GRADUATE CATALOG
2008-2009

Park University
Graduate School
911 Main, Suite 900
Kansas City, MO 64105
(816) 559-5625
www.park.edu/grad

The information contained in this Park University graduate catalog may be modified at any time at the University’s discretion when deemed necessary or desirable to better carry out the University’s purposes and objectives. This catalog contains informational material only. Neither the provisions of this catalog, nor the acceptance of students through registration and enrollment in the University, constitute a contract or an offer to enter into a contract. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other information in this catalog may be changed without notice. The catalog can be found at www.park.edu.

Certified true and correct as to content and policy.

Beverley Byers-Pevitts, Ph.D.
President

1
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 133 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 2008-2009.

Kindest regards,

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

- CONTACT INFORMATION .................................................................................. 5
- CORE VALUES, MISSION AND VISION ............................................................... 9
- ACADEMIC CALENDAR .................................................................................. 10
- TUITION AND FEES ....................................................................................... 12
- HISTORY OF PARK UNIVERSITY ................................................................. 13
- ACCREDITATION ............................................................................................ 13
- MEMBERSHIPS ............................................................................................. 14
- GRADUATE STUDY AT PARK UNIVERSITY .................................................. 14
- GRADUATE PROGRAMS OFFERED ONLINE .............................................. 15
- FACILITIES AND SERVICES ....................................................................... 16
- ADMISSION TO THE GRADUATE SCHOOL .............................................. 20
- ACADEMIC POLICIES .................................................................................. 25
- FINANCIAL ASSISTANCE ............................................................................ 36
- SCHOLARSHIPS AND ASSISTANTSHIPS .................................................... 40
- EQUAL OPPORTUNITY .................................................................................. 43
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE CERTIFICATE PROGRAMS</td>
<td>45</td>
</tr>
<tr>
<td>MASTER'S THESIS PROCEDURES</td>
<td>52</td>
</tr>
<tr>
<td>MASTER OF BUSINESS ADMINISTRATION</td>
<td>55</td>
</tr>
<tr>
<td>MASTER’S PROGRAMS IN EDUCATION</td>
<td>63</td>
</tr>
<tr>
<td>MASTER OF PUBLIC AFFAIRS</td>
<td>87</td>
</tr>
<tr>
<td>MASTER’S OF HEALTHCARE LEADERSHIP</td>
<td>96</td>
</tr>
<tr>
<td>MASTER OF ARTS IN COMMUNICATION AND LEADERSHIP</td>
<td>100</td>
</tr>
<tr>
<td>COURSE DESCRIPTIONS</td>
<td>104</td>
</tr>
<tr>
<td>ANNUAL SECURITY REPORT</td>
<td>144</td>
</tr>
<tr>
<td>DOWNTOWN CAMPUS PARKING</td>
<td>151</td>
</tr>
<tr>
<td>FACULTY</td>
<td>152</td>
</tr>
<tr>
<td>UNIVERSITY ADMINISTRATION</td>
<td>163</td>
</tr>
<tr>
<td>GRADUATE SCHOOL STAFF AND GRADUATE PROGRAM DIRECTORS</td>
<td>165</td>
</tr>
<tr>
<td>INDEX</td>
<td>167</td>
</tr>
</tbody>
</table>

A student enrolling in 2008-2009 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) 559-5625
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) 559-5624
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:

School for Education
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Park University
School for Education
8700 N.W. River Park Drive
Parkville, MO 64152-3795
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Master of Business Administration
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College for Liberal Arts and Sciences

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Email: erik.bergrud@park.edu
Youth Conservatory for Music and International Center for Music
Robert Pevitts, Ph.D., Executive Director
Park University
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Parkville, MO 64152-3795
Telephone: (816) 584-6550
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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

GRADUATE SCHOOL
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 2008-2009

Fall Semester (FAP) 2008
August 18 - December 14
Registration (Confirmation Deadline) Mon., Aug. 11
Examination Period Mon.-Fri., Dec. 8-12

Fall 1 Term (F1P) 2008
August 18 - October 12
Registration (Confirmation Deadline) Mon., Aug. 11
Examination Period Sat.-Sun., Oct. 5-12
Labor Day (offices closed) Mon., Sep. 1
Fall Recess Sun.-Sun., Oct. 12-19

