LETTER FROM THE PRESIDENT

Welcome to Park University! I am pleased that you have chosen Park University for your graduate studies. Your success as a professional and your accomplishments are a priority to me, as well as to our faculty, alumni, staff, and to other students.

Park University is recognized nationally as an innovative, progressive higher learning institution, because of our historical academic reputation and, especially, for our delivery of education through both on ground (face-to-face) and Online instruction. We are proud of our ever-expanding graduate programs.

And, Park University’s international student population continues to increase, which creates a valuable, multicultural and global 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 learners. Our faculty is dedicated to a high standard of excellence, in order to prepare you to improve the future in a rapidly-changing world economy.

Park University’s mission and vision demonstrate our commitment to lifelong learning and academic excellence, within a global society. The University’s motto is as real to us today as it was to students 132 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.

It is my great pleasure to welcome you to Park and to know that we will accomplish much together in 2007-2008.

Kindest regards,

Beverley Byers-Pevitts, Ph.D.
President
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A student enrolling in 2007-2008 can, within reason, expect the academic programs and courses described in this catalog to be available during the academic year. However, they may be subject to change without notice. Park University maintains the Graduate Catalog on the Park University webpage. Changes to programs and policies, addenda, and errata are updated on the web page catalog, as necessary. The Park University Graduate Catalog is available at www.park.edu/grad/catalog.
CONTACT INFORMATION

General inquiries should be directed to:
Park University
Graduate School
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 842-6182 ext. 5525
Fax: (816) 472-1173
Email: gradschool@park.edu

Application for admission is available at: https://www.park.edu/apply/apply.asp.

Larry Ewing, Ed.D., Executive Director
Graduate School
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 842-6182 ext. 5524
Fax: (816) 472-1173
Email: larry.ewing@park.edu

Specific questions about a program may be directed to the appropriate Program Director or School Dean/Associate Dean:

Josephine Agnew-Tally, Ed.D., Associate Dean
Park University
School for Education
8700 N.W. River Park Drive
Parkville, MO 64152
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Parkville, MO 64152  
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Fax: (816) 505-5470  
Email: pete.soule@park.edu  

Thimios Zaharopoulos, Ph.D., Dean  
Park University  
College for Liberal Arts and Sciences  
8700 N.W. River Park Drive  
Parkville, MO 64152  
Telephone: (816) 584-6483  
Fax: (816) 505-5454  
Email: thimios.zaharopoulos@park.edu
CORE VALUES OF PARK UNIVERSITY

Our Motto
Fides et Labor

Our Core Values

* Commitment to commonalities and differences
* Commitment to community among all peoples of the world
* Commitment to lifelong learning

OUR MISSION AND VISION

Mission Statement
The mission of the Graduate School at Park University is to provide leadership and direction to Park University's graduate programs to assure that they are specialized, scholarly, innovative, and designed to educate students to be creative, independent, and lifelong learners within the context of a global community.

Vision Statement
Park University's Graduate School will be an international leader in providing innovative graduate and professional educational opportunities to learners within a global society.
ACADEMIC CALENDAR FOR 2007-2008

Fall Semester (FAP) 2007
August 20 - December 14
Registration (Confirmation Deadline) Mon., Aug. 13
Examination Period Mon.-Fri., Dec. 11-15

Fall 1 Term (F1P) 2007
August 20 - October 14
Registration (Confirmation Deadline) Mon., Aug. 13
Examination Period Sat.-Sun., Oct. 6-14
Labor Day (offices closed) Mon., Sep. 3
Fall Recess Sun.-Sun., Oct. 14-21

Fall 2 Term (F2P) 2007
October 22 - December 16
Registration (Confirmation Deadline) Mon., Oct. 15
Examination Period Sat.-Sun., Dec. 9-16
Veterans Day (offices closed) Fri., Nov. 12
Thanksgiving Recess (offices closed) Thu.-Sun., Nov. 23-25
Mid-Year Commencement Sat., Dec. 15

Spring (SPP) 2008
January 14 - May 9
Registration (Confirmation Deadline) Mon., Jan. 7
Examination Period Mon.-Fri., May 5-9

Spring 1 Term (S1P) 2008
January 14 - March 9
Registration (Confirmation Deadline) Mon., Jan. 7
Examination Period Sat.-Sun., Mar. 1-9
Martin Luther King Day (office closed) Mon., Jan. 21
President's Day (offices closed) Mon., Feb. 18
Spring Recess Sun. - Sun., Mar. 9-16
Spring 2 Term (S2P) 2008
March 17 - May 11
Registration (Confirmation Deadline) Mon., Mar. 10
Good Friday (offices closed) Fri., Mar. 21
Examination Period Sat.-Sun., May 8-16
Commencement Sat., May 10

Two-Week Session “Maymester” (UMP) 2008
May 12 - May 23
Registration (Confirmation Deadline) Mon., May 5
Memorial Day (offices closed) Mon., May 26

Four-Week Session “Junemester” (UJP) 2008
June 2 – June 27
Registration (Confirmation Deadline) Mon., May 26

Eight-Week Summer-Session (U1P) 2008
June 2 - July 25
Registration (Confirmation Deadline) Mon., May 26
Independence Day (offices closed) Fri., Jul. 4

Four-Week Session “Julymester” (ULP) 2008
July 7 - August 1
Registration (Confirmation Deadline) Mon., June 30
TUITION AND FEES

Tuition per graduate credit hour (subject to change by Park University): $360.00
Tuition per graduate credit hour-Military (25% discount)* $270.00

*This rate applies only to students from the following categories.
- Active Duty Members
- The Dependents of Active Duty Members
- Retired Military Members

Certificate in Applied Music: Tuition per graduate credit hour $420.00

Fees and Charges: All fees are nonrefundable
- Application Fee (waived for Park University graduates) $50.00
- Register to audit a course 50% of tuition and full fees
- Graduate Student Services Fee $75.00
- Diploma Fee & Other Graduation Charges $50.00
- International Student Fee (one time) $50.00
- Internet Fee (per credit hour) $18.00
- Late Payment Charge $20.00
- Late Registration Fee (Charged after Registration Day) $50.00
- Official Transcript Fee (per copy) $4.00
- Returned Check Charge $30.00

Students enrolled in a course will not have their registration complete until they pay in full, with the exception of:

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

2. The first term each year that a student is to receive a Guaranteed Student Loan, he or she must pay 10% down at the time of confirmation.

3. Being enrolled in the 50/50 Tuition Plan (contact the Graduate School for information).

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

Senior Citizen Discount

Senior citizens, 55 years or older, will receive a 10 percent discount on tuition and may audit classes free of charge. (This discount does not apply to Internet courses.)
HISTORY OF PARK UNIVERSITY

Founded in 1875 in Parkville, Mo., a suburb of Kansas City, Park University has developed into a comprehensive, independent, Master’s I institution that is a national leader in higher education. In 2000, Park achieved university status and now serves more than 25,000 students annually at 43 Campus Centers in 21 states and Online, including Campus Centers in Parkville, Independence, Kansas City, and Lexington, Mo., and Austin, Texas.

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

Park continues to increase access to higher education by offering the quality undergraduate and graduate degrees students desire at locations, times and delivery formats that best serve their needs. Providing such access has developed considerable diversity among the student population, with more than 500 international students from 106 countries, and a 42 percent student representation from racial, ethnic and cultural groups typically underrepresented in colleges and universities. The University has repeatedly been recognized as one of the top 100 American colleges/universities in the nation graduating Hispanic, African-American and American-Indian students. In addition, extracurricular activities and championship-caliber athletic programs complement Park’s outstanding scholastic programs.

Park University offers numerous degree programs Online, and maintains a long-standing relationship with the U.S. Military for which it has been recognized as one of the largest providers of Online undergraduate education to military learners worldwide. The University was awarded the Ray Ehrensberger Award for Institutional Excellence in Military Education by the Commission on Military Education and Training. In 1996, U.S. News & World Report ranked Park as the second largest Online degree-granting programs in the U.S.

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.

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’s teacher education programs.
MEMBERSHIPS

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 Registrars and Admissions Officers, the National College and University Business Officers, the National Association of International Educators, and the Council of Graduate Schools.

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.

GRADUATE STUDY AT PARK UNIVERSITY

Graduate Studies at Park University began in 1982, with the Master's in Public Affairs (M.P.A) program. During the fall of 2001, the school of public affairs was named the Hauptmann School for Public Affairs in honor of its long-time Professor and Dean, Dr. Jerzy Hauptmann. Designed as a cross-sector degree with a liberal arts base, the M.P.A. degree prepares leaders for work and contributions in various sectors of society. Students acquire skills needed to interface with organizations across sectors, as well as acquire the knowledge base to work in a rapidly changing global community. Students learn how they may make a difference to their communities and the world.

The Master's in Education (M.Ed.) began in 1995. Originally located at the Parkville campus and taught in an accelerated format, this program was designed to serve the classroom teacher. Students are encouraged to utilize an action/reflection format in applying educational theory to their own classroom. In 2001, Park University added a Master of Arts in Teaching (M.A.T.) program and degree programs in Special Education and Educational Administration, to respond to a growing need for educational professionals certified in these areas. Additional programs in Early Childhood and Adult Education were added in 2004, and a Master of Literacy Degree is being implemented this year. Selected programs are now available at the Parkville, Independence, and the Kansas City Downtown campuses, as well as online.

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

The Master of Arts in Communication and Leadership (M.A.) degree was instituted in the fall of 2005. This graduate program is designed for professionals who wish to build upon their current career skills, to advance to a new position or organization, or who desire personal enrichment. The degree provides the practical and theoretical knowledge needed to serve in corporate settings, the military, the non-profit sector, government, politics, or other areas.

The Master of Healthcare Leadership (M.H.L.) was offered for the first time in the fall of 2006. This program is designed to prepare learners for the healthcare challenges of a global society, by teaching them innovative approaches to healthcare leadership. Graduates of this program will find themselves prepared to deal with the evolving challenges of healthcare leadership in a wide variety of healthcare organizations that include hospitals, Health Maintenance Organizations (HMO’s), insurance companies, physician clinics, informatics organizations, long-term care systems, for profit and not for profit providers, government healthcare systems, consulting organizations, and private businesses, to name a few.

GRADUATE PROGRAMS OFFERED ONLINE

During the Fall term of 2002, Park University began offering its Master’s programs through Online delivery. Currently, the Master of Business Administration (all concentrations), the Master of Public Affairs (all concentrations), the Master of Education (General Studies, Multicultural, Teaching At-Risk Students, School Law, and Adult Education), the Master of Arts in Communication and Leadership, and the Master of Healthcare Leadership are available Online. Instructors and program developers involved in delivering these dynamic and expanding educational opportunities are required to complete Online training courses, prior to delivery. This requirement exemplifies Park University’s commitment to academic excellence and its entrepreneurial efforts in providing diverse student populations with quality educational opportunities, in a changing world. As a result, graduate students enrolling at Park University can complete their degrees in traditional classes, in online classes, or by combining traditional and online classes, in a manner that suits their needs and enhances their educational experiences (International students with F-1 visas: Due to Homeland Security policies, you may be excluded from degree programs offered solely in the online format. Please consult the Park University Office of International Student Services for further information).

FACILITIES AND SERVICES

The Parkville Campus is located high on a bluff commanding an inspiring view of the Missouri River, which sweeps in a broad curve around the quiet, small town of Parkville, Missouri. To the south and southeast, the skyline of Greater Kansas City, Missouri is visible. The 700-acre Parkville campus is a site of great natural beauty, with woodlands, waterfalls and wildflowers.
To continue expanding the University’s presence in downtown Kansas City, Park opened **Park University Downtown and the Graduate School of Park University** at 911 Main Street in January 2005. Occupying the eighth and ninth floors of the Commerce Tower, the Graduate School and some of the graduate programs are located at this location for the greater convenience of those who work in the city and surrounding areas. In addition to the Graduate School, the facility houses administrative and faculty offices, the Kansas City Accelerated (8-week) program, and the Portfolio programs. The 31,000 square feet facility contains 14 classrooms, two computer classrooms, two computer lab, 29 offices, four conference rooms, one student lounge, and a library. The faculty, staff and students park at no charge, in a secure and convenient garage located at 910 Walnut Street.

**Bookstore**

All books required for Graduate courses are available for purchase at the Park University bookstore: (816) 584-6747, or visit [http://www.park.edu/Bookstore/index.asp](http://www.park.edu/Bookstore/index.asp). Books are also available online from the Missouri Bookstore: [http://www.mbsdirect.net/](http://www.mbsdirect.net/).

**Career Development Center**

The Career Development Center assists students in all stages of career development, including career assessment, resume and cover letter preparation, interviewing skills, and a number of job search strategies, including career fairs, job listings, the Internet, and a telephone job service. The objective is to give students the skills and opportunities necessary for a successful job search. For a complete list of services, contact the Career Development Center, located in the Mabee Learning Center, on the Parkville campus: Layne Prenger at (816) 584-6350, or email: layne.prenger@park.edu; Traci Klasing at (816) 584-6407; or email: tracy.klasing@park.edu.

**Counseling**

Students seeking counseling regarding personal and school-related problems may contact the Counseling Office, which is located in the Commercial Underground, near Health South and the Fitness Center. Park University does not provide intensive therapy for neurosis or psychosis. For acute therapy, a referral will be made to appropriate outside professional agencies.

**eCollege**

Within 48 hours of registering in the first course, students are granted access to eCollege ([http://parkonline.org/](http://parkonline.org/)) or through PirateNet. This system provides eClassroom - a virtual classroom for online courses, and eCompanion - an online supplement for face-to-face courses. Additionally, this can be used as a homepage and has links to the MBS Bookstore, PirateMail, and OPEN.

It is recommended that students test their computer system and explore eCollege before starting an online course. Access is available one week before classes start. Students are expected to be prepared and ready to work on the first day of the term.

To login, students need their username and password. The username is the student’s Park ID number (six digits): e.g. 123456. To obtain password information, please contact the Help Desk during the hours of 8:00 a.m. - 6:00 p.m. CST/CTD, Monday through Friday.
Help in reading the schedule

1. Semester/Term Codes:
   “SPP07” indicates Spring – 16-week course
   “S1P07” indicates Spring I – 8-week course
   “S2P07” indicates Spring II – 8-week course
   “U3P07” indicates Maymester – 2-week course
   “ULP07” indicates Summer – 4 week course in July
   “U1P07” indicates Summer – 8-week course

2. Section Codes:
   “DL” indicates online course.
   “ED” indicates Master of Education course taught at Parkville Campus.
   “EDD” indicates Master of Education course taught at Downtown Campus.
   “EDI” indicates Master of Education course taught at Independence Campus.
   “EDG” indicates Master of Education course taught for Grain Valley Cohort only.
   “GS” indicates Master of Public Affairs course taught at Downtown Campus.
   “MB” indicates Master of Business Administration course taught at Downtown Campus.
   “MBA” indicates Master of Business Administration course taught at Parkville Campus.
   “MC” indicates Master of Arts in Communication and Leadership course taught at Parkville Campus.
   “MCD” indicates Master of Arts in Communication and Leadership course taught at Downtown Campus.

3. Abbreviations for days of the week:
   U-Sunday, M-Monday, T-Tuesday, W-Wednesday, R-Thursday, F-Friday, S-Saturday

4. “TBA” means that the class meeting time will be arranged with the instructor. If the first meeting of the class is not indicated in the schedule, the student needs to contact the instructor to arrange a time.

5. “ARR” means the student needs to contact the instructor to arrange a time.

Mackay Hall

Mackay Hall, placed on the National Register of Historic Places, houses the University’s administrative offices, as well as some classrooms. It was built in 1886, by students who quarried the stone from the school’s land, carried it to the site, and built the structure as a means of earning their tuition. With its clock tower overlooking the residence halls, classrooms and other more modern facilities around it, Mackay Hall has become the symbol of the University.
McAfee Memorial Library

The McAfee Memorial Library, on the Parkville campus, now contains approximately 150,300 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 over 2,000,000 volumes. Other library resources include periodical indexes and databases, reference sources, database access, and the archives and records of the University. Full-text articles can also be located in a number of the periodical databases. 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. The book collection can be accessed through an electronic catalog. Access to the online catalog and other electronic resources is provided through the University’s web page: www.park.edu/library.

The University cooperates with other institutions of higher learning in the metropolitan area, to also provide access to their libraries. The library offers interlibrary loan and direct borrowing from area libraries, through several cooperative agreements.

Other University-Wide Facilities

Students enrolled in a graduate program have access to all Park University facilities, subject to normal student use policies.

Pirate Email

PirateMail is an e-mail account given to all students, within 48 hours of their first registration. Notices from the University and faculty, regarding enrollment deadlines, financial aid, waiting lists, and course information, will be sent to this account. It is important to check it regularly since the University and professors will use this as the primary and/or official contact for students. Students may set their “Options” to forward messages to another e-mail account. Before using any of the PirateMail features, students must connect to their email account. Access to PirateMail may also be gained through PirateNet.

Login to PirateMail

Step 1: Go to www.park.edu/piratemail. Click on the “Email” link, then “Pirate Mail”.

Step 2: Fill in the Username box using the student’s Park ID number (six digits). (Example: if ID is 123456, enter 123456). Please call the Help Desk at (800) 927-3024 during the hours of 8:00 a.m. - 6:00 p.m. CST/CDT, Monday through Friday, to obtain the password. In the password box, enter password (note to Online students: no zeros are necessary in the password for PirateMail). Note: The same password is initially issued for all systems. Once logged into PirateMail or OPEN (please see “OPEN”), students may change the password for that system. eCollege uses the OPEN password (please see “eCollege”).

Step 3: Once the student has entered his/her Username and Password, click the “Login” button to proceed.
What is the student’s Pirate email address?

PirateMail addresses typically follow this format: firstname.lastname@pirate.park.edu.
To find the student’s email address, click on the “Compose” button. The “From” field will display
the student’s email address. (Example: John Doe’s email address would be:
john.doe@pirate.park.edu.) Please note that email addresses are not case sensitive.

For more information on using PirateMail:

Go to www.park.edu/help/email.asp, or click on the “For Help with PirateMail” link from
the PirateMail login page.

The student can also email helpdesk@park.edu, or call between 8:00 a.m. and 6:00 p.m.
CST/CDT, Monday through Friday, at (800) 927-3024, for assistance.

NOTE: PirateMail currently will not support connectivity via Outlook, Outlook Express,
Eudora, Netscape Composer or any other POP3 client software package.

PirateNet

Since 1875, Park University has been a leader in innovative educational design. Shortly
after its inception, Park began providing educational opportunities for military personnel. This
partnership began the University’s extended learning program, which now serves more than
24,000 students at 43 campus centers in 21 states and Online. The University’s experience with
technology allows it to deliver quality degrees in desirable formats and accessible time frames - a
distinct advantage to learners. Students may earn their degree in a traditional format, evenings,
weekends and Online.

One of the key components which allow students and faculty to have accessibility,
personalization, and community building with Park University is the PirateNet portal. Imagine
students and faculty located all over the world and their connection to all of Park University’s
technology offerings being accessible through the single sign on via PirateNet. The daily activity
reports reflect the popularity of PirateNet with most hours averaging over 4000 logins per hour and
constant activity 24/7/365.

The Park ITS Department built the PirateNet cluster knowing that accessibility,
responsiveness, and full redundancy were essential in order to serve the high usage and this being
the sole conduit to all technology offerings. With at least 50 academic sessions occurring at any
point in time, different start dates, and different types of students, PirateNet cannot have any
interruption in accessibility and needs to meet the needs of all.

So what is available once a student or faculty member has logged into PirateNet? First,
the system knows what kind of student you are – a Ft. Bliss student would see a Ft. Bliss tab with
information that only pertains to Ft. Bliss students. A Parkville traditional student would see a tab
with information that is relevant to any traditional student – cafeteria menus, sport team schedules,
etc. All students could potentially take online courses, so the online tab is available for all students.
Students at Park are given an e-mail account for life – PirateMail, an electronic portfolio for life – PirateFolio and students are logged into both of these offerings once they are logged into PirateNet. The online courses and the comparable face-to-face online companion are also links available through PirateNet. An extensive set of library resources is available for research via PirateNet.

Students can also register for classes, check their transcript and degree audit, check grades, accept their financial aid awards, and pay their student bills while using PirateNet. Again, the system knows where the student is located and only shows class offerings that would be available for the student at that location.

Community building occurs by forming groups and groups can have calendars, communications, and other tools to assist in engaging others in clubs, study groups, etc. One group that has been created on PirateNet is “Deployed in Iraq”.

Online chat is another feature that is available and the Career Services Department has a regularly scheduled evening for career questions and advice. This is a great way to reach out to students who can’t just drop by the Career Services office in Parkville.

There are many plans for the future of PirateNet, such as RSS feed, bookstore, computer and phone offerings, and added functionality as Jenzabar enhances the product. Basically, there are no limitations on what can be behind the single sign on into PirateNet.
ADMISSION TO THE GRADUATE SCHOOL

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

Admission to a graduate degree program at Park University is officially granted by the Graduate School. Each academic program may establish, with proper approvals, admission standards higher than the minimum standards established by the Graduate School, but no applicant who fails to meet the minimum standards may be admitted for Graduate Studies at Park University. Any exception to this policy must be approved by the Senior Academic Officer of the school to which the student has applied and such exception will be made only under rare circumstances, on the basis of clear evidence that the applicant is capable of successfully completing the program.

An applicant to a graduate program must hold a bachelor's degree from a regionally accredited United States institution of higher learning, or four years of equivalent full-time college work from an accredited foreign institution.

Park University Undergraduate Seniors

Park University Undergraduate Seniors with a 3.6 cumulative GPA, while still completing their bachelor's degree, may be permitted to take up to nine (9) graduate credit hours in a non-degree seeking status. Financial Aid will not be available for courses taken as a non-degree seeking student. These credits will be applied to the appropriate graduate program, after they have received their undergraduate degree and been admitted to a graduate program (please consult Graduate Admissions office at (816) 842-6182 ext. 5525 for more information).

The minimum undergraduate grade point average (GPA) required for admission is 3.00 on a 4.00 scale. Individual programs may have additional requirements such as appropriate entrance tests, e.g. the GRE (www.gre.org - Park University’s institutional code is 6177) or GMAT (www.mba.com). Although entrance test scores, by themselves, do not constitute the sole or final criteria for granting or denying admission to any student, each program that requires them may establish specific score requirements and consider them in combination with other criteria, for making admission decisions. Applicants who hold a master's degree are not required to submit scores from the GRE or GMAT.

Admission may be withdrawn if it was granted on the basis of substantially incorrect information or on the omission of relevant facts, which, if known at the time of the admission, would have resulted in denial. In order to complete the application process, applicants must submit to the Graduate School the following documents, unless otherwise indicated by policy:

- An application for graduate admission (https://www.park.edu/apply/apply.asp)
- An application fee
• An official transcript of the bachelor’s degree, sent directly to the Graduate School by the issuing institution.

• An official record of the score on the aptitude portions of the GRE or GMAT, whichever is appropriate, and, if required by the program, sent directly to the Graduate School by the testing agency.

All documents must be sent to:

Park University
Graduate Admissions
911 Main, Suite 900
Kansas City, MO 64105

Types of Admission

Students will be admitted to a graduate program with one of the following statuses:

1. **Regular Admission.** Regular admission is granted to applicants who have met all the admission requirements, such as grade point average (GPA), and when the Graduate Admission Office has received all necessary documents.

2. **Provisional Admission.** A student who has met basic requirements, such as GPA, but who is still awaiting one or more other documents required by the Graduate Admission Office may be granted provisional admission. A student who is accepted provisionally must submit complete and satisfactory records within 60 days after the first day of registration, in order to continue in the program.

3. **Probationary Admission.** In certain exceptional cases, a student who does not meet the minimum GPA requirement or specific program requirements, but who presents other evidence of ability to succeed in a graduate program, may be given probationary admission. The probationary status may be removed after the student has demonstrated academic ability, by maintaining a “B” average for the first nine hours of graduate courses, with no grade lower than a “C”.

4. **Non-Degree-Seeking Students.** Those with a bachelor’s degree who wish to enroll in some graduate courses for their professional advancement, but who do not plan to complete a degree program, may apply for non-degree status. Applicants who are seeking non-degree status are not required to submit GRE or GMAT test scores. However, when they intend to apply these courses to a degree program, they must submit a new application and submit the required test scores, if applicable. No more than twelve graduate credits earned in a non-degree status at Park University may be applied to a master’s degree program.
5. **Registered auditors** are students who are interested in a particular course, but who are not taking it for a grade.

**International Student Services**

Please see *International Students Legal Requirements on page 44.*

International applicants who apply to Park University must submit the following documentation by **June 1st, for the Fall semester**, and by **October 1st, for the Spring semester** admission:


- $100 application fee, paid by credit card, with online application; or by check or money order, mailed to

  Park University  
  Graduate Admissions  
  911 Main, Suite 900  
  Kansas City, MO 64105  
  USA

- Official transcripts from undergraduate college or university, as well as certified English translations of the transcripts, if in a language other than English. In cases where institutions will not mail official copies, we will require a copy authenticated by a University/college or embassy official or other official offices as approved by the Graduate School.

- GRE exam scores (www.gre.org - Park University’s institutional code is 6177) or GMAT exam scores (www.mba.com), if required by the program.

- A certified or sworn letter or affidavit of support and a supporting bank statement and/or other financial documents showing the ability to finance annual expenses and complete a degree at Park University.

- If English is not the applicant’s primary language, an official copy of TOEFL (Test of English as a Foreign Language) score, with a minimum iBT score of 79 or paper test score of 550 or computer test score of 213  
  - Part scores are 55 or higher for the paper-based test (PBT)  
  - 20 or higher for the computer-based test (CBT) with a writing score of 5.0;  
  - And at least 20 for the Internet-based test (iBT)

Park University’s institutional code is 0044. A TOEFL score or Park University approved test is required for all international students. International students not meeting the minimum TOEFL requirements may opt to be granted
provisional admission to the Graduate School, but only receive an I-20 for the English as an International Language Program (EIL). Upon arrival, the student will take the Language Placement Exam (LPE) and if successful, may be granted full admission to the Graduate School. Those students not successful will be required to enroll in English language courses in the EIL program. Provisional EIL students will not be allowed to begin any Graduate School classes until they have met the English language requirement.

