GRADUATE SCHOOL CATALOG

8700 N. W. River Park Drive
Parkville, Mo. 64152

CHANGING THE WORLD – ONE DEGREE AT A TIME
Welcome to Park University! I am pleased you have chosen Park University for your graduate studies. Your success as a professional, and your accomplishments are priority to me, faculty, alumni, staff, and other students.

Park University is recognized nationally as an innovative, progressive higher learning institution because of our historical academic reputation and our delivery of education through both on ground (face-to-face) and Online instruction. We are proud of our liberal learning emphasis and the ever-expanding graduate programs. Park University’s international student population continues to increase which creates a valuable, multi-cultural learning environment for students, faculty and staff. Our Online and Distance Learning classes allow degree opportunities for learners across the United States and throughout the world.

Park University’s educational strength is accomplished through our vision for the future success of all of our students. Our faculty is dedicated to a high standard of excellence and is committed to preparing you to improve the future in a rapidly changing world economy.

The recently approved Vision and Mission Statements by Park University’s Board of Trustees demonstrate our commitment to lifelong learning and academic excellence within a global society.

Park University’s motto is as real to us today as it was to students 128 years ago, Fides et Labor (faith and labor). We promote faith in self and a willingness to work. We will never expect more from you than we expect from ourselves.

I look forward to what we will accomplish together in 2003-2004.

Kindest regards,

Beverley Byers-Pevitts, Ph.D.
President
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORRESPONDENCE DIRECTORY</td>
<td>4</td>
</tr>
<tr>
<td>EQUAL OPPORTUNITY</td>
<td>5</td>
</tr>
<tr>
<td>EDUCATIONAL RIGHTS AND PRIVACY</td>
<td>6</td>
</tr>
<tr>
<td>ACCREDITATION</td>
<td>6-7</td>
</tr>
<tr>
<td>CAMPUS FACILITIES</td>
<td>8-9</td>
</tr>
<tr>
<td>MISSION STATEMENT</td>
<td>10</td>
</tr>
<tr>
<td>ACADEMIC POLICIES</td>
<td>12-17</td>
</tr>
<tr>
<td>FEES</td>
<td>14</td>
</tr>
<tr>
<td>REGISTRATION</td>
<td>15-16</td>
</tr>
<tr>
<td>FINANCIAL ASSISTANCE</td>
<td>17-23</td>
</tr>
<tr>
<td>GRADUATE ACADEMIC COUNCIL</td>
<td>23</td>
</tr>
<tr>
<td>ACADEMIC CALENDARS</td>
<td>24-25</td>
</tr>
<tr>
<td>(8 WEEK)</td>
<td>24</td>
</tr>
<tr>
<td>(16 WEEK)</td>
<td>25</td>
</tr>
<tr>
<td>GRADUATE PROGRAM IN BUSINESS ADMINISTRATION</td>
<td>27-40</td>
</tr>
<tr>
<td>GRADUATE PROGRAM IN EDUCATION</td>
<td>41-64</td>
</tr>
<tr>
<td>HAUPTMANN SCHOOL OF PUBLIC AFFAIRS</td>
<td>65-84</td>
</tr>
<tr>
<td>FACULTY AND ADMINISTRATIVE INFORMATION</td>
<td>85-99</td>
</tr>
<tr>
<td>INDEX</td>
<td>100-103</td>
</tr>
</tbody>
</table>

WWW.PARK.EDU
CHANGING THE WORLD – ONE DEGREE AT A TIME
Michael Droge, Ph.D.

**Acting Dean of Graduate Studies**
8700 N.W. River Park Drive
Parkville, Mo. 64152-3795

Telephone: (816) 584-6355
email: mdroge@mail.park.edu

**Graduate Program in Business Administration**
Nicolas Koudou, Ph.D., Director
8700 N.W. River Park Drive
Parkville, Mo. 64152-3795

Telephone: (816) 584-6843
email: mba@mail.park.edu

**Graduate Program in Education**
Patricia Hutchens McClelland, Ph.D., Director
8700 N.W. River Park Drive
Parkville, Mo. 64152-3795

Telephone: (816) 584-6335
FAX: (816) 741-4371
email: eddept@mail.park.edu

**Hauptmann School of Public Affairs**
Greg Plumb, J.D., Director
934 Wyandotte Street
Kansas City, Mo. 64105-1630

Telephone: (816) 421-1125
FAX: (816) 471-1658
email: gspa@mail.park.edu
or
greg.plumb@park.edu
**EQUAL OPPORTUNITY**

Park University believes in fostering diversity in all personnel matters. It is Park University’s intent and desire in both academic and non-academic areas to promote diversity by including minority groups characterized by race, color, religion, gender, marital status, sexual orientation, national origin, age, disability, or veteran status. Procedures will be used to increase recruitment among such groups at all levels of Park University in accordance with legal principles. This commitment extends to any other group or class against which discrimination is prohibited by state or federal law, including Title IX of the Education Amendments of 1972 and Title VI of the Civil Rights Act of 1964. Inquiries or concerns can be mailed to the President or to Cherie Smith, Human Relations Officer (Park University, 8700 N.W. River Park Drive, Parkville, MO 64152) or by telephone (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 that 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, including Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, regarding students with disabilities and, to the extent of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply.

**PERMANENT DISABILITY GUIDELINES**

**Notification of Disability:** The required student notifications of disability are due at Park University a minimum of six (6) weeks prior to the beginning of classes in the academic term the student wishes to attend. Notification should be made to the Director of Academic Support Services. This will allow time to make all necessary arrangements prior to the initial class meeting.

**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 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 over 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 disorders. The documentation should include a diagnosis, date of diagnosis, date of doctor’s last contact with the student, and a summary of the present symptoms and a prognosis. Documentation should describe how the psychiatric condition functionally interferes with, or impacts the student’s ability to participate in an educational setting and give suggestions of academic accommodations that might be appropriate in an educational setting, supported by a disability related rationale.

**Auxiliary Aids:** Appropriate aids will be selected only after consultation with the student who will use them.

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

Additional information concerning Park University’s policies and procedures related to disability can be found on the Park University web page: www.park.edu/support/policy.asp.

**Educational Rights and Privacy**
Park University informs students of the Family Education Rights and Privacy Act of 1974. This act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their education 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 (FERPA) concerning alleged failures by the institution to comply with the Act.

Park University’s local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the office of the Vice President for Student Services.

Questions concerning the Family Education Rights and Privacy Act may be referred to the office of the Vice President for Student Services.

**Accreditation**
Park University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (KAN214F), 30 North LaSalle Street,
Suite 2400, Chicago, Ill. 60602 (312-263-0456). The State of Missouri Department of Elementary and Secondary Education, P O Box 480, Jefferson City, Mo. 65102 (573-751-3469) has officially approved the academic standards of Park University.

MEMBERSHIP

Park University is an institutional member of the Council of Independent Colleges, 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 Registrar and Admissions Officers, the National College and University Business Officers, and the National Association of International Educators.

The School for Extended 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.
CAMPUS FACILITIES

BOOKSTORE
All books required for Graduate program courses are available for purchase at the Park University bookstore.

UNIVERSITY-WIDE FACILITIES
Students enrolled in Graduate programs have access to all Park University facilities on the Parkville campus subject to normal student use policies.

LOCATION
The Graduate School is centered on the Parkville campus although programs are available at various locations. The oldest, the Hauptmann School of Public Affairs, which offers a Master’s degree in Public Affairs, is housed in downtown Kansas City for the convenience of those who work downtown. Masters degrees in Education, Special Education, Educational Administration and the Master of Arts in Teaching are available as well as a masters degree in Business Administration.

On the Parkville campus the School of Graduate Studies is situated 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. To the south and southeast the skyline of Greater Kansas City is visible. The 800-acre Parkville campus is a site of great natural beauty, with woodlands, waterfalls and wildflowers.

Park University is steeped in history; one can almost sense the presence of some of the old Parkites who actually helped to construct many of the campus buildings. Mackay Hall, placed on the National Register of Historic Places, houses the administrative offices as well as some classrooms. It was built in 1886 with students quarrying the stone from the school’s land, carrying it to the site, and 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 has become the symbol of the university.

MCAFEE MEMORIAL LIBRARY
The McAfee Memorial Library now contains approximately 125,000 volumes, over 1,000 periodicals and about 4,000 reels of microfilm. The library is electronically networked to several colleges, universities and city libraries so that students have access to 2,000,000 volumes and virtually all articles in print. Other library resources include periodical indexes and databases, reference sources, database access, and the archives and records of the university. The underground library located beneath the campus seats approximately 290, provides seminar rooms and group study rooms, has an extended hours study area and an art gallery. Typing, word processing, and small
computer facilities are available, as well as photocopy equipment. The book collection can be accessed through a computerized electronic catalog.

Library facilities are available for student use, on site and on the Parkville campus. The holdings are computerized to facilitate access.

The university cooperates with other institutions of higher learning in the metropolitan area so that its students can get additional access to their libraries.

**TRANSPORTATION**

Park University is ideally served by transportation facilities. Modern freeways are just minutes away. Highway 9 at Parkville links with Highway 45 and Interstate 635; Highway 45 links up with Interstate 435 and Interstate routes 29 and 35 to provide efficient automobile travel. Downtown Kansas City is just ten minutes from the Parkville campus. The Kansas City International airport is only twelve minutes from the Parkville campus, and Kansas City is served by railroad transportation and bus service.
CORE VALUES OF PARK UNIVERSITY

MOTTO
“Fides et Labor”

FIVE CORE VALUES:
* Importance of spirituality
* Importance of work
* Commitment to commonalities and differences
* Commitment to community among all peoples of the world
* Commitment to service learning

VISION AND MISSION STATEMENTS

VISION STATEMENT
Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

MISSION STATEMENT
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.

As approved by the Park University Board of Trustees
10/12/02
The School of Graduate Studies consists of three programs including the Hauptmann School of Public Affairs, Education and Business Administration.

The School of Graduate Studies began in 1982 with the Master of Public Affairs (MPA) program. This program was housed at the University's downtown campus to best serve the business and public service sectors of the greater Kansas City area. During the fall of 2001, this program was named the Hauptmann School of Public Affairs in honor of long-time Professor and Dean Jerzy Hauptmann.

The Master of Education (M.Ed.) began in 1995. Located at the Parkville campus and taught in an accelerated format, this program was designed to be a practical degree for the classroom teacher. Students are encouraged to utilize an action/reflection format in applying educational theory to their own classroom. Park University added a Master of Arts in Teaching (M.A.T) and degrees in Special Education and Educational Administration in 2001 to accommodate a growing need for educational professionals certified in these areas.

The University began offering its Master of Business Administration (M.B.A.) degree program in January 1998. The MBA is designed to meet the educational needs of the growing and diverse community of greater Kansas City. Whether advancing through the ranks of an international corporation or reentering the workplace to join a small nonprofit organization, the business skills and tools one develops in the MBA program are vital for success in the modern business environment.

Online Graduate Programs

Fall 2002, Park University began offering its Masters programs through Online delivery. Currently, three Masters level degree programs are Online; the Master of Business Administration (all concentrations), the Master of Public Affairs (all concentrations), and the Master of Education. Masters students at Park University can complete their degrees in traditional classes, in Online classes, or by combining traditional and Online classes in a manner which enhances their educational experience and opportunities.
This catalogue is subject to change at the discretion of Park University. A record of any change will be maintained in the Office of the Registrar.

**ACADEMIC HONESTY**

Academic honesty is required of all members of a learning community. Hence, Park University will not tolerate cheating or plagiarism on tests, examinations, papers, and other course assignments. Students who engage in such dishonesty may be given failing grades or expelled from the university.

Plagiarism, the appropriation or imitation of the language or ideas of another person and presenting them as one's original work, sometimes occurs through carelessness or ignorance. This does not make it less serious. Students who are uncertain about proper documentation of sources should consult their course faculty member.

**ACADEMIC HONORS**

Students graduating with a 3.75 cumulative grade point average and no "C" or lower on record will receive the note "with honors" on their diploma and academic record.

**ACADEMIC RECORDS**

The Registrar’s Office maintains an academic record for each enrolled student. All official academic transactions are recorded.

At the conclusion of each academic period, the Office of the Registrar issues to each student a grade report. Any student may obtain extra copies of a complete transcript by filing an official request along with a fee of $4.00 per copy. No transcripts will be issued unless at least one completed Park University course appears on the transcript.

**APPEAL POLICY**

1. Graduate students may challenge the validity of a grade received and may petition for a change of that grade.

2. The appeal process must be initiated within **four weeks** after the beginning of the next regular semester or term.

3. All appeals in academic matters should be submitted in writing to the Dean or Director of the individual Program. The final decision in the appeals process is made by the Dean of Graduate Studies.

All appeals in non-academic matters should be submitted in writing to the administrator of the school. If denied, the appeal may be submitted to the Dean or Director of the appropriate graduate program for final disposition.
ATTENDANCE

Professors are required to keep attendance records and report absences. Excused absences can be granted by the instructor for medical reasons, school sponsored activities, and employment-related demands including temporary duty. The student is responsible for all the missed work. Absences in excess of four (4) class periods in a 16-week semester (or 2 in an 8-week term) will be reported to the Dean or Director of the individual graduate program for appropriate action. Any student failing to attend a class(es) for two consecutive weeks, without approved excuse, will be institutionally withdrawn (unofficially withdrawn) and notified by mail that an "F" will be recorded unless the student initiates official withdrawal from the class(es).

At the beginning of each course professors will announce the date and time of the final examination.

AUDIT

A student may audit a course(s) for no credit by paying one-half of the normal tuition for the number of credit hours being audited. Senior citizens may audit classes free of charge. (Does not apply to Internet courses.)

CLASSROOM CONDUCT AND DISCIPLINARY ACTION

Students whose behavior is detrimental to good order in 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 influence of drugs or alcohol, excessive tardiness, and excessive absences.
**FEES**

Tuition fee per graduate credit hour (subject to change by Park University):

- Graduate Program in Business Affairs $270.00
- Graduate Program in Education $270.00
- Hauptmann School of Public Affairs $270.00

Application fee (non refundable) 50.00
Late Registration fee 20.00
Bookkeeping Charge 20.00
Degree candidacy fee (non refundable) 20.00
Comprehensive examination fee (non refundable) 35.00
Diploma fee & other graduation charges (non refundable) 50.00
International Student Fee (one time) 50.00
Internet Fee (per credit hour) 11.00
Auditing registration fee (per course) 50% of tuition and full fees
Official transcript fee (per copy) 4.00
Returned check fee 20.00
Late Payment charge 10.00

Tuition is due in **full** at registration with the exception of:

1. Employer or Voc Rehab billed when student provides a letter from same allowing Park University to bill and receive payment during the term. If employers pay only based on successful completion of a course, the student must pay at registration and be reimbursed at a later date by the employer.

2. Students who have completed, signed and returned a Promissory Note may postpone payment in the amount of the loan until it is disbursed by paying 25 percent down at the time of registration.

3. Being enrolled in a prepayment plan such as AMS or TMS (ask appropriate school Administrator for information).

For information concerning possible use of the Veterans Administration Educational Assistance, students may consult the Administrator of the respective Graduate program.

**INTERDISCIPLINARY GRADUATE WORK**

Students must take the core courses in the program in which they wish to receive their degree, however within the university they may take electives in any graduate program with the approval of their advisor and program director. The electives should be a reasonable part of their academic and professional plans (For M.Ed. students the courses should be related to their field of teaching or to an additional area of certification). The number of hours possible as electives will vary with the program. (See appropriate sections of the catalog). Students can select up to nine hours from other appropriate programs at Park University.
INTERNATIONAL STUDENTS

Park University is authorized under Federal law to enroll non-immigrant alien students. International students must meet all the admission requirements.

Before registration all international students attending Graduate programs are required to contact the Office of International Student Services/Programs of Park University, Parkville, Mo. 64152. Telephone: (816) 584-6379.

All international students applying for admission to the Graduate School must submit the results of the Test of English as a Foreign language (TOEFL) taken no more than nine months before the date of admission. A minimum score of 550 on the TOEFL is required. Upon arrival at the university, a student will be given a written English test to determine the student’s English proficiency. The Director of a Graduate Program must approve any exceptions to these rules.

International students who hold a degree from colleges or universities where English is the first language of instruction will not be required to take the TOEFL or the English proficiency test except as required of all students.

QUALITY OF WORK

The official grades issued by Park University to the assessment of the student’s performance are listed below. The grade point average (GPA) for each student is computed by dividing the sum of grade points earned by the number of credit hours in which the student earned grades of A, B, C, D, or F. A grade point average of 3.000 or higher is required for good academic standing.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Grade</th>
<th>Grade Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Excellent</td>
<td>4</td>
<td>F - Failure</td>
<td>No grade points</td>
<td></td>
</tr>
<tr>
<td>B - Good</td>
<td>3</td>
<td>I - Incomplete</td>
<td>No grade points</td>
<td></td>
</tr>
<tr>
<td>C - Average</td>
<td>2</td>
<td>S - Satisfactory Progress</td>
<td>No grade points</td>
<td></td>
</tr>
<tr>
<td>D - Poor</td>
<td>1</td>
<td>W - Withdrawn</td>
<td>No grade points</td>
<td></td>
</tr>
<tr>
<td>Audit</td>
<td>-</td>
<td></td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

An incomplete course grade may be assigned by the instructor only with prior approval of the Director, and must be converted into a letter grade (A, B, C, D, F) by the same instructor of the course within one calendar year after the final examination day of the course, or the incomplete grade remains permanently on the student’s record. 

NOTE: Taking an "I" (Incomplete) may SUSPEND the student from financial aid.