Fall 2 Term (F2P) 2008
October 20 - December 14
Registration (Confirmation Deadline) Mon., Oct. 13
Examination Period Sat.-Sun., Dec. 7-14
Veterans Day (offices closed) Tue., Nov. 11
Thanksgiving Recess (offices closed) Thu.-Sun., Nov. 27-30
Mid-Year Commencement Sat., Dec. 13

Spring (SPP) 2009
January 12 – May 8
Registration (Confirmation Deadline) Mon., Jan. 5
Examination Period Mon.-Fri., May 4-8

Spring 1 Term (S1P) 2009
January 12- March 8
Registration (Confirmation Deadline) Mon., Jan. 5
Examination Period Sat.-Sun., Mar. 1-8
Martin Luther King Day (office closed) Mon., Jan. 19
President's Day (offices closed) Mon., Feb. 16
Spring Recess Sun. - Sun., Mar. 8-15
Spring 2 Term (S2P) 2009
March 16 - May 10
Registration (Confirmation Deadline) Mon., Mar. 10
Good Friday (offices closed) Fri., April 10
Examination Period Sat.-Sun., May 3 - 10
Commencement Sat., May 9

Two-Week Session “Maymester” (UMP) 2009
May 11 – May 22
Registration (Confirmation Deadline) Mon., May 4
Memorial Day (offices closed) Mon., May 25

Four-Week Session “Junemester” (UJP) 2009
June 1 – June 26
Registration (Confirmation Deadline) Tue., May 26

Eight-Week Summer-Session (U1P) 2009
June 1 - July 24
Registration (Confirmation Deadline) Tues., May 26
Independence Day (offices closed) Fri., Jul. 3

Four-Week Session “Julymester” (ULP) 2009
July 6 – July 31
Registration (Confirmation Deadline) Mon., June 29
TUITION AND FEES
(Subject to change by Park University):

Tuition per graduate credit hour $378.00
Tuition per graduate credit hour-Military (25% discount)* $283.50
*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 $474.00

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
Diploma Fee & Other Graduation Charges $ 50.00
*International Student Fee (one time) $ 50.00
Internet Fee (per credit hour) $ 19.00
Late Payment Charge $ 20.00
Late Registration Fee (Charged during Add/Drop Week) $ 50.00
Official Transcript Fee (per copy) $ 4.00
Returned Check Charge $ 30.00

* One-time fee applicable only to F-1 visa students

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

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

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

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

For information concerning possible use of the Veterans Administration Educational Assistance, students may consult the Financial Coordinator for the Graduate School.
Senior Citizen Discount
Senior citizens, 55 years or older, will receive a 10 percent discount on tuition. (Discount does not apply to online fees)

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.

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; 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.

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 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 College for Distance Learning is a member of the Servicemembers Opportunity Colleges; the Servicemembers Opportunity College Associate Degree; the Servicemembers Opportunity College-Navy-2; the Servicemembers Opportunity College-Navy-4; the Servicemembers Opportunity College-Marine-2; the Servicemembers Opportunity College-Marine-4; the Servicemembers Opportunity College Education Program; the National Association of Institutions for Military Education Services, and the National Association of Veterans Programs Administrators.

**GRADUATE STUDY AT PARK UNIVERSITY**

The Park University Graduate School recognizes and appreciates the necessity for a well-defined and articulated curriculum of study that includes contributions provided by employment, community volunteer, service learning, and internship experiences. Furthermore, the Graduate School considers these professional experiences to be an integral part of the graduate curriculum in that they allow programs to develop and implement an enriched curriculum while providing students the opportunity to apply the knowledge, skills, and dispositions they have acquired as a result of formal classroom activities. Finally, while encouraged and considered to be an integral part of the graduate curriculum, academic credit may not be granted for work, community volunteer, service learning, or internship experiences, unless completed as part of a regularly scheduled course. A brief description of each graduate degree program follows.

Graduate Studies at Park University began in 1982, with the Master of 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 of Education (M.Ed.) Program 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 was implemented in 2007. 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.) 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.) Program was instituted in the fall of 2005. This graduate program is designed both for professionals who wish to build upon their current career skills or seek career advancement, and for students seeking preparation for doctoral work. The degree blends the practical and theoretical knowledge needed to serve in corporate settings, the military, the non-profit sector, government, politics, or to continue in a doctoral program.

The Master of Healthcare Leadership (M.H.L.) Program 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 public, private and nonprofit healthcare organizations.

GRADUATE PROGRAMS OFFERED ONLINE

During the Fall term of 2002, Park University began offering its graduate degree 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.