Please note that admission to a graduate degree program at Park University is officially granted by the Graduate School, based on admission criteria established, with proper approvals, by each program.

All documents must be sent to:

Park University
Graduate Admissions
911 Main, Suite 900
Kansas City, MO 64105

As soon as we receive all of the above information and fees, and all of our requirements for admission are met, including documented financial ability, the applicant will be reviewed for admission. Any questions may be directed to the Office of Graduate Admissions at (816) 842-6182 ext. 5530, or by e-mail: gradschool@park.edu.

After the approval for admission, the International Student Services Office will issue the student’s I-20. Questions related to the I-20 and visa should be directed to the International Student Services Office at (816) 584-6834 or 6379, or by e-mail: international@park.edu. After receiving the I-20 and upon arrival at Park University, all international students are required to report to the Office of International Student Services of Park University at the Parkville, Missouri campus with all visa and passport documents before starting classes. Telephone: (816) 584-6834 or 6379.

Transfer of Visa

If a student currently attends a US school and intends to transfer to Park University, the International Student Transfer Form (www.park.edu/grad/docs/student_intltransfer.pdf) must be completed by your current DSO, and sent to

Park University
International Student Services Office
8700 NW River Park Drive
Parkville, MO 64152
Insurance for International Students

The Health and Accident Limited Student Insurance Plan (including repatriation coverage) offered by Park University is mandatory for all international students with F-1 student visas. Mandatory coverage can only be waived during the first eight (8) calendar days of a term. Waiver must be made by the Director of the International Student Services or another representative of the University, on the basis of proof of existing coverage, including repatriation coverage. The proof must be attached to the waiver form. (In order to ensure continuous coverage, the proof must be produced every semester or as often as necessary, depending upon the duration stated in the document).

An international student who does not receive a waiver, as described above, will be enrolled in the Health and Accident Limited Student Insurance Plan and billed for the premium, each semester.

ACADEMIC POLICIES

The provisions of this catalog are subject to change, at the discretion of Park University. A record of any change will be maintained in the Graduate School and the Office of the Registrar. The following are not intended to be an exhaustive source of information on the policies and standards governing graduate education at Park University. Students may consult their academic advisors, or the Graduate School, for clarification and additional information.

Academic Honesty

As a learning community, the University upholds the highest standards of academic integrity in all its academic activities, by faculty, staff, administrators and students. Academic integrity involves much more than respecting intellectual property rights. It lies at the heart of learning, creativity, and the core values of the University. Those who learn, teach, write, publish, present, or exhibit creative works are advised to familiarize themselves with the requirements of academic integrity and make every effort to avoid possible offenses against it, knowingly or unknowingly.

The following policy is intended to inform graduate students about the basic requirements of academic integrity and to outline the procedures that will be followed, in instances of plagiarism and cheating.

1. Plagiarism involves the appropriation of another person’s ideas, interpretation, words (even a few), data, statements, illustration or creative work and their presentation as one’s own. An offense against plagiarism constitutes a serious academic misconduct. Although offenses against academic integrity can manifest themselves in various ways, the most common forms of offenses are plagiarism and cheating. Plagiarism goes beyond the copying of an entire article. It may include, but is not limited to: copying a section of an article or a chapter from a book, reproduction of an art work, illustration, cartoon, photograph and the like and passing them off as one’s own. Copying from the
Internet is no less serious an offense than copying from a book or printed article, even when the material is not copyrighted.

Plagiarism also includes borrowing ideas and phrases from, or paraphrasing, someone else’s work, published or unpublished, without acknowledging and documenting the source. Acknowledging and documenting the source of an idea or phrase, at the point where it is utilized, is necessary even when the idea or phrase is taken from a speech or conversation with another person.

2. An equally serious offense against academic integrity is cheating. Cheating, in the academic context, is defined as resorting to dishonest means or fraud, to obtain academic credit, honor, or recognition. Cheating takes a variety of forms, such as receiving or giving assistance on a task that was expected to be performed individually, submitting the same paper or product for credit in two or more different courses (without instructor knowledge and consent); giving or receiving help during tests; copying another person’s answer during a test; using a surrogate to take a test; fabricating data; or claiming to have conducted research, when none has been done.

Possible Sanctions against Academic Dishonesty

Depending on the seriousness of the offense, one or more of the following sanctions may be imposed on a student who violates standards of academic integrity:

Instructor’s discretion:

a) Verbal and/or written formal reprimand.

b) A lower or failing grade for the particular assignment.

c) A lower or failing grade in the course.

When there is evidence of plagiarism in a comprehensive exam, final project, or thesis, the instructor, evaluator, or primary thesis advisor can:

(a) Fail the student for the particular comprehensive exam, final project, or thesis

(b) Can decide that the student should not be allowed to retake the exam or rewrite the project or thesis.

Imposition of any of the following sanctions requires the approval of the Senior Academic Officer of the school in which the student is enrolled:

a) Administrative withdrawal from the course.

b) Academic probation for a specified period of time.

c) Academic suspension for a specific period of time.
d) Dismissal from the program.

e) Expulsion from the University.

Procedure

In the event of an alleged or suspected violation of academic honesty, the following procedure will be followed:

The primary responsibility for the initial handling of plagiarism and cheating rests with the instructor. As a first step, the instructor will discuss the matter with the student, in an attempt to ascertain the facts. Whether or not the student admits to plagiarism/cheating, if the instructor remains convinced that the alleged violation occurred, either based on documentary evidence or personal observation, in instances of cheating, the instructor may impose an appropriate penalty, as outlined above, on the student. The seriousness of the penalty to be imposed depends on the seriousness of the offense.

Appeal

A student who wishes to appeal either the charge of plagiarism and cheating or the appropriateness of the penalty may schedule a conference with the Program Director, who may informally resolve the matter in discussion with the student and the instructor. If the Program Director is the instructor, the student may conference with the Senior Academic Officer of the program.

If the student is unsatisfied by the resolution offered by the Program Director, the student may request the Senior Academic Officer for a formal hearing, within ten class days of the Program Director’s response. Within ten class days of receiving the hearing request, the Senior Academic Officer will appoint and formally charge a Hearing Committee. This committee will consist of two graduate faculty members from the same program, excluding the instructor and the Program Director, and a third graduate faculty member from another program. The Hearing Committee will then elect a Chair and formally notify the student of the hearing. The hearing will occur within ten class days of receiving the formal charge from the Senior Academic Officer. Both the Student and the instructor will be given an opportunity to present their case to the Hearing Committee. Neither the student nor the instructor has the right to be represented by a legal counsel, at this hearing. However, the student may choose another student, faculty or staff member to be present at the hearing, for advice. The Advisor may not address the committee members or witnesses. Based on the Committee’s recommendation, which must be forwarded to the Senior Academic Officer, in writing, within five class days, the Senior Academic Officer resolves the case, either by affirming the Committee’s recommendation, modifying the sanction, or dismissing the charges. The Senior Academic Officer’s written decision must be mailed to the student, via certified mail, within five class days of receiving the Hearing Committee’s recommendation. The Senior Academic Officer’s decision is final.

CONTACT FOR INTERPRETATION: Executive Director for the Graduate School
Academic Records

The Registrar's Office maintains an academic record for each enrolled student. All official academic transactions are recorded. Students may access their grades through OPEN. 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 a minimum of one completed Park University course appears on the transcript.

Academic Standards

Successful completion of all required coursework, with a cumulative grade point average (GPA) of 3.00 or higher, is required for graduation. Additionally, no grade lower than, and no more than six hours graded “C” may be applied toward degree requirements. A course, in which a student earns a “C” or lower, may be repeated no more than once. No more than six credit hours may be repeated.

Academic Warnings

A student who receives a “C” or lower in a graduate course will be sent a warning letter, from the Executive Director for the Graduate School. More than two “C” grades or lower, even when they result from repeating the same course, will result in suspension from the program.

Academic Withdrawal Policy

There are two types of withdrawals: official and administrative. An official withdrawal begins when the student initiates the withdrawal process. Refunds are calculated based on the date on which the withdrawal was initiated. If a student is withdrawn by the University, it will be an administrative withdrawal, which may be initiated for non-attendance, non-payment, academic offenses, or violation of other University policies. In the case of an administrative withdrawal, refunds will be based on the withdrawal date or the mid-point of the semester or term.

Park University reserves the right to withdraw a student from a class or classes if the student does not meet his/her financial obligation, or fails to attend classes. Any student failing to attend a class(es) for two consecutive weeks in a sixteen-week term or one week in an eight-week term, 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.

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 must initiate a total withdrawal from all classes, through the Graduate School, before any academic withdrawal can be made. 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 must be requested, by email or fax, to the Graduate School.
Back-out Procedure

A student can request a back-out when circumstances beyond a student's control have occurred, which prevent her/him from participating in the class in which s/he enrolled and confirmed. Examples of such circumstances include illness, death in the family, or legal emergencies.

1. Student needs to submit a written request and provide documentation for the reason s/he is presenting as justification for a back-out.

2. Approval by Program Director and the appropriate School Senior Academic Officer.

3. If the student received financial aid and has been approved for back-out, part or all of the financial aid received must be returned to Park University.

Attendance

Professors are required to maintain attendance records and report absences. Excused absences can be granted by the instructor, for medical reasons, school sponsored activities, and employment-related demands, including temporary duty. Students are responsible for any missed work. Absences in excess of four (4) class periods, in a 16-week semester (or 2, in an 8-week term) will be reported to the Director of the individual graduate program, or to the Executive Director, for appropriate action. Students with such a record of absences, without an approved excuse, may be administratively withdrawn from the class and notified by mail that an "F" will be recorded, unless the student initiates official withdrawal from the class(es).

Auditing Courses

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. (This policy does not apply to Internet courses.)

Classroom Conduct and Disciplinary Action

A student whose behavior disrupts the classroom or interferes with the learning of other students will be subject to disciplinary action, ranging from dismissal from the classroom to expulsion from Park University. Such behavior includes, but is not limited to, the use of abusive or obscene language, attending the class under the influence of drugs or alcohol, excessive tardiness, or excessive absences.

Comprehensive Exam

When applicable, a student who fails the final comprehensive exam, except in the cases of plagiarism, may repeat the exam one time, with the permission of the Program Director. Any further attempts would only be permitted upon the recommendation of the Program Director and the approval of the School Senior Academic Officer. If a student fails a comprehensive exam, due to plagiarism, the policies for comprehensive exams, stated under Sanctions against Academic Dishonesty apply.
Continuous Enrollment

In most Park University Graduate programs, continuous enrollment (excluding summer terms) is expected. Continuous enrollment requires enrollment in 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 upon the requirements and regulations effective at the time of the readmission.

All requirements for a master's degree must be completed within seven (7) years.

Course Load

Six or more hours, for a 16-week term, and three or more hours per each of the shorter terms, will be considered full-time graduate enrollment at Park University. Enrollment in three to five hours in a 16-week term will constitute half-time graduate student status. Half-time for shorter terms will be a minimum of two hours of graduate enrollment. These standards apply to all graduate programs at Park University.

<table>
<thead>
<tr>
<th>16-Week Semesters</th>
<th>Summer/Short Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per Semester</td>
<td>Full Time</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 constitute 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. The adding or dropping of a class must be done by the student as directed by the Graduate School staff. A student using Veteran's Administration educational benefits may drop a course, without penalty by the VA, during the Registration Adjustment Period.

Grade Appeal

Students, who believe that the instructor’s evaluation was unfair, or done in error, may appeal the matter. Whenever possible, the student should discuss the matter with their instructor within thirty (30) calendar days subsequent to the posting of grades, in an attempt to resolve the matter informally. If the problem is not resolved informally, in discussion with the instructor, the student may appeal formally, by submitting in writing and using the Grade Appeal Form (available in the Graduate School Office), to the appropriate Graduate Program Director, within forty-five (45) calendar days subsequent to the posting of grades. Except in extraordinary circumstances that include medical emergency and military service, failure to appeal the grade within the time limit constitutes waiver of the right to appeal. Within ten (10) days of receipt, the Program Director of designee shall make a recommendation to the Senior Academic Officer of the school in which the student is enrolled. Within ten (10) days of receipt, the Senior Academic Officer may either accept the Program Director’s decision or appoint a Grade Appeal Committee. Based on the Committee’s
recommendation, the Senior Academic Officer will inform the student, in writing, of the final decision within five (5) business days.

Please see the detailed Graduate School Grade Appeal Procedure on the Graduate school website, or contact the Graduate School Office (816-842-6182 ext. 5525).

All appeals in non-academic matters should be submitted, in writing, to the Senior Academic Officer of the School/College. If denied, an appeal may be submitted to the Vice President for Student Services, for final disposition.

CONTACT FOR INTERPRETATION: Executive Director for the Graduate School

Graduate Academic Council

The Graduate Academic Council, chaired by the Executive Director for the Graduate School, recommends policies and procedures to govern graduate programs at Park University, and ensures that faculty, students, and program administrators adhere to approved policies, procedures, and best practices.

Graduation Requirements (minimum)

1. A master’s degree is intended to prepare students for scholarly or professional careers, for more specialized study in the discipline, or to satisfy their desire to learn more about a subject. A master’s degree is a respectable academic award conferred upon those who demonstrate a level of competence and accomplishment that is substantially higher than what is expected of undergraduate students. These competencies include the ability to communicate effectively, think critically, skills to analyze complex situations, proficiency to acquire, integrate and apply knowledge, leadership skills, a capacity to recognize and deal with ethical issues according to the standards of their particular profession, and the ability to work collaboratively with others.

2. Students’ academic preparation in a master’s degree program should include course work, independent research, peer interactions, and practical learning experience.

3. The time limit for completing a master’s degree at Park University is seven years. No course older than seven years will be applied to a master’s degree program.

4. No more than 9 required credit hours may be transferred toward a master’s degree at Park University. All course work transferred to Park University must be earned at a regionally accredited institution and must be earned at the graduate level. Please see below for more information about transferring credits.

5. Students who lack the background knowledge to pursue a graduate degree at Park University may be required to complete the prerequisites established by the
program. Courses defined as prerequisites may be offered at the graduate level, but do not count toward the hours required for the degree.

6. No more than twelve graduate credits earned in a non-degree status at Park University may be applied to a master’s degree program.

7. Each master’s program requires substantial knowledge of the appropriate research methodologies and research experience appropriate to the discipline, as part of its curriculum. The required research experience must be demonstrated either by a thesis or by a written research project, in which a student evidences an ability to understand and apply appropriate research methodologies.

Application for Graduation Deadlines*:
December Commencement        April 1
May Commencement              November 1
August Completion             April 1

*Application for Graduation Deadlines may vary depending upon the Program in which the student is enrolled.

Interdisciplinary Graduate Work
Students must take the core courses of the program in which they wish to receive their degree; however, they may take electives in other Park University graduate programs, with the approval of their advisor and Program Director. The electives should be a reasonable part of their academic and professional plans. The number of hours chosen, as electives, will vary with the program and may not exceed 9 credit hours. (See appropriate sections of the Catalog). Students wishing to receive an interdisciplinary graduate degree must contact the Graduate School office.

Minor/Specialization
A Master’s degree consists of a major field of study and an area of specialization within the major field, or a minor in another discipline. A minimum of 18 credit hours in the discipline is required for the major area, and a minimum of 12 credit hours is required to constitute a specialization within the area. Students may choose a minor in another discipline, in lieu of a specialization within the area (Not applicable to the Master of Public Affairs Degree). When a minor in another discipline is chosen, the program or department that offers the minor must submit questions for the comprehensive final examination, if the comprehensive final examination is chosen as the culminating activity. The department that offers the major area is responsible for including these questions and administering the comprehensive final examination. If another option, such as a portfolio or applied research project, is chosen as the culminating activity by the major program, the minor department or program must require its own culminating activity. Verification that a student has passed a comprehensive final examination or successfully completed another culminating activity is required before being approved for graduation.
Quality of Work

The official grades issued by Park University, indicating 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 3.0 or higher is required for good academic standing in all graduate programs.

- A - Excellent: 4 grade points
- B - Good: 3 grade points
- C - Unsatisfactory: 2 grade points
- D - Poor: 1 grade point
- F - Failed: No grade points
- I - Incomplete: No grade points
- P - Pass: No grade points
- S - Satisfactory Progress: No grade points
- W - Withdrawn: No grade points
- Audit: No credit hours

Incompletes

The grade “I” indicates that the coursework was not completed in the time allotted in the semester/term, through no fault of the student (as determined by the instructor). This grade, given only in exceptional situations, may be issued only upon the approval of the instructor and with a “Contract for Incomplete”, signed by the student and the instructor, before the end of the final examination. Once signed by the instructor and the student, the Contract is placed on file in the offices of the Program Director, with a copy sent to the Graduate School office. An Incomplete will not be issued to a student who has unexcused or excessive absences recorded for a course. The final assessment of the grade is postponed to no later than 60 days after the last day of the semester/term in which the “I” was received. Failure on the part of the student to complete the work within the time limit will result in a grade of “F”. A student may submit a written request for one 30-day extension beyond the 60 days. After approval by the instructor, the request for extension is filed in the office of the Program Director, with a copy sent to the Graduate School office and the Registrar’s office.

Note: Students on financial aid or Graduate Assistantship are advised that an “I” grade may suspend the student’s financial aid or Graduate Assistantship.

Readmission

A student who has been suspended must apply for readmission. Upon readmission, the student must complete all courses with a “B” or higher. Failure to meet this standard will result in immediate termination from the program.

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 and 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 and who withdraw from one or all of their courses (both officially and administratively), will also have tuition refunded, using the following schedule:

**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>

When students with federal financial awards withdraw from Park University, the University will comply with the federal regulations as stated in the Federal Register. Park University distributes funds back to federal programs, in the following order: Federal Loans: Unsubsidized, Stafford, Perkins, and other Title IV programs. Institutional awards are redistributed after the federal programs.

All fees are non-refundable. Room and Board will be pro-rated on a daily basis. A $100 "break of housing agreement" fee will be charged to any student breaking the residence hall agreement.

**Registration**

Students admitted to Graduate Programs may register and confirm their classes, at any time through the first day of the term or semester. Students must be registered and confirmed for a course before the deadlines, in order to avoid late charges and in order to receive academic credit for that course. To complete registration, fees must be paid in full or arrangement for payment made: 50/50 Tuition Plan, financial aid (TA, VA, loans), or employer authorization documents, before confirmation of a class. Students already confirmed for classes can add, drop or exchange courses, until one week after the first day of the term.
Responsible Conduct of Research and Scholarship

The conduct of research and scholarship must conform to the highest standards of ethical and professional integrity. Every aspect of research, including data collection, research design, research procedures, conclusions drawn, and the dissemination of results, must adhere to superior ethical standards, transcending personal gain, financial consideration or other individual or institutional advantage. Research involving human and animal subjects must meet the requirements of all applicable laws and regulations, as well as University procedures, to assure the well-being of the human and animal subjects. See IRB description on page 49.

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.

Suspension

A student who repeats a course in which s/he has earned a “C” or lower and fails to obtain a “B” or higher in the second attempt, or who has earned more than two “C”s, or lower grades, in the program, will be suspended from the program.

A student who has been suspended from a graduate program at Park University will not be allowed to pursue further graduate study in any degree program offered by the University, for three years. Courses taken from other institutions will not be transferable if taken during the time of suspension from Park University. Students on academic suspension from another institution will not be admitted to Park University, until their suspension period expires.

Transfer of Graduate Credit

No more than (9) hours of the required credits toward a degree program may be transferred from another academic institution to a Master’s degree program at Park University. Transfer is granted only after an evaluation of the appropriateness of the courses by the Program Director. Other criteria that must be met, in order for credits to be considered, are:

1. Transfer course content is appropriate to the program;
2. The transfer credit is earned from a regionally accredited institution of higher education, or its equivalent, if the institution is a foreign university or college;
3. The grade earned in the course is “B” or better;
4. The credits were not used for a previous degree;
5. The credit will not be more than seven years old, at the time of graduation from a master’s program, or more than 10 years old at the time of graduation from a doctoral program. A Program Director may waive this requirement on a course by course basis if, in his or her judgment, the content of the course has not changed appreciable during the applicable period.
6. The credits earned are clearly at the graduate level;

7. The transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the Program Director

FINANCIAL ASSISTANCE

Application for Financial Assistance

Preference will be given to those whose files are completed 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 fully admitted to Park University as a degree seeking student.

NOTE: Items are available online, at www.park.edu/finaid/.

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 a comparable form on which a student 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 the student’s and the spouse’s most recent federal income tax form, as filed with the U.S. Internal Revenue Service, even if the student was not married during the filing year.

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

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. More information is available on the Graduate School website. You may also
contact SFS at 816-584-6290 or contact the Graduate School at 816-842-6182 ext. 5525, for additional information.

For financial assistance purposes, 'need' is the difference between the cost of attending Park University and all the personal 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 resources. Financial assistance programs are designed to supplement family resources, by bridging the gap between cost and the family's ability to pay.

**Graduate Loan Programs**

**Federal 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 is deferred while the student is enrolled at least half-time. Repayment begins after nine months following the termination of half-time enrollment, graduation, or withdrawal. Partial cancellation of the principal is available for those who teach in certain fields, who serve as a volunteer in Head Start, the military or law enforcement, or who become disabled. Students must sign a promissory note, as well as 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 of up to 1% deducted from the loan amount guaranteed by the lender. The loan must be certified 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 that 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 any 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 that 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 $92,500.00.

Satisfactory Academic Progress for Financial Aid

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, and (d) grade point average (GPA). Satisfactory academic progress is required for receiving financial aid or to remain in good standing, as explained 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. Total withdrawal will result in automatic financial aid suspension.

2. Academic progress will be reviewed at the end of each Fall, Spring, and Summer semester. Failure to meet the minimum standard, as outlined in this policy statement, will either place a student on financial aid probation or suspend him/her from future semesters/terms of financial aid. Failure to meet minimum standards 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 may 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 within which 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 him/her from 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 old 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, must make satisfactory academic progress, for financial assistance.

8. If financial aid has been suspended, students may reinstate their eligibility WITHOUT 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 in reviewing the appeal, and a ruling will be issued by the Student Financial Services Appeals Committee.

10. Appeals of the decisions by the Committee are directed to the Vice President for Student Services.

SCHOLARSHIPS AND ASSISTANTSHIPS

Graduate Endowed Scholarships

Scholarship selections begin in the spring, for the following award year. The priority deadline for the Endowed Scholarship Application, with autobiography/personal statement and two letters of recommendation (some scholarships require that the recommendation letters be from educators and/or supervisors) is February 15th of each year; however, applications are accepted year-round. Applications and brochures with more detailed information are available in the Student Financial Services Office, or from the Scholarship Coordinator, who may be reached at (816) 584-6294 for this and additional information on applying for funds from outside sources. These scholarships are not available for students enrolled in our on-line degree programs.
Since some scholarships require students to demonstrate financial need, it is recommended that students complete the Free Application for Federal Student Aid (FAFSA). For a complete listing of available scholarships please see www.park.edu/grad/scholarships.aspx.

Graduate Assistantships
Graduate Assistantships are intended to serve three objectives at Park University: to provide students with a meaningful professional experience that will enhance their career goals; to allow students to provide a service to a department within the University; and to provide students with assistance in financing their educations.

Types of Graduate Assistants
- Administrative Assistants - work in offices of the University, performing selected supervised administrative activities.
- Laboratory Assistants – assist with laboratory activities, assist in music and art studios, assist coaching athletic teams, or work in the library.
- Student Services Assistants - assume responsibilities for various student services offices or areas, including student activities, leadership and development, Campus Housing, and intramural activities.
- Teaching Assistants - teach lower-level undergraduate classes, or assist an instructor teaching classes with a large enrollment.
- Research Assistants - assist faculty members with research activities.

Full-time Teaching Assistants teach two three-hour courses per semester and other Assistants work an average of twenty hours per week for each week of the semester. Students who hold any type of Graduate Assistantship are expected not to hold another employment.

Duration of Assistantships
- A student may be awarded an Assistantship for a maximum of four semesters, excluding summers.
- An Education Specialist student, who has had an Assistantship while working on a master's degree, may have two additional semesters, for a total of six semesters as a graduate assistant, excluding summer sessions.

Qualifications for Graduate Assistantships
Assistantships are awarded on a competitive basis. Evidence of academic excellence and professional skills are primary requirements for receiving and holding Assistantships. Graduate students whose native language is other than English must demonstrate a high level of oral and written proficiency, before they may be awarded an Assistantship. Graduate Assistants who are
assigned to teach must have earned at least 18 graduate semester hours in the teaching discipline. Students with the following qualifications are eligible to apply:

- A baccalaureate degree, by the time the Assistantship is to become effective.
- Application to graduate school completed, and accepted into a degree program by the time the Assistantship is to become effective.
- A cumulative undergraduate GPA of 3.0 or higher.
- If the student has taken graduate courses prior to applying for Assistantship, the student must have earned a cumulative graduate GPA of 3.0 or higher.
- If a student does not have an undergraduate GPA of 3.0, they may apply for an Assistantship, if they have earned a minimum of 9 graduate hours, with a GPA of 3.0 or higher.

**Application Process**

It is the responsibility of the student to find an available position, apply for it, and go through the department’s hiring process. Each department selects its own graduate assistantship(s) for approval and appointment by the Graduate School. Following are the procedures for applying for an Assistantship.

- Complete an application for Assistantship and submit it to the Graduate School, the chair of the department in which the Assistantship is sought, or to the supervisor of the office/area in which the Assistantship is sought, together with the following documents. (Application form is available on the Graduate School website at http://www.park.edu/grad/ga.aspx.)
  - A current resume.
  - A minimum of 3 reference letters. Letters on file in a placement office and any credentials may be forwarded.
  - A cover letter.
  - Official transcript from all institutions attended.