A satisfactory grade for extended courses requires that the student and the instructor set a date for the completion of the project. After this date the regulation affecting all incomplete grades (permanent incomplete on record) applies.

Students may petition the instructor for a change of grade received only within two (2) months after the completion of the course.

REGISTRATION

Students in the Graduate Programs may register for and confirm their classes
anytime through the first day of the term or semester. Students cannot be given credit for a course for which they are not registered. To complete registration an Enrollment Data Sheet must be completed and the proper payment of all tuition and fees made.

**Senior Citizens**
Senior citizens, 55 years or older, will receive a 10 percent discount on tuition and may audit classes free of charge. (Does not apply to Internet courses.)

**Special Terms**
Between regular semesters or before/after the summer term, students may enroll, by permission, in special terms designed to facilitate their progress toward the degree.

**Study Load**
In the Hauptmann School of Public Affairs enrollment in eight (8) credit hours per semester constitutes a full load. Enrollment in four (4) hours constitutes a half-time load. Enrollment above the eight (8) hours requires permission of the Director. Enrollment in four (4) credit hours of courses constitutes a full load and in two (2) hours constitutes a half-time load for the summer term. Students pursuing the degree program without simultaneous employment (second career persons and foreign students) may enroll in a maximum of twelve (12) hours during a semester, or nine (9) hours during the summer term, with no possibility of an additional load. An exception to these limits may be granted when course PA 601 constitutes a part of the load.

Most students enrolled in the Master of Education program will be full-time employed educators; therefore, a full course load will be one three (3) hour course per term. Completion of the entire degree is possible in ten terms, or two calendar years. In summer school two three (3) hour courses are possible.

Full-time enrollment in the MBA is six (6) hours per semester [or three (3) hours per term]. Half-time in the semester format is three (3) hours.

**Time Limit for Enrollment**
In most Park University Graduate programs, continuous enrollment (not counting the summer term) is expected. Continuous enrollment requires at least one course. If the student discontinues enrollment for two semesters (or four terms) or more, readmission is required. Should readmission be granted, it will be based on the requirements and regulations effective at the time of the readmission.

All degree requirements have to be completed within seven (7) years.
TRANSFER CREDITS

Students transferring from other graduate institutions may request the granting of transfer credits. The request has to be accompanied by an official transcript from the previously attended institution. Hours transferred are at the discretion of the Park University and must be requested at the time of application for admission.

In the Graduate Program of Business Administration, a maximum of six (6) hours of transfer credit may be granted. To be considered for transfer, courses must be relevant to the MBA program. An additional three hours of credit may be transferred through completion of the Fast Trac program.

In the Graduate Program in Education, no more than a total of six (6) hours may transfer and count towards receipt of the Master of Education, Master of Arts in Teaching, Master in Educational Administration, or Master of Education in Special Education from Park University. To be considered for transfer, courses must be relevant to the appropriate degree or to the teaching field of the student. Field experience or practicum hours may not be transferred into the program.

In the Hauptmann School of Public Affairs, a maximum of seven (7) hours of transfer credit may be granted. Courses PA 601 and PA 602 cannot be replaced by transfer credit.

Transfer credit must be requested prior to the time of admission unless otherwise approved by the program director.

FINANCIAL ASSISTANCE

ASSISTANCE WITH EDUCATIONAL EXPENSES

The Office of Student Financial Services (SFS) administers and coordinates programs of assistance from federal and private sources to increase graduate educational opportunities for eligible students. You may contact SFS at 816-584-6290 or contact the Administrator of your respective Graduate program for additional information.

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

APPLICATION FOR FINANCIAL ASSISTANCE

Preference will be given to those whose files are complete by April 1 or at least 90 days prior to the first term of enrollment, for the award year (July 1 to June 30). To be considered for federal financial aid, the student must be admitted to Park University as a degree seeking student.
An Award Notification letter will be sent advising the student of their eligibility for aid when the following have been received in the SFS office at the Parkville campus:

2. Federal needs analysis generated from the FAFSA or comparable form 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 printed by the university from electronic data produced from the FAFSA.
3. If selected for verification (* appears beside the EFC number in the upper right corner of the SAR or ISIR), the following documents will be needed:
   a. Verification Worksheet
   b. Signed copy of you and your spouse’s most recent federal income tax form as filed with the U.S. Internal Revenue Service, even if you were not married in the filing year.

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). Aid applications must be submitted each year.

**GRADUATE LOAN PROGRAMS**

**FEDERAL PERKINS LOAN**

Federal Perkins Loan (formerly NDSL) - Based on calculated need, as determined by the FAFSA, the maximum annual loan limit is $6,000 for graduate students, not to exceed an aggregate loan limit of $40,000. The interest rate of 5% is deferred while the student is enrolled at least half-time. Repayment begins nine months following termination of half-time enrollment, graduation or withdrawal. Partial cancellation of principal is available for those who teach in certain fields, serve as a volunteer in Head Start, the military or law enforcement, or become disabled. Students must sign a promissory note as well as sign an Entrance Interview form advising the borrowers of their rights and responsibilities in this loan program. **THIS AID MUST BE REPAID!**

**FEDERAL STAFFORD STUDENT LOANS**

These are long-term, low-interest loans designed to provide students with additional funds for college. All of these federal student loans have up to ten year repayment terms with a minimum monthly payment of $50.00. Please check with your lender or the Student Financial Services office for additional information on the federal loan program. **THIS AID MUST BE REPAID!**
Each type of Federal Stafford Loan described here will have an origination fee of 3% and could have an insurance fee up to 1% deducted from the loan amount guaranteed by the lender. The loan must be guaranteed by the lender while the student is still enrolled and eligible. SFS will request funds for each term or semester for which the student is packaged. The funds are sent to Park University and disbursed to the student by the Accounting Office after the enrollment adjustment period has ended and/or the student’s required paperwork on file is complete.

**Federal Stafford Loan (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 student loan or owe a refund on a federal grant. First-time borrowers at Park University must also be informed of their rights and responsibilities while borrowing from the federal student loan program through an Entrance Interview. A promissory note must be signed. Interest is variable but capped at 8.25%, and repayment begins when the six month grace period ends after the student ceases to be enrolled at least half-time. The maximum annual amount a graduate student may borrow is $8,500, not to exceed an aggregate limit of $42,500.00.

**Federal Stafford Loan (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 the six month grace period, or (3) postpone interest payment and have it added to the principal when repayment begins after the six-month grace period ends. The unsubsidized Federal Stafford Loan can be offered by itself or made in conjunction with the subsidized Federal Stafford Loan as long as the maximum annual or aggregate loan limits for subsidized Federal Stafford Loans have not been exceeded. The student MUST apply for the subsidized Federal Stafford Loan before applying for the unsubsidized Federal Stafford Loan. The combination of subsidized & unsubsidized Federal Stafford Loans is $18,500 per year not to exceed a maximum aggregate limit of $92,000.00.
SATISFACTORY ACADEMIC PROGRESS POLICY
FOR GRADUATE STUDENTS

Satisfactory progress is based on four concepts: (a) minimum hours of enrollment each semester/term that are applicable toward the student’s degree program, (b) minimum number of hours completed in a twelve month period of enrollment, (c) maximum time to complete the degree, (d) grade point average (GPA).

These regulations are to be used as standards for making certifications regarding a student’s academic standing and progress toward his/her educational objective. For the purpose of determining eligibility for financial aid, a student will be certified as being in satisfactory standing if that student is eligible to re-enroll making satisfactory progress toward his/her educational objective if the student meets the standards expressed below.

1. Eligibility for most financial aid requires at least half-time enrollment per regular semester/term. A student must earn the minimum credit hours for full or 1/2 time enrollment AND continue to maintain the 3.00 cumulative grade point average (GPA) requirement to avoid suspension. Students will be placed on probation before being suspended. The exception is total withdrawals will result in automatic financial aid suspension.

2. Academic progress will be checked at the end of the Fall, Spring and Summer semesters. Failure to meet the minimum standard outlined in this policy statement will either place a student on financial aid probation or suspend them from future semesters/terms of financial aid. This would include grades of “F”, “I”, and/or withdrawing from classes after aid is disbursed.

3. Students are eligible for Park University administered assistance for 6 full-time semesters or 12 full-time terms (unless otherwise noted) OR until the student has completed the academic curriculum requirements for the first graduate degree. Federal financial aid can continue for up to 6 years for graduate education OR until the student has completed the academic curriculum requirements for the first graduate degree.

4. The maximum time frame a student is expected to finish a program of study and receive financial aid cannot exceed 150% of the total length of the program based on credit hours.

5. Failure to meet the minimum standard outlined in this policy statement will either place a student on financial aid PROBATION or SUSPEND them for future semesters/terms of financial aid. This would include grades of “F”, “I”, or withdrawing from Park University or Consortium classes after aid is disbursed. A grade of “S” shall be counted towards the credit hours completed but not when determining GPA. Students in their first semester/term of not making satisfactory academic progress as stated in this policy will be placed on PROBATION. The student would be SUSPENDED in their second semester/term of not making satisfactory academic progress.
6. Repeated courses will add to the hours attempted, but not earned. The grade will be replaced and the new grade will be considered in the GPA calculation when progress is checked again. A course in which a failing grade is recorded may be repeated only once in a subsequent semester/term to apply toward eligibility for assistance in that semester/term.

7. Transfer students accepted on academic probation must meet the condition of their academic probation to qualify for continuing assistance, and thereafter make satisfactory academic progress for financial assistance.

8. If financial aid has been suspended, students may reinstate their eligibility **WITH-OUT** appealing the suspension by completing, at Park University, the hours needed to reach the minimum cumulative standard and attaining a 3.00 GPA without the benefit of financial aid.

9. To appeal the suspension of financial aid, the student should complete a Satisfactory Academic Progress Appeal form (available on-line at www.park.edu) and forward the form with needed documentation to the Director, Student Financial Services. Mitigating circumstances will be considered. Appeals are reviewed and ruled upon by the Student Financial Services Appeals Committee.

10. Appeals of the decisions by the Committee are directed to the Associate Vice President of Enrollment Management.

Standards for satisfactory academic progress is as follows:

**HSPA Graduate Students**

<table>
<thead>
<tr>
<th>Fall or Spring Semesters</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
</tr>
<tr>
<td>Hours per Semester</td>
<td>8+Hours</td>
</tr>
<tr>
<td>Must Pass per Semester</td>
<td>8 Hours</td>
</tr>
</tbody>
</table>

**MED/MBA Graduate Students**

<table>
<thead>
<tr>
<th>Fall or Spring Semesters</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
</tr>
<tr>
<td>Hours per Semester</td>
<td>6+Hours</td>
</tr>
<tr>
<td>Must Pass per Semester</td>
<td>6 Hours</td>
</tr>
</tbody>
</table>
**ENROLLMENT ADJUSTMENT PERIOD**

The first eight calendar days of a semester/term constitutes the Enrollment Adjustment Period. Within this time, the student will be permitted to exchange classes without financial penalty. For any adjustment other than even exchange, the student will be responsible for charges associated with the Registration Adjustment as detailed in the REFUND POLICY section (page 22). The adding or dropping of a class must be done by the student in the Park University representative’s office. Courses may not be added or dropped by telephone. A student using Veteran’s Administration educational benefits may drop a course without penalty by the VA during the Registration Adjustment Period.

**ACADEMIC WITHDRAWAL POLICY**

Park University reserves the right to withdraw a student from a class(es) if the student does not meet his/her financial obligation or fails to attend classes. Any student failing to attend a class(es) for two consecutive weeks, without approved excuse, will be administratively withdrawn and notified by mail that a grade of "F" will be recorded. Excused absences can be granted by the instructor for medical reasons, school sponsored activities, and employment-related demands including temporary duty.

There are two types of withdrawal, official and administrative. An official withdrawal begins when the student initiates the withdrawal process. Refunds are based on this date. If a student fails to initiate the withdrawal process, and is withdrawn for non-attendance, this is an administrative withdrawal. In this case, refunds will be based on the withdrawal date or the mid-point of the semester or term.

Students must officially withdraw from a class(es) no later than two-thirds of the way through the term in order to receive a "W." If a student does not officially withdraw by this time, a grade of "F" will be recorded.

In order to "totally" withdraw: Students enrolled through the traditional 16-week program must initiate a total withdrawal from all classes and/or residence halls in the Office of the Registrar before any academic withdrawal can be made. Students enrolled in an accelerated program must initiate their withdrawal with the appropriate campus administrator. Students continuing enrollment but wishing to withdraw from an individual class must do so at their home campus. Withdrawals by telephone will not be accepted. Withdrawals by email will 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, and other Title IV programs and withdrew 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 then the student may be required to repay some of the federal grants or loans released to the student.
Students receiving federal financial aid who withdraw from anything less than 100 percent of their courses will have tuition refunded using the following schedule. All other students not receiving federal financial aid who withdraw from one or all of their courses (both officially and administratively), will also have tuition refunded using the following schedule.

**All fees are non-refundable.**

**Room and Board will be pro-rated on a daily basis.**

**PARK UNIVERSITY REFUND CALCULATION SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>16 Week Term</th>
<th>8 Week Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Week 2</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Week 3</td>
<td>70%</td>
<td>40%</td>
</tr>
<tr>
<td>Week 4</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>Week 5</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 6</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

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 distributes funds back to federal programs in the following order: Federal Loans: Unsubsidized, Stafford, Perkins, and other Title IV programs. Institutional awards are redistributed after the federal programs.

* A $100 "break of housing agreement" fee will be charged to any student breaking the residence hall agreement.

**ORGANIZATION**

**GRADUATE ACADEMIC COUNCIL**

The Graduate Academic Council has authority for approving and monitoring curricula for all graduate academic programs.

Membership on the council consists of:

1. The Dean of Graduate Studies as chairperson;
2. The academic director of each graduate program;
3. One faculty member from each graduate program;
4. One at-large faculty member who does not teach in the graduate program;
5. The Registrar is an ex-officio member.
**ACADEMIC CALENDAR FOR 2003-2005**

**(8 WEEK PROGRAM)**

<table>
<thead>
<tr>
<th><strong>FALL I 2003</strong></th>
<th><strong>FALL I 2004</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Aug. 15</td>
<td>Fall I Registration/Confirmation Deadline Fri., Aug. 20</td>
</tr>
<tr>
<td>Mon., Aug. 18</td>
<td>Classes Begin Mon., Aug. 23</td>
</tr>
<tr>
<td>Mon., Aug. 25</td>
<td>Enrollment Adjustment Ends Mon., Aug. 30</td>
</tr>
<tr>
<td>Mon., Sep. 1</td>
<td>Labor Day (classes meet/offices closed) Mon., Sep. 6</td>
</tr>
<tr>
<td>Sun., Sep. 21</td>
<td>Last Day to Withdraw Sun., Sep. 26</td>
</tr>
<tr>
<td>Sun., Oct. 12</td>
<td>Classes End Sun., Oct. 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FALL II 2003</strong></th>
<th><strong>FALL II 2004</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Oct. 17</td>
<td>Fall II Registration/Confirmation Deadline Fri., Oct. 22</td>
</tr>
<tr>
<td>Mon., Oct. 20</td>
<td>Classes Begin Mon., Oct. 25</td>
</tr>
<tr>
<td>Mon., Oct. 27</td>
<td>Enrollment Adjustment Ends Mon., Nov. 1</td>
</tr>
<tr>
<td>Tue., Nov. 11</td>
<td>Veterans Day (classes meet/offices closed) Thu., Nov. 11</td>
</tr>
<tr>
<td>Sun., Nov. 23</td>
<td>Last Day to Withdraw Sun., Nov. 28</td>
</tr>
<tr>
<td>Sat., Dec. 13</td>
<td>Commencement Sat., Dec. 18</td>
</tr>
<tr>
<td>Sun., Dec. 14</td>
<td>Classes End Sun., Dec. 19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPRING I 2004</strong></th>
<th><strong>SPRING I 2005</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Jan. 9</td>
<td>Spring I Registration/Confirmation Deadline Fri., Jan. 7</td>
</tr>
<tr>
<td>Mon., Jan. 12</td>
<td>Classes Begin Mon., Jan. 10</td>
</tr>
<tr>
<td>Mon., Jan. 19</td>
<td>Enrollment Adjustment Ends Mon., Jan. 17</td>
</tr>
<tr>
<td>Mon., Jan. 19</td>
<td>Martin Luther King Day (classes meet/offices closed) Mon., Jan. 17</td>
</tr>
<tr>
<td>Sun., Feb. 15</td>
<td>Last Day to Withdraw Sun., Feb. 13</td>
</tr>
<tr>
<td>Mon., Feb. 16</td>
<td>President’s Day (classes meet/offices closed) Mon., Feb. 21</td>
</tr>
<tr>
<td>Sun., Mar. 7</td>
<td>Classes End Sun., Mar. 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPRING II 2004</strong></th>
<th><strong>SPRING II 2005</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Mar. 12</td>
<td>Spring II Registration/Confirmation Deadline Fri., Mar. 11</td>
</tr>
<tr>
<td>Mon., Mar. 15</td>
<td>Classes Begin Mon., Mar. 14</td>
</tr>
<tr>
<td>Mon., Mar. 22</td>
<td>Enrollment Adjustment Ends Mon., Mar. 21</td>
</tr>
<tr>
<td>Fri., Apr. 9</td>
<td>Good Friday (classes meet/offices closed) Fri., Mar. 25</td>
</tr>
<tr>
<td>Sun., Apr. 18</td>
<td>Last Day to Withdraw Sun., Apr. 17</td>
</tr>
<tr>
<td>Sat., May 8</td>
<td>Commencement Sat., May 7</td>
</tr>
<tr>
<td>Sun., May 9</td>
<td>Classes End Sun., May 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUMMER 2004</strong></th>
<th><strong>SUMMER 2005</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., June 4</td>
<td>Summer Registration/Confirmation Deadline Fri., June 3</td>
</tr>
<tr>
<td>Mon., June 7</td>
<td>Classes Begin Mon., June 6</td>
</tr>
<tr>
<td>Mon., June 14</td>
<td>Enrollment Adjustment Ends Mon., June 13</td>
</tr>
<tr>
<td>Mon., July 5</td>
<td>Independence Day Mon., July 4</td>
</tr>
<tr>
<td></td>
<td>(evening classes meet - no day classes - offices closed)</td>
</tr>
<tr>
<td>Sun., Aug. 1</td>
<td>Classes End Sun., July 27</td>
</tr>
</tbody>
</table>
ACADEMIC CALENDAR FOR 2003-2005
(16 Week Program)