The Park University Graduate School is located at the Downtown Campus, 911 Main Street, Kansas City, Missouri. Occupying the eighth and ninth floors of the Commerce Tower, the Graduate School and 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 labs, 29 offices, four conference rooms, one student lounge, and a library.

**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 available for courses offered online from the Missouri Bookstore: [http://bookstore.mbsdirect.net/PARK.HTM](http://bookstore.mbsdirect.net/PARK.HTM).

**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/) 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:**
   - “FAP08” – indicates Fall – 16 week course
   - “F1P08” – indicates Fall I – 8 week course
   - “F2P08” – indicates Fall II – 8 week course
   - “SPP09” indicates Spring – 16-week course
   - “S1P09” – indicates Spring I – 8-week course
   - “S2P09” – indicates Spring II – 8-week course
   - “UMP09” indicates Maymester – 2-week course in May
   - “U1P09” indicates Summer – 8-week course
   - “UJP09” indicates Junemester – 4-week course in June
   - “ULP09” indicates Julymester – 4 week course in July

2. **Section Codes:**
   - “DL” indicates online course.
   - “ED” indicates Master of Education course taught at Parkville Campus.
   - “EDD” indicates Master of Education course taught at Downtown Campus.
   - “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 Parkville Campus.
   - “MBD” indicates Master of Business Administration course taught at Downtown Campus.
   - “MC” indicates Master of Arts in Communication and Leadership course taught at Parkville Campus.
   - “MCD” indicates Master of Arts in Communication and Leadership course taught at Downtown Campus.
“MH” indicates Master of Healthcare Leadership course taught at Parkville Campus.
“MHD” indicates Master of Healthcare Leadership course taught at Downtown Campus

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

4. “TBA” means that the class meeting time has not yet been scheduled. If the first meeting of the class is not indicated in the schedule, the student needs to contact the instructor to verify a time.

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

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
As a valuable benefit, Park University gives every student an e-mail account within 48 hours of their first registration. Notices from the University and faculty, regarding enrollment
deadlines, financial aid, waiting lists, and course information, are 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 and password.
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. 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

PirateNet is a personalized webpage that students and faculty members customize to meet their information needs. This portal is a web service designed to be a “one-stop” place for Park faculty and students to access important information on the web. It also serves as a gateway to many Online resources and communication tools at Park University. PirateNet features include:
- Access to course enrollment, checking grades, and more
- Access to PirateMail, with only a first time login required
- Access to Online course materials
- Access to a personal calendar tool for maintaining class schedules and appointments
- Add personal links to the webpage using the “bookmarks” tool
- Communicate with other students and club members using the “groups” tool

PirateNet may be accessed at https://piratenet.park.edu or from the main University web page http://www.park.edu

If you have questions or problems logging in, please contact the ITS Help Desk at (816) 584-6768 or (800) 927-3024; e-mail helpdesk@park.edu.

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 Dean of the School to which the student has applied and such exception will be made only under rare circumstances, on the basis of clear evidence that the applicant is capable of successfully completing the program.

Each applicant must hold a bachelor’s degree from a regionally accredited United States institution of higher learning or a degree, equivalent to a United States bachelor’s degree, from an accredited foreign institution. International students may be required to submit a credential’s evaluation completed by an accredited evaluation service.

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 the Graduate Admissions office at (816) 559-5630 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
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. **Full Admission.** Full admission is granted to applicants who have met all the admission requirements, and when the Graduate Admissions 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.** Those students who are interested in a particular course, but who are not taking it for a grade (not available for online courses)

**International Student Services**

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

<table>
<thead>
<tr>
<th></th>
<th>2008-2009 12 months Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>6,732.00*</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>10,275.00</td>
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<tr>
<td>Books</td>
<td>900.00</td>
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<tr>
<td>Personal Expenses</td>
<td>3,480.00</td>
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<tr>
<td>Health Insurance (Mandatory)</td>
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</tr>
<tr>
<td><strong>TOTAL US DOLLARS</strong></td>
<td><strong>21,907.00</strong></td>
</tr>
</tbody>
</table>

*Based on 18 graduate credits per 12-month period at $374.00 per credit hour. Tuition for prerequisites (if needed) will be charged at the undergraduate credit hour rate of $274.00.

As a general policy, Park University does not extend payment plans to international students. You must pay all your costs prior to registering and starting classes.