It is the responsibility of the student to make certain that all of the above materials have been received by the Graduate School. No action on the application will be taken until these documents are received.

**Appointment**

Application for a Graduate Assistantship does not guarantee an award because awards are made on a competitive basis and as available. Once awarded, the appointment process begins
about March 15 of each year. Although applications can be submitted at any time, students are urged to have completed application materials on file as early as possible. Normally, appointments are made for both fall and spring semesters, at the same time. Single semester appointments for the spring semester are usually made, starting around November 1st. Appointment authorization is made by a letter from the Executive Director for the Graduate School.

Compensation

1. Option One. The compensation for a full-time Teaching Assistant, who teaches two three-hour courses per semester, or whose assignment involves twenty hours per week, is $3,500 per semester, or $7,000 for two semesters. Graduate Assistants who have held an assistantship within a department, for at least a full year, will receive a second year increase of $500. The compensation for graduate assistants with a partial assignment is reduced proportionately. For Teaching Assistants, instructional tuition is covered by a tuition waiver of up to 9 credit hours per semester. Courses taken for undergraduate credit or audit will not be included in the tuition waiver and are the responsibility of the student. Full-time Graduate Assistants must be enrolled in at least 6 hours of graduate credit each semester.

2. Option Two. The compensation for a full-time Graduate Assistant who is not a Teaching Assistant under contract for a specific department without teaching responsibilities will be at a monthly stipend of $1,500, without any waiver of tuition or other financial assistance.

3. Option Three. The compensation for a full time Graduate Assistant who is a Resident Director will be a monthly stipend of $1,500, plus a furnished apartment and meal plan, when in service. No tuition waiver will be provided.

4. Tuition Waiver. Instructional tuition is covered by a tuition waiver up to 9 credit hours per semester. Courses taken for undergraduate credit or audit will not be included in the tuition waiver and are the responsibility of the student. Full-time Graduate Assistants must be enrolled in at least 6 hours of graduate credit each semester.

Work Load

The work load for a full-time Teaching Assistant in the fall or spring semester is teaching six hours. The summer teaching load shall be three hours per term. Non-teaching Assistants will work 20 hours per week. A lesser assignment is possible, with a reduced stipend.

Course Load

The course load for a full-time Assistant is 6-9 hours, for the 16-week fall or spring semester and no more than 6 hours for an 8-week term. The summer time load would be 3-4 hours.

Supervision

Graduate Assistants must be evaluated every semester by a faculty member/supervisor. Supervisors must establish goals and guidelines appropriate to the task and must base their evaluation on those goals and guidelines. Persons holding Assistantships shall be treated fairly
and professionally, consistent with their need for professional development and academic progress.

Termination
Holding of an Assistantship is subject to satisfactory performance of assigned duties, progress toward the degree or certificate program and maintenance of a minimum of 3.0 Grade Point Average (GPA). Those who fail to meet these standards may lose their Assistantship or be subject to appropriate corrective action.

EQUAL OPPORTUNITY

Park University proudly promotes diversity and complies with state and federal laws related to diversity (e.g., 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 the 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 who qualify for special assistance. It is the University's policy to comply fully with federal and state laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. To the extent of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply.

Permanent Disability Guidelines

Notification of Disability: 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: In order to receive special accommodations for learning disabilities, students must provide supporting diagnostic test results from a licensed psychologist or a certified specialist in learning disabilities. This evaluation must detail the student's specific learning disability or disabilities. The accommodations request should be detailed. This information should be as current as possible, preferably not more than three years old. Park University will evaluate, but may reject, documentation 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/psychiatric disorders. The documentation should include a diagnosis, date of diagnosis, date of the diagnostician’s last contact with the student, and a summary of the present symptoms and a prognosis. Documentation should describe how the psychiatric condition functionally interferes with, or impacts the student's ability to participate in an educational setting and give suggestions of academic accommodations that might be appropriate in an educational setting, supported by a disability-related rationale.

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

**Temporary Disability Guidelines**

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

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

**Educational Rights and Privacy**

Park University informs students of the Family Education Rights and Privacy Act of 1974. This act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Education Rights and Privacy Act Officer (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 (phone: 816-584-6299).

**International Students Legal Requirements**

Park University is authorized, under federal law, to enroll non-immigrant alien students. Park University already has a distinguished group of international students, from nearly 100 countries and U.S. Trust Territories. Qualified international students, defined as all students who
are not United States citizens and who are in the United States legally, are encouraged to contact Graduate Admissions.

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

International applicants planning to study in the United States cannot apply and be admitted to the online degree programs. Individualized assistance is provided for enrolled students by the Office of International Student Services, on the Parkville campus.

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

**GRADUATE CERTIFICATE PROGRAMS**

A graduate certificate program consists of a logically sequenced and academically coherent subset of courses, derived from a given discipline or related disciplines, which is intended to prepare students for professional practice in certain applied fields. Because of the program's emphasis on application, the choice of courses often represents more practice-oriented didactic contents. A graduate certificate comprises fewer credits than a master's degree. Courses taken toward a certificate program may eventually or simultaneously transfer to a graduate degree depending upon the requirements of the particular degree to which a student wishes to apply the credits.

Courses selected for a graduate certificate program are courses approved or offered for credit at the graduate level at Park University, and, when completed, they represent a structured, coherent body of knowledge. Graduate credit hours earned through these courses may not be less than 12 hours nor more than fifty percent of the credits necessary to complete a related master's program(s). In most instances, the required credit hours will range between 12 and 15. The exception is the Graduate Certificate in Applied Music, described below. No more than 25% of the hours required for a certificate program may be transferred from another institution.

General criteria for admission to any graduate certificate program include:

1. An earned baccalaureate degree from a regionally accredited college or university, or its foreign equivalent.
2. Each program may establish the minimum grade point average, TOEFL scores, standardized test scores, and other entry criteria. Such flexibility is permitted to meet the needs of the target student population.

3. Graduate students who are currently enrolled in a graduate program may simultaneously pursue a graduate certificate program, with the permission of their advisor. Certificate-seeking students who are not degree-seeking students will be classified as certificate students for the purpose of keeping University-wide enrollment data. Certificate students will have access to the Library and university-wide facilities, subject to the rules governing those facilities.

4. Certificate students are not automatically eligible for admission to the related graduate program. If they wish to pursue a graduate degree, they must submit an application, meeting all the entrance requirements for that program.

A student graduates from a certificate program when all program requirements are completed and has maintained a 3.00 grade point average (GPA). A document suitable for framing may be issued by the department(s) or School that offers the certificate program.

Courses and certificates completed will be transcribed by the Registrar, and they will become the student’s permanent academic record.

**Graduate Certificate in Music Performance**

The graduate certificate program in music performance is designed for students who want to pursue a non-degree course of study concentrating almost exclusively on performance. Minimum graduate credits required for the certificate are 24. In addition to the general rules that are applicable for admission to the Graduate School at Park University, specific admission requirements are:

a) Bachelor of Music or related undergraduate degree from a U. S. institution, an equivalent bachelor’s degree from an accredited foreign institution of higher education, or equivalent professional experience as determined by the faculty of the International Center for Music.

b) An audition before the music faculty. In approved situations, a recording may be submitted in lieu of a live audition.

Each applicant must furnish a complete list of repertoire and recital history, at the time of application. This is an advanced program of study at the graduate level, supervised and approved by the graduate faculty of Park University.

**Course Requirements**

*MU 501 Applied Music A*

This course will involve an in-depth analysis and selection of new repertoire to be learned during the semester. Students will have two private lessons per
week, as well as scheduled discussions regarding theory and performance technique. Selected new learned repertoire will be performed in a recital at the end of the semester. Students will be encouraged to participate in regional, national and international competitions. (Pass/Fail)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Notes</th>
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<tbody>
<tr>
<td>MU 510</td>
<td>Applied Music B</td>
<td>A continuation of MU 501. (Pass/Fail)</td>
</tr>
<tr>
<td>MU 520</td>
<td>Applied Music C</td>
<td>A continuation of MU 510. (Pass/Fail)</td>
</tr>
<tr>
<td>MU 530</td>
<td>Applied Music D</td>
<td>A continuation of MU 520, culminating in a major recital, demonstrating depth and range of repertoire. (Pass/Fail)</td>
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**Graduate Certificate in Community Capacity-Building and Preparedness**

The Community Capacity Building and Preparedness Certificate uniquely equips students for the important work of building capacity of local communities. With key courses drawn from the Master of Public Affairs degree areas of public management, business-government relations, nonprofit and community services management, and disaster and emergency management, graduates with this certificate command key cross-sector skills and understanding needed to help communities in a variety of situations—expected and unexpected.

Graduates of this certificate program will be able to:

- Collaborate with state and local governments on community capacity issues, as appropriate
- Develop strategies to help communities build capacities
- Identify a variety of resources from different social sectors and apply them to the needs of the community
- Develop key leadership skills needed to assist communities
- Analyze community situations and recommend a plan for improvement

**TOTAL** 14 hours

Courses required for this certificate:

- PA 509 Organizations and Leadership Development 2 hrs.
- PA 512 Environmental Inputs in Public Organizations 3 hrs.
- PA 545 Management of Nonprofit Organizations 3 hrs.
- PA 570 Community Economic Development 2 hrs.
- PA 586 Planning for Emergencies and Disasters 2 hrs.
- PA 593 Financing Nonprofit/Community Services 2 hrs.
Graduate Certificate in Computer and Network Security

The graduate certificate program is intended for those who wish to specialize in the Information Technology (IT) field with an emphasis in security. This emphasis is designed for those who wish to pursue a career in an IT security related field as and Information Security Officer, systems administrator, security analyst, IT consultant, security consultant, or IT specialist. Students who complete this emphasis will be prepared to:

1. Design a network and computer infrastructure for an organization while considering security issues and controls.
2. Recognize security incidents and implement remedies, controls, and fixes using appropriate technologies and policies.
3. Design security remedies, controls, and fixes for next generation network services such as Voice over IP (VoIP), video, presence, multi protocol label switching (MPLS), and Instant Messaging (IM) services.
4. Protect information to ensure its integrity, confidentiality, and authenticity using cryptography.
5. Analyze information warfare scenarios by implementing and countering security and hacking strategies from the perspective of security personnel and hackers, respectively.

Total: 15 hours

**Core courses:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CSS 636</td>
<td>Advanced Network Architectures, Services, and Applications</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CSS 656</td>
<td>Advanced Security Architectures, Services, and Applications</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CSS 688</td>
<td>Information Warfare</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Electives (Select one):**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CSS 675</td>
<td>Applied Cryptography</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CSS 677</td>
<td>Computer and Network Forensics</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

One of the following criteria in addition to those of the Masters Program needs to be met for entry into the Security Certificate program:

1. Completion of an undergraduate or graduate degree in networking, engineering, computer science, or Information Technology (IT) with a 3.0 GPA or better.
2. Completion of the MIS Concentration/Area in the MBA/MPA Program with a 3.0 GPA or better in MIS.
3. Significant work experience in the field.
4. Successful completion of IS 603 or equivalent course.
Graduate Certificate in Disaster and Emergency Management

The Graduate Certificate in Disaster and Emergency Management complements the existing graduate programs offered by HSPA. The public’s continued concern for efficient governmental response to natural and man-made disasters, along with the recent significant investment in emergency management activities, requires knowledgeable public managers, including managers transitioning from other areas of expertise. The array of potential hazardous events that now confront public managers includes homeland security issues, failures of complex technology, and a wide range of natural hazards. Students possessing a Graduate Certificate in Disaster and Emergency Management will be well-prepared to engage the public policy issues surrounding these community hazards.

Total: 14 hours

Foundation courses: 6 hours

PA 552 Public Policy and Disaster 3 hrs.

and

(Select One):

PA 551 Principles of Disaster and Emergency Management 3 hrs.
PA 553 Disaster and Society 3 hrs.

Theory integration courses (select four): 8 hours

PA 581 Global Hazard Reduction 2 hrs.
PA 582 Disaster, Disease, and Public Health 2 hrs.
PA 583 Technology, Accidents, and Organizations 2 hrs.
PA 584 Continuity of Government Operations 2 hrs.
PA 585 Natural Hazards and the Urban Environment 2 hrs.
PA 586 Planning for Emergencies and Disasters 2 hrs.
PA 587 Government Response to Terrorism 2 hrs.

Graduate Certificate in Healthcare/Health Services Management and Leadership

Up-to-date knowledge and skills in the administration and leadership of healthcare services are critical in today’s constantly and rapidly changing environment. The Graduate Certificate in Healthcare/Health Services Management and Leadership prepares students and practicing healthcare leaders to enhance their professional skills, in order to meet new healthcare policy and practice challenges. The program focuses on critical thinking and problem-solving, in today’s healthcare environment.

Total: 12 hours

Foundation courses: 6 hours

HA 511 Leadership and Management in Healthcare Systems 3 hrs.
HA 518 Healthcare Delivery Systems in the U.S. and the World 3 hrs.

Theory integration courses (select two): 6 hours

HA 508 IT, Data Gathering and Data Management 3 hrs.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
</table>
| HA 511      | Leadership and Management in Healthcare Systems  | 3 hrs.
| HA 515      | Marketing, Strategic Planning and Consumer-Driven | 3 hrs.
|             | Healthcare                                       |       |
| HA 516      | Healthcare Finance                               | 3 hrs.
| HA 518      | Healthcare Delivery Systems in the U.S. and the World | 3 hrs.
| HA 517      | Legal and Ethical Issues in Healthcare Leadership | 3 hrs.
| HA 532      | Healthcare Services & Systems for Diverse Populations | 3 hrs.
| HA 537      | The Politics of Healthcare                       | 3 hrs.
| HA 543      | Patient and Consumer Satisfaction                | 3 hrs.
| HA 573      | Quality Improvement and Outcomes Assessment      | 3 hrs.
| HA 580      | The Pharmaceutical Basis for Healthcare Delivery  | 3 hrs.
| HA 611      | Mediation, Negotiation and Conflict Management   | 3 hrs.

**Graduate Certificate in Nonprofit Leadership**

The Nonprofit Leadership Certificate prepares students for leadership positions in the nonprofit and philanthropic sectors. Graduates with this certificate command key skills and understanding found necessary to equip them for challenging work in the nonprofit and philanthropic sectors.

Graduates of this certificate program will be able to:

- Exhibit key skills needed to lead and manage nonprofit organizations
- Develop cross-sector understanding and skills to help network nonprofit organizations and attract resources
- Assess ethical dimensions of decisions of nonprofit leaders
- Create strategies to help nonprofits fulfill their unique missions
- Identify and attract possible funding sources for nonprofits

**Total** 13 hours

**Required Courses** 9 hours

- PA 509 Organizations and Leadership Development 2 hrs.
- PA 600 Ethics and Authority in Organizations 2 hrs.
- PA 545 Management of Nonprofit Organizations 3 hrs.
- PA 591 Planning Nonprofit/Community Services 2 hrs.

**Electives from the following courses** 4 hours

- PA 593 Financing Nonprofit/Community Services 2 hrs.
- PA 594 Financial Management for Nonprofit/Community Organizations 2 hrs.
- PA 595 Communications and Marketing for Nonprofit/Community Organizations 2 hrs.
MASTER’S THESIS PROCEDURES

The writing of a thesis is a highly valued academic exercise and has been traditionally regarded as the culminating activity in a master’s degree program. Students may earn up to six hours of graduate credit for writing a thesis, by enrolling in 700 and 701 courses, sequentially. Continuous enrollment for an additional 1 hour is possible, with the approval of the Committee Chair. Due to the demanding nature of research and writing, all theses hours will be offered only in the traditional 16-week format.

Students should carefully plan their activities, in order to ensure that they develop a workable proposal, conduct the research, write the thesis, and get it approved by the Committee, in a timely manner. A copy of the completed thesis should be submitted to the major advisor no later than six weeks prior to the date of commencement. The Graduate School should receive a copy for final approval no later than three weeks prior to the day on which the degree is to be conferred.

Thesis Committee

Candidates should consult their major advisor in forming a Committee and clarifying the role of the Committee members in the research and writing process. The primary responsibility for directing the thesis resides with the major advisor. The Committee should consist of a minimum of three approved graduate faculty, including the major advisor in the discipline area. It is advisable to include additional faculty member(s) from outside the discipline, because faculty external to the discipline can bring fresh perspectives or provide valuable assistance in the conduct of research.

Enrollment in XX 700 (3 credit hours)

The candidate must register for a 700-level course in order to begin the process of developing a thesis proposal. The registration allows the student to receive advice from a member of the faculty and to utilize University facilities in preparation for the thesis. While enrolled for this course, the student is expected to be actively working on developing a formal proposal related to an area of research interest, under the direction of a faculty member who will be the major advisor or the Committee Chair.

At minimum, the research proposal should identify the problem, clarify the thesis statement, select an appropriate research methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature. The following general outline may be helpful in developing a proposal.

- Key concepts and definition of the project. Concisely and clearly state what the project intends to accomplish. What are the basic questions to be explored?

- Significance of the study. Why should the scientific community be interested in this study? What contribution will it make to the discipline, the profession and the society?
• Review of relevant literature. How does your research relate to the work of others? Where are the gaps in literature? What do you hope to add to the literature?

• Methodology. How do you plan to approach the subject? What is your methodology and what instruments or procedures will you use to gather the data/information that you would need to address the questions? What is the justification for the use of this methodology? Do you have the resources to conduct the study, such as access to people, data, archives, collections, time, etc.?

• Plan of work and timetable. Present a realistic timetable including specific dates by which you plan to complete specific facets of the research. It would help you and the Committee to decide if you can realistically complete the project.

• Bibliography. Present a working bibliography that includes scholarly books and articles. Naturally, you will revise and expand this bibliography as you continue with your project.

Proposal Defense and Submitting the proposal to the Graduate School
When the proposal is ready for defense, the student must work with the Chair in setting a date for the proposal defense. The defense must be conducted at least a semester prior to graduation and the proposal must be submitted to the Graduate School once it is approved by the Chair and all members of the Committee.

Submitting the Proposal to the Graduate School
The student must work with the Chair in submitting the proposal to the Committee members for their approval. Once approved by the Committee, the Chair will forward the proposal to the Graduate School office at least a semester prior to the semester in which the student is expected to graduate.

Human Subjects Protection and IRB review
In preparing the thesis proposal, students must be aware that any research which involves human subjects must be approved by the Institutional Review Board of the University in order to assure compliance with applicable federal regulations and University policies. The proposal must be reviewed and approved by the IRB according to the University procedure. Failure to gain the IRB approval will result in denial of the proposal. It is a violation of the procedures to contact human subjects prior to the IRB approval of the proposal. It is highly recommended that the IRB approval be received prior to the submission of the proposal. Additional information related to the IRB may be found at: http://captain.park.edu/irb/index.aspx.

Enrollment in XX 701 (3 credit hours)
Following the approval of the thesis proposal, students may enroll in 701 and begin data gathering. Data may be collected using qualitative, quantitative, participatory, documentary, or
action research methodologies, as may be appropriate. The writing of the thesis may then begin, with the guidance of the Committee Chair. Students are encouraged to consult the Chair regularly, to ensure that they receive timely and useful feedback throughout the research and writing process.

**Thesis Defense**

An oral defense of the thesis must be satisfactorily completed and approved by the Committee, and the result of the defense must be submitted to the Graduate School, three weeks prior to graduation. Thesis defense is open to the University community.

**Enrollment in XX 799 (1 credit hour)**

When additional time is needed to complete the thesis work, enrollment in XX 799 is permitted, in consultation with the Chair.

For additional information on the thesis procedure, please consult the Director of your graduate program, or the Executive Director for the Graduate School.

**MASTER OF BUSINESS ADMINISTRATION**

The Master of Business Administration (MBA), founded in 1998, is offered through the School of Business and Management at Park University.

The MBA Program provides training to individuals to think critically and effectively to find solutions to management problems. It also prepares students to excel in managerial and technical skills necessary for leadership positions in worldwide and technologically sophisticated market environment. Significance is also placed on developing the skills and techniques required to effectively implement decisions.

The MBA degree may be earned entirely through online delivery mode or through the traditional face-to-face delivery method. The combination of both methods is available as well. The benefit of the online MBA is to gain flexibility in when and where learning takes place without sacrificing the rigor and academic excellence.

The online MBA curriculum has online syllabi with a weekly schedule of assignments. Students are required to read texts, articles, take proctored exams, complete team work, and participate in threaded discussions. Written assignments can be completed and posted any time prior to due dates. Students have the flexibility to progress through each online MBA course at a regular pace, while having the freedom to choose when to complete their assignments.

Thus, Park University is proud to offer quality Master of Business Administration degree programs. Each is designed to meet the educational needs of the growing and varied sector.
Whether you are advancing through the ranks of an international corporation or reentering the workplace to join a small non-profit agency, the business skills and tools developed in the MBA program are vital for success in today’s fast-paced business environment.

To meet student’s personal and professional needs, the program offers emphasis options, including Computer Network Security, Entrepreneurship, HealthCare/Health Services Management, International Business, Management Information Systems, and Quality Management.

**Vision**

The Park University MBA Program strives to be a superior “Quality” graduate business Program and an excellent source of business graduates. Our MBA Program is committed to providing innovative educational opportunities for business leaders within the global marketplace.

**Mission**

The MBA Program is dedicated to providing students with the necessary tools and knowledge needed to broaden their horizon and add value to their career and impact their national and global communities.

**Goals**

1. Provide an academically sound business program that will meet current professional needs of the student and the business community, and that can be completed within 18-24 months.

2. Prepare business professionals to excel in a global environment, to understand the value of diversity and demonstrate ethical sensitivity in business practices, and to appreciate the impact of business on the environment.

3. Provide a program that is accessible to the working professional, by offering courses in both face-to-face and online modalities.

4. Establish forums in which students, faculty and community business leaders can exchange ideas, as well as explore and develop new concepts to improve the quality of decision-making in business organizations.

5. Provide the student with flexibility to tailor his/her own degree plan in pursuit of a specific field of interest, either within the general business area or within a specific area, such as Accounting, Economics, Entrepreneurship, Finance, Healthcare, International Business, Management, Management Information Systems, Marketing, and Public Administration.

6. Encourage and empower students to pursue entrepreneurship in business endeavors, by developing the necessary skills required for a successful entrepreneur.
Admission Requirements

- A bachelor’s degree from a regionally-accredited college or university in the United States; or four years of full-time college work from an accredited foreign institution of higher learning.
- Minimum 3.0 grade point average (GPA) on a 4.00 scale in the bachelor’s degree. Lower GPAs will be considered on a case by case basis.
- A GMAT or GRE score taken within five years of application with a minimum score of 450 for GMAT and 800 for GRE.
- A student who is accepted pending receipt of any required documentation must submit complete and satisfactory records within 60 days (45 days in 8-week session and/or summer term) after the first day of registration.
- Demonstrate writing proficiency.

Park University Undergraduate Seniors/Non-Degree-Seeking Students

Park University Seniors with a 3.6 cumulative GPA, while still completing their bachelor’s degree, may be admitted to take up to nine (9) graduate credit hours in a non-degree seeking status. Financial Aid will not be available for courses taken as a non-degree seeking student. These credits will be applied to the appropriate graduate program, after they have received their undergraduate degree and been admitted to a graduate program (please consult Graduate Admission office at (816) 842-6182 ext. 5525 for more information.

Graduation Requirements

- Completion of a total of 36 credit hours of graduate coursework, which includes 12 hours of electives or courses within a specific area of concentration.

- No more than 9 credit hours may be transferred from other institutions. The transfer of coursework must be completed prior to admission into Park University’s M.B.A. program.

- Passing of a comprehensive exam with a grade of “B” or better. The M.B.A. comprehensive exam is administered in a proctored format and offered semi-annually, in the spring and fall, prior to graduation. See additional information in Academic Policies concerning Comprehensive Exam.

- Students must apply for graduation no later than 8 weeks prior to the commencement ceremony.

Common Body of Knowledge (Prerequisites)

Applicants who have not completed the Common Body of Knowledge coursework may complete this requirement by taking the indicated undergraduate courses, or their equivalents. Please consult with the M.B.A. Director for exceptions. 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 (FI 360) before all finance courses
• Principles of Management (MG 352) before all management courses
• Principles of Marketing (MK 351) before all marketing courses
• Management of Information Systems (IS 205) before CS670
• Quantitative Research Methods (EC 315) before EC 604
• Computer Network and Telecommunications Systems (IS 603) or Computer Networking (CS 365) before IS 620

(Please see Park’s Undergraduate Catalog for course descriptions.)

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

NOTE: Taking undergraduate courses while enrolled in graduate courses may affect financial aid. Consult 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. Students are urged to check the course schedule and consult with their advisor to determine which courses are offered in each format, and the recommended sequence of courses to be taken.