FALL 2003
Fri., Aug. 15  Registration/Confirmation
Mon., Aug. 18  Classes Begin
Mon., Sep. 1  Labor Day (no classes)
Sat.-Sun., Oct. 11-19  Fall Recess
Tue., Nov. 11  Veterans Day (no classes)
Thu.-Sun., Nov. 27-30  Thanksgiving Recess
Fri., Dec. 5  Classes End
Mon.-Fri., Dec. 8-12  Final Exams
Fri., Dec. 12  Semester End
Sat., Dec. 13  Mid-Year Commencement

FALL 2004
Fri., Aug. 20  Registration (Confirmation Deadline)
Mon., Aug. 23  Classes Begin
Mon., Sep. 6  Martin Luther King Day (no classes)
Sat.-Sun., Oct. 16-24  President’s Day (no classes)
Thu., Nov. 11  Spring Recess
Thu.-Sun., Nov. 25-28  Good Friday (no classes)
Fri., Dec. 10  Last Day of Classes
Mon.-Fri., Dec. 13-17  Final Exams
Fri., Dec. 17  Semester Ends
Sat., Dec. 18  Commencement

SPRING 2004
Fri., Jan. 9  Through Fri., June 4  Registration (Confirmation Deadline)
Mon., Jan. 12  Classes Begin
Mon., Jan 19  Martin Luther King Day (no classes)
Mon., Feb. 16  President’s Day (no classes)
Sat.-Sun., Mar. 6-14  Spring Recess
Fri., Apr. 9  Good Friday (no classes)
Fri., Apr. 30  Last Day of Classes
Mon.-Fri., May 3-7  Final Exams
Fri., May 7  Semester Ends
Sat., May 8  Commencement

SPRING 2005
Fri., Jan 7  Through Fri., June 3  Registration (Confirmation Deadline)
Mon., Jan. 10  Classes Begin
Mon., Jan. 17  Martin Luther King Day (no classes)
Mon., Feb. 21  President’s Day (no classes)
Sat. - Sun., Mar. 5 - 13  Spring Recess
Fri., Mar. 25  Good Friday (no classes)
Fri., Apr. 29  Last Day of Classes
Mon. - Fri., May 2 - 6  Final Exams
Fri., May 6  Semester Ends
Sat., May 7  Commencement

SUMMER 2004
Mon., May 17  Classes Begin
Fri., May 28  Classes End

SUMMER 2005
Mon., May 16  Through Fri., June 3  Classes Begin
Fri., May 27  Independence Day (no classes)

SUMMER 2004
Through Fri., June 4  Classes End
Mon., June 7
Mon., July 5
Sun., Aug. 1

SUMMER 2005
Through Fri., June 3
Mon., June 6
Mon., July 4
Sun., July 31
GRADUATE PROGRAM IN

BUSINESS ADMINISTRATION
GRADUATE PROGRAM
IN BUSINESS ADMINISTRATION

The Master of Business Administration program began in January 1998.

GOALS

The following goals, consistent with the Mission Statement have been set.

1. To help meet the educational needs of the business community in the Greater Kansas City area and beyond.

2. To conduct an accessible program of quality for working professionals by providing evening, weekend, and summer courses.

3. To provide a flexible program to accommodate different paces by offering many courses on an accelerated basis.

4. To prepare business professionals to work in a global environment which embraces diversity.

5. To further develop technical, interpersonal, communication, and analytical skills via a variety of means including individual study, group work, case discussions, and written and verbal presentations.

6. To provide a high degree of personal interaction with business leaders and academics in their fields.

7. To promote ethical considerations in management decisions impacting the environment, labor, the community and other stakeholders.

8. To promote additional forums in which students, alumni, business leaders and others may network and exchange ideas.

9. To expand the resources available for business scholarship.

ADMISSION REQUIREMENTS

• Have a bachelor’s degree from an accredited U. S. institution or the equivalent from a foreign institution.

• Have a minimum 2.5 cum GPA in the bachelor’s degree.

• Have a GMAT score of 450 or GRE score of 1000 combined taken within five years of application.

• A student who is accepted pending receipt of required documentation must submit complete and satisfactory records within 60 days (45 days in 9-week session and/or summer term) after the first day of registration.

• Demonstrate writing proficiency.
NON-DEGREE-SEEKING STUDENTS

*Park University Seniors* — admitted with special permission with 3.6 cumulative GPA while still pursuing the bachelor's degree. Not more than six (6) hours may be taken for graduate credit.

PROBATIONARY ADMISSION

Applicants who fail to meet one or more of the requirements for regular admission may be admitted on probation, provided additional evidence of capacity to do satisfactory work is presented. Such evidence might include superior performance of post-baccalaureate work, exceptional GMAT scores or GRE scores, and other achievements such as years of relevant work experience.

Students entering on probation will remain on probation until the completion of 9 hours of graduate-level, graded courses ("A" and "B" only) with at least a 3.0 average. Probationary status may affect financial aid.

REQUIREMENTS FOR GRADUATION

1. Completion of 36 semester hours of graduate core and electives with no more than 6 hours transferred from other institutions (course work transferred must be completed prior to admission into Park University's MBA program).

2. GPA of at least 3.0 with no more than two grades of "C" in graduate courses taken at Park.

3. Passing of comprehensive exam with a grade of "B". The comprehensive exam may be repeated one time.

COMMON BODY OF KNOWLEDGE:

Applicants who have not completed the Common Body of Knowledge coursework may complete this requirement by taking the indicated undergraduate courses, or their equivalents. A grade of "C" or better must be earned.

- **Principles of Accounting**: AC 201 & AC 202 before AC 515
- **Fundamental Economic Analysis**: EC 141 & EC 142 before all economics courses
- **Financial Management**: BA 360 before all finance courses
- **Principles of Management**: BA 352 before all management courses
- **Management Information Systems**: CS 205 before CS 670
Principles of Marketing  
BA 351
before all marketing courses

Statistics for Social and Administrative Sciences  
EC 315
before EC 604

(see undergraduate catalog for prerequisites and course descriptions)

Students must also demonstrate proficiency in writing by passing a department designed writing test, the Writing Competency Test or passing EN 306B Business Communications. Satisfactorily passing the writing portion of the GMAT demonstrates proficiency.

NOTE: Taking undergraduate courses while enrolled in graduate courses may effect financial aid. See Student Financial Services with questions.

**FORMAT OF COURSES**

Courses are offered in a mix of 8 weeks, 16 weeks, Online, and 2 week intensive sessions to allow the student to complete the 36 hour degree in 1 1/2 years.

**DEGREE REQUIREMENTS**

**CORE:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 515</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 610</td>
<td>Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>BA 620</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BA 632</td>
<td>Legal, Social and Ethical Environment</td>
<td>3</td>
</tr>
<tr>
<td>EC 604</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>EC 507</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>FI 615</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MK 630</td>
<td>Strategic Marketing Planning and Decision-making</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVES:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 615</td>
<td>Advanced Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 520</td>
<td>Entrepreneurship Project Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 525</td>
<td>Entrepreneurship in the Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>BA 630</td>
<td>Human Resource System</td>
<td>3</td>
</tr>
<tr>
<td>BA 655</td>
<td>Entrepreneurship and Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 660</td>
<td>International Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 670</td>
<td>Special Topics in Business</td>
<td>3</td>
</tr>
<tr>
<td>BA 675</td>
<td>Entrepreneurship Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CS 670</td>
<td>Advanced Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>EC 509</td>
<td>Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>FI 625</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>FI 640</td>
<td>Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>HA 511</td>
<td>Management and Leadership in Health Care/Health Services Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

Contents | Index | Back 31
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 516</td>
<td>Health Care Financial Applications</td>
<td>3 hr.</td>
</tr>
<tr>
<td>HA 517</td>
<td>Health Care Law</td>
<td>3 hr.</td>
</tr>
<tr>
<td>HA 518</td>
<td>Health Care/Health Service Delivery Systems in the US</td>
<td>3 hr.</td>
</tr>
<tr>
<td>HA 520</td>
<td>Health Care/Health Services Seminar</td>
<td>3 hr.</td>
</tr>
<tr>
<td>HA 521</td>
<td>Special Topics in Health Administration</td>
<td>1-3 hrs.</td>
</tr>
<tr>
<td>IS 605</td>
<td>Data Management</td>
<td>3 hr.</td>
</tr>
<tr>
<td>IS 610</td>
<td>System Engineering Planning and Control</td>
<td>3 hr.</td>
</tr>
<tr>
<td>IS 620</td>
<td>Computer Security, Risk Management and Control</td>
<td>3 hr.</td>
</tr>
<tr>
<td>IS 640</td>
<td>Project and Change Management</td>
<td>3 hr.</td>
</tr>
<tr>
<td>MK 575</td>
<td>Marketing Research Strategies</td>
<td>3 hr.</td>
</tr>
<tr>
<td>MK 610</td>
<td>Advanced Seminar in International Marketing</td>
<td>3 hr.</td>
</tr>
<tr>
<td>MK 615</td>
<td>Green Marketing</td>
<td>3 hr.</td>
</tr>
</tbody>
</table>

The Director may elect to offer various courses in the two week intensive format. Those courses are offered every evening, Monday-Friday, for two weeks. It is recommended that work schedules be arranged to accommodate this intensive course format.

It is not the policy of this program to waive any of the core courses. However, should a student request waiver because of extensive undergraduate preparation or applied experience the student must pass a comprehensive final exam for the course he/she is asking to be waived. The test will be developed by a full-time faculty member in the discipline of the course.

**A. INTERNATIONAL BUSINESS CONCENTRATION**

The International Business Concentration is a focus on how globalization has affected the way we do business. Whether a student wishes to move ahead with a large, multinational conglomerate or examine the possibility of working with foreign organizations and business, the International Business concentration provides the tools to operate in a multi-national/multi-cultural environment.

**ELECTIVES:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 660</td>
<td>International Business Management</td>
<td>3 hr.</td>
</tr>
<tr>
<td>EC 509</td>
<td>Economic Development</td>
<td>3 hr.</td>
</tr>
<tr>
<td>FI 625</td>
<td>International Finance</td>
<td>3 hr.</td>
</tr>
<tr>
<td>MK 610</td>
<td>Advanced Seminar in International Marketing</td>
<td>3 hr.</td>
</tr>
</tbody>
</table>

**B. HEALTH CARE/HEALTH SERVICES MANAGEMENT CONCENTRATION**

CERTIFICATE IN HEALTH CARE/HEALTH SERVICES MANAGEMENT AND LEADERSHIP

A certificate only option is available upon request to students who wish to complete the Health Administration Concentration coursework. For such students, the GRE or GMAT is waived. For students who wish to complete the MBA Degree, the GRE or GMAT must be completed prior to enrolling in MBA core courses.
The HealthCare/Health Services Concentration focuses on current issues in health care and community health services and on skills required for those in leadership roles. It is appropriate for both those who aspire to mid level director or department head roles and for those in such positions who aspire to become the CEO of health care or community health service organizations. The concentration is also available as part of the Master's in Public Affairs degree at Park University.

**CORE:**

- HA 511 Management and Leadership in Health Care/Health Services Settings 3 hr.
- HA 518 Health Care/Health Service Delivery Systems in the US 3 hr.
- HA 520 Health Care/Health Services Seminar 3 hr.

**ELECTIVES - select one:**

- HA 516 Health Care Financial Applications 3 hr.
- HA 517 Health Care Law 3 hr.
- HA 521 Special Topics in Health Administration 1-3 hrs.
- PA 591 Planning Nonprofit/Community Services 2 hr.
- PA 595 Marketing for Nonprofit/Community Organizations 2 hr.
- PA 596 Monitoring and Evaluation of Nonprofit/Community Services 2 hr.

**C. MBA ENTREPRENEURSHIP CONCENTRATION**

The MBA entrepreneurship concentration is multidisciplinary, involving expertise in accounting, finance, economic, marketing, management and even globalization to provide a very interesting conceptual background and applied analytical tools for starting a business venture. The entrepreneurship concentrations main purpose is to identify domestic and/or international opportunities, evaluate potential markets and plan financial and organizational needs at different stages of growth. Courses encompass business plan development and offer distinguished entrepreneurs as guest speakers.

**CORE (Select 12 hours):**

- BA 520 Entrepreneurship Project Management 3 hr.
- BA 525 Entrepreneurship in the Global Economy 3 hr.
- BA 655 Entrepreneurship and Small Business Management 3 hr.
- BA 670 Special Topics in Business 3 hr.
- BA 675 Entrepreneurship Seminar 3 hr.
D. MBA MANAGEMENT INFORMATION SYSTEMS CONCENTRATION

The MBA MIS Concentration provides the skills needed to operate successfully in a career associated with the design, development and management of information systems. This concentration prepares or enhances an individual’s career or role in organizations as a Systems Analyst, Project Manager, Business Analyst, Technical Specialist, IS Manager, Database Manager and IS Consultant.

IS 605 Data Management 3 hr.
IS 610 System Engineering Planning and Control 3 hr.
IS 620 Computer Security, Risk Management and Control 3 hr.
IS 640 Project and Change Management 3 hr.
COURSE DESCRIPTIONS

AC 515  Managerial Accounting  3 cr.
This course is an introduction to basic managerial accounting. The principles and techniques of preparing and interpreting accounting reports are explored. Emphasis is placed upon understanding how accounting information can be used to manage an organization. The purpose of this course is to build a bridge to advanced managerial accounting for the student who does not have an accounting background. It will make extensive use of cases and team projects in building this bridge.

AC 615  Advanced Managerial Accounting  3 cr.
The objective of this course is to promote understanding of contemporary managerial accounting issues with emphasis on modern accounting trends and contemporary controversial topics. Because accounting revolves around information access and dissemination, the course will utilize a major force in information access and dissemination: the Internet. As part of this course, teams will create and use Internet websites. Each team will create a formal website that includes hyperlink pages that address the various aspects of financial analysis.

BA 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 in field projects to integrate theory with practice.

BA 525  Entrepreneurship in the Global Economy  3 cr.
This course offers students the skills and knowledge useful for developing and implementing a new global business. Using the concept of a start up entrepreneurship, we examine the key factors in creating a new business, which has a global market focus. This includes businesses started in the European Union, China, India and Russia or other countries as well as businesses started in the United States that markets to these countries. The course is built around an e-commerce business concept, which focuses on more than one non-U.S. country. Investigating opportunities through trade allows both the extension of traditional business to e-commerce as well as the creation of new business offers. The course is developed to promote skills needed to: assess the viability of a new business concept, understand the conditions of e-commerce readiness for specific countries, grasping unique opportunities, creating cultural awareness, understanding technical issues involved in a global e-commerce business, analyzing opportunities and evaluating the outcome of an opportunity, competitive environment, market potential and identification of sources for financial support for the new venture.
BA 610  Business Policy and Strategy  3 cr.
An integration of applied research for managerial decisions and actions that determine the long-run performance of a corporation. Focus includes strategy formulation, implementation, evaluation, and control. Topics covered include developing an integrated operations strategy, analysis of cases, and completion of a major project involving research and investigations.

BA 620  Leadership in Organizations  3 cr.
Discusses 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.

BA 630  Human Resource System  3 cr.
An extensive analysis of components of the human resource system. This course is oriented to professional human resource managers and researchers. Topics include strategic human resource management, staffing systems (e.g., recruitment, selection, training, job design), reward systems (e.g., compensation, employee benefits, promotion), and human resource technology (e.g., job analysis, applied measurement, utility analysis). Integration of human resource system components is emphasized.

BA 632  Legal, Social, and Ethical Environment  3 cr.
An examination of the nature of the legal environment from the viewpoint of the social and moral bases of law. Emphasis is given to the operation of our legal system and its significance in decision functions of management.

BA 655  Entrepreneurship and Small Business Management  3 cr.
Fundamentals of profit analysis, financial planning and management control for small business. Topics covered include evaluation of product policies, marketing and pricing strategies, and organization structure and control mechanisms. Included also are investment requirements of operating a business and alternative ways of financing, including bank loans, mortgage financing, venture capital and public stock offerings.

BA 660  International Business Management  3 cr.
This course provides broad knowledge and stimulates the interpersonal-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 Middle East is emphasized. The economic, political and legal aspects of global business are discussed in the context of international management.

BA 670  Special Topics in Business  3 cr.
In this course, current topics in business will be extensively discussed. These may include business ethics, labor relations, financial planning or any of a wide variety of subjects in the business curriculum. For example:
- Entrepreneurial Research
- Entrepreneurial Education
- Entrepreneurial Investments
BA 675  Entrepreneurship Seminar  3 cr.
This is a capstone course for entrepreneurial and small business management. It assists students in investigating crucial facets of self-employment ventures. The course materials deal with the acquisition and development of resources at each level in the entrepreneurial process, from identification of opportunity to harvesting. Thus, students are asked to develop a business plan for testing the most critical aspects of establishing and maintaining an enterprise. Students own skills and interests are assessed and compared with successful entrepreneurial profiles. Case analysis and classroom discussions are the delivery modes used to deal with a variety of problems at different levels of a new venture.