The following items must be received by **June 1st**, for the Fall semester, and by **October 1st**, for the Spring semester admission, if you are currently out of the Country:

- Completed Park University online application form
  [www.park.edu/apply/apply.asp](http://www.park.edu/apply/apply.asp) and all other required materials and test scores requested by the Graduate discipline you have selected. (In addition, if transferring from a U.S. school, the International Student Transfer Form must be completed by you and your current DSO (international advisor) and returned).
• Be sure to pay the $100 international application fee* by credit card, or select 'pay by check' and send the check to: ($50.00 applied to application fee & $50.00 applied to International Student fee)

*One-time fee application only to F-1 visa students

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

• Official certified transcripts from your college/university. Certified English translations of the transcripts must also be provided for transcripts that are 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 supporting bank statement(s) and/or other financial documents showing the ability to finance annual expenses ($21,382.00) to live in the United States and study at Park (including winter and summer breaks) and complete a degree AS SHOWN ABOVE.

• If English is not the applicant’s primary language, an official copy of TOEFL (Test of English as a Foreign Language) score, with a minimum iBT score of 79 or paper test score of 550 or computer test score of 213 and part scores as follows:
  o Part scores are 55 or higher for the paper-based test (PBT);
  o 20 or higher for the computer-based test (CBT) with a writing score of 5.0;
  o 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 requirement, 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.
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_inttransfer.pdf) must be completed by you or your current DSO (international advisor) and sent to Park University along with your other documents.

Please note that admission to a graduate degree program at Park University is officially granted by the 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

IMPORTANT NOTICE: As soon as you submit all required documents and fees, including financial documents, and have met all admission requirements, your application will be reviewed for admission by the Graduate School. If you are admitted by the Graduate School, the Office of International Student Services will issue your I-20. Should you have any questions regarding academic admission requirements, please contact the Office of Graduate Admissions (816) 559-5627, or gradschool@park.edu. Questions regarding I-20 and visa issues should be directed to the Office of International Student Services (816) 584-6820 or 6834, or international@mail.park.edu.

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_inttransfer.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 Dean of the School in which the student is enrolled:

a) Administrative withdrawal from the course.

b) Academic probation for a specified period of time.

c) Academic suspension for a specific period of time.

d) Dismissal from the program.

e) Expulsion from the University.

Procedure

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

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

Appeal

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

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

Academic Records

The Registrar’s Office maintains an academic record for each enrolled student. All official academic transactions are recorded. Students may access their grades through 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

1. 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.
2. To have Satisfactory Graduate Standing, a student must maintain a 3.0 GPA or better. A student who fails to maintain the required GPA will be placed on academic probation for two terms of attendance at which time s/he must meet minimum GPA requirements. Failure to meet minimum requirements by the end of the probationary period, or failing to maintain the required GPA after the probationary period, will result in suspension. A student can receive probation only one time during their Graduate Studies.

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

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. An administrative withdrawal occurs when the University initiates the process for non-attendance, non-payment, academic offenses, or violation of other University policies. Both official and administrative withdrawals may occur only during the specified withdrawal period and refunds will be based on the date the withdrawal was initiated.

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

Both official and administrative withdrawals from a class(es) must occur no later than the published withdrawal deadline. Students who request an official withdrawal prior to the withdrawal deadline will receive a “W”. Students failing to request an official withdrawal by the deadline will receive the grade earned in the course. Students administratively withdrawn by the University will have a grade of “F” recorded.

In order to totally withdraw from the Graduate School, students must first initiate a withdrawal from all classes as specified above. Withdrawals must be requested in writing via correspondence, email or fax. Withdrawals by telephone will not be accepted.

**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 Dean.
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 for two successive weeks, without approved excuse, will be reported to the Director of the individual graduate program, or to the Executive Director for the Graduate School, for appropriate action. Students with such a record of absences, without an approved excuse, may be administratively withdrawn from the class and notified that an “F” will be recorded, unless the student initiates official withdrawal from the class(es).

**Auditing Courses**

A student may audit 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 Dean. If a student fails a comprehensive exam, due to plagiarism, the policies for comprehensive exams, stated under Sanctions against Academic Dishonesty apply.

**Continuous Enrollment**

In most Park University Graduate programs, continuous enrollment is expected. Continuous enrollment requires enrollment in at least one course. If the student discontinues enrollment for two calendar years or more, readmission is required. Should readmission be granted, it will be based upon the requirements and regulations effective at the time of the readmission. All requirements for a master’s degree must be completed within seven (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. Enrollment for two hours in shorter terms will constitute half-time enrollment. These standards apply to all graduate programs at Park University.