Degree Requirements

Core: 24 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AC</td>
<td>515</td>
<td>Managerial Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EC</td>
<td>507</td>
<td>International Economics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EC</td>
<td>604</td>
<td>Managerial Economics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>FI</td>
<td>615</td>
<td>Managerial Finance</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG</td>
<td>620</td>
<td>Leadership in Organizations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG</td>
<td>632</td>
<td>Legal, Social and Ethical Environment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG</td>
<td>695</td>
<td>Business Policy and Strategy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MK</td>
<td>630</td>
<td>Strategic Marketing Planning and Decision-making</td>
<td>3 hrs.</td>
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</table>

Electives: 12 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>615</td>
<td>Advanced Managerial Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CS</td>
<td>670</td>
<td>Advanced Management Information Systems</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
CSS 636 Advanced Network Architectures, Services, and Applications 3 hrs.
CSS 656 Advanced Security Architectures, Services, and Applications 3 hrs.
CSS 675 Applied Cryptography 3 hrs.
CSS 677 Computer Network and Forensics 3 hrs.
CSS 688 Information Warfare 3 hrs.
EC 509 Economic Development 3 hrs.
FI 640 Investment Management 3 hrs.
IB 625 International Finance 3 hrs.
IB 660 International Business Management 3 hrs.
HA 511 Leadership and Management in Healthcare Systems 3 hrs.
HA 516 Healthcare Finance 3 hrs.
HA 517 Legal and Ethical Issues in Healthcare Leadership 3 hrs.
HA 521 Special Topics in Healthcare Services 1-3 hrs.
HA 620 Healthcare Capstone Seminar: Current Issues in Healthcare 3 hrs.
IS 603 Computer Network and Telecommunications Systems 3 hrs.
IS 605 Data Management (16 weeks) 3 hrs.
IS 610 Systems Engineering, Planning and Control 3 hrs.
IS 640 Project and Change Management 3 hrs.
MG 520 Entrepreneurship Project Management 3 hrs.
MG 525 Entrepreneurship in the Global Economy 3 hrs.
MG 630 Human Resource System 3 hrs.
MG 655 Entrepreneurship and Small Business Management 3 hrs.
MG 670 Special Topics in Business 3 hrs.
MG 675 Entrepreneurship Seminar 3 hrs.
MK 575 Marketing Research Strategies 3 hrs.
MK 610 Advanced Seminar in International Marketing 3 hrs.
MK 615 Green Marketing 3 hrs.
QM 655 Quality Improvement: Theories, Models, and Methodologies 3 hrs.
QM 660 Quality Improvement Overview 3 hrs.
QM 665 Quality Management Tools 3 hrs.
QM 675 Production and Operations Management 3 hrs.
QM 685 Advanced Topics in Quality and Leadership Challenges 3 hrs.
The program may offer some courses in the two-week intensive format. Those courses are offered every evening, Monday through Friday, for two weeks. It is recommended that work schedules be arranged to accommodate this intensive course format.

It is not the policy of this program to waive any of the core courses. 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.

The General M.B.A. program offers students the flexibility to tailor the M.B.A. to the student’s professional interests, by offering courses in Accounting, Economics, Finance, Healthcare, Management Information Systems, International Business, Management, Marketing, and Public Administration.

Or, the student may select one of the following areas of concentration:

A. **International Business Concentration**

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

**Core:**

- EC 509 Economic Development 3 hrs.
- IB 625 International Finance 3 hrs.
- IB 660 International Business Management 3 hrs.
- MK 610 Advanced Seminar in International Marketing 3 hrs.

B. **Healthcare/Health Services Management Concentration**

The Healthcare/Health Services Concentration focuses on current issues in Healthcare and community health services and on skills required for those in leadership roles. It is appropriate for those who aspire to mid level director or department head roles and for those in such positions who aspire to become the CEO of Healthcare or community health service organizations. The concentration is also available as part of the Master’s in Public Affairs degree at Park University.

A certificate only option is available upon request to students who wish to complete the Health Administration concentration coursework (please see *Graduate Certificate in Healthcare/Health Services Management and Leadership*). For such students, the GRE or GMAT is waived. For students who wish to complete the M.B.A. Degree, the GRE or GMAT must be completed prior to enrolling in M.B.A. core courses.
Core:

- HA 511 Leadership and Management in Healthcare Systems: 3 hrs.

Electives (Select one):

- HA 516 Healthcare Finance: 3 hrs.
- HA 517 Legal and Ethical Issues in Healthcare Leadership: 3 hrs.
- HA 521 Special Topics, independent study: 1-3 hrs.

- PA 591 Planning Nonprofit/Community Services: 2 hrs.
- PA 595 Marketing for Nonprofit/Community Organizations: 2 hrs.
- PA 596 Monitoring and Evaluation of Nonprofit/Community Services: 2 hrs.

C. Entrepreneurship Concentration

The M.B.A. entrepreneurship concentration is multidisciplinary, involving expertise in accounting, finance, economics, marketing, management and globalization that provides a very rich conceptual background and applied analytical tools for starting a business venture. The entrepreneurship concentration’s 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 guest presentations by distinguished entrepreneurs.

Core (Select 12 hours):

- MG 520 Entrepreneurship Project Management: 3 hrs.
- MG 525 Entrepreneurship in the Global Economy: 3 hrs.
- MG 655 Entrepreneurship and Small Business Management: 3 hrs.
- MG 670 Special Topics in Business: 3 hrs.
- MG 675 Entrepreneurship Seminar: 3 hrs.

D. Management Information Systems Concentration

The Master of Business Administration M.I.S. Concentration provides the skills needed to succeed 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, database manager or consultant.
E. Computer and Network Security Concentration

The Computer and Network Security (CNS) emphasis in the MBA Program is intended for students who wish to specialize in the Information Technology (IT) field with an emphasis in security. This emphasis is designed for students who wish to pursue a career in an IT security related field as an Information Security Officer, Systems Administrator, Security Analyst, IT Consultant, Security Consultant, or IT Specialist. Students who complete this emphasis will be prepared to:

1. Design a network and computer infrastructure for an organization while considering security issues and controls.
2. Recognize security incidents and implement remedies, controls, and fixes using appropriate technologies and policies.
3. Design security remedies, controls, and fixes for next generation network services such as Voice over IP (VoIP), video, presence, multi protocol label switching (MPLS), and Instant Messaging (IM) services.
4. Protect information to ensure its integrity, confidentiality, and authenticity using cryptography.
5. Analyze information warfare scenarios by implementing and countering security and hacking strategies from the perspective of security personnel and hackers, respectively.

Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>IS 620</td>
<td>Computer Security, Risk Management and Control</td>
<td>3</td>
</tr>
<tr>
<td>CSS 636</td>
<td>Advanced Network Architectures, Services, and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CSS 656</td>
<td>Advanced Security Architectures, Services and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CSS 688</td>
<td>Information Warfare</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS 675</td>
<td>Applied Cryptography</td>
<td>3</td>
</tr>
<tr>
<td>CSS 677</td>
<td>Computer and Network Forensics</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following criteria in addition to those of the Masters Program needs to be met for entry into the Computer and Network Security Concentration:

1. Completion of an undergraduate or graduate degree in networking, engineering, computer science, or Information Technology (IT) with a 3.0 GPA or better.
2. Completion of the MIS Concentration/Area in the MBA/MPA Program with a 3.0 GPA or better in MIS.
3. Significant work experience in the field.
4. Successful completion of IS 603 or equivalent course.

F. Quality Management Concentration

The concentration in quality management within the MBA degree is designed to prepare professionals for careers in quality management and leadership positions within businesses, education and service industries. The program will provide students a thorough knowledge of leadership concepts and process thinking to achieve organizational excellence; contemporary strategic management theories, and an in-depth understanding of quality tools, concepts and models. The program seeks to equip students with a wide range of functional management skills for immediate use in leading and managing change in a complex and rapidly changing business environment. These skills not only advance the student’s management talents, but also provide insights into effective team management strategies, the successful integration of quality concepts, processes and assessment of effectiveness based on data and benchmarks. The quality management concentration will enable students to differentiate between traditional management and management based on quality.

The content of the concentration will include: management concepts and methods and tools; quality theories and philosophies such as those of Deming, Juran, Crosby, Feigenbaum, Ishikawa, and others; Quality models and methodologies, and process improvement tools and standards such as Malcolm Baldrige National Quality Improvement (CQI), Six Sigma; benchmarking, measurement and assessment methods; planning; process improvement; and innovation and creativity tools.

Core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>QM 660</td>
<td>Quality Improvement Overview</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>QM 655</td>
<td>Quality Improvement: Theories, Models, and Methodologies</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>QM 665</td>
<td>Quality Management Tools</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>QM 675</td>
<td>Production and Operations Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>QM 685</td>
<td>Advanced Topics in Quality and Leadership Challenges</td>
<td>3 hrs.</td>
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</table>
MASTER’S PROGRAMS IN EDUCATION

Vision
The School of Education at Park University is to be known as a leader in the preparation of educators who will address the needs, challenges, and possibilities of the 21st century.

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

The vision and mission statements of the School for Education grow out of the Unit’s Conceptual Framework. The School for Education’s framework is built upon the idea that leaders in education develop over time, in an environment that nurtures their development. Just as a tree grows and flourishes in a supportive environment, so the developing leader in education grows, putting down progressively deeper roots, and increasing in strength and in influence with maturity. The concentric circles of the graphic symbolize the “rings” of a tree. The round shape of the rings symbolizes the holistic way that an educational leader grows.

The first ring surrounding the core symbolizes the Knowledge, Skills, and Dispositions that an educator must develop over time in order to become a leader in education. The outer ring represents the roles the developing educational leader begins to take on as she or he matures as an educator: Effective School Professional, Reflective Change Agent, Advocate for Equity and Excellence for All Students. These roles, when in evidence, represent the fulfillment of the School for Education’s mission as well as the attainment of the requisite Knowledge, Skills, and Dispositions. Just as healthy trees continue to grow and flourish, graduates of the School for Education will continue to grow and develop throughout their professional lives.

Outcomes:
A candidate who meets the five goals or outcomes below provides evidence that he or she is developing as an effective school professional, a reflective change agent, and an advocate for equity and excellence for all learners. The goals below summarize the core Knowledge, Skills, and Dispositions and are rooted in the Core Beliefs that make up the knowledge base that drives our programs.
1. Candidates exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.

2. Candidates possess the necessary content knowledge and professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts, as demonstrated by varied, evidence-based strategies, including technology.

3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments and to use the information from assessments to develop and adapt instruction that meets learners’ needs and maintains their engagement.

4. Candidates exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

5. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, and communicating effectively with students and stakeholders.

Diversity Statement

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

Introduction to Core Beliefs:

The School for Education at Park University believes a teaching professional is an individual who has a deep, lifelong commitment to service, and who takes ownership for the outcomes of schooling. We believe that there is a definite knowledge basis in education, one that is growing every day as theorists and researchers investigate “what works” in the teaching-learning process. We believe that educators need both theoretical and applied knowledge of best practices within the field of assessment. We are committed to providing educational leaders who provide the best possible learning opportunities for all students to learn, succeed, and participate in our democratic society. Leaders in education are scholars of teaching and learning who understand the context of schooling.

Core Beliefs:

#1: School professionals are advocates for equity and excellence for all. Every person can learn, and the goal of education is to give every individual the best possible opportunities to reach his or her highest potential. (Goal 1)
#2: There is a definite knowledge base in education. All educators are grounded in content knowledge, educational theory, pedagogical knowledge, research and best practice, and professionalism. Educators are also connected to the professional communities and learned societies in education in general and in their chosen field, and are knowledgeable in the standards of those societies as well as of those in the state of Missouri.

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

#4: Educators are reflective change agents who are experts in collaborative problem-solving and critical inquiry. They are professionals who should regularly engage in high-level thinking, and should promote and nurture those same high levels of thinking in the learners they serve. (Goal 4)

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

Conceptual Framework: Knowledge, Skills, and Dispositions
The School for Education’s Conceptual Framework is tied to specific knowledge, skills, and dispositions we would like to see in developing school professionals. These prerequisite knowledge, skills, and dispositions represent interlocking, continuous levels of development that build upon each other. At the core is knowledge; knowledge is subsumed by skills, and skills are subsumed by dispositions. Knowledge is what one knows, but is not enough on its own. Skills are the application of what one knows, but even these are not sufficient; they must be “lived out” in the context of who each teacher is as a person and a professional. Dispositions are what one is, and how one lives; they represent the unique integration that makes each teacher what he or she is. The development of dispositions is the “outer sphere” of the three, and represents the ultimate manifestation of a teacher’s development in the real world of teaching. Teacher candidates are assessed on knowledge, skills, and dispositions throughout their program.

Graduate Education Goals
Consistent with the Mission Statement of Park University, Graduate Education programs contain the following goals.
1. To meet the educational needs of our growing and culturally diverse community.
2. To offer a high quality program that is accessible to professional educators.
3. To prepare professional educators to work in a diverse and technological environment.
4. To develop well-rounded educators who will be prepared to address current social and educational issues in a professional and problem-solving manner.
5. To offer master's degrees in a convenient format and at convenient times for working educators.

Graduate Education: Underlying Assumptions and Objectives

Graduate Education programs have underlying assumptions which are a continuation of undergraduate assumptions with the emphasis being on development of professional capabilities that enhance educational practice and promote leadership ability.

1. Graduate education is a continuation of a process begun in undergraduate education.
2. Educators need to have general education, professional expertise (both theoretical and practical), and should be scholars in their subject area.
3. Knowledge and expertise should be integrated in the educators' practice in their educational environments.
4. Graduate education should encourage educators to participate in lifelong learning that enhances educational practice.
5. Graduate education should be an empowering experience that enables educators to empower students as learners.
6. Graduate education should enable practicing educators to develop a voice in the profession and to become leaders in educational change.
7. Graduate education should empower learners to become problem solvers who are able to address the complex issues present in the school setting.

Consequently the professional educator is one who:

a. Serves as a role model while completing his/her educational responsibilities.

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, pre-service teachers, and colleagues 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.

Graduation Requirements

- Successful completion of 36 credit hours, with no grade lower than a “C,” in the required courses, with a cumulative GPA of 3.00 or higher.

- See Academic Policies – Graduation Requirements for more information.

- An Application for Graduation is required before a completion statement is posted to the transcript. Application for Graduation is available online at www.park.edu/graduation. Students must return the completed form with the appropriate fee.

General Information

The graduate faculty of the School of Education at Park University attempt to bring the best and most current practices to the classroom, in order to enable educators to bring the best to their students. Faculty is committed to the belief that education can improve the lives of students and, in turn, positively impact our society.

As practicing educators, the faculty is aware of the demanding schedule that teachers maintain. Therefore, Graduate education programs have been designed to be accessible to the working professional. They are generally offered in an eight week format, one night per week. Because of the intensive format, flexibility in enrollment is provided, by allowing a student to drop out for a term, with no penalty when the student returns.

Graduate Education programs are structured to utilize the educational experiences of the students in the program. Degrees are designed to allow students to explore issues, design curriculum and learn new strategies and techniques that will enable them to become more effective educators, through the application of theory and new research to their educational practice.

Students maintaining enrollment of one course per eight week fall and spring terms, and two courses in the summer, may complete the degree in two calendar years.

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

The Master of Education program at Park University provides an opportunity for students to focus on one of several emphasis areas. Each of the emphasis areas has specific admissions and degree requirements as outlined below.

EMPHASIS AREAS

Emphasis Areas A-D

The Master of Education (M.Ed.) degree, emphasis areas A-D, began in October 1995, becoming the first graduate program in the School of Education. The degree is designed to meet the practical needs of the classroom teacher, and uses a praxis model that ties theory and practice together, in each course. The program strives to develop reflective educators who can be change agents in the lives of their students, in their school and communities, and culminates with two capstone courses: Critical Reflections Seminar and Action Practicum, or by completion of the Thesis Option.

The degree requires eighteen hours of core courses and eighteen hours of electives, which are specific to the student's selected emphasis area. In addition to general studies, emphasis areas are also offered in multiculturalism, education law, and at-risk. These specializations are designed to help the teacher meet the critical needs of a changing society.

Admission Requirements

- A Bachelor's degree in education from regionally accredited institution, or hold a valid state teaching certificate (applicant must provide copy of certificate).

- Minimum 3.0 grade point average (GPA) on a 4.00 scale.

- Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - Four (4) years successful employment experience (letter of recommendation from supervisor based on good evaluations).
  - An acceptable GRE score for verbal and quantitative tests.
  - Meet or exceed the state field test mean score on the area test of the National Teacher's Exam.
  - Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members)

- Be Officially admitted to the School for Education.
*An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

**Format of Courses**

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

**Degree Requirements**

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

**Core:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 515</td>
<td>Sociological Factors Affecting Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 532</td>
<td>Teaching &amp; Learning: Theory into Practice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 516</td>
<td>Introduction to Graduate Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 606</td>
<td>Curriculum Theory and Practice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 629</td>
<td>Critical Reflections Seminar</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 630</td>
<td>Action Practicum</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Electives:**

**Undergraduate Credit**

A limited number of courses at the 400 level may be taken for graduate elective credit if eligible for graduate credit and with the permission of the graduate advisor or Program Director.

**Emphasis Areas**

**A. General Studies**

Elective Courses (18 hrs.)
All students must take 18 credit hours of electives selected from among the various offerings that allow the students to take courses most beneficial to his/her classroom practice.

**B. School Law**

This is an emphasis area that allows the student to study in-depth legal issues that affect educators and classroom practice. Eighteen (18) hours of electives, of which at least 9 hours must be chosen from the courses below:
ED 513  Law for Educators  3 hrs.
ED 522  Legal Aspects of Special Education  3 hrs.
ED 533  Conflict Resolution in Schools  3 hrs.
ED 613  Current Legal Issues for Teachers  3 hrs.

C. Multi-Cultural Education
This is an emphasis area designed to prepare the classroom teacher to deal with a
diverse classroom environment and to equip their students to live in a diverse society.
Eighteen (18) hours of electives of which at least 9 hours must be chosen from the
courses below:

ED 519  Diversity in the Classroom  3 hrs.
ED 529  Cross-cultural Communication for Teachers  3 hrs.
ED 539  History and Ethnicity in America  3 hrs.
ED 619  Multi-cultural Literature for Teachers  3 hrs.

D. Teaching At-Risk Students
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 courses:
ED 519  Diversity in the Classroom  3 hrs.
ED 520  Special Needs in the Classroom  3 hrs.
ED 544  Teaching the At-Risk Student  3 hrs.

Elective courses:
Nine (9) hours of electives, of which at least 3 hours must be chosen from the courses
below:

ED 521  Introduction to Literacy  3 hrs.
ED 526  Classroom Management Seminar  3 hrs.
ED 529  Cross-Cultural Communication for Teachers  3 hrs.
ED 531  Literacy Across the Curriculum  3 hrs.
ED 533  Conflict Resolution in Schools  3 hrs.
ED 534  Understanding Violent & Troubling Behavior:
A Contextualized Approach  3 hrs.
ED 545  Teaching Reading to Linguistically Diverse Learners  3 hrs.
ED 546  Advanced Diagnosis and Remediation of Reading  3 hrs.
Thesis Option
With the approval of the Program Director, interested and capable students may elect the thesis option, to satisfy degree requirements. The six-credit thesis option provides students with the opportunity to explore a topic in-depth, by applying an appropriate research methodology.

Students electing the thesis option shall adhere to the requirements set forth in the Graduate School’s Master’s Thesis Procedures, described above. Additional information about writing a thesis may be found in the Standards and Procedures Manual, accessible through the Graduate School website.

Required Coursework: 6 hrs.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 700</td>
<td>Thesis – Research and Proposal Development (Offered in 16 week format)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 701</td>
<td>Thesis – Research (Offered in 16 week format)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 799</td>
<td>Thesis - Continuous Enrollment (Offered in 16 week format)</td>
<td>1 hr.</td>
</tr>
</tbody>
</table>

*Please note: A maximum of six thesis hours may be counted toward degree requirements. Students electing the thesis option will not take ED 629 and ED 630.

Emphasis Areas E-I

E. Special Education With Certification

Purpose
The Master of Education with emphasis in Special Education certification degree offers a program of study leading to a graduate degree in special education and/or certification in mild/moderate K – 12 Cross-Categorical Disabilities. The program prepares educators to teach students with exceptional learning needs, to serve as advocates for children and their families, and to work collaboratively with colleagues in K-12 educational settings. Program requirements vary depending on the type of certification desired (e.g., special education endorsement for those with previous certification versus temporary authorization certification in special education). Similar to 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. Full-time enrollment is one course per eight week term. Full-time enrollment during the academic year and two courses for two summers allow completion of the degree in two calendar years. Students who are employed full-time are encouraged not to take a heavier load.

Admission Requirements
For candidates who currently hold a valid state teaching certificate and are seeking to add a special education endorsement:
1. Must possess a Bachelor’s degree in education from an accredited institution, with a GPA of 2.5 in the major area of study.
2. Must provide a copy of teaching certificate.

For candidates who hold a temporary authorization certification (TAC) in special education:
1. Must possess a Bachelor’s degree or higher, with a GPA of 2.5 in the major area of study.
2. Must submit a Course Plan signed by the Special Education Advisor. The Course Plan outlines the course requirements for a Temporary Authorization Certification (TAC)* in special education.

* Park University can help make arrangements to obtain and maintain an initial temporary authorization certification (TAC) in mild/moderate disabilities K – 12 in Missouri only; however, employment in the field is required.

All candidates must also:
3. Submit a letter of recommendation from a school administrator who has supervised his/her work. If the applicant has not had previous school experience, a letter from someone who can testify to the candidate’s suitability for teaching in the field of special education, along with a completed survey evaluating the candidate’s professional dispositions may be submitted.
4. Submit a two-page statement of the applicant’s philosophy of education, explaining how that led him/her to seek a degree and/or certification in special education.
5. Have a minimum 3.0 overall GPA on a 4.00 scale. Applicants with an overall GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
   - An acceptable GRE score for verbal and quantitative tests.
   - Meet or exceed the state field test mean score on the area test of the National Teacher’s Exam.
   - Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members)
6. Be officially admitted to the School for Education.

* An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

**Graduation Requirements**

Advanced Candidate must successfully pass the SFE Disposition Instrument for Advanced Candidates for completion of Practicum in Cross-Categorical Disabilities. In addition to graduation requirements stated in the Academic Policies, an approved portfolio that addresses
satisfactorily the Missouri Standards for teacher certification is required. 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.**

### Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510</td>
<td>Introduction to Special Education**</td>
<td>1 hr.</td>
</tr>
<tr>
<td>ED 522</td>
<td>Legal Aspects of Special Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 526</td>
<td>Advanced Classroom Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 536</td>
<td>Transition/Career Education for Students with Disabilities</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 537</td>
<td>Introduction to Cross-Categorical Disabilities</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 546</td>
<td>Advanced Diagnosis and Remediation of Reading Difficulties</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 547</td>
<td>Counseling Techniques with Exceptional Children and Their Families</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 548</td>
<td>Evaluation of Abilities and Achievement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 556</td>
<td>Methods of Teaching the Student with Cross-Categorical Disabilities</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 557</td>
<td>Language Development for the Exceptional Child</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 558</td>
<td>Teaching Remedial Math</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 647</td>
<td>Practicum in Cross-Categorical Disabilities*</td>
<td>3-6 hrs.</td>
</tr>
</tbody>
</table>

**Reading Course (One course from the following):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 521</td>
<td>Introduction to Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 528</td>
<td>Theory and Practice in Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 545</td>
<td>Teaching Reading to Linguistically Diverse Learners</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

*Please note: It is assumed that certified classroom teachers will enter this program with coursework in reading (2 hrs.), math methods (2 hrs.), exceptional child (3 hrs.), and child and adolescent psychology/growth and development (3 hrs.). As students must meet all state certification requirements, additional coursework may be necessary for certification depending on previous preparation and/or prior teaching experience.

**Please note: Course required for all degree-seeking TAC candidates.

The curriculum is based on Missouri Certification Requirements, Missouri Standards for Teacher Preparation, and the standards of the Council for Exceptional Children.

### F. Literacy Education with Certification

#### Purpose

The Master of Education with emphasis in Literacy Education with certification degree is designed with two tracks, for two types of educators:

1. **The Classroom Teacher track,** for K-12 educators already holding certification and teaching in public and private schools. This track is designed to help "regular" classroom
teachers enhance the literacy development of all learners in their classrooms, and to help them work effectively with learners who have literacy needs, within their classrooms. *This track does not lead to additional certification.*

2. **The Special Reading Teacher/Literacy Coach track**, for educators desiring to work as literacy coaches or special reading teachers, in various public and private settings. *This track leads to Missouri Special Reading certification. This certification is not available as an initial certificate; candidates must already be certified in another area.*

The degree program meets the International Reading Association's Standards for Reading Professionals (2003 revision) for Category II: The Classroom Teacher and Category III: The Reading Specialist/Literacy Coach. Courses will be offered in the eight-week format. Full-time enrollment is one course per eight-week term.

**Admission Requirements**

- A Bachelor's degree in education from an accredited institution, or hold a valid state teaching certificate (applicant must provide copy of certificate).
- For admission to the Special Reading Teacher/Literacy Coach Track: two years teaching experience
- Minimum 3.0 grade point average (GPA) on a 4.00 scale and 2.5 grade point average in core.
- Be officially admitted to the School for Education (Only applicable for Special Reading Teacher/Literacy Coach track).
- Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - Four (4) years successful employment experience (letter of recommendation from supervisor based on good evaluations).
  - An acceptable GRE score for verbal and quantitative tests.
  - Meet or exceed the state field test mean score on the area test of the National Teacher's Exam.
  - Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members)

* An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.
Additional information related to the appeals process may be obtained from the School for Education office.

Program Requirements

Advanced Candidate must successfully pass the SFE Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I.

* A graduate education student who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Graduation Requirements

Advanced Candidate must successfully pass the SFE Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I and II. For the Classroom Teacher Track, completion of that track's 36-hour curriculum with at least a 3.0 GPA is required for graduation. For the Special Reading Teacher/Literacy Coach track, in addition to completing that track’s 36-hour curriculum with at least a 3.0 GPA, the candidate must submit an approved portfolio and teacher work sample that addresses satisfactorily the Missouri Standards for teacher certification. A student cannot complete the program or be recommended for certification without the portfolio and teacher work sample.

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 528</td>
<td>Theory and Practice in Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 545</td>
<td>Teaching Reading to Linguistically Diverse Learners</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 546</td>
<td>Advanced Diagnosis and Remediation of Reading Difficulties</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 547</td>
<td>Counseling Techniques with Exceptional Children and Their Families</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 548</td>
<td>Evaluation of Abilities and Achievement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 557</td>
<td>Language Development for the Exceptional Child</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 561</td>
<td>Miscue Analysis</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 610</td>
<td>Issues and Research in Literacy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 641</td>
<td>Literacy Practicum I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 651</td>
<td>Literacy Practicum II</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Additional courses required for the Classroom Teacher track:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 531</td>
<td>Literacy Across the Curriculum</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 549</td>
<td>Literacy Programs and Mandates</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

36 hrs*.
Additional courses required for the Special Reading Teacher/Literacy Coach track (leads to special reading certification):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 526</td>
<td>Classroom Management Seminar</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 527</td>
<td>Growth and Development of Children and Adolescents</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

*Please note: For this track, in ED 641 Practicum I and ED 651 Practicum II the candidate must focus on working with students at two completely different age levels across Grades K-12 (e.g., elementary and middle school or elementary and high school).

