdisciplinary research methods and methods of integration such as transdisciplinary problem solving and systems thinking. Throughout the course students develop and complete an independent, interdisciplinary research or creative project that builds holistic understandings and interdisciplinary frameworks to tackle an issue of significant importance. 3:0:3

(H) HUMANITIES AND PERFORMING ARTS

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 LE
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 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

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 305
International Logistics
Principles and practices of logistics from an international perspective, with an emphasis on transportation, customs issues, documentation, terms of trade, and global supply chain management. A focus is placed on current events and their impact on logistical activities of firms. 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 400
Logistics Internship
Open only to students who have completed at least 3 of their courses in Logistics and have an overall GPA of 3.0. The internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The internship will be approved and overseen by the Logistics Program Coordinator (PC) or a business faculty member approved by the PC. An experience paper is required. One credit hour will be earned by 40 hours of experience connected to the internship learning outcomes. This class may be repeated to earn a maximum of 6 credit hours at the discretion of the PC. Course grade will be pass/fail.

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 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
Prerequisites: MK 351 and MG 371
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

LG 490
Special Topics in Logistics
In-depth examination of contemporary issues and developments in the field of Logistics. Topics include, but are not limited to: supply chain management, logistics challenges for the future, warehousing, or procurement. May be taken twice for credit with change of topic. 3:0:3

MA – Mathematics

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, discrete random variables, normal distributions, confidence intervals, and hypothesis testing. 3:0:3

MA 125
Intermediate Algebra
This course provides a transition into college level Mathematics courses. Topics include the real number system, basic operations of algebra, linear, quadratic and rational equations, inequalities, radicals and exponents, and systems of equations. 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 ≥ 23, SAT mathematics subscore of ≥510 (SAT prior to March 2016) or SAT mathematics subscore of ≥ 540.
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; and systems of linear equations. 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 ≥ 26, SAT mathematics subscore of ≥560 (SAT prior to March 2016) or SAT mathematics subscore of ≥ 580.
A consideration of those topics in trigonometry necessary for the calculus. Topics include: circular functions, identities, special trigometric 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 160
Precalculus for Majors
Prerequisites: MA 125 or equivalent.
A consideration of those topics in algebra and trigonometry necessary for the calculus. Topics include: equations and inequalities, polynomial, rational, exponential and logarithmic functions, trigonometric functions, and trigonometric identities. 5:0:5

MA 171
Finite Mathematics
A course focusing on mathematical concepts that have business applications. Topics include systems of linear equations and matrix concepts, linear programming, basics of sets and counting principles, probability, and introduction to financial mathematics. 3:0:3

MA 208 (CS 208)
Discrete Mathematics
Prerequisite: A grade of C or better in any math course ≥ MA 125, or an ACT math score ≥ 23, SAT mathematics subscore of ≥510 (SAT prior to March 2016) or SAT mathematics subscore of ≥ 540, or a College Success College Level Math Test score ≥ 89.
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 termed 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 160.
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: MA 221 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: MA 211 or MA 221.
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 systems of linear equations, matrix algebra, linear transformations, determinants, vector spaces, eigenvalues and eigenvectors, and orthogonality. 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
Prerequisites: MA 135 and MA 141 or MA 150.
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.
A study of the foundations of modern Euclidean geometry as well as finite geometries and non-Euclidean geometries. 3:0:3

MA – Mathematics (continued)

MA 370
Number Theory
Prerequisites: MA 222 and MA 301.
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 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 sequences, series, and functions of one real variable. Topics include limits and convergence properties of sequences and series; limits, differentiability, continuity and integration of functions of one real variable. 3:0:3

MA 402
Topology
Prerequisite: MA 401.
An introduction to the topology of Euclidean space, metric spaces, and general topological spaces. 3:0:3

MA 406
Special Topics in Mathematics
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.
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 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 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 299
Developing Business Careers
This course is designed to help students understand business career fields and how they position themselves to develop and enhance their business careers. The student will be introduced to the various business majors and related careers, identify their personal career preferences, and develop an academic plan on how to develop their career portfolio to position themselves successfully. 1:0:1

MG 306
Business Communications
Prerequisites: EN 105 and EN 106
This course provides insight into the principles and practices of business communications. It is grounded in communication theory which is applied to the planning, creating and transmitting of ethical and effective business communication in the global market place. There will be instruction in graphic, electronic and oral presentation as well as report and letter writing. Students will learn how to enhance their business communication with technically based media. This course will satisfy the EN 306 requirement for Business majors. 3:0:3

MG 315
Advanced Business Statistics
Prerequisites: MA 171 and IS 141
This advanced level statistics course explores the complexities 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

MG 354
Small Business Management
Prerequisites: MK 351 and MG 371
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
This course will not count as a Business elective for students who have taken MG 371.
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 and MG 371 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 371 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
Prerequisite: 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
Prerequisite: MG 371
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 450
Project Management
Prerequisite: Permission of the instructor.
This course presents the full range of topics covered by the PMP Certification Exam. Students address the terms, processes, and skills that are covered in the exam. The course follows Project Management Institute's knowledge areas of the PMBOK® guide. 3:0:3

MG 460
Management Internship
Open only to students who have completed at least 3 of their courses in Management and have an overall GPA of 3.0. The internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The internship will be approved and overseen by the Management Program Coordinator (PC) or a business faculty member approved by the PC. An experience paper is required. One credit hour will be earned by 40 hours of experience connected to the internship learning outcomes. This class may be repeated to earn a maximum of 6 credit hours at the discretion of the PC. Course grade will be 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
A course based on subjects outside the current offerings. Variable credit: 1-3 hours.

MG 495
Business Policy
Prerequisites: EC141, EC142, FI306, MG260 OR HC260, MG315, and MG371 OR HC351, MG306 or EN306B. (Business majors are required to take MG 306 [in lieu of EN 306B] and MA 171 is preferred to MA 120.)
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 MI 102. 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 MI 116 – 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 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 MI 216.
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 MI 226.
Continuation of MI 202 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: MI 116 and ML 126 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 MI 116/ MI 126 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: ML 116, 126, 216 or the consent of the Department Chairperson. To be taken concurrently with MI 212.
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 326
Leadership and Ethics
Prerequisite: MI 316 and concurrent enrollment in MI 312.
Continues the focus from MI 316 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 MI 416.
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 MI 426.
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 MI 402.
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: MI 416; Advanced Course status and concurrent enrollment in MI 412.
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.

MI – Military Science (continued)

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 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 – Marketing

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 and IB 315.
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
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 405
Social Media Marketing
Prerequisite: MK 351
The advent of online social media has revolutionized the way in which consumers connect with each other as well as the way in which firms communicate with their target markets. In this class, we will explore the nature of social media networks and the impact they have had on how businesses operate. The course is aimed at examining, in-depth, social media platforms, social media-related brand management strategies and best practices. 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: MG 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
Advertising and Promotional Strategies
Prerequisite: MK 351 and MK 380.
A study of the specific role of the various promotional mix elements in relation to the overall marketing strategy. 3:0:3

MK 463
Marketing Internship
Open only to students who have completed at least 3 of their courses in Marketing and have an overall GPA of 3.0. The internship must provide an applied/practical experience consistent with a career position filled by a college graduate. The internship will be approved and overseen by the Marketing Program Coordinator (PC) or a business faculty member approved by the PC. An experience paper is required. One credit hour will be earned by 40 hours of experience connected to the internship learning outcomes. This class may be repeated to earn a maximum of 6 credit hours at the discretion of the PC. Course grade will be pass/fail.

MK 491
Seminar in Marketing
Prerequisite: MK 351, MK 411, and MK 453.
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

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 104 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 GE 103 and GE 104 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. Presumes no previous experience with the language. 3:1:4

SP 104
Elementary Spanish II
Prerequisite: SP 103 or equivalent or two years of high school Spanish.
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 110 LE
Spanish for Health Care Professionals
In this course, students will develop basic speaking, listening, reading and writing skills specific to careers in the health care industry. The course will also explore cultural contexts relating to the provision of health care in multicultural environments. Previous experience with Spanish is not required. 3:0:3

SP 201
Intermediate Spanish I
Prerequisite: SP 104 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

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 294
Intermediate Spanish Conversation
Prerequisite: SP 202 or equivalent, four years of high school Spanish.
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: SP 294 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: SP 295 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.
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

SP 312
Cultures and Civilization of Spanish America and the Hispanic Caribbean
Taught in Spanish, 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.
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: SP 294 and SP 295 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 Spanish of the work undertaken. 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 120
Chamber Music
(Majors Only) Study and performance of music for chamber orchestra. May be repeated up to 4 times. 1:0:1

MU 130
Collaboration
(Majors Only) Developing skills of playing music for chamber orchestra. May be repeated for credit up to 6 times. 1:0:1

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 220
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 lessons with faculty outside their primary instrument. This course may be repeated for credit up to 6 times. 1:0:1

MU 221
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. 3:0:3

MU 222
Music Theory II
Prerequisite: MU 221
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. 3:0:3

MU 230
Performance
(Majors Only). Opportunity to perform in a simulated concert environment with critical feedback. May be repeated for credit a limit of 4 times. 1:0:1

MU 260
Introduction to Music
A comprehensive survey of Western music from its known beginnings to the present. 3:0:3

MU 280
Orchestra
(Majors Only) Study and performance of music for orchestra. May be repeated for credit up to 6 times. 1:0:1

MU 290
Applied Music
(Majors Only) Individual lessons offered in piano, violin, viola, and cello. May be repeated for credit up to 6 times. 2:10:2

MU 297 Applied Music C
This course is available only for those students enrolled in the Undergraduate Certificate in Music Performance Program. Students will be expected to study, rehearse, analyze, and perform new repertoire during each semester of study. Students will have one two-hour private lesson per week, and will be required to co-enroll in chamber music, collaborative piano or ensemble, and performance class as appropriate. Selected new learned repertoire will be performed in recital each year. 6 cr. This is a graded class. Permission of Department required for enrollment. 2:10:6

MU 320
Chamber Music
(Majors Only) Study and performance of music for chamber orchestra. May be repeated up to 4 times. 1:0:1

MU 321
Music Theory III
Prerequisite: MU 222
A continuation of MU 221 and MU 222, 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. 3:0:3

MU 322
Music Theory IV
Prerequisite: MU 321
A continuation of MU 321, 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. 3:0:3

MU 330
Collaboration
(Majors Only) Developing skills of playing with other musicians. 1:2:2

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
Orchestral Repertoire
(Majors only) The study, rehearsal and performance of orchestral repertoire. 1:0:1

MU 356
Orchestral Repertoire (Majors only)
(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: 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 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 420
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 lessons with faculty outside their primary instrument. This course may be repeated for credit up to 6 times. 1:0:1

MU 430
Performance
(Majors Only). Opportunity to perform in a simulated concert environment with critical feedback. May be repeated for credit a limit of 4 times. 1:0:1

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
Orchestral Repertoire
The study, rehearsal and performance of orchestral repertoire. 1:0:1

MU 456
Orchestral Repertoire
The study, rehearsal and performance of orchestral repertoire. 1:0:1

MU 480
Orchestra
(Majors Only) Study and performance of music for orchestra. May be repeated for credit up to 6 times. 1:0:1

MU 490
Applied Music
(Majors Only) Individual lessons offered in piano, violin, viola, and cello. May be repeated for credit up to 6 times. 2:10:2

(NS) Natural and Applied Sciences

NS – Natural and Applied 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 LE
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
1 Cr. Hrs. (2 lecture & 0 lab hrs. per week)
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. 2:0:1

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 – Natural and Applied Sciences (continued)

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
1 Cr. Hrs. (2 lecture & 0 lab hrs. per week)
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. 2:0:1

NU – Nursing

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
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 325
Healthcare Informatics
Exploration of the use of computer technology in the management of individuals, groups, or organizations in the healthcare arena. Emphasis is on becoming knowledgeable and competent with available resources useful in patient care settings. 3:0:3

NU 350
Theoretical Foundations
Prerequisites: NU 310 or departmental approval.
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 1 credit hours of clinical applications. 3:1:4

NU – Nursing (continued)

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 450 (NUR 450)
Evidence-based Practice
This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, holism, caring, environment, and self care, uniqueness of persons, interpersonal relationships and decision making. This course helps the student understand Nursing's unique contribution to meeting societal needs through integrating theory, research, and practice. Emphasis is placed on the development of students" skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of Nursing and Nursing-related research studies is emphasized in identifying applicability to practice. 3:0:3

NU 455
Integrative Practice in Nursing
Prerequisite: Departmental approval.
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

NUR – Nursing

NUR 280
Introduction to Professional Nursing
Prerequisite: Open to all students regardless of major. BSN Majors must take first semester of admission to the major.
Nursing is defined as both an art and a science. This course focuses on the role of both parts of the definition in the creation of the professional Nurse and their links to the care of individuals and the health and wellness needs of the world. Topics reflect Nursing history and theory, concepts linked to Nurses such as caring, emotional intelligence, communication, cultural competence, interdisciplinary relationships, Nursing Process, evidence based practice, and professional development. 3:0:3

NUR 320
Concepts of Nursing Fundamentals
Prerequisite: Admission to the BSN Major or permission of department.
This course provides students with knowledge of theoretical and foundation concepts related to nursing practice. Students will be introduced to basics of health and wellness across life-span, medical terminology, med-math, medication administration, and the Nursing processes. Students will have laboratory experiences to learn basic Nursing skills, practice documentation of care provision, and to socialize them to the culture of professional Nursing. Prerequisite: Admission to the BSN major or permission of the department. 3:6:5

NUR 330
Clinical Applications of Pharmacology
Prerequisites: Admission the BSN major or permission of department.
This course covers major drug classifications and the Nursing management required for drug therapy. Information regarding the core drug knowledge (pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions) is presented. The course includes information on diverse patient variables (health status, lifespan and gender, lifestyle, diet and habits, environment, and culture) and their use in accurate patient assessment in drug therapy. Emphasis is placed on physiologic effect and the importance of Nursing management in drug therapy (maximizing therapeutic effect, minimizing adverse effects, and patient and family education). The course content provides the foundation of basic pharmacology necessary for a Nurse in general practice. 3:0:3

NUR 335
Adult Health I
Prerequisites: Admissions to the BSN major and NUR 280, NUR 320, NU 355, NUR 338 Concurrent Requisites: NUR 330, NUR 356, NUR 450 or permission of the department.
This course focuses on safe, patient-centered, and holistic care of adults from multicultural backgrounds. Emphasis is placed on utilization of the nursing process and evidence-based practice in planning care for adults with common problems with predictable outcomes in a variety of acute care settings Pathophysiology and psychosocial dynamics involved in common illnesses and human response patterns, along with clinical decision making and the caring and collaborative role of the nurse are highlighted in simulated and facility-based clinical experiences. 4:12:7

NUR 338
Health and Physical Assessment
Prerequisites: Admission to the BSN major or permission of department.
Application of the Nursing process using assessment skills expected of the professional Nurse in the provision of safe, evidenced based patient care across the lifespan. Emphasis is placed on identifying expected and unexpected findings and the acquisition of assessment related skills. The use of interview and assessment techniques combined with laboratory practice is emphasized in relationship to the adult (including geriatric population), pediatric, and pregnant populations. This course includes both theory and 3 hours each week laboratory practice and skills validation resulting in a comprehensive final exam practicum assessment. 3:3:4

NUR 345
Acute and Chronic Conditions
Prerequisites: NUR 280, NUR 320, NUR 330, NUR 335, NUR 338, NUR 356, NUR 357, NUR 410, NUR 435, and NUR 450 or permission of the department.
This course focuses on the study of selected acute and chronic conditions across the life span in diverse populations. Emphasis is placed on the professional Nurse role in the management of patient care outcomes, pharmacology, and applying principles of evidenced based, safe, culturally competent care. This course requires 4 hours of theory. 4:0:4

NUR 352
Pathophysiology for Nurses
This course provides an understanding of the physiological process underlying human disease. This course emphasizes a systems approach to the pathophysiological process associated with altered health states and its clinical manifestations. Multiple examples and case studies will be discussed. 3:0:3

NUR 356
Mental Health Nursing
Prerequisites: NUR 280, NUR 320, NUR 338, or permission of the department.
A study of health related issues, health promotion, growth and development across the life span, and management of disease processes related to the behavioral health client population. Emphasis is placed on evidence based Nursing practice with a focus on communication processes, relationship of biochemistry and genetics to behavioral health diagnosis and treatment, pharmacologic and group approaches to treatment and development of therapeutic relationships. 3:3:4

NUR 357
Gerontology
Prerequisites: NUR 280, NUR 320, NUR 330, NUR 335, NUR 338, NUR 356, NUR 450 or permission of the department
Concurrent requisites: NUR 410, NUR 435 or permission of the department
This course examines the physical, psychological, sociocultural, and spiritual aspects of aging. The health of older adults is studied with the emphasis on health promotion, illness prevention, and the management of common disease processes of aging individuals. End of life issues, care of dying individuals and adaptations in the provision of nursing care to the older individual are discussed. 3:0:3

NUR 410
Community Health
Prerequisites: NUR 280, NUR 320, NUR 330, NUR 335, NUR 338, NUR 355, NUR 356,and NUR 450 or permission of the department.
Concurrent Requisites: NUR 357 and NUR 435
The focus of this course is on populations and the provision of care includes individuals, families, communities, aggregates, systems and populations. Students are introduced to the roles of public health and community based Nurses. Students apply skills and knowledge towards local and global population perspective. The course emphasizes health promotion and disease prevention, using the public health sciences of epidemiology, environmental health, health policy, community assessment, and community interventions. The three core public health functions assurance, assessment, and policy development are used as a framework. Important current topics are presented to illustrate public health Nursing concepts. In the clinical component students complete a community assessment and intervention project as an opportunity to apply social and public health sciences to communities, systems, and populations across all ages. 3:3:4

NUR 419
Women, Children, and Families
Prerequisites: NUR 280, NUR 320, NUR 330, NUR 338, NUR 335, NUR 356, NUR 357, NUR 410, NUR 435, NUR 450 or permission of the department.
Concurrent Requisite: NUR 345, NUR 460 or permission of the department.
The study of health related topics specific to women, infants, children and families. Exploration of health issues, wellness activities, growth and development, and the nursing role in managing wellness and alterations in health. Emphasis is placed on family-centered care, patient and family education and health promotion, evidenced based practice and clinical reasoning in the care of the childbearing family, newborn, child and adolescent. 4:6:6

NUR 435
Adult Health II
Prerequisites: Admission to the BSN major and NUR 280, NUR 320, NU 355, NUR 338, NUR 330, NUR 356, NUR 419, NUR 450
Concurrent Requisites: NUR 410, NUR 357 or permission of the department.
This course builds upon Adult Health I with a continued focus on safe, patient-centered, and holistic care of adults from multicultural backgrounds and across the lifespan. Emphasis is placed on utilization of the nursing process and evidence-based practice in planning care for adults with emergent, complex, and chronic health conditions in a variety of acute care settings. Pathophysiology and psychosocial dynamics inherent in complex illnesses, along with advanced clinical decision making, organization and prioritization of care, collaboration, and advocacy are highlighted in simulated and facility-based clinical experiences. Legal and ethical considerations are explored. 4:12:7

NUR 450 (NU 450)
Evidence-Based Practice
Prerequisites: NUR 280, NUR 320, NUR 338, and NUR 356 or permission of the department.
This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, holism, caring, environment, and self-care, uniqueness of persons, interpersonal relationships and decision making. This course helps the student understand Nursing's unique contribution to meeting societal needs through integrating theory, research, and practice. Emphasis is placed on the development of students" skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of Nursing and Nursing-related research studies is emphasized in identifying applicability to practice. 3:0:3

NUR – Nursing (continued)

NUR 460
Nursing Leadership
Prerequisites: NUR 280, NUR 320, NUR 330, NUR 335, NUR 338, NUR 356, NUR 357, NUR 410, NUR 435, and NUR 450 or permission of the department. This course focuses on the role of the professional Nurse as a leader and manager in a changing healthcare delivery system. Critical thinking, research and decision making in culturally diverse health care settings are discussed. Professional behaviors, economics of health care delivery, policy, ethical, legal and selected issues inherent in leadership and management are analyzed. The course includes a practicum requirement which includes implementation of a change project and presentation of the work. 3:0:3

NUR 470
Special Topics in Nursing
Prerequisite: Approval of Department Chair. This variable credit course is a student designed learning opportunity in collaboration with an assigned faculty member. Emphasis areas include a variety of nursing practice, professional, or related topics/concepts. Variable credit 1-3 hours

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 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 and EN 106
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, 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, 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 – Peace Studies

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 contemporarily 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 LE
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 LE
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. Possible topics include 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 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 304
Philosophy of Technology
This course covers attempts to define technology, the status of technological artifacts, the relationship between human beings and technology, and possible ethical problems or solutions brought about by future technologies such as The Internet, digital computing, and advanced healthcare methods. It explores criticisms of technological progress such as Heidegger, Ellul, and Plato as well as philosophers who see great promise in new technology. 3:0:3

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 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 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 326
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 – Philosophy (continued)

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 333
Ethical and Legal Issues at the End of Life
This course explores the ethical and legal ramifications of dying and death in the 21st century. It covers such topics as the definition of death, advance care directives, suicide, physician-assisted death, truth-telling, the nature of grief, as well as the financial and economic aspects of dying. Additionally, the course will examine the historical development of ethics related to multicultural aspects of dying and death. 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

Park University

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 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 basis 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 – Park Basic Skills (continued)

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

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
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 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
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 302
Legal Analysis
Prerequisites: EN 105, EN 106, 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 – Political Science (continued)

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, 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. 3:0:3

PS – Psychology

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 125 LE
Lifespan 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 LE
Child Psychology
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 SW 205.
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, CJ 100, or SW 205).
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 – Psychology (continued)

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 300 (SO 300)
Research Methods
Prerequisites: An introductory social science class (i.e. SO 141, CJ 100, or SW 205) and (for Social Psychology and Sociology majors- EN 105 and EN 106).
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 the scientific method including formulating research questions, evaluating social scientific literature, sampling, measurement, design, analysis, interpretation, and communication of results. This course will satisfy the EN 306 requirement for BA in Sociology and BS in Social Psychology majors. 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 307 (SO 307)
Statistics for Social Sciences
Prerequisites: MA 135 or MA 120 and an introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205) and PS/SO 300.
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 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.
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.
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 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: An introductory social science class.
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 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 401 or PS 315.
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
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.
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, psychoanalytic, humanistic, and existential theories. 3:0:3

PS – Psychology (continued)

PS 405
Independent Study in Psychology
Prerequisites: major in psychology and junior or senior standing.
Variable credit: 1-6 hours.

PS 406
Experimental Psychology
Prerequisites: EN 105, EN 106, PS 101, SO 307, SO 300, 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 EN 306 requirement for Psychology major. 3:0:3

PS 407
Field Placement in Psychology
Prerequisite: Major or minor in psychology or social psychology, junior or senior standing.
Supervised field placement in an agency specifically concerned with application of psychology. Variable credit: 1-6 hours.

PS 408
Cognitive Psychology
Prerequisites: PS 101, and junior or senior standing.
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 410
Social Influence and Persuasion
Prerequisites: PS 101, and junior or senior standing.
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.
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 497 (SO 497)
Capstone Seminar
Prerequisites: PS 101 or SO 141 and senior standing.
This core course serves as the capstone experience for students in their senior year. This course will include professional development for employment or graduate studies, creation of a professional portfolio, completion of a comprehensive exam, and a reflection upon the degree program. This course is not transferable from another institution. 3:0:3

(NS) Natural and Applied Sciences

PY – Physics

PY 101 LE
Physical World
An overview of physics concepts in our world accessible to student with little or no physics background. The class will focus primarily on classical physics and selected topics on electricity and magnetism. 3:0:3

PY 155 LE
Concepts of Physics I
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Co-requisites: MA 160 and 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 LE
Concepts of Physics II
4 Cr. Hrs. (3 lecture & 3 lab hrs. per week)
Prerequisite: PY 155.
Co-requisites: MA 160 and 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 LE
Introduction to Physics I
5 Cr. Hrs. (4 lecture & 3 lab hrs. per week)
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 LE
Introduction to Physics II
5 Cr. Hrs. (4 lecture & 3 lab hrs. per week)
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.

PY 275
Engineering Statics
Prerequisites: PY 205 and MA 222.
This course will address the study of forces on bodies at rest, vector algebra, force systems, principles of equilibrium, application to trusses, frames and beams, and friction. 3:0:3

PY 400
Special Topics in Physics
Prerequisites: PY 156 or PY 206.
This course offers specialized study in applied physics relevant in an increasingly technologically dependent society. At the discretion of the instructor, the course may involve laboratory work. Variable credit 1-4 hours.

(H) Humanities and Performing Arts

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 LE
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
An in-depth study of a selected book or section of the Scriptures. 3:0:3

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 contemporarily 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

(SS) Social Sciences

SO – Sociology

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 206
Social Issues in Contemporary Society
This course is a study of contemporary social issues using a sociological perspective. It examines social problems that occur in society and uses social theory and research methods to gain insight into the interaction of inequality with various elements in that society. These components include the nature, level, consequences and prospective resolutions surrounding social problems in the United States and globally. 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, CJ 100 or SW 205). 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 300 (PS 300)
Research Methods
Prerequisites: An introductory social science class (i.e. SO 141, CJ 100, or SW 205) and (for Social Psychology and Sociology majors- EN 105 and EN 106).
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 the scientific method including formulating research questions, evaluating social scientific literature, sampling, measurement, design, analysis, interpretation, and communication of results. This course will satisfy the EN 306 requirement for BA in Sociology and BS in Social Psychology majors.

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 307 (PS 307)
Statistics for Social Sciences
Prerequisites: MA 135 or MA 120 and an introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205) and PS/SO 300.
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 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. 3:0:3

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 322
Sociology of Health and Illness
This course examines the sociological view of health, illness, and the delivery of medical care in contemporary society. It includes social and social-psychological factors involved in being

ill; social relationships and organizations that are connected with medical treatment the roles of providers and patients; and national health care systems around the world. This course integrates recent research in the field of medical sociology and highlights the importance of race, class, and gender throughout. 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 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 402
Independent Study in Sociology
Prerequisites: Major or minor in sociology or human services 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
Prerequisite: PS/SO 300 or equivalent.
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 425
Sociology of Work and Professions
Prerequisite: PS/SO 300 or equivalent.
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 colleagueship, socialization and work processes, types of occupations and professions, and the influences of large corporations and globalization. 3:0:3

SO 430
Field Placement in Sociology
Prerequisites: major in sociology and junior or senior standing.
Supervised field placement in an agency specifically concerned with application of sociology. Variable credit: 1-6 hours.

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: PS/SO 300 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: PS/SO 300 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 497 (PS 497)
Capstone Seminar
Prerequisites: PS 101 or SO 141 and senior standing.
This core course serves as the capstone experience for students in their senior year. This course will include professional development for employment or graduate studies, creation of a professional portfolio, completion of a comprehensive exam, and a reflection upon the degree program. This course is not transferable from another institution. 3:0:3

(SS) Social Sciences

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

(NS) Natural and Applied Sciences

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.

(SS) Social Sciences

SW – Social Work

SW 205 LE
Introduction to Social Work
This course examines the multidisciplinary nature of the profession of Social Work. Students learn about the historical roots of social work and influences from other disciplines such as psychology, sociology, anthropology, criminal justice, law, education, and political science, as well as social welfare policy in contemporary practice. The course also examines values and ethics, as set forth by the National Association of Social Work, and practice competencies, as set forth by the Council on Social Work Education. Students are required to engage in 20 hours of service learning to experience the delivery of the Seven Core Functions of Generalist Social Work Practice in a community setting. The Council on Social Work Education's (CSWE) 10 Competencies of Generalist Social Work Practice are infused in the discourse and assignments in this course. SW 205 is recommended for students earning a degree in the School for Behavioral and Health Sciences and the School for Education.

SW 325
Human Diversity and Social Justice
This course provides a foundation of knowledge to belter understand how diversity and difference shape the human experience and are critical to the formation of identity. The dimensions of diversity and their intersectionality across multiple factors; including but not limited to age, ability, culture, ethnicity, race, political ideology, class, religion/spirituality, gender and sexual expression, immigration status, marital status, and tribal sovereign status, are examined. Consequently, how these differences associate to oppressive practices is examined and various international and multicultural strategies to advance human rights and social, economic, and environmental justice are explored. This critical knowledge is applied to generalist social work practice. 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 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 400
Human Behavior in the Social Environment I
Prerequisite: Admission to the BSW Program
This course examines theories designed to understand the ecological person-in-environment perspective while providing students with a better understanding of the interdependence of biological, cognitive, psychological, social, cultural and spiritual factors which influence human behavior, development and functioning across the life span. This course specifically focuses from conception through young adulthood. Students are further introduced to a range of social systems and the ways in which these systems promote or deter people from achieving and maintaining health and well-being. 3:0:3

SW 405
Human Behavior and Social Environment II
Prerequisite: Admission to the BSW program.
This course examines theories designed to understand the ecological person-in-environment perspective while providing students with a better understanding of the interdependence of biological, cognitive, psychological, social, cultural, and spiritual factors which influence human behavior, development and functioning across the life span. This course specifically focuses on middle adulthood through death in old age. Students closely examine a range of social systems and the ways in which these systems promote or deter people from achieving and maintaining health and well-being. 3:0:3

SW 406
Social Work Research
Prerequisite: MA 120 (or equivalent), Admission to the BSW Program.
This course introduces students to the purpose and responsible conduct of social work research. Students explore the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge through research activities and closely examine the critical role research facilitates in the continued growth and development of the social work profession. 3:0:3

SW 407
Social Work Practice II: Groups
Prerequisite: Admission to the BSW program.
This course introduces students to knowledge and skills required for effective, competent and ethical generalist social work group practice. 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 409
Social Work Practice I: Individuals and Families
Prerequisite: Admission to the BSW Program
Co-requisite: SW 420
This course teaches students the values, knowledge and skills required for effective, competent and ethical generalist social work practice, across a wide range of settings with individuals and families. Emphasis is placed on understanding and application of the nine social work competencies as set forth by the Council of Social Work Education (2015), and the seven core helping functions from a strength's based approach. This course is taken concurrently with Generalist Field Education I, and is designed to integrate classroom learning with concrete expression of generalist practice in actual helping situations across field practicum experiences. 3:0:3

SW 410
Social Work Practice III: Organizations and Communities
Prerequisites: SW 400, SW 406, SW 409, SW 420 and SW 490
Co-requisite: SW 430
This course introduces students to knowledge and skills required for effective, competent and ethical generalist social work practice with organizations and communities. This includes an introduction to organizational development

and community practice. Strategies for community and organizational transformation are explored from an ecological strength's based approach. This course is considered the 'capstone' course in the BSW curriculum and is taken concurrently with Generalist Field Education II. Students are expected to integrate professional application of all nine social work competencies (CSWE, 2015) and seven core helping functions in the development, implementation, evaluation, and dissemination of their Organizational Transformation Project (OTP). 3:0:3

SW 420
Generalist Field Education I
Co-requisite: SW 409
This course is designed to provide students the opportunity to operationalize generalist practice behaviors that reflect the essence of the Nine Competencies of Generalist Social Work Practice as set forth by the Council on Social Work Education (CSWE, 2015 EPAS). Students collaborate with their Faculty Liaison, Field Practicum and Practice Class instructors to develop and implement real-life practice opportunities. Generalist practice behaviors are documented on the Field Learning Education Plan (FLEP). The core assessment in SW 420 is a summative paper that reflects an understanding of core concepts related to Generalist Social Work Practice and examples of how these concepts were applied in the Field Practicum experience. Students must complete a minimum of 225 hours in the designated field practicum placement. 3:0:3

SW 430
Generalist Field Education II
Prerequisite: SW 409, SW 420
Co-requisite: SW 410
This is the second sequential course designed to provide students with a more in depth learning opportunity in operationalizing generalist practice behaviors that reflect the essence of the Nine Competencies of Generalist Social Work Practice as set forth by the Council on Social Work Education (CSWE, 2015 EPAS). Students continue to collaborate with their Faculty Liaison, Field Practicum and Practice Class Instructors to develop and implement real-life practice opportunities. Generalist practice behaviors are documented on the Field Learning Education Plan (FLEP). The core assessment in SW 430 is a summative paper that reflects successful application of core Generalist Social Work concepts and practice behaviors in the Field Practicum experience. Students must complete a minimum of 225 hours in the designated field practicum placement. 3:0:3

SW 431
Field Instruction Seminar II
Prerequisites: SW 420, Social Work Major.
Co-requisites: SW 410 and SW 430.
Integrates agency-based learning in the second Field Instruction placement with classroom-based learning. 1:0:1

SW 450
Integrative Seminar for SW Minor
Prerequisites: SW 205, SO 302, PS 309, SW 325, SW 330. This course is the final capstone for the Social Work Minor. All required courses (or their equivalents) for the minor must be completed with a grade of C or better prior to being enrolled in SW 450. This course is designed to reinforce core concepts (NASW Code of Ethics, Six Core Values & Seven Core Helping Functions of Social Work, Nine Competencies of Generalist Social Work practice (CSWE, 2015) and the Strength's Perspective) critical to competent professional generalist social work practice and provide students the opportunity to apply these conceptual frameworks through active engagement in an extended service learning project (ESLP). Students are required to complete 40 hours of service learning in a local community social service agency, during the term of this course. Students will develop their own research question, in consultation with the instructor that has relevance for contemporary social work practice, policy or research. Students will then develop, implement and evaluate a creative and innovative project designed to enhance the social welfare of individuals, groups or organizations. 3:0:3

SW 490
Special Topics in Social Work
Specialized study of a particular subject in social work, not otherwise available in the department. This course may be repeated for credit when topics are changed. 3:0:3

TH – Theatre

TH 100 LE
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 LE
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 LE
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 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 302
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.
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.

Graduate Programs

Graduate Programs

Graduate programs are critical for student success in a relentlessly dynamic global employment environment and for the nation's competitiveness in our high-tech knowledge-based economy.

Park University offers an impressive array of high quality graduate programs to over 2,100 graduate students world-wide. In 2017, students from 50 different nations were enrolled in graduate courses.

Courses are taught face-to-face and online.

Park University offers ten Master's degree programs:

- Master's of Business Administration
- Master's of Business Analytics
- Master of Arts in Communications and Leadership
- Master's of Education
- Master's of Healthcare Administration
- Master's of Information Systems
- Master's of Music Performance
- Master's of Social Work
- Master's of Public Administration
- Education Specialist

Graduate Certificates (hours may be applied towards an appropriate master's degree)

- Business and Government Leadership
- Creative and Life Writing
- Disaster and Emergency Management
- Finance
- Global Business
- Health Services Management and Leadership
- Homeland Security
- Human Resource Management
- Leadership of International Healthcare Organizations
- Management Accounting
- Management Information Systems
- Nonprofit Leadership
- Project Management
- Quality Management
- Artist Diploma in Music Performance
- Music Performance

Early Access to MPA Program Courses
With approval, BPA students who have senior standing with a 3.6 GPA or higher may take up to 9 credit hours at the graduate level that count toward both the undergraduate and graduate degree. A student must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MPA credits under this option.

Graduate Courses towards Undergraduate Courses:

- PA 508 Research and Analysis for PA 430 Research in Public Administration*
- PA 509 Leadership and Development and Organizations for PA 333 Public Management and Leadership
- PA 512 The Environment of Public Organizations for PA 331 Public Organizations
- PA 521 Business, Government, and Society for PA 404 Capitalism and Societal Issues
- PA 542 Social Policy for PA 404 Capitalism and Societal Issues
- PA 551 Principles of Disaster and Emergency Management for CJ 353 Emergency Management
- PA 600 Ethical Foundations of Authority and Responsibility for PA 380 Public Service Values

**Students are required to complete PA 508 first before proceeding to any other course choices.*

Early access students are not automatically eligible for admission to the Master of Public Affairs program. If they wish to pursue a graduate degree, they must submit an application, meeting all of the entrance requirements for the program.

4+1 MBA Program
The 4+1 MBA Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average of 3.0 on a 4.0 scale to take graduate coursework in the MBA program, which will not only count towards fulfilling their undergraduate degree requirements, but will also count toward the completion of the MBA program. Qualified students may take up to 12 credit hours (4 courses) from the MBA curriculum, which will reduce the time necessary to complete the graduate degree from two years to as little as one year following the completion of the undergraduate degree (see table below). Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MBA credits under this option.

The admission criteria for participation in the 4+1 program are as follows:

- Students must have completed 60 undergraduate credit hours toward their baccalaureate degree.
- Students must maintain a cumulative undergraduate GPA of 3.0 on a 4.0 scale while taking MBA courses.

(see Graduate Catalog for admission and program requirements)

MBA Courses	**Undergraduate Courses**
MBA 515 Accounting for Management Decisions*	AC 380 Cost Accounting
MBA 526 Corporate Management in the Global Environment	IB 315 International Business Perspectives
MBA 615 Managerial Finance	FI 360 Financial Management
MBA 630 Strategic Marketing	MK 351 Principles of Marketing
MBA 674 Quantitative Analysis for Management Decisions	MG 315 Advanced Business Statistics

** MBA 515 is a prerequisite for MBA 615.*

4+1 MHA Program
The 4+1 MHA Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average of 3.0 on a 4.0 scale to take graduate coursework in the MHA program, which will not only count towards fulfilling their undergraduate degree requirements, but will also count toward the completion of the MHA program. Qualified students may take up to 12 credit hours (4 courses) from the MHA curriculum, which will reduce the time necessary to complete the graduate degree from two years to as little as one year following the completion of the undergraduate degree (see table below). Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MHA credits under this option.

The admission criteria for participation in the 4+1 program are as follows:

- Students must have completed 60 undergraduate credit hours toward their baccalaureate degree.
- Students must maintain a cumulative undergraduate GPA of 3.0 on a 4.0 scale while taking MHA courses.

(see Graduate Catalog for admission and program requirements)

MHA Courses	**Undergraduate Business Courses**
HA 516 Healthcare Finance	FI 360 Financial Management
HA 603 Healthcare Research Methods for Managerial Decision-Making	EC 315 Quantitative Research Methods
HA 509 Management of Health Information Systems	IS 310 Business Applications
HA 515 Marketing and Consumer Driven Healthcare	MK 351 Principles of Marketing

Pursuing Graduate Study At Park University:
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 degree or certificate program. *Financial Aid is not available for courses taken as a non-degree seeking student.*

For information on graduate study, including programs, tuition, and admission requirements, please consult the *Park University 2016-2017 Graduate Catalog*, or visit the website **www.park.edu/academics**.

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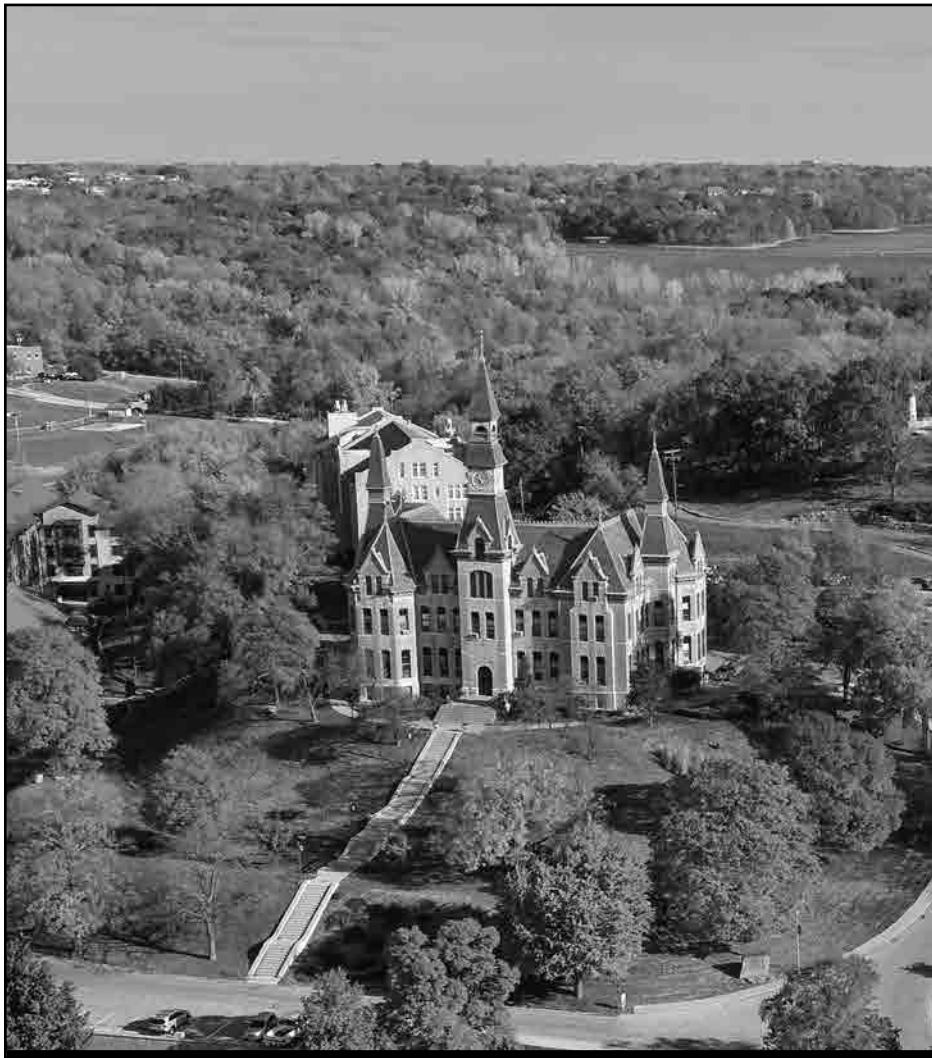

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Associate Professor of Criminal Justice.
B.A.,University of Kansas, 1975; M.P.A., University of Missouri-Kansas City, 1988; Ph.D., University of Missouri-Kansas City, 2004. (2003)

Katelyn Handler
(Parkville Daytime Campus Center)
Assistant Professor of Library Science.
M.A., University of Iowa, 2009. (2014)

Matthew Harris
Assistant Professor of Political Science. B.A., Syracuse University, 2009; M.A., Stony Brook University, 2012; Ph.D., Stony Brook University, 2015. (2016)

Gail Hennessy
(Parkville Daytime Campus Center)
Assistant Professor of Education.
B.S., Missouri State University, 1973; M.A., University of Kansas, 1988. (2006)

Brian Hoffman
(Parkville Daytime Campus Center)
Professor of Biology/Mathematics. B.A., Park College, 1986; Ph.D., St. Louis University, 1996. (1995)

Donna Howell
(Parkville Daytime Campus Center)
Associate Professor of Chemistry. B.S., Southeastern Oklahoma State University, 1991; Ph.D., Louisiana State University, 1999.(2007)

Wen-Jung Hsin
(Parkville Daytime Campus Center)
Professor of Computer Science. B.A., National Taiwan University, 1983; M.S., University of California, San Diego, 1985; Ph.D.,University of Missouri-Kansas City,1995. (1995, 2004)

J

Kathy Jackson
(Parkville Daytime Campus Center)
Assistant Professor in Nursing. B.S.N., Marquette University, 1982; M.S.N., University of Missouri, Kansas City, 1997. (2015)

Andrew Johnson
(Parkville Daytime Campus Center)
Professor of Psychology. B.A., Missouri Western State College, 1991; M.S., Kansas State University, 1993; Ph.D., Kansas State University, 1995. (1997)

K

Robert Kao
(Parkville Daytime Campus Center)
Associate Professor of Finance. M.S.,University of Nebraska, 1980; Ph.D., Texas University, 1985. (2008)

Dennis Kerkman
(Parkville Daytime Campus Center)
Professor of Psychology. B.A., University of Kansas, 1974; M.S., University of Georgia, 1977; Ph.D., University of Kansas, 1987. (2003)

Stacey Kikendall
(Parkville Daytime Campus Center)
Assistant Professor of English. B.A. , Illinois State Universtiy, 2003; M.A., University of South Carolina, 2005, Ph.D., University of New Mexico, 2012; (2013)

Jeffery Kimmons
(Parkville Daytime Campus Center)
Assistant Professor of Biology. B.A., Drury University, 1998; M.S., Missouri State University, 2003; Ph.D., University of Arkansas, 2012. (2014)

Walter Kisthardt
(Parkville Daytime Campus Center)
Professor of Social Work. B.A., Elizabethtown College, 1975; M.S.W., University of Hawaii, 1983; Ph.D., University of Kansas, 1997. (2005)

Nicolas Koudou
(School of Business)
Professor of Marketing. B.A., University of Indianapolis, 1987; M.B.A., Butler University,1989; Ph.D., Louisiana State University, 1998.(1998)

L

Jolene Lampton
(Austin Campus Center)
Associate Professor of Management/ Accounting.
B.S.E., Truman State University, 1974; M.B.A.,University of Missouri-St. Louis, 1994; Ph.D., St. Louis University, 2002. (2003)

Full-Time Faculty

Andrea Lee
(Parkville Daytime Campus Center)
Assistant Professor of Art. B.F.A, University of Kansas, 1993; M.A., University of Missouri, Kansas City, 1999; Ph.D., University of Missouri, Kansas City, 2006. (2015)

Glenn Lester
(Parkville Daytime Campus Center)
Assistant Professor of English.
B.A., Hope College, 2005; M.F.A., University of North Carolina, 2009. (2013)

Lolita Lisovskaya-Sayevich
(Parkville Daytime Campus Center)
Instructor of Music. B.M., Moscow State Conservatory, 2002; M.M., Moscow State Conservatory, 2004. (2013)

John Lofflin
(Parkville Daytime Campus Center)
Professor of Journalism/Photography. B.S., Baker University, 1970; M.A., University of Kansas, 1981. (1985)

Kathy (Ehrig) Lofflin
(Parkville Daytime Campus Center)
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)

Mark Long
Lecturer in Computer Science. B.S., Central Missouri State Univresity; M.A., Webster University (2016).