<table>
<thead>
<tr>
<th></th>
<th>16-Week Semesters</th>
<th>Summer/Short Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per Semester</td>
<td>Full Time</td>
<td>6 Hours</td>
</tr>
<tr>
<td></td>
<td>Half Time</td>
<td>3-5 Hours</td>
</tr>
<tr>
<td>Must pass per semester</td>
<td>6 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 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.

**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, unless specifically approved by the Graduate Program Director, 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.

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.

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 required 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 required 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.

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.

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 Dean of the School in which the student is enrolled. Within ten (10) calendar days of receipt, the School Dean may either accept the Program Director's decision or appoint a Grade Appeal Committee. Based on the Committee's recommendation, the School Dean will inform the student, in writing, of the final decision within seven (7) calendar days.

Please see the detailed Graduate School Grade Appeal Procedure on the Graduate school website, or contact the Graduate School Office (816-559-5625).

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

**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.

**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 who withdraw officially, or who are withdrawn administratively, from any or all hours in a term will have tuition refunded according to the following schedule:
Park University Refund Calculation Schedule

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

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 816-559-5625, 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 Policy for Financial Assistance for Graduate Students**

Satisfactory progress is based on four concepts: (a) minimum hours of enrollment each semester that are applicable toward the student’s degree program, (b) minimum number of hours completed in a 12 month period of enrollment, (c) maximum time to complete the degree, and (d) grade point average (GPA).

These regulations are to be used as standards regarding a student’s academic standing and progress toward his/her educational objectives. For the purpose of determining eligibility for financial aid, a student will be certified as being in satisfactory standing if that student is eligible to re-enroll with an acceptable grade point average (GPA) and is making satisfactory progress toward his/her educational objective meeting the standards expressed below:

1. Eligibility for most financial aid requires at least half-time enrollment, per regular semester/term. A student **must** earn the minimum credit hours for full, ¾ or ½ time enrollment each semester **AND** continue to maintain the 2.00 cumulative (GPA) requirement to avoid suspension. Students will be placed on probation before being suspended.

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

3. Students are eligible for Park University administered assistance until the student has completed the academic curriculum requirements for the first graduate degree. Federal financial aid (Title IV) can continue until the student has completed the academic curriculum requirements for the first degree.

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

   Example: A program of study is 36 hours, the maximum time frame cannot exceed 54 attempted credit hours. When evaluating transfer credits, we only use those credits that apply toward the current program.
5. Repeated courses will add to the hours attempted, but not earned. The grade will be replaced and the new grade will be considered in the GPA calculation when progress is checked again. A course in which a failing grade (F) is recorded may be repeated in the subsequent semester/term to apply toward eligibility for assistance in that semester/term.

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

7. If financial aid has been suspended, students may reinstate eligibility by completing at Park University, the hours needed to reach the minimum cumulative standard and attaining a 2.00 GPA without the benefit of financial aid.

8. **TO APPEAL** the suspension of financial aid, the student must complete the Satisfactory Academic Progress Appeal form online at: [http://captain.park.edu/finaid/appeal.aspx](http://captain.park.edu/finaid/appeal.aspx). The student must also forward the required documentation to the Director, Student Financial Services. Mitigating circumstances will be considered. Common situations that may cause a student to fail to meet satisfactory progress standards include: a) family difficulties, such as a divorce or illness, b) interpersonal problems with friends, roommates, significant others, c) difficulty balancing work, athletics, family responsibilities, etc., and school d) financial difficulties. The student will be advised via Pirate E-Mail.

9. **TO APPEAL** decisions made by the Director, the student must complete the ‘Appeal the Decision’ form at: [http://captain.park.edu/finaid/SFS/appealdecision/appealseision.aspx](http://captain.park.edu/finaid/SFS/appealdecision/appealseision.aspx). The appeal will be reviewed by the Student Financial Services Appeal Committee and the student will be advised via Pirate E-Mail.

Standards for satisfactory academic progress are as follows:

### Graduate Students – Fall or Spring Semesters

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>½ Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per Semester</td>
<td>6+ Hours</td>
<td>3-5 Hours</td>
</tr>
<tr>
<td>Must Pass per Semester</td>
<td>5 Hours</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

### Graduate Students – Summer Semester

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per Term</td>
<td>3+ Hours</td>
</tr>
<tr>
<td>Must Pass per Term</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>
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 28th 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
1. Administrative Assistants - work in offices of the University, performing selected supervised administrative activities.
2. Laboratory Assistants – assist with laboratory activities, assist in music and art studios, assist coaching athletic teams, or work in the library.
3. Student Services Assistants - assume responsibilities for various student services offices or areas, including student activities, leadership and development, Campus Housing, and intramural activities.
4. Teaching Assistants - teach lower-level undergraduate classes, or assist an instructor teaching classes with a large enrollment.
5. 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.