G. Adult Education

Purpose

1. To provide a program that embodies a progressive and coherent prospectus in the following fundamental areas: the theoretical and philosophical foundations of adult education; the underlying implications, characteristics, and broad scope of adult education; critical thinking toward social change in adult education; the leadership and facilitation needed for adult learning and development; and adult education research.
2. To encourage degree candidates to engage in active learning through critical thinking, i.e., not only to answer the questions, but to question the answers.
3. To instill in degree candidates the importance of experiential and lifelong learning, and the significance of serving as an adult learning facilitator.
4. To assist degree candidates in developing, questioning, and sustaining the essential competencies and knowledge base required for a career in adult education.
5. To promote experiential learning from participant interaction, dialogue, debate, and application of information.
6. To conduct reviews of research and theory in order to create original ideas that will expand the knowledge base in the field of adult education.

Student Learning Goals

1. Students will, from a global perspective, become literate in the foundations of adult education history, philosophies, learning theories, and critical thinking toward social change.
2. Students will articulate the principles of adult development and the impact of the aging process on adult learning.
3. Students will develop programs and design courses using various facilitation methods for adults in education and training environments.
4. Students will apply adult education and training concepts to meet workforce education needs.

5. Students will synthesis concepts found in current adult education literature to effectively interpret and conduct research.

6. Students will analyze personal leadership styles in the management of adult education programs through an analysis of ethical and policy related issues.

7. Students will appraise the value of adult education as a professional field of study.

**Admission Requirements**

- A Bachelor’s degree from an accredited institution.
- Minimum 3.0 grade point average (GPA) on a 4.00 scale.
- Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - Four (4) years successful employment experience (validated by a letter of recommendation from supervisor based on good evaluations).
  - An acceptable GRE score for verbal and quantitative tests.
  - Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members)
- Be Officially admitted to the School for Education.

*An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

**Graduation Requirements**

Students must successfully pass the SFE Disposition Instrument for Graduate Candidates. Graduation requirements are consistent with those previously set forth for graduate education programs.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>33 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 500 Foundations of Adult Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 512 Workforce Training</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 516 Introduction to Graduate Research</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
ED 525 Adult Education Facilitation Strategies  3 hrs.
ED 538 Adult Development  3 hrs.
ED 542 Program & Instructional Design  3 hrs.
ED 554 Adult Education Learning Theory  3 hrs.
ED 563 Leadership and Policy in Adult Education  3 hrs.
ED 570 Critical Teaching for Social Change  3 hrs.
ED 629 Critical Reflection Seminar  3 hrs.
ED 630 Action Practicum  3 hrs.

**Elective Area Courses (One course from the following):**

ED 495 Statistics for Teachers  3 hrs.
ED/CA 529 Cross Cultural Communication for Teachers  3 hrs.
PA 591 Planning Nonprofit/Community Services  3 hrs.
PA 595 Marketing for Nonprofit/Community Organizations  3 hrs.
PA 596 Monitoring and Evaluation of Nonprofit/Community Services  3 hrs.
MG 520 Entrepreneurship Project Management  3 hrs.
MG 620 Leadership in Organizations  3 hrs.
MK 630 Strategic Marketing Planning and Decision-making  3 hrs.
IS 640 Project and Change Management  3 hrs.

**Total Credits required for degree program**  36 hrs.

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**H. Early Childhood Education**

**Purpose**

The Master of Education program, with emphasis in Early Childhood Education, is designed to provide advanced coursework on topics specific to working with young children, birth through grade three. The Master of Education degree, with Early Childhood emphasis, assumes a strong, current background in the principles of early childhood education, child growth and development, curriculum, teaching strategies, assessment, working with families and community, and advocacy. The degree is not designed to provide coursework for certification in early childhood education.

**Admission Requirements**

A Bachelor’s degree in Early Childhood Education, Child and Family Studies, Child Growth and Development, or Elementary Education from an accredited institution, or a Bachelor’s degree from an accredited institution and significant work experience in the field of early childhood education.

- Minimum 3.0 grade point average (GPA) on a 4.00 scale.
Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:

- Four (4) years successful employment experience (validated by a letter of recommendation from supervisor based on good evaluations).
- An acceptable GRE score for verbal and quantitative tests.
- Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members)

Be Officially admitted to the School for Education.

*An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

**Degree Requirements**

The Early Childhood emphasis area utilizes six core courses of the existing Master of Education degree and six newly developed courses to satisfy program objectives, which are designed to meet the NCATE/NAEYC Program Standards for Advanced Programs in Early Childhood Education.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>36 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 516 Introduction to Graduate Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 519 Diversity in the Classroom</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 520 Special Needs in the Classroom</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 532 Teaching and Learning: Theory into Practice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 565 Issues in Early Childhood Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 575 Curriculum and Assessment I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 576 Curriculum and Assessment II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 585 Emergent Literacy in a Diverse Society I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 586 Emergent Literacy in a Diverse Society II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 595 Play in the Early Childhood Curriculum</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 629 Critical Reflections Seminar</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 630 Action Practicum</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Total Credits required for degree program 36 hrs.
Graduation Requirements

In addition to graduation requirements stated in the Academic Policies, an approved portfolio that addresses satisfactorily NCATE/NAEYC Program Standards for Advanced Programs in Early Childhood Education is required. The portfolio must be presented by the fifth week of the last term in the student’s program. Students must successfully pass the SFE Disposition Instrument for Graduate Candidates. **A student cannot complete the program without an acceptable portfolio.**

I. Educational Leadership With Certification

**Purpose**

The Master of Education with a specialization in Educational Administration degree is designed to allow certification for principalship, in a 36-hour program. It is offered in the eight-week format, classes meeting one evening per week, for 4 1/2 hours. Full-time enrollment is one course per eight-week term. Full-time enrollment during the academic year and two courses for two summers allows completion in two calendar years. Students who are employed fulltime are encouraged not to take a heavier load.

**Admission Requirements**

- A Bachelor’s degree in education from an accredited institution, or hold a valid state teaching certificate (applicant must provide copy of certificate).
- A two page philosophy of education and how that led him/her to desire a degree and certification in educational leadership
- A letter of recommendation from a school administrator who has supervised his/her work.
- Minimum 3.0 grade point average (GPA) on a 4.00 scale.
- Be officially admitted to the School for Education.
- Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - Four (4) years successful employment experience (validated by a letter of recommendation from supervisor based on good evaluations).
  - An acceptable GRE score for verbal and quantitative tests.
  - Meet or exceed the state field test mean score on the area test of the National Teacher’s Exam.
  - Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members)
*An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

Program Requirements
Advanced Candidate must successfully score a two (2) on the SFE Disposition Instrument for Advanced Candidates for admission into Directed Field Experience.

* A graduate education student who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Graduation Requirements
In addition to graduation requirements stated in the Academic Policies, an approved portfolio is required, which addresses, satisfactorily, the Missouri Standards for initial principal certification. The portfolio must be presented by the fifth week of the last term in the student's program. Advanced Candidate must successfully pass the SFE Disposition Instrument for Advanced Candidates for completion of the Program. A student cannot complete the program or be recommended for certification without an acceptable portfolio.

Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>36 hrs.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 513 Law for Educators</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 514 Foundations of Educational Administration</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 522 Legal Aspects of Special Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 527 Growth and Development of Children and Adolescents</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 606 Curriculum Theory and Practice (Elementary, Middle, or Secondary)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 608 Assessment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 612 School and Community Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 614 School Supervision</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><strong>One</strong> of the following two courses</td>
<td></td>
</tr>
<tr>
<td>ED 624 Elementary Administration or</td>
<td></td>
</tr>
<tr>
<td>ED 625 Secondary School Administration*</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 634 Directed Field Experience</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 635 School Organization</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

79
ED  645  Evaluating and Assessing Teaching
Performance 3 hrs.

*Please note: Those students seeking middle school principal certification must take (or have already taken), in addition to the above 36 hours, graduate or undergraduate course credit in the following areas:

1. Methods of Teaching Reading (minimum of five (5) semester hours to include one (1) course in Techniques of Teaching Reading in the Content Fields);
2. Methods of Teaching Elementary Mathematics (minimum of two (2) semester hours); and
3. At least six (6) credit hours in education courses focusing on: middle school philosophy, organization, and curriculum.

Graduate Education courses available to partially satisfy these requirements are:

ED  521  Introduction to Literacy 3 hrs.
ED  531  Literacy Across the Curriculum 3 hrs.
ED  541  Middle School Philosophy and Organization 3 hrs.
ED  546  Advanced Diagnosis and Remediation of Reading Difficulties 3 hrs.

MASTER OF ARTS IN TEACHING

Program Description
The Master of Arts in Teaching (M.A.T.) degree is designed to offer professional education courses leading to middle or secondary certification in English, mathematics, unified science (biology or chemistry), or social studies; kindergarten through twelfth grade certification in art or Spanish, or ninth through twelfth grade certification in journalism.

This degree was created to help meet the current teacher shortage, by offering an opportunity for those possessing a bachelor's degree to seek teaching certification through a master's degree program. Interested students should have a bachelor's degree in the field, or a closely related field, in which they wish to receive certification.

Admission Requirements
If a prospective student lacks state-required content hours in the subject area, she or he must remedy these deficiencies before being fully admitted to the graduate program, as these courses are not designed as part of the degree program. Graduate or undergraduate content area courses may be used to satisfy these deficiencies.

Because of the intensive nature of coursework, students entering this program must have an undergraduate cumulative GPA of 3.0 (on a 4.0 scale) and 2.5 cumulative GPA in core.
• 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 completed before admission to the Master of Arts in Teaching.
• A Missouri Passing score on the subject area Praxis exam, except for journalism, must be achieved during the first 12 hours of the program.
• Three letters of reference, professional preferred, attesting to suitability for teaching, addressing issues of character, personality, commitment, and ability to function under stress.
• Be officially admitted to the School for Education.
• Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  - An acceptable GRE score for verbal and quantitative tests.
  - A 3.25 grade point average on the last 60 hours of college work.

• An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

Degree/Certification Requirements

Students applying for admission to the Master of Arts in Teaching Program must be no more than six (6) hours deficient in content area coursework required for certification. Content area coursework must be completed prior to enrolling in graduate education courses unless a waiver is granted by the Director of Graduate Education.

You may want to review the following link on the Internet, which provides the content area requirements for both middle and secondary level students (although it states only grades 9-12); Park’s School for Education voted to require the same content courses for both middle and secondary students: www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/. Please note that the document lists requirements for all areas, not just the programs that Park University offers (Park offers middle or secondary certification in English, mathematics, biology or chemistry, and social studies; kindergarten through twelfth grade certification in art or Spanish; and ninth through twelfth grade certification in journalism).

Courses required for the degree:* 38 - 43 hrs.

<table>
<thead>
<tr>
<th>Foundations of Teaching</th>
<th>18 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 520A Practicum in Teaching**</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 513 Law for Educators</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 520 Special Needs in the Classroom</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
ED 526 Classroom Management Seminar 3 hrs.
ED 527 Growth and Development of Children & Adolescents 3 hrs.
ED 532 Teaching and Learning: Theory into Practice 3 hrs.

One of the following:
ED 515 Sociological Factors Affecting Education or
ED 519 Diversity in the Classroom 3 hrs.

Methods and Techniques 17 hrs.
ED 491 Technology for Teachers 3 hrs.
ED 520A MAT Practicum 3 hrs.
ED 521 Introduction to Literacy 3 hrs.
ED 597/598 Methodology in the Content Areas 2 hrs.
ED 606 Curriculum Theory and Practice 3 hrs.
ED 608 Assessment 3 hrs.

Clinical Experiences ***
ED 600 Field Experience 10 hrs.
or
ED 602 Mentorship 4 hrs.

* The listed hours identified will lead to the degree and, in most cases, to certification. Those interested in middle school certification will need two additional courses: ED 541 (Middle School Philosophy and Organization), and ED 531 (Literacy Across the Curriculum) or ED 546 (Advanced Diagnosis and Remediation of Reading). At all times, a student must meet Missouri Department of Elementary and Secondary Education requirements for certification. Sometimes, this means additional coursework, depending upon the undergraduate program and certification desired.

** ED 520A is to be taken simultaneously with ED 520 Special Needs in the Classroom. Before admission to the MAT Practicum, candidates must complete 15 hours in the program or obtain Instructor permission.

***The course will depend upon 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. This option will add 4 hours to the degree program.

ED 602 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. This requirement must be two consecutive 16 week terms, and must commence in Fall I or Spring I, whichever is available at the beginning of the student's program.
The 38 – 43 hours identified will lead to the degree and, in most cases, to certification. Those interested in middle school certification will need two additional courses: ED 541 Middle School Philosophy and Organization, and ED 531 or 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 upon the undergraduate program and certification desired.

Program Requirements

Initial Graduate Certification Candidate must successfully score a two (2) on the SFE Disposition Instrument for Initial Graduate Certification Candidates for admission in to MAT Practicum.

* A graduate education student who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Graduation Requirements

- Successful completion of the required 38 – 43 hours with a 3.0 GPA, with no more than 2 “C's” and no grade lower than a C. See also Academic Policies above. Initial Graduate Certification Candidate must successfully pass the SFE Disposition Instrument for graduation.

- An approved portfolio and teacher work sample 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 and teacher work sample.
EDUCATION ADVISORY BOARD

The School for Education Advisory Board for the graduate and undergraduate programs works in partnership with the School for Education on the goal of continuous assessment and improvement related to the preparation and professional development of PK-12 school personnel. In addition, the SFE Advisory Board has the goal of supporting the improvement of the quality of education in the schools. Members of the SFE Advisory Board include members of school-based professionals, alumni, students, and School for Education faculty.

Each graduate program also works with an advisory board whose purpose is to advise individual programs. Each Advisory Board has a representative who serves on the School for Education’s Advisory Board.

The graduate advisory boards include:

- Early Childhood Education
- Adult Education
- Special Education
- Literacy Education
- Educational Leadership
- Middle/Secondary Education & MAT
- M.Ed. Emphasis Areas A-D
HAUPTMANN SCHOOL FOR PUBLIC AFFAIRS
MASTER OF PUBLIC AFFAIRS

Preparing for Service

The Hauptmann School for Public Affairs offers the oldest graduate degree program at Park University. The Master of Public Affairs (M.P.A.) degree, launched in 1982, is a liberal-arts based professional graduate program, designed to develop leadership across all sectors of society. Reflecting today's multi-sector and cross-sector realities, the MPA program requires students to take courses in two areas, in addition to the MPA Core Curriculum. In this way, managers and leaders prepare for service by building their knowledge base, decision-making capability, critical thinking, and governing expertise, across the government, business, industry, and nonprofit sectors.

The Hauptmann School for Public Affairs recognizes public affairs as the field of study that builds upon the interrelationships among the activities of government (at all levels), all sectors of society, and other elements of social and economic systems, locally and throughout the world. Public managers, leaders, and others holding positions of authority in organizations must view government and administration in this broad perspective of interrelationships.

The Hauptmann School expects our graduates to promote rationality, responsibility, and responsiveness in their organizations, within a framework of the highest ethical values. We also expect our graduates to be citizens dedicated to responsibility and the common good. With the study of public affairs, students will understand the system of government and society of which they are a part, complete with its opportunities as well as its shortcomings, and also recognize that the future direction of the system will be influenced and affected by what they do, or fail to do.

The Hauptmann School for Public Affairs is named for distinguished Park University Professor Emeritus, Dr. Jerzy Hauptmann. A native of Poland, Professor Hauptmann was involved in the resistance to the Nazi invasion of Poland, and, during the Warsaw invasion of 1944, he served as one of the "sewer rats." After having served time as a prisoner of war, he completed his Ph.D. when the war ended and immigrated to the United States where he was at Northwestern University for one year. He then joined the Park faculty in 1951 and remained for fifty years at the institution which he loved; he maintains his association with the University as Professor Emeritus. The Hauptmann School for Public Affairs is dedicated to advancing the values of citizenship, liberty, moral courage, and commitment to the common good that Dr. Hauptmann's life exemplifies.

Vision

The Hauptmann School for Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.
Mission
The Hauptmann School for Public Affairs offers a citizen-centered, professional program of graduate study that is grounded in the liberal arts tradition. As participants in HSPA’s vibrant academic community, faculty and students consider, with the coursework, the larger issues of democracy, stewardship, and technology. In so doing, HSPA seeks to prepare students for the courage and discernment to act for the common good in the global context. Going beyond competence, students develop knowledge, skills, and values requisite for leadership and service in and across all sectors of society, including government, business, and nonprofit. HSPA cultivates public affairs as a life-long passion that is fundamental to citizenship in a free society.

Goals of the Program

A. Academic
1. Provide students with knowledge and skills necessary for successful career development in an unscripted future; personal growth; and service to society.
2. Recognize the interdependence of theory and practice, by involving both academicians and practitioners in the program.
3. Emphasize the complex nature and ambiguity of most contemporary public problems and the pluralism underlying their solutions.
4. Demonstrate the interrelationship of the social, political, and economic areas of public affairs, to encourage the development of broader perspectives in defining and addressing managerial problems.
5. Affirm participation in public affairs as a citizen's responsibility.
6. Stress the ethical obligations of public servants in performing their duties.

B. Learning Setting
1. Create the atmosphere for intellectual pursuits, at the graduate level.
2. Acquire and maintain the facilities, equipment, and resources necessary for effective academic study.
3. Establish close, personal contacts between the students, faculty, and administration of the School.
4. Develop avenues for student interrelationships as a means of supporting their study and careers.
5. Construct meaningful contacts between the school and the students' employers.

C. Community Involvement
1. Engage the school's faculty and students in professional concerns of the area.
2. Maintain continuous contact and interaction of faculty and students with advisers from the community, to respond effectively to changing needs and to redefine educational goals and processes.
3. Arrange ways to maintain contacts with the Peacock Society, the school's alumni association.
4. Identify the school with the public life of the Kansas City area, especially the downtown Kansas City, Missouri area, and extending globally, via online learning.
5. Build the school as a center for intellectual research, professional development, and public policy discussions.
6. Offer the services of the school for study and research in public affairs.

**Program Design**

Preparing students for cross-sector and multi-sector realities, the cornerstone of the curriculum is a core of six public affairs courses, which provide the common denominator and the unity of "public" concerns in all sectors of organizational life. These courses will deal with the theory and methodology of public affairs and contemporary issues of responsible leadership in a free and democratic society.

Students select one primary area of concentration and one secondary area from among the following six program areas: (a) public management; (b) government-business relations; (c) nonprofit and community services management; (d) disaster and emergency management; (e) management of information systems; and (f) computer and network security. Students who elect to pursue a Graduate Certificate in Community Capacity-Building and Preparedness, Computer and Network Security, Disaster and Emergency Management, Healthcare/Health Services Management, or Nonprofit Leadership, along with their M.P.A. degree, may apply the hours in the cross-sector courses portion of their degree plan toward their Graduate Certificate.

Students are encouraged to take advantage of experiential learning opportunities as they arise, such as special projects for government agencies and nonprofit organizations and internships. These experiences can be taken as an Independent Study, PA 504, under the guidance of a faculty member. Two credits of PA 504 will replace a 2-credit course in the primary concentration area. In addition, when offered, PA 506, the International Service-Learning Experience, provides an important learning experience abroad, related to the student's area.

Just as the cornerstone of the curriculum assumes the unity of the public affairs area, so does its capstone, PA 602. This writing-intensive and highly interactive seminar is required of all students, regardless of program area. Assigned readings and presentations reinforce the guiding theme of the unity of public affairs, using the framework of the founding documents of the United States. It is recommended that students take the capstone in their final term in the program, as preparation for the oral and written comprehensive examinations.

The comprehensive examinations, written and oral, are also an integral part of the program. The examinations check the student's professional preparation, as well as understanding of the field of public affairs.

**Admission Requirements**

- Bachelor's degree from a regionally accredited institution, with at least a 3.00 grade point average (based on a 4.00 scale). Official transcripts must be provided.
- Three letters of recommendation from people who can attest to the student's ability to succeed in graduate coursework. References from former instructors are recommended.
One of the references may be from the supervisor of the student in current (or last) position of employment.

- Graduate Record Examination (GRE) taken within the first semester of coursework (see below.)
- Requirement 2 may be adjusted for International students at the discretion of the Dean of the Hauptmann School for Public Affairs

An admissions essay detailing why the applicant wishes to earn the MPA degree from Park University, as well as the applicant's career, civic, and professional aspirations. This essay must be entirely the work of the applicant and no more than 300 words in length.

Prospective students experiencing delay in gathering the required transcripts and letters may be admitted provisionally. After submitting all materials, they will be admitted without condition or subject to probation, according to the Graduate School policies.

**HSPA Fees**

In addition to the stated graduate student fees, all HSPA students are required to pay a Professional Development Fee of $75.00. This fee supplies membership to the American Society for Public Administration (ASPA), the largest and most prominent public administration and affairs professional academic association in the United States. All HSPA faculty are members of ASPA; they may use materials from ASPA in their courses. Membership benefits include subscriptions to one of the most respected journals in the field, Public Administration Review, as well as ASPA's monthly newspaper, PA TIMES; networking in a local chapter; reduced registration fees for ASPA national and regional conferences; electronic newsletters and resources; access to ASPA scholarships and opportunities; as well as member-only access on ASPA's web site. The fee also includes notification about job and internship availability, scholarships, and other professional development opportunities, as they arise.

**Graduate Record Examination**

Students are required to submit the GRE (www.gre.org) General Aptitude Test scores, taken within five years, at the time of the application. Those who are unable to submit the test scores with the application may be admitted on a provisional basis, and they must take the test during the first semester of enrollment. This examination includes an Analytical Writing component. If the test is not taken and scores not submitted before the end of the first semester, the student will be placed on probation during the second semester. After the second semester, the student will not be allowed to continue studies in the School, if the test scores are not submitted.

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 considered as an absolute minimum for admission purposes.
MPA Qualifying Examination

Upon successful completion of six credit hours of academic coursework in the MPA program, students are required to take a one hour proctored written qualifying examination. This examination must be successfully completed before proceeding with coursework.

Comprehensive Examination

During the enrollment in PA 602, or as soon afterwards as possible, each student will have to pass both a written and an oral comprehensive examination. The written examination will test knowledge and integration of all coursework, including the major program area and public affairs in general, and is three hours in duration. Students living outside of a 100-mile radius of Kansas City, MO, may take the exam at an approved proctored site.

The oral comprehensive exam is a major part of the program’s learning outcomes assessment. The exam begins with a 20 minute student presentation before an examining board, led by the respective Area Coordinator and two additional examiners. The examination will be approximately 90 minutes in duration and will be given at an appropriate time after the written examination. Students living outside of a 100-mile radius of Kansas City, MO, may participate in the oral examination via conference call. The exam will be graded as one of the following: Pass with Distinction, Pass, or Fail.

Students must have successfully completed PA 501 and PA 502 before being allowed to take the comprehensive examinations. They must also pass all other required coursework before taking the comprehensive exams, or be enrolled in their last term of the program.

Graduation Requirements

- Complete thirty-six (36) semester hours of prescribed courses, with an overall GPA of 3.0 or above.

- Pass the comprehensive examinations. See additional information in Academic Policies – Comprehensive Exam.

- Meet all academic standards. See Academic Policies – Academic Standards for more information.

Submit application for graduation no later than April 1 for December commencement, and November 1 for graduating the following spring.

Format of Courses

Courses in the M.P.A. are offered in an Online format, as well as face-to-face; the degree can be completed face-to-face, in the Online format, or by combining courses from the two delivery arrangements. Face-to-face courses are also offered in a weekend format and, on occasion, at the national conference for the American Society for Public Administration (ASPA).
Courses of Study for M.P.A. Degree

Students are required to take a series of core Public Affairs courses for the M.P.A. Program. In addition, from the six Program Areas, they will select one as a Concentration Area.

The Concentration Area consists of 15 credit hours of study (except for Management of Information Systems and Computer and Network Security). Students select six credit hours in the MPA program, outside of their Concentration Area; these courses comprise the Cross-Sector Courses portion of their degree plan.

### Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 501</td>
<td>Public Affairs Concepts and Theory</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PA 502</td>
<td>Public Affairs Methodology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PA 508</td>
<td>Information and Data Gathering, Analysis, and Evaluation</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PA 509</td>
<td>Organizations and Leadership Development</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PA 600</td>
<td>Ethical Foundations of Authority and Responsibility</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PA 602</td>
<td>Seminar in Public Affairs</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### Areas of Concentration and Requirements

#### Public Management 15 hrs.

1. **Three theory courses (9 hrs.)**
   - PA 511 Management of Public Organizations 3 hrs.
   - PA 512 Environmental Inputs in Public Organizations 3 hrs.
   - PA 513 Evaluation and Impact of Public Organizations 3 hrs.

2. **Three of six theory/practice integration courses (6 hrs.)**
   - PA 561 Planning and Structuring of Public Organizations 2 hrs.
   - PA 562 Administrative Leadership 2 hrs.
   - PA 563 Personnel Systems of Public Organizations 2 hrs.
   - PA 564 Budgeting and Finances of Public Organizations 2 hrs.
   - PA 565 Performance of Public Organizations 2 hrs.
   - PA 566 Public Organizations and Law 2 hrs.

#### Business-Government Relations 15 hrs.

1. **Three theory courses (9 hrs.)**
   - PA 521 Business, Government and Society 3 hrs.
   - PA 522 Economics of the Private Enterprise System 3 hrs.
   - PA 523 Macroeconomic Problems and Policies 3 hrs.