CS 670  Advanced Management Information Systems  3 cr.
To expose the student to the full range of management issues raised by information technology. The goal is to prepare the student for informed participation in information technology-related management decision-making at all levels of the organization.

EC 507  International Economics  3 cr.
Analysis of the theory, structure and policies of international economic and financial institutions. Topics include international trade, trade policies, problems of international finance and exchange rates.

EC 509  Economic Development  3 cr.
A study of the theoretical background and applied aspects of economic growth in both developing and developed countries. The course looks at how and why growth was fostered or stymied by domestic and/or international governmental policies. Prerequisites: EC 141 and EC 142.

EC 604  Managerial Economics  3 cr.
This course covers the concepts, tools, and methods of economic analysis relevant to a broad cross section of decisions within the business firm. Attention is given to the analysis of market demand and the determination of costs relevant to various managerial decisions. Interrelationships between price policy, costs, promotion outlays, operating rates and production schedules, capital budgets and financing in the short and long run are stressed.

FI 615  Managerial Finance  3 cr.
Develops students’ ability to apply the principles of finance and analytical techniques to a firm’s short- and long-term investment and financial decisions. Uses assigned readings and case studies.

FI 625  International Finance  3 cr.
Study of the international monetary environment and financial planning for corporations with overseas operations. Analysis of the effects of exchange rate fluctuations, currency restrictions and tax regulations on international financial planning. Examinations of financial aspects of multinational business, including foreign investments, trade and transfer of funds.
**FI 640 Investment Management**  
3 cr.  
An analysis of various debt, equity, and derivative investment vehicles. Specifically, various theories of valuation of stocks, bonds, options, futures, real assets, and other securities will be applied to each individually and in the context of portfolio management.

**HA 511* Management and Leadership in Health Care/Health Services Settings**  
3 cr.  
Course is designed for an in-depth study of a range of issues or related problems being faced by practicing managers in the rapidly changing health care/health service industry. Special emphasis will be placed on the issues’ relevance and their utilitarian values to the participants. Examples of issues which are of concern include rural or urban health, managed care ethical issues, and in integrating technology.

**HA 516 Health Care Financial Applications**  
3 cr.  
Designed to introduce health care financial management applications in budgetary control and financial planning used in a variety of health care settings.

**HA 517 Health Care Law**  
3 cr.  
Course designed for an in-depth analysis of health care/health service law and its effect on the relationships among the patient, the patient’s family, the provider, and other interested third parties. Analysis of cases is the primary method of study.

**HA 518* Health Care/Health Service Delivery Systems in the United States**  
3 cr.  
An analysis of American health care/health service delivery systems, including governmental and nongovernmental agencies at the national, state and local levels, and current issues.

**HA 520* Health Care/Health Services Seminar**  
3 cr.  
Course designed to assist students in integrating and synthesizing previous course work in health care/health service administration. This is a capstone course, which will assist students in understanding concepts they will experience in their profession. Current trends and problems in health care/health service administration will be emphasized. A formal paper is required.

**HA 521 Special Topics in Health Care/Health Services Administration**  
1-3 cr.  
Designed to explore topics of current interest in health care/health service administration. The course may be offered for 1, 2, or 3 credits, and may be repeated for a different topic.

* Core courses for health care/health service management concentration

**IS 605 Data Management**  
3 cr.  
The concepts, principles, issues and techniques for managing corporate data resources and ensuring data integrity. Techniques for managing the design and development of large database systems including logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing, and data mining. The basic SQL commands will be utilized.
IS 610  **Systems Engineering Planning and Control**  3 cr.
Survey of software engineering paradigms, software project planning and risk analysis, software analysis and design methodologies, software quality assurance and testing, software configuration management, and computer-aided software engineering tools that are useful for business applications. Group project on structured analysis utilizing Rapid Application Development and prototyping.

IS 620  **Computer Security, Risk Management and Control**  3 cr.
Explore the threats and risks present in organizations due to the pervasive use of technology. Learn risk evaluation techniques and identify security and control techniques used to minimizing threats and risk to the organization. Computer and information security topics emphasized include threat techniques, protective techniques, risk analysis, contingency planning, password techniques, encryption, network protocol and intercept devices.

IS 640  **Project and Change Management**  3 cr.
Project integration, scope, time, cost, quality control, and risk management. Managing the changes in organizations resulting from introducing or revising information systems and the IS specialist role in change management. Exploring objectives and techniques of planning, organizing and managing complex information systems development projects.

MK 575  **Marketing Research Strategies**  3 cr.
Basic market research information and techniques. Includes research studies for selected marketing activities involving design development, information collection, data analysis, and reporting of findings.

MK 610  **Advanced Seminar in International Marketing**  3 cr.
This course provides tools for marketing management decision processes and marketing systems in the global environment; application to multinational business operations and strategy development; marketing techniques of foreign market entry (Import-Exports, Joint Ventures, Licensing and Management Contracts). Emphasis is on marketing mix and how it is adapted to the global environment.

MK 615  **Green Marketing**  3 cr.
Environmental marketing course dealing with issues related to the environment. Topics covered are centered around the theoretical basis, managerial perspective, public policy viewpoint, or for empirical evidence. This course also covers a wide array of topics from segmentation to product, advertising, and distribution strategies and from a micro to a macro perspective. It represents an excellent tool for understanding and researching environmental marketing.

MK 630  **Strategic Marketing Planning and Decision-Making**  3 cr.
The analysis, planning, implementation, and control of marketing programs designed to achieve the organizational objectives of potential consumers. Decision making in organizations dealing with consumer markets is provided. Important insights from the behavioral sciences are considered in light of decision objectives to develop capability in creation and management of consumer-oriented marketing campaigns.
GRADUATE PROGRAM IN EDUCATION
GRADUATE PROGRAMS
IN EDUCATION

VISION STATEMENT

The graduate vision statement of the Education Department grows out of the developmental model of the undergraduate statement. Teachers are developing professionals who are responsible for educating our children utilizing the most current research and practice. They facilitate that learning as they find their own unique talents and bring them to the classroom.

In graduate education our goal is to contribute to the empowerment of educators so they can become change agents in their environment and advocates for their students. We use an action/reflection model that encourages educators to review their practice, evaluate it, gather new information and then revise and implement. It is a recursive process that should continue throughout one's career. Part of the value of education is the ability to share with other practicing professionals as we continually renew ourselves and our practice.

In every profession there is a generative process in which those practicing desire to pass on to subsequent generations their acquired knowledge and skills. Part of the maturity developed in practice is the willingness to mentor others in the profession. We encourage educators to develop these and other leadership skills so they make a lasting contribution to the field of education.

GOALS

Consistent with the Mission Statement of Park University, we have set the following goals.

1. To meet the educational needs of our growing and culturally diverse community, both in Parkville and in the Greater Kansas City area

2. To conduct an accessible program of quality for working professional educators.

3. To prepare professional educators to work in a diverse and technological environment.

4. To develop well-rounded educators who will be prepared to address current social and educational issues in a professional and problem solving manner.

5. To offer a master’s degree in a convenient format and at convenient times for working educators.
DEPARTMENT OBJECTIVES

The Master of Education program has underlying assumptions which are a continuation of undergraduate assumptions with the emphasis being on development of professional capabilities that enhance classroom practice and promote leadership ability.

1. Graduate education is a continuation of a process begun in undergraduate teacher education.

2. Educators need to have general education, professional expertise (both theoretical and practical), and should be scholars in their subject area.

3. Knowledge and expertise should be integrated in the educator’s practice in the classroom and school.

4. Graduate education should encourage the educator to participate in lifelong learning that enhances educational practice.

5. Graduate education should be an empowering experience that enables the educator to empower his/her students as learners.

6. Graduate education should enable the practicing educator to develop a voice in the profession and to become a leader in educational change.

7. Graduate education should empower educators to be problem solvers able to address the complex issues present in the school setting.

Consequently the professional teacher is one who:

a. Serves as a role model for preservice and inexperienced teachers.

b. Becomes a mentor in the process of education.

c. Acts as a facilitator who establishes an optimal developmental environment that meets individual learner’s needs.

d. Counsels, assists and listens to students and preservice teachers with whom he/she works.

e. Becomes a liaison between the local school, higher education and the community in which he/she lives and works.

f. Demonstrates the qualities of an educator who is a critical thinker, problem solver, scholar and decision maker.

g. Serves as a change agent in identifying and developing solutions to issues that impact education.

GENERAL INFORMATION

The Master of Education degree at Park University began in October 1995, becoming the first graduate program on the home campus in Parkville. The degree is designed to meet the practical needs of the classroom teacher. We use a praxis model that ties theory and practice together in each course. We strive to develop reflective educators who can be change agents in the lives of their students, in their school and communities. The program culminates in an Action Practicum and Critical Reflections Seminar.
The degree requires eighteen hours of core courses and eighteen hours of electives. The student may choose electives from a rotating selection. We also offer special topics and short courses so we can address pressing educational needs of teachers. In addition to a "design your own" general elective emphasis, we also offer these specific emphasis areas - multiculturalism, education law, and at-risk education. These courses are designed to help the teacher meet the critical needs of a changing society.

We have recently added three new master’s degrees which are designed to lead to certification:

**Master of Arts in Teaching** – to lead to certification in Middle or Secondary school for people with a bachelor’s degree in the content area;

**Master of Education in Educational Administration** – designed to lead to advanced certification for elementary, middle, or secondary principles;

**Master of Education in Special Education** – designed to enable certified teachers to add certification in cross-categorical special education (K – 12).

The faculty of the Education department of Park University teach in the program as do other outstanding educators in the Kansas City area. We attempt to bring the best and most current practice to the classroom to enable educators to bring the best to their students. We are committed to the belief that education can improve the lives of students and in turn positively impact our society.

As practicing educators ourselves we are aware of the demanding schedule that teachers maintain. Therefore, the Graduate programs have been designed to be friendly to the working professional. They are 36 hour degrees, offered in a eight week format, one night per week. Because of the intensive format we offer flexibility in enrollment allowing a student to stop out for a term with no penalty when the student returns.

We strive to utilize the classroom opportunities and experiences of the students in the program. The degree is designed to allow educators to explore issues, design curriculum and learn new strategies and techniques that will enable them to become more effective educators. We hope that they will gain experience in becoming reflective educators, learning to take theory and new research into their classrooms.

There are no tracks for emphasis area or for level. All levels may be taught in classes, with the level emphasis coming from the practical applications each should make. It is assumed courses will require an applications component. The applications component is necessary if this is to be truly a practical teaching degree.

Full-time enrollment is one course per eight week term and two courses in the summer. It is possible to complete the degree in two calendar years.

The programs have been approved by the North Central Association of Colleges and Schools and by the Missouri Department of Elementary and Secondary Education.
MASTER OF EDUCATION

ADMISSION REQUIREMENTS

• Have a Bachelor's degree in education from an accredited institution or hold a valid state teaching certificate.

• 2.5 minimum GPA in Bachelors work.

• and one of the following:
  ✔ 3.0 in all college work
  ✔ Four (4) years successful teaching experience (letter of recommendation from principal based on good evaluations)
  ✔ 1200 Graduate Record Combined Score for verbal and quantitative tests
  ✔ Meet or exceed the Missouri field test means scores on the area test of the National Teacher’s Exam
  ✔ Or, optional professional portfolio (to be evaluated by three full-time Teacher Education faculty members)

• It is possible to take classes as a non-degree seeking student; however, the number of credit hours enrolled as a non-degree seeking student is limited to twelve academic hours.

NON-DEGREE-SEEKING STUDENTS

Park University Seniors — Education majors who have at least 3.5 cumulative GPA at Park University may enroll in one graduate course-per semester of their senior year. A total of two courses for graduate credit in the Master of Education program, at the discretion of the program director (based on space available) is allowed. Students should check with financial aid for eligibility.

Visiting Students — Visiting students may take up to 12 credit hours in graduate courses while classified in non-degree seeking status.

FORMAT OF COURSES

Courses in the Master of Education program are offered in Online as well as face-to-face format. This degree can be completed face-to-face, Online, or by combining face-to-face courses with Online courses.
DEGREE REQUIREMENTS

Curriculum
This 36 hour program is offered in an eight-week format. The degree can be finished in two calendar years, including summer school.

Core:
- ED 515 Sociological Factors Affecting Education 3 hrs.
- ED 532 Teaching & Learning: Theory into Practice 3 hrs.
- ED 516 Introduction to Graduate Research 3 hrs.
- ED 606 Curriculum Theory and Practice 3 hrs.
- ED 630 Action Practicum 3 hrs.
- ED 640 Critical Reflections Seminar 3 hrs.

Electives 18 hrs.

UNDERGRADUATE CREDIT
Courses at the 400 level may be taken for graduate elective credit if eligible for graduate credit and with the permission of the graduate advisor or program director.

EMPHASIS AREAS
The emphasis area is designed to allow the student to "specialize" in an area of interest. The student will take nine (9) of the 12 hours of the emphasis area for electives and nine (9) hours of other electives. The practicum project should be related to the emphasis area.

A. GENERAL — 18 ELECTIVE HOURS
Requires that all students take 18 hours of electives selected from among the various offerings. Allows the students to take courses most beneficial to his/her classroom practice.

B. SCHOOL LAW —
9 OF 12 HOURS ELECTIVES, 9 GENERAL ELECTIVE
An emphasis area that allows the student to study in-depth legal issues that affect educators and classroom practice.

- ED 513 Law for Educators
- ED 522 Legal Aspects of Special Education
- ED 533 Conflict Resolution in Schools
- ED 613 Current Legal Issues for Teachers
C. MULTI-CULTURAL EDUCATION —
9 OF 12 HOURS ELECTIVE, 9 GENERAL ELECTIVE.
An emphasis area designed to prepare the classroom teacher to deal with a diverse classroom and to equip their students to live in a diverse society.

ED 519 Diversity in the Classroom
ED 529 Cross-cultural Communication for Teachers
ED 539 History and Ethnicity in America
ED 619 Multi-cultural Literature for Teachers

D. TEACHING AT-RISK STUDENTS —
9 HOURS ELECTIVE, 9 GENERAL ELECTIVE.
The emphasis in at-risk learners is designed to help teachers better prepare to work with these special students. Although appropriate for any teacher with at-risk students in the classroom, this emphasis is especially designed for teachers in non-traditional or alternative settings.

Required course:
ED 544 Teaching the At-Risk Student

Two of the following courses:
ED 519 Diversity in the Classroom
ED 520 Special Needs in the Classroom
ED 526 Advanced Classroom Management
ED 529 Cross-Cultural Communication for Teachers
ED 531 Literacy Across the Curriculum
ED 533 Conflict Resolution in Schools
ED 534 Understanding Violent & Troubling Behavior: A Contextualized Approach
ED 546 Advanced Diagnosis and Remediation of Reading

REQUIREMENTS FOR GRADUATION
Successful completion of 36 hours of graduate work as indicated above with a cumulative GPA no lower than 3.0 (on a 4.0 scale). (Courses in which a "C" was received must be balanced with a course in which an "A" was earned, or the course may be repeated once in an attempt to earn a "B". Only six hours of "C" will be permitted for graduation. Courses in which a student earns lower than a "C" must be repeated and at least a "B" grade must be earned. No grade lower than "C" is acceptable. A student who fails to meet the preceding requirement or who has more than two "C's" will immediately be withdrawn from the program.)
MASTER OF ARTS IN TEACHING

PURPOSE

The Master of Arts in Teaching degree is designed to offer professional education courses leading to middle or secondary certification. This degree was created to help meet the current teacher shortage by offering an opportunity for those possessing a bachelor's degree to seek certification in a masters degree program. (Potential elementary teachers may take appropriate coursework but it will not lead to complete elementary certification). The candidate will have a bachelor's degree in the field in which they wish to certify. Park University certifies at the middle and secondary level in English, journalism (secondary only), math, social studies, unified science, art (K-12), and Spanish (K-12). If a candidate lacks hours in the subject area they must remedy these deficiencies, which are not designed as part of this degree. Graduate or undergraduate content courses may be used.

Because our masters programs are offered in the evening eight week format, the courses are more accessible to working adults, however the coursework is intensive and at the graduate level. We expect maturity and hard work. Students entering this program must have an undergraduate cumulative GPA of 3.0 (on a 4.0 scale). If a student has a bachelor's degree in the subject, but less than a 3.0 and not lower than 2.75, he/she may begin the certification program as a non-degree seeking student taking up to 12 hours with a letter of recommendation from their principal. If they bring the GPA to 3.0 they may be admitted as degree seeking. If qualified, teachers will be better prepared and able to earn certification in the MAT format that is convenient and which allows them to earn a masters degree at the same time.

ADMISSIONS REQUIREMENTS:

1. A bachelor's degree in the field of certification from an accredited institution. If the degree is not in the field of certification, coursework in the discipline must be complete before admission to the Master of Arts in Teaching program is started.

2. A Missouri passing score on the subject area Praxis exam must be achieved during the first 12 hours of the program. If an individual does not pass Praxis they will not be allowed to continue in the programs past 12 hours. At the point of not passing we encourage the student to seek the advice of Park University graduate education faculty.