M

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)

Eugene Matthews
(Parkville Daytime Campus Center)
Associate Professor of Criminal Justice. B.S., Upper Iowa University, 1999; M.A., Webster University, 2005; Ph.D., Capella University, 2013. (2014)

Steven McDonald
Associate Professor of Music. B.M., Boston University; D.M.A, University of Kansas (2016).

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)

Amy Mecklenburg-Faenger
(Parkville Daytime Campus Center)
Associate Professor of English. B.A., Truman State University, 1997; M.A., University of Missouri, 2001; Ph.D. English, The Ohio State University, 2007. (2015)

Nicholas Miceli
(Parkville Daytime Campus Center)
Associate Professor, Management/Human Resources. B.S., Central Missouri State University; Ph.D., University of Oklahoma, 1996. (2011)

Greg Moore
(School of Business)
Assistant Professor of Finance.
B.S., Colorado State University, 1992;
M.B.A., University of Kansas, 2010;
D.B.A., Walden University, 2014. (2017)

N

Kerry Nelsen
Assistant Professor of Nursing. B.S.N., Saint Luke's College of Health Sciences, 2013; M.S.N., Saint Luke's College of Health Sciences, 2015. (2017)

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)

O

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)

Debra Olson-Morrison
(Parkville Daytime Campus Center)
Assistant Professor of Social Work. B.M.M.T., University of Evansville, 1998; M.S.W., University of Utah, 2001; Ph.D., University of Utah, 2009. (2015)

P

James F. Pasley
(Parkville Daytime Campus Center)
Professor of Political Science. B.A., Southwestern University, 1993; M.S., Missouri State University, 1994; Ph.D., Louisiana State University, 1999. (2006)

Bin (Crystal) Peng
(Parkville Daytime Campus Center)
Associate Professor of Computer Science. B.A., Nanjing Institute of Meteorology, 1998; Ph.D., Wayne State University, 2005. (2014)

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)

Leon Probasco
(Parkville Daytime Campus Center)
Assistant Professor of Social Work. B.A., Graceland College, 1972; M.S.W, University of Kansas, 1980. (2015)

Adam Potthast
(Parkville Daytime Campus Center)
Associate Professor of Philosophy.
B.A., Truman State University, 1998; M.A., University of Connecticut, 2000; Ph.D., University of Connecticut, 2005. (2010)

R

Tamara Radohl-Sigley
(Parkville Daytime Campus Center)
Assistant Professor of Social Work. M.A., Washburn University, 1999; Ph.D., University of Kansas, 2013. (2014)

Marion Ricono,
(Parkville Daytime Campus Center)
Lecturer in Management. B.S., University of Missouri-Rolla, 1970; M.B.A, University of Missouri-Kansas City, 1974. (2015)

Henry Roehrich
(Grand Forks AFB Campus Center)
Associate 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)
Lecturer in Biology. B.S., Southeastern Oklahoma State University, 1989; M.S., Louisiana State University, 2004. (2010)

Patricia Ryberg
(Parkville Daytime Campus Center)
Assistant Professor of Biology. B.A., University of Nebraska, Lincoln, 2003; B.S., University of Nebraska, Lincoln, 2003; Ph.D., University of Kansas, 2009. (2012)

S

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)

Full-Time Faculty

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)
Lecturer in Accounting. B.M.E., University of Missouri-Kansas City, 1981; M.S.A., University of Missouri-Kansas City, 2000. (2010)

Kristin Shaw
(Parkville Daytime Campus Center)
Lecturer in Communication. M.S.J, Northwestern University, 2007; B.J., University of Missouri, 2006. (2015)

Brian Shawver
(Parkville Daytime Campus Center)
Professor of English. B.A. University of Kansas, 1996; M.F.A., University of Iowa, 1999. (2010)

Debra Sheffer
(Parkville Daytime Campus Center)
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.

Alexander Silvius
(Parkville Daytime Campus Center)
Assistant Professor of Physics. B.S., Missouri University of Science & Technology, 2000; M.S., Missouri University of Technology & Science, 2003; Ph.D., Missouri University of Science & Technology, 2006. (2012)

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)
Associate Professor of Graphic Design. B.F.A., Kansas State University, 1998; M.F.A., Kansas State University, 2002. (2011)

Melanie Smith
(Hauptmann School of Public Affairs)
Assistant Professor of Public Administration. B.S., Virginia Tech, 1988; M.S., Eastern Washington University, 1992; B.S., Creighton University, 1998; Ph.D., Capella University, 2014. (2014)

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)

T

Thomas Teter
(Parkville Daytime Campus Center)
Associate Professor of Athletic Training. B.S., Southwest Missouri State University, 1999; Doctorate in Chiropractic, Cleveland Chiropractic College, 2005. (2015)

Guillermo Tonsmann
(Austin Campus Center)
Associate Professor of Computer Science. B.S., Universidad of Nacional de Ingenieria, 1984; M.A., Potchefstroom University, 1993; B.S. University of South Africa, 1995; Ph.D., Louisiana State University, 2001. (2007)

Tamara Tucker
(Parkville Daytime Campus Center)
Assistant Professor of Social Work. B.S.W., Avila College, 1995; M.S.W., University of Missouri, KC, 2005. (2012)

V

James Vanderleeuw
(Hauptmann School of Public Affairs)
Professor of Public Administration. B.A., Ramapo College, 1976; M.A., University of Nevada-Reno, 1980; Ph.D., University of New Orleans, 1988. (2016)

Daniel Veis
(Parkville Daytime Campus Center)
Assistant Professor of Music.
Prague Conservatory, 1972; Academy of Performing Arts in Prague, 1974; Tchaikovsky Conservatory in Moscow, 1979. (2010)

W

Terrence Ward
(Hauptmann School of Public Affairs)
Assistant Professor. B.S. University of Missouri, Rolla, 1970; M.B.A., Rockhurst College, 1984; Ph.D., University of Missouri, KC., 2012. (2012)

Cassie Werle-Rice
Assistant Professor of Nursing. B.S.N., Missouri Western State University, 2005; M.S.N, Research College of Nursing, 2011. (2015)

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)

Arthur Donald Wise
(Hauptmann School of 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)

Y

Steven Youngblood
(Parkville Daytime Campus Center)
Associate Professor of Communication.
B.S., University of Kansas, 1983; M.A., Kansas State University, 1996. (1997)

Endowed Chairs and Professorships

Merlin Findlay
Chair of Science

J. Malcolm Good
Professorship and Endowed Chair of Mathematics

Mary Barlow
Professorship of English and Literature

Edward F. Lyle
Professor of Finance and Director of the Graduate Program in Business

Emerati Faculty

Donna Bachmann, M.F.A.
M. Virginia Brackett, Ph.D.
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.

Commencement Speakers

SEMESTER	YEAR	SPEAKER	CLASS YEAR	TITLE
Spring	1927	Honorable Perl D. Decker	1897	Missouri State Representative
Spring	1928	John Morris Gillette, Ph.D		
	1929	Henry Nelson Wieman, Ph.D	1907	
Spring	1930	The Reverend James E. Congdon, Jr.		
Spring	1931	The Reverend Harry Clayton Rogers, D.D.		(Dedication of the 1st Graham Tyler)
Spring	1932	John Edward Calfee, D.D.	1905	
Spring	1933	Webster E. Browning, D.D.	1891	
Spring	1934	Ernest H. Lindley, Ph.D.		Chancellor University of Kansas
Spring	1935	Paul Austin Wolfe, D.D.	1918	
Spring	1936	Ernest Minor Patterson, Ph.D.	1902	Professor of Economics at Wharton School of Finance and Commerce, University of Pennsylvania
Spring	1937	James M. Matthews, L.L.D.	1903	Director, Division of Distribution, School of Business Administration Babson Institute
Spring	1938	Robert J. Kerner, Ph. D.		Professor Modern European History, University of California
Spring	1939	Frederick William Hawley, D.D., LL.D.		President Emeritus, Park College
Spring	1940	Paul Calvin Payne, D.D.	1913	General Secretary, Board of Christian Education Presbyterian Church, United States of America
Spring	1941	William Lindsay Young, D.D., LL.D., Litt.D.		President of Park College, Retiring Moderator of the General Assembly of the Presbyterian Church, USA
Spring	1942	The Reverend L. Wendell Taylor, D.D.		Pastor, President, Church of the Covenant, Detroit, Michigan
Spring	1943	President William Lindsay Young, D.D., LL.D., Litt.D., L.H.D.		President, Park College
Spring	1944	Merrill E. Otis, LL.B., LL.D.		United States District Judge, Western District of Missouri
Spring	1945	Arnold H. Lowe, M.Th., D.D.		Minister Westminster Presbyterian Church, Minneapolis, Minnesota
Spring	1946	John Bailey Gage, A.B., LL.B.		
Spring	1947	The Reverend James W. Clarke, D.D.		Minister Second Presbyterian Church, St. Louis, Missouri
Spring	1948	Dr. Harold C. Hunt, M.A., Ed.D., LL.D.		Superintendent of Schools, Chicago, Illinois
Spring	1949	Russell J. Hopley		President, Northwestern Bell Telephone Company, Omaha, NE
Spring	1950	Paul A. Dodd, Ph.D.	1924	Dean of College of Letters and Sciences, University of California, Los Angeles
Spring	1951	Roy A. Roberts		President of the Kansas City Star
Spring	1952	The Reverend Samuel McCrea Cavert, D.D.		General Secretary of National Council, Churches of Christ in the U.S.A., New York City
Spring	1953	Mr. David Thomas Beals		President, Inter-State National Bank, Kansas City, Missouri
Spring	1954	The Honorable Albert L. Reeves		
Spring	1955	Mr. Warren Lee Pierson		
Spring	1956	Robert E. Long		President of Park College
Spring	1957	The Reverend Paul Austin Wolfe, D.D.	1918	Minister, The Brick Presbyterian Church, N.Y., New York

Commencement Speakers

SEMESTER	YEAR	SPEAKER	CLASS YEAR	TITLE
Spring	1958	Mr. Robert L. Gibson	1925	Vice President, General Electric Company, Pittsfield, Mass.
Spring	1959	Honorable Margaret Chase Smith		United States Senator from Maine
Spring	1960	Charles N. Kimball		President, Midwest Research Institute, Kansas City, MO
Spring	1961	Fred Chase Koch		President, Rock Island Oil and Refining Company, Wichita, Kansas
Spring	1962	Edward L. Cushman		Executive Vice President, American Motors Corporation, Detroit
Spring	1963	James Wesley McAfee		President, Union Electric, St. Louis, Missouri
Fall	1963	Tilton Davis, Jr.		Director of Education, Headquarters, 5th U.S. Army Chicago
Spring	1964	Dr. John A. Gates		Distinguished Professor Westminster College, Fulton, Missouri
Fall	1964	Dr. Guy Moore		President William Jewell College, Liberty, Missouri
Spring	1965	Dr. Elder G. Hawkins		Moderator, General Assembly of United Presbyterian Church, U.S.A.
Fall	1965	Dr. Joseph C. Shipman		Director, Linda Hall Library, Kansas City, Missouri
Spring	1966	Honorable William R. Hull, Jr.		U.S. Representative, Sixth District, Missouri
Fall	1966	Dr. Paul Hoover Bowman		Executive Director Institute Community Studies
Spring	1967	Henry C. Haskell		Associate Editor, Kansas City Star
Fall	1967	Honorable Harold E. Stassen		Former Governor of Missouri
Spring	1968	Harry Belafonte		Artist, Peace Corps Advisor, Board of Directors Southern Christian Leadership Conference
Fall	1968	Robert D. Swanson	1937	President, Alma College, Alma, Michigan
Spring	1969	Nathan J. Stark		Group Vice President, Operations Hallmark Cards, Inc.
Fall	1969	Honorable Thomas F. Eagleton	1969	U.S. Senator from Missouri
Spring	1970	Dr. R. Buckminster Fuller		(Geodesic Dome)
Fall	1970	Sister Olive Louise Dallavis, C.S.J.		President, Avila College, Kansas City, Missouri
Spring	1971	Dr. John R. Everett	1942	President, New School for Social Research, New York, New York
Fall	1971	Dr. John Hirschfield	1971	Professor, History of Western Culture, Park College
Spring	1972	Mr. Robert A. Cromie		Chicago Illinois
Fall	1972	Dr. Jerzy Hauptmann		Professor of Political Science, Park College
Spring	1973	Robert Wedgeworth	1973	Executive Director, American Library Association
Fall	1973	Dr. Ferrel Heady	1973	President, University of New Mexico
Spring	1974	Dr. Theodore I. Murguia	1951	President, San Jose City College, California
Fall	1974	Mr. George Lehr		County Executive of Jackson County, Missouri
Spring	1975	Donald Rumsfeld		Assistant to the President of the United States
Fall	1975	Dr. Young Pai	1975	Professor of Education, UMKC
Spring	1976	Dr. Ruth Snyder Sherman	1932	Radiologist, Sloan Kettering Cancer Center
Fall	1976	Dr. John H. Patton	1976	Professor of Religion, Park College
Spring	1977	Dr. Arthur Kamitsuka	1945	Director of Special Ministries to Japanese in New York (one of our Nisei Students)

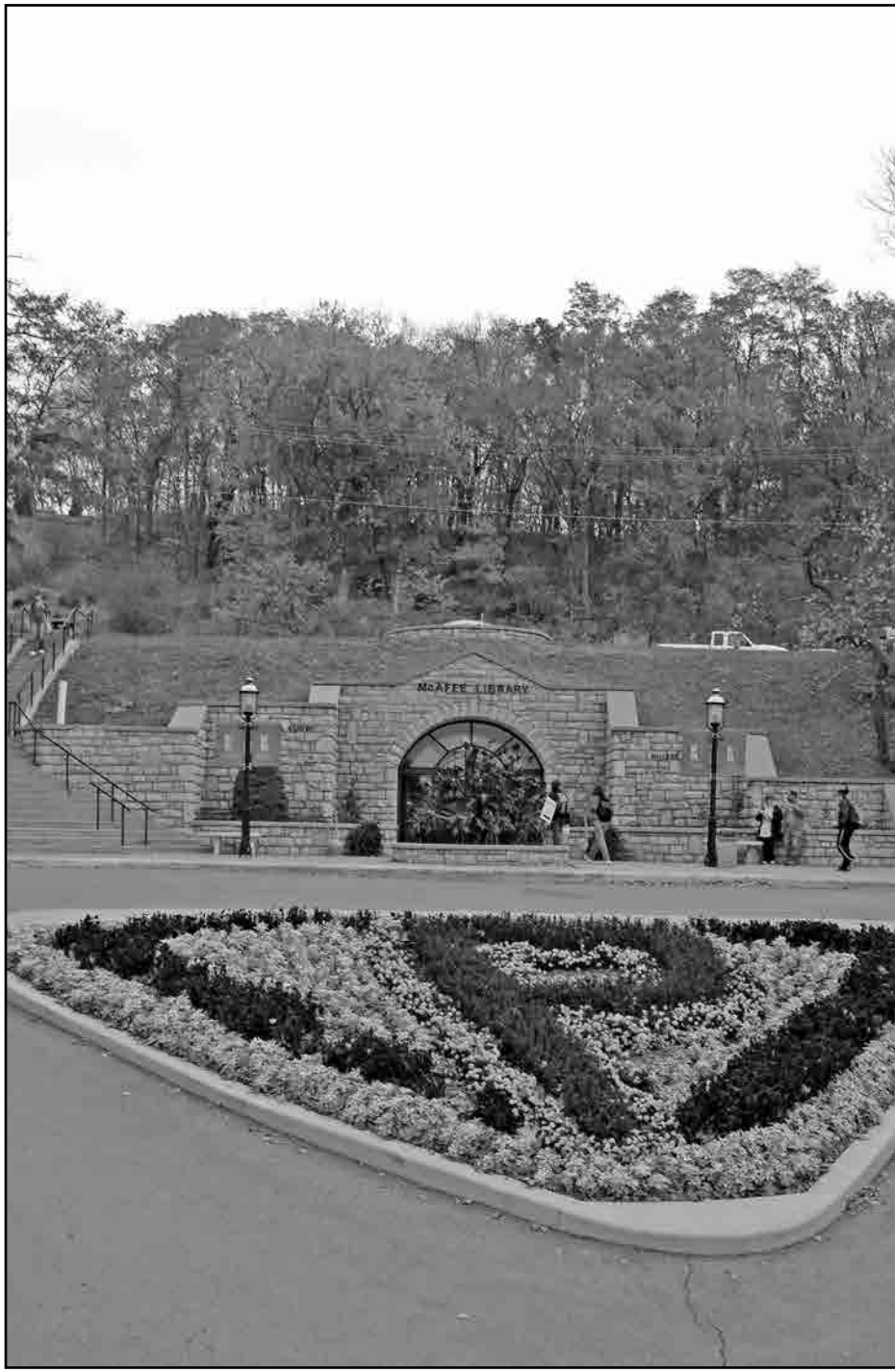
Commencement Speakers

SEMESTER	YEAR	SPEAKER	CLASS YEAR	TITLE
Fall	1977	Mr. Eugene A. Davidson		Chairman Conference on European Problems
Spring	1978	Dr. Roy V. Magers II	1958	Assistant Professor of Music, Winthrop College
Spring	1979	Mr. Donald H. Chishlom		Attorney and Former Chairman of Board of Trustees
Spring	1980	The Honorable E. Thomas Coleman		Member of Congress
Spring	1981	Dr. Robert D. Swanson		President Emeritus, Alma College
Spring	1982	Walt Bodine		Dean of Kansas City Broadcast Newsman
Spring	1983	Dr. Barbara J. Higdon		Vice President/Dean for Academic Affairs
Spring	1984	Dr. Robert H. Ferrell		Distinguished Professor of History, Indiana University
Spring	1985	Harriet Woods		Lieutenant Governor, State of Missouri
Spring	1986	Robert P. Corbett	1938	United Missouri Bank South, Chairman Emeritus
Spring	1987	The Honorable Ike Skelton		United States Congressman, Missouri Fourth District
Spring	1988	Donald J. Breckon		Thirteenth President Park College
Spring	1989	Ambassador Alan Woods		Administrator, Agency for International Development
Spring	1990	Mr. Alvin L. Brooks		Director, Department of Human Relations, Kansas City, Missouri
Spring	1991	Dr. Lois Spier Gray	1943	Professor, Cornell University
Spring	1992	Dr. Hugh B. McAfee, Jr.	1941	Member of Park College Board of Trustees (Great Grandson of the Founder of Park College)
Spring	1993	Dr. R. Lynn Bondurant, Jr.	1961	Chief, Office of Educational Programs, NASA, Lewis Research Center, Cleveland, Ohio
Spring	1994	R. Crosby Kemper III		President of United Missouri Bank, St. Louis, Missouri
Fall	1994	Dr. Lyushun Shen		Director, Public Affairs Division, Taipei Economic and Cultural Representative Office in the United States
Spring	1995	Dr. Dong Won Lee		President, International Research Center Republic of Korea
Fall	1995	Eric Bransby		Muralist and Professor Emeritus at UMKC
Spring	1996	William C. Clark		President, Urban League of Greater Kansas City and Former Trustee of Park College
Fall	1996	Bonnie Sue Cooper		State Representative, District 32, State of Missouri
Spring	1997	Larry Wheeler		President & COO, Valentine Radford Communications
Fall	1997	Fred Pouche	1981	Missouri House of Representatives
Spring	1998	Dr. F. Marian Bishop		Director of Graduate Programs, School of Medicine, University of Utah
Fall	1998	Chance Browne	x70	Cartoon Illustrator, Hi & Lois
Spring	1999	Marjorie S. Sirridge		Dean of the University of Missouri-Kansas City School of Medicine
Fall	1999	Dr. Daniel E. Waite		Professor and Chair of the Department of Oral and Maxillofacial Surgery at Baylor College of Dentistry

Commencement Speakers

SEMESTER	YEAR	SPEAKER	CLASS YEAR	TITLE
Spring	2000	Dr. Edward Zigler		Sterling Professor of Psychology, head of the psychology section of the Child Study Center and Director of the Bush Center in Child Development and Social Policy at Yale University
Fall	2000	Larry J. Hackman		Director of the Harry S. Truman Presidential Library and Museum
Spring	2001	Bernice Thompson	1958	Social work therapist in the Barnes-Jewish Hospital Chemical Dependency Service
Fall	2001	Dr. Hans Brisch		Chancellor for the Oklahoma State System of Higher Education
Spring	2002	Cynthia Levin	1977	Producing Artistic Director of the Unicorn Theatre
Fall	2002	Jerzy Hauptmann		Professor Emeritus and founder of the Hauptmann School for Public Affairs, Park University
Spring	2003	Rosemary Fry Plakas	1963	American History Specialist at the Library of Congress
Fall	2003	Brigadier General (Select) Douglas L. Raaberg		United State Air Force
Spring	2004	The Honorable Ike Skelton		Congressman, Missouri's 4th District
Fall	2004	R. Lynn Bondurant, Ph.D.	1961	President, Bondurant Consulting
Spring	2005	Ergys Prenika	2005	International graduate, Albania
Fall	2005	Ralph Reid		Vice President, Corporate Social Responsibility, Sprint Nextel
Spring	2006	General Richard B. Myers		United State Air Force Retired
Fall	2006	Honorable Kay Barnes		Mayor, Kansas City, Missouri
Spring	2007	Jackie Snyder, Ed.D.		Chancellor, Metropolitan Community College
Fall	2007	Peter J. deSilva		President and COO UMB Financial Corporation
Spring	2008	The Honorable Christopher S. "Kit" Bond		United State Senator, Missouri
Fall	2008	Mary Jean Eisenhower		President and CEO, People to People International
Spring	2009	Danny O'Neil		Founder and CEO, The Roasterie, Inc.
Fall	2009	The Honorable Emmanuel Cleaver		U.S. House of Representatives
Spring	2010	Ambassador Jason C. Yuan		Representative of the Republic of China (Taiwan)
Fall	2010	Eugene A. Ruiz		Chair, Park University Board of Trustees
Spring	2011	Jeanette Prenger	2009	Founder and President, ECCO Select
Fall	2011	Steve Youngblood		Associate professor of Communication Arts
Spring	2012	The Honorable Sly James		Mayor of Kansas City, Missouri
Fall	2012	Peter J. deSilva		President and Chief Operating Officer, UMB Financial
Spring	2013	Lt. Gen. (Ret) John E. Miller		Member, Park University Board of Trustees
Fall	2013	Deborah J. Frett		CEO, Business and Professional Women's Foundation
Spring	2014	Gary Guller		Mount Everest Summiter, Author & Keynote Speaker
Fall	2014	Terry Bassham		Chairman, President and CEO, Kansas City Power and Light
Spring	2015	Bob Marcusse		President and CEO, Kansas City Area Development Council
Fall	2015	Greg Graves		Chairman and CEO, Burns & McDonnell

Appendix and Index



Appendix

Military and Veteran Students' Tuition Rates

Your Admissions Representative or Success Coach will happily work through all available options with you to be sure you get the proper tuition rate. All locations and modalities i.e., online and face-to-face courses have the same tuition rates. Special rates apply to military status and to qualify you'll need to present one of the following when registering for courses:

- Active Duty service members, Dependents of Active Duty service members, and those currently serving in the National Guard or Army Reserves must present a copy of a current Leave and Earnings Statement or Current Orders of the active service member to qualify.
- Veterans of the Armed Forces must present a copy of the DD214 or Certificate of Eligibility to qualify for the Veteran tuition rate.
- Students lawfully present in the U.S. on a nonimmigrant visa will be charged the same rates as any other student.

To find out who your Success Coach is email us at advising@park.edu.

To find your Admissions representative email us at **onlineadmissions@park.edu**.

Following your registration, your Admissions Representative or Success Coach will confirm your status. Your tuition rate status will also appear on your Student Data Sheet (your bill) labeled and in the amount per the category that fits your status best.

(§668.18) Readmission Requirements for Servicemembers

(a) *General*. (1) An institution may not deny readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service.

(2)(i) An institution must promptly readmit to the institution a person described in paragraph (a)(1) of this section with the same academic status as the student had when the student last attended the institution or was last admitted to the institution, but did not begin attendance because of that membership, application for membership, performance of service, application for service, or obligation to perform service.

(ii) "Promptly readmit" means that the institution must readmit the student into the next class or classes in the student's program beginning after the student provides notice of his or her intent to reenroll, unless the student requests a later date of readmission or unusual circumstances require the institution to admit the student at a later date.

(iii) To readmit a person with the "same academic status" means that the institution admits the student—

(A) To the same program to which he or she was last admitted by the institution or, if that exact program is no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program;

(B) At the same enrollment status that the student last held at the institution, unless the student requests or agrees to admission at a different enrollment status;

(C) With the same number of credit hours or clock hours completed previously by the student, unless the student is readmitted to a different program to which the completed credit hours or clock hours are not transferable;

(D) With the same academic standing (e.g., with the same satisfactory academic progress status) the student previously had; and

(E)(*1*) If the student is readmitted to the same program, for the first academic year in which the student returns, assessing—

(*i*) The tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution; or

(*ii*) Up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veterans' education benefits, as defined in section 480(c) of the HEA, or other servicemember education benefits, will pay the amount in excess of the tuition and fee charges assessed for the academic year in which the student left the institution; or

(2) If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, assessing no more than the tuition and fee charges that other students in the program are assessed for that academic year.

(iv)(A) If the institution determines that the student is not prepared to resume the program with the same academic status at the point where the student left off, or will not be able to complete the program, the institution must make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost to the student and allowing the student to retake a pretest at no extra cost to the student.

(B) The institution is not required to readmit the student on his or her return if—

(*1*) After reasonable efforts by the institution, the institution determines that the student is not prepared to resume the program at the point where he or she left off;

(*2*) After reasonable efforts by the institution, the institution determines that the student is unable to complete the program; or

(*3*) The institution determines that there are no reasonable efforts the institution can take to prepare the student to resume the program at the point where he or she left off or to enable the student to complete the program.

(C)(*1*) "Reasonable efforts" means actions that do not place an undue hardship on the institution.

(*2*) "Undue hardship" means an action requiring significant difficulty or expense when considered in light of the overall financial resources of the institution and the impact otherwise of such action on the operation of the institution.

(D) The institution carries the burden to prove by a preponderance of the evidence that the student is not prepared to resume the program with the same academic status at the point where the student left off, or that the student will not be able to complete the program.

(3) This section applies to an institution that has continued in operation since the student ceased attending or was last admitted to the institution but did not begin attendance, notwithstanding any changes of ownership of the institution since the student ceased attendance.

(4) The requirements of this section supersede any State law (including any local law or

ordinance), contract, agreement, policy, plan, practice, or other matter that reduces, limits, or eliminates in any manner any right or benefit provided by this section for the period of enrollment during which the student resumes attendance, and continuing so long as the institution is unable to comply with such requirements through other means.

(b) *Service in the uniformed services*. For purposes of this section, service in the uniformed services means service, whether voluntary or involuntary, in the Armed Forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

(c) *Readmission procedures*. (1) Any student whose absence from an institution is necessitated by reason of service in the uniformed services shall be entitled to readmission to the institution if—

(i) Except as provided in paragraph (d) of this section, the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance oral or written notice of such service to an office designated by the institution, and provides such notice as far in advance as is reasonable under the circumstances;

(ii) The cumulative length of the absence and of all previous absences from that institution by reason of service in the uniformed services, including only the time the student spends actually performing service in the uniformed services, does not exceed five years; and

(iii) Except as provided in paragraph (f) of this section, the student gives oral or written notice of his or her intent to return to an office designated by the institution—

(A) For a student who completes a period of service in the uniformed services, not later than three years after the completion of the period of service; or

(B) For a student who is hospitalized for or convalescing from an illness or injury incurred in or aggravated during the performance of service in the uniformed services, not later than two years after the end of the period that is necessary for recovery from such illness or injury.

(2)(i) An institution must designate one or more offices at the institution that a student may contact to provide notification of service required by paragraph (c)(1)(i) of this section and notification of intent to return required by paragraph (c)(1)(iii) of this section.

(ii) An institution may not require that the notice provided by the student under paragraph (c)

(1)(i) or (c)(1)(iii) of this section follow any particular format.

(iii) The notice provided by the student under paragraph (c)(1)(i) of this section—

(A) May not be subject to any rule for timeliness; timeliness must be determined by the facts in any particular case; and
(B) Does not need to indicate whether the student intends to return to the institution.

(iv) For purposes of paragraph (c)(1)(i) of this section, an "appropriate officer" is a commissioned, warrant, or noncommissioned officer authorized to give such notice by the military service concerned.

(d) *Exceptions to advance notice*. (1) No notice is required under paragraph (c)(1)(i) of this section if the giving of such notice is precluded by military necessity, such as—

(i) A mission, operation, exercise, or requirement that is classified; or

(ii) A pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge.

(2) Any student (or an appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance written or oral notice of service to the appropriate official at the institution in accordance with paragraph (c)(1) of this section may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to the institution that the student performed service in the uniformed services that necessitated the student's absence from the institution.

(e) *Cumulative length of absence*. For purposes of paragraph (c)(1)(ii) of this section, a student's cumulative length of absence from an institution does not include any service—

(1) That is required, beyond five years, to complete an initial period of obligated service;

(2) During which the student was unable to obtain orders releasing the student from a period of service in the uniformed services before the expiration of the five-year period and such inability was through no fault of the student; or

(3) Performed by a member of the Armed Forces (including the National Guard and Reserves) who is—

(i) Ordered to or retained on active duty under—

(A) 10 U.S.C. 688 (involuntary active duty by a military retiree);

(B) 10 U.S.C. 12301(a) (involuntary active duty in wartime);

(C) 10 U.S.C. 12301(g) (retention on active duty while in captive status);

(D) 10 U.S.C. 12302 (involuntary active duty during a national emergency for up to 24 months);

(E) 10 U.S.C. 12304 (involuntary active duty for an operational mission for up to 270 days);

(F) 10 U.S.C. 12305 (involuntary retention on active duty of a critical person during time of crisis or other specific conditions);

(G) 14 U.S.C. 331 (involuntary active duty by retired Coast Guard officer);

(H) 14 U.S.C. 332 (voluntary active duty by retired Coast Guard officer);

(I) 14 U.S.C. 359 (involuntary active duty by retired Coast Guard enlisted member);

(J) 14 U.S.C. 360 (voluntary active duty by retired Coast Guard enlisted member);

(K) 14 U.S.C. 367 (involuntary retention of Coast Guard enlisted member on active duty); or

(L) 14 U.S.C. 712 (involuntary active duty by Coast Guard Reserve member for natural or man-made disasters);

(ii) Ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress, as determined by the Secretary concerned;

(iii) Ordered to active duty (other than for training) in support, as determined by the Secretary concerned, of an operational mission for which personnel have been ordered to active duty under section 12304 of title 10, United States Code;

(iv) Ordered to active duty in support, as determined by the Secretary concerned, of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve); or

(v) Called into Federal service as a member of the National Guard under chapter 15 of title 10, United States Code, or section 12406 of title 10, United States Code (i.e., called to respond to an invasion, danger of invasion, rebellion, danger of rebellion, insurrection, or the inability of the President with regular forces to execute the laws of the United States).

(f) *Notification of intent to reenroll*. A student who fails to apply for readmission within the periods described in paragraph (c)(1)(iii) of this section does not automatically forfeit eligibility for readmission to the institution, but is subject to the institution's established leave of absence policy and general practices.

(g) *Documentation*. (1) A student who submits an application for readmission to an institution under paragraph (c)(1)(iii) of this section shall provide to the institution documentation to establish that—

(i) The student has not exceeded the service limitation in paragraph (c)(1)(ii) of this section; and

(ii) The student's eligibility for readmission has not been terminated due to an exception in paragraph (h) of this section.

(2)(i) Documents that satisfy the requirements of paragraph (g)(1) of this section include, but are not limited to, the following:

(A) DD (Department of Defense) 214 Certificate of Release or Discharge from Active Duty.

(B) Copy of duty orders prepared by the facility where the orders were fulfilled carrying an endorsement indicating completion of the described service.

(C) Letter from the commanding officer of a Personnel Support Activity or someone of comparable authority.

(D) Certificate of completion from military training school.

(E) Discharge certificate showing character of service.

(F) Copy of extracts from payroll documents showing periods of service.

(G) Letter from National Disaster Medical System (NDMS) Team Leader or Administrative Officer verifying dates and times of NDMS training or Federal activation.

(ii) The types of documents that are necessary to establish eligibility for readmission will vary from case to case. Not all of these documents are available or necessary in every instance to establish readmission eligibility.

(3) An institution may not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

(h) *Termination of readmission eligibility*. A student's eligibility for readmission to an institution under this section by reason of such student's service in the uniformed services terminates upon the occurrence of any of the following events:

(1) A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge.

(2) A dismissal of a commissioned officer permitted under section 1161(a) of title 10, United States Code by sentence of a general court-martial; in commutation of a sentence of a general court-martial; or, in time of war, by order of the President.

(3) A dropping of a commissioned officer from the rolls pursuant to section 1161(b) of title 10, United States Code due to absence without authority for at least three months; separation by reason of a sentence to confinement adjudged by a court-martial; or, a sentence to confinement in a Federal or State penitentiary or correctional institution.

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.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF), or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Students who receive the California Grant B Access Award may choose to apply the scholarship funds to their student account, or may choose to request a direct disbursement of funds via the refund method they have selected; ACH or stored value card.

Students who wish to receive a direct disbursement of funds must make the request in writing. The request can be made by sending a message from the student's Park University email account to finaid@park.edu.

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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CORE VALUES
THAT GUIDE OUR ACTIONS:

- *We expect **ACCOUNTABILITY** for our actions at all levels, to each other and to Park University.*
- *We treat all with **CIVILITY** and **RESPECT** while being open and honest in our communication.*
- *We seek **EXCELLENCE** in all we do, with passionate learning as our highest priority.*
- *We celebrate **GLOBAL CITIZENSHIP** through our connected learning and working environment, as well as community stewardship.*
- *We embrace **INCLUSIVITY** that fosters diversity, teamwork and collaboration.*
- *We act with **INTEGRITY** through honesty, efficiency and reliability.*

PARK UNIVERSITY℠

OFFICE OF ADMISSIONS

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2017-18 Undergraduate Catalog Amendments

(pg. 9)
From:
New Mexico: Park is authorized to operate by the New Mexico Higher Education Department, 2048 Galisteo St., Santa Fe, NM, 87505; 505-476-6500.
For New Mexico Higher Education Department complaint information, please see: http://www.hed.state.nm.us/students/hed-student-complaint-frm.aspx.
Contact: Diane Vigil-Hayes Private & Proprietary Schools Administrator and Compliance Officer New Mexico Higher Education Department 2048 Galisteo Street Fe, NM 87505 505-476-8418 Diane.Vigil@state.nm.us

New Mexico: Park is authorized to operate by the New Mexico Higher Education Department, 2048 Galisteo St., Santa Fe, NM, 87505; 505-476-6500.
For all students, it's highly recommended that they attempt to resolve their grievance at the institutional level using the processes defined on Park's website and catalog(s). For New Mexico Higher Education Department complaint information, please see: http://www.hed.state.nm.us/students/hed-student-complaint-frm.aspx.
Contact: Diane Vigil-Hayes
Private & Proprietary Schools Administrator and Compliance Officer
New Mexico Higher Education Department 2048 Galisteo Street
Fe, NM 87505
505-476-8418
Diane.Vigil@state.nm.us

(pg. 18)
Add: Mark Long, M.S. Lecturer in Computer Science

From: John Dean, Ph.D. Assistant Professor of Computer Science

To: John Dean, Ph.D. Associate Professor of Computer Science

(pg. 20)
Under Roger Kugler, D.M.A. and James F. Pasley, Ph.D.
Add:

Stanislav Ioudenitch, Artistic Director
Behzod Abduraimov, Artist-in-Residence

List of Faculty
Add:
Lolita Lisovskaya-Sayevich, Instructor of Music

(pg. 41)
Spring – Session I (Two-Week Session)
'Maymester'
From: May 14 – June 27, 2018
To: May 14 – May 27, 2018

(pg. 77)
Undergraduate
From:
Veterans (includes Veterans, Veteran Dependents, Reservist Dependents, and National Guard Dependents)……. $339

To:
Veterans (includes Veterans and Veteran Dependents using GI Bill, Reservist Dependents, and National Guard Dependents)……. $339

Graduate
From:
Veterans (includes Veterans, Veteran Dependents, Reservist Dependents, and National Guard Dependents)……. $485

To:
Veterans (includes Veterans and Veteran Dependents using GI Bill, Reservist Dependents, and National Guard Dependents)……. $485

(pg. 78)
TUITION, FEES, GRANTS, SCHOLARSHIPS AND FINANCIAL AID
From: 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 students.

To: If a student account is sent to an agency for collection and/or legal action, the account balance plus all collection fees (up to 33.3%) and legal fees will be paid by the student.

(pg. 79)
PARK UNIVERSITY STORED VALUE CARED – VISA BRANDED DEBIT CARD
Section deleted.

(p. 99)
3. Academic Suspension
From: Any student who has been suspended may appeal in writing to the appropriate academic dean.

To: Any student who has been suspended may appeal in writing to the appropriate academic dean or their designee.

4. Academic Readmission/Expulsion
From: The student must submit a written request for Readmission to the appropriate academic Dean.

To: The student must submit a written request for Readmission to the appropriate academic Dean or their designee.

(pg. 102)
Add:

Remote Proctoring
Park University has instituted remote virtual proctoring of the final exam for *online students only* in certain classes (not all Park online courses require proctoring – check the course's syllabus for requirements). Final exams in these designated courses (see: https://pdl.park.edu/proctor/) are taken online under the virtual supervision of the ProctorU during a specific window of time set in the course modules. Students will need *both* to *register* with ProctorU *and* to *schedule* each exam with ProctorU at least 72 hours ahead of time.

ProctorU creates an academic record for each test-taker that is handled with the strictest adherence to Family Educational Rights and Privacy Act (FERPA) (URL: http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) guidelines. All of ProctorU proctors are required to complete FERPA training and ProctorU was successfully audited for FERPA compliance by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) (URL: http://www.aacrao.org).

Park University policies related to remote virtual proctoring are publically viewable here: Park Distance Learning – Academic Policies – **Park University Online Proctoring Policy Page.**
URL: http//www.park.edu/park-distance-learning/academic-policies.html

(p. 115)
From:
Completion of a minimum of 123 semester hours with a cumulative 2.8 GPA (or higher dependent on major).
To:
Completion of a minimum of 126 semester hours with a cumulative 2.8 GPA (or higher dependent on major).

From:
Completion of the 64 hour Liberal Education requirement as listed below:
To:
Completion of the 67 hour Liberal Education requirement as listed below:

From:
One Humanities Elective….3 cr.

To:
At least 6 hours LE designated Arts & Humanities courses….6 cr.
Including 3 hours Art or English

(pg. 145)
Under the minor for business majors
From: EG 390
To: EG 390 (prereq. EG 360)

Under the minor for non-business majors
From: CO 360
To: CO 360 (prereq. CO 235)

(pg. 151)
Under Professional Curriculum
Add:
Early Childhood Education – EDC342 Program Management

(pg. 157)
MIDDLE SCHOOL EDUCATION
Language Arts
From: EN 351 Classical Foundations of Literature

To: EN 370 History and Practice of Rhetoric

Mathematics
From: MA 160 Precalculus Mathematics…. 3 cr.

To: MA 160 Precalculus for Majors…. 5 cr.

Between HIS 104 and HIS 105
Remove: -OR-

Social Science
Remove: An American, World, or similar Geography course….. 3 cr.

(p. 160)
SECONDARY EDUCATION
Chemistry
From: BIO 221 Zoology OR BIO225 Botany…. 3 cr.