2. **Three of six theory/practice integration courses (6 hrs.)**
   - PA 570 Community Economic Development 2 hrs.
   - PA 571 Government Regulation of Business 2 hrs.
   - PA 575 Developing Human Resources 2 hrs.
PA 576 The Global Environment of Business 2 hrs.
PA 578 Principles of Public Relations 2 hrs.
PA 579 Corporate Finance: Concepts and Strategies 2 hrs.

**Nonprofit & Community Services Management** 15 hrs.
1. **Three** theory courses (9 hrs.)
   - PA 542 Social Policy and Community Service 3 hrs.
   - PA 543 The Nonprofit Sector 3 hrs.
   - PA 545 Management of Nonprofit Organizations 3 hrs.
2. **Three** of six theory/practice integration courses (6 hrs.)
   - PA 591 Planning Nonprofit/Community Services 2 hrs.
   - PA 593 Financing Nonprofit/Community Services 2 hrs.
   - PA 594 Financial Mgmt. for Nonprofit/Community Orgs. 2 hrs.
   - PA 595 Communications and Marketing for Nonprofit/Community Organizations 2 hrs.
   - PA 596 Monitoring and Evaluation of Nonprofit/Community Services 2 hrs.
   - PA 597 Community Leadership 2 hrs.

**Disaster & Emergency Management** 15 hrs.
1. **Three** theory courses (9 hrs.)
   - PA 551 Principles of Disaster and Emergency Mgmt. 3 hrs.
   - PA 552 Public Policy and Disaster 3 hrs.
   - PA 553 Disaster and Society 3 hrs.
2. **Three** of seven theory/practice integration courses (6 hrs.)
   - PA 581 Global Hazard Reduction 2 hrs.
   - PA 582 Disaster, Disease, and Public Health 2 hrs.
   - PA 583 Technology, Accidents, and Organizations 2 hrs.
   - PA 584 Continuity of Government Operations 2 hrs.
   - PA 585 Natural Hazards and the Urban Environment 2 hrs.
   - PA 586 Planning for Emergencies and Disasters 2 hrs.
   - PA 587 Government Response to Terrorism 2 hrs.

**Management of Information Systems**

The Master of Public Affairs M.I.S. Area provides the skills needed to succeed 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, database manager or consultant.

15 hrs.
1. **Five** theory/practice integration courses (15 hrs.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 605</td>
<td>Data Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IS 603</td>
<td>Computer Network and Telecommunications Systems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IS 610</td>
<td>System Engineering, Planning and Control</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IS 640</td>
<td>Project and Change Management</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

- **Computer and Network Security Concentration** 15 hrs.

  The Computer and Network Security (CNS) emphasis in the MPA Program is intended for students who wish to specialize in the Information Technology (IT) field with an emphasis in security. This emphasis is designed for students who wish to pursue a career in an IT security related field as an Information Security Officer, Systems Administrator, Security Analyst, IT Consultant, Security Consultant, or IT Specialist. Students who complete this emphasis will be prepared to:
  - Design a network and computer infrastructure for an organization while considering security issues and controls.
  - Recognize security incidents and implement remedies, controls, and fixes using appropriate technologies and policies.
  - Design security remedies, controls, and fixes for next generation network services such as Voice over IP (VoIP), video, presence, multi protocol label switching (MPLS), and Instant Messaging (IM) services.
  - Protect information to ensure its integrity, confidentiality, and authenticity using cryptography.
  - Analyze information warfare scenarios by implementing and countering security and hacking strategies from the perspective of security personnel and hackers, respectively.

1. **Five** theory/practice courses (15 hrs.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS 636</td>
<td>Advanced Network Architectures, Services, and Applications</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CSS 656</td>
<td>Advanced Security Architectures, Services and Applications</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CSS 675</td>
<td>Applied Cryptography</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CSS 677</td>
<td>Computer and Network Forensics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CSS 688</td>
<td>Information Warfare</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

- Successful completion of Computer Network and Telecommunications Systems (IS 603) or Computer Networking (CS 365) is required before enrolling in IS 620

One of the following criteria in addition to those of the Masters Program needs to be met for entry into the Computer and Network Security concentration area:
• Completion of an undergraduate or graduate degree in networking, engineering, computer science, or Information Technology (IT) with a 3.0 GPA or better.
• Completion of the MIS Concentration/Area in the MBA/MPA Program with a 3.0 GPA or better in MIS.
• Significant work experience in the field.
• Successful completion of IS 603 or equivalent course.

Cross-Sector Courses and Requirements
Cross-sector courses include MPA courses taken outside of the MPA core courses (15 hours) and the student’s Area of Concentration (15 hours for Public Management, Business-Government Relations, Nonprofit and Community Services Management, and Disaster and Emergency Management; 12 hours for MIS and Computer and Network Security). Students may select courses that complement their degree program and their career aspirations. Students who elect to also earn an additional professional credential of a graduate certificate may also apply appropriate cross-sector hours to a certificate.

MASTER OF ARTS IN COMMUNICATION AND LEADERSHIP

Mission
The Master of Arts in Communication and Leadership will develop exceptional communicators who are creative and who possess the interpersonal and organizational skills needed to meet the demands of complex organizations, in a global society.

Vision
The Master of Arts in Communication and Leadership program will be an international leader in the development of uniquely qualified individuals to provide innovative leadership, within the global community.

Purpose of the Program
In Plato’s Republic, he discusses the appropriate training that should be a part of educating political leaders. Since the time of the classic Greek philosophers, countless individuals have speculated about the principles of leadership. The search for effective leadership continues today, as contemporary organizations become more complex. The Master of Arts in Communication and Leadership begins with the premise that communication is the essence of effective leadership. The student trained in communication is uniquely qualified to provide innovative leadership, within the global community.

This graduate program is designed for professionals who wish to build upon their current career skills, advance to a new position or organization, or desire personal enrichment. The complexities of relationships and the competitive nature of business demand leaders with highly
polished interpersonal and organizational skills. This degree provides the practical and theoretical knowledge needed to serve in corporate settings, the military, non-profit, government, politics, or other arenas.

Program Goals and Courses

- To provide students with an understanding of the centrality of communication in all aspects of personal and organizational life.
  
  CA 501 Human Communication Perspectives  
  CA 504 Special Topics in Communication and Leadership  
  CA 505 Organizational Leadership  
  CA 529 Cross-Cultural Communication  
  CA 699 The Epistemology of Communication

- To develop the ability of students to read and conduct research and apply the principles to their own organizations.
  
  CA 516 Qualitative Methods of Communication Research  
  CA 517 Experimental Methods of Communication Research  
  CA 670 Measuring Leadership  
  and  
  CA 700 Graduate Project – Part I and  
  CA 701 Graduate Project II, or  
  CA 797 Thesis – Research Prospectus and Design and  
  CA 798 Thesis – Research

- To provide a forum for the exchange of ideas between students and organizational leaders concerning the requirements to achieve excellence.
  
  CA 505 Organizational Leadership

- To provide a historical overview of leadership perspectives from the 1940s to the present.
  
  CA 501 Human Communication Perspectives  
  CA 670 Measuring Leadership  
  CA 699 The Epistemology of Communication

- To foster an awareness of the communication styles and values of different cultures and how these factors influence business in a global environment.
  
  CA 505 Organizational Leadership  
  CA 529 Cross-Cultural Communication
To combine theoretical knowledge and practical skills to resolve organizational issues and improve decision-making.

CA 501 Human Communication Perspectives
CA 516 Qualitative Methods of Communication Research
CA 517 Experimental Methods of Communication Research
CA 505 Organizational Leadership
CA 529 Cross-Cultural Communication
CA 670 Measuring Leadership
CA 699 The Epistemology of Communication
and
CA 700 Graduate Project – Part I and
CA 701 Graduate Project II,
or
CA 797 Thesis – Research Prospectus and Design and
CA 798 Thesis – Research

To develop a framework for ethical conduct in contemporary organizations.

CA 501 Human Communication Perspectives
CA 505 Organizational Leadership
CA 529 Cross-Cultural Communication

**Admission Requirements**

- A bachelor's degree from an accredited U.S. institution or the equivalent from an international institution.

- A minimum 3.0 cumulative GPA in the bachelor's degree.

- A GRE score taken within five years of application.

- A copy of resume.

- Official transcripts of all previous college work, both undergraduate and graduate.

- Three (3) statements of recommendation from individuals, such as employers and/or faculty, in a position to comment meaningfully and specifically on their abilities and potential for graduate work.

- Scores from the Graduate Record Examination (GRE). While the committee emphasizes verbal and quantitative scores, the analytical section score is also evaluated.
• An application fee check for $50 (domestic students) or $100 (international students) made out to Park University.

**Note:** Students must be admitted by both the Communication Arts department and the Park University Graduate School. A student who is accepted pending receipt of all required documentation must submit complete and satisfactory records within 60 days (45 days in an 8 week session and/or summer term) after the first day of registration.

**Graduation Requirements**

- Completion of 36 credit hours of graduate core and electives with no more than six (6) credit hours transferred from other institutions. The transfer of course work must be completed prior to admission to Park University’s Master of Arts in Communication and Leadership.

- GPA of at least 3.0 with no more than two grades of “C” in graduate courses taken at Park.

- Passing of comprehensive exam. The comprehensive exam may be repeated one time. A third attempt may be permitted by the Senior Academic Officer upon the recommendation of the Program Director.

**Format of Courses**

Courses are offered in a mix of 16-week, 8-week in-class, and online sessions.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Total:</th>
<th>36 hrs.</th>
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<tbody>
<tr>
<td><strong>Core:</strong></td>
<td>15 hrs.</td>
</tr>
<tr>
<td>CA 516 Qualitative Methods of Communication Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CA 517 Experimental Methods of Communication Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CA 529 Cross-Cultural Communication</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CA 699 The Epistemology of Communication</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CA 501 Human Communication Perspectives</td>
<td>3 hrs.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Track 1:</th>
<th>15 hrs.</th>
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</thead>
<tbody>
<tr>
<td>CA 505 Organizational Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CA 520 Seminar in Organizational Change</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CA 670 Measuring Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CA 6XX Elective</td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>

**Note:** The electives will depend, in part, on the credentials and research interests of the faculty hired to teach in the program.
* Designed to allow for the introduction of special areas of interest in communication and leadership. May be repeated with a different topic.

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Graduate Project</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>CA 700 Graduate Project – Part I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CA 701 Graduate Project – Part II</td>
<td>3 hrs.</td>
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<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>7 hrs.</td>
</tr>
<tr>
<td>CA 797 Thesis – Research Prospectus and Design</td>
<td>3 hrs.*</td>
</tr>
<tr>
<td>CA 798 Thesis – Research</td>
<td>3 hrs.*</td>
</tr>
<tr>
<td>CA 799 Thesis – Continuous Enrollment</td>
<td>1 hr.*</td>
</tr>
</tbody>
</table>

*Offered in 16 week format

**Learning Outcomes Assessment**
Embedded within each course syllabi will be methodologies for learning outcomes assessment for that particular course.

**Program Assessment**
The overall program outcomes will be assessed based on student performance in the program with particular emphasis on:

- Comprehensive Written Examinations
- Capstone Course consisting of a Thesis or Graduate Project
- Thesis/Graduate Project Oral Defense

**MASTER OF HEALTHCARE LEADERSHIP**

The Master’s program in Healthcare Leadership is designed for those individuals who are currently, or who aspire to be, leaders in variety of healthcare settings. Strong innovative leadership is needed in healthcare organizations, including hospitals, Health Maintenance Organizations (HMO’s), insurance companies, physician clinics, informatics organizations, long-term care systems, for profit and not for profit providers, including government healthcare systems, consulting organizations, and private businesses, to name a few. The need for keen, insightful, creative and critically thinking leaders is in greater demand than ever before. Students who wish to be a part of a cutting edge, consumer-focused healthcare leadership program will find this course of study challenging and of value to their developing careers.

In addition to core coursework surrounding healthcare systems leadership, courses will focus on payment systems (current and future), patient/consumer-centered care, legal issues, quality improvement, marketing and strategic planning, healthcare delivery to diverse populations, as well as customer satisfaction measurement. The program will be sensitive to the continually evolving Healthcare environment, for cutting edge leadership. All courses will be offered in online format, with opportunities for face-to-face interactions.
Mission

The Mission of Park’s Master of Healthcare Leadership (MHL) is to prepare new generations of healthcare leaders committed to designing and delivering programs and services that meet the needs of healthcare consumers (patients), their families, caregivers (physicians, nurses and other caregivers), and the community, in order to create organizations and systems that serve the evolving healthcare needs of patients.

Vision

Park University’s Master of Healthcare Leadership (MHL) is designed to prepare learners for the healthcare challenges of a global society, by teaching them innovative approaches to healthcare leadership.

Program Goals

Specifically, graduates of the program will be:

1. Knowledgeable of the structure and organization of the Healthcare system in the United States, and internationally. Graduates will be able to articulate the trend toward healthcare as an international service/commodity and to understand that healthcare organizations must compete internationally, based on price and quality, as perceived by the consumer.

2. Committed to the principles of a consumer-driven and consumer-focused healthcare, empowering patients and families to take active leadership roles.

3. Knowledgeable in the economics, payment, organization and delivery systems and competition of healthcare, nationally and internationally, and in the use of this knowledge to improve and pay for healthcare systems.

4. Skilled in financial management, in healthcare settings.

5. Able to market healthcare to consumers and other constituencies, and to strategically plan for consumer-centered international healthcare.

6. Able to effectively communicate within an organizational setting and among organizations, nationally and internationally.

7. Skilled in collecting, managing, mining, and analyzing healthcare data and making consumer data-driven decisions, including patient and family satisfaction data.

8. Able to use statistics, quality improvement and research methodology, to improve the effectiveness and efficiency of decision-making

9. Knowledgeable in law and policy issues affecting healthcare and the need to balance diverse laws, standards, values, morals and cultural ethics.
10. Competent to measure and utilize evidence-based outcomes and capable of instituting an effective quality improvement program.

11. Aware of the health-related behaviors and needs of diverse populations (sociology of medicine and health in multi-cultural populations).

12. Knowledgeable of the diverse, ethical, and professional standards in the healthcare and medical professions and capable of mediating professional differences.

Admission Requirements
Students must meet the minimal admission requirements for the Park Graduate School, which include:

- Bachelor's degree from a regionally accredited institution with at least a grade point average of 3.0 or higher (based on a 4.0 scale).

- Three letters of recommendation from those who can attest to the student's interest in healthcare. These can be from employers, professionals in the healthcare field or others in a position to know the student's qualifications, interests and talents.

- Graduate Record Examination (GRE), preferably taken prior to admission, but submitted not later than 60 days after admission.

- Submission of a writing assignment, to demonstrate professional writing competencies and critical thinking skills. This will be evaluated prior to admission and, based on the results, students may be required to take additional courses of instruction to correct any identified deficits.

Graduation Requirements
- Completion of thirty-six (36) hours of approved courses, with an overall GPA of 3.0 or above

- Successful completion of prescribed comprehensive examinations

- See graduate school academic policies and academic standards

Format and Delivery of Courses
- **Online:** Courses in the MHL are offered predominately online.

- **Face-to face:** Face-to-face courses offered by exception, based on need.

- **Intensive Seminars:** Additionally, students may be required to attend at least two face-to-face, scheduled, intensive educational encounters over the course of the graduate experience (near the beginning and near the completion of the program). Each intensive session will be scheduled in connection with a selected national conference in healthcare and will include face-to-face work with faculty prior to or
following the conference, with several days of face-to-face work with faculty, prior to or following the conference. Conference attendance will be designed as a part of the credit-earning experience. Attendance will be scheduled at convenient locations inside the United States.

### Degree Requirements

<table>
<thead>
<tr>
<th>Total</th>
<th>36 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required core courses</strong></td>
<td>27 hrs.</td>
</tr>
<tr>
<td>HA 508</td>
<td>IT, Data Gathering and Data Management</td>
</tr>
<tr>
<td>HA 511</td>
<td>Leadership and Management in Healthcare Systems</td>
</tr>
<tr>
<td>HA 515</td>
<td>Marketing, Strategic Planning and Consumer-Driven Healthcare</td>
</tr>
<tr>
<td>HA 516</td>
<td>Healthcare Finance</td>
</tr>
<tr>
<td>HA 517</td>
<td>Legal and Ethical Issues in Healthcare Leadership</td>
</tr>
<tr>
<td>HA 518</td>
<td>Healthcare Delivery Systems in the U.S. and the World</td>
</tr>
<tr>
<td>HA 573</td>
<td>Quality Improvement and Outcomes Assessment in Healthcare Settings</td>
</tr>
<tr>
<td>HA 620</td>
<td>Healthcare Capstone Seminar: Current Issues in Healthcare</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>9 hrs.</td>
</tr>
<tr>
<td>HA 521</td>
<td>Special Topics, Independent Study in Healthcare Services</td>
</tr>
<tr>
<td>HA 532</td>
<td>Healthcare Services and Systems for Diverse Populations</td>
</tr>
<tr>
<td>HA 537</td>
<td>The Politics of Healthcare</td>
</tr>
<tr>
<td>HA 543</td>
<td>Patient and Customer Satisfaction</td>
</tr>
<tr>
<td>HA 580</td>
<td>The Pharmaceutical Basis for Healthcare Delivery</td>
</tr>
<tr>
<td>HA 611</td>
<td>Mediation, Negotiation and Conflict Management</td>
</tr>
</tbody>
</table>

Additional elective coursework is available for selection from the graduate MBA, MPA, MED, and M. A. Programs, to offer flexibility in content for MHL students’ interests.

Use of courses from other programs should be discussed and determined with the help of the Advisor.
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. Prerequisites: AC 201 and AC 202 or equivalent approved by Program Director.

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 Internet, which is a major force in information access and dissemination. 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. Prerequisites: AC 201, AC 202 and AC 515 or equivalent approved by Program Director.

CA 501  Human Communication Perspectives  3 cr.
This course is a survey of communication theories from the interpersonal, small-group, and organizational contexts. It also serves as an introduction to graduate study.

CA 504  Special Topics in Communication and Leadership  3 cr.
The course is designed to allow for the introduction of special areas of interest in communication and leadership. It may be repeated with a different topic.

CA 505  Organizational Leadership  3 cr.
A course that explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It will emphasize the role of the leader in problem solving and decision making.

CA 516  Qualitative Methods of Communication Research  3 cr.
A study of the processes, used by social researchers, to describe human communication. The class will emphasize ethnography, field research, and interviewing for data gathering and analysis.
CA 517  Experimental Methods of Communication Research  3 cr.
A study of the basic principles used to construct experimental designs, test hypotheses, and apply methods of behavioral science to communication.

CA 520  Seminar in Organizational Change  3 cr.
An examination of change processes including preparation, implementation, and evaluation. Special attention will be given to the role of leadership as an agent of change.

CA 529  Cross-Cultural Communication  3 cr.
A study of communication and culture that examines cultural variability in interpersonal relationships.

CA 670  Measuring Leadership  3 cr.
This course analyzes the methods used by scholars and practitioners to understand leadership. Starting with the landmark leadership studies at Ohio State, numerous attempts have been made to identify the essential elements involved in leading others. This course examines assessments starting with the 1940s and concluding with current methods. An additional fee is charged.

CA 685  Communication Audits in Organizations  3 cr.
A hands-on analysis of communication in a selected organization. The students work as a consulting group to analyze the essential dimensions of communication including job satisfaction, channels, feedback, and commitment.

CA 699  The Epistemology of Communication  3 cr.
This course examines the philosophical origins of communication theories and the nature of knowledge in the field. Literature will be drawn from various disciplines illustrating the eclectic roots of communication as an area of inquiry. The course focuses on a framework to analyze the various approaches.

CA 700  Graduate Project – Part I  3 cr.
Part I of the capstone course for students who work individually with a graduate advisor to research an approved organizational issue.

CA 701  Graduate Project – Part II  3 cr.
Part II of the capstone course for students who work individually with a graduate advisor to research an approved organizational issue.
CA 797 Thesis – Research Prospectus and Design 3 cr.
(Offered in 16 week format)
With the approval of the Program Director, interested and capable students may elect the thesis option to satisfy degree requirements. The six (6) credit hour thesis option provides students with the opportunity to explore a topic of interest through an in-depth research project. Students electing the thesis option shall adhere to the requirements set forth in the Graduate School's Thesis Standards and Procedures manual.

CA 798 Thesis – Research 3 cr.
(Offered in 16 week format)
With approval of the Program Director, interested and capable students may elect the thesis option to satisfy degree requirements. The six (6) credit hour thesis option provides students with the opportunity to explore a topic of interest through an in-depth research project. Students electing the thesis option shall adhere to the requirements set forth in the Graduate School's Thesis Standards and Procedures manual.

CA 799 Thesis – Continuous Enrollment 1 hr.
(Offered in 16 week format)

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 and decision-making at all levels of the organization. Prerequisites: CS 205 or equivalent approved by Program Director.

CSS 636 Advanced Network Architectures, Services, and Applications 3 cr.
This course focuses on next generation networks, applications, and services including Voice over IP (VoIP), Instant Messaging (IM), streaming media (unicast, broadcast, and multicast), and peer-to-peer. This course provides an in-depth knowledge of new and emerging technologies and insight into security issues and how to address them. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. In addition, these groups will analyze these designs and identify security risks and resolutions. Prerequisite: IS 603 or comparable course (Park CS 365) or relevant work experience.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS 656</td>
<td>Advanced Security Architectures, Services, and Applications</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course focuses on technologies that provide an end-to-end solution to securing your network perimeter. Topics include the design, deployment, and management of the defenses of your computer, network, and data environment. Perimeter defense elements such as firewalls, Virtual Private Networks (VPN), routers, switches, and Intrusion Detection Systems (IDS) are also covered. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. <strong>Prerequisite:</strong> IS 620 and CSS 636 or comparable course or relevant work experience.</td>
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<tr>
<td>CSS 675</td>
<td>Applied Cryptography</td>
<td>3 cr.</td>
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<td></td>
<td>This course examines the technology and methodologies for protecting information to ensure its integrity, confidentiality, and authenticity. It will cover the foundations of cryptography; modern cryptographic protocols, algorithms, and techniques; and real-world implementations and issues. Course topics will include: private and public key cryptography, block ciphers, pseudorandom functions and generators, data encryption standards, symmetric encryption, asymmetric encryption, computational number theory, RSA and discrete log systems, message authentication, digital signatures, key distribution and key management. <strong>Prerequisite:</strong> IS 603 or comparable course (Park CS 365) or relevant work experience.</td>
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<tr>
<td>CSS 677</td>
<td>Computer and Network Forensics</td>
<td>3 cr.</td>
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<td></td>
<td>This course involves the analysis and investigation of cyber-crime and computer forensics including process, methodology, laws/regulations, and industry standards. This course focuses on an overall methodical process for identifying, analyzing, recreating, and addressing cyber based crimes. It also delves into the ethical issues associated with information systems security. <strong>Prerequisite:</strong> IS 603 or comparable course (Park CS 365) or relevant work experience.</td>
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<tr>
<td>CSS 688</td>
<td>Information Warfare</td>
<td>3 cr.</td>
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<td></td>
<td>This course provides an in-depth knowledge of information warfare principles, strategies, tactics, and technologies. Topics include information warfare concepts, offensive and defensive tactics, and analysis methodologies regarding vulnerability and risk. In addition, cyberspace security, physical security and ethics, as well as legal issues and concerns, are covered. <strong>Prerequisite:</strong> IS 620, CSS 636, and CSS 656 or comparable course or relevant work experience.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>EC 507</td>
<td>International Economics</td>
<td>3 cr.</td>
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<td></td>
<td>Analysis of the theory, structure and policies of international economic and financial institutions. Topics include international trade, trade policies, problems of international finance and exchange rates. Prerequisites: EC 141 and EC 142 or equivalent approved by Program Director.</td>
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</tr>
<tr>
<td>EC 509</td>
<td>Economic Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>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 or equivalent approved by Program Director.</td>
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</tr>
<tr>
<td>EC 604</td>
<td>Managerial Economics</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>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, production schedules, capital budgets, and financing in the short and long run are stressed. Prerequisites: EC 141, EC 142, and EC 315 or equivalent approved by Program Director.</td>
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<tr>
<td>ED 491</td>
<td>Technology for the Classroom</td>
<td>3 cr.</td>
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<td></td>
<td>A computer literacy course designed for teachers to be introduced 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.</td>
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<tr>
<td>ED 495</td>
<td>Statistics for Teachers</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>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 hand held 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.</td>
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</tr>
<tr>
<td>ED 499</td>
<td>Bridge to Graduate Education</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>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</td>
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</tbody>
</table>
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 500  Foundations of Adult Education  3 cr.
The course will provide a historical perspective of adult education theory, philosophy, and practice, and will examine the role of the adult educator in the 21st century. Additionally, the course will investigate andragogy and various adult learning and teaching theories.

ED 510  Introduction to Special Education  1 cr.
This course is designed for those individuals entering the field of special education who do not have a bachelor's degree in education and/or who have no classroom experience, and who want a general introduction to the central concepts associated with special education, along with the professional and ethical standards expected of special education teachers by the Council of Exceptional Children (CEC) and by teacher accreditation (i.e., Standards of PRAXIS).

ED 512  Workforce Training  3 cr.
This course explores the philosophy of workforce development as a means to meet current and future workforce preparedness of adults. This course will explore current issues and trends in workforce development as it relates to adult education and training. Some topics include: learning organizations, adult basic education, executive education, workplace learning, career development, and technology as a learning delivery tool.

ED 513  Law for Educators  3 cr.
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 school leader a 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. (A 10 hour field experience component is required.)

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. Prerequisites of 15 hours or Instructor permission.