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).

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
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)

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)

**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

This 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 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.

Total: 15 hours

Core courses: 12 hours
- CSS 636 Advanced Network Architectures, Services, and Applications 3 hrs.
- CSS 656 Advanced Security Architectures, Services, and Applications 3 hrs.
- CSS 688 Information Warfare 3 hrs.

Electives (Select one): 3 hours
- CSS 675 Applied Cryptography 3 hrs.
- CSS 677 Computer and Network Forensics 3 hrs.
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:**
- 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):**
- 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 Organization of Healthcare Delivery Systems 3 hrs.

Theory integration courses (select two): 6 hours
- HA 508 IT, Data Gathering and Data Management 3 hrs.
- HA 511 Leadership and Management in Healthcare Systems 3 hrs.
- HA 515 Marketing and Consumer-Driven Healthcare 3 hrs.
- HA 516 Healthcare Finance 3 hrs.
- HA 518 Organization of Healthcare Delivery Systems 3 hrs.
- HA 517 Legal and Ethical Issues in Healthcare Leadership 3 hrs.
- HA 532 Healthcare Services & Systems for Diverse Populations 3 hrs.
- HA 533 Managerial Epidemiology 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.
<table>
<thead>
<tr>
<th>Electives from the following courses</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 593 Financing Nonprofit/Community Services</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PA 594 Financial Management for Nonprofit/Community Organizations</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PA 595 Communications and Marketing for Nonprofit/Community Organizations</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>
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. Credit may be earned through fixed or variable credit courses, depending on the graduate program in which they are offered. Continuous enrollment for an additional 1 hour is possible, with the approval of the Committee Chair.

Students should carefully plan their activities, in order to ensure that they develop a workable proposal, conduct the research, write the thesis, and get it approved by the 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.

Thesis Procedures

The candidate must register for the appropriate thesis course in order to begin the process of developing a thesis proposal. The registration allows the student to receive advice from a member of the faculty and to utilize University facilities in preparation for the thesis. While enrolled for this course, the student is expected to be actively working on developing a formal proposal related to an area of research interest, under the direction of a faculty member who will be the major 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://www.park.edu/irb/.

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

**Thesis Defense**

An oral defense of the thesis must be satisfactorily completed and approved by the Committee, and the result of the defense must be submitted to the 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 for 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 environments. 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 from an accredited foreign institution of higher learning.
• Minimum 3.0 grade point average (GPA) on a 4.0 scale in the bachelor’s degree.
• In addition to the minimum GPA requirement, a GMAT or GRE score taken at most within five (5) years of application must be submitted.
• Full admission to the MBA Program is granted using the following formula. Applicants with at least five (5) years of qualifying professional experience:
  Undergraduate GPA X 200 + GMAT should be at least 900 points or Undergraduate GPA X 200 + GRE should be a least 1300 points.
• A student who is accepted pending receipt of any required documentation must submit complete and satisfactory records within 45 days (21 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) 559-5630 for more information).

Graduation Requirements

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

- No more than 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. Satisfactorily passing the writing portion of the GMAT also
demonstrates writing proficiency.