To: BIO221 Zoology or BIO 225 Botany….. 4 cr.

(p.165)
K-12 Education (Art or Spanish)
From: AR 241 Photography…. 3 cr.

To: AR 241 Photography 1… 3 cr.

(pg. 167)
K-12 Education (Mild/Moderate Cross-Categorical Disabilities
Under Admission to the School
Delete: EDU 347 Family, School, and Community Collaboration…. 3 cr.

(pg. 190)
In the left margin for B.S.
From: 46-54 hours

To: 46-58 hours

(pg. 191)
Under Computer Science Concentration
From: CS/IS Elective
To: CS Elective

(pg. 192)
Under Software Development
From: 33 cr.
To: 36 cr.

From:
CS/IS Elective…… 3 cr.
(any 3-credit CS/IS course level 300 or above that is not required by this specialty area or core)

To:
CS Elective….. 3 cr.
(any 3-credit CS course level 300 or above that is not required by this specialty area or core)

(pg. 194)
From: systems
To: Systems

(pg. 205)
Add online icon for Management/Accounting

(pg. 219)
From: HIS 211 The Great War, 1914 – 1818

To: HIS 211 The Great War, 1914 – 1918

(pg. 222)
Music
From: MU330 Collaboration (1 cr. per semester)

To: MU330 Collaboration (2 cr. per semester)

(pg. 225)
Add:

Citizenship requirement…. 3 cr.
(PO 200, PO 210, HIS 111, HIS 112, or HIS 113)

From:
One Humanities Elective….3 cr.
To:
At least 6 hours LE designated Arts & Humanities courses….6 cr.
Including 3 hours Art or English

From: 123 HOURS
To: 126 HOURS

From: THIS DEGREE REQUIRES A MINIMUM OF 123 HOURS. FOR ADDITIONAL HOURS REQUIRED SEE PAGE 115.
To: THIS DEGREE REQUIRES A MINIMUM OF 126 HOURS. FOR ADDITIONAL HOURS REQUIRED SEE PAGE 115.

(p. 226)
(Under Nursing Major Core Courses)
From:
NUR 345 Acute and Chronic Conditions (4 cr.)
To:
NUR 344 Clinical Immersion (4 cr.)

(pg. 230)
Remove at top of page: (Pre-Licensure)

(p. 233)
Remove online icon for Philosophy Minor.

(pg. 278)
Under CH 400 Special Topics in Chemistry
Add: May be repeated multiple times for credit with a change in topic.

(pg. 284)
COMPUTER SCIENCE MATH PLACEMENT PREREQUISITES
CS151 & CS152
From:
PREREQUISITE: Grade of C or better in any math course ≥ MA125, or grade of C or better in CS144, CS145, or CS147, or ACT math score ≥ 23, or SAT math score ≥ 510, or College Success Level Math Test score ≥ 89.

To:

PREREQUISITE: A grade of C or better in any math course ≥ MA125, or a grade of C or better in CS144, CS145, or CS147, or an ACT math score ≥ 23, or an SAT math score ≥ 510, or College Success Algebra test score ≥ 110.

CS208
From:
PREREQUISITE: A grade of C or better in any math course ≥ MA 125, or an ACT math score ≥ 23, or an SAT math score ≥ 510, or a College Success College Level Math Test score ≥ 89.

To:
PREREQUISITE: A grade of C or better in any math course ≥ MA125, or an ACT math score ≥ 23, or an SAT math score ≥ 510, or College Success Algebra test score ≥ 110.

(pg. 285)
CS314 Course Description
From:
PREREQUISITES: CS 240
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

To:
PREREQUISITES: CS 240
This course teaches students to design software with a focus on user experience and user interface across multi-platform environments. Students will learn about human factors, intuitive design, feedback, and rules for consistency. Students will put these concepts into practice by building websites using various development tools. 3:0:3

(pg. 293)
EDC 415 and EDC 420 should both list concurrent enrollment with EDC 425.

(pg. 297)
EDM 360B Course Description
From:
PREREQUISITES: Admissions to the School of Education and concurrent enrollment in EDU 384.
Recommend simultaneous enrollment with EDU 351 and EDM 358/ EDS 358.
This field experience in a classroom supports the integration of teacher knowledge, skills and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

To:
PREREQUISITES: Admission to the School of Education and concurrent enrollment in EDU 384.
This field experience in a classroom supports the integration of teach knowledge, skills, and disposition in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

(pg. 298)
EDS 352 Course Title
Remove: "for Elementary Grades"

(pg. 299)
EDS 360B Course Description
From:
PREREQUISITES: Admissions to the School of Education and concurrent enrollment in EDU 384. Recommend simultaneous enrollment with EDU 351 and EDM 358/EDS 358. This field experience in a classroom supports the integration of teacher knowledge, skills and dispositions in observation and application of classroom management, professional practices, and instructional techniques.

To:
PREREQUISITES: Admission to the School of Education and concurrent enrollment in EDU 384. This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

(pg. 299)
EDS 410
Remove EDU 360C from prerequisites.

(pg. 301)
EDU 360A
From:
PREREQUISITES: Admission to the School of Education and concurrent enrollment in EDU 375. Recommend simultaneous enrollment with EDU 351 and EDM 358/ EDS 358. This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

To:
PREREQUISITES: Admission to the School of Education and concurrent enrollment in EDU 375. Recommend simultaneous enrollment with EDS358, EDU351 and EDU362. This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

(pg. 302)
EDU 360B
From:
PREREQUISITES: Admissions to the School of Education and concurrent enrollment in EDU 384. Recommend simultaneous enrollment with EDU 351 and EDM 358/EDS 358. This field experience in a classroom supports the integration of teacher knowledge, skills and dispositions in observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

To:
PREREQUISITIES: Admission to the School of Education and concurrent enrollment in EDU388. This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in

observation and application of classroom management, professional practices, and instructional techniques. 0:2:2

(pg. 302)
EDU 360C
From:
PREREQUISITE: Admission to the School of Education and concurrent enrollment in EDU 356, EDU 366, EDU 447, or EDU 457. This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in observation and application of classroom management, professional practices, and instructional techniques. Variable credit 1-2 hours.

To:
PREREQUISITE: Admission to the School of Education and concurrent enrollment in EDU 356, EDU 366, EDU 457. This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in observation and application of classroom management, professional practices, and instructional techniques. Variable credit 1-2 hours.

(pg. 310)
FW 260
From:
PREREQUISITES: FW 122 and AT 250 or concurrent enrollment.

To:
PREREQUISITES: FW 122 and FW 275 or concurrent enrollment.

(pg. 315)
Remove EDU 315 Course Description

(pg. 318)
COURSE DESCRIPTIONS
Add:

HIS 200 The History of Military Thought

The phenomenon of war is among the most persistent, complex, and important of all social interactions. Since war began, military thinkers have struggled to understand war in terms coincident to their own time and place, creating theories about war's nature, purpose and conduct through which one may trace its historical evolution. This seminar offers the student of military history an opportunity to come directly to grips with fundamental questions of war as they have been addressed in this body of formal thought. Seminar readings will therefore turn on a study of major works of military theory, together with other readings that set these theories within their historical and intellectual context. And because the student of military history is commonly required to contend with several competing theories at any one time, the seminar will address the nature, purpose and structure of military theory itself, so as to equip the student with the means to judge a theory's explanatory powers. 3:0:3

(pg. 332)
MA 208
From:
PREREQUISITE: A grade of C or better in any math course ≥ MA 125, or an ACT math score ≥ 23, or an SAT mathematics subscore ≥ 510 (SAT prior to March 2016) or a College Success College Level Math Test score ≥ 89.

To:
PREREQUISITE: A grade of C or better in any math course ≥ MA125, or an ACT math score ≥ 23, or an SAT math score ≥ 510, or College Success Algebra test score ≥ 110.

(pg. 335)
MG 375
Replace MA 120 with MA 171 as prerequisite.

MG 401 Senior Seminar in Management
Replace EN 306B with MG 306 as prerequisite.

(pg. 336)
MG 495
Remove prerequisite of EN 306B.

From: FI 306
To: FI 360

(pg. 347)
MU330 Course Description
From: 1:2:2
To: 2:2:2

(p. 351)
NUR 345
Remove course

NUR 344 and 344L
Add:
NUR 344 and 344L Clinical Immersion. PREREQUISITES: NUR 280, 320, 330, 335, 338, 356, 357, 410, 435, and 450 or permission of department. This course will support role transition, prioritization, and delegation skills for the new RN through a clinical immersion experience that places them with a practicing RN preceptor. Roles of the baccalaureate generalist nurse at the novice level will be facilitated through the experience. Theory concepts to be presented include patient safety, care of diverse and vulnerable populations, patient advocacy, and genetics and genomics. 1:3:4

(pg. 392)
From: Emerati
To: Emeriti

2017-2018 Undergraduate Catalog Amendments
August 2017

(pg. 7)

Add:

Mission Statement
Park University transforms lives through accessible, student-centered, quality higher education.

Vision Statement
Park University will meet learners' needs for a lifetime.

(pg. 42)

Academic Calendar

From:
Veteran's Day November 11, 2017

To:
Veteran's Day November 10, 2017

(pg. 69)

International Nonimmigrant Student Qualifications

From: However, prospective students who do not achieve these scores may be accepted to Park University with the understanding that they will enroll in Park University's Intensive English Program (IEP). Students in the Intensive English Program are considered Park University students, but may not enroll in non-IEP coursework until the successful completion of their English language training.

To: However, prospective students who do not achieve these scores may be accepted to Park University with the understanding that they will enroll in Park University's English Language and Culture Institute (ELCI). Students in the English Language and Culture Institute are considered Park University students, but may not enroll in non-ELCI coursework until the successful completion of their English language training.

(pg. 77)

Tuition, Fees, Grants, Scholarships and Financial Aid

Add

ENGLISH LANGUAGE AND CULTURE INSTITUTE
Tuition……$2,950/8-week term
Tuition adjustments are available for domestic students who wish to enroll in a single ELCI course.

(pg. 97)

Academic Honesty

From:
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 *can find the academic dishonesty form* at https://secure.jotformpro.com/ parkconcernform/academicdishonesty.

To:
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 expected to report all instances of academic dishonesty using the* form at https://secure.jotformpro.com/parkconcernform/academicdishonesty.

(pg. 106)

Transfer Credit Policy

From:
If a student presents documentation of an A.A. or A.S. degree **prior to the end of the first term of enrollment**, the block method is used in evaluating the liberal 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 wat Park University.

To:
If a student presents documentation of an A. A. or A.S. degree **prior to the end of the first term of enrollment**, the block method is used in evaluating the liberal 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 43-hour Liberal Education requirement wat Park University.

(pg. 118)

Add under "SPECIAL ACADEMIC PROGRAMS"

English Language and Culture Institute (ELCI)

Park University's English Language and Culture Institute offers coursework to international students and other non-native English speakers who have not met the minimum language proficiency requirements for entrance into the university, or who have not provided evidence of meeting those requirements. The goal of ELCI is to prepare students for future academic success at Park, and to facilitate their transition into Park's undergraduate and graduate programs.

ELCI presents a structured, standardized curriculum at six different levels of English proficiency. Students enrolling in the program will take a placement exam to determine which level is appropriate for their current language needs, and will continue full-time enrollment in the program until they have successfully completed the required sessions. Successful completion involves earning an 80% score in each session, and meeting the minimum proficiency requirements on the program's exit exam. A student who has successfully completed the ELCI curriculum will not be required to furnish a TOEFL or IELTS score to apply for admission to credit-bearing Park courses.

Though ELCI coursework does not provide credit toward graduation, ELCI students are Park students, with all the rights and responsibilities that pertain to that status.

(pg. 178)

Fitness and Wellness

Remove the Online icon.

2017-2018 Undergraduate Catalog Amendments - January

Accreditation

(pg. 8)

From: Park University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (KAN214F), 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604 (800-621-7440).

The undergraduate and graduate business programs and the Master of Healthcare Administration program in the School of Business are accredited by ACBSP (the Accreditation Council for Business Schools and Programs), 11520 West 119th Street, Overland Park, KS, 66213 (913-339-9356). The B.S. in Economics degree is not considered to be a business program and is not accredited by ACBSP.

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 and other school professional programs.

The pre-licensure Bachelor of Science degree in Nursing is approved by the Missouri State Board of Nursing P.O. Box 656, Jefferson City, MO, 65102-0656. Further, the Bachelor of Science degree in Nursing RN-to-BSN completion programs is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326. Phone (404) 975-5000 Fax (404) 975-5020. The Bachelor of Science degree in Nursing – both the RN-to-BSN completion program and the pre-licensure program – is pursuing initial accreditation through the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

The Bachelor of Social Work (BSW) and the Master of Social Work (MSW) are fully accredited by the Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA, 22314.

The Master of Public Affairs Program is pursuing accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 1029 Vermont Avenue, NW, Suite 1100, Washington, DC, 200051029. Accreditation documents are available for review upon request in the Office of Academic Affairs.

Park University
8700 NW River Park Drive, Box 5
Parkville, MO 64152-3795
Phone: (816) 584-6355
Fax: (816) 741-5578
Email: academic_affairs@park.edu

To: Park University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604 (800-621-7440).

The undergraduate and graduate business and public administration programs and the Master of Healthcare Administration program in the School of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS, 66213 (913-339-9356). The B.S. in Economics degree is not considered to be a business program and is not accredited by ACBSP.

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 and other school professional programs.

The pre-licensure Bachelor of Science degree in Nursing is approved by the Missouri State Board of Nursing, P.O. Box 656, Jefferson City, MO, 65102-0656. The baccalaureate degree program in nursing at Park University is

pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

The Bachelor of Social Work (BSW) and the Master of Social Work (MSW) are fully accredited by the Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA, 22314.

The Master of Public Administration Program is pursuing accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 1029 Vermont Avenue, NW, Suite 1100, Washington, DC, 200051029. Applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted.

Accreditation documents are available for review upon request
in the Office of Academic Affairs.
Park University - 8700 NW River Park Drive, Box 5, Parkville, MO 64152-3795
(816) 584-6355 Fax: (816) 741-5578 Email: academic_affairs@park.edu

Park Campus Centers and Online Learning

(pg. 36)

Add:

Air Force Base:

- BS Business Administration/Accounting
- BS Business Administration/Business Economics
- BS Business Administration/Computer Information Management

Fort Leonard Wood:

- BS Construction Management

Whiteman Air Force Base:

- BS Business Administration/Accounting
- BS Business Administration/Computer Information Management

Remove:

Parkville:

- BS Construction Management

Pregnancy and Parenting Accommodations

(p. 54)

Add: (After Temporary Disability Guidelines)

Park University provides pregnant students with at least the same special services as it provides to students with temporary disabilities and prohibits the harassment and discrimination of students based on sex, which includes pregnancy, childbirth, and related conditions, including breastfeeding.

Park also provides reasonable accommodations to qualifying students with disabilities related to pregnancy and childbirth. Students may request accommodations through the Park University Disability Services office at disabilityservices@park.edu.

Please refer to Park's Pregnancy and Parenting Accommodations policy and Student Housing policy for more information, available at http://www.park.edu/terms-and-regulations/disability-guidelines.html.

Refund Policy

(pg. 80)

From: To determine if a student qualifies for a tuition refund, the student must notify Park University as noted in the Academic Withdrawal policy.

To: Students who drop or withdraw from one of more courses may be entitled to a tuition refund. To determine if a student is eligible for a refund, the student must notify Park University as described in the Academic Withdrawal policy. Refunds are prorated based on the date in which the student formally requests the drop/withdrawal. Refunds are calculated based on the Refund Schedule below.

From:

PARK UNIVERSITY REFUND CALCULATION SCHEDULE PERCENTAGE REFUNDED TO THE STUDENT UPON WITHDRAWAL				
	16-Week	9 or 8-Week	5 or 4-Week	2-Week
Enrollment Adjustment Period (first 8 calendar days of term)	100%	100%	50%	0%
Day 9 through conclusion of Week 2	75%	25%	0%	
Week 3	50%	0%		
Week 4	25%			
Week 5	0%			

To:

PARK UNIVERSITY REFUND CALCULATION SCHEDULE PERCENTAGE REFUNDED TO THE STUDENT UPON WITHDRAWAL				
Effective 01/01/2018	16-Week	9 or 8-Week	5 or 4-Week	2-Week
First 8 Calendar Days	100%	100%	50%	50%
Day 9 through Week 2	100%	50%	20%	10%
Week 3	75%	30%	10%	
Week 4	75%	20%	0%	
Week 5	50%	10%	0%	
Week 6	50%	0%		
Week 7	50%	0%		

Week 8	50%	0%		
Week 9	25%			
Week 10	25%			
Week 11	0%			
Week 12	0%			
Week 13	0%			
Week 14	0%			
Week 15	0%			
Week 16	0%			

Academic Honesty

(pg. 97)

From:

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 can find the academic dishonesty form at https://secure.jotformpro.com/parkconcernform/academicdishonesty.

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 quotation marks, the use of quotations without the 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; receiving or giving assistance on a task that was expected to be performed individually; lying to or deceiving a faculty member.

To:

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 at www.park.edu/current-students.

Definitions

Academic dishonesty includes committing or attempting to commit cheating, plagiarism, falsifying academic records, unauthorized possession or distribution of academic materials, 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 paraphrasing another's work without acknowledging and documenting the source.

Falsifying academic records includes, but is not limited to, altering grades or other academic records.

Unauthorized possession or distribution of academic materials may include the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; using information from or possessing exams that a faculty member did not authorize for release to students.

Unauthorized distribution of academic materials also includes preparing, offering to prepare, selling, or distributing material with the knowledge, or under circumstances in which s/he should reasonably have known, that such material is to be submitted by another person for academic credit at any college, university, or education institution.

Other academically dishonest acts include, but are not limited to: stealing, manipulating, or interfering with an academic work of another student or faculty member; receiving or giving assistance on a task that was expected to be performed individually; lying to or deceiving a faculty member.

ACADEMIC WITHDRAWAL POLICY

(pg. 99)

From:

Park University has three types of withdrawal from courses—administrative withdrawal, academic withdrawal, and unofficial withdrawal. Withdrawals may have implications for financial aid, and students with financial aid should refer to the financial aid policies in the Tuition, Fees, Grants, Scholarships and Financial Aid section of the catalog. Additionally, international nonimmigrant students who are withdrawn from a course may lose their lawful nonimmigrant status. Student-athletes who are withdrawn from a course(s) may jeopardize their eligibility.

Administrative Withdrawal

Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically related activity in a class during the first two weeks of the semester/term. If a student fails to initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks of the semester or term, the University will initiate an administrative withdrawal with no record on the transcript.

Academic Withdrawal

Students are able to initiate an academic withdrawal until the last day of the semester/ term. Students who initiate an academic withdrawal no later than two-thirds of the way through the semester/term will receive a "W". Students who withdraw from a class after two-thirds of the way through the semester/term will receive a "WF". Refer to the

grading policy for additional information. Students must officially withdraw through the Student Success Center or by e-mailing advising@park.edu.

To:

WITHDRAWAL POLICY

Academic Withdrawals

Academic withdrawals are student-initiated requests to discontinue enrollment in classes. There are two types of academic withdrawals: 1) Course Withdrawals and 2) Session/University Withdrawals.

Both types of withdrawals may have implications for financial aid. Students with financial aid should refer to the financial aid policies in the Tuition, Fees, Grants, Scholarships and Financial Aid section of the catalog. Additionally, international nonimmigrant students who are withdrawn from a course(s) may lose their lawful nonimmigrant status. Student-athletes who are withdrawn from a course(s) may jeopardize their eligibility.

1. **Course Withdrawal**

   A course withdrawal is an official, student-initiated request to discontinue enrollment in one or more, but not all, courses in a session (Fall 1, Fall 2, Spring, Maymester, etc.). The notification to discontinue enrollment in a course(s) occurs after the enrollment adjustment period and, therefore, results in a grade of "W" (withdrawn) or "WF" (withdraw failure). Students who withdraw within the first two-thirds of the session receive a "W". Students who withdraw during the last third of the session receive a "WF".

   Home campus and distance students must request a course withdrawal through the Student Success Center or by e-mailing advising@park.edu. Students at campus centers must notify their campus center or student success coach.

2. **Session/University Withdrawal**

   A session/university withdrawal is a student-initiated request to discontinue all courses within a session (Fall 1, Fall 2, Spring, Maymester, etc.). To request a session/university withdrawal, students must complete the Request for Session/University Withdrawal form in the MyPark portal under My Student Academic Tools>Academic Information>Request for Session/University Withdrawal Form or contact the registrar's office (3rd floor Mackay; academiccompliance@park.edu; 816-584-6270). Students are able to initiate a session/university withdrawal until the last day of the session.

   When requesting a session/university withdrawal, refunds (if applicable, see refund policy) and grades (see grading policy) for all withdrawn courses are based on the date the withdrawal request form is submitted or the date the student provides official notification to the registrar's office of intent to withdraw from a session. Students who are unable to officially withdraw due to military deployments, hospitalization, or other extenuating circumstances must submit supporting documentation to academiccompliance@park.edu, preferably at the time of the withdrawal request but no later than five business days following submission of the request. Exceptions to the grading and/or refund policies are granted at the sole discretion of the University.

Administrative Withdrawals

Administrative withdrawals are initiated by Park University for reasons such as non-attendance, non-payment, academic suspension, or misconduct. Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically related activity in a class during the first two weeks of the session. If a student does not initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks, the University will initiate an administrative withdrawal from the respective course(s) with no record on the transcript.

Unofficial Withdrawals

Unofficial withdrawals occur when students cease to attend class(es) but do not officially withdraw. Refer to the Unofficial Withdrawal section for information about how unofficial withdrawals affect financial aid.

Leave of Absence/Emergency Leave Procedures

(pg. 104)

From:

12. 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.

To:

12. 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. An enrolled student may elect to take a leave of absence for up to one academic year because of pregnancy and/or disability; the birth, adoption, or placement of a child; and/or to care for an immediate family member (spouse, child, or parent) with a serious health condition. Park may extend the leave term in the case of extenuating circumstances or if medically necessary due to the health of the student.

Prior Learning Assessment

(pg. 107)

From:

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 JST (Joint Services Transcript) or DD Form 214 (Certificate of Release of Discharge from Active duty).

As recommended by the American Council on Education (ACE), Park University grants four credit hours of physical education for satisfactory completion of basic training.

To:

2. **Credit from military training/education.**

Current and former members of the Air Force are required to submit Community College of the Air Force (CCAF) transcripts, if applicable. Members of other branches are required to submit an official Joint Services Transcript (JST). Service members and veterans may submit a DD Form 214 (Certificate of Release of Discharge from Active duty).

Park University awards four credits of physical education for satisfactory completion of basic training. Other military training and experience are evaluated based on ACE credit recommendations.

Kansas City Area Student Exchange (KCASE)
(pg. 121)
Remove:
Kansas City Area Student Exchange (KCASE)

Accounting (B.S.): Accounting Core
(pg. 127)
From:
Choice of 3 credits electives: AC435, AC451, CJ415, FI410, FI415, IB431

To:
Choice of 3 credits electives: AC435, AC440, AC451, CJ415, FI410, FI415, IB431

Biology: Biology Minor
(pg. 128)
Remove:
Online icon (Biology minor is not available online)

Business Administration (B.S.): Accounting Concentration
(pg. 131)
From:
Business electives: Select one from the following: AC435, AC451, CJ415, FI410, FI415, IB431

To:
Business electives: Select one from the following: AC435, AC440, AC451, CJ415, FI410, FI415, IB431

Business Administration: Entrepreneurship Minor, for Business Majors
(pg. 137)
From: 24 cr.

To: 18 cr.

Business Administration: Entrepreneurship Minor, for Non-Business Majors
(pg. 137)
From: 21 cr.

To: 24 cr.

Business Administration: Logistics Minor, for Non-Business Majors
(pg. 138)
From: EN306B.

To: MG306

Chemistry: Chemistry Minor
(pg. 140)
Remove:
Online icon (Chemistry minor is not available online)

Information and Computer Science: B.S. Major, Core Curriculum
(pg. 190)
From:
CS151 Introduction to Programming
-OR-
CS152 Introduction to Python Programming

To:
CS151 Introduction to Programming (required for Computer Science, Software Development, and Data Management areas)
-OR-
CS152 Introduction to Python Programming (required for Networking and Security, and Information Technology areas)

Information and Computer Science: B.S. Major, Computer Science Concentration
(pg. 191)

From: CS/IS Elective

To: CS Elective

Information Systems
(pg. 194)
From: The number of Information system jobs available in business, government, and non-profit sections continues to increase for this reason. The Information systems major prepares students for careers in programming, product analysis, and management of computer information systems.

To: The number of information systems jobs available in business, government, and non-profit sections continues to increase for this reason. The Information Systems major prepares students for careers in programming, product analysis, and management of computer information systems.

Information Systems: Requirements for B.S. Major
(pg. 194)
From: CS300 Technologies in a Global Society…3 cr

To: CS300 Technology in a Global Society…3 cr

Management/Accounting (B.S.): Accounting Concentration, Accounting Requirements
(pg. 206)

From:
Choice of electives…3 cr.: AC435, AC451, FI410, FI415, IB431

To:
Choice of electives…3 cr.: AC435, AC440, AC451, CJ415, FI410, FI415, IB431

Nursing (Pre-Licensure)
(pg. 225)
From: Initial approved by the Missouri State Board of Nursing and has been awarded for the Baccalaureate Degree in Nursing (pre-licensure) program at Park University. The Baccalaureate Degree in Nursing program at Park University is pursuing initial accreditation through the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

To: The baccalaureate degree program in nursing at Park University is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

Course Descriptions
(pg. 324)

Add:
HN - Honors Academy

HN 299 Introduction to Undergraduate Research
Prerequisites: Honors Academy enrollment or permission by director of the Honors Academy. This course introduces research methods. It addresses topics such as how to conduct literature searches and produce literature reviews; critically reading and analyzing research articles, research ethics, IRB requirements, and designing and developing research projects: may substitute for HN 300. 3:0:3

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 299. 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 II
Prerequisites: HN 300, 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 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

HN 410 Honors Capstone Seminar: Enduring Questions
Prerequisites: HN 304 or permission by director of the Honors Academy. This seminar fosters intellectual community through study of an enduring question to which no discipline, field, or profession can lay exclusive claim. The question may predate the formation of the academic disciplines themselves and have more than one plausible or compelling answer. Examples include: What is a hero? Can war be just? What is time? What is evil? This question-driven course will encourage undergraduates and teachers to grapple with a fundamental concern of human life addressed by the humanities, and to join together in a deep and sustained program of reading. Enduring questions may be considered by reflective individuals regardless of their chosen vocations, areas of expertise, or personal backgrounds. May be substituted for HN 400. 3:0:3

PARK UNIVERSITY

2017–2018

GRADUATE CATALOG

GRADUATE CATALOG
2017-2018

PARK
UNIVERSITY SM

Park University
Graduate Studies
8700 NW River Park Drive
Parkville, MO 64152
(816) 559-5625
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/catalogs.

Certified true and correct as to content and policy.

Greg Gunderson, Ph.D.
President, Park University

A Message from the President

Dear Graduate Students,

I am pleased to extend a cheerful welcome to you on behalf of the dedicated staff and faculty at Park University. Whether you are currently enrolled in a graduate program or just beginning your post-graduate study with Park, we thank you for choosing us as your academic home. As a national leader in higher education, Park University is proud to provide a personalized, globally relevant education that will enable you to prosper personally and professionally in your future endeavors.

Founded in 1875 in Parkville, Mo., the University established a historical prominence and sound reputation as a quality higher educational institution that embraced diversity and inclusivity. Today, we are proud to extend that service, representing undergraduate and graduate students at 40 campus centers located nationally in 21 states and globally online. In addition to serving students from 60 countries and all 50 states, Park is pleased to provide convenient access to quality education programs for our brave men and women in uniform and their dependents. The University has enjoyed and educational partnership with the United States military that stretches over 90 years, and we look forward to continuing our services.

For over 140 years, Park has been building on its substantial accomplishments and embracing ways to further distinguish the University as a leader in higher education. Ultimately, our mission is to serve you, our students, with a remarkable customer service experience, and provide you with a globally relevant education that will prepare you to meet the challenges faced by today's professionals. Park's dedicated faculty and staff members across the Country are prepared to accomplish this mission by providing you convenient access and flexibility in your pursuit of a graduate program that will best serve your interests and further enrich your careers and academic journey. We are here to serve you.

Please know that as an ambassador of Park University, you share our Core Values and embody a quality education that is truly unique and unlike any other. We are proud to call you Park Pirates.

Welcome!

Greg Gunderson, Ph.D.
President, Park University

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A student enrolling in 2017-2018 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/catalogs.

GRADUATE STUDIES CONTACT INFORMATION

General inquiries should be directed to:
Park University
Graduate Studies
8700 NW River Park Drive, Parkville, MO 64152
Telephone: (816) 559-5625
Fax: (816) 472-1173
E-mail: gradschool@park.edu
Application for admission is available at: www.park.edu/apply.

Course Locations:
911 Main St., Suite 300, Kansas City, MO 64105

8700 NW River Park Drive, Parkville, MO 64152

Camp Pendleton: MCB Camp Pendleton, CA 92055-5020

Austin: Avallon II Suite 200, 10415 Morado Circle, Austin, TX 78759

El Paso: 1330 Adabel Dr., El Paso, TX 79936

Specific questions about a program may be directed to the appropriate program director or college dean:

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

Timothy Westcott, Ph.D., Interim Dean
Park University
Telephone: (816) 584-6335
Fax: (816) 741-4371
E-mail: tim.westcott@park.edu

Master of Education
Jan McKinley, Ed.D., Director
Park University
Graduate Education Programs
Telephone: (816) 559-5626
Fax: (816) 472-1173
E-mail: janis.mckinley@park.edu

Master of Social Work
Walter Kisthardt, Ph.D., M.S.W., Director
Park University
Master of Social Work
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COLLEGE OF MANAGEMENT

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Park University
Hauptmann School of Public Affairs
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jvanderleeuw@park.edu

Master of Business Administration
Jackie Campbell, MHL, Director
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Master of Healthcare Administration
Harold Griffin, Ph.D., Director
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Master of Healthcare Administration
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Master of Public Administration
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Master of Public Administration
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Fax: (816) 472-1173
E-mail: msmith@park.edu

COLLEGE OF LIBERAL ARTS AND SCIENCES

James F. Pasley, Ph.D., Dean
Park University
College of Liberal Arts and Sciences
Telephone: (816) 584-6593
Fax: (816) 505-5454

Master of Arts in Communication and Leadership
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Master of Arts in Communication and Leadership
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Fax: (816) 505-5454
E-mail: jmarknoe@park.edu

International Center for Music
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International Center for Music
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Fax: (816) 584-6551
E-mail: roger.kugler@park.edu

PARK'S PROMISE

Serving those who serve their community and country
with personalized, globally-relevant education for life.

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

- We expect ACCOUNTABILITY for our actions at all levels, to each other and to Park University.
- We treat all with CIVILITY and RESPECT while being open and honest in our communication.
- We seek EXCELLENCE in all we do, with passionate learning as our highest priority.
- We celebrate GLOBAL CITIZENSHIP through our connected learning and working environment, as well as community stewardship.
- We embrace INCLUSIVITY that fosters diversity, teamwork and collaboration.
- We act with INTEGRITY through honesty, efficiency and reliability.

Our Motto

Fides et Labor
(Faith and Work)

PARK UNIVERSITY GRADUATE STUDIES MISSION AND VISION

Mission Statement

The mission of Graduate 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 Studies will be an international leader in providing innovative graduate and professional educational opportunities to learners within a global society.

COURSE LOCATIONS

		Online	Downtown	Parkville	Camp Pendleton	Austin Campus Center	El Paso	Fort Bliss
Master of Communication: Communication and Leadership	M.A.	✓		✓				✓
Master Business Administration: General	M.B.A.	✓	✓	✓	✓	✓	✓	
Master Business Administration: Finance	M.B.A.	✓	✓	✓	✓	✓	✓	
Master Business Administration: Management Information Systems	M.B.A.	✓	✓	✓	✓	✓	✓	
Master Business Administration: International Business	M.B.A.	✓	✓	✓	✓	✓	✓	
Master Business Administration: Global Executive	M.B.A.	✓	✓	✓	✓	✓	✓	
Master Business Administration: Human Resource Management	M.B.A.	✓	✓	✓	✓	✓	✓	
Master Business Administration: Management Accounting	M.B.A.	✓	✓	✓	✓	✓	✓	
Master Business Administration: Project Management	M.B.A.	✓	✓	✓	✓	✓	✓	
Master Business Administration: Disaster and Emergency Management	M.B.A.	✓	✓	✓	✓	✓	✓	
Master Business Administration: Homeland Security	M.B.A.	✓	✓	✓	✓	✓	✓	
Finance	CERT	✓	✓	✓		✓	✓	
Global Business	CERT	✓	✓	✓		✓	✓	
Human Resource Management	CERT	✓	✓	✓		✓	✓	
Management Accounting	CERT	✓	✓	✓		✓	✓	
Management Information Systems	CERT	✓	✓	✓		✓	✓	
Project Management	CERT	✓	✓	✓		✓	✓	
Quality Management	CERT	✓	✓	✓		✓	✓	
Master of Education: Education Leadership	M.E.	✓						
Master of Education: Education Technology	M.E.	✓						

COURSE LOCATIONS

		Online	Downtown	Parkville	Camp Pendleton	Austin Campus Center	El Paso	Fort Bliss
Master of Education: Urban Technology	M.E.	✓						
Master of Education: Language and Literacy Special Reading	M.E.	✓						
Master of Education: Language and Literacy ESOL	M.E.	✓						
Master of Education: Teacher Leadership	M.E.	✓						
Master of Education: Adult Education	M.E.	✓						
Master Healthcare Administration: General	M.H.A.	✓	✓	✓			✓	✓
Master Healthcare Administration: Finance	M.H.A.	✓	✓	✓			✓	
Master Healthcare Administration: Management Information Systems	M.H.A.	✓	✓	✓			✓	
Master Healthcare Administration: International Business	M.H.A.	✓	✓	✓			✓	
Master Healthcare Administration: Human Resource Management	M.H.A.	✓	✓	✓			✓	
Master Healthcare Administration: Quality Management	M.H.A.	✓	✓	✓			✓	
Master Healthcare Administration: Project Management	M.H.A.	✓	✓	✓			✓	
Master Healthcare Administration: Homeland Security	M.H.A.	✓	✓	✓			✓	
Master Healthcare Administration: Disaster Emergency Management	M.H.A.	✓	✓	✓			✓	
Health Services Management and Leadership	CERT	✓	✓	✓				
Leadership of International Healthcare Organizations	CERT	✓	✓	✓				
Master Public Administration: Nonprofit and Community Service Management	M.P.A.	✓	✓					

COURSE LOCATIONS

		Online	Downtown	Parkville	Camp Pendleton	Austin Campus Center	El Paso	Fort Bliss
Master Public Administration: Disaster and Emergency Management	M.P.A.	✓	✓					
Master Public Administration: Public Management	M.P.A.	✓	✓					
Master Public Administration: Business, Government, and Global Society	M.P.A.	✓	✓					
Master Public Administration: Criminal Justice	M.P.A.	✓	✓					
Master Public Administration: Management Information Systems	M.P.A.	✓	✓					
Master Public Administration: Project Management	M.P.A.	✓	✓					
Disaster and Emergency Management	CERT	✓	✓					
Global Governance	CERT	✓	✓					
Homeland Security	CERT	✓	✓					
Nonprofit Leadership	CERT	✓	✓					
Master of Science: Information Systems and Business Analytics	M.S.		✓	✓				
Master Social Work	M.S.W.			✓				
Master of Music	M.M.			✓				
Music Performance	CERT			✓				
Artist Diploma in Music Performance	CERT			✓				
Creative and Life Writing	CERT	✓						

ACADEMIC CALENDAR FOR 2017-2018

Classes and Examination Periods

Fall (FAP) (Sixteen-Week Session)	August 14 - December 10, 2017 Exams: December 4 - 10, 2017
Fall I (F1P) (Eight-Week Session)	August 14 - October 8, 2017 Exams: October 2 - 8, 2017
Fall II (F2P) (Eight-Week Session)	October 16 - December 10, 2017 Exams: December 4 - 10, 2017
Spring (SPP) (Sixteen-Week Session)	January 15 - May, 13, 2018 Exams: May 7 - 13, 2018
Spring I (S1P) (Eight-Week Session)	January 15 - March 11, 2018 Exams: March 5 - 11, 2018
Spring II (S2P) (Eight-Week Session)	March 19 - May 13, 2018 Exams: May 7 - 13, 2018
Session I (SMP) 2018	May 21 - June 1, 2018 'Maymester'
Summer	
Session II (Eight-Week Session)	June 6 - July 31, 2018 'Summer Session'
Session III (Four-Week Session)	June 4 - July 1, 2018 'Junemester'
Session IV (Four-Week Session)	July 2 - July 29, 2018 'Julymester'

Holidays and Recess

Labor Day *(offices closed)*	September 4, 2017
Fall Recess	October 9-15, 2017
Veterans Day *(offices closed)*	November 11, 2017
Thanksgiving Recess *(offices closed)*	November 23-26, 2017
Martin Luther King Jr. Day *(offices closed)*	January 15, 2018
President's Day *(offices closed)*	February 19, 2018
Spring Recess	March 12-18, 2018
Memorial Day *(offices closed)*	May 28, 2018
Independence Day observed *(offices closed)*	July 4, 2018

Commencement

Mid-Year	December 9, 2017
Year-End	May 12, 2018

TUITION AND FEES

(Subject to change by Park University)

Graduate Tuition . . . . . .$549/credit hour

Students may qualify for one of the following special graduate tuition rates:

Military *(includes Active Duty, Active Duty Dependents, Reservists and National Guard)* . . . . . .$408/credit hour

Veterans *(includes Veterans, Veteran Dependents, Reservist Dependents, and National Guard Dependents)* . . .$485/credit hour

Federal Employees *(includes Federal Government Employees and Dependents)* . . . . . .$485/credit hour

Applied and Performance Music Courses . . . . . .$565/credit hour
Homeland Security Courses — Face-to-Face . . . . . .$385/credit hour
Homeland Security Courses — Online . . . . . .$400/credit hour

Fees and Charges (all fees are nonrefundable after the Enrollment Adjustment Period.)

Application Fee (waived for Park University graduates) $50
Commencement/Diploma/Certificate Fee. $125
2nd degree with initial order $50
Diploma (2nd copy within one year of graduation). $25
Diploma (2nd copy after one year of graduation) $75
International Student Application/Evaluation fee (one time). $75
Master of Business Administration Instructional Fee (per credit hour) $75
Late Payment Charge $20
Late Registration Fee (charged during Add/Drop Week) $50
Transcript Request Fee
- Electronic Delivery Fee. $10
- Mailed Delivery Fee $12

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 international nonimmigrant students*

Registration is not complete without full payment of tuition and fees. The following provisions may be available:

1. The first term each year that a student is to receive a guaranteed student loan, payment of 10 percent of tuition is due at the time of confirmation.
2. Enrollment in the 3 pay Payment Tuition Plan for 8 week courses or 4 pay Payment Tuition Plan for 16 week courses (contact the Graduate Studies student account representative for information).

Students are advised that provisions for a variety of tuition benefits, such as employer-provided vocational rehabilitation, Veterans Affairs Educational Assistance and tuition assistance for military members, may change over time. Please consult with the School of Graduate Studies Representative regarding your status in these matters.

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 nearly 17,000 students annually at 40 campus centers in 21 states and online, including 35 campuses at military installations across the country.

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 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 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. In 2010, the University was ranked as the No. 1 value among private colleges and universities by *Parents & Colleges*, an online resource for parents of college-bound students — a distinction that was reaffirmed in 2012. In 2011 and 2013, Park was ranked the seventh most affordable private university/college in the nation, and first in the Midwest, for tuition and fees, according to *U.S. News and World Report*. Providing such access has developed considerable diversity among the student population, with 370 international students representing 60 countries, and a 45 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, African-American 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 it 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. Since 2009, Park has received international recognition each year by *Military Advanced Education* magazine as one of its "Top Military-Friendly Colleges and Universities," citing Park's "innovative academic degree programs steeped in excellence." In addition, in December 2012, Park was ranked No. 2 among all private colleges/universities in the country as "Best for Vets" by *Military Times* magazine.

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 for teacher education and other school professional programs. The Master of Business Administration, Master of Healthcare Administration, and Master of Public Administration programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). the Master of Social Work program is fully accredited by the Council on Social Work Education (CSWE), 1701 Duke St. , Suite 200, Alexandria, VA, 22314. Masters of Public Administration Program is pursuing accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 1029 Vermont Ave., NW, Suite 1100, Washington, DC., 20005-1029

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 Hauptmann School of Public Affairs is a member of the Network of Schools of Public Policy, 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.

Park 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 distinguished 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 University 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 University 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 Administration** degree. This graduate program was developed by Jerzy Hauptmann Ph.D., long-time professor and dean, after whom the Hauptmann School of Public Affairs was named. Designed as a cross-sector degree with a public service values foundation, the **Master of Public Administration** 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 MPA 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 degree program in Educational Administration to respond to a growing need for educational professionals certified in this area. A program in Leading Adult and Organizational Learning was added in 2004.

The **Master of Business Administration** program was launched in January 1998 and is accredited by the Accreditation Council for Business Schools and Programs. Park University's School of Business 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 MBA 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 MBA program are vital for success in the modern business environment.

The **Master of Arts in Communication and Leadership** program, instituted in the fall of 2005, 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 Administration** program at Park University is accredited by the Accreditation Council for Business Schools and Programs, and housed within the School of Business, was offered for the first time in the fall of 2006. This program is designed to prepare learners for the health challenges of a global society, by teaching them innovative approaches to healthcare leadership. Graduates of this program will find themselves prepared to deal with the evolving issues of today's healthcare environment in a wide variety of public, private and nonprofit 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.

The **Master of Social Work** program is Park University's newest master's degree program. It is designed to prepare graduates with the knowledge, values and skills needed to deliver effective and efficient advanced social work practice with individuals, families, groups, organizations and communities. The Master of Social Work program is fully accredited by the Council on Social Work Education (CSWE), 1701 Duke St. , Suite 200, Alexandria, VA, 22314. Masters of Public Administration Program is pursuing accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 1029 Vermont Ave., NW, Suite 1100, Washington, DC., 20005-1029

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 Administration (all concentrations), the Master of Education (educational leadership, educational technology, Leading Adult & Organizational Learning, language and literacy, and teacher leadership), the Master of Arts in Communication and Leadership, and the Master of Healthcare Administration (all concentrations) 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: International students wishing to complete a Park University degree entirely online may do so from their home countries. International nonimmigrant students present in the U.S. on F-1 student visas are not eligible to pursue online degrees.*

ADMISSION TO GRADUATE 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 University. Each academic program may establish, with proper approvals, admission standards higher than the minimum standards established by the University, 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 college 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 wishing to receive transfer credit for coursework undertaken at a foreign institution must request a foreign credit evaluation from a Foreign Credential Evaluation Services company approved by either AICE (Association of International Credential Evaluators, Inc.) or NACES (National Association of Credential Evaluation Services, Inc.). Students must contact the company directly, request a detailed report with course level identification which must also be sent directly to the Office of International Students.