ED 520A  Practicum in Teaching   3 cr.
A sixteen week experience designed to provide the teacher candidate with
experiences in working with students with special needs; students with reading
and math difficulties; and/or students who struggle with homework and
organizational skills. With the understanding that the majority of MAT teacher
candidates cannot visit the school site during school hours, every effort will be
made to maintain flexibility when scheduling school visits in conjunction with
the MAT teacher candidate’s work schedule. During the 16 week practicum,
teacher candidates will be expected to work with students before and/or after
school hours at selected school sites for a minimum of 30 hours. The teacher
candidates will meet three times to a) learn how to write a lesson, b) organize
and begin their MoSTEP portfolio, and c) discuss topics relevant to the
practicum experiences. Concurrent Enrollment in ED 520 is required.

ED 521  Introduction to Literacy   3 cr.
An introduction to current theory and practice in the field of literacy. Current
theories, professional terminology in the literacy field, theory-based literacy
instruction models, classroom assessment tools, and current issues in the
literacy field will be stressed. Designed for graduate education students who
have no prior coursework in literacy methods. (Offered in 16-week format).

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 525  Adult Education Facilitation Strategies  3 cr.
This course provides facilitators in an adult education or training environment
with a variety of facilitation strategies to enhance the delivery of course content
and to create a healthy learning environment. Development of facilitation
strategies to various learning styles and multiple intelligences will also be
explored. Specific techniques such as role playing, ice breakers, brainstorming,
and use of technology, will be covered.

ED 526  Classroom Management Seminar  3 cr.
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 528  Theory and Practice in Literacy  3 cr.
A survey of historical and current literacy theories, and how these theories
have been and continue to be linked to literacy instruction in K-12 educational
institutions. The course will also deal with the development of teachers' own
theoretical orientations: how they develop and change over a career, and how
they are reflected in the classroom. Professional resources for literacy
professionals will be explored.

ED 529  Cross-cultural Communication  3 cr.
A study of communication and culture that examines cultural variability in
interpersonal relationships.

ED 530  Adult Learning and Development  3 cr.
This course will provide a foundation of knowledge about learning theory,
teaching theory, and andragogy. The application and use of andragogy in a
variety of contexts will be investigated and the student will have an opportunity
to apply andragogy practices to their own field of adult education. Various
approaches to literature on adult learning styles will be scrutinized and the
implications for facilitating adult learning will be examined.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 531</td>
<td>Literacy Across the Curriculum</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>An exploration of new definitions of literacy and</td>
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<td>strategies for integrating illiteracies (including</td>
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<td>reading, writing, listening, speaking, viewing</td>
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<td>and visually representing) across subject areas</td>
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<td>in elementary, middle, and high schools. Literacy</td>
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<td>research will be examined, and students will</td>
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<td>create and present an instructional unit designed</td>
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<td>to integrate literacy skills in the context of</td>
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<td>subject area instruction in their own classrooms.</td>
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<td></td>
<td>Prerequisite: ED 521 Introduction to Literacy, or</td>
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<td>at least one previous literacy class.</td>
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<td>ED 532</td>
<td>Teaching and Learning: Theory into Practice</td>
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<td>Current theories and research on the topics of</td>
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<td>learning, motivation, teacher thinking, and</td>
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<td>effective teachings are reviewed and updated.</td>
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<td>Classroom applications will be stressed; students</td>
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<td>must complete an application project in which they</td>
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<td>apply current theory in teaching and learning to</td>
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<td>an actual classroom problem.</td>
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<td>ED 533</td>
<td>Conflict Resolution</td>
<td>3 cr.</td>
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<td>Focuses on the different methods and applications</td>
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<td>of dispute resolution: negotiation and mediation.</td>
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<td>Principled resolution techniques and strategies</td>
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<td>are emphasized.</td>
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<td>ED 534</td>
<td>Understanding Violent and Troubling Behavior:</td>
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<td>A Contextualized Approach</td>
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<td>This course will help teachers identify their own</td>
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<td>implicit beliefs concerning the causes and</td>
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<td>treatments of violent and troubling behavior.</td>
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<td>Principles from educational psychology will</td>
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<td>provide the framework for course content.</td>
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<td>Emphasis will be placed upon the role of schooling</td>
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<td>while reflective inquiry will be offered as a</td>
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<td>constructive tool for dealing with troubling</td>
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<td>behavior.</td>
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<td>ED 536</td>
<td>Transition/Career Education for Students</td>
<td>3 cr.</td>
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<td>with Disabilities</td>
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<td>Teachers will develop a coordinated set of</td>
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<td>activities designed for a student within an</td>
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<td>outcome-oriented process that promotes movement</td>
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<td>from school to post-school activities, including</td>
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<td>post-secondary education, vocational training,</td>
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<td>integrated employment, continuing and adult</td>
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<td>education, adult services, independent living,</td>
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<td>or community participation. We will acquaint</td>
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<td>teachers with the principles, methods and</td>
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<td>procedures of career development and transition</td>
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<td>for students with disabilities.</td>
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<td>ED 537</td>
<td>Introduction to Cross-Categorical Disabilities</td>
<td>3 cr.</td>
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<td>Course content focuses on the identification</td>
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<td>and characteristics of students with mild/moderate</td>
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<td>disabilities: learning disabilities, mental</td>
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<td>retardation, physical</td>
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disabilities, behavior disorders, and other health impairments. Basic methods will be presented for working with students in special education and integrated settings.

ED 538  **Adult Development**  
3 cr.

The course will provide learners with information addressing development across adulthood, from age eighteen (18) through old age, and examine the ways in which adults change or develop in both shared and individual ways. The course examines adult behavior, life styles, crises in adult development, as well as cognitive, personality, and intellectual changes that occur with aging. This knowledge base will assist learners in their reflections regarding growth and development that occur in the lives of their adult learners.  *Prerequisite:*  
ED 500

ED 539  **History and Ethnicity in America**  
3 cr.

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**  
3 cr.

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

ED 542  **Program & Instructional Design**  
3 cr.

This course will provide the learner with various program and course development models, and apply those concepts to develop programs and courses, from needs assessment to evaluation, for adult learners in education and training environments. A final project is required at the completion of the course.

ED 544  **Teaching the At-risk Student**  
3 cr.

This course will help the teacher define the concept of the at-risk student and understand the characteristics of these students. Included will be identification of at-risk students and their needs. Emphasis will be on the factors affecting education, including the social and environmental concerns of students and teachers. Teachers will identify appropriate attitudes and strategies that will
help them build positive relationships with at-risk students and an appropriate learning environment.

ED 545  Teaching Reading to Linguistically Diverse Learners  3 cr.
This course is designed to acquaint students a broad range of skills, activities, and media that can be used to enhance the literacy development of linguistically diverse learners. Content will focus on current principles and practices associated with teaching diverse learners in grades K-12. Peer teaching activities will be structured around strategies that foster development of the ability to use the target language in the appropriate contexts.

ED 546  Advanced Diagnosis and Remediation of Reading Difficulties  3 cr.
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. Prerequisite: ED 521 Introduction to Literacy, or at least one previous literacy course.

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 549  Literacy Programs and Mandates  3 cr.
An in-depth analysis of current literacy programs and mandates in the United States. Students will critically examine current literacy programs representing various theoretical positions, analyze program components, compare and
contrast various programs, and evaluate program effectiveness. Current literacy mandates (national, state, and local) will be examined and debated in depth, with special emphasis on the implications of such mandates for literacy instruction and their potential effects on children's literacy development. Strategies for maintaining professional integrity in a mandate-driven educational system will be explored.

ED 550  Epistemological Development  3 cr.
The course will explore views of epistemological development and reflective thought, with distinct emphasis on adults in higher education. Students will examine and investigate ways in which our own epistemic perceptions and metacognitive awareness affect learning and interactions with others, and will explore alternative ways of challenging adults to develop critical thinking skills.

ED 554  Adult Education Learning Theory  3 cr.
This course will provide advanced study of adult learning, theory, philosophical foundations of adult education, and research relating to specific issues and approaches for facilitating adult education. In addition, the course will examine the role and characteristics of the adult learner in the 21st century. 

Prerequisite: ED 500, ED 525

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.

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ED 560  Educational Leadership  3 cr.
The course will correlate leadership theory and a variety of educational/business contexts, and will identify methods for transferring this information toward the practice of teaching adult learners. Students will deliberate the role leadership has in case studies, participate in the activities and group work to further develop their own leadership insight and perspective, and create your own personal philosophy of leadership.

ED 561  Miscue Analysis  3 cr.
This course looks at miscue analysis as a strategy for learning about and valuing readers' strengths. The course will examine the theories underlying miscue analysis as well as a range of procedures for implementing miscue analysis. Students will receive hands-on experience with miscue analysis procedures, both in an in-class workshop setting and with actual children. The use of miscue analysis data to inform classroom practice will be stressed.

ED 563  Leadership and Policy in Adult Education  3 cr.
This course will examine individual and professional leadership development for administrators of adult education and training programs. Ethical and policy implications from federal and local decisions on leadership and management of programs will also be explored.

ED 565  Issues in Early Childhood Education  3 cr.
A critical examination of issues influencing early education. Topics will include both historical and contemporary views of childhood; trends and issues affecting teaching practices; social, educational, and economic policies shaping the care and education of young children; and professionalism.

ED 570  Critical Teaching for Social Change  3 cr.
This course evaluates the work of the most cited critical educators in the field of education (Gramsci, Freire, and Shor) and analyzes the challenges to, and resources for, empowering adult educators toward social change and transformative action. This course will also compare the work of these leading theorists and apply their principles toward adult education in a variety of contexts.

ED 575  Curriculum and Assessment in Early Childhood Education I  3 cr.
The first course in a two-course sequence that explores historical foundations and current approaches to early childhood curriculum and assessment. Theoretical perspectives will be examined in the first course.
ED 576  **Curriculum and Assessment in Early Childhood Education II**  3 cr.
The second course in a two-course sequence that focuses on the inquiry approach of in-depth project work. Emphasis will be placed on action research with project work, and the documentation and assessment of children's learning.

ED 580  **Special Topics in Education**  1-3 cr.
Designed to allow for the introduction of special areas of interest in education. May be repeated for credit with a different topic.

ED 585  **Emergent Literacy in a Diverse Society I**  3 cr.
The first course in a two-course sequence that examines literacy development (speaking, listening, reading, and writing) in young children and explores the implications for teaching practices (birth-grade 3). This course focuses on the socio-cultural contexts of childhood literacy including the social worlds of the home, the community, and the classroom.

ED 586  **Emergent Literacy in a Diverse Society II**  3 cr.
The second course in a two-course sequence that reviews current literacy research; explores the implications of research for teaching practices; and examines approaches to planning, implementing, and evaluating engaging literacy experiences that build on the knowledge, skills, and dispositions that children bring to the classroom.

ED 595  **Play in the Early Childhood Curriculum**  3 cr.
An in-depth exploration of play as an integral component of early learning. Emphasis is placed on the roles of the teacher in observing play, developing and refining teaching strategies that support and extend children's play, and advocating for play in the early childhood curriculum.

ED 597  **Methodology in the Content Area**  2 cr.
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.  
**Prerequisites:** ED 532 and ED 606.
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.
Prerequisites: ED 532 and ED 606.

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. Instructor Permission Required. (*Sixteen week term)

ED 602  Mentorship  2 cr.*
This is a mentored teaching experience in the school and classroom where the
student is employed as a teacher. This course is designed only for those who
are already employed and working as a classroom teacher. At the beginning of
the program the student must be assigned a mentor by the school who will
work with the student throughout the program. There will be university
supervision. The student who is in an actual teaching experience will enroll in
this course early in the program. Mentorship will ideally be taken during the first
year of the program. Instructor Permission Required. *Must be repeated for two
consecutive terms, excluding the summer, for a total of 4 credits. (Sixteen
week term)

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.
a. elementary
b. middle
c. secondary
d. early childhood
e. adult education

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

ED 610  Issues and Research in Literacy  3 cr.
A critical examination of current issues in literacy, including extensive reading
of recent research literature relevant to those issues. Issues to be focused
up on will change every semester based upon current developments in the literacy field. The course will also include instruction in basic research design, and students will design an inquiry/research project for later implementation in a school setting or other educational setting during Practicum II. Should be taken in the latter half of the program. Prerequisite: ED 528 Theory and Practice in Literacy.

ED 612 School and Community Leadership 3 cr.
Designed to provide the prospective school leader with an understanding of the role of schools in the larger community and how to involve stakeholders, partners, families and others in the development of a school where all children can learn. The balance between internal and external communication and approaches to initiating school reform are addressed. *(A 10-hour field experience component is required.)*

ED 613 Current Legal Issues for Educators 3 cr.
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. Addresses both theoretical and practical approaches to improving school climate and culture. *(A 10-hour field experience component is required.)*

ED 619 Multi-cultural Literature for Teachers 3 cr.
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 School Administration 3 cr.
Designed to provide a thorough understanding of the elementary principalship. Provides an overview of relevant issues including student assessment, curriculum design and organization, student organization and activities, student
programs, supervision of students, procedures for implementing school improvement, and the day-to-day operation of the elementary school.
(A 10 hour field experience component is required.)

**ED 625**  
**Secondary School Administration**  
3 cr.
Designed to provide a thorough understanding of the secondary principalship. Provides an overview of relevant issues including student assessment, curriculum design and organization, student organization and activities, student programs, supervision of students, procedures for implementing school improvement, and the day-to-day operation of the secondary school.
(A 10 hour field experience component is required.)

**ED 629**  
**Critical Reflections Seminar**  
3 cr.
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 write a major paper and make a presentation of that paper. The paper must be related to the emphasis area.
*Prerequisites: 15 hours in the program including ED 516 and ED 532.*
- a. general studies
- b. school law
- c. multi-cultural
- d. teaching at-risk students
- e. early childhood
- f. adult education

**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.
*Prerequisites: 15 hours in the program including ED 629.*
- a. general studies
- b. school law
- c. multi-cultural
- d. teaching at-risk students
- e. early childhood
- f. adult education

**ED 634**  
**Directed Field Experience**  
3 cr.
Designed to provide the prospective principal with a substantial, sustained, and standards-based field experience in a real-life setting. Requires 150 contact
ED 635  School Organization and Management  3 cr.
Designed to provide the prospective school leader with knowledge and competencies related to specific issues of organization and management of schools. Operational procedures, safety and security, human resource management, fiscal operations, budgeting, use of facilities, ADA compliance, student discipline and various legal issues affecting operations are addressed.  
(A 10-hour field experience component is required.)

ED 641  Literacy Practicum I  3 cr.
This course involves structured fieldwork in an authentic educational setting, supervised by a University instructor. Students will work with individuals and/or small groups of children or young adults to assess and meet those learners' literacy needs. In consultation with the instructor, students will apply various assessment strategies with their assigned students, and, based on the resulting information, will plan literacy activities and recommendations for those students. Strategies for sharing information and recommendations with other professionals and families, both orally and in writing, will be included. Class members will meet periodically for peer feedback and collaboration. The course is most beneficial if it is taken after a substantial amount of graduate coursework has been completed. Students in the Special Reading Teacher/Literacy Coach track must have experience in Literacy Practicum I that involves working with learners from a different K-12 age level (age levels are elementary, middle school, and high school) than the age level they intend to work with for their Practicum II project. Prerequisites: ED 546 Advanced Diagnosis and Remediation of Reading Difficulties, ED 561 Miscue Analysis.

ED 645  Evaluating and Assessing Teacher Performance  3 cr.
Designed to prepare the prospective school leader for evaluating and assessing teacher performance. Provides the student with knowledge of the principles of effective instruction and competencies related to preparing for the evaluation, assessing teacher behavior and student growth, organizing and communicating with individual teachers, vocabulary and clarity of writing, speaking and listening skills. (A 10-hour field experience component is required.)

ED 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.

Prerequisite(s): 18 hours in program including ED 537 and ED 556, and Instructor Permission Required. (Sixteen week format)

ED 651  Literacy Practicum II  3 cr.
This is the Master of Literacy Education's culminating course, its "capstone". The course will involve the implementation of an individualized inquiry project in an authentic field setting. The nature of the inquiry project will be shaped by the student, in consultation with and under the mentorship of a faculty advisor, to fit the student's individual goals. The project must involve active collaboration with stakeholders at the field site (educators, students, and families) and address an identified literacy need in the setting where it is conducted. Prior to enrolling in this course, as part of course requirements in Issues and Research in Literacy, the student must identify a literacy faculty member as mentor, prepare and present a proposal to that faculty member, and receive that faculty member's approval. The course will include a seminar that will meet for problem-solving and group feedback. At the end of the semester, projects will be presented both orally and in writing to peers and faculty. Opportunities for submitting projects to conferences and journals will be explored, and such submission will be encouraged. To be taken near the end of the program. Students in the Special Reading Teacher/Literacy Coach track must select for their project a target age level that is at a different K-12 age level (age levels are elementary, middle school, and high school) from the age level of learners that were worked with in Practicum I. Prerequisites: ED 610, faculty approval of project proposal (a course requirement of ED 610), ED 641

ED 700  Thesis Proposal  3 cr.
Designed as the first part of the thesis option sequence. Student is expected to prepare a formal proposal related to an area of interest for research under the direction of a committee Chair and according to Graduate School requirements. At a minimum, the research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. (Offered in 16-week format)

ED 701  Thesis  3 cr.
Designed as the final sequence of the thesis option. Following approval of the thesis proposal, student will begin the data collection phase of the research project. The thesis may be conducted using quantitative, qualitative or participatory action research methods. An oral defense of the written thesis must be satisfactorily completed and approved by members of the committee,
and the Senior Academic Officer of the School. (Offered in 16 week format). The thesis in its final version must be submitted to the Graduate School.

**ED 799**  
**Thesis Continuous Enrollment**  
1 cr.
Arranged with Chair when additional time is needed to complete thesis requirements. (Offered in 16-week format – may be repeated)

**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. *Prerequisites: FI 360 and AC 515 or equivalent approved by Program Director.*

**FI 640**  
**Investment Management**  
3 cr.
An analysis of various debt, equity, and derivative investment vehicles. Various theories of valuation of stocks, bonds, options, futures, real assets, and other securities will be applied to each individually and in the context of portfolio management. *Prerequisites: FI 360 or equivalent approved by Program Director.*

**HA 508**  
**IT, Data Gathering and Data Management**  
3 cr.
The course focuses on gathering and analyzing relevant institutional data for decision-making. Familiarity with main Healthcare data organizations, both public and private, will also be a focus of this course. Students will have direct experience with data mining, planning studies, and operational research, as well as with clinical research, as it relates to healthcare outcomes. Use of inferential statistics and other data analysis techniques will be taught in this course. An introduction to the role of information systems and state of the art information technologies in management and decision-making, as well as reducing risk and promoting patient safety and confidentiality, will be offered. The course seeks to build skills and knowledge in the evaluation and selection of hardware and software, evaluating technology vendors, and effective use of technology-based solutions. It will also focus on the implementation and training needed to implement information technology and to further evidence-based healthcare and data driven decisions.

**HA 511**  
**Leadership and Management in Healthcare Systems**  
3 cr.
This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing Healthcare/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to the participants. Examples of issues include rural and urban healthcare,
managed care, ethics of healthcare, integrating technology, and leadership styles and traits.

**HA 515  Marketing, Strategic Planning and Consumer-Driven Healthcare   3 cr.**

Within a broad marketing philosophy, the course presents marketing as the process of identifying and delivering what physicians, patients, and families want. This involves market research, market analysis, product design, product development, promotion, and delivery; physician, patient, family and employee satisfaction and understanding how these factors drive the Healthcare market.

**HA 516  Healthcare Finance   3 cr.**

Financial management tools and strategies for Healthcare organizations. The course includes capital and cash flow management, budgeting, financial markets, investment decisions, analyzing financial statements, pricing, cost analysis, performance evaluation, contract negotiation, financial accounting, problems and solutions of health insurance, government funding, and methods of containing health costs. These issues will be studied in view of serving consumers more effectively.

**HA 517  Legal and Ethical Issues in Healthcare Leadership   3 cr.**

The course studies the legal framework of health services and Healthcare delivery, as well as the ethical issues confronted by Healthcare administrators in various Healthcare settings. Topics will include licensure, medical malpractice, liability, insurance issues, legal standards for care, confidentiality of records (HIPPA), informed consent, and patient rights and patient advocacy.

**HA 518  Healthcare Delivery Systems in the United States and the World   3 cr.**

The course provides an overview of the development of the current status of the Healthcare system in the United States, its organizational structure, and operation of the various Healthcare organizations, governmental as well as non-governmental, at the federal, state, and local levels. The course examines the structure and issues of the major Healthcare delivery systems (National and International), including outpatient clinics, physician’s offices, hospitals, long-term care facilities, self-help organizations, patient advocacy groups, accrediting agencies, and the insurance industry. Grounded in the past and focused on the future of American Healthcare systems, the course will examine the evolution of administrative characteristics, with consumer demand characteristics (physicians, patients and families) and the planning and operation of healthcare services in an international competitive marketplace.
HA 521  Special Topics Independent Study in Healthcare Services  1-3 cr.
Designed to explore topics of current interest in Healthcare/health service administration. The course may be offered for 1, 2, or 3 credits, and may be repeated for a different topic.

HA 532  Healthcare Services and Systems for Diverse Populations  3 cr.
This is a broad-based course in the sociology and anthropology of medicine and health. The course will focus on the social, cultural and behavioral aspects of health-related issues and their implications for health administration. Topics will also include gender, race and culture issues in healthcare.

HA 537  The Politics of Healthcare  3 cr.
This course addresses the momentous changes that healthcare is facing in the United States and around the world. Fueled by population growth and socioeconomic trends, political systems will and must respond to the new demands of healthcare. With a challenging and insightful analysis and evaluation of the political, professional, and consumer demands, this course will help learners prepare for the leadership expectations global systems changes will require.

HA 543  Patient and Customer Satisfaction  3 cr.
Measuring customer satisfaction is a key element in a consumer-driven model. This course will focus on the measurement and analysis methods of customer (patients, physicians, employees, insurance companies, vendors) satisfaction, as well as their relationships to each other, in an integrated satisfaction system. Emphasis will be placed on the action steps that come out of satisfaction measurement and change management.

HA 557  Nursing Dimensions of Healthcare Leadership  3 cr.
Nursing care is a major force in healthcare delivery and leadership. The course will focus on how nursing systems are organized and the leadership roles that nurse's play in healthcare delivery systems. The current and evolving leadership roles of the nursing profession will be covered, along with the overall organization of healthcare systems.

HA 573  Quality Improvement and Outcomes Assessment in Healthcare Settings  3 cr.
The course will familiarize students with outcomes-based quality improvement methodologies. Focus will be on the techniques of measuring customer satisfaction, implementing quality management programs, and adherence to
best practices and standards. It will also focus on patient safety and the infrastructure needed to create a culture of safety in healthcare organizations.

**HA 580**  
**The Pharmaceutical Basis for Healthcare Delivery**  
3 cr.  
The use of pharmaceuticals and medical devices in healthcare has become a major driver in both the clinical and administrative functions of healthcare leadership. Knowledge of, and the ability to manage, the professional constituents and vendors in these areas is critical to the success of healthcare organizations and the patients and doctors that are served by them. This course, taught by a Pharm.D., focuses on critical elements of the administration and role of pharmacy and medical devices.

**HA 604**  
**Healthcare Economics and Payment Systems**  
3 cr.  
The course will focus on key macro and micro economic concepts, such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories, and cost-benefit analysis, as they apply to healthcare as a service industry and including current and future payment systems for healthcare, including HMO's, Medicare, Medicaid, and comparisons to other countries e.g. Canada, Britain, Germany.

**HA 611**  
**Mediation, Negotiation and Conflict Management**  
3 cr.  
Mediation, negotiation, and conflict resolution with physicians, nursing and allied health staff, patients, and their families are critical components of leadership. The course focuses on learning preventative approaches to conflicts and disputes, and development of professional skills in negotiating, mediating and managing conflicts. This course will include methods for patient, employee and physician satisfaction assessment, and continuous improvement.

**HA 620**  
**Healthcare Capstone Seminar: Current issues in Healthcare**  
3 cr.  
Course designed to assist students in integrating and synthesizing previous course work in Healthcare/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 Healthcare/health service administration will be emphasized. A formal paper is required.

**IB 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.

**IB 660 International Business Management 3 cr.**
This course provides broad knowledge and stimulates the interpersonal and intercultural management skills necessary for international managers. While learning to identify cultural aspects of verbal and nonverbal behavior of persons from different cultures, students will come to recognize cultural differences that can cause difficulties in management situations. The culture of contract negotiations in Japan, Europe and Middle East is emphasized. The economic, political and legal aspects of global business are discussed in the context of international management.

**IS 603 Computer Network and Telecommunications Systems 3 cr.**
This course explores and analyzes voice and data communications. It will cover traditional and current telecommunication and computer network systems. Topics include the Open System Interconnection (OSI) 7 Layer Model, Public Switch Telephone Network (PSTN), Transmission Control Protocol/Internet Protocol (TCP/IP), Ethernet, Frame Relay, and Asynchronous Transfer Mode (ATM).

**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 minimize threats and risk to the organization. Computer and information security topics emphasized include threat
techniques, protective techniques, risk analysis, contingency planning, password techniques, encryption, network protocol, and intercept devices. 

Prerequisite: IS 603 or comparable course (Park CS 365 Computer Networking) or relevant experience.

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.

MG 520  Entrepreneurial Project Management  3 cr.  
This course represents an overview of the business macro environment that is at the core of the philosophy of continuous improvements. Particular attention is directed to explaining how the application of this philosophy has stimulated the transformation of many work environments at the end of the 20th century and the beginning of the 21st century. Throughout the course, process and project management materials and innovations are demonstrated and then used in field projects to integrate theory with practice. Prerequisite: MG 352 or equivalent approved by Program Director.