3. A 3.0 cumulative GPA (on a four point scale).

4. Three letters of reference, professional preferred, attesting to suitability for teaching, addressing issues of character, personality, commitment, and ability to function under stress.
Courses required for the degree:* 37 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 499</td>
<td>Bridge to Education **</td>
<td>1 hr.</td>
</tr>
</tbody>
</table>

Foundations of Teaching 15 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 520</td>
<td>Special Needs in the Classroom</td>
<td>3 hr.</td>
</tr>
<tr>
<td>ED 526</td>
<td>Advanced Classroom Management</td>
<td>3 hr.</td>
</tr>
<tr>
<td>ED 527</td>
<td>Growth and Development of Children &amp; Adolescents</td>
<td>3 hr.</td>
</tr>
<tr>
<td>ED 532</td>
<td>Teaching and Learning: Theory into Practice</td>
<td>3 hr.</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 513</td>
<td>Law for Educators</td>
<td>3 hr.</td>
</tr>
<tr>
<td>ED 515</td>
<td>Sociological Factors Affecting Education</td>
<td>3 hr.</td>
</tr>
<tr>
<td>ED 519</td>
<td>Diversity in the Classroom</td>
<td>3 hr.</td>
</tr>
</tbody>
</table>

Methods and Techniques 11 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 491</td>
<td>Technology for Teachers</td>
<td>3 hr.</td>
</tr>
<tr>
<td>ED 531</td>
<td>Literacy Across the Curriculum</td>
<td>3 hr.</td>
</tr>
<tr>
<td>ED 606</td>
<td>Curriculum Theory and Practice</td>
<td>3 hr.</td>
</tr>
<tr>
<td>ED 597</td>
<td>Methodology in the Content Areas</td>
<td>2 hr.</td>
</tr>
</tbody>
</table>

Clinical Experiences ***

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 600</td>
<td>Field Experience</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 601</td>
<td>Mentorship</td>
<td>10 hrs.</td>
</tr>
</tbody>
</table>

* The 36 hours identified will lead to the degree and in most cases to certification. Those interested in middle school certification will need two additional courses: ED 541 Middle School Philosophy and Organization, and ED 546 Advanced Diagnosis and Remediation of Reading. At all times a student must meet Missouri Department of Elementary and Secondary Education requirements for certification. Sometimes this means additional coursework, depending on the undergraduate program and certification desired.

** Required of those with no full-time classroom experience. Recommended for all M.A.T. students.

*** The course taken will depend on the experience of the candidate. ED 600 is for the person who is not currently employed by a school as a teacher. It will be a traditional student teaching experience with cooperating teacher and supervision from the university.

ED 601 will only be taken by individuals who are employed by a school and working as a teacher. The candidate will work with a mentor assigned by the school (A certified teacher in the content area of the candidate). The university will provide supervision as with all fieldwork.
REQUIREMENTS FOR GRADUATION

1. Successful completion of the required 36 hours with a 3.0 GPA, with no more than 2 "C's" and no grade lower than C. (See page 45 for details of GPA policy.)

2. An approved portfolio that addresses satisfactorily the Missouri Standards for a beginning teacher. The portfolio must be presented by the fifth week of the last term in the student’s program. A student cannot complete the program or be recommended for certification without an acceptable portfolio.
**Master in Educational Administration**

**Purpose**

The Master of Education in Educational Administration degree was designed to allow certification for principalship in a 36 hour program. Like our Master of Education degree it will be offered in the eight-week format, classes meeting one evening per week for 4 1/2 hours. Fulltime enrollment is one course per eight-week term. Fulltime enrollment during the academic year and two courses for two summers allows completion in two calendar years. Because we anticipate most of our students will be employed educators we will not encourage them to take a heavier load.

**Admission Requirements**

1. The candidate will hold a valid teaching certificate in Missouri and will have completed at least two years of successful teaching.

2. The candidate will hold a bachelor's degree in education or in the subject matter taught, plus certification requirements in the teaching field with a minimum cumulative GPA of 2.5 (on a 4.0 scale).

3. The candidate will present a letter of recommendation from a school administrator who has supervised his/her work.

4. The candidate will have one of the following:
   a) a cumulative undergraduate GPA of 3.0 (on a 4.0 scale);
   b) or have a graduate degree with a graduate cumulative GPA of 3.5 (on a 4.0 scale);
   c) or present Missouri passing scores on the Praxis exam;
   d) or a GRE score of 1200.

5. The candidate will submit a two-page philosophy of education and how that led him/her to desire a degree and certification in administration.

**Requirements for Graduation**

Successful completion of 36 hours in the required courses in the Master of Education in Educational Administration with a cumulative GPA of 3.0 or higher and no more than six hours of C which must be balanced with at least six hours of A. A course in which a student earns lower than a C must be retaken and a B earned. A professional portfolio, which will be the culmination of work in this program and demonstrate mastery of Missouri standards, must be presented and approved by the faculty.
Curriculum each course is 3 hrs for a total of 36 hours

ED 513 Law for Educators
ED 514 Foundations of Educational Administration
ED 522 Legal Aspects of Special Education
ED 527 Student Growth and Development
ED 606 Curriculum Theory and Practice (Elementary, Middle, or Secondary)
ED 608 Assessment
ED 612 School and (Community Leadership
ED 614 School Supervision
ED 624 Elementary Administration (or Secondary Administration)
ED 634 Administrative Field Experience
ED 635 School Organization
ED 645 Evaluation and Assessment of Teachers

* Note: Those seeking middle school principal certification must take in addition to the above 36 hours:

ED 541 Middle School Philosophy and Organization 3 hrs
ED 546 Advanced Diagnosis and Remediation of Reading Difficulties 3 hrs.
MASTER OF EDUCATION IN SPECIAL EDUCATION DEGREE WITH CERTIFICATION

PURPOSE
The Master of Education in Special Education degree was designed to allow initial teacher certification in special education in a 36 hour program. Like our Master of Education degree it will be offered in the eight-week format, classes meeting one evening per week for 4 1/2 hours. Fulltime enrollment is one course per eight-week term. Fulltime enrollment during the academic year and two courses for two summers allow completion in two calendar years. Because we anticipate most of our students will be employed educators we will not encourage them to take a heavier load.

ADMISSION REQUIREMENTS
1. The candidate will hold a valid teaching certificate in Missouri and have completed at least two years of successful teaching.

2. The candidate will hold a bachelor’s degree in education or in the subject matter taught, plus certification requirements with a minimum cumulative GPA of 2.5 (on a 4.0 scale).

3. The candidate will present a letter of recommendation from a school administrator who has supervised his/her work recommending him/her for the program.

4. The candidate will have one of the following:
   a) a cumulative undergraduate GPA of 3.0 (on a 4.0 scale);
   b) or have a graduate degree with a graduate cumulative GPA of 3.5 (on a 4.0 scale);
   c) or present Missouri passing scores on the Praxis exam;
   d) or a GRE score of 1200.

5. The candidate will submit a 2-page philosophy of education and how that led him/her to desire a degree and certification in special education.

REQUIREMENTS FOR GRADUATION
Successful completion of 36 hours in the required courses in the Master of Education in Special Education with a cumulative GPA of 3.0 or higher and no more than six hours of C which must be balanced with at least six hours of A. A course in which a student earns lower than a C must be retaken and a B earned. A professional portfolio, which will be the culmination of work in this program, must be presented and approved by the faculty.

Curriculum each course is 3 hrs for a total of 36 hours*
ED 522   Legal Aspects of Special Education
ED 526   Advanced Classroom Management

*Curriculum each course is 3 hrs for a total of 36 hours*
ED 527 Growth and Development of Children and Adolescents
ED 536 Transition/Career Education for Students with Disabilities
ED 537 Introduction to Cross-Categorical Disabilities
ED 547 Counseling Techniques with Exceptional Children and Their Families
ED 548 Evaluation of Abilities and Achievement
ED 556 Methods of Teaching the Student with Cross-Categorical Disabilities
ED 557 Language Development for the Exceptional Child
ED 558 Teaching Remedial Math
ED 606 Curriculum Theory and Practice
ED 647 Practicum in Cross-Categorical Disabilities

* It is assumed that certified classroom teachers will enter this program with coursework in reading (8 hrs. including remedial reading), math methods (3 hrs.), and exceptional child. A student must meet all state certification requirements. Additional coursework may be necessary for certification depending on previous preparation.

Curriculum is based on Missouri Certification Requirements, Missouri Standards for Teacher Preparation and the standards of the Council for Exceptional Children.
**COURSE DESCRIPTIONS**

**ED 491 Technology for the Classroom** 3 cr.
A computer literacy course designed for teachers to be an introduction to instructional media and computer. Emphasis will be on effective use of equipment, production of instructional material, and selection of hardware and software for the classroom. Expectation is that participants will be able to do word processing.

**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 a handheld calculator, and 2 years of high school algebra are mandatory. May be taken for graduate credit if admitted to graduate program and with permission of Director of Graduate Education.

**ED 499 Bridge to Graduate Education** 1 cr.
Designed for those individuals entering the Master of Arts in Teaching degree who have no classroom experience, or who want a general introduction to the field of education, the language, standards, dispositions, and expectations of teachers. Required of those with no classroom experience, recommended for everyone entering the Master of Arts in Teaching degree program. If required, must be taken before enrolling in graduate education courses.

**ED 513 Law for Educators** 3 cr.
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.
Designed to give the prospective administrator an historical perspective of the evolution of educational systems and governance and the role of the principal in guiding schools through the political, social, cultural and economic processes which impact American education.

**ED 515 Sociological Factors Affecting Education** 3 cr.
An opportunity to examine the changing sociological factors affecting American education. Problem solving approaches to these situations will be utilized.

**ED 516 Introduction to Graduate Research** 3 cr.
An introduction to both qualitative and quantitative research, including research design. The purpose of this course is to enable the educator to become an informed consumer of research. Prerequisite: An intermediate college level statistics course.

**ED 519 Diversity in the Classroom** 3 cr.
An attempt to look at changing classroom demographics and the implications for the classroom teacher. A wide variety of readings and activities will be used to introduce the teacher to the needs and culture of various groups.
ED 520 **Special Needs in the Classroom** 3 cr.
Designed to address the special needs of students being mainstreamed into the traditional classroom.

ED 522 **Legal Aspects of Special Education** 3 cr.
Review and analysis of current case law and litigation related to children with disabilities. Focus on the legal system that assures children with disabilities of 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 526 **Classroom Management Seminar** 3 cr.
Teachers will develop the knowledge and strategies necessary for successful classroom management and discipline for students who exhibit a wide range of behavioral needs and characteristics. Teachers will study how to prevent discipline problems, what to do when problems occur and what to do to increase the possibility of management and social skills.

ED 527 **Growth and Development of Children and Adolescents** 3 cr.
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 529 **Cross-cultural Communication for Teachers** 3 cr.
A study of communication and culture that examines cultural variability in interpersonal relationships.

ED 531 **Literacy Across the Curriculum** 3 cr.
An exploration of new definitions of literacy and strategies for integrating literacies (including reading, writing, listening, speaking, viewing and visually representing) across subject areas in elementary, middle, and high schools. Literacy research will be examined, and students will create and present an instructional unit designed to integrate literacy skills in the context of subject area instruction in their own classrooms.

ED 532 **Teaching and Learning: Theory into Practice** 3 cr.
Current theories and research on the topics of learning, motivation, teacher thinking, and effective teachings are reviewed and updated. Classroom applications will be stressed; students must complete an application project in which they apply current theory in teaching and learning to an actual classroom problem.

ED 533 **Conflict Resolution in Schools** 3 cr.
Focuses on the teacher’s role as negotiator and mediator in disputes involving parents, students, colleagues and administrators.
ED 534 Understanding Violent and Troubling Behavior: A Contextualized Approach
This course will help teachers identify their own implicit beliefs concerning the causes and treatments of violent and troubling behavior. Principles from educational psychology will provide the framework for course content. Emphasis will be placed upon the role of schooling while reflective inquiry will be offered as a constructive tool for dealing with troubling behavior.

ED 536 Transition/Career Education for Students with Disabilities
Teachers will develop a coordinated set of activities designed for a student within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. We will acquaint teachers with the principles, methods and procedures of career development and transition for students with disabilities.

ED 537 Introduction to Cross-Categorical Disabilities
Course content focuses on the identification and characteristics of students with mild/moderate disabilities: learning disabilities, mental retardation, physical disabilities, behavior disorders, and other health impairments. Basic methods will be presented for working with students in special education and integrated settings.

ED 539 History and Ethnicity in America
Participants learn the background of various ethnic groups that have composed the American nation, with emphasis on the groups that may be found in their own school systems. We will discuss theories of ethnicity, survey groups and engage in individual research that should lead to more inclusive American history courses at the elementary, middle and secondary levels.

ED 541 Middle School Philosophy and Organization
This course explores the unique nature of middle schools, middle school students, and middle school teaching, and looks at the history, theories, and philosophies that led to the development of today’s middle schools. The organization and purpose of middle schools will be covered, as well as the special role middle schools play within the structure of K-12 education. The course stresses individual research, reflective inquiry, and the creation of each educator’s individual philosophy of middle school education.

ED 544 Teaching the At-risk Student
This course will help the teacher define the concept of the at-risk student and understand the characteristics of these students. Included will be identification of at-risk students and their needs. Emphasis will be on the factors affecting education, including the social and environmental concerns of students and teachers. Teachers will identify appropriate attitudes and strategies that will help them build positive relationships with at-risk students and an appropriate learning environment.
ED 546  Advanced Diagnosis and Remediation of Reading Difficulties  3 cr.
Explores characteristics, identification and intervention strategies appropriate for students with reading difficulties. Includes the study of formal and informal assessments, miscue analysis and recommendation for instructional materials. Examines both traditional and innovative means of teaching reading to students with disabilities. Teachers will practice administering, interpreting and reporting diagnostic results.

ED 547  Counseling Techniques with Exceptional Children and their Families  3 cr.
Survey course exploring the role and function of counseling including philosophies, theories and research. 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.
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 556  Methods of Teaching the Student with Cross-Categorical Disabilities  3 cr.
A methods course designed to give teachers numerous examples of curricular and instructional methodologies in the teaching of elementary and secondary students with mild/moderate disabilities (with learning disabilities, mental retardation, behavior disorders, physical impairments and other health impairments) in the cross-categorical classroom. The application of classroom practices, teaching strategies, affective interactions and instructional modifications will be included.

ED 557  Language Development for the Exceptional Child  3 cr.
A study for the special education teacher in the identification and referral of individuals with communication disorders. Explores language development in children and adolescents with special needs. Formal and informal evaluation procedures are examined, intervention strategies appropriate to the language impaired are reviewed, and language arts strategies are developed.

ED 558  Teaching Remedial Math  3 cr.
This course will provide methods, techniques and innovations for the diagnosis and remediation of students having difficulty learning math through traditional methods. Teachers will develop accommodations for students with disabilities in both special and regular classroom settings.

ED 580  Special Topics in Education  1-3 cr.
Designed to allow for the introduction of special areas of interest in education. May be repeated for credit with a different topic.
ED 597  **Methodology in the Content Area**  2 hrs.
This course is to provide the student with the opportunity to identify appropriate techniques, methods, and practice in the area of certification. The areas of certification are
  a. English
  b. Social Studies
  c. Unified Science
  d. Mathematics
  e. Journalism
On site observation and application may be required.

ED 598  **Methodology in the K-12 Content Area.**  2 cr.
This course is to provide the student with the opportunity to identify appropriate techniques, methods, and practice in the K-12 area of certification
  A. Art
  B. Spanish
On site observation and application may be required.

ED 600  **Field Experience**  10 cr.
A ten-week experience in directed teaching in an area school. The student will observe and be able to actually solo teach at least six weeks in an area school. It is designed for the person who is not employed as a teacher in a school and perhaps has no direct school experience. This course should be the last one in the students program.

ED 601  **Mentorship**  10 cr.
This is a mentored teaching experience in the school and classroom where the student is employed as a teacher. This course is designed only for those who are already employed and working as a classroom teacher. At the beginning of the program the student must be assigned a mentor by the school who will work with the student throughout the program. There will be university supervision. The student who is in an actual teaching experience will enroll in this course early in the program. Courses for five hours per term in consecutive terms commencing Fall I or Spring I.

ED 606  **Curriculum Theory and Practice**  3 cr.
An overview of curriculum theory that discusses current issues in curriculum and gives the teacher the opportunity to develop useful curriculum.

ED 608  **Assessment**  3 cr.
A study of qualitative and quantitative tests and measurements including naturalistic, case study, and longitudinal methods of assessment.

ED 612  **School and Community Leadership**  3 cr.
Designed to provide the prospective principal with an understanding of the role of schools in the larger community and how to incorporate stakeholders, partners, families and others into the development of a school where children can learn. The student will understand the balance between internal and external communication and the approaches to initiating school reform.
ED 613  **Current Legal Issues for Educators**  3 cr.
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. An application course.

ED 614  **School Supervision**  3 cr.
Designed to define the process of supervision by promoting human development and encouraging human relations in the process of supervising teachers and others in the educational environment. This course is designed to cover both clinical and practical approaches to improving the classroom teaching process.

ED 619  **Multi-cultural Literature for Teachers**  3 cr.
A seminar focused upon literature emerging from various American minority cultures with emphasis upon the teaching of such literature in elementary, middle and secondary schools. Although there is an attempt to expose students to a wide variety of works, authors, and cultures, certain groups (e.g., African American, Hispanic, Native American) are prominent and major authors (e.g., Toni Morrison, N. Scott Momaday, Maxine Hong Kingston) are emphasized. Each student produces a research paper and a teaching package. Students present their research findings orally and demonstrate lessons from their teaching package.

ED 624  **Elementary Administration**  3 cr.
Designed to give the prospective principal an understanding of the principalship and the technical and managerial skills needed; also designed to give the student a basis for understanding the purpose of education and the role of leadership in a modern society.