Graduate Admissions Requirements

The undergraduate grade point average required for admission is 2.75 on a 4.0 scale. Individual programs may have additional requirements.

Admission may be withdrawn if it was granted on the basis of 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)
- An application fee (per the Tuition and Fees page).
- An official transcript of the bachelor's degree, sent directly to the Office of Graduate Admissions by the issuing institution

All documents must be sent to:
Park University
Office of Graduate Admissions
8700 NW River Park Dr., Box #104
Parkville, MO 64152

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.** Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission.** Students may be admitted to a program on a conditional basis and their admission status will be classified as "conditional." The conditional status will be removed when applicants complete all prerequisite course requirements for admission into a graduate program, where applicable.
4. **Probationary Admission.** In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean of the college or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".
5. **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 grade point average 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.
6. **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.

Individual programs may have admission status types which vary from the ones listed above. Refer to individual program sections for the respective admission status types.

Change of Graduate Programs at Park University

Students must have satisfactory graduate standing (3.0 or better grade point average) 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.

International nonimmigrant students studying on an F-1 visa must notify the Office of International Students (OIS) within 14 days of making this change by submitting a Notification of Change of Major/Program Form. Failure to notify OIS of the program change will result in the loss of lawful F-1 visa status.

If an international nonimmigrant student on an F-1 visa will not be able to complete their new program by the Program End Date listed on their I-20, they must also request an I-20 Extension from OIS. The student must submit the following documentation to OIS to request an I-20 Extension:

1. I-20 Extension Request Form
2. Proof of Financial Support
    a. If the funds listed in the Proof of Financial Support are not in the name of the student, an Affidavit of Support from the financial sponsor must accompany the Proof of Financial Support and I-20 Extension Request Form.

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 nonimmigrant students studying on an F-1 visa who wish to engage in graduate course work while completing their undergraduate degree must continue to be enrolled in a full undergraduate course of study (at least 12 undergraduate credit hours per semester); any graduate credit hours must be taken in addition to a full undergraduate course load. Failure to maintain full-time undergraduate enrollment will result in the loss of lawful F-1 visa status.

4+1 Undergraduate to MBA or MHA Programs

With the approval of the Director of the MPA Program and Associate Dean of the Hauptmann School of Public Affairs, undergraduate students in public administration who have completed at least 60 credit hours with at least a 3.0 GPA may apply to take up to 12 credit hours of graduate courses towards the MPA. A student electing this option will take the selected courses during th senior year and must be enrolled in at least 12 semester credit hours total of undergraduate and graduate classes each semester.

4+1 Bachelor to MPA Program

With the approval of the Director of the MPA Program and Associate Dean of the Hauptmann School of Public Affairs, undergraduate students in public administration who have completed at least 60 credit hours with at least a 3.0 GPA may apply to take up to 12 credit hours of graduate courses towards the MPA. A student electing this option will take the selected courses during their senior year and must be enrolled in at least 12 semester credit hours total of undergraduate and graduate classes each semester.

INTERNATIONAL STUDENT QUALIFICATIONS

Park University welcomes applications for admission from international non-immigrant students from all countries. As a graduate international non-immigrant student, you may apply for graduate study as a first time graduate applicant or as a graduate transfer-in student. You are a transfer student if you have attended a college or university and have earned a bachelor's degree and are earning credits towards a graduate degree. Most programs at Park University do not require the graduate standard examination such as GMAT.

If you wish to be admitted conditionally to a graduate program, you will be required to take ESL classes.

Admission standards for Graduate International Non-Immigrant Students

The following items must be received by April 1 for Fall Semester admission, or by October 1 for Spring Semester admission, if you are currently outside of the U.S.:

1. Application for Admission
2. Application fee (see Tuition and Fees page)
3. Submit official copies of academic credentials (including all previous college work) in native language and English translation. A 2.75 (overall) GPA is required for full admission.
4. Submit proof of English Proficiency if seeking "full admission" (select one option)
    a. TOEFL – minimum score of 79, with a minimum score of 20 on each section for internet based test or 550 for paper based test (Park University TOEFL code is 6574)
    b. IELTS – minimum score of 6.0
    c. Meets exemption from Proof of English Language Proficiency Requirement. For more information, contact the Office of International Students.
5. Submit financial statements - If you hold or intend to seek an F-1 Student you must provide financial documentation that must be issued within the last 6 months and funds shown must be in liquid assets (readily accessible). Bank statements may be in the country of origin's currency but must be equal to the required U.S. Dollar amount.
6. Submit Affidavit of Support Form
    a. The financial affidavit of support must prove your or your sponsor's willingness to pay for tuition, registration fees, books, and living expenses (if applicable) for the duration of your studies.
7. Submit color copy of passport
8. If transferring from a school within the United States, the international student must submit the following:
    a. Copy of visa
    b. Copy of I-94 documentation
    c. Copy of I-20
    d. Transfer Form – this is completed after admission to Park University by both the prospective student and the international advising office at the current school attended.
9. For information regarding admission standards for international students email international@park.edu or gradschool@park.edu.

International Students: How to Apply

- Complete Online Application for Admission at www.park.edu
- Pay non-refundable application fee (refer to Tuition and Fees Table) by credit card or mail your check
- Submit official transcripts in a sealed envelope
- Submit TOEFL/IELTS as proof of English Proficiency for "full admission".
- Notify Office of International Students at international@park.edu if the applicant is interested in "conditional admission".
- Submit Statement of Finances
- Submit Affidavit of Support form
- Submit color copy of passport
- Transfer-In – submit copy of visa, I-94, and I-20, Transfer-In Form
- Mail your documents and/or application fee check to:

  Office of International Students
  Park University
  8700 NW River Park Dr.
  Parkville, MO 64152

Estimated Cost of Attendance for International Students (F visas) — 2017-2018

Graduate Program (Excluding MBA)	Fall Term	Spring Term	Total
Tuition/Fees	$3,210	$3,210	$6,420
Cost of Living	$5,000	$5,000	$10,000
Books (estimated)	$500	$500	$1,000
Health Insurance	$414	$414	$828
Estimated Total	**$9,124**	**$9,124**	**$18,248**

MBA Program	Fall Term	Spring Term	Total
Tuition/Fees	$3,660	$3,660	$7,320
Cost of Living	$5,000	$5,000	$10,000
Books (estimated)	$500	$500	$1,000
Health Insurance	$414	$414	$828
Estimated Total	**$9,574**	**$9,574**	**$19,148**

- Tuition and fees are subject to change.

New international students are required to pay all costs no later than the 'confirmation date' for each term. International students are ineligible for payment plans. All Park University students who fail to pay their tuition and fees prior to the confirmation date will be dropped from all courses for non-payment.

IMPORTANT NOTICE FOR INTERNATIONAL APPLICANTS

All international non-immigrant applicants must have all required documents, application fee, financial documents, and meet all admission requirements in order for the Office of International Students to recommend your application for admission into a graduate program. Once a decision is made, Graduate admissions will notify OIS office to process the acceptance or denial decision. If you are admitted for graduate study, OIS will issue your Form I-20.

Questions regarding Form I-20 and visa issues should be directed to the OIS at (816) 584-6820 or international@park.edu. Should you have any questions regarding academic admission requirements, please contact the Office of Graduate Admissions at (816) 559-5625 or gradschool@park.edu.

Insurance for International Students

Enrollment in the Park University sponsored health insurance is mandatory for all F-1 visa holders and their dependents (F-2 visa holders). Government sponsored students (ie: Saudi Arabian Cultural Mission [SACM] sponsored students) whose sponsoring body provides health insurance coverage are exempted from purchasing sponsored insurance through Park University.

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 Academic Affairs office 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 Graduate Program Directors for clarification and additional information.

The Graduate Council 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.

The Academic Honesty Policy can be viewed at:
https://my.park.edu/ICS/Offices/Academic_Affairs/Academic_Honesty.jnz.

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.
    i. The sanctions listed above may result in the violation of the lawful visa status of F-1 students which may result in the Termination of their SEVIS Record.

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.

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 College.

If the student is unsatisfied by the resolution offered by the program director, the student may request the College 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 College 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 College 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 College dean, in writing, within seven calendar days, the College dean resolves the case, either by affirming the Committee's recommendation, modifying the sanction or dismissing the charges. The College 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 College dean's decision is final.

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 copy of the degree audit may also be obtained through MyPark. Any student may obtain 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 transcript through MyPark.

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. While students are not permitted to repeat any course in which the student earns a grade "B" or better, a course in which a student earns a grade "C" or lower may be repeated one time. 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 academic probation only one time during their graduate studies at Park University.

Quality of Work

The official grades issued by Park University to indicate the assessment of the student's performance are as follows: (per semester hour) A grade point average of 3.0 or higher is required for satisfactory academic standing in all graduate programs.

A – Excellent	4 grade points
B – Good	3 grade points
C – Unsatisfactory	2 grade points
D – Poor	1 grade point
F – Failure	No grade points
I –	Incomplete
P –	Pass
S –	Satisfactory Progress
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 sessions. No later than the third week of a four week session. The "W" is a student initiated withdrawal.

WF – Withdrawal	Withdrawal issued after the 10th week of a 16-week semester, 5th week of an 8-week term or 3rd week of a four-week summer session. Not available for two-week session. The "WF" may be student-initiated or instructor-initiated and will receive the same grade points as an "F". Instructors will initiate a "WF" when a student does not officially withdraw from the course but failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible.
AU –	Audit
NR –	Not Reported

A grade of "I," "Au," "S," "NR" or "P" will not affect a student's grade point average; however, it may impact financial aid eligibility.

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, 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

- S**tep 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 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 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 College in which the student is enrolled.
- **Step 3:** Within 10 business days of receiving the recommendation, the dean of the College shall 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 College 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 Registrar. 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 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

Graduate students are expected to attend all classes, laboratories and field work for which they are enrolled, and complete all work assigned by the instructor. This policy applies to all online and face-to-face classes. For additional information refer to Attendance Policy for Financial Aid found on page 37.

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. Students are not eligible for federal financial aid for audited courses.

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. For additional information refer to Student Conduct Code on page 45.

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 College 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. International nonimmigrant students on F-1 visas must enroll full-time in each fall and spring semester. *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. Readmission for international students is required after one year.

GRADUATE STUDENT COURSE LOAD

Full-time graduate student status is met by enrolling in and completing six or more credit hours during a 16-week semester. *[NOTE: This definition of full-time status governs graduate assistantship awards.]* Enrollment in three to five hours in a 16-week term will constitute half-time graduate student status. Two credit hours of enrollment during the semester will constitute part-time status.

A semester is a 16 week timeframe during which courses are offered in both a 16-week term and in two 8-week terms. [*NOTE: At times, specialized term configurations are put into place to accommodate a course. These terms take place within the semester framework.]*

A minimum of six credit hours in any combination during a 16-week semester is considered full-time graduate enrollment by Park University.

- This definition of full-time graduate student status does ***not*** meet the federally mandated full-time enrollment requirements for students receiving federal financial aid and/or student loans, or for international nonimmigrant students on F-visas.
- The definition of full-time graduate student status mandated by the federal government for students receiving financial aid and/or student loans and for international nonimmigrant (F-1) students ***supersedes*** the definition of the University's full-time graduate student status.

As graduate courses at Park University are offered in 16-week and 8-week terms, and as the credit hours per course vary from one to three, the following examples are provided for clarity:

Park University's graduate students full-time status requirement examples:

Graduate Student Enrollment Options	16-week term	First 8-week term	Second 8-week term	Total Credit Hours Enrolled
Option #1 enrollment credit hours	2 three credit hour courses			**6**
Option #2 enrollment credit hours		1 three credit hour course	1 three credit hour course	**6**
Option #3 enrollment credit hours	1 three credit hour course	1 three credit hour course		**6**
Option #4 enrollment credit hours	1 three credit hour course		1 three credit hour course	**6**
Option #5 enrollment credit hours		1 one credit hour course	1 five credit hour course	**6**
Option #6 enrollment credit hours		1 two credit hour course	1 four credit hour course	**6**

Federal Financial Aid and/or Student Loan full-time status requirement example:

Graduate Student Enrollment Options	16-week term	First 8-week term	Second 8-week term	Total Credit Hours Enrolled
1st 16-weeks of enrollment credit hours	2 three credit hour courses			**6**
2nd 16-weeks of enrollment credit hours		1 three credit hour course	1 three credit hour course	**6**

Total Credit Hours for 2 consecutive 16 week periods **12**

International Nonimmigrant (F-1) Student full-time status requirements example:

F-1 Graduate Student Enrollment Options	16-week term	First 8-week term	Second 8-week term	Total Credit Hours Enrolled
1st 16-weeks of enrollment credit hours	2 three credit hour courses			**6**
2nd 16-weeks of enrollment credit hours		1 three credit hour courses	1 three credit hour courses	**6**

Total Credit Hours for 2 consecutive 16 week periods **24**

- The minimum 6 credit hours of enrollment each 16-week semester for international nonimmigrant students must be in face-to-face courses (online courses do not fulfill federal full-time enrollment requirements); online courses may only be taken in addition to the minimum 6 face-to-face credit hours.
- International nonimmigrant students who wish to enroll in credits for the second 8-week term of any semester must be enrolled in those credits at the beginning of the 16-week semester; failure to meet the full-time enrollment requirement at the beginning of each 16-week semester will result in the Termination of the student's SEVIS Record and loss of their lawful visa status.

These standards apply to all graduate programs at Park University.

Enrollment Adjustment Period

The first eight calendar days of a semester/ term constitutes the Enrollment Adjustment Period. Students are entitled to 100% refund of tuition and fees during the enrollment adjustment period. Within this time, the student will be permitted to evenly exchange class(es) during the first four calendar days. The final day to add or exchange a course (face-to-face or online) will be the fourth (4) day of a semester/term. Within this time, students are permitted to exchange classes without financial penalty. For any adjustments 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 last day to drop a course will be the eighth (8) day of a semester/term. The adding or dropping of a class must be done by the student as directed by the Graduate School staff. A student using Veterans Affairs educational benefits may drop a course, without penalty by the VA, during the Enrollment Adjustment Period.

Graduate Council

The Graduate Council, recommends policies and procedures to govern graduate programs at Park University, reviews and recommends changes to graduate program curriculum, and ensures that faculty, students and program administrators adhere to approved policies, procedures and best practices.

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 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.
4. The transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the program director.
5. Refer to specific program for details and additional information related to allowable credit. A program director reserves the right to deny or limit transfer of credit.
6. No more than 25% of the hours required for certificate program may be transferred from another regionally accredited institution.

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 graduate student success services.

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 25 percent of the degree requirements, 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. 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.

Suspension

A student will be suspended from the program for any of the following reasons:

- Failure to meet the stipulations of probationary/conditional 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. International nonimmigrant students on F-1 visas who are suspended are in violation of their lawful visa status, which may result in the Termination of their SEVIS Record. Courses taken from other institutions will not be transferable if taken during the time of suspension from Park University. Readmission is at the discretion of the Program Director.

Readmission Post-suspension

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.

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/institutional-review-board.*

Withdrawals

Park University has three types of withdrawal from courses. An administrative withdrawal is initiated by the institution. An academic withdrawal is initiated by the student and an unofficial withdrawal. If you have financial aid, administrative withdrawals and/or student-initiated withdrawals may affect that assistance. If the student is an international nonimmigrant student, withdrawal may result in a loss of lawful nonimmigrant status.

Administrative Withdrawal

Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically-related activity in a class during the first two weeks of the semester/term. If a student fails to initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks of the semester or term, the University will initiate an administrative withdrawal with no record on the transcript.

Academic Withdrawal

Students are able to initiate an academic withdrawal until the last day of the semester/term. Students who initiate an academic withdrawal no later than two-thirds of the way through the semester/term will receive a "W". Students who withdraw from a class after two-thirds of the way through the semester/term will receive a "WF". Refer to the grading policy for additional information. Students must officially withdraw through the Student Success Center or by e-mailing advising@park.edu.

Unofficial Withdrawal

Refer to Financial Assistance unofficial withdrawal policy page 38.

Graduate Studies Withdrawal

In order to totally withdraw from graduate studies students must first initiate a withdrawal from all classes. Withdrawals must be requested in writing via correspondence, e-mail or fax. Withdrawals by telephone will not be accepted.

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:

PARK UNIVERSITY REFUND CALCULATION SCHEDULE PERCENTAGE REFUNDED TO THE STUDENT UPON WITHDRAWAL				
	16-Week	9 or 8-Week	5 or 4-Week	2-Week
Enrollment Adjustment Period (first 8 calendar days of term)	100%	100%	50%	0%
Day 9 through conclusion of Week 2	75%	25%	0%	
Week 3	50%	0%		
Week 4	25%			
Week 5	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.

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, thesis, portfolio, final project, internships, etc.

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 Commencement and Diploma

An Application for Diploma, including an exit survey, is required before a student is allowed to participate in commencement and/or prior to a diploma being provided to the student. Applications may be acquired online through MyPark. Students must submit the completed form with the appropriate fees. Students may contact their advisors if assistance is needed. Students should apply two semesters prior to anticipated graduation.

Once the application is filed, the Office of the Registrar will perform a degree check of the student's coursework. Notification of requirements will be sent to the student's Park University email. Students should contact the appropriate graduate staff advisor to confirm completion of all requirements.

Commencement Ceremony Participation

Park University commencement ceremonies for Kansas City area graduates are conducted in December and in May, as well as annually at Park's campus centers across the country. Students planning to participate in a commencement ceremony at one of the campus centers must contact the director of the campus they plan to attend as early as possible. Be aware that seating for guests may be limited at some locations.

In order to participate in commencement ceremonies, students must be enrolled in their last coursework with satisfactory progress provided that all other University and program graduation requirements listed above have been met. If there are special circumstances the student may petition the Office of the Registrar.

READING THE COURSE SCHEDULE

Campus Center	Session Code	Section Code
Austin Center	P	BE
Downtown	P	DN
El Paso	P	EL
Fort Bliss	P	BL
Online Learning	P	DL
Parkville	P	HO
Sergeant Majors Academy	S	SG

FINANCIAL ASSISTANCE

Applying for Financial Aid

Complete the Free Application for Federal Student Aid (FAFSA) by the priority date for all students by March 15. The FAFSA must be completed annually. To complete the FAFSA go to https://fafsa.ed.gov/ and input Park University's Federal School Code: 002498, this will ensure the FAFSA information will be sent to Park University.

Eligibility Requirements

- Students must be fully admitted into an eligible degree seeking program
- Students must be enrolled in at least half-time hours
- Students must be meeting Satisfactory Academic Progress (SAP). To review the SAP policy please review the policy at http://www.park.edu/student-financial-services/satisfactory-academic-progress.html
- Complete Entrance Counseling (EC) and a Master Promissory Note (MPN) for federal student loans. For more information completing the EC and MPN please visit this website www.studentloan.gov

Types of Federal Financial Aid for Graduate Students

Graduate and professional degree students may be eligible to receive aid from the following federal student aid programs:

- ***The William D. Ford Federal Direct Loan (Direct Loan) Program*** — This is the largest federal student loan program. Under this program, The US Department of Education (ED) is your lender rather than a bank or other financial institution. There are two types of Direct Loans that graduate and professional degree students may receive:
- ***Direct Unsubsidized Loans*** — Eligible students may borrow up to $20,500 per school year. Graduate and professional students enrolled in certain health profession programs may receive additional Direct Unsubsidized Loan amounts each academic year. Contact your school's financial aid office for details.
- ***Direct PLUS Loans*** — Eligible graduate and professional degree students who need to borrow more than the maximum unsubsidized loan amounts to meet their education costs may apply for a PLUS loan. A credit check will be performed during the application process.
- ***Teacher Education Assistance for College and Higher Education (TEACH) Grant*** — The TEACH Grant Program provides grants of up to $4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching. The TEACH Grant is different from other federal student grants in that it requires you to take certain kinds of classes to get the grant, and then to do a certain kind of job to keep the grant from turning into a loan.

Attendance Policy for Financial Aid

Park University confirms that students have engaged in an academically-related activity in the first two weeks of the term/semester for each course in which they are enrolled. Academically-related activities include, but are not limited to: physically attending a class where there is an opportunity for direct interaction between the instructor and students; submitting an academic assignment; taking an exam, an interactive tutorial or computer-assisted instruction; attending a study group that is assigned by the school; participating in an online discussion about academic matters; or initiating contact with a faculty member

to ask a question about the academic subject studied in the course. Academically-related activities do not include logging into an online class without active participation, or participating in academic counseling or advisement.

Unofficial Withdrawal

The 50 percent point in the term will be used to determine the last date of attendance when students are unofficially withdrawn. The 50 percent point is used to calculate whether any Federal Title IV aid must be returned to the United States Government. The student will be provided an opportunity to provide documentation that they participated in an academic related activity beyond the 60 percent point.

Satisfactory Academic Policy for Financial Assistance

Satisfactory progress is a federally mandated process and must be met to remain eligible to receive federal and state assistance.

The complete policy is available on the Satisfactory Academic Progress link at www.park.edu/student-financial-services.

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. (International nonimmigrant students are eligible to receive institutional scholarships, but are not eligible to complete the FAFSA and may need to provide alternative documentation to demonstrate financial need.) For a complete list of available scholarships, visit www.park.edu/scholarships.

GRADUATE ASSISTANTSHIPS

The Graduate Assistantship program at Park provides students with a meaningful professional experience that enhances their graduate education and career development.

Within this broad framework, assistantships focus on – for example:

- Teaching-related duties (providing supplemental instruction or tutoring, leading discussion groups, participating in student learning assessment);
- Research (assisting an academic program or administrative unit in conducting research, often leading to presentation and publication opportunities for the Graduate Assistant); and Administration (program development, program facilitation, and assessment). Graduate Assistants contribute significantly to the areas within the University they serve. The role supplements and enhances the work of the area served and is not intended to replace core staff duties and functions.

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. International nonimmigrant students are eligible to receive graduate assistantships.

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 graduate studies with a

cumulative undergraduate grade point average of 3.0 or higher and be fully accepted into a Park University graduate degree program. See www.park.edu/grad for further details.

Work Requirements

Graduate assistants are required to work at least the specified number of hours. (Please note that international nonimmigrant students on F-1 and J-1 visas may not work more than 20 hours per week while classes are in session.) 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 a modest monthly stipend and some tuition assistance.

See www.park.edu/grad for further information regarding graduate assistantship requirements, application procedures and other information.

The Graduate Assistantship program at Park provides students with a meaningful professional experience that enhances their graduate education and career development.

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 or the Office of Human Resource Services, Park University, 8700 NW 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 the 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.
- ***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 assistant director of academic support services should be notified immediately of the arrangements believed to be necessary to accommodate a given temporary disability. Full information concerning Park University's policies and procedures related to disability services can be found at www.park.edu/disability.

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.

FERPA permits the University to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the University may release all directory information to members of the University family, defined as administrators, faculty, employees and directors. Other releases will be limited to those situations in which the University, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student's career interests or when the University believes the release would serve to advance the interests and image of the University.

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, Dean of Students, Vice President of Enrollment and Student Services, Provost, and President.

B. Access to Student Records by the Student

1. 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 clear.

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.

Academic Support Center
The Academic Support Center offers services to graduate students including writing help, disability services and tutoring for some graduate courses. Graduate students may access the Canvas course "Park Tutoring Help" for more information. The ASC is located on the Parkville Campus in the Norrington Center. Visit www.park.edu/academic-support-center or call (816) 584-6330 for more information.

Bookstore
All books required for graduate courses are available for purchase 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 in room 714 of the Mabee Learning Center/Academic Underground on the Parkville Campus. Contact careerdevelopment@park.edu or (816) 584-6407, or visit www.park.edu/career-development-center.

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. For more information, visit www.park.edu/counseling-center.

McAfee Memorial Library
The McAfee Memorial Library provides access to quality information resources that enables a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

- **Collections** – Our collections include more than a quarter million books, ebooks, videos and periodical and research databases. Electronic resources are available 24/7 at www.park.edu/library. Additional materials can be obtained via interlibrary loan and/or reciprocal borrowing agreements with local and regional libraries.
- **Services** – Reference and instruction librarians are available to help with basic research and the use of electronic resources on-site, via phone, email and live chat (seven days a week). They also offer classroom instruction in basic research, in the use of electronic resources and in support of course assignments. Contact one of our reference and instruction librarians to schedule an instruction session. Instructional videos in the use of electronic resources can also be found on the library website.

- **Parkville Campus** – The library, located in the Norrington Center, provides a comfortable environment for individual and group study, including individual study carrels, tables, seminar and group study rooms. Computers, and a network printer/ copier/ scanner are also available for use.
- **Special Collections and Campanella Gallery** – The library also administers the Fishburn Archives, located in the Academic Underground, which consists of manuscripts, print material, photographs, scrapbooks, artwork, and artifacts including furniture, sports trophies and textiles, documenting the founding and history of Park University and Parkville, Missouri, and is available by appointment. It also houses the Campanella Gallery, which features art exhibits from Park students and faculty and local artists.
- **Library Hours** – Hours during Fall and Spring terms are CST/CDT (Hours are subject to change.)

Monday - Thursday	7:30 a.m. - 9:30 p.m.
Friday	7:30 a.m. - 4:30 p.m.
Saturday	10 a.m. - 4 p.m.
Sunday	4 p.m. - 9:30 p.m.

Chat-based reference service ("Ask a Librarian") hours can be found on the library website, at: www.park.edu/library.

Testing Center

The Testing Center, located in room 221 of the Mabee Learning Center/Academic Underground on the Parkville Campus, handles CLEP, DSST 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/testing-center or contact testingcenter@park.edu or (816) 584-6887.

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.
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/student-life.

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/student-life.

CAMPUS SECURITY

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 Office of Campus Safety. This report can be filed in person at the 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 Campus Safety for reporting purposes.

Park University Campus Safety officers do not have arrest powers. Any crime or emergency that 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 Campus 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 Office of Campus Safety may also post a notice on its website at www.park.edu/campus-safety, 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 Office of Campus Safety at (816) 584-6444, or in person at the Campus Safety office in Thompson Commons on the Parkville Campus, or with the campus center director of your respective campus.

Policy for Reporting the Annual Disclosure of Crime Statistics

The Park University Office of Campus 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/campus-safety. A more detailed report can be found on the U.S. Department of Education website at 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 Office of Campus 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 Office of Campus Safety, located in Thompson Commons, the Office of Human Resource Services in Mackay Hall, the Office of Admissions in Herr House (all on the Parkville Campus), campus center directors or by calling the Office of Campus 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.*

	PARKVILLE CAMPUS	
Director of Campus Safety	(816) 584-6226	Thompson Commons, 1st Floor
Director of Student Life	(816) 584-6465	Thompson Commons, 2nd Floor
	DOWNTOWN CAMPUS	
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 campus 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 Office of Campus 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 Office of Campus 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 Office of Campus 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 Office of Campus 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 Office of Campus 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 Office of Campus 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 Office of Campus Safety. Prosecution of those crimes will be conducted in the court having jurisdiction where the crime occurred.

The Park University Office of Campus 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 Office of Campus Safety officers have the authority to ask persons for identification and to determine whether individuals have lawful business at Park University. Campus 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. Campus 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 Office of Campus Safety. The Office 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. 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 Office of Campus 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 Office of Campus Safety. If you want an escort to your car or residence hall after an evening class or activity, call the Campus 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 Office of Campus Safety in consort with Residence Life staff presents a program for residence hall students at the beginning of each semester. Campus 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 Office of Campus 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. Campus 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 Office of Campus 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 Office of Campus 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 campus 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 Office of Campus 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 Weatterling 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 Office of Campus 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:

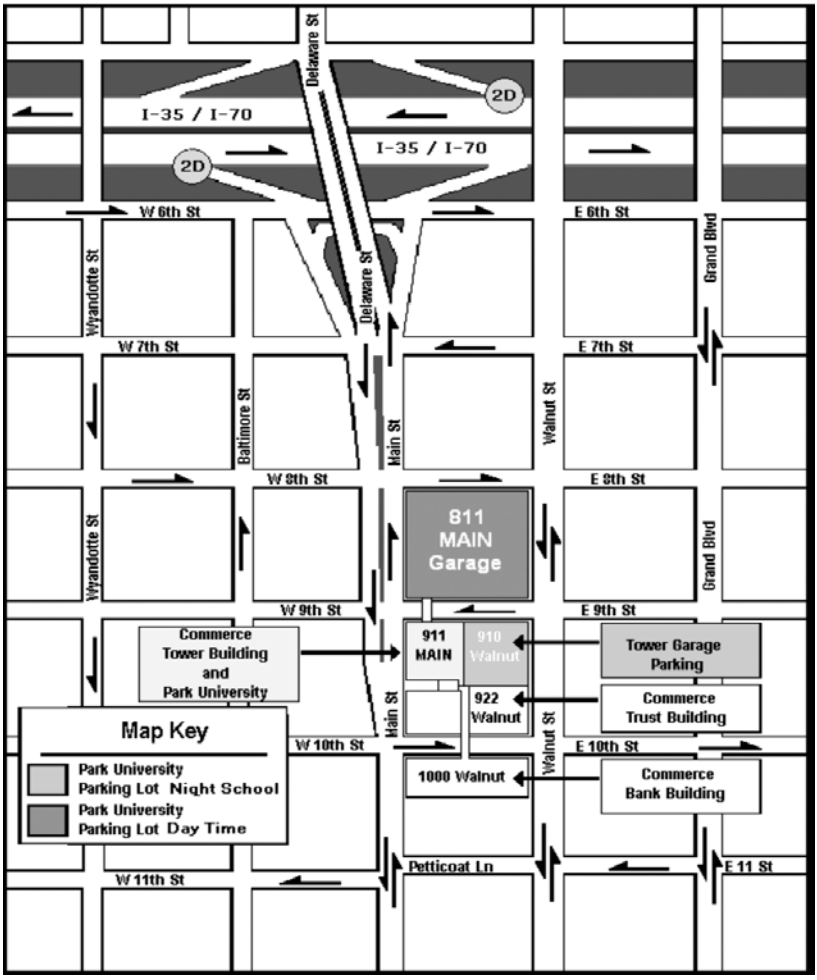
www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html

Downtown Campus Parking

Parking Notes

All students who are coming to the Downtown Kansas City Campus Center for advising appointments, tutorials, etc. are to park in the garage located at 811 Main St. 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. There is absolutely no parking on the first level of the Tower Garage. Your vehicle may be ticketed ($45) or towed. Levels two through five are available for parking. Students should not arrive for parking before 4:45 p.m. *(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 $20 charge for a replacement ID card.*



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.

Graduate Certificate programs, when completed, 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. 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 2.75 on a 4.0 scale, as established by the graduate program associated with the certificate.

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. Federal financial aid eligibility is contingent upon certificate approval through the institution's Program Participation Agreement.

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. Certificate courses may be applied toward completion of an appropriate master's degree; courses taken in pursuit of a completed master's degree cannot be retroactively applied to a certificate.

A student graduates from a certificate program when all program requirements are completed and has maintained a 3.0 grade point average.

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 Creative and Life Writing

The Graduate Certificate in Creative and Life Writing, housed in the Department of English and Modern Languages within the College of Liberal Arts and Sciences, is a one-year program for prose writers. The certificate program is designed to engage students in the methods and challenges of producing creative prose of publishable quality. Students take most classes in their chosen focus area — fiction or creative nonfiction — but complete common core courses at the beginning and end of the program. Minimum grade point average of 3.0 with a passing grade in all courses.

Required – 12 Hours, 3.0 GPA

Core courses . . . . . 6 cr.

EN 515 Reading for Writers . . . . . 3 cr.

EN 525 Writing for Publication . . . . . 3 cr.

Electives . . . . . 6 cr.

EN 516	Creating Fiction	3 cr.
EN 517	Advanced Fiction Writing	3 cr.
or		
EN 518	Creative Nonfiction	3 cr.
EN 519	Advanced Creative Nonfiction	3 cr.

Total. . . . . 12 cr.

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 of 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.

Required – 12 Hours, 3.0 GPA

Foundation courses . . . . . 6 cr.

PA 552	Public Policy and Disaster	3 cr.
And select one:		
PA 551	Principles of Disaster and Emergency Management	3 cr.
PA 553	Disaster and Society	3 cr.

Theory integration courses *(select two for 3 credits):* **. . . . . 6 cr.**

PA 557	Continuity of Operations in Public and Private Sectors	3 cr.
PA 558	Critical Infrastructure and Key Resources in Disaster and Emergency Management	3 cr.
PA 559	Global Comparative Emergency Management	3 cr.
PA 582	Disaster, Disease and Public Health	3 cr.
PA 588	Current Issues in Homeland Security	3 cr.
PA 589	Theoretical Principles of Terrorism	3 cr.

Total. . . . . 12 cr.

Graduate Certificate in Finance

The Graduate Certificate in Finance is housed within the School of Business. The certificate will assist students in achieving the chartered financial analyst certification and/or obtaining a greater flexibility in training for future careers in finance.

Required – 12 Hours, 3.0 GPA

MBA 615	Managerial Finance	3 cr.
or		
HA 516	Healthcare Finance*	3 cr.

FIN 621	Advanced Corporate Finance	3 cr.
FIN 625	International Finance	3 cr.
FIN 640	Investment Management	3 cr.
Total		**12 cr.**

** Students choosing to take HA 516 must take the HA version of the cross-listed courses. Students choosing to take MBA 615 must take the MBA version of the cross-listed courses.*

Graduate Certificate in Global Governance

This certificate is designed for those who wish to improve their knowledge of global governance issues.

Required –12 Hours, 3.0 GPA

PA 508	Research and Analysis	3 cr.
PA 521	Business, Government, and Global Society	3 cr.
PA 524	Global Comparative Public Administration and Policy	3 cr.
PA 525	Global Comparative Public Budget and Finance	3 cr.
Total		**12 cr.**

Graduate Certificate in Global Business

The Graduate Certificate in Global Business is housed within the School of Business. This certificate is designed for those who wish to improve their knowledge of global business issues. Additionally, it will prepare students to sit for the National Association of Small Business International Trade Educators certification.

Required – 12 Hours, 3.0 GPA

IB 525	Entrepreneurship in the Global Economy	3 cr.
IB 610	Advanced Seminar in International Marketing	3 cr.
FIN 625	International Finance	3 cr.
IB 660	Strategic Global Business Management	3 cr.
Total		**12 cr.**

Graduate Certificate in 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 Health Services Management and Leadership, housed within the School of Business, prepares students and practicing healthcare leaders to enhance their professional skills to meet new healthcare policy and practice challenges. The program focuses on critical thinking and problem solving in today's healthcare environment.

Course Requirements

The curriculum consists of two foundation courses (6 credit hours) and two theory integration courses (6 credit hours).

Required – 12 Hours, 3.0 GPA

Foundation courses		**6 cr.**
HA 511	Leadership and Management in Healthcare Systems	3 cr.
HA 518	Organization of Healthcare Delivery Systems	3 cr.
Theory integration courses (select two courses):		**6 cr.**
HA 509	Management of Health Information 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 Administration	3 cr.
HA 521	Special Topics in Healthcare Administration	1 to 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 Administration	3 cr.
HA 573	Quality Improvement and Outcomes Assessment	3 cr.
HA 603	Healthcare Research Methods for Managerial Decision-Making	3 cr.
HA 604	Healthcare Economics and Payment Systems	3 cr.
HA 611	Mediation, Negotiation and Conflict Management	3 cr.
HA 615	Healthcare Strategic Management	3 cr.
Total.		**12 cr.**

Graduate Certificate in Homeland Security

The graduate certificate in homeland security is for students who are interested in learning more about homeland security issues while gaining the necessary knowledge and critical thinking skills to advance their careers. A number of homeland security issues will be addressed, including analysis of domestic and international threats; mitigation or prevention of threats; and response to terrorism through an understanding of psychosocial, behavioral, criminological, and emergency management theories.

Required – 12 Hours, 3.0 GPA

Core		**9 cr.**
PA 552	Public Policy and Disaster	3 cr.
PA 588	Current Issues in Homeland Security	3 cr.
PA 589	Theoretical Principles of Terrorism	3 cr.
Elective courses *(select one):*		**3 cr.**
PA 551	Principles of Disaster and Emergency Management	3 cr.
PA 553	Disaster and Society	3 cr.
Total.		**12 cr.**

Graduate Certificate in Human Resource Management

The Graduate Certificate in Human Resource Management is housed in the School of Business. The certificate is designed to expose students to the functional areas of a typical human resource department. In addition, the students gain a deeper appreciation of the consultative role that HR professionals play in supporting the organization's management team, employees, and contractors. The competencies acquired in this curriculum will prepare students to more effectively manage personnel and leverage the support of their HR professionals as their career advances.

Required – 12 Hours, 3.0 GPA

Core		**12 cr.**
HRM 634	Planning and Staffing	3 cr.
HRM 635	Training, Development, and Evaluation	3 cr.
HRM 636	Change Management and Conflict Resolution	3 cr.
HRM 637	Compensation Management	3 cr.
Total		**12 cr.**

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 Administration 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 Administration 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 healthcare organizations.
- Creating an opportunity for students to gain more in-depth knowledge of the operation of international healthcare organizations.
- Providing theoretical as well as applied learning experiences in the administration of international healthcare 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.

Required – 12 Hours, 3.0 GPA

Foundation Course		
HA511	Leadership and Management in Healthcare Systems	3 cr.
Theory integration courses *(choose three courses)*		**9 cr.**
HA 532	Healthcare Services and Systems for Diverse Populations	3 cr.
HA 533	Managerial Epidemiology	3 cr.
HA 537	Health Policy and Politics	3 cr.
HA 604	Healthcare Economics	3 cr.
IB 660	Strategic Global Business Management	3 cr.
PA 503	Emerging Issues in Public Affairs	3 cr.
PA 545	Management of Nonprofit Organizations	3 cr.
Total		**12 cr.**

**Note: Students may be eligible to substitute another course emphasizing international relations for one of the three theory integration courses listed above with the permission of the director of the Master of Healthcare Administration program.*

Graduate Certificate in Management Accounting

The Graduate Certificate in Management Accounting is housed in the School of Business. The certificate is designed to prepare the students with the competencies necessary to excel in professional positions that require a high level of comfort with accounting and finance, such as chief financial officers, controllers, financial analysts, or budget analysts or directors. More specifically, this curriculum will provide the students with an extensive understanding of management accounting concepts, cost accounting, accounting research practices, activity-based costing as an aid to making decisions, profit planning, budget forecasting and preparation, and broaden their leadership skills. The skills acquired in the management accounting curriculum will develop student knowledge of financial planning, financial analysis, control mechanisms, decision-making, and professional ethics. The Management Accounting certificate is unique in that it is designed to prepare students without an undergraduate degree in accounting, or from different graduate disciplines, with the competencies necessary to assume leadership roles within the financial service units as opposed to working as a staff or public accountant.

Required – 12 Hours, 3.0 GPA

ACC 510	Accounting Research and Analysis	3 cr.
ACC 613	Understanding Auditing and Control Mechanisms	3 cr.
ACC 617	Advanced Managerial Accounting Issues	3 cr.
ACC 626	Management Accounting Leadership – Role of the Chief Financial Officer	3 cr.
Total.		**12 cr.**

Graduate Certificate in Management Information Systems

The Graduate Certificate in Management Information Systems is housed in the School of Business. This certificate is designed to give students an in-depth exposure to varying information systems and how these technologies are leveraged to alter organizational structures, improve workflow, and influence a firm's culture. In addition, the curriculum will allow students to analyze potential security and privacy risks associated with corporate information and how best to mitigate these concerns through administrative, technical, and physical safeguards. The students will be exposed to concepts and applications of data analytics, the big data life cycle, and those processes associated with project management as they pertain to system architecture and a firm's ability to answer complicated business questions.

Required – 12 Hours, 3.0 GPA

MIS 603	Information Security and Risk Management	3 cr.
MIS 605	Management Information Systems	3 cr.
MIS 609	Database Management Systems	3 cr.
MIS 614	Data Analysis and Business Analytics	3 cr.
Total.		**12 cr.**

Graduate Certificate in Music Performance

The Graduate Certificate in Music Performance program is offered through Park University's International Center for Music. This two-year certificate program — with applied emphasis in piano, violin, viola or cello — 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 Graduate 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.

Required – 24 Hours, 3.0 GPA

Course Requirements

MU 530 Applied Music . . . . . 6 cr.

Total. . . . . 24 cr.

Graduate Certificate in Nonprofit Leadership

The Graduate Certificate in Nonprofit Leadership program, housed within the Hauptmann School of 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.

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. . . . . 12 cr.

Graduate Certificate in Project Management

The Graduate Certificate in Project Management (PM) is housed within the School of Business. The certificate is designed to prepare students with the knowledge, skills, and abilities (KSA) to competently plan, organize, staff, and guide processes for creating a solution or system. The PM certificate intends to adequately prepare the students to take the Professional Management Project (PMP)® credentialing exam. More specifically, the content is aligned with the Project Management Body of Knowledge (PMBOK, 5th edition) and introduces students to the five (5) process groups, 10 knowledge areas, and 47 processes.

Required – 12 Hours, 3.0 GPA

PM 690	Integration, Scope, and Quality Management	3 cr.
PM 691	Time and Cost Management	3 cr.
PM 692	Communications, Risk, and Stakeholder Management	3 cr.
PM 693	Human Resource and Procurement Management	3 cr.
Total.		**12 cr.**

Graduate Certificate in Quality Management

The Graduate Certificate in Quality Management is housed in the School of Business. This certificate is designed to give students an in-depth understanding of the concepts and techniques used to assess and improve process outcomes. In other words, the students will be able to isolate processes that are routinely experiencing too much variability in their output, identify natural and assignable causes for the variation, develop tactical strategies to improve process performance, and then establish formal mechanisms for monitoring future outcomes. Students will learn how to appropriately apply qualitative and quantitative approaches to diagnose the nature and scope of process problems and evaluate the effectiveness of interventions. The competencies that will be developed in this curriculum will serve students well as they progress in their careers. Defective processes drive up operating costs, make it virtually impossible to forecast revenues, and contribute to poor quality goods or services. This can lessen a firm's competitive advantage in the marketplace and jeopardize their long-term financial viability.