**NOTE:** Taking undergraduate courses while enrolled in graduate courses may
affect financial aid. Consult 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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 515</td>
<td>Accounting for Management Decisions (16 weeks)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EC 604</td>
<td>Economics for Management Decisions (16 weeks)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>FI 615</td>
<td>Managerial Finance (16 weeks)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 526</td>
<td>Corporate Enterprise Management in a Complex and Global Setting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 527</td>
<td>Issues in Ethics and Social Responsibility</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 630</td>
<td>Human Resource Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 695</td>
<td>Business Policy and Strategy (16 weeks)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MK 630</td>
<td>Strategic Marketing</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 615</td>
<td>Advanced Managerial Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CS 670</td>
<td>Advanced Management Information Systems</td>
<td>3 hrs.</td>
</tr>
<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 Network and Forensics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CSS 688</td>
<td>Information Warfare</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EC 507</td>
<td>International Economics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EC 509</td>
<td>Economic Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>FI 625</td>
<td>International Finance</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>FI 640</td>
<td>Investment Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 511</td>
<td>Leadership and Management in Healthcare</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HA 516</td>
<td>Healthcare Finance</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 517</td>
<td>Legal and Ethical Issues in Healthcare Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 518</td>
<td>Organization of Healthcare Delivery Systems</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 605</td>
<td>Data Management (16 weeks)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IS 610</td>
<td>Systems 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>
<tr>
<td>MG 520</td>
<td>Entrepreneurship Project Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 525</td>
<td>Entrepreneurship in the Global Economy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 620</td>
<td>Leadership in Organizations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 632</td>
<td>Legal, Social and Ethical Environment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 660</td>
<td>International Business Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 655</td>
<td>Entrepreneurship and Small Business Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 670</td>
<td>Special Topics in Business</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG 675</td>
<td>Entrepreneurship Seminar</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MK 575</td>
<td>Marketing Research Strategies</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MK 610</td>
<td>Advanced Seminar in International Marketing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MK 615</td>
<td>Green Marketing</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC</td>
<td>International Economics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>FI</td>
<td>International Finance</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MG</td>
<td>International Business Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MK</td>
<td>Advanced Seminar in International Marketing</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### 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 of 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA</td>
<td>Leadership and Management in Healthcare Systems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA</td>
<td>Organization of Healthcare Delivery Systems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HA</td>
<td>Healthcare Finance</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>OR</td>
<td>Health Economic and Payment Systems</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### Electives (Select one):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA</td>
<td>IT, Data Gathering and Data Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA</td>
<td>Marketing and Consumer Driven Healthcare Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA</td>
<td>Legal and Ethical Issues in Healthcare Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA</td>
<td>Managerial Epidemiology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA</td>
<td>The Politics of Healthcare</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA</td>
<td>Nursing Dimensions of Healthcare Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA</td>
<td>Quality Improvement and Outcomes Assessment in Healthcare Settings</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA</td>
<td>The Pharmaceutical Basis for Healthcare Delivery</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 611</td>
<td>Mediation, Negotiation and Conflict Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PA</td>
<td>Planning Nonprofit/Community Services</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PA</td>
<td>Marketing for Nonprofit/Community Organizations</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>
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.

**Core:**

- IS 605 Data Management 3 hrs.

**Electives (Select three):**

- IS 603 Computer Network and Telecommunications 3 hrs.
- IS 610 System Engineering, Planning and Control 3 hrs.
- IS 640 Project and Change Management 3 hrs.

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>Code</th>
<th>Course Title</th>
<th>Credits</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 688</td>
<td>Information Warfare</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

One or more of the following courses may, with permission of the Program Director, be substituted for courses listed above to satisfy concentration requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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 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.
MASTER’S PROGRAMS IN EDUCATION

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

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

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. (Goal 2)

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

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

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

**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 into the educators' practice in their educational environments.
4. Graduate Education should encourage educators to participate in lifelong learning that enhances educational practice.
5. Graduate Education should be an empowering experience that enables educators to empower students as learners.
6. Graduate Education should enable practicing educators to develop a voice in the profession and to become leaders in educational change.
7. Graduate Education should empower learners to become problem solvers who are able to address the complex issues present in the school setting.

Consequently the professional educator is one who:

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 learners' 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](http://www.park.edu/graduation). Students must return the completed form with the appropriate fee.

**General Information**

The graduate faculty of the School for Education at Park University attempts to bring the best and most current practices to the classroom, in order to enable educators to bring the best to their students. 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 for Education. The degree is designed to meet the practical needs of the classroom teacher, and uses a praxis model that ties theory and practice together, in each course. The program strives to develop reflective educators who can be change agents in the lives of their students, in their school and communities, and culminates with two capstone courses: Critical Reflections Seminar and Action Practicum, or by completion of the Thesis Option.

The degree requires 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 a 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: 18 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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 18 hrs.