ED 625  **Secondary School Administration**  3 cr.
Designed to introduce the concept of the modern high school and to organization and implications for preparing for student performances, curriculum design and organization, student organization and activities, staffing and supervision of students in the secondary program. In addition, the course will focus on technical and managerial skills, community relations and the leadership of the secondary school in our society emphasizing the community and cultural implications.

ED 630  **Action Practicum**  3 cr.
One of two concluding courses in the Master of Education designed to complete the praxis model. This is the action/application of information learned in the program. Each student will develop and apply an educational plan utilizing new learning. The project must be related to the emphasis area. Should be taken after 15 hours in the program or with permission of advisor.

ED 634  **Directed Field Experience**  3 cr.
Designed to provide the prospective principal an opportunity to spend 40 hours in an administrative field experience with a successful, practicing principal. The graduate student will be able to observe, participate and study the role of the principalship as a result of being in the actual school setting.
ED 635  School Organization and Management  3 cr.
Designed to provide the prospective administrator knowledge of specific issues of organization and management of schools such as operational procedures, safety and security, human resource management, fiscal operations, budgeting, use of facilities, student discipline and various legal issues affecting operations.

ED 640  Critical Reflections Seminar  3 cr.
One of two concluding courses in the Master of Education designed to complete the praxis model. This course is designed to focus on current issues in education and is the reflection part of the experience. Each participant will do a major paper and make a presentation of that paper. The paper must be related to the emphasis area. Should be taken after 15 hours in the program or with permission of advisor.

ED 645  Evaluating and Assessing Teacher Performance  3 cr.
Designed to assist the prospective administrator in the evaluation and assessment of teacher performance. The course is designed to provide the student with a knowledge of principles of effective instruction; preparing for the evaluation, assessing teacher behavior and student growth, organizing and communicating with individual teachers, vocabulary and clarity of writing, speaking and listening skills. The course will focus on old examples of effective and not so effective evaluations of teachers by principals.

ED 647  Practicum in Cross-Categorical Disabilities  3 cr.
Provides supervised off-campus experience with students with cross-categorical disabilities in cooperating schools. Teachers will be expected to participate in the interpretation of intelligence tests, formal and informal diagnostic procedures, prescriptive interpretation of intelligence tests, formal and informal diagnostic procedures, prescriptive instruction, and practical application of teaching strategies and behavior management techniques.
EDUCATION ADVISORY BOARD

Dr. Curtis Cain
    Asst. Supt./Park Hill School District

Ms. Amy Cockrill
    Teacher/Student Rep.

Ms. Dorothy Curtis
    Teacher/K.C., MO School District

Ms. LaDonna Ebright
    Park Hill Special Education Teacher (retired)

Ms. Debbie Kirkpatrick
    Elementary Teacher, Park Hill School District

Ms. Gale Lee
    Principal, De La Salle Education Center

Dr. Patricia Hutchens-McClelland
    Director, Department of Education, Park University

Mrs. Jeannette Okerstrom
    Teacher/N.K.C. School District

Ms. Janet Simpson
    Graduate Student/Teacher

Ms. Cynthia Turner
    Undergraduate Student Representative

Dr. Ann Wentz
    Asst. Prof. of Education, Park University

Ms. Marietta West
    Principal, Mt. Washington German Magnet

Mr. Michael Young
    Teacher, North Kansas City
THE HAUPTMANN SCHOOL OF PUBLIC AFFAIRS
Hauptmann School of Public Affairs

Park University over the years has claimed to be a peculiar institution interested in pioneering. It has been called *A Midwest Adventure in Education*. As a result of a unique educational experience many Park University alumni have transformed their knowledge into careers of service.

The Hauptmann School of Public Affairs is another evidence of the continuous sensitivity to events and ideas in the university’s environment. Park University is responding to growing demands for a different approach to the relationships of government, society and the economy. While situated within different educational parameters of service to the community, the Hauptmann School will remain within the framework of the University’s peculiarity and distinctive traditions.

The central concern of the Hauptmann School is to contribute to the professional upgrading of middle managers in the fields of government, business, the nonprofit sector, management of information systems, and healthcare/health services. Such a contribution will be made possible by the closest ties to and identification with the urban environment of the Greater Kansas City area. It must be accomplished through sensitivity and responsiveness. The School will operate within the framework of the basic values and ideas underlying the American social, political and economic systems. The study of public affairs will make it possible for the students to understand the American system better, to see its opportunities as well as its shortcomings and to recognize that the future direction of the system will be influenced and affected by what they do or fail to do.

The Hauptmann School will educate managers who, knowing the American System, will be able to work toward increased rationality, responsibility and responsiveness of their organizations within a framework of the highest moral values.

The focus of the Hauptmann School will be the development of a unified approach to public affairs. Public affairs is understood to be the field of study which shows the interrelationships between the activities of government (on all its levels) with other elements of the social and economic systems. The public manager, or any other person involved in government, or positions related to government, has to learn to view government and administration in this broad perspective of interrelationships.

This public affairs focus emphasizes that the Hauptmann School is meant not only for the traditional public administrator, but also for the managers in business who deal more and more with patterns of relationship to government, for the community leaders who work on the new nonprofit frontiers of urban and neighborhood affairs, and for the person who is in search of a second career in one of these fields.

The Hauptmann School offers a Master of Public Affairs degree with five distinct areas of study: (a) Public Management, (b) Government-Business Relations, (c) Nonprofit and Community Services Management, (d) Management of Information Systems, (e) Health Care/Health Services Management.
The Hauptmann School of Public Affairs presents itself to students and to the community as an institution with clearly set and specified goals. We want to contribute to the development of governmental, business and nonprofit managers who will make a difference in our society. While responding to the needs and trends of the people we are committed to serve, we are also intent on maintaining a critical and analytical approach to developments, and even beyond that, on suggesting new vistas and challenging ideas. Within the pluralistic structure of our society, we want to emphasize the values of personal freedom rooted in the American tradition of involvement, responsibility, and moral courage.

Our curricular blend of theory and practice, our faculty composed of academicians and practitioners, our close contacts with the political, economic, and social sectors of public affairs are all designed to be exciting, meaningful and useful to our students and our communities. Our location in downtown Kansas City, Missouri proves our connection with the core of a vital metropolitan area in which we intend to play a constructive role. We are approaching our goals with enthusiasm, intellectual concern and determined effort to achieve them. Our expansion to offering courses on the Internet (Online courses) continues these ideals.

Looking back at over twenty years of our existence, we are proud to point to the accomplishments of our graduates and to our continued successful efforts to live up to the Hauptmann School’s mission.

**Mission Statement Explains HSPA's Unique Perspective**

The Hauptmann School of Public Affairs shares the educational commitments of Park University to the pursuit of knowledge, and to the intellectual and social development of students. These values receive a special dimension on the graduate level but remain consistent with the overall direction of this institution.

Emphasis on liberal arts acquires a distinctive meaning in the Hauptmann School. The study of public affairs constitutes a specific application of liberal arts to the graduate level. Our attempt to present the interrelationships between politics, economics and culture is in the liberal arts tradition, while our stress on community involvement of the Hauptmann School and of its students shows that liberal arts have a direct relationship to the students’ professional life in government, business or the nonprofit sector.

The academic program is directed toward definite outcomes with the students acquiring both theoretical and practical insights into their field of study A proper environment is developed by assuring a learning setting conducive to academic pursuits.

The curriculum of the Hauptmann School is constantly evaluated to assure that the intent of the commitments, emphases, outcomes and environments is being achieved. The goals and objectives of our academic program, our learning setting and
our community involvement provide a way to check constantly both our place within the institutional framework of Park University and the degree to which our goals and objectives are being reached.

**HSPA Vision Statement**

The Hauptmann School of Public Affairs envisions its position on the educational plane, particularly in the Greater Kansas City area, as an institution of academic excellence, providing a model of preparing professionals in managerial positions for public service in government, in business, the nonprofit sector of our society, in information systems, and in health care/health services.

The achievement of this vision is measured by the success of the School's graduates occupying decision-making positions, constantly striving to enhance their performance with modern management ideas, performing their duties following ethical principles, responding positively to the needs and concerns of their constituents, and being democratically responsible for their actions.

While pursuing this vision, the faculty, administrators, students and alumni of the Hauptmann School of Public Affairs carry out their respective roles within their civic and professional communities including active participation beyond their vocational functions.
GOALS OF THE H.S.P.A.

ACADEMIC PROGRAM
1. Providing students with knowledge and skills necessary for successful career development, personal growth, and service to society.
2. Recognizing the interdependence of theory and practice by involving both academicians and practitioners in the program.
3. Emphasizing the complex nature and ambiguity of most contemporary public problems and the pluralism underlying their solution.
4. Demonstrating the interrelationship of the social, political, and economic areas of public affairs to encourage the development of broader perspectives in defining and addressing managerial problems.
5. Affirming participation in public affairs as a citizen’s responsibility.
6. Stressing the ethical obligations of public servants in performing their duties.

LEARNING SETTING
1. Creating the atmosphere for intellectual pursuits on the graduate level.
2. Acquiring and maintaining the facilities, equipment and resources necessary for effective academic study.
3. Establishing close, personal contacts between the students, faculty and administration of the School.
4. Developing avenues for student interrelationships as a means of supporting their study and careers.
5. Constructing meaningful contacts between the School and the students’ employers.

COMMUNITY INVOLVEMENT
1. Engaging the School’s faculty and students, and its facilities in professional concerns of the area.
2. Maintaining continuous contact and interaction of faculty and students with advisers from the community to respond effectively to changing needs and to redefine educational goals and processes.
3. Conducting the program in a close relationship with the totality of Park University institutions and programs as a means of strengthening Park University.
4. Arranging ways to maintain contacts with the School’s alumni.
5. Identifying the School with the public life of the Kansas City area, especially the downtown Kansas City, Missouri area and extending this to the world of the Internet.
6. Building the School as a center for intellectual search, professional development and public policy discussions.
7. Offering the services of the School for study and research in public affairs.
**MASTER OF PUBLIC AFFAIRS DEGREE PROGRAM**

**PROGRAM DESIGN**

The MPA program is designed for upwardly mobile middle managers in government, business and nonprofit organizations. Alternatively it is planned to appeal to people in search of a second career and to selected foreign students sponsored by their governments.

The cornerstone of the curriculum is five public affairs courses which will present to the students the common denominator and the unity of "public" concerns in several areas of organizational life. These courses will deal with the theory and methodology of public affairs and contemporary technology.

The student will concentrate in one of the five program areas: (a) public management, (b) government-business relations, or (c) nonprofit and community services management, (d) management of information systems or, (e) health care/health services management. In the selected area a coordinated overview will be presented in three courses taught by academicians. Qualified practitioners will inform the students of current developments and trends in the same area through theory/practice integration courses. Six of these integration courses will be available in each area. The student will select four of these for the purpose of supplementing practical knowledge.

The postulated unity of the public affairs field then leads to an excursion into one of the other program areas. The student will be encouraged to select one theory and one integration course relevant to the chosen program area.

Then individual work takes the place of the classroom. An applied project or projects will be designed to supplement the student's practical and academic experiences. The project may be an internship, a set of rotating work assignments, a research project or supervised reading. The project will be supervised by a program coordinator or a faculty member closely related to the student's interests, e.g. law enforcement, public relations, etc.

Especially at this stage, but also throughout the entire program, the student's academic advisor will be in close contact with the student's employer to assure that the direction of the study satisfies the needs of the government agency or private organization.

Just as the cornerstone of the curriculum assumes the unity of the public affairs area, so does its capstone. It is a seminar for all students regardless of program area. This seminar will focus on presentation of student research papers which will be subject of extensive seminar discussions. In addition, assigned readings and presentations will reinforce the guiding theme of the unity of public affairs.

There are two special aspects of the program design not related to coursework which will merit special attention. During the second semester of enrollment, the student must apply for admission to degree candidacy. This should provide an opportunity to check the student's academic performance and assure that the student is proceeding well on the chosen course of study. It may also, in some cases, show the need
for some kind of special work which may be needed to guarantee successful completion of the program.

A comprehensive examination, written and oral, is also an integral part of the program. It is meant to check the student’s professional preparation as well as understanding of the field of public affairs.

Details of the design are described in the following rules and regulations.

**ADMISSION REQUIREMENTS FOR DEGREE-SEEKING STUDENTS**

1. Bachelor’s degree from an accredited institution, with no less than a 2.5 grade point average (based on a 4.0 scale) in the last sixty (60) semester hours of undergraduate study. Official transcripts must be provided. International students with undergraduate degrees from foreign institutions will be evaluated on an individual basis.

2. Gainful employment in government, private business, non-profit organization or appropriate experience in one of them, unless the applying student is a recent college graduate.

3. Three letters of recommendation from people who can attest to the student’s interest in public affairs; one of these from the supervisor of the student in current (or last) position of employment.

4. A personal statement explaining (a) the nature of gainful employment in government or private business or appropriate experiences in one of them, and (b) reasons for entering program. This should be written under supervision at least two weeks in advance of the semester through the Hauptmann School Office.

5. Requirements 2 and 3 may be adjusted for International students.

Prospective students experiencing delay in gathering the required transcripts and letters may be admitted conditionally. After submitting all materials, they will either be admitted without condition or subject to probation as explained below.

Candidates who fail to meet conditions 1 and 2 may be admitted on a probationary basis which will continue until successful advancement to degree candidacy as described above.

During the first month of the semester each incoming student will be required to participate in a series of diagnostic tests (especially in the use of quantitative and computer skills) designed to assist in planning the student’s course of study.

**BACHELOR OF ARTS/MASTER OF PUBLIC AFFAIRS**

Park University upperclassmen may, under certain conditions, be admitted to a joint BA/MPA program.
GRADUATE RECORD EXAMINATION

Students are required to take the GRE Aptitude Test during the first semester of enrollment. Enrollment in the second semester will be probationary if the student has not taken the test. After the second semester, the student will not be allowed to continue studies in the school if the test is not completed.

Prior GRE test scores are acceptable, provided that they are no more than five (5) years from the student’s enrollment date. Should two or more GRE scores be reported, the highest score will be accepted and recorded.

No specific score on this test is required, but the scores will be used for development of future admission standards.

ACADEMIC HONORS

Students graduating with a 3.75 cumulative grade point average and no "C" on record will receive the note “with honors” on their diploma and academic record.

ACADEMIC PROGRESS AND PROBATION

The Hauptmann School requires satisfactory progress toward a degree. Satisfactory progress is defined as maintaining a grade point average of 3.0. Students failing to meet this requirement will be placed on academic probation and continue on probation until a cumulative grade point average of 3.0 or higher is obtained.

The student has to achieve the 3.0 average no later than four courses after the beginning of probation.

To be removed from the probation list the student has to raise the grade point average to 3.0 during the succeeding regular semester (not counting the summer term).

A student placed on probation for two consecutive regular semesters will be asked to withdraw from the School or change to non-degree status.

Automatic academic dismissal will occur when: (a) the 3.0 average is not achieved during the prescribed period or (b) when a third grade of "C" is earned.

SPECIAL TERMS

Between regular semesters or before/after the summer term, students may enroll, by permission, in special terms designed to facilitate their progress toward the degree.

COMPUTER LITERACY

Students must meet a computer literacy requirement by the end of the second semester of their enrollment. This requirement may be met in one of two ways:

1. Provide evidence of having completed an introductory college course in computer science with a grade of "C" or better, or
2. Provide evidence of understanding and experience in the use of any two of the three following types of software:
   
a. data base management  
b. spreadsheet  
c. word processing  

   Students may petition the School to substitute knowledge of other types of applications software for the three major types specified.

INTERNET LITERACY

Students must meet an Internet literacy requirement by the end of the second semester of their enrollment.

This requirement may be met by an actual presentation of the student’s ability to use the Internet. This will be based on the completion of a brief project supervised by the School’s staff.

For students not familiar with the Internet, a workshop (PA 500D) will be provided on demand.

ADMISSION TO DEGREE CANDIDACY

During the second semester of enrollment students must apply for admission to degree candidacy. A written test designed to ascertain the student’s critical thinking and writing skills will be administered each semester on a designated date. Unless the student participates in this examination at the scheduled time, enrollment will not be allowed until the examination has been taken at a scheduled time.

If the written test shows deficiencies, an oral interview with the Director and the appropriate Area Coordinator will follow. This interview will determine whether degree candidacy will be denied, or granted conditionally with specific conditions (i.e. relevant course work) and after successful retake of the written test.

NON-DEGREE-SEEKING STUDENTS

Special admission requirements (available upon request) apply to the following categories of non-degree-students:

1. Non-degree-students - Students with a bachelors degree who intend to use some of the offered courses for their professional advancement, but do not plan to complete the MPA degree.

2. Park University Seniors - Admitted with special permission. Not more than six (6) hours per year for graduate credit, or six (6) hours per semester for undergraduate credit.

3. Registered auditors - Students interested in the course, but not pursuing it for a grade. (See fees on page 13-14.)
**COMPREHENSIVE EXAMINATION**

During the enrollment in PA 602, or as soon afterwards as possible, each student will have to pass a written and an oral comprehensive examination. The written examination will consist of a segment emphasizing the major program area (120 minutes - 65% of grade) and a second segment related to the secondary area (40 minutes - 20% of grade), and a third segment dealing with the correlation of the student’s areas of study and public affairs in general (25 minutes - 15% of grade).

The oral examination is designed to test the student's reaction to problem situations. The student will appear before a board comprised of the respective Area Coordinator (or representative), the Director, and an additional examiner. The examination will be of (one) 1 hour duration and will be given normally in the second week preceding graduation. The candidate must pass both examinations with at least a "B" grade.