Required – 12 Hours, 3.0 GPA

QM 684	Principles of Quality Management	3 cr.
QM 685	Innovative Techniques in Quality Management	3 cr.
QM 686	Innovative Project Management	3 cr.
QM 687	Collaborative Innovative Strategies	3 cr.
Total.		**12 cr.**

Graduate Artist Diploma in Music Performance

The Graduate Artist Diploma in Music Performance is offered through Park's International Center for Music. This is a unique two-year program — with applied emphasis in piano, violin, viola or cello — is 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 students 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 Graduate Studies at Park University, are:

- Successful completion of the Graduate Certificate in Music Performance offered at Park University, or the equivalent graduate degree/certificate from an accredited U.S. or foreign institution, 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.

Required – 24 Hours, 3.0 GPA
Course Requirements

MU 601 Advanced Applied Music . . . . . 6 cr.
Total. . . . . 24 cr.

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. College dean 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 to begin the process of developing a thesis proposal. Registration allows the student to receive advice from a faculty member and to utilize University facilities to prepare for the thesis. While enrolled in this course, the student is expected to actively work 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 dean of the College
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 dean of the College 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 dean of the College 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.

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 dean of the College 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.

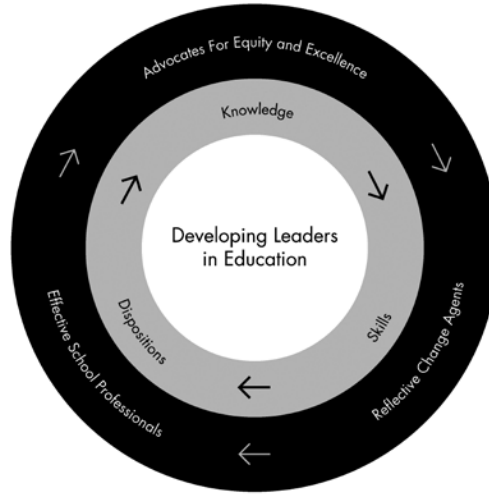
COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

SCHOOL OF EDUCATION

Timothy Westcott, Ph.D., Interim Dean, College of Education and Health Professions
Jan McKinley, Ed.D., Director, Graduate Education Programs

Mission
The School of 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 of 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.



Derived from Park University's vision, mission and core values, the School of Education's vision is to develop leaders in education. The SOE's mission, embodied in five goals, is the commitment to prepare teacher candidates to be effective school professionals, reflective change agents, and advocates for equity and excellence. The SOE's Conceptual Framework, grounded in sound educational research, theory and practice, is centered on five core beliefs. These core beliefs guide the SOE as it nurtures and supports the development of teacher candidates' knowledge, skills and dispositions so they can be leaders and assume the roles of effective school professionals, reflective change agents, and advocates for equity and excellence. To confirm that the SOE's vision, mission, goals and core beliefs are being met, the SOE engages an assessment system that continually assesses and evaluates teacher candidates as they progress and transition through the SOE's programs. The SOE assessment system strives to be fair and unbiased so as to accurately confirm candidates' competencies of their knowledge, skills and dispositions, and to provide evidence upon which to guide future SOE programming.

Diversity Statement
The School of 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.

Philosophy, Purposes and Goals

A candidate who meets the School of Education's five goals 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 summarize the core knowledge, skills and dispositions that are at the heart of the developmental process, and are rooted in the core beliefs that make up the knowledge base that drives the SOE's programs. These goals serve as a guideline for everything the School of Education does with its candidates as we work with them to nurture their development as professionals.

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 and Knowledge Bases

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.
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 those of the State of Missouri.
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.
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.

Conceptual Framework: Knowledge, Skills and Dispositions

The School of 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.

Transfer of Graduate Credit

No more than six hours of graduate credit transferred from another academic institution may be used to meet master's degree requirements in the School of Education. 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:

- 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.
- The grade earned in the course is "B" or better.
- The credits were not used for a previous degree.
- The credit is not more than 7 years old. A program director may waive the requirements on a course-by-course basis if, in his/her judgment, the content of the course has not changed appreciably during the applicable period.
- The transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the program director.

Graduation Requirements

- Successful completion of 30 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 Diploma is required before a completion statement is posted to the transcript. The Application for Diploma is available in MyPark/Student Academic Information (under the Student tab) Students must return the completed form with the appropriate fee.

General Information

The graduate faculty of the School of 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. Programs are available in an eight-week format meeting one night per week, as well as online.

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.

Master of Education

Available:

M.E.

Requirements:

30 hours
3.0 Core gpa
3.0 Cumulative gpa
3.00 Professional Education gpa

this program is offered through:

Parkville 16

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. Leading Adult & Organizational Learning

Purpose

The Master of Education in Leading Adult and Organizational Learning is a progressive, multi-disciplinary program that introduces key concepts of adult learning and development in a variety of contexts. Graduates and participants in the program are qualified for a variety of careers such as training and development in organizations and the military, higher education and online learning, and community-based education. The program will:

- Provide a comprehensive, research-based understanding of human capacity building and competency development.
- Connect advanced candidates with challenges facing today's organizations and prepare them to create innovative and effective learning solutions.
- Prepare advanced candidates to synthesize elements from adult learning theory, instructional design, emerging technology, and curriculum and program development and apply them to one's current or planned professional setting.

Drawing on a range of disciplines (education, business, information technology), this program will prepare one for a career to apply knowledge and skills, which can be effectively used and developed on an individual, team and organizational level.

Unique Program Features

The M.Ed. in Leading Adult and Organizational Learning program utilizes real-world experiences to connect learners with external stakeholders and organizations through project-and problem-based learning. One will work with faculty in the U.S. and abroad, who work in a variety of adult educational settings, to develop transferable competencies highly sought after in organizational learning and development, consulting, higher education, the military, and other adult educational settings.

School of Education

Master of Education

Program Competencies

- **Active Inquiry & Critical Thinking** – Your decisions are based on supported learning and design theory, and the acquisition of new knowledge through extensive investigation viewed through the lens of critically reflective reasoning.
- **Problem Solving** – You will synthesize knowledge from diverse sources and contradictory points of view to solve complex and ambiguous learning, training, and development problems facing today's organizations.
- **Strategic Thinking** – You will lead strategic change initiatives and develop learning strategies to help organizations develop and sustain competitive advantage.
- **Professional Ethics and Moral Reasoning** – Your actions are value-based under conditions of complexity and uncertainty.
- **Interpersonal Leadership** – You will build and utilize a set of communication and coaching skills that encourages the growth and professional development of individuals, and a positive climate that promotes effective learning in teams and organizations.
- **Educational Technology Innovation** – You will become a leader in utilizing emerging technologies, learning theory, and instructional design strategies to develop effective learning experiences and materials for a diverse set of adult learners in diverse organizational settings.

Admission Requirements

1. A bachelor's degree from an accredited institution.
2. Minimum 3.0 grade point average on a 4.0 scale.
3. Advanced candidates with a GPA between 2.75 and 3.0 may be considered for admission after submitting a written Statement of Career Objectives and completing an interview with the Area Coordinator.

Required – 30 Hours, 3.0 GPA

ED 504	Learning as a Competitive Advantage	3 cr.
ED 512	Human Capacity Building	3 cr.
ED 516	Introduction to Graduate Research	3 cr.
ED 540	Emerging Technologies and Facilitation Strategies	3 cr.
ED 542	Program Planning for Adults	3 cr.
ED 563	Managing Change and Innovation	3 cr.
ED 565	Team Learning and Innovation	3 cr.
ED 566	Organizational Learning	3 cr.
ED 572	Developing Critical Thinking & Transformative Learning	3 cr.
ED 631	Capstone	3 cr.
Total		**30 cr.**

Graduation Requirements

- All advanced candidates must successfully complete the required 30 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 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 in **MyPark/student academic information (under the student tab)**. Candidates must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.

B. Educational Leadership with Principal Certification

Purpose

The Master of Education with an area of emphasis in Educational Administration is designed to allow certification for principalship in a 30 credit hour program. These are two components: 1) Completion of the program of study earns the Master of Education, and 2) Certification as a principal is earned by the additional successful passing of current DESE state assessments. The program is offered in an 8-week format, classes meeting in a hybrid model (60% face-to-face and 40% online) or totally online. Full-time enrollment is one course per 8 week term. Full time enrollment during the academic year and one course for two summers allows completion in two calendar years.

Admission Requirements

1. A bachelor's degree from an accredited institution and a valid state teaching certificate (applicant must provide copy of certificate). *Note: This must be completed before the completion of the first three credit hours*
2. School employment as a teacher is required in order to fulfill 300 hours of administrative field experience in the school setting.
3. Students seeking Educational Leadership with Certification must have two years' teaching experience by the time they apply for certification.
4. Minimum 3.0 grade point average on a 4.0 scale.
5. Advanced candidates 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.
6. A felony background check and FBI fingerprint check must be completed and clearance received for admission.
7. Child abuse and neglect screening.

Note: If items 7 and 8 above have been completed for current employment for the U.S. military, a copy of the same may be submitted.

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 (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 of Education.

Master of Education

Program Requirements

The coursework for this 30-credit hour area of emphasis is offered in an 8-week format, either in a hybrid model (60% face-to-face and 40% online) or totally online. Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for admission into ED 634 Directed Field Experience.

Note: A Graduate Education student who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals (CSARA). 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 – 30 Hours, 3.0 GPA*

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 606	Curriculum Theory and Practice	3 cr.
ED 608	Assessment	3 cr.
ED 612	School and Community Leadership	3 cr.
ED 616	School Supervision	3 cr.
ED 634	Directed Field Experience	3 cr.
	Note: The above course should be taken during the last Fall 16 weeks or Spring 16 weeks before graduation.	
ED 635	School Organization and Management	3 cr.
	and select one of the following two courses:	
ED 624	Elementary School Administration	3 cr.
ED 625	Secondary School Administration*	3 cr.
Total		**30 cr.**

**Note: Those advanced candidates seeking middle school principal certification must take (or have already taken), in addition to the above 30 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; and the intellectual, physiological, emotional and social development of the 10-14 year-old child.

Note: Graduate Education courses available to partially satisfy these requirements are:

ED 541	*Middle School Philosophy and Organization*	*3 cr.*
ED 546	*Advanced Diagnosis and Remediation of Reading Difficulties*	*3 cr.*
ED 527	*Growth and Development of Children & Adolescents*	*3 cr.*

Graduation Requirements

All advanced candidates must successfully complete the required 30-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.

- In addition to graduation requirements stated in the *Academic Policies* section, an approved portfolio is required, which addresses satisfactorily, the Missouri Leader Standards for initial principal certification. If the DESE Missouri School Leaders Professional Assessment (MoSLPA) is a requirement for principal certification, it will replace the Park Educational Leadership portfolio.
- Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for completion of the program.
  Note: Certification as a school leader requires passing the appropriate DESE assessments with a passing score.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available in **MyPark/student academic information (under the student tab)**. Candidates must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.

C. Educational Technology

Purpose

The Master of Education in Educational Technology degree focuses on technology-integrated instruction and assessment that emphasizes high-quality lesson design, critical inquiry, and building a community of learners. Studies will include a critical analysis of current and future technologies to enhance learning in the K-12 classroom through application, research, and data analysis.

The coursework for this 30-credit hour area of emphasis is offered in an 8-week format. A professional electronic portfolio, as well as projects embedded in course work, are required. The degree can be completed in two calendar years, including summers.

Admission Requirements

1. A bachelor's degree from a regionally accredited institution.
2. A valid state teaching certificate (applicant must provide copy of certificate)
3. Minimum 3.0 grade point average on a 4.0 scale.
4. School employment as a teacher in a K-12 setting is required.
5. A felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon a clearance.
6. Child abuse or neglect screening.

Note: If items 5 and 6 above have been completed for continuous current employment or for the U.S. military, a copy of the same may be submitted.

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 a supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.
8. Official admission to the School of Education.

Master of Education

Degree Requirements

This 30 credit-hour area of emphasis is offered in an 8-week format, either in a hybrid model (60% face-to-face and 40% online) or totally online. The curriculum is 30 credit hours, and a Professional Portfolio as well as projects embedded in course work, are required.

Required – 30 Hours, 3.0 GPA

ED 502	Teaching and Learning in the Digital World	3 cr.
ED 507	The Connected Teacher Leader	3 cr.
ED 511	Utilizing Technology in Classroom Research	3 cr.
ED 523	Assessment and Evaluation of Teaching and Learning in the Digital Classroom	3 cr.
ED 543	Trending Tools of the Internet	3 cr.
ED 551	Educational Technology/Tools for the 21st Century Learner	3 cr.
ED 564	Enhancing Instruction with Technology	3 cr.
ED 571	Issues and Ethics with Technology Integration	3 cr.
ED 574	Analyzing and Presenting Data in the Workplace	4 cr.
ED 579	Educational Technology Electronic Portfolio Development	2 cr.
Total		**30 cr.**

Graduation Requirements

- All advanced candidates must successfully complete the required 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.
- In addition to graduation requirements stated in the *Academic Policies* section, an approved portfolio is required, or the advanced candidate may be exempted and instead create a learning module or course content indicative of the MED in Educational Technology program's relevance and rigor.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available in **MyPark/student academic information (under the student tab)**. Candidates must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.

D. Language and Literacy

Purpose

The Master of Education with emphasis in Language and Literacy is designed with two areas of emphasis for two types of educators:

1. **Special Reading Teacher** – This Master of Education area of emphasis is for educators desiring to work as reading specialists in various public and private settings. The degree program meets the International Literacy Association's Standards for Reading Professionals (2010 revision). Courses are offered in the 8-week format. Full-time enrollment is one course per 8-week term. *This area of emphasis leads to Missouri Special Reading certification. This certification is not available as an initial certificate; candidates must already be certified in another area.*

2. **English Language Learners Teacher** – This Master of Education area of emphasis is for educators desiring ELL linguistics and second language acquisition basics, as well as ELL methods, materials and assessments for public and private schools. This area of emphasis meets the National TESOL Standards as well as DESE ELL Standards. Courses are offered in the 8-week format. Full-time enrollment is one course per 8-week term. *This area leads to Missouri ELL certification. Certification is not available as an initial certificate; candidates must already be certified in another area.*

Admission Requirements

1. A bachelor's degree from an accredited institution and hold a valid state teaching certificate (applicant must provide copy of certificate)
2. School employment is not required for admission into the Language and Literacy programs. However, every course requires direct work with children; therefore, advanced candidates are responsible for finding students with whom to work if they do not have access to a classroom.
3. Advanced candidates seeking Special Reading Teacher or ELL certification must have two years' teaching experience by the time they apply for certification.
4. Minimum 3.0 grade point average on a 4.0 scale, and 2.5 GPA in core.
5. A felony background check and FBI fingerprint check and clearance received for admission.
6. Child abuse or neglect screening.

Note: If items 4 and 5 above have been completed for continuous current employment or for the U.S. military, a copy of the same may be submitted.

7. Advanced candidates with a GPA between 2.7 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 a supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.

Program Requirements

The coursework for this 30-credit hour area of emphasis is offered in an 8-week format, either in a hybrid model (60% face-to-face and 40% online) or totally online. A professional portfolio, as well as projects embedded in course work, is required. Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I.

For all areas, in addition to completing the 30-credit hour curriculum with at least a 3.0 GPA, the advanced candidate must submit an approved portfolio that addresses satisfactorily the International Literacy Association Standards or the TESOL Standards (depending on the program) for teacher certification. An advanced candidate cannot complete the program or be recommended for certification without the portfolio. 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.

School of Education

Master of Education

Required – 30 Hours, 3.0 GPA

Special Reading

Core Classes . . . . . 12 cr.

ED 545	Teaching Reading to Linguistically Diverse Learners	3 cr.
ED 546	Advanced Diagnosis and Remediation of Reading Difficulties	3 cr.
ED 641	Literacy Practicum I	3 cr.
ED 651	Literacy Practicum II	3 cr.

Required Courses*. . . . . 15 cr.

**ED 520 and ED 527 can be fulfilled with baccalaureate degree.*

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.
ED 528	Theory/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.
ED 561	Miscue Analysis	3 cr.

English Language Learners

Core Classes . . . . . 9 cr.

ED 545	Teaching Reading to Linguistically Diverse Learners	3 cr.
ED 546	Advanced Diagnosis and Remediation of Reading Difficulties	3 cr.
ED 652	English Language Learners Practicum	3 cr.

Required Courses*. . . . . 18 cr.

**ED 520 may be fulfilled with baccalaureate degree.*

ED 509	Language and Culture	3 cr.
ED 520	Special Needs in the Classroom	3 cr.
ED 552	Linguistics for English Language Learner Teachers	3 cr.
ED 562	Principles of Second Language Learning	3 cr.
ED 582	Methods for Teaching English Language Learners	3 cr.
ED 584	Curriculum for Teaching English Language Learners	3 cr.
ED 607	Assessment Strategies for English Language Learners	3 cr.

Electives

ED 609	Current Issues and Trends in Literacy	3 cr.
ED 619	Multicultural Literature	3 cr.

Total. . . . . 30 cr.

Graduation Requirements

All advanced candidates must successfully:

- Complete the required credit hours with a 3.0 grade point average, with no more than two "C's" and no grade lower than a "C". See *Academic Policies* under the *Academic Standards* section of 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 ILA Standards (Special Reading) or the TESOL Standards (ELL) for certification. The portfolio

must be presented by the fifth week of the last term in the advanced candidate's program. Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for completion of the program. An advanced candidate cannot complete the program or be recommended for certification without an acceptable portfolio.

- 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**. Advanced candidates must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog.

E. Teacher Leadership *(This program no longer accepts students and is replaced by the Educational Technology area of emphasis)*

The Master of Education degree in Teacher Leadership began in October, 1995, becoming the first graduate program in the School of Education. The degree is designed to meet the practical needs of the classroom teacher by concentrating on both theory and practice together in each course. This area of emphasis strives to develop reflective educators who can be effective change agents in their school environments, throughout their communities and most importantly in the lives of their students.

This degree, which culminates with the development of a Professional Portfolio, is 30-"credit" hours and is designed to help the teacher meet the critical needs of a changing society.

Admission Requirements

1. A bachelor's degree from an accredited institution and a valid state teaching certificate (applicant must provide copy of certificate).
2. Minimum 3.0 grade point average on a 4.0 scale.
3. A felony background check and FBI fingerprint check must be completed and clearance received for admission.
4. Child abuse or neglect screening.

Note: If items 3 and 4 above have been completed for continuous current employment or for the U.S. military, a copy of the same may be submitted.

5. Advanced candidates with a GPA between 3.75 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 a supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.
6. Official admission to the School of 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 (CSARA). 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 of Education office.

Degree Requirements

The coursework for this 30-credit hour area of emphasis if offered in an 8-week format, either in a hybrid model (60% face-to-face and 40% online) or totally online. A professional

portfolio, as well as projects embedded in course work, are required.

Required – 30 Hours, 3.0 GPA

ED 505	Introduction to Educational Research	3 cr.
ED 513	Law for Educators	3 cr.
ED 515	Sociological Factors Affecting Education	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 606	Curriculum Theory and Practice	3 cr.
ED 608	Assessment	3 cr.
ED 620	Advanced Curriculum, instruction and Assessment Methods and Strategies	3 cr.
ED 633	Application of Graduate Research....	3 cr.
Total.		**30 cr.**

Thesis Option

With the approval of the program director, interested and capable advanced candidates may elect the Thesis Option to satisfy degree requirements. The six-credit hour Thesis Option provides advanced candidates with the opportunity to explore a topic in-depth, by applying an appropriate research methodology. Advanced candidates electing the Thesis Option shall adhere to the requirements set forth in the Graduate 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.

Coursework		**6 cr.***
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. Advanced candidates selecting the thesis option will not take ED 631. Degree completion with a Thesis Option requires a minimum of 33 credit hours.*

Graduation Requirements

- All advanced candidates must successfully complete the required credit hours with a 3.0 grade point average, with no more than two "C's" and no grade lower than a "C". See *Academic Policies* under the *Academic Standards* section of this catalog for more information.
- In addition to graduation requirements stated in the Academic Policies section, an approved portfolio is required, which satisfactorily addresses the Missouri Teacher Standards and the National Board for Professional Teaching Standards.

F: Teacher Leadership: Urban Education

This 30-hour master's degree emphasizes the integration of theory and practice through four key elements: relationship building; classroom culture and climate; teaching cycle; and content knowledge. Common threads through all courses are developing a strong knowledge

base in culturally responsive teaching, clinical practice, and assessment, with a focus on challenges and opportunities in urban education.

Admission Requirements

1. Accepted into the Kansas City Teacher Residency Program.
2. A bachelor's degree from a regionally accredited institution.
3. A valid state teaching certificate (applicant must provide copy of certificate).
4. Minimum 3.0 grade point average on a 4.0 scale.
5. A felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon clearance. Child abuse or neglect screening.

Note: If item 5 above has been completed for continuous current employment or for the U.S. military, a copy of the same may be submitted.

6. 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 a supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.
7. Official admission to the School of 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 (CSARA). 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 of Education office.

Graduation Requirements

- All advanced candidates must successfully complete the required credit hours with a 3.0 grade point average, with no more than two "C's" and no grade lower than a "C." See Academic Policies under the Academic Standards section of the catalog for more information.
- An Application for Diploma is required before a completion statement is posted to the transcript. The Application for Diploma is available in MyPark/Student Academic Information (under the Student tab). Advance candidates must return the completed form with the appropriate fee. See the Graduation Requirements section in this catalog.

Required – 30 Hours, 3.0 GPA

ED 501	Diversity and Equity in Education	3 cr.
ED 517	Instructional Design and Delivery	3 cr.
ED 521	Contextual Factors Influencing Effective Instruction	3 cr.
ED 573	Investigating Teaching, Learning, and Student Engagement	3 cr.
ED 545	Teaching Reading to Linguistically Diverse Learners	3 cr.
ED 562	Principles of Second Language Learning	3 cr.
ED 608	Assessment	3 cr.
ED 621	Serving Students with Special Needs in the Classroom	3 cr.
ED 623	Differentiated Instruction in the Regular Classroom	3 cr.
ED 631	Capstone	3 cr.
Total		**30 cr.**

School of Behavioral and Health Science

Master of Social Work

Available:

M.S.W.

Requirements:

33-60 hours
3.0 Core gpa
3.0 Cumulative gpa

this program is offered through:

Parkville 16

Timothy Westcott, Ph.D., Interim Dean, College of Education and Health Professions
Walter E. Kisthardt, Ph.D., Director, Master of Social Work Program

Park University's Master of Social Work program is designed to prepare graduates with the knowledge, values and skills needed to deliver effective and efficient advanced social work practice with individuals, families, groups, organizations and communities. The advanced practice concentration is in Behavioral Health. Within this concentration, students are given the opportunity to expand their knowledge and skills in one of three areas of emphasis: gerontological social work, military social work or social work with children and families. **The Master of Social Work (MSW) program at Park University earned full initial accreditation at the February, 2016 meetings of the Council on Social Work Education (CSWE) Commission on Accreditation (COA).**

Mission

The mission of Park's Master of Social Work program is to prepare graduates for effective and efficient advanced social work practice in behavioral health. Guided by the purpose of the profession, the program promotes social and economic justice, equal access to community resources, equal opportunity and the attainment of individual and community well-being.

Vision

The Master of Social Work program will be committed to enhancing the physical, social, psychological and spiritual well-being of all people, particularly those who have experienced oppression, exclusion and discrimination, and who have experienced the impact of poverty upon their health, well-being and sense of fulfillment.

Purpose of the Program

Social workers are called upon to intervene and assist large numbers of people while federal and state allocations for social welfare and treatment are being cut or drastically reduced. Therefore, social workers must become ever-more effective and efficient in the development and delivery of interventions. Moreover, they must become even more focused on advocacy efforts designed to promote access to naturally occurring, sustainable resources. Social workers who possess the knowledge and skills to engage, assess, intervene and evaluate comprehensive, individualized interventions will be in demand.

Park University identifies three areas of emphasis in

Behavioral Health social work practice. These areas were identified based on current and future projections relative to demand for behavioral health services and treatment:

- Military Social Work: The social/psychological impact of serving in the military on service members and their families is profound.
- Gerontological Social Work: The demographic data illustrates that the demand for effective social work practice with older persons will continue to grow.
- Social Work with Children and Families: There is a growing recognition of the need for effective and efficient behavioral health interventions with children and families.

In summary, the mission of Park's Master of Social Work program reflects the values of the profession and of the University, and it is developed within the context of current and future demand for effective and efficient social work interventions in behavioral health.

Program Goals

- Establish collaborative partnerships with community agencies that provide students with opportunities to enhance their knowledge, values and skills in behavioral health social work practice, with emphasis on effective and efficient interventions in military social work, gerontological social work or social work with children and families.
- Educate students regarding the principles, philosophy and behavioral health advanced practice applications of the strengths perspective for social work practice to enhance individual and community well-being, social and economic justice, equity and equal opportunity for all people.
- Infuse and model the social work code of ethics and the six core values of the profession as guiding concepts in all aspects behavioral health interventions with individuals, families, groups, organizations and communities, with particular attention to factors that impact the well-being of service members/veterans, children and families, and older persons.
- Graduate advanced social work practitioners that are prepared to assume leadership roles in providing effective and efficient multilevel behavioral health interventions that reflect mastery of the 10 competencies.

Admission Requirements

Regular Study (60 credit hours)

- An undergraduate degree from a regionally accredited college or university.
- A minimum cumulative grade point average of at least 3.0 is preferred; or a GPA of at least 3.0 for the last 60 credit hours of the baccalaureate program. *Note: lower GPA's will be considered for probationary admission.*
- Three professional or academic references who can assess your potential for graduate study in social work.
- A copy of your résumé.
- Submit three written narratives (see next page for more information).

Advanced Standing Program (33 credit hours)

- A Bachelor of Social Work degree from a Council on Social Work Education accredited program.
- A minimum cumulative grade point average of at least 3.0 is preferred; or a GPA of at least 3.0 for the last 60 credit hours of the baccalaureate program. *Note lower*

GPA's will be considered for probationary admission.

- Three professional or academic references who can assess your potential for graduate study in social work. One reference must be from your practicum instructor, field liaison or the director of field education.
- A copy of your résumé.
- Submit three written narratives (see next page for more information).

For both above programs, once accepted, all Master of Social Work students will be required to submit to a background check. *Note: The GRE is not required.*

Application Narratives

Each applicant completes all three narratives, each two to three pages in length utilizing APA format.

- Ethical Critique: Describe an ethical dilemma that you have encountered in your personal or professional life. Using appropriate confidentiality, define the parties involved, the ethical dilemma, the values that informed your decisions and how the dilemma was addressed and/or resolved. Discuss how the experience and outcome affected you, in particular any lessons you learned. *The National Association of Social Workers Code of Ethics may be found at: www.socialworkers.org/pubs/code/default.asp.*
- Personal Statement: What are the significant experiences that influenced your decision to enter social work? What are your short-term (3-5 years) and long-term (10-plus years) goals, and how does a Master in Social Work degree prepare you to meet those goals? How will you meet the demands of graduate academic responsibilities (20-plus hours per week in class and task completion for coursework, and 15 to 24 practicum hours per week). Do you anticipate any barriers to meet these expectations and how do you plan to address these barriers?
- Professional Statement: What is your concept of social work as a profession? Discuss a current societal concern, including contributing/causal factors, and why this concern warrants public attention and resources from the social work community. What intervention do you believe will successfully address this situation (direct practice, policy change, etc.)? What positive or negative results may occur following this intervention? Discuss your rationale and what role you might be involved in if such an intervention were to be employed.

Graduation Requirements

The curriculum for the Master of Social Work degree consists of two core tracks: Advanced Standing (for Bachelor of Social Work graduates only) and Regular Study.

- Completion of 33 to 60 credit hours with a minimum cumulative 3.0 grade point average.
- A grade of "D" is not acceptable for any course required.
- Students may have no grade lower than a "C" and no more than six 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 credit hours may be repeated.

School of Behavioral and Health Science

Master of Social Work

Advanced Standing
Required – 33 Hours, 3.0 GPA

Core

SW 600	Bridging Practice, Theory, Policy and Research	3 cr.
SW 610	Advanced Social Work Practice I	3 cr.
SW 615	Social Work in Behavioral Health	3 cr.
SW 630	Program Evaluation and Grant Writing	3 cr.
SW 640	Current Diagnostic Trends: Integrating the DSM 5 with Strengths Perspective	3 cr.
SW 650	Advanced Field Education I	3 cr.
SW 660	Advanced Social Work Practice II	3 cr.
SW 670	Leadership, Supervision and Entrepreneurial Opportunities in Social Work	3 cr.
SW 680	Advanced Field Education II	3 cr.
SW 690	Integrative Seminar	3 cr.
Total		**33 cr.**

Regular Study
Required – 60 Hours, 3.0 GPA

Core

SW 500	Social Work and Social Welfare	3 cr.
SW 510	Policy Analysis and Policy Practice	3 cr.
SW 520	Human Behavior in the Social Environment I	3 cr.
SW 530	Generalist Practice I: Individuals, Families and Groups	3 cr.
SW 540	Generalist Field Education I	3 cr.
SW 550	Social Work Research	3 cr.
SW 560	Human Diversity and Social Justice	3 cr.
SW 570	Human Behavior in the Social Environment II	3 cr.
SW 580	Generalist Social Work Practice II: Organizations and Communities	3 cr.
SW 590	Generalist Field Education II	3 cr.
SW 610	Advanced Social Work Practice I	3 cr.
SW 615	Social Work in Behavioral Health	3 cr.
SW 630	Program Evaluation and Grant Writing	3 cr.
SW 640	Current Diagnostic Trends: Integrating the DSM 5 with Strengths Perspective	3 cr.
SW 650	Advanced Field Education I	3 cr.
SW 660	Advanced Social Work Practice II	3 cr.
SW 670	Leadership, Supervision and Entrepreneurial Opportunities in Social Work	3 cr.
SW 680	Advanced Field Education II	3 cr.
SW 690	Integrative Seminar	3 cr.

Elective *(select one for both above programs of study)* **3 cr.**

SW 620	Gerontological Social Work	3 cr.
SW 621	Military Social Work	3 cr.
SW 622	Children and Families	3 cr.
Total		**60 cr.**

Learning Outcomes Assessment / Program Assessment

The Master of Social Work program has established practice behaviors for both the foundation and advanced years of the program that measure student attainment of the 10 competencies established by the Council on Social Work Education. Each course delineates learning objectives which correspond with the foundation or advanced year practice behaviors and the CSWE competencies, respectively. The overall attainments of the practice behaviors and competencies are assessed through the following:

- Integrative Seminar Project — Students are expected to integrate all 10 competencies in the planning, development, implementation, evaluation and dissemination of the ISP. This project will relate directly to the chosen emphasis of working with either gerontological, military, or children and family service participants, and will be tied to their field practicum.
- Field Learning Education Plan — This is designed to be both an ongoing guide to the activities and tasks for the student in their practicum experience, as well as an overview of the competencies and the practice behaviors.
- Student Self-Assessment — Students are asked to complete the self-assessment near the end of the spring semester of the advanced year.

COLLEGE OF MANAGEMENT

SCHOOL OF BUSINESS

Brad Kleindl, Ph.D., Dean, College of Management
Gregory Moore, DBA, Associate Dean; Edward F. Lyle Professor of Finance;
Jackie Campbell, M.H.L., Director, Master of Business Administration
Harold Griffin, Ph.D., Director, MHA Program.

The School of Business at Park University is one of the largest not-for-profit business schools in the United States, and is accredited by the Accreditation Council for Business Schools and Programs. 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.

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.

Master of Business Administration and Master of Healthcare Administration programs are accredited by ACBSP.

Sequential Master's Degrees Option
A student who has earned a master's degree from Park University or another regionally accredited college or university (or its international equivalent) may earn another master's degree, substituting up to twelve (12) hours of graduate credit awarded by Park University through the first master's degree (or nine (9) hours of transfer credit from another regionally accredited institution of higher education) to meet requirements for the sequential degree.

All courses approved for substitution/transfer must be approved by the program director.

1. The applicant must meet admission requirements for the second master's degree.
2. Petitioners for substitution or transfer from a completed master's degree must have successfully completed all requirements for the initial master's degree.

3. The petition for substitution must be submitted prior to the applicant's admission into a second master's degree program.
4. The earned grade in any course to be substituted must be a "B" or better.
5. The program director reserves the right to deny or limit any course substitution.
6. The students in the sequential program must meet the graduation requirements for the second degree program.

**Prerequisites may still be required for completion of the subsequent master's degree.*

School of Business

Master of Business Administration

Available:

M.B.A.

Requirements:

33 hours
3.0 GPA

This program is offered through:

Park University's Master of Business Administration degree program was founded 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 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.

Park's MBA faculty and students come from all continents and have diverse professional backgrounds, enriching the educational experience. 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.

To meet students' personal and professional needs, the MBA degree may be earned entirely through the blended face-to-face delivery method, through online delivery or through 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, Austin, Texas, El Paso, Texas, and Camp Pendleton in California. Online courses offer flexibility, without sacrificing rigor and academic excellence.

The MBA program offers a combination of eight-week and four-week sessions, allowing completion of the program in as few as 15 months (or 11 months for the Executive Master of Business Administration degree), enabling graduates to take advantage of current market demands.

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 projects and case study analysis. Each concentration is designed to meet the educational needs of the growing and varied business sectors.

Park's MBA program offers the following concentrations:

- Disaster and Emergency Management
- Executive MBA
- Finance
- General Business
- Homeland Security
- Human Resource Management
- International Business
- Management Accounting
- Management Information Systems
- Project Management
- Quality Management

School of Business

Master of Business Administration

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.

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.

Program Learning Outcomes

- Formulate a personal communication strategy that will help them cultivate professional relationships with diverse stakeholders to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage.
- Assess the level of professionalism needed for success in a highly dynamic and demanding environment by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession. Demonstrate the ability to function autonomously and take responsibility for managing a culturally and geographically diverse group of professionals within a highly complex and changing business environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the business environment and its components in order to identify opportunities and threats, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success on a domestic and global scale.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic economy.
- Demonstrate advanced problem solving skills that result in viable and ethical solutions to complex issues that may impact product and service delivery.

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 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

Admission to Park University's Master of Business Administration program is open to graduates of all fields of undergraduate study.

Master of Business Administration

Types of Admission

Students will be admitted to the Master of Business Administration program with one of the following admission 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** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The M.B.A program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the M.B.A. degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit on transfer credit. Additional information can be found in the graduate catalog on page 88.

Park University Undergraduate Seniors/Non-Degree-Seeking Students

Park University seniors with a 3.6 cumulative grade point average, 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) 559-5625 for more information.

4+1 Undergraduate to MBA

The 4+1 Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average 3.0 on a 4.0 scale to take graduate coursework in the MBA program, which will not only count towards fulfilling their undergraduate degree requirements, but will also count toward the completion of the MBA program. Qualified students may take up to 12 credit hours (4 courses) from the MBA curriculum, which will reduce the time necessary to complete the graduate degree from two years to as little as one year following the completion of the undergraduate degree (see table below). Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MBA credits under this option.

Master of Business Administration

The admission criteria for participation in the 4+1 program are as follows:

- Students must have completed 60 undergraduate credit hours toward their baccalaureate degree.
- Students must maintain a cumulative undergraduate GPA of 3.0 on a 4.0 scale while taking MBA courses.

MBA Courses	Undergraduate Courses
MBA 515: *Accounting for Management Decisions**	AC 380: *Cost Accounting*
MBA 526: *Corporate Management in the Global Environment*	IB 315: *International Business Perspectives*
MBA 615: *Managerial Finance*	FI 360: *Financial Management*
MBA 630: *Strategic Marketing*	MK 351: *Principles of Marketing*
MBA 674: *Quantitative Analysis for Management Decisions*	EC 315: *Quantitative Research Methods*

*MBA 515 is a prerequisite for MBA 615

Alternative Course pairings may be possible but are subject to the approval of the MBA Program Director and area coordinators prior to enrollment.

For additional information about the 4+1 Program and to get started, contact your undergraduate Student Success Advisor.

Graduation Requirements

- Completion of a total of 33 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.

Format of Courses

- Online: Students can meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts. Blended courses are offered in Kansas City, MO, Austin, TX, El Paso, TX or Camp Pendleton campus centers.
- The M.B.A. courses are offered in the 8-week accelerated format.

School of Business

Master of Business Administration

Degree Requirements

Required – 33 Hours, 3.0 GPA

General (No Concentration)

Core . . . . . 21 cr.

MBA 515	Accounting for Management Decisions	3 cr.
MBA 522	Organization Behavior and Leadership	3 cr.
MBA 524	Business Law and Ethics	3 cr.
MBA 576	Operations Management	3 cr.
MBA 615	Managerial Finance	3 cr.
MBA 630	Strategic Marketing	3 cr.
MBA 695	Strategic Management	3 cr.

General (No Concentration) . . . . . 12 cr.

Electives *(choose four)* **. . . . . 12 cr.**

ACC 510	Accounting Research and Analysis	3 cr.
ACC 613	Understanding Auditing and Control Mechanisms	3 cr.
ACC 617	Advanced Managerial Accounting Issues	3 cr.
ACC 626	Management Accounting Leadership - Role of the Chief Financial Officer	3 cr.
FIN 621	Advanced Corporate Finance	3 cr.
FIN 625	International Finance	3 cr.
FIN 640	Investment Management	3 cr.
FIN 641	Fixed Income Securities	3 cr.
FIN 642	Financial Derivatives	3 cr.
FIN 643	Entrepreneurial Finance	3 cr.
FIN 644	Financial Markets and Institutions	3 cr.
HRM 634	Planning and Staffing	3 cr.
HRM 635	Training Development and Evaluation	3 cr.
HRM 636	Change Management and Conflict Resolution	3 cr.
HRM 637	Compensation Management	3 cr.
IB 525	Entrepreneurship in the Global Economy	3 cr.
IB 610	Advanced Seminar in International Marketing	3 cr.
IB 660	Strategic Global Business Management	3 cr.
MBA 507	International Economics	3 cr.
MBA 509	Economic Development	3 cr.
MBA 520	Entrepreneurial Project Management	3 cr.
MBA 575	Marketing Research Strategies	3 cr.
MBA 611	Green Marketing	3 cr.
MBA 616	Advanced Managerial Accounting	3 cr.
MBA 620	Leadership in Organizations	3 cr.
MBA 633	Human Resource Management	3 cr.
MBA 655	Entrepreneurship and Small Business Management	3 cr.
MBA 670	Special Topics in Business	3 cr.
MBA 675	Entrepreneurship Seminar	3 cr.
MIS 605	Management Information Systems	3 cr.
MIS 606	Strategic Information Systems	3 cr.
MIS 607	Systems Analysis and Design	3 cr.

MIS 608	Topics in Information Systems	3 cr.
MIS 609	Database Management Systems	3 cr.
PM 690	Integration, Scope, and Quality Management	3 cr.
PM 691	Time and Cost Management	3 cr.
PM 692	Communications, Risk, and Stakeholder Management	3 cr.
PM 693	Human Resource and Procurement Management	3 cr.
QM 684	Principles of Quality Management	3 cr.
QM 685	Innovative Techniques in Quality Management	3 cr.
QM 686	Innovative Project Management	3 cr.
QM 687	Collaborative Innovative Strategies	3 cr.

All students complete all core courses to provide a common foundation; therefore, the program's policy is not to waive any of the core courses.

The general MBA program offers the flexibility to tailor electives to the student's professional interests. Ample choices allow a broad choice or a focus, such as finance, entrepreneurship, global business or information systems. Alternatively, the student may select one of the following formal areas of concentration:

A. Disaster and Emergency Management Concentration

The concentration in Disaster and Emergency Management is designed to prepare the graduate students with the knowledge, skills, and abilities (KSA) to competently mitigate, prepare, respond, and assist communities and their organizations in recovering from natural and man-made disasters. An array of potentially hazardous events now more than ever confront businesses and include, but are not necessarily limited to homeland security issues; failures of complex technology; and a wide range of natural hazards. Ultimately, this concentration is intended to prepare graduates to design and improve emergency management capabilities and command and control operations within firms, so that they're better prepared to handle major and catastrophic disasters that threaten to disrupt business continuity.

Course Requirements. . . . . 12 cr.

Core

PA 551	Principles of Disaster and Emergency Management	3 cr.
PA 557	Continuity of Operation in Public and Private Sectors	3 cr.
PA558	Critical Infrastructure and Key Resources in Disaster and Emergency Management	3 cr.
PA 589	Theoretical Principles of Terrorism	3 cr.

B. Finance Concentration

The MBA Finance concentration provides MBA graduates with broad professional competence and skills for careers in executive positions at financial institutions and other organizations. This concentration offers students extensive understanding of core skillsets in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation necessary for modern corporate finance positions and as consulting. By incorporating critical strategies and techniques in areas such as investment and commercial banks, financial, general management consulting, venture capital and private equity firms, and corporate finance within 500 large-cap companies, graduates are primed for financial challenges in national and international arenas. This concentration allows students to

tailor their program to their professional goals and prepare for career opportunities such as:

- *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.* Prepares candidates to be financial managers with responsibilities in risk management, strategic planning, budgeting, financial forecasting, cash management, credit administration, investment analysis and funds procurement.

Course Requirements. . . . . 12 cr.
Core

FIN 621	Advanced Corporate Finance	3 cr.
FIN 625	International Finance	3 cr.
FIN 640	Investment Management	3 cr.

Electives *(select one)*

FIN 641	Fixed Income Securities	3 cr.
FIN 642	Financial Derivatives	3 cr.
FIN 643	Entrepreneurial Finance	3 cr.
FIN 644	Financial Markets and Institutions	3 cr.

C. Homeland Security Concentration

The concentration in homeland security is beneficial for those students interested in learning more about homeland security issues and how they can leverage this knowledge to best prepare their firms to timely and appropriately respond to internal and external threats. A number of homeland security issues will be addressed and include, but are not necessarily limited to an analysis of domestic and international threats; mitigation or prevention of threats; and response to terrorism through an understanding of psychosocial, behavioral, criminological, and emergency management theories.

Course Requirements. . . . . 12 cr.
Core

PA 551	Principles of Disaster and Emergency Management	3 cr.
PA 552	Public Policy and Disaster	3 cr.
PA 588	Current Issues in Homeland Security	3 cr.
PA 559	Global Comparative Emergency Management	3 cr.

D. Human Resource Management Concentration

The MBA Human Resource Management concentration provides MBA graduates with exposure to the theoretic and practical knowledge needed for managerial and executive positions in human resource management in both public and private sector organizations. This concentration offers students qualitative and quantitative practice in:

- Planning and staffing;
- Training, development and evaluation methods;
- Change management, conflict resolution and consulting interventions; and
- Strategically and systematically practicing human resource management for optimal outcomes.