MG 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 market to these countries. The course is built around an e-commerce business concept, which focuses on more than one non-U.S. country. Investigating opportunities through trade allows both the extension of traditional business to e-commerce as well as the creation of new business offers. The course is developed to promote skills needed to: assess the viability of a new business concept; understand the conditions of e-commerce readiness for specific countries, grasping unique opportunities, creating cultural awareness; understand technical issues involved in a global e-commerce business; analyze opportunities and evaluate the outcome of an opportunity; analyze competitive environment, market potential; and identify sources of financial support for the new venture. Prerequisite: MG 352 or equivalent approved by Program Director.
MG 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.  
*Prerequisite: MG 352 or equivalent approved by Program Director.*

MG 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.  
*Prerequisite: MG 352 or equivalent approved by Program Director.*

MG 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.  
*Prerequisite: MG 352 or equivalent approved by Program Director.*

MG 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 organizational structure and control mechanisms. Included also are investment requirements of operating a business and alternative ways of financing, including bank loans, mortgage financing, venture capital and public stock offerings.  
*Perquisite: MG 352 or equivalent approved by Program Director.*

MG 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

*Prerequisite: MG 352 or equivalent approved by Program Director.*
MG 675  Entrepreneurship Seminar  3 cr.
This is a capstone course for entrepreneurial and small business management. It assists students in investigating crucial facets of self employment ventures. The course materials deal with the acquisition and development of resources at each level in the entrepreneurial process, from identification of opportunity to harvesting. Thus, students are asked to develop a business plan for testing the most critical aspects of establishing and maintaining an enterprise. Students' own skills and interests are assessed and compared with successful entrepreneurial profiles. Case analysis and classroom discussions are the delivery modes used to deal with a variety of problems at different levels of a new venture. Prerequisite: MG 352 or equivalent approved by Program Director.

MG 695  Business Policy and Strategy  3 cr.
This course is the Capstone course for the MBA degree. It is 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. Activities include developing an integrated operations strategy, analyzing cases, and completing major projects involving research and investigations. An MBA Comprehensive Assessment will be administered during the first three weeks of the course. Prerequisites: AC 515, EC 507, EC 604, FI 615, MG 620, MG 632, and MK 630 or equivalent approved by Program Director.

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. Prerequisite: MK 351 or equivalent approved by Program Director.

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. Prerequisite: MK 351 or equivalent approved by Program Director.

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. Prerequisite: MK 351 or equivalent approved by Program Director.

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. Prerequisite: MK 351 or equivalent approved by Program Director.

MU 501 Applied Music A
This course will involve an in-depth analysis and selection of new repertoire to be learned during the semester. Students will have two private lessons per week, as well as scheduled discussions regarding theory and performance technique. Selected new learned repertoire will be performed in a recital at the end of the semester. Students will be encouraged to participate in regional, national and international competitions. (Pass/Fail)

MU 510 Applied Music B
A continuation of MU 501. (Pass/Fail)

MU 520 Applied Music C
A continuation of MU 510. (Pass/Fail)

MU 530 Applied Music D
A continuation of MU 520, culminating in a major recital, demonstrating depth and range of repertoire. (Pass/Fail)

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 emphasis areas of the M.P.A. program and their interrelationships will be explained.

PA 502 Public Affairs Methodology  3 cr.
A study of the theoretical background of various analytical techniques of social science research, with emphasis on application to problems of administration in
business, industry, government, and nonprofit organizations. Prerequisite: PA 501

PA 503 Emerging Issues in Public Affairs 1 to 3 cr.
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 4 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 Area Coordinator and Dean is required.

PA 506 International Service-Learning Experience (ISLE) 1 cr.
Students participate in a 10-day, service-learning experience abroad and complete assignments relating the experience to their coursework. The weeks prior to the travel and service portion of the course are devoted to research and learning about the host country, the conditions of the service that will be rendered, including principles of international development. PA 506 is offered periodically, with the support of Park University’s Office of International Education and Study Abroad, and in collaboration with the Hauptmann School’s International Center for Civic Engagement, and is open to all MPA students, regardless of area of concentration. Travel expenses may be subsidized, in part, by Park University. Enrollment is limited, and by permission of the Dean of the Hauptmann School.

PA 507 Workshop on Current Issues in Public Affairs 1 cr.
A seminar designed to explore a current issue in public affairs, addressing issues and situations in the field. This course is offered frequently on a variety of current topics. Two of these workshops may replace any two-credit course in one’s area of concentration. The course may be taken three times.

PA 508 Information and Data Gathering, Analysis, and Evaluation 2 cr.
This course explores the appropriateness of various analytic, research, and investigative techniques for specific purposes. Students critically examine the nature of information and its various forms of storage and access. Research designs are explored, focusing on qualitative methods, interviewing, and other techniques of community-based problem-solving research and applied research. Scholarly standards of query formulation, mechanisms of information retrieval, and principles of information evaluation, in relation to both traditional and modern research resources, are emphasized.
PA 509 Organizations and Leadership Development 2 cr.
This highly interactive course, grounded in organization theory, examines organizations from a cross-sector perspective. The inherently contradictory nature of organizations and the leadership competencies associated with these contradictions are explored, using organizational effectiveness frameworks. Students embark on developing managerial leadership competencies associated with organizational effectiveness criteria.

PA 511 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; and 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.
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<th>Course</th>
<th>Title</th>
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<tr>
<td>PA 523</td>
<td>Macroeconomic Problems and Policies</td>
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<td>A systematic study of contemporary issues</td>
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<td>PA 542</td>
<td>Social Policies and Community Services</td>
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<td>An examination of policies intended to</td>
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<td>PA 543</td>
<td>The Nonprofit Sector</td>
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<td>A review of the role and functions of the</td>
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<td>PA 545</td>
<td>Management of Nonprofit Organizations</td>
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<td>An overview of management principles and</td>
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<td>nonprofit organization are also examined.</td>
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<td>PA 551</td>
<td>Principles of Disaster and Emergency</td>
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<td>PA 552</td>
<td>Public Policy and Disaster</td>
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<td>The history, development and implementation</td>
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<td>the role of emergency managers as policy</td>
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PA 553  Disaster and Society  3 cr.
An interdisciplinary survey of disaster theory from sociological, geographical, and public policy perspectives.

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.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PA 571</td>
<td>Government Regulation of Business</td>
<td>2</td>
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<td>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.</td>
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<td>PA 575</td>
<td>Developing Human Resources</td>
<td>2</td>
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<td>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.</td>
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<td>PA 576</td>
<td>The Global Environment of Business</td>
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<td>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.</td>
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<tr>
<td>PA 578</td>
<td>Principles of Public Relations</td>
<td>2</td>
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<td></td>
<td>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.</td>
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<tr>
<td>PA 579</td>
<td>Corporate Finance: Concepts and Strategies</td>
<td>2</td>
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<td></td>
<td>The study of selected techniques and their application in financial management, including financial analysis and planning, cash flow management, long-term financing, dividend policy and capital budgeting.</td>
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<tr>
<td>PA 581</td>
<td>Global Hazard Reduction</td>
<td>2</td>
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<td></td>
<td>Natural and manmade threats, their causes, and societal responses to mitigate the risks and impacts. Strategies from all world regions are reviewed.</td>
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<tr>
<td>PA 582</td>
<td>Disaster, Disease, and Public Health</td>
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<td></td>
<td>Integrated concepts of protecting vulnerable individuals and communities from the health consequences of disasters and emergencies.</td>
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<tr>
<td>PA 583</td>
<td>Technology, Accidents, and Organizations</td>
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<td>A study of technological systems, their failures, and the causative and preventive roles played by organizations.</td>
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<td>Course Code</td>
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<tr>
<td>PA 584</td>
<td>Continuity of Government Operations</td>
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<td>Strategies to insure the continuous delivery of government services during emergency and disaster situations with a specific emphasis on the local level, but including issues pertinent to the state and federal levels.</td>
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<tr>
<td>PA 585</td>
<td>Natural Hazards and the Urban Environment</td>
<td>2 cr.</td>
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<td></td>
<td>A study of the sustainability of urban areas in the face of diverse natural hazards. Provides global perspectives on past experiences and future risks.</td>
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<tr>
<td>PA 586</td>
<td>Planning for Emergencies and Disasters</td>
<td>2 cr.</td>
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<td></td>
<td>Tools and techniques utilized by government to prepare for emergencies and disasters. Review of integrated planning for all hazards and all phases of disaster.</td>
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<tr>
<td>PA 587</td>
<td>Government Response to Terrorism</td>
<td>2 cr.</td>
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<td></td>
<td>Examines government responses to terrorism with a specific emphasis on non-law enforcement issues facing local and state government. Legal and regulatory frameworks, organizational concepts and interoperability issues related to preparedness and response to chemical, biological and radiological threats.</td>
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<tr>
<td>PA 591</td>
<td>Planning Nonprofit/Community Services</td>
<td>2 cr.</td>
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<td>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.</td>
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<tr>
<td>PA 593</td>
<td>Financing Nonprofit/Community Services</td>
<td>2 cr.</td>
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<td>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 organizational 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.</td>
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<tr>
<td>PA 594</td>
<td>Financial Management for Nonprofit/Community Organizations</td>
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<tr>
<td></td>
<td>A survey of methods for budgeting income and expenses; financial record keeping; laws and regulations and tax provisions governing financial</td>
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</table>
management 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), communication 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 service delivery; and methods of program evaluation and utilization of evaluation findings. Evaluation issues are considered in the context of ethical standards 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 nonprofit organizations that operate in a community for the public interest. These include boards of directors, executive and administrative leaders, program directors, and officers in entirely voluntary organizations. Positional and personal power, group dynamics, communication processes in and outside the organization are topics analyzed. Approaches to identification and development of community organization leaders are surveyed.

**PA 600  Ethical Foundations of Authority and Responsibility**  
2 cr.  
This course will examine fundamental ethical theories, issues, strategies, and dilemmas in public service, as they relate to issues of power, authority, and responsible decision-making in organizations.

**PA 602  Seminar in Public Affairs**  
3 cr.  
PA 602 is the capstone seminar of the MPA program. Conducted as a graduate seminar, this course addresses correlation of the academic and practical experiences of the degree candidates to their responsibilities as professionals in a democratic society. Each student prepares a series of papers and/or presentations that emphasize various expectations to be faced in professional work, such as case analysis, critique, evaluation, implementation, research, and proficiency in U.S. Constitutional issues.
PA 700  Thesis Proposal  3 cr.
Designed as the first part of the thesis option sequence. Student is expected to prepare a formal proposal related to an area of interest for research under the direction of a committee Chair and according to Graduate School requirements. At a minimum, the research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. (Offered in 16-week format)

PA 701  Thesis  3 cr.
Designed as the final sequence of the thesis option. Following approval of the thesis proposal, student will begin the data collection phase of the research project. The thesis may be conducted using quantitative, qualitative or participatory action research methods. An oral defense of the written thesis must be satisfactorily completed and approved by members of the committee, and the Dean of the School. The thesis in its final version must be submitted to the Graduate School. (Offered in 16 week format).

PA 799  Thesis Continuous Enrollment  1 cr.
Arranged with Chair when additional time is needed to complete thesis requirements. (Offered in 16-week format – may be repeated)

QM 655  Quality Improvement: Theories, Models, and Methodologies  3 cr.
This course is designed to introduce students to quality improvement theories, and models, applied to manufacturing, business, education, and service organizations. Emphasis is placed on the evolution of quality movements' worldwide, quality philosophies and methodologies. Students will be exposed to quality methodologies such as Total Quality Management (TQM) and Continuous Quality Improvement (CQI). Quality theories from leaders such as Deming, Juran, and Crosby will also be explored. Case studies will be used to understand the quality planning process and organizational development, especially examples from those that have gained national and international recognition.

QM 660  Quality Improvement Overview (elective)  3 cr.
Developed to introduce students to quality improvement in manufacturing and service organizations. Emphasis is placed on the 14 points of Dr. Edwards Deming to explain the framework for the implementation of TQM and the development of quality commitment worldwide, TQM and "Quality First"
Paradigms. Students will be trained on quality principles from a global standpoint. The case study approach will be used to examine quality planning and implementation in all types of organizations.

QM 665 Quality Management Tools 3 cr.
The focus of this course is learning about the quality, planning, process improvement and creativity tools that quality managers use to solve problems, improve the process, and design action plans, as well as develop performance measurements. Students will learn about the basic quality tools such as Pareto charts, flowcharts, control charts, statistical techniques, trend and pattern analysis, check sheets, various forms of diagrams, and histograms, prioritization matrices, brainstorming, mind mapping, lateral thinking, etc., as well as explore quality models, such as Plan-Do-Check-Act (PDSA) Cycle, Six Sigma, DMAIC, Quality Function Deployment (QFD), and Failure Mode and Effects Analysis (FMEA). Also included are SWOT analysis, Balanced Scorecard, analysis of market forces and needs of stakeholders, analysis of an organization’s internal capabilities, and the effects of innovation in technology.

QM 675 Production and Operations Management 3 cr.
The first part of this course is concentrated on a broad view of production and operations management. Students will learn about their tasks and possibilities as an operations manager within the business environment such as: workload, internal capacities, scheduling, and controlling operations systems. The second part of this course will emphasize the assumptions and techniques necessary for regression analysis, forecasting, and the means for collecting and maintaining reliability of data in business. Topics include multiple regression, weighted least squares, model building, forecasting, and statistical sampling.

QM 685 Advanced Topics in Quality and Leadership 3 cr.
Challenges
Multidisciplinary in nature, the course will explore in depth the key quality concepts and leadership challenges including the roles and responsibilities of leaders and managers, change management, empowerment, motivating, influencing and implementing, team types and processes, as well as the ASQ code of ethics. The course provides an in-depth analysis and application of quality models, such as Malcolm Baldrige National Quality Award Criteria for Performance Excellence, ISO 9000, Six Sigma, and LEAN, etc. Included are advanced case studies, strategic planning processes, strategic plan deployment, leading to broad knowledge of management discipline and practices such as organizational designs, team-based leadership, workplace diversity, conflict resolution, project management and process mapping.
This report and the following security policies are being issued pursuant to the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act).

Annual Security Report

Park University is dedicated to providing faculty, staff and students with information that they need, to help make each Park campus center safe.

Park University encourages the accurate and prompt reporting of crimes and emergencies. At the Parkville campus such incidents should be reported to the Park University Department of Public Safety. This report can be filed in person at the department office located in Thompson Center or by phone at (816) 584-6444. At the Downtown campus, reports should also be filed at the Security Department of Tower Properties at 911 Main, lower level (816-374-0617). All other Park University Campus Centers should officially report such incidents to the local policing authority with a follow-up report to the Campus Center Director who shall forward these to the Park University Director of Public Safety for reporting purposes.

Park University Public Safety officers do not have arrest powers. Any crime or emergency, which occurs off-campus, but at an officially recognized activity of Park University, shall be reported, as if it happened on campus.

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

Student orientation videos and periodic bulletin listings and announcements help inform students, faculty and staff, throughout the year, about crime prevention and campus security procedures and policies.

Timely Warning Policy

In the event that a situation arises, either on or off any Park University Campus, that, in the judgment of the Director of Public Safety, constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued. This warning will be issued through the university e-mail system and on Pirate Mail to students, faculty and staff, and through the campus newspaper The Stylus.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Department of Public Safety may also post a notice on its web site at www.park.edu/safety/crime_alert.asp, providing the university community with more immediate notification. In such instances, a copy of the notice will be posted in each residence hall. If the incident occurs in a campus other than the Parkville Campus, a notice shall be posted in plain view at that campus, in addition to the above listed locations.
Anyone with information warranting a timely warning shall report the circumstances to the Park University Department of Public Safety, by phone, at (816) 584-6444, or in person at the Public Safety office in Thompson Center, or with the Campus Director of your respective campus.

Policy for Reporting the Annual Disclosure of Crime Statistics


This report is prepared with local law enforcement agencies surrounding the Parkville campus and all Campus Centers. Other select campus authorities also contribute to this report. Campus crime, arrest and referral statistics include those reported to the Park University Department Of Public Safety, local law enforcement and designated campus officials included but not limited to Campus Directors, Student Life staff, athletic coaches, residence hall staff, advisors to student organizations, and the Director of Human Resources.

Each year, an e-mail notification is made through Pirate Mail and the campus e-mail system to all faculty, staff and students that provide web access to this report. Copies of the report may also be obtained from the Department of Public Safety located in Thompson Center, the Human Resources Department in Mackay, Admissions in Norrington, your Campus Center Director or by calling the Department of Public Safety at (816) 584-6444.

To Report a Crime

Crimes can be reported to Park University, in the following locations: Please note: we are listing the offices where it is appropriate to file a report. There may actually be several individuals in that office, who may be able to take such a report.

<table>
<thead>
<tr>
<th>PARKVILLE CAMPUS</th>
<th>DOWNTOWN CAMPUS</th>
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<tbody>
<tr>
<td>Director of Public Safety</td>
<td>816-584-6226</td>
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<tr>
<td>Director of Human Resources</td>
<td>816-584-6386</td>
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<tr>
<td>Director of Student Life</td>
<td>816-584-6465</td>
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<tr>
<td>Director of Athletics</td>
<td>816-584-6492</td>
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<tr>
<td>Director of Residence Life</td>
<td>816-584-6463</td>
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<tr>
<td>Director of Admissions</td>
<td>816-584-6300</td>
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<td>Student Employment</td>
<td>816-584-6388</td>
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<td>Student Assistance Center</td>
<td>816-584-6388</td>
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<tr>
<td>Athletic Training</td>
<td>816-584-6417</td>
</tr>
<tr>
<td>Director of Library</td>
<td>816-584-6704</td>
</tr>
<tr>
<td>Security Emergency</td>
<td>816-283-9781</td>
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</tbody>
</table>
Confidential reporting procedures

If you are the victim of a crime and do not wish to pursue action through the University judicial system or the criminal justice system, you may still want to consider making a confidential report. With your permission, the Director of Public Safety can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the University can keep an accurate record of the number of incidents involving students, faculty and staff, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and can alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the University.

Access Policy

During normal business hours, the University (excluding residence halls) will be open to students, faculty, staff, parents, contractors, vendors, guests and invitees. During non-business hours, access to all University facilities is by key or swipe card, if issued, or by admittance via the Department of Public Safety.

Residence Halls are locked 24 hours a day and admittance is by swipe card. Some facilities on campus may have individual hours, which may vary at different times of the year. Examples are computer labs, the library, meeting rooms, 24 hour study room. Thompson Center on the Parkville Campus is open 24 hours a day.

Emergencies may necessitate changes or alterations to any posted schedule. Periodic security surveys are conducted on the Parkville Campus by the Department of Public Safety and the Campus Safety Committee. These surveys examine security issues such as landscaping, locks, alarms, lighting and communications. The Campus Safety Committee meets once per month to discuss campus safety issues and to develop safety policy.

Access to other Park University Campus Centers is determined by the Campus Director at that campus. Since most of the other campuses are on military installations, additional access may be determined by the installation authorities. Check with your campus center to ascertain its policy.

Campus Police Authority and Jurisdiction

The Park University Department of Public Safety does not have arrest powers. However, they will respond to and investigate all reports of crime on Campuses located in the Kansas City Metropolitan area.

If minor offenses involving University rules and regulations are committed by a University student, the Department of Public Safety may refer the individual to the disciplinary division of Student Life.
Misdemeanors and major offenses such as rape, murder, aggravated assault, robbery, arson, and auto theft will be jointly investigated by the Department of Public Safety and the Parkville Police Department or Platte County Sheriff, if they are committed on the Parkville Campus or at a Park University event in Platte County. If the crime occurs at the Downtown Campus, the Department of Public Safety will investigate the crime with the Kansas City Missouri Police Department. If the crime occurs on the Independence Campus, the crime will jointly be investigated with the Independence Police Department. The prosecution of all crimes will be conducted either in the appropriate Municipal Court or in the County Court, in the County in which the offense occurred.

Crimes committed on other campuses will be investigated by the appropriate civilian or military law enforcement agency, with a report being filed with the Department of Public Safety. Prosecution of those crimes will be conducted in the court having jurisdiction where the crime occurred.

The Park University Department of Public Safety works closely with the Parkville Police Department and the Platte County Sheriff. Park University has direct radio contact with Parkville Police and Platte County in an emergency.

The Park University Department of Public Safety Officers have the authority to ask persons for identification and to determine whether individuals have lawful business at Park University. Public Safety Officers have the authority to issue parking tickets and citations for moving violations on campus. These fines are billed to the financial accounts of faculty, staff and students. Public Safety officers also have the authority to sign complaints, which will result in the arrest of persons violating the law on Park University property.

**General Procedures for Reporting a Crime or Emergency**

Faculty, staff, students and guests are strongly encouraged to report all crimes and emergencies to the Department of Public Safety. The Department of Public Safety is staffed 24 hours a day 365 days a year and can be reached at (816) 584-6444. Public Safety dispatchers will take your call and dispatch an officer, and if necessary call the police, fire department or EMS agency to assist in your emergency. At the Downtown campus, please call (816) 421-5398 for emergencies.

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

Crimes should be reported to the Department of Public Safety, so that the statistics can be reported to the U.S. Department of Education, in compliance with the Clery Act.

**Security Escort Services**

Security escort services are available on the Parkville Campus through the Department of Public Safety. If you want an escort to your car or residence hall after an evening class or
activity, call the Public Safety Dispatcher at (816) 584-6444 and request an officer to escort you. At the Downtown campus, please call (816) 421-5398.

Security Awareness Programs
The Department of Public Safety in consort with the Residence Life Staff presents a program for residence hall students, at the beginning of each semester. The Department also publishes brochures with a common theme of awareness and crime prevention materials, which encourage students and employees to be aware of their responsibility for their own security and the security of others.

Crime Prevention Programs
The Department of Public Safety sponsors a program on women’s safety, presented by the Kansas City Missouri Police Department. This program is comprised of a lecture and hands-on self defense techniques. Officers of the department also give presentations on crime prevention to clubs and organizations, when invited.

Off-Campus Fraternity and Sorority Organizations
Park University does not have any Fraternities or Sororities.

Policy on Alcoholic Beverages
Park University prohibits the use, sale, possession or distribution of alcoholic beverages on campus, in campus facilities or at Park University sponsored activities planned for or by students. Under certain circumstances, the consumption of alcohol at events on or off campus is allowed with a waiver issued by the university president.

Possession or use of alcohol by anyone under the age of 21 is against the law in Missouri. Persons under the age of 21 caught possessing or using alcohol on campus or at a Park University sponsored event are subject to arrest and prosecution. In addition, they will be referred to the Student Life office for possible disciplinary action. Students over the age of 21 caught possessing or consuming alcohol on campus or at a Park University sponsored event will be referred to the Student Life office for possible disciplinary action. The Park University Department of Public Safety is responsible for enforcing the University Alcohol Policy.

Policy on Illegal Drugs
The manufacture, use, possession, sale or distribution of illegal or illicit drugs on any Park University property or at any Park University event is prohibited. Those caught manufacturing, using, possessing or distributing said illegal or illicit drugs are subject to arrest and prosecution. Students will be referred to Student Life for possible disciplinary action. Faculty and staff will be referred to Human Resources for possible disciplinary action. The Park University Department of Public Safety is responsible for enforcing the University Drug Policy.

Alcohol and Substance Abuse Information
Park University has developed a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The program provides services related to drug and alcohol
abuse including dissemination of informational materials, educational programs, counseling services, referrals and college disciplinary action.

Park University provides the following services:

**Alcohol and Drug Education:** Employee Assistance Program, Classes during first year seminar for students. Periodic education programs by Student Life.

**Counseling Services:** Counseling services are available through Campus Counselor, Synergy Services and United Healthcare Insurance Services

**Referral Services:** Referrals are made to Campus Counselors and Synergy Services and Employee Assistance Programs.

**University Disciplinary Actions:** Students are referred to Student Life for disciplinary actions. Employees are referred to Human Resources for disciplinary actions.

Additional programs may be available from the military for students and staff located at our Campus Centers. Please refer to your Campus Center Directors for assistance in accessing these programs.

**Sexual Assault Policy**

Park University strongly denounces sexual assault in any form and advocates the immediate reporting of any incident to University authorities. University personnel will assist the student(s) in such notification, if so requested. Confidentiality will be maintained to the extent provided by rules, regulations and legislation. Individuals, groups and organizations that desire information or programs that address sexual assaults and how to prevent such incidents should contact the Director of Public Safety at (816) 584-6444. Staff in the Student Counseling Center (816) 584-6237 will also assist in referrals to counseling and mental health agencies for victims. In all cases, the protection of any physical evidence is of utmost importance.

- The Director of the Student Assistance Center will assist student victims of sex-related crimes with changes in academic schedules and living arrangements on the Parkville Campus, as is reasonable and within Park University’s control. The Campus Director will assist students with academic changes at the other campuses.

- All campus disciplinary procedures involving a student are the responsibility of the Director of Student Life.

- All sex related crimes occurring on Park University property shall be investigated jointly by the Park University Department of Public Safety and the appropriate law enforcement agency.

Within the guidelines of the discipline procedures, the accuser and the accused may have other individuals of their choosing present during the disciplinary hearings. Both the accuser
and the accused shall be informed of the University’s final determination and any sanctions concerning the alleged incident. Park University, may, upon final determination and confirmation of an alleged infraction (forcible or non-forcible); impose sanctions ranging from counseling to dismissal.

**Sexual Offender Registration**

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

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

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

**Missouri:** [www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html](http://www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html)
Parking Notes

All Students who are coming to the Downtown Campus for advising appointments, tutorials, or PORTFOLIO Classes are to park in the garage located at 811 Main. These students will get a validated ticket to cover parking costs. Other uses (i.e. studying, computer lab, internet proctoring, etc.) will not be eligible for parking validation.

All Students who are coming to the Downtown Campus for Night Classes (Starting at 5:00PM or later) are to park in the Tower Garage located at 910 Walnut. FREE access to the Tower Garage will be granted through the use of the Park University Downtown ID card. (Please note that any ID cards issued at the Parkville Campus will not work.) Also, if a student loses or forgets his/her ID card, he/she is responsible for all parking costs incurred. There is a $10 charge for a replacement ID card.
FACULTY 2007-2008

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Dimitri Karakitsos

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