Letter grades will be assigned for both examinations and placed on the student's academic record.

**SUMMARY OF DEGREE REQUIREMENTS**

1. Completion of thirty-six (36) semester hours of prescribed courses;
2. An overall Grade Point Average of at least 3.0;
3. No course grade below "C" and no more than 2 (two) grades of "C"; and
4. Passing of the comprehensive examinations with at least "B" grades.

**FORMAT OF COURSES**

Courses in the Master of Education program are offered in Online as well as face-to-face format. This degree can be completed face-to-face, Online, or by combining face-to-face courses with Online courses.
COURSES OF STUDY FOR MPA DEGREE

CORE COURSES REQUIRED FOR ALL STUDENTS
1. Public affairs core courses (PA 501 and PA 502) 6 hrs.
2. Technology and Public Affairs (PA 505) 1 hr.
3. Applied project (PA 601) 4 hrs.
4. Seminar in public affairs (PA 602) 3 hrs.
14 hrs.

COURSES IN PROGRAM AREA A - PUBLIC MANAGEMENT
1. Three theory courses (PA 511, PA 512, PA 513) 9 hrs.
2. Four of six theory/practice integration courses
   (PA 561, PA 562, PA 563, PA 564, PA 565, PA 566) 8 hrs.
3. One theory course from another area
   (PA 521-PA 523 or PA 542-PA 545) 3 hrs.
4. One theory/practice integration course from the
   same area as selected in point 3 above
   (PA 570-PA 579 or PA 591-PA 597) 2 hrs.
22 hrs.

COURSES IN PROGRAM AREA B - GOVERNMENT-BUSINESS RELATIONS
1. Three theory courses (PA 521, PA 522, PA 523) 9 hrs.
2. Four of six theory/practice integration courses
   (PA 570, PA 571, PA 575, PA 576, PA 578, PA 579) 8 hrs.
3. One theory course from another area
   (PA 511-PA 513 or PA 543-PA 545) 3 hrs.
4. One theory/practice integration course from the
   same area as selected in point 3 above
   (PA 561-PA 566 or PA 591-PA 597) 2 hrs.
22 hrs.

COURSES IN PROGRAM AREA C - NONPROFIT & COMMUNITY SERVICES MANAGEMENT
1. Three theory courses (PA 542, PA 543, PA 545) 9 hrs.
2. Four of six theory/practice integration courses
   (PA 591, PA 593, PA 594, PA 595, PA 596, PA 597) 8 hrs.
3. One theory course from another area
   (PA 511-PA 513 or PA 521-PA 523) 3 hrs.
4. One theory/practice integration course from the
   same area as selected in point 3 above
   (PA 561-PA 566 or PA 570-PA 579) 2 hrs.
22 hrs.
COURSES IN PROGRAM AREA D - MANAGEMENT OF INFORMATION SYSTEMS

1. Three theory courses from one of other three areas 9 hrs.  
   (PA 511 - PA 513 or PA 521 - PA 523 or PA 542 - PA 545)
2. Four theory/practice integration courses 12 hrs.  
   (IS 605, IS 610, IS 620, IS 640)*  
   * completion of these four courses will also satisfy the  
     PA 505 Core requirement
3. One theory/practice integration course from another area 2 hrs.  
   (PA 561 - PA 566 or PA 570 - PS 579 or PA 591 - PA 597)

23 hrs.

COURSES IN PROGRAM AREA E - HEALTH CARE/HEALTH SERVICES MANAGEMENT

1. Three theory courses from one of other three areas 9 hrs.  
   (PA 511 - PA 513 or PA 521 - PA 523 or PA 542 - PA 545)
2. Four theory/practice integration courses 12 hrs.  
   (HA 511, HA 518, HA 520, and one of the following:  
   HA 516, HA 517, or HA 521)
3. One theory/practice integration course from another area 2 hrs.  
   (PA 561 - PA 566 or PA 570 - PS 579 or PA 591 - PA 597)

23 hrs.

NOTE: An MPA graduate who is interested in a second program area must complete all 22 hours of this area (as listed above). The completion of this second area will be noted on the transcript.
H. S. P. A. COURSE DESCRIPTIONS

HA 511 Management and Leadership in Health Care/Health Services Settings  3 cr.
Course is designed for an in-depth study of a range of issues or related problems being faced by practicing managers in the rapidly changing health care/health service industry. Special emphasis will be placed on the issues’ relevance and their utilitarian values to the participants. Examples of issues which are of concern include rural or urban health, managed care ethical issues, and in integration technology.

HA 516 Health Care Financial Applications  3 cr.
Designed to introduce health care financial management applications in budgetary control and financial planning used in a variety of health care settings.

HA 517 Health Care Law  3 cr.
Course designed for an in-depth analysis of health care/health service law and its effect on the relationships among the patient, the patient’s family, the provider, and other interested third parties. Analysis of cases is the primary method of study.

HA 518 Health Care/Health Service Delivery Systems in the United States  3 cr.
An analysis of American health care/health service delivery systems, including governmental and nongovernmental agencies at the national, state and local levels, and current issues.

HA 520 Health Care/Health Services Seminar  3 cr.
Course designed to assist students in integrating and synthesizing previous course work in health care/health service administration. This is a capstone course, which will assist students in understanding concepts they will experience in their profession. Current trends and problems in health care/health service administration will be emphasized. A formal paper is required.

HA 521 Special Topics in Health Care/Health Services Administration  1-3 cr.
Designed to explore topics of current interest in health care/health service administration. The course may be offered for 1, 2, or 3 credits, and may be repeated for a different topic.

IS 605 Data Management  3 cr.
The concepts, principles, issues and techniques for managing corporate data resources and ensuring data integrity. Techniques for managing the design and development of large database systems including logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing, and data mining. The basic SQL commands will be utilized.
IS 610  Systems Engineering Planning and Control  3 cr.
Survey of software engineering paradigms, software project planning and risk analysis, software analysis and design methodologies, software quality assurance and testing, software configuration management, and computer-aided software engineering tools that are useful for business applications. Group project on structured analysis utilizing Rapid Application Development and prototyping.

IS 620  Computer Security, Risk Management and Control  3 cr.
Explore the threats and risks present in organizations due to the pervasive use of technology. Learn risk evaluation techniques and identify security and control techniques used to minimizing threats and risk to the organization. Computer and information security topics emphasized include threat techniques, protective techniques, risk analysis, contingency planning, password techniques, encryption, network protocol and intercept devices.

IS 640  Project and Change Management  3 cr.
Project integration, scope, time, cost, quality control, and risk management. Managing the changes in organizations resulting from introducing or revising information systems and the IS specialist role in change management. Exploring objectives and techniques of planning, organizing and managing complex information systems development projects.

PA 501  Public Affairs Concepts and Theory  3 cr.
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 three areas of the MPA program and their interrelationships will be explained.

PA 502  Public Affairs Methodology  3 cr.
Application of statistical techniques to the quantitative aspects of the social sciences and public affairs. The design and analysis of survey research. Emphasis on government data sources analysis. Prerequisite: PA 501

PA 503  Emerging Issues in Public Affairs  3 cr.
Analysis of 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 3 cr.
A course designed to allow the student to substitute individualized instruction for a regular course. May be used only to replace theory or integration courses. The course may be taken only twice. Permission of the Director is required.
PA 505 Technology and Public Affairs 1 cr.
An examination of the implications of technology (IT) in public affairs. Focus will be placed on the role of IT in organizations, especially government, on implications of IT for the public affairs professional and on government’s role in information technology. Discussion of practical utilization of IT will include IT strategic planning, current use of technology and the future of technology with consideration of its impact on government organizations and the public. Prerequisite: Passing the Internet Literacy Test.

PA 507 Workshop on Current Issues in Public Affairs 1 cr.
A seminar type workshop meeting on two successive Saturdays to discuss current issues. Two of these workshops may replace any integration course provided that one of them is in the student’s major program area. The course may be taken only twice.

PA 511 Management of Public Organizations 3 cr.
An analysis of the processes by which public administrators convert inputs into policies with an introduction to problems of policy analysis. The common and distinctive elements of management on the several levels of government are studied. The management philosophy of public organizations is highlighted with the impact of technological changes considered.

PA 512 Environmental Inputs in Public Organizations 3 cr.
A study of the interrelationships 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, intergovernmental relations and political influence. The mutual relationships between politics and administration will be stressed, including issues of contracting out and privatization.

PA 513 Evaluation and Impact of Public Organizations 3 cr.
An examination of the evaluation of the output of public organizations, the criteria and methodology of the evaluation. An attempt to discover 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. Prerequisite: PA 502.

PA 521 Business, Government and Society 3 cr.
A study of the business firm as a social institution, with emphasis on the changing purposes of social action; ethical problems in management; social responsibilities of the business manager.

PA 522 Economics of the Private Enterprise System 3 cr.
A critical study of the theoretical and philosophical foundations of the private enterprise system in the United States, its evolution, history, performance and future.

PA 523 Macroeconomic Problems and Policies 3 cr.
A systematic study of contemporary issues and problems, domestic and global; critical analysis of policies and practices affecting such problems.
PA 542 Social Policy and Community Services 3 cr.
An examination of policies intended to address community needs and how those policies get set. Reviews community needs, organizations, services, and inter-organizational arrangements designed to implement policies in such areas as social welfare, health and mental health, employment and training, crime prevention, and cultural endeavors. Considers the role of individual values and responsibility as well as the mobilization of community efforts to address problems, paying attention to their global implications.

PA 543 The Nonprofit Sector 3 cr.
A review of the role and functions of the philanthropic and nonprofit sector, including history and trends in the field, the legal and regulatory environment. The relationship of the nonprofit sector to the public and business sectors is examined, with attention to the related role of public and for-profit entities in delivering community services.

PA 545 Management of Nonprofit Organizations 3 cr.
An overview of management principles and practices, with the common and distinctive elements of nonprofit management compared to public and business organizational management. 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 561 Planning and Structuring of Public Organizations 2 cr.
A survey of the structuring of public organizations and the role of planning as a continuing process. A discussion of the interrelationships between structure and functions, the impact of external and internal demands, as well as the challenges of management innovations.

PA 562 Administrative Leadership 2 cr.
A discussion of 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.
Consideration of 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.
Presentation of 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 565  **Performance of Public Organizations**  2 cr.
A study of the basic aspects of management science and operation research from the standpoint of their contribution to the measurement of performance and productivity.

PA 566  **Public Organizations and the Law**  2 cr.
The legal system and its effect on the work of public organizations. Discussion of the basic elements of administrative law as it applies to public organizations.

PA 570  **Community Economic Development**  2 cr.
An examination of concepts, processes, strategies, plans and techniques of economic development in local communities; economic and legal issues affecting development; the politics and management of community economic development programs. Emphasis on the study of successful public-private sector partnership models.

PA 571  **Government Regulation of Business**  2 cr.
An examination of 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.

PA 575  **Developing Human Resources**  2 cr.
The management of relations between an organization and its work force; substantive issues and current practices in human resource management and development. A critical review of government's role in human resource development programs. Achieving harmony in labor-management relations.

PA 576  **The Global Environment of Business**  2 cr.
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.

PA 578  **Principles of Public Relations**  2 cr.
Principles, methods, current practices and techniques employed in the public relations programs of government, civic and public service organizations; the study of mass media as publicity channels; ethics of public relations; application of methods of effective communication.

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, cashflow management, long-term financing, dividend policy and capital budgeting.

PA 591  **Planning Nonprofit/Community Services**  2 cr.
A description of community needs and problems along with a survey of methods for assessing community needs, defining the type, quantity and quality of services desired by prospective clients and funding sources, analyzing existing services and resources, and assessing external factors (e.g., legal, political, economic and social) which may affect prospects for the proposed services. Goals and objectives emerging from the planning process are viewed as the foundation for program management and accountability.
PA 593  Financing Nonprofit/Community Services  2 cr.
An examination of alternative funding sources for community and non-
profit services, and the optimal mix of funding sources for a given service
and clientele. A variety of fundraising methods are reviewed, as well as orga-
nizational characteristics and capabilities which contribute to successful
fund-raising. Attention is given to non-monetary resources such as in-kind
contributions of goods and services, and cooperative ventures.

PA 594  Financial Management for Nonprofit/  Community Organizations  2 cr.
A survey of methods for budgeting income and expenses; financial record
keeping; laws and regulations and tax provisions governing financial man-
agement controls, cost analysis, financial reports, and preparation for audits.

PA 595  Communications and Marketing for Nonprofit/Community Organizations  2 cr.
An overview of the preparation of an annual public relations plan; intra-
organizational communications, development of public relations materials,
(e.g., brochures, newsletters, annual report, news releases, advertising), com-
munication with news media, funding sources and others; interpersonal
communication skills; impact of organizational actions and reputation on
public support.

PA 596  Monitoring and Evaluation of Nonprofit/Community Services  2 cr.
Methods for determining information needs for program management;
implementation of a management information system; monitoring of serv-
ice delivery; and methods of program evaluation and utilization of evaluation
findings. Evaluation issues are considered in the context of ethical stan-
dards as well as criteria of program effectiveness and efficiency.

PA 597  Community Leadership  2 cr.
An examination of the various leadership roles structured in and around the
nonprofit organization that operate in a community for the public interest.
These include boards of directors, executive and administrative leaders, pro-
gram directors, and officers in entirely voluntary organizations. Positional
and personal power, group dynamics, communication processes in and out-
side the organization are analyzed. Approached to identification and devel-
opment of community organization leaders are surveyed.

PA 601  Applied Projects in Public Affairs  4 cr.
Supervised readings, conferences, fieldwork, rotating work assignments,
internships and research. The project will be individualized depending on
the background, current position and interests of the student. Prerequisite: 21
hours academic credit or approval of Program Coordinator.

PA 602  Seminar in Public Affairs  3 cr.
A seminar aiming at correlation of the academic and practical experiences of
the degree candidates. Each student will prepare a series of papers emphasizing
various expectations to be faced in professional work, such as analysis,
critique, evaluation, implementation, and research. Prerequisite: 21 hours
academic credit and completion or enrollment in PA 601.
SERVICE COURSES

Available to individual students in their second or later semester with Director’s approval. Not applicable toward the 36 hours required for graduation.

Enrollment in any of these courses will increase the number of hours required for graduation (above 36 hours) by the hours enrolled in any of these courses.

PA 500 Professional Service Courses

A Professional Written Communications 1-3 cr.
The course will have an intensive review of correct and efficient writing skills and their application to various forms of professional written communications such as feasibility reports, progress reports, proposals, surveys, and inter-office communications.

B Professional Oral Communications 1-3 cr.
The course will review and further develop skills in professional oral communications. How to develop and present oral reports, interpersonal communications, the use of visual aids, etc. will be among the concerns of the course.

C Introduction to Basic Quantitative Skills 1-3 cr.
The course will review and further develop skills in basic quantitative areas. Topics include the number system, basic operations, fractions, decimals, percentages, and elementary algebra.

D Introduction to the Internet 1-3 cr.
A workshop conducted in a computer lab environment designed to familiarize the student with Internet resources related to the area of public affairs.

Students who have not met the computer literacy requirement (see page 70) prior to enrollment in the graduate program may do so by completing MetroPark’s CS 140 "Introduction to Computers" or an equivalent course at an accredited college or university.

A grade of Pass or Fail will be assigned for these courses and will not affect the cumulative grade point average.
FACULTY AND ADMINISTRATIVE INFORMATION
Park University is dedicated to providing students, faculty and staff with information they need to help make each Park campus safe.

Park University encourages the accurate and prompt reporting of crimes and emergencies. At the Parkville campus such incidents should be reported to Park University Department of Public Safety. All other Park sites should officially report such incidents to the local policing authority with a follow-up report to the Site Administrator who will funnel these to the Director of Public Safety for reporting purposes.

Park University’s campuses are open campuses. Park personnel do not have arrest authority. Any crime or emergency which may occur off-campus but at an officially recognized activity of a student organization should be reported as if it had happened on campus.

The possession, use or sale of alcoholic beverages or illegal drugs on Park University sites is prohibited.

Student orientation videos and periodic bulletin listings and announcements help inform students and employees throughout the year about crime prevention and campus security procedures and practices.

**Sexual Assault Policy Statement**

Park University strongly denounces sexual assault in any form and advocates the immediate reporting of any incident to campus authority. Institutional personnel will assist the student in such notification if so requested. Confidentiality will be maintained to the extent provided by rules, regulations and legislation.

Individuals, groups and organizations that desire information or programs that address sexual assaults and how to prevent such incidents should contact the Director of Public Safety (816-741-2000, Ext. 6226). A file containing such information is maintained in the Home Campus library. The Student Counseling Center (Ext. 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 Vice President for Student Services will assist student victims of sex-related crimes with changes in academic schedules and living arrangements as is reasonable and within Park University’s control.

All campus disciplinary procedures involving a student are the responsibility of the Vice President for Student Services.

Within the guidelines of the discipline procedures, the accuser and the accused may have other individuals present during discipline hearings. Both the accuser and the accused shall be informed of the school’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 expulsion.
**Policy: Incidents of Crime Reports**

A crime report is to be completed for each incident as it occurs. An annual report is compiled by the Home Campus for distribution at the Resident Centers.