Course Requirements. . . . . 12 cr.
Core

HRM 634	Planning and Staffing	3 cr.
HRM 635	Training, Development, and Evaluation	3 cr.
HRM 636	Change Management and Conflict Resolution	3 cr.
HRM 637	Compensation Management	3 cr.

E. 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.

Course Requirements. . . . . 12 cr.
Core

FIN 625	International Finance.	3 cr.
IB 525	Entrepreneurship in the Global Economy	3 cr.
IB 610	Advanced Seminar in International Marketing.	3 cr.
IB 660	Strategic Global Business Management	3 cr.

F. Management Accounting Concentration

The MBA Management Accounting concentration is designed to prepare students with the competencies necessary to excel in professional positions that require a high level of comfort with accounting and finance, such as chief financial officers, controllers, financial analysts, budget analysts or directors. More specifically, the students will develop an extensive understanding of management accounting concepts, cost accounting, accounting research practices, activity-based costing as an aid to making decisions, profit planning, budget forecasting and preparation, and broaden their leadership skills. In acquiring skills for leading the CFO function within a variety of organizational structures, this concentration will develop student knowledge of financial planning, financial analysis, control mechanisms, decision-making, and professional ethics.

Course Requirements. . . . . 12 cr.
Core

ACC 510	Accounting Research and Analysis	3 cr.
ACC 613	Understanding Auditing and Control Mechanisms	3 cr.
ACC 617	Advanced Managerial Accounting Issues	3 cr.
ACC 626	Management Accounting Leadership - Role of the Chief Financial Officer	3 cr.

G. Management Information Systems Concentration

The MBA Management Information Systems concentration offers a unique combination of business intelligence and industry standards through practical project-oriented instruction. The rationale is to produce quality MBA graduates with in-depth knowledge and hands-on understanding of the essentials of managing today's information technology systems. Students study the foundations of business so they can apply management information system technology to create efficient, effective business enterprises capable of competing in a global setting.

In addition, students are exposed to the concepts and applications of data analytics, security and privacy of big data, and project management as they pertain to system architecture and a firm's ability to answer complicated business questions.

Course Requirements. . . . . 12 cr.
Core

MIS 603	Information Security and Risk Management	3 cr.
MIS 605	Management Information Systems	3 cr.
MIS 609	Database Management Systems	3 cr.
MIS 614	Data Analysis and Business Analytics	3 cr.

H. Project Management Concentration

The MBA Project Management (PM) concentration is designed to prepare students with the knowledge, skills, and abilities (KSA) to competently plan, organize, staff, and guide processes for creating a solution or system. The PM concentration intends to adequately prepare the students to take the Professional Management Project (PMP)® credentialing exam. More specifically, the content is aligned with the Project Management Body of Knowledge (PMBOK, 5th edition) and introduces students to the five (5) process groups, 10 knowledge areas, and 47 processes.

Course Requirements. . . . . 12 cr.
Core

PM 690	Integration, Scope, and Quality Management	3 cr.
PM 691	Time and Cost Management	3 cr.
PM 692	Communications, Risk, and Stakeholder Management	3 cr.
PM 693	Human Resource and Procurement Management	3 cr.

I. Quality Management Concentration

The MBA Quality Management concentration is designed to give students an in-depth understanding of the concepts and techniques used to assess and improve process outcomes. In other words, the students will be able to isolate processes that are routinely experiencing too much variability in their output, identify natural and assignable causes for variation, develop tactical strategies to improve process performance, and then establish formal mechanisms for monitoring future outcomes. Students will learn how to appropriately apply qualitative and quantitative approaches to diagnose the nature and scope of process problems and evaluate the effectiveness of interventions. The competencies that will be developed in this curriculum will serve students well as they progress in their careers. Defective processes drive up operating costs, make it virtually impossible to forecast revenues, and contribute to poor quality goods and services. This can lessen a firm's competitive advantage in the marketplace and jeopardize their long-term financial viability.

Course Requirements. . . . . 12 cr.
Core

QM 684	Principles of Quality Management	3 cr.
QM 685	Innovative Techniques in Quality Management.	3 cr.
QM 686	Innovative Project Management	3 cr.
QM 687	Collaborative Innovation Strategies	3 cr.

SCHOOL OF BUSINESS

Executive Master of Business Administration

AVAILABLE:

M.B.A.

REQUIREMENTS:

33 HOURS
3.0 GPA

THIS PROGRAM IS OFFERED THROUGH:

Graduates of the Executive Master of Business Administration program focus on projects designed to develop an ability to think critically and to understand global business strategies linking North America with the rest of the world.

The Executive MBA includes:

- An academic curriculum designed to sharpen business executives' critical thinking with a global perspective.
- An accelerated course of study that can be completed in just one year.
- Opportunities to network with American and international business executives and leaders through formal and informal networking events.

Required – 33 Hours, 3.0 GPA

Core		**24 cr.**
FIN 625	International Finance	3 cr.
MBA 515	Accounting for Management Decisions	3 cr.
MBA 522	Organization Behavior and Leadership	3 cr.
MBA 524	Business Law and Ethics	3 cr.
MBA 576	Operations Management	3 cr.
MBA 615	Managerial Finance	3 cr.
MBA 630	Strategic Marketing	3 cr.
MBA 695	Strategic Management	3 cr.
Electives		**9 cr.**
IB 610	Advanced Seminar in International Marketing	3 cr.
IB 660	Strategic Global Business Management	3 cr.
MBA 507	International Economics	3 cr.
Total		**33 cr.**

For more information about the Executive MBA program, visit www.park.edu/gemba.

School of Business

Master of Healthcare Administration

Available:

M.H.A.

Requirements:

36 hours
3.0 GPA

This program is offered through:

The Master of Healthcare Administration (MHA) 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 manage the current components of health care, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

ACBSP ACCREDITED

Vision

The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission

The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals

The graduates will consistently be able to:

- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and

contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements

Students must meet the minimal admission requirements for Park University's Master of Healthcare Administration program, which include:
- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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 Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission 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** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Master of Healthcare Administration

Sequential Degree

The M.H.A program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the M.H.A. degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit on transfer credit. Additional information can be found by referring to the Sequential Degree section found in the Academic Policies section.

4+1 Undergraduate to MHA

The 4+1 MHA Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average of 3.0 on a 4.0 scale to take graduate coursework in the MHA program, which will not only count towards fulfilling their undergraduate degree requirements, but will also count towards the completion of the MHA program. Qualified students may take up to 12 credit hours (4 courses) from the MHA curriculum, which will reduce the time necessary to complete the graduate degree from two years to as little as one year following the completion of the undergraduate degree (see table below). Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MHA credits under this option.

The admission criteria for participation in the 4+1 program are as follows:

- Students must have completed 60 undergraduate credit hours toward their baccalaureate degree.
- Students must maintain a cumulative undergraduate GPA of 3.0 on a 4.0 scale while taking MHA courses.

MHA Course to Take	Undergraduate Business Courses
HA 516: *Healthcare Finance*	FI 360: *Financial Management*
HA 603: *Healthcare Research Methods for Managerial Decision-Making*	EC 315: *Quantitative Research Methods*
HA 509: *Management of Health Information Systems*	IS 310: *Business Applications*
HA 515: *Marketing and Consumer Driven Healthcare*	MK 351: *Principles of Marketing*

Alternative course pairings may be possible but are subject to the approval of the MHA Program Director and area coordinators prior to enrollment.

For additional information about the 4+1 program and to get started, contact your undergraduate Student Success Advisor.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfy all academic standards. See the Academic Policies and Academic Standards section for more information.

- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Required – 36 Hours, 3.0 GPA

Core Courses		**24 cr.**
HA 509	Management of Health Information Systems	3 cr.
HA 516	Healthcare Finance	3 cr.
HA 517	Legal and Ethical Issues in Healthcare Administration	3 cr.
HA 518	Organization of Healthcare Delivery Systems *(recommended first course)*	3 cr.
HA 604	Healthcare Economics and Policy	3 cr.
HA 605	Healthcare Organizational Behavior and Leadership	3 cr.
HA 612	Healthcare Operations Management	3 cr.
Capstone Course		
HA 616	Healthcare Strategic Management and Marketing	3 cr.
Concentration *(select from the options below)*		**12 cr.**
TOTAL		**36 cr.**

Areas of Concentration and Requirements

All students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus, including finance, human resource management, international business, management accounting, management information systems, project management and quality management.

General *(select four courses from below and/or from the other MHA concentrations)*		**12 cr.**
HA 511	Leadership and Management in Healthcare Systems	3 cr.
HA 515	Marketing and Consumer Driven Healthcare	3 cr.
HA 521	Special Topics in Healthcare Administration	3 cr.
HA 532	Healthcare Services and Systems for Diverse Populations	3 cr.
HA 533	Managerial Epidemiology	3 cr.
HA 537	Health Policy and Politics	3 cr.
HA 557	Nursing Dimensions of Healthcare Administration	3 cr.
HA 603	Healthcare Research Methods for Managerial Decision-Making	3 cr.
HA 611	Mediation, Negotiation and Conflict Management	3 cr.
PA 503	Emerging Issues in Public Affairs (for health-related topics)	3 cr.
PA 545	Management of Nonprofit and Nongovernmental Organizations	3 cr.

Disaster and Emergency Management Concentration

The concentration in Disaster and Emergency Management is designed to prepare the graduate students with the knowledge, skills, and abilities (KSA) to competently mitigate, prepare, respond, and assist communities and their organizations in recovering from natural and man-made disasters. An array of potentially hazardous events now more than ever confront businesses and include, but are not necessarily limited to homeland security issues; failures of complex technology; and a wide range of natural hazards. Ultimately, this concentration is intended to prepare graduates to design and improve emergency management capabilities and command and control operations within firms, so that they're better prepared to handle major and catastrophic disasters that threaten to disrupt business continuity.

Required Courses		**12 cr.**
PA 551	Principles of Disaster and Emergency Management	3 cr.
PA 557	Continuity of Operation in Public and Private Sectors	3 cr.
PA 558	Critical Infrastructure and Key Resources in Disaster and Emergency Management	3 cr.
PA 589	Theoretical Principles of Terrorism	3 cr.

Finance Concentration

The MHA Finance concentration provides MHA graduate with broad professional competence and skills for careers in executive positions at financial institutions and other organizations. This concentration offers students extensive understanding of core skillsets in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation necessary for modern corporate finance positions and as consulting. By incorporating critical strategies and techniques in areas such as investment and commercial banks, financial, general management consulting, venture capital and private equity firms, and corporate finance within 500 large-cap companies, graduates are primed for financial challenges in national and international arenas. This concentration allows students to tailor their program to their professional goals and prepare for career opportunities such as:

- *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*. Prepares candidates to be financial managers with responsibilities in risk management, strategic planning, budgeting, financial forecasting, cash management, credit administration, investment analysis and funds procurement.

Required Courses		**12 cr.**
FIN 621	Advanced Corporate Finance	3 cr.
FIN 625	International Finance	3 cr.
FIN 640	Investment Management	3 cr.
Choose one from the following:		
FIN 641	Fixed Income Securities	3 cr.
FIN 642	Financial Derivatives	3 cr.

FIN 643	Entrepreneurial Finance	3 cr.
FIN 644	Financial Markets and Institutions	3 cr.

Homeland Security Concentration

The concentration in homeland security is beneficial for those students interested in learning more about homeland security issues and how they can leverage this knowledge to best prepare their firms to timely and appropriately respond to internal and external threats. A number of homeland security issues will be addressed and include, but are not necessarily limited to an analysis of domestic and international threats; mitigation or prevention of threats; and response to terrorism through an understanding of psychosocial, behavioral, criminological, and emergency management theories.

Required Courses. . . . . 12 cr.

PA 551	Principles of Disaster and Emergency Management	3 cr.
PA 552	Public Policy and Disaster	3 cr.
PA 588	Current Issues in Homeland Security	3 cr.
PA 559	Global Comparative Emergency Management	3 cr.

Human Resource Management Concentration

The MHA Human Resource Management concentration provides MHA graduates with exposure to the theoretic and practical knowledge needed for managerial and executive positions in human resource management in both public and private sector organizations. This concentration offers students qualitative and quantitative practice in:

- Planning and staffing;
- Training, development and evaluation methods;
- Change management, conflict resolution and consulting interventions; and
- Strategically and systematically practicing human resource management for optimal outcomes.

Required Courses. . . . . 12 cr.

HRM 634	Planning and Staffing	3 cr.
HRM 635	Training, Development, and Evaluation	3 cr.
HRM 636	Change Management and Conflict Resolution	3 cr.
HRM 637	Compensation Management	3 cr.

International Business Concentration

The MHA 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.

Required Courses. . . . . 12 cr.

FIN 625	International Finance	3 cr.
IB 525	Entrepreneurship in the Global Economy	3 cr.
IB 610	Advanced Seminar in International Marketing	3 cr.
IB 660	Strategic Global Business Management	3 cr.

Management Accounting Concentration
The MHA Management Accounting concentration is designed to prepare students with the competencies necessary to excel in professional positions that require a high level of comfort with accounting and finance, such as chief financial officers, controllers, financial analysts, budget analysts or directors. More specifically, the students will develop an extensive understanding of management accounting concepts, cost accounting, accounting research practices, activity-based costing as an aid to making decisions, profit planning, budget forecasting and preparation, and broaden their leadership skills. In acquiring skills for leading the CFO function within a variety of organizational structures, this concentration will develop student knowledge of financial planning, financial analysis, control mechanisms, decision-making, and professional ethics.

Required Courses. . . . . 12 cr.

ACC 613	Understanding Auditing and Control Mechanisms	3 cr.
ACC 617	Advanced Managerial Accounting Issues	3 cr.
ACC 626	Management Accounting Leadership – Role of the Chief Financial Officer	3 cr.
HA 514	Accounting for Management Decisions	3 cr.

Management Information Systems Concentration
The MHA Management Information Systems concentration offers a unique combination of business intelligence and industry standards through practical project-oriented instruction. The rationale is to produce quality MHA graduates with in-depth knowledge and hands-on understanding of the essentials of managing today's information technology systems. Students study the foundations of business so they can apply management information system technology to create efficient, effective business enterprises capable of competing in a global setting. In addition, students are exposed to the concepts and applications of data analytics, security and privacy of big data, and project management as they pertain to system architecture and a firm's ability to answer complicated business questions.

Required Courses. . . . . 12 cr.

MIS 603	Information Security and Risk Management	3 cr.
MIS 605	Management Information Systems	3 cr.
MIS 609	Database Management Systems	3 cr.
MIS 614	Data Analysis and Business Analytics	3 cr.

Project Management Concentration
The MHA Project Management (PM) concentration is designed to prepare students with the knowledge, skills, and abilities (KSA) to competently plan, organize, staff, and guide processes for creating a solution or system. The PM concentration intends to adequately prepare the students to take the Professional Management Project (PMP)® credentialing exam. More specifically, the content is aligned with the Project Management Body of Knowledge (PMBOK, 5th edition) and introduces students to the five (5) process groups, 10 knowledge areas, and 47 processes.

School of Business

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Required Courses. . . . . 12 cr.

PM 690	Integration, Scope, and Quality Management	3 cr.
PM 691	Time and Cost Management	3 cr.
PM 692	Communications, Risk, and Stakeholder Management	3 cr.
PM 693	Human Resource and Procurement Management	3 cr.

Quality Management Concentration

The MHA Quality Management concentration is designed to give students an in-depth understanding of the concepts and techniques used to assess and improve process outcomes. In other words, the students will be able to isolate processes that are routinely experiencing too much variability in their output, identify natural and assignable causes for the variation, develop tactical strategies to improve process performance, and then establish formal mechanisms for monitoring future outcomes. Students will learn how to appropriately apply qualitative and quantitative approaches to diagnose the nature and scope of process problems and evaluate the effectiveness of interventions. The competencies that will be developed in this curriculum will serve students well as they progress in their careers. Defective processes dive up operating costs, make it virtually impossible to forecast revenues, and contribute to poor quality goods or services. This can lessen a firm's competitive advantage in the marketplace and jeopardize their long-term financial viability.

Required Courses. . . . . 12 cr.

QM 684	Principles of Quality Management	3 cr.
QM 685	Innovative Techniques in Quality Management	3 cr.
QM 686	Innovative Project Management	3 cr.
QM 687	Collaborative Innovation Strategies	3 cr.

Additional elective coursework is available for selection from the graduate Master of Business Administration, Master of Public Administration, Master of Education and Master of Arts in Communication and Leadership programs, to offer flexibility in content for MHA students' interests. Use of courses from other programs must be discussed and approved by the MHA Program Director prior to enrollment.

HAUPTMANN SCHOOL OF PUBLIC AFFAIRS

Brad Kleindl, Ph.D., Dean, College of Management
James Vanderleeuw, Ph.D., Associate Dean of the Hauptmann School of Public Affairs
Melanie Smith, Ph.D., Director, Master of Public Administration Program

For more than three decades, the Hauptmann School of Public Affairs has been advancing the key public service values of moral courage, protecting human dignity, the common good and service.

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 Administration 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 of Public Affairs is dedicated to advancing the values of citizenship, civic engagement, moral courage and commitment to the common good that Hauptmann's life exemplified. Today, the **Master of Public Administration (MPA)** 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.

Expectations of Graduates

The Hauptmann School of 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 administration, 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 of Public Affairs:

- Master of Public Administration
- Bachelor of Public Administration
  (Information can be found in the 2017-18 Park University Undergraduate Catalog)

Additional university-wide programs and initiatives:

- Dr. Jerzy Hauptmann Distinguished Guest Lecture Series
- Unscripted Future Initiative

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 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. Additional information about the Hauptmann Lecture Series can be found on the Park University website.

Master of Public Administration

Available:

M.P.A.

Requirements:

36 hours
3.0 GPA

This program is offered through:

The Master of Public Administration 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 of Public Affairs recognizes public administration 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.

The Master of Public Administration program curriculum prepares students nationally and internationally to lead and manage with professional expertise in public, nonprofit and cross-sectional settings, while pursuing the public interest and showing concern for fairness and social justice. Through teaching and research, program faculty advance public service values by contributing to the knowledge and practice of public administration from the local to the global communities.

Mission

Developing ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

Vision

Graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity worldwide.

Goals

The Master of Public Administration degree maintains the following goals:

1. To prepare students to lead and manage by exercising professional expertise. This includes knowledge of substantive concepts related to public affairs, the ability to think critically and analytically, and the capacity to exercise independent, ethical judgment.

2. To encourage deeper appreciation of the principles of democratic governance and action.
3. To instill a lifelong commitment to public affairs, service and values with a focus on moral courage, social justice, and the public interest.
4. To engage in exceptional learning that enriches the understanding of public affairs, including public administration, public policy, and the nonprofit sector, from the local level to the broader global community.

4+1 Bachelor to MPA Program

With the approval of the Director of the MPA Program and Associate Dean of the Hauptmann School of Public Affairs, undergraduate students in public administration who have completed at least 60 credit hours with at least a 3.0 GPA may apply to take up to 12 credit hours of graduate courses towards the MPA. A student electing this option will take the selected courses during their senior year and must be enrolled in at least 12 semester credit hours total of undergraduate and graduate classes each semester.

Graduate Courses towards Undergraduate Courses:

MPA Courses	Undergraduate Courses
PA 508: *Research and Analysis**	PA 430: *Research in Public Administration*
PA 509: *Leadership and Development and Organizations*	PA 333: *Public Management and Leadership*
PA 512: *The Environment of Public Organizations*	PA 331: *Public Organizations*
PA 521: *Business, Government, and Global Society*	PA 404: *Capitalism and Societal Issues*
PA 542: *Social Policy*	PA 404: *Capitalism and Societal Issues*
PA 551: *Principles of Disaster and Emergency Management*	CJ 353: *Emergency Management*
PA 600: *Ethical Foundations of Authority and Responsibility*	PA 380: *Public Service Values*

**Students are required to complete PA 508 first before proceeding to any other course choices.*

4+1 students are not automatically eligible for admission to the Master of Public Administration program. If they wish to pursue a graduate degree, they must submit an application, meeting all of the entrance requirements for the program.

Program Design

Preparing students for cross-sector and multi-sector realities, the cornerstone of the curriculum is a core of six public administration 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.

Master of Public Administration

Students select one area of concentration from among the following four program areas: (a) public management; (b) global governance; (c) nonprofit and community services management; (d) disaster and emergency management; (e) criminal justice administration; (f) project management; and (g) management information systems. Students who elect to pursue a Graduate Certificate in Global Governance, Disaster and Emergency Management, Homeland Security, or Nonprofit Leadership may apply many of the hours toward their MPA degree.

Each concentration is led by a faculty member who serves as area coordinator, providing necessary academic direction to the concentration and its students. In keeping with the values of community engagement and civic responsibility, each area of concentration has a civic leader who reflects these values and is tasked with assisting students in the area. 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. A two-credit hour PA 504 may replace a concentration elective.

Just as the cornerstone of the curriculum assumes the unity of the public administration area, so does its capstone course, PA 602 (Seminar in Public Affairs). This experiential-based 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 administration, using the framework of the founding documents of the United States. It is recommended that students take the capstone in their final term in the program, as preparation for the comprehensive examinations which are an integral part of the program. The examination assesses the student's professional preparation and understanding of the field of public administration.

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.

- A bachelor's degree from a regionally accredited U.S. institution, or the equivalent from an international institution, with at least a 2.75 grade point average (based on a 4.0 scale). Official transcripts must be provided.
- A résumé which outlines the applicant's academic and employment history, including names of organizations, position titles, a description of key duties and responsibilities, and periods of employment.
- A statement of in-service or pre-service status to determine need for an internship. (Form will be provided by the MPA advisors.)
- Additional information may be requested if needed.

Note: The only admissions requirements waived for Park University alumni are the application fee and the submission of official transcripts.

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. *(Note: The written examination is typically administered from 1 to 4 p.m. [Central time] on the Wednesday of the fall and spring break each semester. This schedule is subject to change.)*

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.

MPA Internship

Pre-service students admitted to the Master of Public Administration program are required to complete a three-credit hour internship course (PA 504). A pre-service student is considered a student who has less than two years' professional experience (non-clerical work requiring a bachelor's degree) in their area of study.

The internship course (PA 504) provides pre-service graduate students an opportunity to apply academic learning to direct service within their field. It also offers students firsthand observation of practitioners and provides practitioners an opportunity to interact with students pursuing a degree in public affairs. While PA 504 is intended for pre-service students, in-service students (students who have two or more years' professional experience in their area of study) may enroll in PA 504 with approval of their concentration's area coordinator. Students designated as pre-service on admission, who are subsequently employed by an organization in their area of concentration for two years, may petition the area coordinator in their concentration for an internship waiver if they accumulate an equivalent number of work experience hours as required in their internship (225 hours).

Key Features

- Students must complete 144 contact hours, (equivalent to nine hours per week for 16 weeks) and all required assignments. The contact hours may be completed face-to-face (60 percent minimum) and through e-service (40 percent maximum).
- Students may enroll in PA 504 after completing/earning at least 24 hours of MPA coursework. Included in the coursework must be the following: PA 501, PA 502 and PA 508.

Notes: Students will not be considered for an internship if at the time of application they possess a grade point average less than 3.0 overall. Students who have at least a GPA of 3.0 at the time of application, and their GPA then falls below 3.0 overall, will have their internship canceled. Students with questions or concerns, or those who feel they have an exceptional situation, should appeal to the civic leader/internship coordinator within their Hauptmann School of Public Affairs' concentration.

PA 504 will replace the student's cross-sector requirement in the MPA degree program. The internship is a requirement for graduation for pre-service students, and the internship must be completed prior to graduation.

Master of Public Administration

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.
- Complete and pass PA 504 (pre-service students only).

Format of Courses

Courses in the MPA are offered in multiple formats: online, traditional face-to-face classroom, and blended. Students may complete their degree using any combination of formats.

Courses of Study

Students are required to take a series of core public administration courses in the Master of Public Administration program. In addition, from the program areas, students select one as a concentration area. The concentration area consists of 15 credit hours of study.

In-service students select a 3-credit cross-sector elective in lieu of the internship/ 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) and from any graduate program of study at Park University. Graduate courses outside of the MPA program may require special permission; contact the MPA Program Director for more information about taking a cross-sector elective outside of the MPA.

Pre-service students are required to complete the PA 504 internship course. The three-credit credit hour internship will replace the student's cross-sector requirement in the MPA degree program.

Required – 36 Hours, 3.0 GPA

Required Core Courses . . . . . 18 cr.

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

Criminal Justice Administration . . . . . 15 cr.

Required courses (9 cr.)

PA 588	Current Issues in Homeland Security	3 cr.
PA 589	Theoretical Perspectives of Terrorism	3 cr.
PA 630	Comparative Criminal Justice Systems	3 cr.

Master of Public Administration

Criminal Justice Electives (6cr)

PA 513	Policy Development, Evaluation, and Impact for Public Organizations	
	-OR-	3 cr.
PA 552	Public Policy and Disaster	
PA 564	Budgeting and Finances of Public Organizations	
	-OR-	3 cr.
PA 594	Financial Management for Nonprofit/Community Organizations	

Cross Sector Course or Internship (1-4 cr.)

PA 504	Independent Study in Public Affairs	1-4 cr.

Disaster and Emergency Management . . . . . 15 cr.

Three theory courses (9 cr.)

PA 551	Principles of Disaster and Emergency Management.	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 557	Continuity of Operations in Public and Private Sectors	3 cr.
PA 558	Critical Infrastructure and Key Resources in Disaster and Emergency Management	3 cr.
PA 559	Global Comparative Emergency Management	3 cr.
PA 582	Disaster, Disease and Public Health	3 cr.
PA 588	Current Issues in Homeland Security	3 cr.
PA 589	Theoretical Principles of Terrorism	3 cr.

Global Governance . . . . . 15 cr.

Three theory courses (9 cr.)

PA 521	Business, Government, and Global Society	3 cr.
PA 524	Global Comparative Public Administration and Policy	3 cr.
PA 525	Global Comparative Public Budget and Finance	3 cr.

Choose two of the following theory/practice integration courses (6 cr.)

PA 537	Global Sustainable Development	3 cr.
PA 538	Global Conflict and Dispute Resolution	3 cr.
PA 545	Management of Nonprofit and Nongovernmental Organizations	3 cr.
PA 503	Emerging Issues in Public Affairs	3 cr.

Management Information Systems . . . . . 12 cr.

Required courses (12 cr.)

MIS 603	Information Security and Risk Management	3 cr.
MIS 605	Management Information Systems	3 cr.
MIS 609	Database Management Systems	3 cr.
MIS 614	Data Analysis and Business Analytics	3 cr.

Master of Public Administration

Nonprofit and Community Services Management . . . . . 15 cr.
Three theory courses (9 cr.)

PA 542	Social Policy	3 cr.
PA 594	Financial Management for Nonprofit/Community Organizations	3 cr.
PA 545	Management of Nonprofit and Nongovernmental Organizations	3 cr.

Choose two of the following theory/practice integration courses (6 cr.)

PA 591	Planning Nonprofit/Community Services	3 cr.
PA 593	Financing Nonprofit/Community Services	3 cr.
PA 595	Communications and Marketing for Nonprofit/Community Organizations	3 cr.

Project Management . . . . . 12 cr.
Required courses (12 cr.)

PM 690	Integration, Scope, and Quality Management	3 cr.
PM 691	Time and Cost Management	3 cr.
PM 692	Communications, Risk, and Stakeholder Management	3 cr.
PM 693	Human Resources and Procurement Management	3 cr.

Public Management . . . . . 15 cr.
Three theory courses (9 cr.)

PA 511	Public Management	3 cr.
PA 512	The Environment of Public Organizations	3 cr.
PA 513	Policy Development, Evaluation and Impact for 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.

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.

COLLEGE OF LIBERAL ARTS AND SCIENCES

James F. Pasley, Ph.D., Dean, College of Liberal Arts and Sciences
J. Mark Noe, Ph.D., Director, Master of Arts in Communication and Leadership Program

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.

School of Humanities

Master of Arts in Communication and Leadership

Available:

M.A.

Requirements:

36 hours
3.0 GPA

This program is offered through:

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.

Master of Arts in Communication and Leadership

- 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.
- 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 copy of A copy of resume or CV.
- Official transcripts of all previous college work, both undergraduate and graduate.
- Two letters or professional reference.
- A brief personal statement describing the prospective student's interest and goals for pursuing the degree (no more than 1,000 words)

Note: Students must be admitted by both the Department of Communication Arts and to Graduate 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

Required – 36 Hours, 3.0 GPA

Core . . . . . 16 cr.

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.

Master of Arts in Communication and Leadership

Organizational Emphasis . . . . . 15 cr.
CA 505 Organizational Leadership . . . . . 3 cr.
CA 520 Leading Organizational Change . . . . . 3 cr.
CA 670 Measuring Leadership . . . . . 3 cr.
Electives . . . . . 6 cr.
Graduate Project or Thesis *(choose one)* **. . . . . 2-5 cr.**
CA 700 Graduate Project . . . . . 2 cr.*
Elective (required with the Graduate Project option) . . . . . 3 cr.
or
CA 797 Thesis — Design and Research . . . . . 5 cr.
CA 799 Thesis — Continuous Enrollment . . . . . 1 cr.
TOTAL . . . . . 36 cr.

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 or graduate project
- Thesis/graduate project oral defense

Sergeants Major Academy: Master of Arts in Communication And Leadership

Program Format and Expedited Admissions Process
The Master of Arts in Communication and Leadership (MACL) program at Park University offers a 5-term MACL degree program to SMA applicants, with blended courses offered in 8-week segments. The Graduate School offers a tailored and expedited admissions policy for SMA applicants, with the GMAT and the GRE waived among other benefits.

Transfer Credits
Park University's MACL graduate program will accept up to 12 hours of transfer academic credit. Graduate credit hours completed in the Sergeants Major Courses (SMC) may be transferred towards this master's degree; up to 12 hours of transfer academic credit will be granted upon successful completion of the Sergeants Major Courses. MACL degree completion will normally occur during time spent at the Sergeants Major Academy.

Other Considerations
A comprehensive examination will be required for all students during completions of the capstone course, CA 700. This comprehensive exam will serve as a primary means of program assessment and a means if further vetting the transfer credit we are accepting from the Sergeants Major Academy and applying to the MACL program. Through the comprehensive exam, students will demonstrate connections between their Sergeants Major Academy coursework and the outcomes of the MACL.

School of Humanities

Master of Arts in Communication and Leadership

Program Outcomes – MACL graduates will:

- Understand the centrality of communication in all aspects of personal and organizational life;
- Attain a foundation in historical leadership perspectives from the 1940s to the present;
- Develop advanced abilities to research problems and challenges and devise outcomes to improve organizations;
- Collaborate with organizational leaders concerning the requirements to achieve excellence.

Requirements for USASMA students:

CA 501	Human Communication Perspectives	3 cr.
CA 529	Cross-Cultural Communication	3 cr.
CA 505	Organizational Leadership	3 cr.
CA 520	Leading Organizational Change	3 cr.
CA 567	Communication Teaching Training and Consulting	3 cr.
CA 649	Introduction to Mediation	3 cr.
CA 699	Epistemology of Communication	3 cr.

Capstone Experiences

CA 700	Graduate Project	3 cr.
Comprehensive Exam		(pass/fail; no credit)
TOTAL credit hours taken at Park.		**24 cr.**
TOTAL credit hours *accepted via transfer from Sgt Majors Academy*		12 cr.
TOTAL PROGRAM		**36 cr.**

Program Description and Transfer Credit Equivalencies

The MACL program will accept up to 12 hours of academic credit for students who complete the SMA curriculum.

MACL Courses	SMA Lessons
CA 525: *Interpersonal Communication Theories*	C161a, C161b, C211, L112, L203
CA 641: *Communication in Conflict Management*	L102, L110, L111, F100, F101, F102, F103, F104, F105, F106, F107, F108
CA 670: *Measuring Leadership*	C131, C132, C135, L101
CA 675: *Case Studies in Communication and Leadership*	C121, C122, C123, C205, L100, L101, L103, L104, L105, L106, L107, L108, L109, L200, L204, L205

SCHOOL OF HUMANITIES

Master of Arts in Communication and Leadership

Learning Outcomes Assessment / Program Assessment

- Understand the centrality of communication in all aspects of personal and organizational life;
- Attain a foundation in historical leadership perspectives from the 1940s to the present;
- Develop advanced abilities to research problems and challenges and devise outcomes to improve organizations;
- Collaborate with organizational leaders concerning the requirements to achieve excellence.

School of Humanities

International Center of Music

Available:

M.M.

Requirements:

36 hours
3.0 GPA

This program is offered through:

James F. Pasley, Ph.D.
Dean, College of Liberal Arts and Sciences

Roger Kugler, D.M.A., Director

Stanislav Ioudenitch, Artistic Director

The International Center for Music at Park University trains and educates the next generation of accomplished musicians for careers in music at the highest level, in a focused and creative atmosphere with an international faculty of renowned excellence. Established in 2003 under the guidance of renowned pianist and gold medalist of the 2001 Van Cliburn International Piano Competition Stanislav Ioudenitch, the ICM is a premier institution for advanced study in piano and string performance.

Vision
The International Center for Music at Park University will establish itself as one of the premier institutions for advanced study in musical performance.

Master of Music in Performance (Applied Emphasis in Piano, Violin, Viola or Cello)

The International Center for Music's Master of Music in Performance 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 graduate 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.

School of Humanities

International Center of Music

The student may select one of the following performance areas:

Piano Performance *(2-year program)*
Required – 36 Hours, 3.0 GPA

Applied Lessons and Recitals (two recitals, one in each, years one and two) . . . . . *12 cr.*
MU 500 . . . . . 3 cr.
Chamber Music . . . . . *4 cr.*
MU 501 . . . . . 1 cr.
Performance Class . . . . . *4 cr.*
MU 502 . . . . . 1 cr.
Collaboration . . . . . *8 cr.*
MU 503 . . . . . 2 cr.
Approved Electives . . . . . *8 cr.*
Total. . . . . 36 cr.

String Performance *(2-year program)*
Required ≠ 36 Hours, 3.0 GPA

Applied Lessons and Recitals (two recitals — one each in years one and two) . . . . . *12 cr.*
MU 500 . . . . . 3 cr. each semester
Chamber Music . . . . . *4 cr.*
MU 501 . . . . . 1 cr. each semester
Performance Class . . . . . *4 cr.*
MU 502 . . . . . 1 cr. each semester
Orchestra . . . . . *4 cr.*
MU 504 . . . . . 1 cr. each semester
Orchestra Repertoire . . . . . *4 cr.*
MU 505 . . . . . 1 cr. each semester
Approved Electives . . . . . *8 hrs.*
Total. . . . . 36 cr.

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

Courses of Instruction
The 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 number system is used: 500-700 Graduate Level

Definition of Credit Hour: Fifty minutes of classroom or direct faculty instruction and two hours out-of-class student work each week for 15 weeks, plus 40 minutes reserved for a final exam, for one semester hour of credit.

One hundred minutes per week of classroom or direct faculty instruction and 240 minutes out-of class student work each week for 8 weeks, for one hour of credit.

Courses scheduled for a different number of weeks and other academic activities such as laboratory work, internships, practica, and studio work, have an equivalent number of hours as reflected in the combination of direct faculty instruction and out of class student work for the same amount of credit as listed above.

For online and blended courses, active student engagement with other students, the instructor and/or online course content, combine to form the equivalent amount of time (100 minutes per week), while other out of class student work, which is designed to achieve course learning outcomes, makes up the approximately 240 minutes of such work for each one hour of credit.

ACC – Accounting

ACC 510 Accounting Research and Analysis . . . . . 3 cr.
This course will apply accounting research tools and current accounting issues in multiple organizations ranging from "for-profit" and "not-for-profit" enterprises to "international" conglomerates. A base comparison of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Strategies (IFRS) will also be included in this course. Other topics will include research of accounting questions related to assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, fund balance, and tax-related research. The impact of change from GAAP to IFRS as related to important accounting issues will also be covered. Research will be customized to various sizes and types of organizations ranging from the LLC level to applicable issues for complex international conglomerates. The course will include financial analysis in organizations and computation and analysis of metrics denoting liquidity levels, debt-paying abilities, and profitability analysis from the prospective of GAAP as well as IFRS. *Prerequisite MBA 515.*

ACC 613 Understanding Auditing and Control Mechanisms . . . . . 3 cr.
It is important that leadership teams have a practical understanding of internal and external auditing process, so that they may render necessary support before, during, and following the audit, and more effectively leverage the findings to improve the firm's operational and financial performance. To this end, this course will approach audits from the perspective of an executive team member. Students will focus on high level oversight of the auditing practices performed by public accountants, internal auditors, or internal investigators. Topics that will be covered include management's role in the public accounting audits, preparing for audits, ensuring the timely and accurate resolution of findings, communicating with audit committees and client organizations. In addition, students will focus on the role of internal auditing and computer-assisted audit techniques in organizations; concepts such as governance, risk assessment, and the internal control framework developed by the Committee of Sponsoring Organizations (COSO). Students will experience practical team approaches to internal audits in organizations seeing positive benefits of audits and evaluative techniques to bring about more effective operations. *Prerequisite: HA514 (MBA515).*

ACC 617 Advanced Managerial Accounting Issues . . . . . 3 cr.
This course places emphasis on high-level strategic decision making for planning and control in organizations. The course focuses on data analytics and performance metrics in decision-making. Managerial tools and concepts such as target setting, activity-based costing, strategic alignment with management objectives, measurement and control of quality costs and capacity, operational constraints, and emerging managerial accounting issues will be explored. In addition, this course will examine the computation and analysis of metrics from the perspective of GAAP and IFRS. Special emphasis will be placed on trends in management accounting/corporate environments through case studies that effect desired change in organizations. *Prerequisite: HA514 (MBA515).*

ACC – Accounting (continued)

ACC 626 Management Accounting Leadership - Role of the Chief Financial Officer . . . . . 3 cr.
This course prepares students to professionally interact with CEOs as a CFO in organizations and is the capstone course for the Management Accounting concentration. This course prepares students as they develop leadership strategies for corporate financial management and accounting operation. The course explores CFOs as strategists, leaders, and advisors and develops skills in the various roles. Students will conduct research and develop their personal career path for success. Communication skills will be polished to prepare students for leadership in organizations. Students will interpret management accounting theory and practices and provide requisite analytical data for decision-making. *Prerequisites: MBA 515 or HA 514, ACC 613 or ACC 617.*

CA – Communication

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 – Communication (continued)

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.

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, 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 – Communication (continued)

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. . . . . 2-3 cr.
Capstone course for students who work individually with a graduate advisor to apply scholarly knowledge to a real-world problem or to compile a detailed reflection over their coursework in the program. Variable credit: 2 hours in Parkville and Online; 3 hours in the SMA program. *Offered in 8- and 16-week format. Permission required. The project will be graded on a pass/fail basis and requires an oral defense.*

CA 797 Thesis Design and Research . . . . . 5 cr.
With the approval of the program director, interested and capable students may elect the Thesis Option to satisfy degree requirements. The five (5) 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 Graduate 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 799 Thesis — Continuous Enrollment . . . . . 1 cr.
This class will be graded on a pass/fail basis. *Offered in 16-week format.*

ED – Education

ED 495 Statistics for Teachers . . . . . 3 cr.
This course is designed to teach teachers basic concepts of statistics: sampling and measurement; descriptive statistics; probability distributions and statistical inference, including tests of significance. It assumes no prior coursework in statistics, but fluency in arithmetic, the use of calculators and two years of high school algebra are required.

ED 501 Diversity and Equity in Education . . . . . 3 cr.
This course focuses on factors of diversity that impact decisions K-12 educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

ED 502 Teaching and Learning in the Digital World . . . . . 3 cr.
This course is designed to provide background and understanding of the skill sets of 21st Century students and the expectations for the teaching and learning environment.

ED 504 Learning as a Competitive Advantage. . . . . 3 cr.
The course will provide a historical perspective of adult education theory, philosophy, and practice. Additionally, the transformation of workplace and adult learning due to advance in technology will be examined. Changes in the nature of informal and formal learning, the learning needs of organizations and the role of the adult educator in the 21st century will be explored.

ED 505 Introduction to Educational Research . . . . . 3 cr.
A course designed to provide teachers with a background and understanding of educational research such that they will become critical consumers and effective implementers of research in the classroom. This course will function as one of a two part major course where the student will investigate and learn about educational research and begin an educational research project that will terminate in the second course where the student will hone analytical skills and report findings and discuss future implications.

ED 507 The Connected Teacher Learner . . . . . 3 cr.
This course explores the work processes and digital tools of an innovative professional in a global and digital society.

ED 509 Language and Culture . . . . . 3 cr.
This course provides an overview of changing classroom demographics and the implications for the classroom teacher in recognizing the influence of classroom, school and community cultures on relationship building within the classroom. The ways in which people use languages, the nature of languages used both in American and in countries of immigrants, and differences in communicative systems will be investigated. Recognizing bias to counter stereotypes is necessary for building an inclusive learning environment.

ED 511 Utilizing Technology in Classroom Research . . . . . 3 cr.
This course provides an introduction to the pedagogy of academic research, utilizing computer-based research platforms to develop an action research plan.

ED 512 Human Capacity Building . . . . . 3 cr.
This course explores the philosophy of human capacity building as a means to help individuals develop personally and meet professional goals, and to increase overall organizational performance. Current issues and trends in organizational learning and development as it relates to adult education and training will be analyzed, including learning organizations, adult basic education, executive education, workplace learning, and career planning.

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 20-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, culminating in a field-based advocacy project.

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: ED 504*

ED 517 Instructional Design and Delivery . . . . . 3 cr.
This course provides an overview of the art and science of teaching with an introduction to data driven instruction and accountability.

ED 519 Diversity in the Classroom . . . . . 3 cr.
This course provides an overview of changing classroom demographics and the implications for the classroom teacher in recognizing the influence of classroom, school and community cultures on relationship building within the classroom. Recognizing bias to counter stereotypes is necessary for building an inclusive learning environment. A field-based study will be required.

ED 520 Special Needs in the Classroom . . . . . 3 cr.
This course is designed to address the special needs of students being mainstreamed into the traditional classroom. A minimum of 10 hours of field experience is required.

ED 521 Contextual Factors Influencing Effective Instruction . . . . . 3 cr.
This course provides a framework inclusive of contextual factors within a community, school, and classroom that influence effective instruction.

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 523 Assessment and Evaluation of Teaching and Learning In the Digital Classroom . . . . . 3 cr.
This course analyzes the issues of assessment in a technologically enhanced classroom.

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 for students who exhibit a wide range of behavioral needs and characteristics. Teachers will study how to prevent behavior problems, what to do when problems occur and what to do to increase the possibility of a positive learning environment for all students. Teachers will develop a personal philosophy and plan for an optimal learning environment.

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 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 teaching strategies. Classroom applications will be stressed. Students must complete a field-based application project in which a current theory in teaching and learning is used to solve an actual classroom problem.