**Procedure: Incidents of Crime Reports**

1. All incidents should be officially reported to the local policing authority with a follow-up report to the Center Administrator/Coordinator.
2. The Administrator/Coordinator will then submit these reports to the Director of Public Safety for reporting purposes.
3. The Annual Crime Report should be posted at the Resident Centers with copies available for students who may request them.
<table>
<thead>
<tr>
<th>SITE</th>
<th>Murder</th>
<th>Non-Forcible Sex Assault</th>
<th>Forcible Sex Assault</th>
<th>Aggravated Assault</th>
<th>Burglary</th>
<th>Auto Theft</th>
<th>Robbery</th>
<th>Arson</th>
<th>Drug Violations</th>
<th>Liquor Violations</th>
<th>Weapons Violations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Barstow</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Beaufort</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blythe</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Camp Pendleton</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cherry Point</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Corpus Christi</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Davis Monthan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DSCC</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DIST</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fairchild</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F. E. Warren</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Bliss</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Irwin</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Leonard Wood</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Myer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grand Forks AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Henderson Hall</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hill AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Holloman AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kelly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lackland AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Laughlin AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Little Rock AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Luke AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Malmstrom AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MetroPark</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moody AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mountain Home AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parkville</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Quantico</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Scott AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sikeston</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tinker</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Whiteman AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wright-Patterson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## PARK UNIVERSITY CRIME STATISTICS
### JANUARY 1, 2000 THROUGH DECEMBER 31, 2000
### NUMBER OF INCIDENTS

<table>
<thead>
<tr>
<th>SITE</th>
<th>Murder</th>
<th>Non-Forcible Sex Assault</th>
<th>Forcible Sex Assault</th>
<th>Aggravated Assault</th>
<th>Burglary</th>
<th>Auto Theft</th>
<th>Robbery</th>
<th>Arson</th>
<th>Drug Violations</th>
<th>Liquor Violations</th>
<th>Weapons Violations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Barstow</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Beaufort</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blythe</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Camp Pendleton</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cherry Point</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Corpus Christi</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Davis Monthan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DSCC</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DIST</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fairchild</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F. E. Warren</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Bliss</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Irwin</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Leonard Wood</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Myer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grand Forks AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Henderson Hall</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hill AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Holloman AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kelly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lackland AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Laughlin AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Little Rock AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Luke AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Malmstrom AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MetroPark</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moody AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mountain Home AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parkville</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Quantico</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Scott AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sikeston</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tinker</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Whiteman AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wright-Patterson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SITE</td>
<td>Murder</td>
<td>Non-Forcible Sex Assault</td>
<td>Forcible Sex Assault</td>
<td>Aggravated Assault</td>
<td>Burglary</td>
<td>Auto Theft</td>
<td>Robbery</td>
<td>Arson</td>
<td>Drug Violations</td>
<td>Liquor Violations</td>
<td>Weapons Violations</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>--------------------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>----------</td>
<td>------------</td>
<td>---------</td>
<td>------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Austin</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Barstow</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Beaufort</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blythe</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Camp Pendleton</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cherry Point</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Corpus Christi</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Davis Monthan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DSCC</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DIST</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fairchild</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F. E. Warren</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Bliss</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Irwin</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Leonard Wood</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fort Myer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grand Forks AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Henderson Hall</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hill AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Holloman AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kelly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lackland AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Laughlin AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Little Rock AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Luke AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Malmstrom AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MetroPark</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moody AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mountain Home AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parkville</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Quantico</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Scott AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sikeston</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tinker</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Whiteman AFB</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wright-Patterson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
GRADUATE FACULTY 2003-2005

RONALD F. BRECKE (MPA)

DONALD F. BRECKON (MBA, MPA)
Professor of Health Science. B.S., Central Michigan University, 1961; M.A., Central Michigan University, 1963; M.P.H., University of Michigan, 1968; Ph.D., Michigan State University, 1977. (1987)

BEVERLEY BYERS-PEVITTS (MBA, MED, MPA)

AMBER DAILEY (MED)
Assistant Professor of Education. B.S., Texas A&M University, 1998; M.S., Texas A&M University, 1999; Ph.D., Cornell University, 2002. (2002)

LARRY D. EWING (MED)
Associate Professor of Education. B.S.Ed., Southwest Missouri State University, 1969; M.S.Ed., Southwest Missouri State University, 1974; Ed.D., University of Arkansas, 1993. (2002)

BARTLETT FINNEY (MBA)
Professor of Business Administration. B.A., Eastern New Mexico University, 1963; M.B.A., Eastern New Mexico University, 1973; Ph.D., Kansas State University, 1980. (2000)

J’NOEL GARDINER (MBA)
Associate Professor of Finance. B.A., University of Southern Mississippi, 1980; M.A., University of Southern Mississippi, 1981; Ph.D., University of Southern Mississippi, 1988. (1997)

JERZY HAUPTMANN (MPA)
Professor of Political Science and Public Administration. M.A., University of Innsbruck, 1947; Ph.D., University of Innsbruck, 1949; Post-Doctoral Study, Northwestern, 1950-51. (1951)

ED HIGHT (MED)
Assistant Professor of Education. B.Ed., Washburn University, 1990; M.S., University of Kansas, 1994; Ph.D., University of Kansas, 1998. (2000)
JOHN JUMARA (MPA)

DIMITRI Karakitsos (MPA)

NICOLAS A. Koudou (MBA)
DIRECTOR OF GRADUATE PROGRAM IN BUSINESS ADMINISTRATION
Assistant Professor of Business Administration. B.A., University of Indianapolis, 1987; M.B.A., Butler University, 1989; Ph.D., Louisiana State University, 1998. (1998)

KATHY (EHRIG) LOFFLIN (MED)
Associate Professor of Education. B.A., Ottawa University, 1977; M.A., University of Missouri-Kansas City, 1984; Ph.D., University of Missouri-Kansas City, 1992. (1988)

PATRICIA Hutchens McClelland (MED)
DIRECTOR OF EDUCATION AND GRADUATE EDUCATION

J. Mark Noe (MED)
Associate 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)

Dennis R. Okerstrom (MED)

Greg Plumb (MPA)
DIRECTOR OF THE HAUPTMANN SCHOOL OF PUBLIC AFFAIRS

Linda Seybert (MED)
BLANCHE E. SOSLAND  (MEd)

PETER E. SOULE  (MBA)

K. DALEY WALKER  (MEd)

ANN WENTZ  (MEd)
Assistant Professor of Education. B.S., University of Kansas, 1969; M.A., University of Kansas, 1986; Ed.D., University of Kansas, 1997. (1999)

CATHERINE WILSON  (MEd)

MACK WINHOLTZ  (MPA)

GRADUATE ADJUNCT FACULTY
(Representative Listing)

ERIC BERGRUD  (MPA)

KEVIN BLACKWELL  (MPA)
B.A., Southwest Missouri State University, 1987; J.D., University of Missouri-Kansas City, 1990.

GINA CHAMBERS  (MEd)

BARBARA L. COLLING  (MEd)
B.S., University of Nebraska-Omaha, 1970; M.Ed., Lesly University, 1999.
JOHN COOKINGHAM  (MBA)

WILLIAM C. CROSS  (MED)

DENNIS DUMOVICH  (MPA)

BOND FAULWELL  (MPA)
M.P.A., University of Missouri-Kansas City, 1972; Deputy Regional Administrator, United States General Services Administration, Kansas City, Mo.

H. ANNE FRANKLIN  (MED)

PETE FULLERTON  (MPA)

MARK FUNKHouser  (MPA)
B.A., Thiel College, 1971; M.S.W., West Virginia University, 1976; M.B.A., Tennessee State University, 1985; City Auditor, Kansas City, Mo.

THOMAS GEE  (MPA)
B.S., Central Missouri State University, 1973; M.P.A., Park University, 2000.

LARRY GUILLOT  (MPA)
B.A., Josephinum College, 1957; S.T.D., Gregorian University, Rome, 1969; Creative Community Services, Kansas City, Mo.

M. JOANIE HARTNETT  (MED)
B.A., Creighton University, 1979; M.S., University of Nebraska-Omaha, 1984; Ph.D., University of Nebraska-Lincoln, 1995.

RAY JAMES  (MPA)

MICHELLE KELLER  (MPA)
DALE KRUEGER  (MPA)
B.A., DePaul University, 1960; M.A., Northern Illinois University, 1971;
Ph.D., University of Missouri-Kansas City, 1983.

MARY LEWIS  (MPA)

GREGORY MILLS  (MPA)

JACK NESBITT  (MBA)
B.S., Indiana University, 1961; M.A., Pennsylvania State University, 1967;
Ph.D. candidate, University of Kansas, General Services Administration.

VICTORIA J. PATE  (MED)
B.A., Arizona State University-Tempe, 1975; J.D., University of Missouri-
Kansas City, 1989.

DEANNA PETERSON  (MED)
B.A., Drury College, 1974; M.Ed., Drury College, 1977; Ed.D., Virginia
Polytechnic Institute, 1994.

DAVID PORTER  (MBA)

LISA REBOY-WOOLERLY  (MPA)
B.A., Washington and Jefferson College, 1983; M.A., Kansas University,
1987; Ph.D., Kansas University, 1992.

RANDY ROBINSON  (MPA)
B.A., Southern Methodist University, 1974; M.P.A., Southern Methodist
University, 1978; Director, Administration Division, Johnson County
Wastewater, Johnson County, Kan.

MARY TOWSE  (MPA)
B.A., University of Missouri, Kansas City, 1975; M.S., St. Mary’s College, 1996.

IVAN WEINEL  (MBA)
B.A., Avila College, 1978; M.A., University of Missouri, Kansas City, 1980;
Ph.D., University of Nebraska, 1985.

ENDOWED CHAIR

EDWARD F. LYLE
Professorship of Finance
UNIVERSITY ADMINISTRATION

SENIOR ADMINISTRATIVE TEAM

Beverley Byers-Pevitts
President

Michael H. Droge
Provost and Senior Vice President for Academic Affairs

Clarinda Creighton
Vice President for Student Services

Caren Handleman
Vice President for University Advancement

Thomas W. Peterman
Vice President for Distance Learning

Dorla Watkins
Vice President for Finance and Administration

Dwayne Smith
Associate Vice President for Student Management

Rita Weighill
Associate Vice President for Communications

PROFESSIONAL STAFF

Colapietro, Cathy, Director of Student Financial Services
Droge, Michael, Acting Dean of the Graduate School
McCollum, Julie, Director of Alumni and Constituency Relations
Prenger, Layne, Director of Career Development
Schultis, Ann, Director of Libraries
West, Eileen, Registrar
PROGRAM STAFF AND COORDINATORS
HAUPTMANN SCHOOL OF PUBLIC AFFAIRS
Plumb, Greg, Director, Hauptmann School of Public Affairs
Gee, Tom, Administrator
Breckon, Don, Area Coordinator for Health Care/Health Services Management
Guillot, Larry, Area Coordinator for Non-profit and Community Services Management
Karakitsos, Dimitri, Area Coordinator for Government-Business Relations
Klein, Angela, Area Coordinator for Management of Information Systems
Mills, Greg, Area Coordinator Public Management

GRADUATE PROGRAM IN BUSINESS ADMINISTRATION
Koudou, Nicolas, Director, Graduate Program in Business
Suter, John, Administrator
Breckon, Donald, Program Coordinator for Health Care Management
Koudou, Nicolas, Program Coordinator for International Business

GRADUATE PROGRAMS IN EDUCATION
McClelland, Patricia Hutchens, Director, Graduate Program in Education
Ewing, Larry D., Coordinator for Educational Administration
Seybert, Linda, Coordinator for Special Education
CONTENTS

Roger Hershey
Chair of the Board
Independence, MO

Philip Wheeler, '62
Vice Chair of the Board
Tucson, AZ

Anita Butler
Secretary of the Board
Kansas City, MO

John Brown
Treasurer of the Board
Kearney, MO

Beverley Byers-Pevitts
President
Parkville, MO

Deanna Armstrong, '70
Kansas City, MO

Roger Bell, '78
Olathe, KS

F. Marian Bishop, Hon '98
Salt Lake City, UT

Lynn Bondurant, '61, Hon '93
Avon, OH

Mark P. Comfort
Platte City, MO

Paul Edwards
Independence, MO

Bonnie J. Epperson, '70
Santa Barbara, CA

Charles Garney
Kansas City, MO

Lawrence L. Hayes
Parkville, MO

Arthur F. Kluge, '65
Lincoln, MA

Robert Martin, (B.Gen.-Ret), '50
Albuquerque, NM

Virginia B. McCoy
Parkville, MO

Ann Mesle
Kansas City, MO

Gerald Moss
El Cajon, CA

Tim Rice, '76
Kansas City, MO

Eugene Ruiz
Parkville, MO

Judith J. Shafee
Weatherby Lake, MO

N. Gary Wages
Independence, MO

Brenda Wisniewski, '68
Atlanta, GA

Heywood Davis
Legal Counsel
Kansas City, MO

Paul Gault, '65, '88
Assistant Treasurer and Assistant Secretary
Kansas City, MO

Teresa Pearson
Assistant Secretary
Parkville, MO

HONORARY TRUSTEES

Robert P. Corbett, '38
Lee’s Summit, MO

Hugh B. McAfee, Jr., '41, Hon '80
Georgetown, TX

Louise L. Morden
Lewiston, NY
# INDEX

<table>
<thead>
<tr>
<th>Academic Calendars</th>
<th>24-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Week Calendar</td>
<td>24</td>
</tr>
<tr>
<td>16 Week Calendar</td>
<td>25</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>12</td>
</tr>
<tr>
<td>Academic Honors</td>
<td>12</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>12-17</td>
</tr>
<tr>
<td>Academic Records</td>
<td>12</td>
</tr>
<tr>
<td>Academic Withdrawal Policy</td>
<td>22</td>
</tr>
<tr>
<td>Accreditation</td>
<td>6-7</td>
</tr>
<tr>
<td>Appeal Policy</td>
<td>12</td>
</tr>
<tr>
<td>Application for Financial Assistance</td>
<td>17-18</td>
</tr>
<tr>
<td>Assistance with Education Expenses</td>
<td>17</td>
</tr>
<tr>
<td>Attendance</td>
<td>13</td>
</tr>
<tr>
<td>Audit</td>
<td>13</td>
</tr>
<tr>
<td>Bookstore</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Conduct and Disciplinary Action</td>
<td>13</td>
</tr>
<tr>
<td>Campus-Wide Facilities</td>
<td>8-9</td>
</tr>
<tr>
<td>Core Values</td>
<td>10</td>
</tr>
<tr>
<td>Correspondence Directory</td>
<td>4</td>
</tr>
<tr>
<td>Disability Guidelines</td>
<td>5-6</td>
</tr>
<tr>
<td>Educational Rights and Privacy</td>
<td>6</td>
</tr>
<tr>
<td>Enrollment Adjustment Period</td>
<td>22</td>
</tr>
<tr>
<td>Equal Opportunity</td>
<td>5</td>
</tr>
<tr>
<td>Faculty and Administrative Information</td>
<td>85-99</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>99</td>
</tr>
<tr>
<td>Endowed Chair</td>
<td>96</td>
</tr>
<tr>
<td>Graduate Adjunct Faculty</td>
<td>94-96</td>
</tr>
<tr>
<td>Graduate Faculty</td>
<td>92-94</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>97</td>
</tr>
<tr>
<td>Program Coordinators</td>
<td>98</td>
</tr>
<tr>
<td>Security Report</td>
<td>87-91</td>
</tr>
<tr>
<td>Sexual Assault Policy Statement</td>
<td>87-88</td>
</tr>
<tr>
<td>Senior Administrative Team</td>
<td>97</td>
</tr>
<tr>
<td>Fees</td>
<td>14</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>17-23</td>
</tr>
<tr>
<td>Contents</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Motto</td>
<td>10</td>
</tr>
<tr>
<td>Online Graduate Programs</td>
<td>11</td>
</tr>
<tr>
<td>Organization</td>
<td>23</td>
</tr>
<tr>
<td>President's Letter</td>
<td>2</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>15</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>22-23</td>
</tr>
<tr>
<td>Registration</td>
<td>15-16</td>
</tr>
<tr>
<td>Satisfactory Academic Progress Policy</td>
<td>20-21</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>16</td>
</tr>
<tr>
<td>Special Terms</td>
<td>16</td>
</tr>
<tr>
<td>Study Load</td>
<td>16</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Time Limit for Enrollment</td>
<td>16</td>
</tr>
<tr>
<td>Transfer Credits</td>
<td>17</td>
</tr>
<tr>
<td>Transportation</td>
<td>9</td>
</tr>
<tr>
<td>Tuition Refund Schedule</td>
<td>22-23</td>
</tr>
<tr>
<td>University-Wide Facilities</td>
<td>8</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>10</td>
</tr>
<tr>
<td>Withdrawals</td>
<td>22</td>
</tr>
</tbody>
</table>
Graduate Programs in Business Administration
Parkville Campus
8700 N.W. River Park Drive
Parkville, MO 64152
(816) 584-6843  Fax: (816) 741-5218
E-mail: MBA@mail.park.edu
(Mackay Hall, 3rd Floor, Room 30)

Graduate Programs in Education
Parkville Campus
8700 N.W. River Park Drive
Parkville, MO 64152
(816) 584-6335  Fax: (816) 741-4371
E-mail: Eddept@mail.park.edu
(Copley Hall, 3rd Floor, Room 309)

Independence Campus
2200 S M-291 Highway
Independence, MO 64057
(816) 252-9065  Fax: (816) 252-4161
E-mail: independence@mail.park.edu

Graduate Programs in Public Affairs
Park University Downtown
934 Wyandotte Street
Kansas City, MO 64105
(816) 421-1125, Ext. 236
Fax: (816) 471-1658
E-mail: gspa@mail.park.edu

Internet Degree Completion Programs/Online Courses
For information about online degree completion programs at Park University, e-mail: internet@mail.park.edu