ED 540 Emerging Technologies and Facilitation Strategies . . . . . 3 cr.
This course will investigate how emergent technologies can be harnessed to support and facilitate learning, professional development, and influence both the exchange of information and the creation of knowledge as the emergence of digital and electronic technologies has generated profound cultural transformations in communication, organizations, and higher education delivery. Learners will develop systems and processes to keep abreast of new technologies and will utilize selected technology tools to develop and facilitate an eLearning unit. *Prerequisites: ED 504 and ED 516.*

ED 541 Middle School Philosophy and Organization. . . . . 3 cr.
This course explores the unique nature of modern middle schools to include organization, methodology and curriculum with particular emphasis on integration of interdisciplinary teaming. Understanding the unique developmental needs of current middle school students will occur through individual research, readings and reflective inquiry. The student will gain a deeper understanding of curriculum, instruction and engagement strategies through a field-based experience ranging from observation to classroom teaching.

ED 542 Program Planning for Adults . . . . . 3 cr.
This course provides the learner with leading models of planning, designing, and assessing courses and programs. Learners will use these models to lead all phases of a course or program lifecycle, from needs assessment, design, managing the overall project and development, implementation, and finally assessing the program and showing its value in community-based, higher education, and organizational environments.
Prerequisites: ED 504, ED 516, ED 540, ED 566.

ED 543 Trending Tools of the Internet . . . . . 3 cr.
This course investigates and evaluates tools trending on the internet.

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 528 or ED 545.

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 551 Educational Technology/Tools for the 21st Century Learner . . . . . 3 cr.
This course explores digital tools and resources to support curriculum and an integrated learning classroom environment.

ED 552 Linguistics for ELL 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 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 559 Research and Resource Development . . . . . 3 cr.
This course examines effective approaches to seeking and appraising scholarly resources in support of educational research. Such resources include published materials and financial support through grants. Appropriate management of funded research also is addressed.

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 Managing Change and Innovation . . . . . 3 cr.
Organizations today are in a state of continuous change as the adapt to new global realities. The ability for consultants and leaders in education and organizational learning to embrace change quickly and effectively, with committed and capable people is a strategic advantage. This course will connect change management theory to practice in a variety of professional settings. Learners will create strategies to support change management and foster innovation opportunities in teams, departments and organizations. *Prerequisites ED 504, ED 516, ED 540.*

ED 564 Enhancing Instruction with Technology. . . . . 3 cr.
This course focus is on rigor and relevance to align appropriate classroom instructional strategies with technology tools and resources to enhance instructional opportunities for learners.

ED 565 Team Learning and Innovation. . . . . 3 cr.
Teamwork is an essential component of most professional activities in the modern world. This course is an introduction to the innovation and effectiveness that successful teams bring to an organization. But how can you foster success for your team as a member or leader of a team? This course covers why teams are important, how networking within diverse teams and organizations can be a source of information and learning, and explores research related to organizations with high-performing teams. Learners will be introduced to Problem-Based Learning model and use the model to promote innovation and problem-solving within teams. The Problem-Based Learning model addresses the roles and responsibilities of individuals in a team, processes for effective teamwork and communication, and methods for addressing team conflict. *Prerequisite: ED 504 and ED 516.*

ED 566 Organizational Learning. . . . . 3 cr.
The modern organization faces continual change along with the pressure to remain competitive and innovative. Effective organizations develop a culture of learning to enable the ongoing evolution and transformation in individuals, teams, and at the enterprise level in an effort to remain relevant and competitive. This course considers factors that contribute to a learning culture, which starts with personal mastery but also includes importance concepts such as assessing the readiness of an organization to change and how to foster motivation, diversity, reflective discussion, and the ability to think critically at all organizational levels to equip them anticipate and innovate in an environment of increasing ambiguity and complexity.

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. *Prerequisite: ED 504.*

ED 571 Issues and Ethics with Technology Integration. . . . . 3 cr.
This course investigates national standards, copyright laws, and district policies governing technology, including digital citizenship and its effect on today's digital learners.

ED 572 Developing Critical Thinking & Transformative Learning. . . . . 3 cr.
This course evaluates the work of leading critical educators and analyzes the challenges of empowering adult educators toward social change and transformative action within their communities and organizations. Models of critical thinking and critical reflection will be used to apply critical learning theories and principles to solve complex issues related to social, economic, psychological, and motivational challenges in a variety of professional settings. *Prerequisite: ED 516.*

ED 573 Investigating Teaching, Learning, and Student Engagement . . . . . 3 cr.
This course focuses on instructional and assessment best practices that engage students in the learning process.

ED 574 Analyzing and Presenting Data in the Workplace. . . . . 4 cr.
This course utilizes information that includes analysis of results and a presentation from a completed action research project. *Prerequisite: ED 511*

ED 579 Educational Technology Electronic Portfolio Development . . . . . 2 cr.
This course analyzes strategies for the development, organization and presentation of an electronic portfolio.

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 for Teaching English Language Learners . . . . . 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.

ED 584 Curriculum for Teaching English Language Learners. . . . . 3 cr.
This course provides the study of approaches and techniques used in teaching language skills and developing cross-cultural understandings to English Language Learners in grades K-12. The emphasis of the course includes curriculum development through different development states and content areas in addition to lesson planning.

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. A minimum of 20 hours field experience is required.

ED 607 Assessment Strategies for English Language Learners. . . . . 3 cr.
This course provides a review of the use and interpretation of commercially available diagnostic and achievement and classroom tests. The relation between academic testing and development of language skills will be addressed, and teachers will be introduced to the means by which teachers can make on-going assessments of the development of the students' language.

ED 608 Assessment . . . . . 3 cr.
This course examines the relationship between instruction, student engagement, learning, and assessment, as well as technology integrated with these processes. The collection and reporting of data at the student, classroom, school district, state, and national levels will also be examined. A 20-hour field experience component is required.

ED 609 Current Issues and Trends 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.

ED 612 School and Community Leadership . . . . . 3 cr.
This course addresses the role of schools in the larger community and how to involve partners, families and other stakeholders in the development of a school in which all students can learn. Approaches to initiating school reform and the balance between internal and external communications are addressed. A 20-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 616 School Supervision . . . . . 3 cr.
This course defines the process of supervising faculty and staff in the educational environment. It addresses effective instruction and competencies related to the evaluation and assessment of teacher performance. Theoretical and practical approaches are addressed to encourage human relations and to improve school climate and culture. A 20-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.

ED 620 Advanced Curriculum, Instruction and Assessment Methods and Strategies . . . . . 3 cr.
This course provides the teacher with the opportunity to identify innovative techniques, methods and best practice in the area of pre-K – 12 areas of certification. Teachers will be expected to complete an on-site observation and application of techniques in their area of certification. A 10 hour field based experience is required.

ED 621 Serving Students with Special Needs in the Classroom. . . . . 3 cr.
This course is designed to examine and address the various diagnoses of children with special needs, including related issues such as the disproportionate representation of culturally diverse students. *A minimum of 10 hours of field experience is required.*

ED 623 Differentiated Instruction in the Regular Classroom . . . . . 3 cr.
This course examines educational models that provide frameworks for teachers to follow as they plan and implement curriculum, instruction, and assessment in response to student needs, thus improve the teaching-learning process for ALL students. *A minimum of 10 hours field experience and completion of a service learning project are required.*

ED 624 Elementary School Administration. . . . . 3 cr.
This course provides a thorough grounding in elementary principalship. It addresses 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 20-hour field experience component is required.

ED 625 Secondary School Administration . . . . . 3 cr.
This course provides a thorough grounding in secondary principalship. It addresses 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 20-hour field experience component is required.

ED 631 Capstone. . . . . 3 cr.
The program culminates in the application of knowledge acquired and competencies developed throughout the program. Learners will coach others engaged in problem-based learning teams, evaluating the team's strengths and weaknesses and working with individuals and teams to create an action plan to promote effective team learning an innovation. Learners will propose, research, design, and present a research-substantiated course or program to the academic community and/or their organization of choice.
Prerequisites: ED 504, ED 516, ED 540, ED 542, ED 565.

ED 633 Application of Educational Research . . . . . 3 cr.
In Application of Educational Research, the students will learn how to analyze, interpret, make critical decisions, and communicate those decisions based on the results of their research, to a wide variety of stake holders including parents, teachers, and administrators. Students will utilize elements garnered from their coursework to demonstrate their ability to

act as a change agent and teacher leader in their school. *Prerequisite: ED 505 Introduction to Educational Research.*

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. *This 16-week course requires 180 contact hours in a setting under the supervision of Park University faculty and one or more successful, practicing principals.*

ED 635 School Organization and Management . . . . . 3 cr.
This course helps the prospective school leader to develop 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 20- 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 will be included. *Students in the Special Reading Teacher and ELL areas of emphasis 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 in the ED 651 project.*

ED 651 Literacy Practicum II . . . . . 3 cr.
This is the Master of Literacy Education's culminating course, its "capstone". 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, the student must prepare and present a proposal to the instructor of the course and receive that instructor's approval. Opportunities for submitting projects to conferences and journals will be explored, and such submission will be encouraged. Students 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.

ED 652 English Language Learners Practicum . . . . . 3 cr.
This course provides a supervised clinical experience in which candidates acquire experience in planning for and working with English Language Learner students in various instructional settings in both elementary and secondary schools. Candidates will collaborate with other educators in the school environment to support student learning.

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.)*

School of Humanities

EN – English

EN 515 Readings for Writers . . . . . 3 cr.
The course studies the processes involved in crafting imaginative literature, with a close focus on examples of writers deliberating on the various methods and techniques of prose narrative. The course investigates fiction and nonfiction prose, and encourages students to experiment in both genres in order to identify a preferred focus genre in the program.

EN 516 Creating Fiction . . . . . 3 cr.
This studio course presents a craft-based approach to the structure, development and technique of fictional narratives. The primary texts in the course are student manuscripts, and a premium is placed on revision and peer/instructor evaluation. *Prerequisite: EN 515.*

EN 517 Advanced Fiction Writing. . . . . 3 cr.
This advanced studio course will focus on the development and elaboration of a craft-based approach to creating fictional narratives and culminate in the creation of a heavily revised work of publishable quality. *Prerequisites: EN 515 and EN 516.*

EN 518 Creative Nonfiction . . . . . 3 cr.
This studio course presents a craft-based approach to the structure, development and technique of nonfiction narratives. The primary texts in the course are student manuscripts, and a premium is placed on revision and peer/instructor evaluation. *Prerequisite: EN 515.*

School of Humanities

EN – English (continued)

EN 519 Advanced Creative Nonfiction . . . . . 3 cr.
This advanced studio course will focus on the development and elaboration of a craft-based approach to the genre and culminate in the creation of a heavily revised work of publishable quality. *Prerequisites: EN 515 and EN 518.*

EN 525 Writing for Publication . . . . . 3 cr.
This course is an investigation of the requirements and best practices of literary publication. The course will present students with the various methods of publication available to creative writers, and address particular trends and conventions of the publishing industry. The course culminates in the development of a publication portfolio. *Prerequisites: EN 515; EN 516 and EN 517 or EN 518 and EN 519.*

School of Business

FIN – Finance

FIN 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 theory and empirical evidence related to investment and financing polices of a firm and attempts to develop decision-making in these areas. This course serves as a complement and supplement to MBA615 (Managerial Finance). Some areas of financial management not covered in MBA615 are covered in FIN621. 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 MBA615 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 HA 516 (MBA 615).*

FIN 625 International Finance . . . . . 3 cr.
This course focuses on the study of the international monetary environment and financial planning for corporations with global 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: HA 516 (MBA 615).*

FIN 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 aspect individually and in the context of portfolio management.

FIN 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 tools used in bond portfolio management. *Prerequisites: HA 516 (MBA 615) and FIN 640.*

FIN 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. *Prerequisite: HA 516 (MBA 615) and FIN 640.*

FIN 643 Entrepreneurial Finance . . . . . 3 cr.
This course will familiarize you with topics in entrepreneurial finance. It focuses on applying financial theories and principles to small firms. There is special emphasis on specific issues that confront small businesses through their life cycle of development, start-up companies, venture capital markets, private equity and debt financing, valuing small companies and harvesting methods. The course is divided into two parts-part one covers small business survival skills, including assessing financial performance, financial planning, identifying external financing needs and business valuation; part two addresses the issues and challenges associated with financing for entrepreneurial enterprises. *Prerequisite: HA 516 (MBA 615).*

FIN 644 Financial Markets and Institutions. . . . . 3 cr.
This course provides an overview of distinguishing characteristics of different types of financial markets (such as money markets, bond markets, derivatives markets) and institutions (such as commercial banks, investment banks, insurance companies, mutual funds and pension funds), as well as current issues affecting their structure and governance. *Prerequisite HA 516 (MBA 615).*

HA – Healthcare Administration

HA 509 Management of Health Information Systems . . . . . 3 cr.
This course advances the learner through a discussion of the history, present state, and future trends in the industry. The course provides a managerial perspective of the issues related to the planning, selection, and operation of healthcare information systems. Many of the key acts and laws that regulate secure handling of patient specific data are introduced in the course. Electronic healthcare record systems are identified as critical tools in improving quality of care in the healthcare process. While adding key elements of the science of information technology, this course also highlights the importance of then basic review and safeguarding of healthcare data, change management, budgeting, and personnel management. Healthcare leaders are further expected to manage various aspects of information technology effectiveness through a complete understanding of the industry regulatory requirements and technology trends. *Prerequisite: HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*

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 514 (MBA 515) Accounting for Management Decisions . . . . . 3 cr.
This course emphasizes the use of accounting data and analytical techniques employed by management for decision-making in for-profit and not-for profit businesses and governmental organizations. Students will study, evaluate and apply the analytical techniques as part of the broader management accounting process used to analyze, evaluate, and convey their recommendations concerning economic events related to management decisions. Areas covered include cash flow analysis, financial statement analysis, ratio 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 discussion, problems, accounting case studies and a term project to evaluate the student's comprehension of the material.

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 knowledge of financial principles is advantageous to managers in virtually every discipline in healthcare. The content of this course integrates both conceptual and practical information related to financial and managerial accounting and financial management within healthcare organizations. The following topics will be covered: financial accounting: income statement and statement of change in equity, balance sheet and statement of cash flows; managerial accounting: cost behaviors and profit analysis, cost allocation models,

pricing and service decisions, planning and budgeting; financial management concepts: time value analysis, financial risk and required return; long-term financing: LT debt financing, equity financing and security markets, capital structure and the cost of capital; capital investment decisions: capital budgeting, project risk analysis; current asset management and financing; financial condition analysis, lease financing and business valuation; financial risk management; and consider ethical implications associated with financial practices and decision-making. *Prerequisite: HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*

HA 517 Legal and Ethical Issues in Healthcare Administration. . . . . 3 cr.
In the U.S., the healthcare industry is recognized as one of the most heavily regulated sectors of the economy and is becoming more operationally complex. These characteristics make it essential that healthcare administrators have a sound working knowledge of the law and create a culture that makes corporate compliance and risk mitigation a priority. This course will provide students with the practical knowledge needed to identify legal and ethical issues inherent in health care administration and to understand the legal and moral ramifications of administrative and management decisions. Specifically, this course will cover the following topics: sources of law; tort, contract, criminal, and employment law; antitrust laws; corporate structure and legal issues; legal issues associated with the medical, nursing, and other allied health professionals; information management; patient consent; patient and employee rights and responsibilities; legal reporting requirements; professional and product liability; labor relations; patient safety; tort reform; and ethical issues associated with decision-making, end-of-life choices, and procreation. *Prerequisite: HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*

HA 518 Organization of Healthcare Delivery Systems . . . . . 3 cr.
The U.S. healthcare delivery system is unique in many ways from that of other developed countries. The system is comprised of a number of subsystems that loosely work together towards a common goal to promote the health and welfare of the population. This course explores the social, political, economic, technological, legal, key stakeholders, and environmental factors that influence the health care delivery system in the U.S. Focus is placed on the factors affecting the need, access, and use of services; factors related to healthcare costs; quality assessment and quality assurance; the impact of legal, regulatory, and accreditation actions; and financing of care through private health insurance and governmental programs. Major influences in the advances and other changes to the health services system are evaluated with pertinent references to the Patient Protection and Affordable Care Act (ACA). The effects of medical education, scientific advances, rising costs, changing population demographics, and American values and assumptions regarding health care are covered. Role of population health management and public health on health care systems and practices are explored.

HA 521 Special Topics in Healthcare Administration . . . . . 1 - 3 cr.
This course is designed primarily for Master of Healthcare Administration 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, 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 Health Policy and Politics. . . . . 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 Administration . . . . . 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 603 Healthcare Research Methods for Managerial Decision-Making . . 3 cr.
The healthcare industry emphasizes the utilization of evidence to support operational and clinical decision-making when appropriate and feasible. To this end, this course seeks to empower students by giving them the knowledge and ability to follow the research process as a means of making well-informed decisions. The course topics will include problem identification and research question and hypothesis development, literature review, use of theory in research, research design and methodology, hypothesis testing, interpretation of results, and addressing ethical issues in research. This course will also provide tangible examples of how research supports managerial decision-making as in the case of program design and evaluation and quality management.

HA 604 Healthcare Economics and Payment Systems . . . . . 3 cr.
Healthcare spending in the U.S. is consistently larger per capita and as a portion of the gross domestic product (GDP) than other developed countries. The capability to think critically regarding health policy is a must for healthcare administrators. Economics continues to be used as a means for analyzing health policy questions and providing support for new policy formulation. This course will cover the following topics: relevance of studying health economics; provide an overview of the healthcare delivery and financing systems; the approaches for describing, evaluating, and managing risk; understanding costs; bending the cost curve; demand for health products; elasticity; forecasting; supply and demand; profit maximization; pricing; asymmetrical information and incentives; economic analysis of clinical and managerial interventions; profits, market share, and market power; government interventions in healthcare markets; policy and regulation; and behavioral economics. *Prerequisite: HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*

HA 605 Healthcare Organizational Behavior and Leadership . . . . . 3 cr.
With a dynamic industry such as healthcare, leaders need to challenge themselves to discover new and innovative approaches to achieve effectiveness within complex organizational structures and settings. This course will examine organizational behavior and leadership from an individual perspective, group perspective, and institutional perspective. More specifically, this course will address topics such as diversity, attitudes, communication, motivation, power versus leadership, theories of leadership, managing stress in the workplace, decision-making, conflict management and negotiation skills, group dynamics, teams and team building, organizational development, change management, strategy and structure, and organizational culture. *Prerequisite: HA518 is normally taken prior to this course; however, the MHA Director may make an exception.*

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 612 Healthcare Operations Management . . . . . 3 cr.
Historically, the healthcare industry has struggled to contain costs, improve profitability, strengthen access, and achieve consistent quality outcomes. Many of these issues can be effectively addressed when utilizing a systematic and rigorous approach to operations management. This course provides students with the concepts, techniques, and tools necessary to design, analyze, and improve the operational capabilities of healthcare organizations. The topics covered include: healthcare operations and systems; quality, productivity, and performance management; operations research methods; operational metrics; project management; operational planning; return on investment analysis; logistics and supply chain management; purchasing and materials management; inventory management, forecasting; and operational analysis and benchmarking. *Prerequisite: HA518 is normally taken prior to this course; however, the MHA Director may make an exception.*

HA – Healthcare Administration (continued)

HA 615 Healthcare Strategic Management . . . . . 3 cr.
In order to maintain a competitive advantage in the highly dynamic environment, it is necessary that healthcare administrators possess the requisite knowledge, skills, and abilities to favorably position their organizations for success. This requires the leaders to promote strategic thinking, create well-developed strategic plans, and engage in strategic management. This course will enable students to critically examine organizational, strategic business unit, and functional level vision, mission, and values statements, analyze and draw meaningful conclusions from internal and external assessments using a variety of established tools and techniques, formulate well-conceived strategies and present realistic implementation and monitoring plans.

HA 616 Healthcare Strategic Management and Marketing . . . . . 3 cr.
In order to maintain a competitive advantage in a highly dynamic environment, it is necessary that healthcare administrators possess the requisite knowledge, skills, and abilities to favorably position their organizations for success. This requires the leaders to promote strategic thinking, create well-developed strategic plans, and engage in strategic management. This course will enable students to critically examine organizational, strategic business unit, and functional-level vision, mission, and values statements; analyze and draw meaningful conclusions from internal and external assessments using a variety of established tools and techniques; formulate well-conceived organizational goals, objectives, and strategies; and present tactical implementation and monitoring plans. Finally, the students will be exposed to the processes involving data analytics, planning, implementation, and controlling marketing activities associate with consumer-oriented marketing programs designed to favorably position an organization to achieve and sustain a competitive advantage in the market. *Prerequisites: HA 509, HA 516, HA 517, HA 604, HA 605, HA 612, or the equivalent as approved by the MHA Director.*

HRM – Human Resource Management

HRM 634 Planning and Staffing . . . . . 3 cr.
This course examines concepts, strategies and current issues in recruitment, talent acquisition, selection and training. The course involves the use of quantitative methods to analyze the impacts of legal compliance, diversity, technology, outsourcing, restructuring and downsizing, on the effective strategic management of human resources. *Prerequisite: HA 604 (MBA 674).*

HRM 635 Training, Development, and Evaluation . . . . . 3 cr.
This course examines concepts, strategies and current issues in the training and development of quantitative methods to analyze the impact of training and development on organizational and strategic human resource management outcomes and their effectiveness.

HRM 636 Change Management and Conflict Resolution . . . . . 3 cr.
This course examines concepts, strategies and current issues in change management and conflict resolution, and subsequent downstream effects. Quantitative methods are used to

analyze the impact of change and other interventions on organizational and strategic human resource management outcomes, and their effectiveness.

HRM 637 Compensation Management. . . . . 3 cr.
This course examines theory, concepts, strategies and current issues in the design and implementation of compensation and benefit systems, and subsequent downstream effects. The course involves the use of quantitative methods to analyze the impact of compensation and benefit systems on organizational and strategic human resource management outcomes and their effectiveness.

School of Business

IB – International Business

IB 525 Entrepreneurship in the Global Economy . . . . . 3 cr.
This course offers students the skills and knowledge 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 United States that market to these countries. The course is built around an e-commerce business concept, which focuses on more than one non-US country. Investigating opportunities through trade allows both the extension of traditional to e-commerce as well as the creation of new business entities. 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 and evaluate the outcome of an opportunity; analyze competitive environment; analyze market potential; and identify sources of financial support for the new venture.

IB 610 Advanced Seminar in International Marketing. . . . . 3 cr.
This course provides tools for marketing management decision processes and marketing systems in global environment; application to multinational business operations and strategy development; and marketing techniques of foreign market entries (import/exports, joint ventures, licensing and management contracts). Emphasis is on marketing mix and how it is adapted for the global environment.

IB 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.

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, international finance issues and exchange rates.

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 is fostered or stymied by domestic and/or international governmental policies.

MBA 515 (HA 514) Accounting for Management Decisions . . . . . 3 cr.
This course emphasizes the use of accounting data and analytical techniques employed by management for decision-making in for-profit and not-for-profit businesses and governmental organizations. Students will study, evaluate and apply analytical techniques as part of the broader management accounting process used to analyze, evaluate and convey their recommendations concerning economic events related to management decisions. Areas covered include: cash flow analysis, financial statement analysis, ratio 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 discussion, problems, accounting case studies and a term project to evaluate the student's comprehension of the material.

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.

MBA 522 Organization Behavior and Leadership . . . . . 3 cr.
Achieving optimal effectiveness in today's workplace is a challenge for even the most seasoned leaders. In order to remain competitive in a domestic and global market, leaders need to be able to leverage internal competencies to create a culture that fosters innovation while instilling an entrepreneurial spirit throughout the firm. Students will learn how leadership styles directly influence the organizational culture; affect problem-solving, workplace stress, and conflict resolution; and influence the level of motivation within an entity. In addition, students will explore the linkages between power and politics, change management, and organizational success, as well as the challenges, benefits, and tactical approaches to forming and managing high performing, diverse workgroups and teams. Finally, students will learn the key attributes of successful leaders to include professionalism, being accountable for one's own actions and those of subordinates, the ability to demonstrate flexibility and adaptability when situations are dynamic and expectations are ambiguous, an awareness of the ethical implications of decision-making, establishing a shared vision, effective communication, and working well within groups and autonomously to achieve established goals and objectives.

MBA 524 Business Law and Ethics . . . . . 3 cr.
This course examines the legal and ethical environment of business with particular attention to principles of law relating to business operations. The course emphasizes how organizational leaders identify, address, minimize, and prevent legal and ethical issues in areas of law important to business including: constitutional law; properly law, with a focus on intellectual property; contract law, including UCC Article 2, Statue of friends remedies, and e-commerce; tort law, including intentional, negligence, strict, and product liability; criminal law, including cybercrime, white-collar crime, and the Sarbanes-Oxley Act; regulatory law; agency and employment law; international law; forms of business organization; bankruptcy law; and litigation and alternative dispute resolution. Finally, students will be expected to apply critical thinking and legal reasoning to consider both the legal and ethical impacts of decision-making and business practice.

MBA 526 Corporate Management in the Global Environment . . . . . 3 cr.
This course focuses on cross-disciplinary business policy aspects of commercial enterprise through evaluation of firms' strategic and competitive behaviors from a global dimension; managerial decision-making based on the interdisciplinary nature and the role of the economy in the context of globalization.

MBA 527 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 to provide a better understanding of legal implications.

MBA 575 Marketing Research Strategies . . . . . 3 cr.
This course is an introduction to basic market research information and techniques. The focus includes research studies for selected marketing activities involving design development, information collection, data analysis and reporting of findings.

MBA 576 Operations Management . . . . . 3 cr.
This course focuses on the vital concepts, issues, and techniques for efficient and effective operations to produce goods and services for consumers and/or businesses. Special emphasis is placed on process improvement logistics and supply chain management; planning; organizing and managing or resources to accomplish organizational objectives within a variety of business structures. Topics include operations strategy; product and service design; project management; operational planning; return on investment analysis process design and analysis; capacity planning; lean production systems; purchasing; materials and inventory management, forecasting; quality management and six sigma; and operational analysis and benchmarking.

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 of environmentalism. This course also covers a wide array of topics from segmentation of product, advertising and distribution strategies,

and from a micro to a macro perspective. It represents an excellent tool for understanding and researching environmental marketing.

MBA 615 Managerial Finance . . . . . 3 cr.
This course covers a comprehensive analysis of financial management issues faced by financial managers in today's business environment. This course will cover time value analysis, financial risk and required return long-term financing; LT debt financing, equity financing and security markets, capital structure and the cost of capital; capital investment decision: capital budgeting, project risk analysis; current asset management and financing; financial condition analysis, lease financing and business valuation financial risk management; and consider ethical implications associated with financial practices and decision-making. Emphasis will be on operational definitions of financial concepts and analytical techniques to real world situations confronted by management. *Prerequisite: MBA 515 or equivalent.*

MBA 616 Advanced Managerial Accounting . . . . . 3 cr.
The course places emphasis on modern accounting trends and contemporary controversial related 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. *Prerequisite: MBA 515.*

MBA 620 Leadership in Organizations. . . . . 3 cr.
The course discussions will focus on 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.

MBA 630 Strategic Marketing . . . . . 3 cr.
Strategic Marketing encompasses the vision of marketing as a value creating process that is essential to the formulation of a customer-driven strategy by selecting target markets, setting objectives and developing, implementing, and managing marketing programs designed to meet the value requirements of the customers in each market. Students will study strategic positioning, market opportunities, pricing strategies, market analysis, as well as product differentiation with an overarching goal to ensure the firm maintains a competitive advantage within its current and future markets. Strategic and tactical analysis of the marketing mix will be covered in a decision making focus, together with considerations of globalization, leadership, data driven decision making, and integrated marketing for brand building and equity. This course uses an application-oriented approach to study marketing strategy and incorporates real-world examples of marketing strategies adopted by both large and small companies in a variety of business areas.

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.

MBA 655 Entrepreneurship and Small Business Management . . . . . 3 cr.
This course introduces fundamentals of profit analysis, financial planning and management control for small businesses. Topics include evaluation of product policies, marketing and pricing strategies, and organizational structure and control mechanisms. Investment requirements of operating a business and alternative ways of financing, including bank loans, mortgage financing, venture capital and public stock offerings are discussed.

MBA 670 Special Topics in Business. . . . . 3 cr.
In this course, current topics in business are extensively discussed, including business ethics, labor relations, financial planning or any of a wide variety of subjects in business curriculum, such as entrepreneurial research, entrepreneurial education or entrepreneurial investments.

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 policies in the presence of marketing power and interaction of firms within various market structures.

MBA 675 Entrepreneurship Seminar . . . . . 3 cr.
This capstone course addresses 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 opportunities 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 practices to demonstrate methods of dealing with a variety of problems at different levels of a new venture.

MBA 695 Strategic Management . . . . . 3 cr.
One of the key factors of success for an organization is the ability to not only find and implement sustainable competitive advantages but also implement actions to respond and adjust strategies as needed. This requires leaders to apply research and analysis when leading decision making and policy changes at the organizational and functional levels for long-term performance of an organization. Strategic skills include strategic thinking, choosing competitive strategies, strategic planning, crafting and defending competitive advantages, defining goals, and allocating critical resources. This course enables students to build skills in strategy formulation implementation, evaluation and control by applying a variety of tools and techniques related to strategic analysis. Students then use that analysis to formulate organizational goals, tactical implementation to reach goals, and monitor plans. Students will use internal and external data as part of the planning, implementation and monitoring processes in order to sustain a competitive advantage in current and future domestic and global markets. *Prerequisites: MBA 515, MBA 522, MBA 524, MBA 576, MBA 615, MBA 630 or equivalent by the MBA Director.*

MIS – Management Information Systems

MIS 603 Information Security and Risk Management . . . . . 3 cr.
This course will stress the necessity for establishing an organization-wide information security risk management program designed to isolate significant internal and external threats through the application of technical security evaluations. In addition, this course will explore the risks associated with using wireless networks and permitting remote access to corporate information, as well as an examination of current and future administrative, physical, and technical security safeguards. Contingency, business continuity and disaster recovery planning will be covered along with applicable laws and regulations dealing with security and privacy.

MIS 605 Management Information Systems . . . . . 3 cr.
This course focuses on analyzing the use of information by organization and the different types of information systems. It explores the technological, managerial, and organizational considerations of information systems. The theoretical foundations of information systems and their development, uses, operations, management oversight, control, structure, and impact will be explored. The analysis of information within the organization, the nature of characteristics of computerized information systems, usage of information systems and technology to change the organizational structure and/or work process, and culture will be addressed.

MIS 606 Strategic Information Systems . . . . . 3 cr.
This course focuses on the usefulness of information technology to achieve a 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.

MIS 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.

MIS 608 Topics in Information Systems . . . . . 3 cr.
This capstone course focuses on the integration and synthesis of previous knowledge in information systems. 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. The adaption of information systems and technology to meet the needs of the ever-changing business environment will also be addressed. Case studies will reinforce lectures.

MIS 609 Database Management Systems . . . . . 3 cr.
This course will explore techniques used to design databases and database management systems. Topics such as relational and non-relational databases; knowledge databases (knowledgebase); database operations; data repositories, warehouses, and marts; and data mining will be covered. This course will examine common sources of big data and big data architecture, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. Visual analytics will be presented with an emphasis on how it permits end-users to directly interact with the data analysis capabilities of modern computing systems.

School of Business

MIS – Management Information Systems (continued)

MIS 614 Data Analysis and Business Analytics . . . . . 3 cr.
This course focuses on how to make well-formed and more expedient business decisions using data. Advanced analytic techniques such as text analytics, machine learning, predictive analytics, data mining, statistics, and natural language processing will be covered. In addition, the synergies associated with analyzing previously untapped data coupled with existing enterprise data will be explored in terms of making sound business decisions. In addition, this course will evaluate common sources of big data, the big data life cycle, big data architecture framework, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. Finally, the course will cover the processes associated with project management, such as initiating, planning, executing, monitoring & controlling, and closing projects. *Prerequisite: MIS 609*

School of Liberal Arts

MU – Music

MU 500 Applied Lessons and Recitals . . . . . 3 cr.
This course places emphasis on expanding repertoire and is designed to develop artistry, technical skills, performing technique, analytical understanding, and professionalism. Students have two intensive one-hour private lessons per week. Assigned new repertoire will be performed in recital at the end of each semester. Students will be encouraged to participate in regional, national and international competitions. Repeatable registration for credit allowed, not to exceed 36 credits, culminating in the passing of a major recital as adjudicated by music faculty during the student's final semester of study.

MU 501 Chamber Music . . . . . 1 cr.
The study, rehearsal, and performance of music for chamber ensembles. Repeatable registration for credit allowed, not to exceed six credits. Meets two hours per week.

MU 502 Performance Class . . . . . 1 cr.
Course provides a weekly opportunity for students to perform in a simulated concert environment with critical feedback by music faculty, students and guest artists. Repeatable registration for credit allowed, not to exceed six credits. Meets one day per week for two hours.

MU 503 Collaboration . . . . . 2 cr.
Course provides a weekly opportunity for students to perform instrumental repertoire requiring accompaniment. Repeatable registration for credit allowed, not to exceed six credits.

MU 504 Orchestra . . . . . 1 cr.
Course provides a weekly opportunity for students to perform instrumental repertoire requiring accompaniment. Repeatable registration for credit allowed, not to exceed six credits.

MU 505 Orchestral Repertoire . . . . . 1 cr.
Course provides a weekly opportunity for students to study a wide variety of standard orchestral repertoire. Repeatable registration for credit allowed, not to exceed six credits.

MU 530 Applied Music. . . . . 6 cr.
This course places emphasis on the development and expansion of appropriate repertoire and is designed to develop musical artistry, technical skills, performing technique, analytical understanding, and professional level musical performance. Students have two intensive one-hour lessons per week. Repeatable registration for credit allowed, not to exceed 24 credits, culminating in the passing of a major recital as adjudicated by music faculty during the student's final semester of study.

MU 534 Music History: Medieval, Renaissance and Baroque. . . . . 3 cr.
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.

MU 535 Music History: Classic, Romantic and Modern . . . . . 3 cr.
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.

MU 570 Applied Music. . . . . 6 cr.
A continuation of MU 560.

MU 580 Applied Music. . . . . 6 cr.
A continuation of MU 570.

MU 585 Special Topics in Music. . . . . 1-3 cr.
Intensive study and/or performance of an area of music selected by the instructor on the basis of student need or current issues.

MU 590 Applied Music. . . . . 6 cr.
A continuation of MU 580.

MU 600 Applied Music. . . . . 6 cr.
This course places emphasis on the development and expansion of appropriate repertoire and is designed to develop musical artistry, technical skills, performing technique, analytical understanding, and professional level musical performance. Students have two intensive one-hour lessons per week. Repeatable registration for credit allowed, not to exceed 24 credits, culminating in the passing of a major recital as adjudicated by music faculty during the students final semester of study.

MU 601 Advanced Applied Music . . . . . 6 cr.
This advanced course places emphasis on the development and expansion of appropriate repertoire and is designed to develop the highest level of musical artistry, technical skills, performing technique, analytical understanding, and professional musical performance.

Students have two intensive on-hour lessons per week. Students will be expected to participate in national and international competitions. Repeatable registration for credit allowed, not to exceed 24 credits, culminating in the passing of a major recital as adjudicated by music faculty during the student's final semester of study.

Hauptmann School of Public Affairs

PA – Public Administration

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 consists of a prescribed program of study with provision for interaction between a student and a Park University faculty member, and may be used to replace integration courses. A three-credit hour PA 504 may also be taken in conjunction with an approved internship to fulfill the pre-service student internship requirement and will be used to replace the cross-sector course in these cases. The course may be taken twice. *Prerequisite: Permission of the civic leader and MPA program director; prerequisite for PA 504 with an internship: 24 credit hours, including completion of PA 501, PA 502 and PA 508.*

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 of 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. . . . . 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 . . . . . 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 511 Public Management . . . . . 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 discussed.

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 Policy Development, Evaluation and Impact for 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 Global Society. . . . . 3 cr.
This course examines management of the interrelationship between business and government within society, both domestically and globally.

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.

PA 524 Global Comparative Public Administration and Policy . . . . . 3 cr.
This course examines the interdisciplinary mechanisms of public administration through the structure and functions of governments and policy globally.

PA 525 Global Comparative Public Budget and Finance . . . . . 3 cr.
This course examines public budgeting and financing issues, methods, and techniques in governments globally.

PA 537 Global Sustainable Development . . . . . 3 cr.
This course examines the economic and social issues and debates in development policies globally.

PA 538 Global Conflict and Dispute Resolution . . . . . 3 cr.
This course examines methods and techniques in conflict and dispute alternatives across cultures globally.

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 543 may only be taken by students operating under a previous degree plan or taking it as an elective for the Certificate in Nonprofit Leadership. Certificate students should contact their advisor before enrolling in this course.*

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.

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.
Disasters affect people and communities. This course considers the social aspects of disasters through social science theory and research. Case studies will be used to illustrate the influence of social factors such as race, gender, culture, and socioeconomic status on perceptions of disasters.

PA 557 Continuity of Operations in Public and Private Sectors. . . . . 3 cr.
This course examines the implications of crises, emergencies, and disasters on public and private organizations. In particular, this course considers how an organization can prepare for, mitigate, respond to, and recover from disasters through appropriate continuity of operations planning (COOP) and business continuity planning (BCP), so that the organization can continue to provide essential services to its stakeholders. Case studies will be utilized to demonstrate underlying theory and best practices related to COOP and BCP.

PA 558 Critical Infrastructure and Key Resources in Disaster and Emergency Management . . . . . 3 cr.
This course examines the role of critical infrastructure and key resources (CI/KR) in disaster and emergency management. CI/KR are public, private and nonprofit organizations which provide critical resources and services to a community. During and following a disaster, these services may be disrupted or unavailable. This course discusses the role of CI/KR throughout the emergency management cycle. Case studies will be utilized to demonstrate underlying theory and best practices related to CI/KR in planning, mitigation, response, and recovery.

PA 559 Global Comparative Emergency Management . . . . . 3 cr.
This course examines the field of emergency management around the world. The course will discuss similarities and differences in the ways that disaster and emergency management is practiced in various countries and cultures. Students will consider the effects of global issues such as climate change, terrorism, and population changes on the way that smaller-scale and larger-scale disasters are managed. Case studies will be utilized to demonstrate underlying theory and best practices related to planning for, mitigating, responding to, and recovering from disasters in the global community.

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 582 Disaster, Disease and Public Health . . . . . 3 cr.
Discusses the rolls of public health and healthcare organizations in preparing for mitigating, responding to and recovering from disasters and other emergencies. The course will utilize disaster and emergency management concepts to evaluate community wellness and resiliency related to naturally-occurring and man- made health threats.

PA 588 Current Issues in Homeland Security . . . . . 3 cr.
This course provides an interdisciplinary survey of contemporary issues in homeland security designed to help learners understand the "cross-talk" between the various disciplines in the homeland security project as well as the influences, demands, and interactions of the law. In addition to the agencies within the Department of Homeland Security, the homeland security mission requires support from local, state, tribal, and federal law enforcement. As such, this course is intended to address the interoperability, collaboration, and law related to domestic and international criminal terrorism.

PA 589 Theoretical Principles of Terrorism . . . . . 3 cr.
This course discusses the sociological, psychological, and political theories associated with terrorism with application to disaster and emergency management. The course analyzes extremist beliefs and ideologies as a means to understanding terrorist motives and behaviors. The course applies theoretical concepts of terrorism to the disaster and emergency management principles of planning, mitigation, response, and recovery. The course considers the impact of domestic and international terrorism on public administration organizations at the federal, state and local levels.

PA 591 Planning Nonprofit/Community Services . . . . . 3 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. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 593 Financing Nonprofit/Community Services . . . . . 3 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. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 594 Financial Management for Nonprofit/Community Organizations . . . . . 3 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. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 595 Communications and Marketing for Nonprofit/Community Organizations . . . . . 3 cr.
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. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 600 Ethical Foundations of Authority and Responsibility. . . . . 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.

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. Students will not be able to enroll in PA 602 while they are enrolled in PA 501 or PA 502, or while they are finishing the requisite 27 credit hours. Students are advised to take these two courses early in their programs; failure to do so may result in delay of degree completion and graduation.*

PA 630 Comparative Criminal Justice Systems . . . . . 3 cr.
This course will discuss the management and administration of criminal justice systems in various jurisdictions in the United States and globally. In this course, students will explore concepts of criminality through a sociological perspective and will discuss similarities and differences in criminal justice systems around the nation and world.

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 – Public Administration (continued)

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.)

PM – Project Management

PM 690 Integration, Scope, and Quality Management . . . . . 3 cr.
This course focuses on the processes and activities used by the project manager and team to identify, define, combine, unify, and coordinate project work, such as developing the project management plans. Further, special attention is given to the planning, executing, and controlling of project scope. Finally, students will learn the processes, policies, and procedures that must be implemented to meet the quality requirements.

PM 691 Time and Cost Management. . . . . 3 cr.
This course introduces students to the policies, procedures, and documentation required to plan, develop, manage, execute, and control the project schedule. In addition, learners will leverage the schedule baseline when creating the project budget. An important takeaway is the relationship between time management and cost management.

PM 692 Communications, Risk, and Stakeholder Management . . . . . 3 cr.
This course emphasizes the criticality of effective and efficient communications from the project manager to both internal and external stakeholders. In addition, stakeholder identification and engagement are examined relative to the communications strategy. Finally, the risk management process is evaluated to include risk planning, identification, analysis, and response planning.

PM 693 Human Resource and Procurement Management. . . . . 3 cr.
This course underscores the value of effectively managing human resources that are assigned to projects, with an emphasis on acquiring, developing, and managing project team members. In addition, learners are exposed to the procurement management knowledge area, which focuses on the processes required to acquire products, services, and results from external vendors.

QM – Quality Management

QM 684 Principles of Quality Management . . . . . 3 cr.
This course provides an overview of Quality Theorists and their contribution to the field. Quality Management resulted mainly from the work of American quality gurus such as Joseph Juran, W. Edwards Deming, Phillip Crosby and Armand Feignbaum; and Japanese quality such as Kaoru Ishikawa, Genichi Taguchi, and Shigeo Shingo. In addition, quality systems and processes are assessed and evaluated. Topics include managing a quality improvement effort, tools, applications (TQM and Lean Six Sigma), metrics, benchmarking, best practices, and ethical practices.

QM 685 Innovative Techniques in Quality Management . . . . . 3 cr.
This course provides a proven method to apply innovation to achieve successful quality outcomes. This course will integrate innovative principles and techniques of Design for Six Sigma, creative techniques for innovation, and quality management applications. In addition, change management principles and data-centric decision-making will provide a successful method for beginning to change the culture of the organization.

QM 686 Innovative Project Management . . . . . 3 cr.
This course provides a cadre of agile, disciplined, and transformational tools and processes for improving innovation opportunity outcomes and achieving sustained innovation project success. Provides future organizational leaders and decision-makers with a responsive and proven methodology for making time-sensitive and fact-based decisions on innovation opportunities.

QM 687 Collaborative Innovation Strategies . . . . . 3 cr.
Innovation on a corporate scale does not just happen; it is planned and executed by management. Management must see the value in innovating the way they operate, communicate, and carryout decisions. This course prepares the student to facilitate innovation within the organization or business. Innovation strategy consists of cultural and environment assessment, diagnostics, opportunities identification, implementation strategies and processes.

SW – Social Work

SW 500 Social Work and Social Welfare . . . . . 3 cr.
This course provides students with an awareness of the rich traditions and history of the social work profession, and it examines social work roles in various fields of practice. Students are exposed to the code of ethics and the six core values that guide and direct social work practice. The contexts for social work practice and the types of services provided by social workers are explored. Theoretical frameworks explored in this course include: strengths perspective, ecosystems theory, and person and the environment. Students will develop an understanding of the social work values and ethics, and how these relate to one's professional identity, policy practice and different practice contexts.

SW 510 Policy Analysis and Policy Practice. . . . . 3 cr.
This course expands on the learning in SW 500. This course teaches students the process of how social welfare policy is developed. Students also learn the key questions related to conducting a policy analysis. This course is integrated with other foundation courses as students come to see the influence of social welfare policy on generalist practice with individuals, families, groups, organizations and communities. Theoretical frameworks explored in this course include: social systems, policy analysis, policy development and implementation to achieve policy goals. The course will address political, economic, social and cultural perspectives, and the impact they have on social work practice, professional identity, critical thinking, human rights and social justice, and practice contexts. Other concepts, such as classism, racism, sexism, ableism, heterosexism, ageism, poverty, social justice and populations at-risk will be examined in the context of social work practice.

SW 520 Human Behavior in the Social Environment I . . . . . 3 cr.
The course is directly linked in the examination of theories designed to understand person and environment transactions across the life span. The course provides students with theories of biological, sociological, cognitive, moral and behavioral development to promote a broader understanding of human functioning across the lifespan.

SW 530 Generalist Practice I . . . . . 3 cr.
This course focuses on teaching students the knowledge, values and skills that students need in order to practice. It introduces students to the generalist intervention model, systems theory and the strengths perspective, and teaches students how to engage, assess, intervene and evaluate efforts intended to promote the well-being of individuals, families and groups.

SW 540 Generalist Field Education I. . . . . 3 cr.
This course provides the context where student learning converges and is utilized in efforts to assist others, influence policy and reflect the purpose of the social work profession. Students will apply all 10 Council on Social Work Education competencies as the individualized Field Learning Education Plan is developed in consultation with the field instructor and field liaison. Student experiences will be regularly discussed in all classes.

SW 550 Social Work Research . . . . . 3 cr.
This course prepares students to engage in the rigorous and systematic examination of the social work planned change process. Students will learn: the importance of the scientific method as it relates to the competency of critical thinking; the importance of formulating research questions that are consistent with the values of the profession; the importance

of applied research; and how to become critical consumers of research that is published in the literature. Ultimately, this course helps students realize that social work practice is inextricably linked with the research enterprise. Students will learn about quantitative and qualitative research, and will understand the empirical paradigm and positivism for quantitative research. The postmodern conceptualization will be taught to students to understand alternative research methods. Students will also understand the importance of grounded theory in the research process.

SW 560 Human Diversity and Social Justice . . . . . 3 cr.
This course is designed to help students recognize their own values, beliefs and personal biases. It encourages students to reflect upon the nature of their beliefs and how their experiences molded and shaped their current world view. Students examine structures that support and/or promote discrimination. They examine concepts such as "white privilege" and the growing disparity between the rich and the poor. Students, through an examination of discrimination and exclusion around gender, age, disability, sexual orientation and/or religious tradition, gain a deeper appreciation for human rights, dignity and social justice.

SW 570 Human Behavior in the Social Environment II . . . . . 3 cr.
This course provides a multitheoretical understanding of human behavior which is important in all stages of engagement, assessment, intervention and evaluation. The intent is to use ecosystems theory, the strengths perspective, and person and the environment framework to help students understand the dynamic interplay between the person and various mezzo and macro social contexts, including families, organizations and communities. Using these frameworks, the course will help students' ability to foster health and well-being and promote social and economic justice.

SW 580 Generalist Social Work Practice II . . . . . 3 cr.
This course emphasizes the planned change model with groups, organizations and communities. Assignments are designed to be directly related to the field practicum. Practice behaviors that reflect each competency will be documented on the Field Learning Education Plan. Students will be introduced to the following theories and intervention strategies: the generalist intervention model, systems theory, strengths perspective, crisis intervention model, power theory and the feminist perspective.

SW 590 Generalist Field Education II . . . . . 3 cr.
Students continue to apply all 10 Council on Social Work Education competencies as they progress in complexity and autonomy the activities delineated in their individualized Field Learning Education Plan. Student experiences will be focused as much as possible on mezzo and macro skills with the services that their practicum agency provides for service participants.

SW 600 Bridging Practice, Theory, Policy and Research . . . . . 3 cr.
This course is designed to ensure that advanced standing students know how to critically analyze social welfare policy. The course ensures that students can communicate an understanding of important theories related to social work practice such as ecosystems, cognitive, behavioral, psycho-dynamic and various socio/cultural theories. The course also ensures that students have an understanding of scientific inquiry, research design and

methodology, and ethical considerations related to conducting research in social work. In addition, students will be able to understand and communicate the essential knowledge, values and skills related to generalist practice with individuals, families, groups, organizations and communities.

SW 610 Advanced Practice I . . . . . 3 cr.
Students will examine a wide range of therapeutic interventions across a broad spectrum of participant populations. Students are expected to recognize and articulate theories that inform and support specific intervention approaches. Although the course begins with interventions and approaches that can be used on a micro level of social work practice, all approaches are discussed as to the functionality of the approach of micro, mezzo and macro levels. Many approaches such as person-centered and cognitive-behavioral have been adapted to any level of intervention, while some are targeted specifically at one level of intervention, such as family systems and strategic family intervention.

SW 615 Social Work in Behavioral Health. . . . . 3 cr.
This course will provide the historical and political context of behavioral health and mental health care. The impact of substance use, gambling and eating disorders on individuals, families and communities will be explored. Lifespan issues that inform work with older adults and families and hospice policies and practices will be introduced. Students will identify the local, state, national and global policies that impact service participants and practice advocating for policy changes to promote improvements of the well-being of individuals, families, organizations and communities. The multidisciplinary nature of behavioral health practices will emphasize the need for social workers to develop collegial skills and practice effective ethical teamwork with psychiatrists, substance use professionals, nurses and physicians. The medical model, especially as it relates to diagnosing mental disorders and substance use, will be juxtaposed with the strengths perspective as students develop their conceptual framework for professional social work practice.

SW 620 Gerontological Social Work . . . . . 3 cr.
Aging service participants provide a unique practice focus for social workers. Aging in place, wellness considerations, connecting service participants to resources and hospice care options are a few of the topics that social workers must master to work with this population. Policies that have driven the responses to the older population will be detailed, and students will emphasize their knowledge of lifespan developmental processes and strengths of older service participants. Ethical principles such as self-determination and policies, such as "do not resuscitate," can become challenges for working with family members and others in the support network who may disagree with their loved ones' desires and decisions. Practice interventions focused on palliative care, which promote maintaining levels of daily functioning, wellness, pain management and overall well-being, will be detailed.

SW 621 Military Social Work . . . . . 3 cr.
This course provides a historical framework of the social work collaborative practice with military members and their support networks. Attention will be given to the unique challenges for members of the military, their families, veterans of both war and peacetime, and persons who have suffered wounds or other extremes during military service, such as imprisonment, military sanctions or abuse. Policies that impact working with military members will be a focus of study, including, but not limited to: "Don't Ask Don't Tell"

and the repeal of this policy, and the GI Bill and its benefits and limitations. Students will also demonstrate understanding of the impact of related policies on individual service participants. Current social work practice and trends for future topics related to military service participants will be detailed. Students will learn the unique military culture that all service participants are impacted by, and how to address concerns within both a strengths perspective and culturally appropriate conceptual framework.

SW 622 Social Work with Children and Families . . . . . 3 cr.
Competent advanced social workers are in constant demand in the area of child welfare. Working with children, families, foster parents, grandparents and potential adoptive parents demands an in-depth knowledge of interventions that promote safety and permanency for children. However, child welfare is also defined as any work that provides for the improved well-being of families and children, including quality education, food and housing programs, and other community supports that can ensure opportunities for children to thrive in their environments. School social work, hospital social work, food shelters and anti-violence programs, are all contexts where social workers may impact the well-being of children and families in professional practice. In this course, students will identify the policy contexts that intersect to impact children and families, learn the history of policy and program development, and practice creating policies to remove current barriers and impediments to service participants' well-being.

SW 630 Program Evaluation and Grant Writing . . . . . 3 cr.
This course prepares students for attending to the reality of shrinking budgets, barriers to billing and increasing numbers of persons needing services. In order to sustain the functioning of programs and to intervene successfully in enhancing the social well-being of all people, students must be prepared to collaborate in grant writing and program evaluation. Students identify grant opportunities and develop a grant proposal that will ideally be submitted to the funding source. Students will learn the logic model for program evaluation in the classroom and apply this model at their field agency.

SW 640 Current Diagnostic Trends: Integrating the DSM-5 with the Strengths' Perspective . . . . . 3 cr.
This course will address major cognitive, affective and personality disorders as described and diagnosed by the *Diagnostic and Statistical Manual of Mental Disorders* (DMS-5) classification system. It will point out the DSM-5 professional applications as well as its limitations and controversies. The application of critical thinking will be an essential part of this course to explore the biases, limitations and culture bound diagnoses, symptoms and syndromes within the DSM-5 classification, and the behavioral health (national and international) system. The application of a strengths-based perspective will be integrated with the medical model. Attention to symptoms, problems and deficits with intent to "cure" will be dialectical to wellness, recovery and personal goal attainment.

SW 650 Advanced Field Education I . . . . . 3 cr.
Students are required to enroll in the Advanced Field Education sequence while concurrently enrolled in the Advanced Practice sequence. Faculty are able to provide the supervision and education for students while they are engaging, assessing, intervening and evaluating in their field practicum experience through the connection of the practice courses. Students will be expected to apply all 10 competencies as they develop their individualized Field Learning Education Plan

in consultation with their practicum instructor and faculty liaison. Student experiences will be regularly discussed, and all of the assignments created in the advanced practice sequence are intended to involve the work students are completing in the practicum placement.

SW 660 Advanced Practice II. . . . . 3 cr.
Advanced practice is designed to increase students' skills in the development of individualized, family, organizational and community assessments. Skills in written as well as oral presentation of assessments and work with service participants are emphasized. Attention will also be given to issues such as poverty, discrimination, exclusion, lack of opportunity and cultural experience. Students are expected to assess and critically analyze policies within their agency that may serve to promote or impede creative, innovative, individualized strengths-based interventions. Ethical practice and ethical strategies are emphasized, and attention to cultural humility and diversity are accentuated.

SW 670 Leadership, Supervision and Entrepreneurial Opportunities in Social Work. . . . . 3 cr.
This course prepares students for the changing context of advanced practice. For example, in child welfare, interventions have been "privatized." For-profit and nonprofit agencies are contracting with the state to provide the range of services and interventions that were previously delivered by the state. These changes will cause a dramatic shift in the manner in which advanced social work interventions will be organized and delivered. There will be increasing opportunities for advanced practitioners to develop for-profit and nonprofit programs in order to meet this need. Students must be prepared to create effective and efficient business strategies to meet the growing needs of vulnerable and at-risk populations. They must also be prepared to step into roles as supervisors upon graduation. The course will include assignments that are to be completed in the field practicum. For example, each student will need to plan, facilitate and evaluate a group supervision conducted at the practicum site in teams that include other social workers as well as team members from other disciplines.

SW 680 Advanced Field Education II . . . . . 3 cr.
Students are required to demonstrate a working understanding of the concepts and information presented in the foundation year, the bridging course and/or program learning. For example, strategies to evaluate practice learned in the foundation research class are to be applied in completing papers and projects in advanced practice with work completed in advanced field education. Examples of how policies of the federal and state governments and policies within the agency are to be cited and discussed in describing the intervention approach with service participants in practicum. The manner in which services and treatment are provided will reflect cultural sensitivity and cultural humility will be coordinated with the theories that inform students of the lifespan development and identify development of both individuals and families. Lastly, the foundation practice skills and learning from generalist field education courses will be broadened and deepened to challenge students to reflect more deeply in their conscious use of self, to be more autonomous in practice intervention, more proficient in engagement, assessment and application of interventions and evaluations.

SW 690 Integrative Seminar. . . . . 3 cr.
This course is the capstone experience in the Master of Social Work program. It is in this course that each student is expected to propose an innovative, creative and feasible intervention that is designed to promote attainment of the field agency mission. Through this Integrative Seminar Project, students are expected to demonstrate how their knowledge of the 10 competencies informs and directs the process. After discussion with their field instructor and other professional staff, students develop an ISP question that guides and directs the intervention. Students go through the Institutional Review Board when indicated and submit a formal proposal to the agency administration. Students then deliver the intervention, evaluate the intervention and proffer recommendations for practice, policy and social work education. The attainment of competencies is assessed via the writing of a 15 to 18 page journal style paper, a public presentation of their project and findings, and the assessment by the field instructor relative to the student's knowledge of and skills in delivering the 10 competencies.

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Betty Deck	Administrative Assistant to the Associate Dean, Hauptmann School of Public Affairs

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NOTES

NOTES

CORE VALUES
THAT GUIDE OUR ACTIONS:

- *We expect **ACCOUNTABILITY** for our actions at all levels, to each other and to Park University.*
- *We treat all with **CIVILITY** and **RESPECT** while being open and honest in our communication.*
- *We seek **EXCELLENCE** in all we do, with passionate learning as our highest priority.*
- *We celebrate **GLOBAL CITIZENSHIP** through our connected learning and working environment, as well as community stewardship.*
- *We embrace **INCLUSIVITY** that fosters diversity, teamwork and collaboration.*
- *We act with **INTEGRITY** through honesty, efficiency and reliability.*

PARK UNIVERSITY℠

GRADUATE SCHOOL

(816) 559-5625 : gradschool@park.edu : park.edu/grad

2017-2018 Graduate Catalog Amendments

(pg. 5)
ADD LENEXA ADDRESS
17101 W. 87th Street Parkway
Lenexa, KS 66219

(pg. 8-10)
COURSE LOCATIONS TABLE
Add:
MBA: Quality Management (offered online)

From:
ME: Urban Technology
To:
ME Teacher Leadership: Urban Educations

From:
ME: Adult Education
To:
ME: Leading Adults & Organizational Learning

From:
MPA: Business, Government & Global Society
To:
MPA: Global Governance

Master of Science: Information Systems and Business Analytics
Add Online.

Add Offered in Lenexa
<u>Post-Bachelor Certificate</u>
Global Governance
Disaster & Emergency Management
Homeland Security
Nonprofit Leadership

<u>Master</u>
Business Administration
Business Administration – Disaster Emergency Management
Business Administration – Finance
Business Administration – General
Business Administration – Homeland Security
Business Administration – Human Resource Management
Business Administration – International Business
Business Administration – Management Accounting
Business Administration – Management Information Systems
Business Administration – Project Management

Business Administration – Quality Management
Healthcare Administration
Healthcare Administration – Disaster Emergency Management
Healthcare Administration – Finance
Healthcare Administration – General
Healthcare Administration – Homeland Security
Healthcare Administration – Human Resource Management
Healthcare Administration – International Business
Healthcare Administration – Management Accounting
Healthcare Administration – Management Information Systems
Healthcare Administration – Project Management
Healthcare Administration – Quality Management
Public Administration – Criminal Justice administration
Public Administration – Disaster Emergency Management
Public Administration – Global Governance
Public Administration – Management Information Systems
Public Administration – Nonprofit & Community Services Management
Public Administration – Project Management
Public Administration – Public Management

(pg. 11)
MAYMESTER
From: May 21 – June 1, 2018
To: May 14 – May 27, 2018

(pg. 13)
TUITION AND FEES
From:

Graduate

Veterans (includes Veterans, Veteran Dependents, Reservist Dependents, and National Guard Dependents)……. $485

To:

Graduate

Veterans (includes Veterans and Veteran Dependents using GI Bill, Reservist Dependents, and National Guard Dependents)……. $485

Add: If a student account is sent to an agency for collection and/or legal action, the account balance plus all collection fees (up to 33.3%) and legal fees will be paid by the student.

Delete: Homeland Security Courses – Face-to-Face….. $385/ credit hour

Delete: Homeland Security Courses – Online…… $400/ credit hour

(pg. 15)
STATE AUTHORIZATIONS
Add:

GRADUATE PROGRAMS

California: Park is a private institution approved to operate by the California Bureau for Private Postsecondary Education, Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833; 916-431-6959.

For California Bureau for Private Postsecondary Education complaint information, please see: http://www.bppe.ca.gov/enforcement/complaint.shtml.

Contact: Bureau for Private Postsecondary Education 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833 916-431-6924 FAX: 916-263-1897

Kansas: Park is authorized to operate by the Kansas Board of Regents, 1000 SW Jackson St., Suite 520, Topeka, KS, 66612; 785-296-3421.

For Kansas Board of Regents complaint information, please contact:

Jacqueline G. Johnson
Director, Private/Out-of-State Postsecondary Education
1000 SW Jackson, Ste 520
Topeka, KS 66612
785-296-4917
jjohnson@ksbor.org

Missouri: Park is exempt from reporting to the state of Missouri.

Texas: Park is authorized to operate by the Texas Higher Education Coordinating Board, Box 12788, Austin, TX, 78711; 512-427-6225.

For Texas Higher Education Coordinating Board complaint information, please see: http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6- 9A0DF17F467F4AE9.

Contact:

Texas Higher Education Coordinating Board College Readiness and Success Division
P.O. Box 12788
Austin, Texas 78711-2788
Studentcomplaints@thecb.state.tx.us

(pg. 20)

From:

4+1 Undergraduate to MBA or MHA Programs

With the approval of the Director of the MPA Program and Associate Dean of the Hauptmann School of Public Affairs, undergraduate students in public administration who have completed at least 60 credit hours with at least a 3.0 GPA may apply to take up to 12 credit hours of graduate courses towards the MPA. A student electing this option will take the selected courses during th senior year and must be enrolled in at least 12 semester credit hours total of undergraduate and graduate classes each semester

To:

4+1 Undergraduate to MBA and MHA

The 4+1 Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average 3.0 on a 4.0 scale to take graduate coursework in the MBA or MHA program, which will not only count towards fulfilling their undergraduate degree requirements, but will also count toward the completion of the MBA or MHA program. Qualified students may take up to 12 credit hours (4 courses) from the MBA or MHA curriculum, which will reduce the time necessary to complete the graduate degree from two years to as little as one year following the completion of the undergraduate degree (see table below). Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MBA or MHA credits under this option.

(pg. 95 & 104)
From: PA 589 Theoretical Perspectives of Terrorism

To: PA 559 Global Comparative Emergency Management

(pg. 96 & 105)
From: PA 559 Global Comparative Emergency Management

To: PA 589 Theoretical Perspectives of Terrorism

(pg. 109)
Add:
School of Business
Master of Science Information Systems and Business Analytics
Vision Statement
Park University's Master of Science in Information Systems and Business Analytics will be the premier provider of graduate education in information systems and analytics.

Mission Statement
Park University's Master of Science in Information Systems and Business Analytics provides students with the technical, managerial, and strategic acumen necessary to leverage information technology and data to maintain a competitive advantage and improve operational outcomes.

Program Learning Outcomes
The graduates will be able to:

- Develop and maintain the information systems necessary to support the functional, operational, and strategic needs of domestic and multinational organizations.
- Determine the most efficient and effective methods of leading and managing the resources to support a firm's information systems and technology.
- Evaluate technology alternatives to resolve complex problems in an information systems context while taking into consideration internal and external constraints and the ethical implications.
- Formulate a plan to effectively collaborate and communicate with key stakeholders (business, HIMS, and IT professionals) in order to achieve corporate or functional level goals and objectives.
- Establish an organization-wide information security risk management program designed to isolate significant internal and external threats while concurrently designing and implementing contingency, business continuity, and disaster recovery plans.
- Evaluate the usefulness of information technology to achieve a competitive advantage, efficient operations, and effective decision-making.
- Analyze large datasets for the purpose of uncovering hidden patterns, predicting future trajectories, and then using the resultant information to aid organizations in making well-informed operating, marketing, financing, and strategic decisions.

Admission Requirements

The Master of Science in Information Systems and Business Analytics will require applicants to meet the same admissions requirements as any other graduate program is business.

1. A baccalaureate degree from a regionally accredited college or university in the U.S. or from an accredited foreign institution of higher learning.

2. Minimum of a 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.

3. Students will a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be required by the Program Director.

Admission to Park University's Master of Science in Information Systems and Business Analytics program is open to graduates of all fields of undergraduate study.

Types of Admission

Students will be admitted to the Master of Business Administration program with one of the following admission 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** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MS in ISBA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MS in ISBA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit on transfer credit. Additional information can be found in the graduate catalog on page 88.

Graduation Requirements

The Master of Science in Information Systems and Business Analytics will be required to meet the following requirements in order to be conferred their degree:

1. Completion of a total of 36 credit hours of graduate coursework, which includes 24 hours in the core curriculum and 12 hours in the concentration.

2. Must have a minimum cumulative graduate grade point average of 3.0 after completing all required coursework.

3. May have no grade lower than a "C" and no more than six (6) hours grades "C" in graduate courses taken at Park University at the time of graduation.

4. Submit application for graduation within the established deadlines.

Format of Courses
• Online: Students can meet all course requirements through an online format.
• Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts. Blended courses are offered in Kansas City, MO.
• The MS in ISBA. courses are offered in the 8-week accelerated format.

Master of Science Information Systems and Business Analytics
Degree Requirements
Required – 36 hours, 3.0 GPA

Degree Requirements		24 cr.
CIS 600	Management Information Systems	3 cr.
CIS 601	System Analysis and Design	3 cr.
CIS 602	Database Management Systems	3 cr.
CIS 603	Information Security and Risk Management	3 cr.
CIS 604	Project Management for Information Technology	3 cr.
CIS 605	Data Analysis and Business Analytics	3 cr.
MBA 576	Operations Management	3 cr.
CIS 610	Capstone in Information Systems	3 cr.

Concentration in Business Analytics 12 cr.
The concentration in Business Analytics is designed to prepare the graduate student to use big data to revolutionize business operations, in much the same was as information and communication technologies (ICT) have changed corporate America. Students will learn to undertake big data projects intended to improve operational performance; strengthen managerial decision-making; predict demand and outcomes; and leverage the resultant information to gain a distinct competitive advantage in the marketplace.

CIS 606	Applied Data Mining and Analysis of Big Data	3 cr.
CIS 607	Survey of Predictive Analytical Techniques	3 cr.
CIS 608	Web and Marketing Analytics	3 cr.
CIS 609	Data Visualization	3 cr.

(pg. 129)
Add:

Computer Information Systems

CIS 600 Management Information Systems. . . . . 3 cr.
This course focuses on analyzing the use of information by organization and the different types of information systems. It explores the technological, managerial, and organizational considerations of information systems. The theoretical foundations of information systems and their development, uses, operations, management oversight, control, structure, and impact will be explored. The analysis of information within the organization, the nature of characteristics of computerized information systems, usage of information systems and technology to change the organizational structure and/or work process and culture will be addressed. In addition, the course will emphasize the usefulness of information technology to achieve a competitive advantage, efficient operations, and effective decision-making.

CIS 601 Systems Analysis and Design . . . . 3 cr.
System analysis and design are core, interconnected, components of system development. This course focuses on an 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. More specifically, students will learn how to use agile management to turn a set of user requirements into a logical system specification, and then take that specification and use it to design an information system for an enterprise. *Prerequisite: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 602 Database Management Systems . . . . 3 cr.
This course will explore techniques used to design databases and database management systems. Topics such as relational and non-relational databases; knowledge databases (knowledgebase); database operations; data repositories, warehouses, and marts; and data mining will be covered. This course will examine common sources of big data and big data architecture, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. The basic structure of queries and structured query language (SQL) will be covered. *Prerequisite: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 603 Information Security and Risk Management. . . . . 3 cr.
This course will stress the necessity for establishing an organization-wide information security risk management program designed to isolate and external threats through the application of technical security evaluations. In addition, this course will explore the risks associated with using wireless networks and permitting remote access to corporate information, as well as an examination of current and future administrative, physical, and technical security safeguards. Contingency, business continuity and disaster recovery planning will be covered along with applicable laws and regulations dealing with security and privacy. Finally, students will be exposed to applicable federal, state, and local, and international laws and regulations pertaining to the privacy and security of data and information stored, transmitted, or received through information systems. *Prerequisite: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 604 Project Management for Information Technology. . . . . 3 cr.
This course will draw attention to the similarities and differences between traditional and agile project management. The iterative nature of agile management and how this method

uses cross functional input to make informed determinations on the next steps in a project will be emphasized. Explore and apply the skillset needed to successfully manage a project using the constrains of scope, time, cost, and quality for an information system application in business. Current technical and behavioral tools of project management are covered within the context of the information systems development process. *Prerequisite: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 605 Data Analysis and Business Analytics. . . . . 3 cr.
This course focuses on how to make well-formed and more expedient business decisions using data. Students will be expose to advanced analytic techniques commonly employed in organizations of all sizes and structures, such as text analytics, machine learning, predictive analytics, data mining, statistics, and natural language processing. In addition, the synergies associated with analyzing previously untapped data coupled with existing enterprise data will be explored in terms of making sound business decisions. Furthermore, this course will be evaluate common sources of big data, the big data life cycle, big data architecture framework, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. *Prerequisite CIS 600 is normally taken before this course; however the Program Director may make an exception.*

CIS 606 Applied Data Mining and Analysis of Big Data. . . . . 3 cr.
This course will emphasize the extraction, transformation, and preparation of data from traditional relational databases, NoSQL, or software ecosystems such as Hadoop for analytical purposes. Students will be introduced to data wrangling, munging, and scraping of both structured and unstructured data. Furthermore, students will also be introduced to parallel computing for bug data such as MapReduce and query languages like Apache Hive. An overview of data mining tools and techniques used to realize unseen patterns will be examined through the application of traditional statistical analysis and machine learning techniques. *Prerequisite: CIS 600 and MBA576 is normally taken before this course; however, the Program Director may make an exception.*

CIS 607 Survey of Predictive Analytical Techniques. . . . . 3 cr.
This course addresses the foundation of using predictive statistics on big data sets to guide the decision-making process. The focus will be on applied examples using realistic data associated with marketing research and operations. Models implemented include multiple logistics regression, principle component analysis, factor analysis, propensity score matching, classification, decision trees, and clustering with analytical estimations using spreadsheet software or SPSS. Hypotheses formulation and testing, sampling methodologies, determining an appropriate sample size, levels of significance , confidence intervals, interpreting results (p-value and critical value approaches), and the application of A/B testing will be covered. In addition, market basket analysis and product launch models will be explored. Finally, students will be introduced to exporting models into operating systems (OS). *Prerequisites: CIS 600 and MBS576 is normally taken before this course; however, the Program Director may make an exception.*

CIS 608 Web and Marketing Analytics. . . . . 3 cr.
This course will emphasize the application and accurate interpretation of web analytics and other social media platforms for purposes of understanding and optimizing web and

social media usage and business intelligence. Students will work with Goggle Analytics and other web analytical platforms to judge performance throughout the customer lifecycle and ascertain the return on investment (ROI) on a firm's web and marketing programs. *Prerequisite: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 609 Data Visualization . . . . . 3 cr.
This course provides the students an opportunity to perform analyses and dashboards in business intelligence applications. Emphasis is placed on knowing the needs and exceptions on internal and external stakeholders, identifying proper metrics, and the best approach to display them for different end users. Dashboards will be built for implementation on both desktops as well as tablet devices using Tableau. Students will identify key performance indicators (KPIs) and how they may be effectively used across different levels of the organization to achieve business optimization. Finally, students will be introduced to the concept and application of balanced scorecards in business settings. *Prerequisites: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 610 Capstone in Information Systems. . . . . 3 cr.
This capstone course focuses on the integration and synthesis of previous knowledge in information systems and the student's concentration of choice. More specifically, students will analyze and synthesize relevant data and user requirements, and then utilize this information to develop and implement recommendation that may assist a firm in maintaining its competitive advantage in a highly dynamic environment. *Prerequisite: This course is typically taken at the end of the program; however, the Program Director may make an exception.*

(pg. 29)
Add:

Remote Proctoring
Park University has instituted remote virtual proctoring of the final exam for *online students only* in certain classes (not all Park online courses require proctoring – check the course's syllabus for requirements). Final exams in these designated courses (see: https://pdl.park.edu/proctor/) are taken online under the virtual supervision of the ProctorU during a specific window of time set in the course modules. Students will need *both* to *register* with ProctorU *and* to *schedule* each exam with ProctorU at least 72 hours ahead of time.

ProctorU creates an academic record for each test-taker that is handled with the strictest adherence to Family Educational Rights and Privacy Act (FERPA) (URL: http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) guidelines. All of ProctorU proctors are required to complete FERPA training and ProctorU was successfully audited for FERPA compliance by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) (URL: http://www.aacrao.org).

Park University policies related to remote virtual proctoring are publically viewable here: Park Distance Learning – Academic Policies – **Park University Online Proctoring Policy Page.**
URL: http//www.park.edu/park-distance-learning/academic-policies.html

2017-2018 Graduate Catalog Amendments
August 2017

(pg. 7)

Add

Mission Statement
Park University transforms lives through accessible, student-centered, quality higher education.

Vision Statement
Park University will meet learners' needs for a lifetime.

(pg. 12)

Holidays and Recess

From:
Veterans Day *(offices closed)* November 11, 2017

To:
Veterans Day *(offices closed)* November 10, 2017

(pg. 13)

Tuition and Fees

Add

ENGLISH LANGUAGE AND CULTURE INSTITUTE
Tuition…….$2,950/8-week term
Tuition adjustments are available for domestic students who wish to enroll in a single ELCI course.

(pg. 21)

Remove
If you wish to be admitted conditionally to a graduate program, you will be required to take ESL classes.

Replace the current item #4 under "Admission standards for Graduate International Non-Immigrant Students" with the following:

4. Submit proof of English Proficiency in one of the following forms:
    a. A minimum TOEFL (Test of English as a Foreign Language) score of 79, with a minimum score of 20 on each section for internet based test or 550 for paper based test (Park University TOEFL code is 6574)
    b. A minimum IELTS (International English Language Testing System) score of 6.0

c. Evidence of qualifying for an exemption from the Proof of Language Proficiency Requirement. For more information, contact the Office of International Students.

Conditional Admission: Graduate admission to Park University requires the above-noted minimum TOEFL or IELTS score or exemptions. However, prospective students who do not achieve these scores, or who are unable to furnish scores, may be accepted to Park University with the understanding that they will enroll in Park University's English Language and Culture Institute (ELCI). Students in the ELCI program are considered Park University students, but may not enroll in non-ELCI coursework until the successful completion of their English language training.

(pg. 115)

From:

Master of Public Administration	
Management Information Systems	**12 cr.**
Required courses (12 cr.)	
MIS 603 Information Security and Risk Management	3 cr.
MIS 605 Management Information Systems	3 cr.
MIS 609 Database Management Systems	3 cr.
MIS 614 Data Analysis and Business Analytics	3 cr.

To:

Master of Public Administration	
Management Information Systems	**18 cr.**
Required courses (12 cr.)	
MIS 603 Information Security and Risk Management	3 cr.
MIS 605 Management Information Systems	3 cr.
MIS 609 Database Management Systems	3 cr.
MIS 614 Data Analysis and Business Analytics	3 cr.

Choose one and PA 504 (pre-service) or two (in-service) of the following (6 cr.)

PA 511 Public Management	3 cr.
PA 512 The Environment of Public Organizations	3 cr.
PA 513 Policy Development, Evaluation, and Impact for Public Organizations	3 cr.

(pg. 116)

From:

Master of Public Administration	
Project Management	**12 cr.**
Required courses (12 cr.)	
PM 690 Integration, Scope, and Quality Management	3 cr.
PM 691 Time and Cost Management	3 cr.
PM 692 Communications, Risk, and Stakeholder Management	3 cr.
PM 693 Human Resources and Procurement Management	3 cr.

To:

Project Management	**18 cr.**
Required courses (12 cr.)	
PM 690 Integration, Scope, and Quality Management	3 cr.
PM 691 Time and Cost Management	3 cr.
PM 692 Communications, Risk, and Stakeholder Management	3 cr.
PM 693 Human Resources and Procurement Management	3 cr.
Choose one and PA 504 (pre-service) or two (in-service) of the following (6 cr.)	
PA 511 Public Management	3 cr.
PA 512 The Environment of Public Organizations	3 cr.
PA 513 Policy Development, Evaluation, and Impact for Public Organizations	3 cr.

2017-2018 Graduate Catalog Amendments – January 2018

Accreditation

(pg. 15)

From: 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 for teacher education and other school professional programs. The Master of Business Administration, Master of Healthcare Administration, and Master of Public Administration programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). the Master of Social Work program is fully accredited by the Council on Social Work Education (CSWE), 1701 Duke St. , Suite 200, Alexandria, VA, 22314. Masters of Public Administration Program is pursuing accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 1029 Vermont Ave., NW, Suite 1100, Washington, DC., 20005-1029

To:

October 1, 2017

Office of Academic Affairs

Accreditation

Park University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604 (800-621-7440).

The undergraduate and graduate business and public administration programs and the Master of Healthcare Administration program in the School of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS, 66213 (913-339-9356). The B.S. in Economics degree is not considered to be a business program and is not accredited by ACBSP.

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 and other school professional programs.

The pre-licensure Bachelor of Science degree in Nursing is approved by the Missouri State Board of Nursing, P.O. Box 656, Jefferson City, MO, 65102-0656. The Bachelor of Science degree in Nursing – both the RN-to-BSN completion program and the pre-licensure program – is pursuing initial accreditation through the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

The Bachelor of Social Work (BSW) and the Master of Social Work (MSW) are fully accredited by the Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA, 22314.

The Master of Public Administration Program is pursuing accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 1029 Vermont Avenue, NW, Suite 1100, Washington, DC, 200051029. Applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted.

Accreditation documents are available for review upon request
in the Office of Academic Affairs.
Park University - 8700 NW River Park Drive, Box 5, Parkville, MO 64152-3795

(816) 584-6355 Fax: (816) 741-5578 Email: academic_affairs@park.edu

Academic Honesty

(pg. 24)

From: 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. The Academic Honesty Policy can be viewed at: https://my.park.edu/ICS/Offices/Academic_Affairs/Academic_Honesty.jnz.

To: 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 at www.park.edu/current-students.

Definitions

Academic dishonesty includes committing or attempting to commit cheating, plagiarism, falsifying academic records, unauthorized possession or distribution of academic materials, 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 paraphrasing another's work without acknowledging and documenting the source.

Falsifying academic records includes, but is not limited to, altering grades or other academic records.

Unauthorized possession or distribution of academic materials may include the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; using information from or possessing exams that a faculty member did not authorize for release to students.

Unauthorized distribution of academic materials also includes preparing, offering to prepare, selling, or distributing material with the knowledge, or under circumstances in which s/he should reasonably have known, that such material is to be submitted by another person for academic credit at any college, university, or education institution.

Other academically dishonest acts include, but are not limited to: stealing, manipulating, or interfering with an academic work of another student or faculty member; receiving or giving assistance on a task that was expected to be performed individually; lying to or deceiving a faculty member.

Pregnancy and Parenting Accommodations

(pg. 31)

Add: (After Continuous Enrollment)

Park University provides pregnant students with at least the same special services as it provides to students with temporary disabilities and prohibits the harassment and discrimination of students based on sex, which includes pregnancy, childbirth, and related conditions, including breastfeeding.

Park also provides reasonable accommodations to qualifying students with disabilities related to pregnancy and childbirth. Students may request accommodations through the Park University Disability Services office at disabilityservices@park.edu.

Please refer to Park's Pregnancy and Parenting Accommodations policy and Student Housing policy for more information, available at http://www.park.edu/terms-and-regulations/disability-guidelines.html.

WITHDRAWALS

(pg. 34)

From:

Withdrawals

Park University has three types of withdrawal from courses. An administrative withdrawal is initiated by the institution. An academic withdrawal is initiated by the student and an unofficial withdrawal. If you have financial aid, administrative withdrawals and/or student-initiated withdrawals may affect that assistance. If the student is an international nonimmigrant student, withdrawal may result in a loss of lawful nonimmigrant status.

Administrative Withdrawal
Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically-related activity in a class during the first two weeks of the semester/term. If a student fails to initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks of the semester or term, the University will initiate an administrative withdrawal with no record on the transcript.

Academic Withdrawal
Students are able to initiate an academic withdrawal until the last day of the semester/term. Students who initiate an academic withdrawal no later than two-thirds of the way through the semester/term will receive a "W". Students who withdraw from a class after two-thirds of the way through the semester/term will receive a "WF". Refer to the grading policy for additional information. Students must officially withdraw through the Student Success Center or by e-mailing advising@park.edu.

Unofficial Withdrawal
Refer to Financial Assistance unofficial withdrawal policy page 38.

To:

WITHDRAWAL POLICY

Academic Withdrawals

Academic withdrawals are student-initiated requests to discontinue enrollment in classes. There are two types of academic withdrawals: 1) Course Withdrawals and 2) Session/University Withdrawals.

Both types of withdrawals may have implications for financial aid. Students with financial aid should refer to the financial aid policies in the Tuition, Fees, Grants, Scholarships and Financial Aid section of the catalog. Additionally, international nonimmigrant students who are withdrawn from a course(s) may lose their lawful nonimmigrant status. Student-athletes who are withdrawn from a course(s) may jeopardize their eligibility.

1. **Course Withdrawal**

   A course withdrawal is an official, student-initiated request to discontinue enrollment in one or more, but not all, courses in a session (Fall 1, Fall 2, Spring, Maymester, etc.). The notification to discontinue enrollment in a course(s) occurs after the enrollment adjustment period and, therefore, results in a grade of "W" (withdrawn) or "WF" (withdraw failure). Students who withdraw within the first two-thirds of the session receive a "W". Students who withdraw during the last third of the session receive a "WF".

   Home campus and distance students must request a course withdrawal through the Student Success Center or by e-mailing advising@park.edu. Students at campus centers must notify their campus center or student success coach.

2. **Session/University Withdrawal**

   A session/university withdrawal is a student-initiated request to discontinue all courses within a session (Fall 1, Fall 2, Spring, Maymester, etc.). To request a session/university withdrawal, students must complete

the Request for Session/University Withdrawal form in the MyPark portal under My Student Academic Tools>Academic Information>Request for Session/University Withdrawal Form or contact the registrar's office (3rd floor Mackay; academiccompliance@park.edu; 816-584-6270). Students are able to initiate a session/university withdrawal until the last day of the session.

When requesting a session/university withdrawal, refunds (if applicable, see refund policy) and grades (see grading policy) for all withdrawn courses are based on the date the withdrawal request form is submitted or the date the student provides official notification to the registrar's office of intent to withdraw from a session. Students who are unable to officially withdraw due to military deployments, hospitalization, or other extenuating circumstances must submit supporting documentation to academiccompliance@park.edu, preferably at the time of the withdrawal request but no later than five business days following submission of the request. Exceptions to the grading and/or refund policies are granted at the sole discretion of the University.

Administrative Withdrawals

Administrative withdrawals are initiated by Park University for reasons such as non-attendance, non-payment, academic suspension, or misconduct. Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically related activity in a class during the first two weeks of the session. If a student does not initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks, the University will initiate an administrative withdrawal from the respective course(s) with no record on the transcript.

Unofficial Withdrawals

Unofficial withdrawals occur when students cease to attend class(es) but do not officially withdraw. Refer to the Unofficial Withdrawal section for information about how unofficial withdrawals affect financial aid.

Refund Policy

(pg. 35)

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

To: Students who drop or withdraw from one of more courses may be entitled to a tuition refund. To determine if a student is eligible for a refund, the student must notify Park University as described in the Academic Withdrawal policy. Refunds are prorated based on the date in which the student formally requests the drop/withdrawal. Refunds are calculated based on the Refund Schedule below.

From:

PARK UNIVERSITY REFUND CALCULATION SCHEDULE PERCENTAGE REFUNDED TO THE STUDENT UPON WITHDRAWAL				
	16-Week	9 or 8-Week	5 or 4-Week	2-Week
Enrollment Adjustment Period (first 8	100%	100%	50%	0%

calendar days of term)				
Day 9 through conclusion of Week 2	75%	25%	0%	
Week 3	50%	0%		
Week 4	25%			
Week 5	0%			

To:

PARK UNIVERSITY REFUND CALCULATION SCHEDULE PERCENTAGE REFUNDED TO THE STUDENT UPON WITHDRAWAL				
Effective 01/01/2018	16-Week	9 or 8-Week	5 or 4-Week	2-Week
First 8 Calendar Days	100%	100%	50%	50%
Day 9 through Week 2	100%	50%	20%	10%
Week 3	75%	30%	10%	
Week 4	75%	20%	0%	
Week 5	50%	10%	0%	
Week 6	50%	0%		
Week 7	50%	0%		
Week 8	50%	0%		
Week 9	25%			
Week 10	25%			
Week 11	0%			
Week 12	0%			
Week 13	0%			
Week 14	0%			
Week 15	0%			
Week 16	0%			

Graduate Certificate in Project Management

(p. 64)

From: The PM certificate intends to adequately prepare the students to take the Professional Management Project (PMP)® credentialing exam.

To: The PM certificate intends to adequately prepare the students to take the Project Management Professional (PMP)® credentialing exam.

Teacher Leadership (Master of Education)
(pg. 80-81)
Remove: E. Teacher Leadership

Project Management Concentration (Master of Business Administration)
(pg. 98)
From: The PM certificate intends to adequately prepare the students to take the Professional Management Project (PMP)® credentialing exam.

To: The PM certificate intends to adequately prepare the students to take the Project Management Professional (PMP)® credentialing exam.

Project Management Concentration (Master of Healthcare Administration)
(pg. 106)
From: The PM certificate intends to adequately prepare the students to take the Professional Management Project (PMP)® credentialing exam.

To: The PM certificate intends to adequately prepare the students to take the Project Management Professional (PMP)® credentialing exam.