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 513</td>
<td>Law for Educators</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 522</td>
<td>Legal Aspects of Special Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 533</td>
<td>Conflict Resolution in Schools</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 613</td>
<td>Current Legal Issues for Teachers</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 519</td>
<td>Diversity in the Classroom</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 529</td>
<td>Cross-cultural Communication for Teachers</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 539</td>
<td>History and Ethnicity in America</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 619</td>
<td>Multi-cultural Literature for Teachers</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

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:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 519</td>
<td>Diversity in the Classroom</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 520</td>
<td>Special Needs in the Classroom</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 544</td>
<td>Teaching the At-Risk Student</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

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

<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 526</td>
<td>Classroom Management Seminar</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 529</td>
<td>Cross-Cultural Communication for Teachers</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 531</td>
<td>Literacy Across the Curriculum</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 533</td>
<td>Conflict Resolution in Schools</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 534</td>
<td>Understanding Violent &amp; Troubling Behavior:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Contextualized Approach</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>
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:

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

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.**

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>36 hrs.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510  Introduction to Special Education**</td>
<td>1 hr.</td>
</tr>
<tr>
<td>ED 522  Legal Aspects of Special Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 526  Advanced Classroom Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 536  Transition/Career Education for Students</td>
<td></td>
</tr>
<tr>
<td>ED 537  Introduction to Cross-Categorical Disabilities</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 546  Advanced Diagnosis and Remediation of Reading Difficulties</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 547  Counseling Techniques with Exceptional Children and Their Families</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 548  Evaluation of Abilities and Achievement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 556  Methods of Teaching the Student with Cross-Categorical Disabilities</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 557  Language Development for the Exceptional Child</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 558  Teaching Remedial Math</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 647  Practicum in Cross-Categorical Disabilities*</td>
<td>3-6 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.

74
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

36 hrs*

Courses required for both Classroom Teacher track and Special Reading Teacher/Literacy Coach track:

<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>

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>
</tbody>
</table>

*
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 in order to interpret and conduct research effectively.
6. Students will analyze personal leadership styles in the management of Adult Education programs through an analysis of ethical and policy related issues.

7. Students will appraise the value of Adult Education as a professional field of study.

Admission Requirements

- A Bachelor’s degree from a regionally 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 appellate documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

Graduation Requirements

Students must successfully pass the SFE Disposition Instrument for Graduate Candidates. Graduation requirements are aligned with requirements for Graduate Education programs.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>33 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 500 Foundation 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>
<tr>
<td>ED 525 Adult Education Facilitation Strategies</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 538 Adult Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 542 Program &amp; Instructional Design</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 554 Adult Education Learning Theory</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 563 Leadership and Policy in Adult Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ED 570 Critical Teaching for Social Change</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
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.

**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 is required. Additional information regarding 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>
</tbody>
</table>

**One of the following two courses**

| ED 624 Elementary Administration or                   | 3 hrs.   |
| ED 625 Secondary School Administration*               | 3 hrs.   |
| ED 634 Directed Field Experience                      | 3 hrs.   |
| ED 635 School Organization                            | 3 hrs.   |
| 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 (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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
</table>
| 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 initial or alternative 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 offer an opportunity for those possessing a bachelor's degree to seek initial or alternative teaching certification through a master's degree program. Interested students should have a bachelor's degree in the field, or a closely related field, in which they wish to receive certification.

Admission Requirements

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 Program.
- 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. Students are advised to complete ED 503, Introduction to Teaching Pedagogy, during their first semester of study.

Candidates seeking initial certification who are not currently employed as a teacher by a school district, will be required to successfully complete ED 535, Practicum in Teaching (3hrs.) and ED 600, Field Experience (10 hrs.). These candidates will be required to successfully complete 30 clinical hours of field experiences (these hours are a prerequisite to enrollment in ED 600). To enhance continuity in the clinical field experience, ED 535, Practicum in Teaching (3 hrs.) should be taken as the last class preceding ED 600.

Candidates seeking alternative certification, who are employed by a school district as a teacher, will work with a mentor assigned by the school district (a teacher certified in the content area of the candidate). The University will provide supervision, as well as all field work. This requirement must occur during two consecutive 16 week terms, and must commence in Fall 1 or Spring 1, whichever is available closest to the beginning of the student’s program of study. Alternative certification candidates will not be required to take ED 535, Practicum in Teaching (3 hrs.). They will be required to successfully complete ED 602, Mentorship (4hrs.). These candidates will be required to successfully complete 20 clinical hours of field experiences (these hours are a prerequisite to enrollment in ED 602).

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/](http://www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/). Please note that the document lists requirements are 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).

<table>
<thead>
<tr>
<th>Courses required for the degree:</th>
<th>36 hrs.</th>
<th>45 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 503 Introduction to Teaching Pedagogy</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>ED 513 Law for Educators</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>ED 520 Special Needs in the Classroom</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>ED 526 Classroom Management Seminar</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>ED 527 Growth and Development of Children &amp; Adolescents</td>
<td>3 hrs.</td>
<td></td>
</tr>
</tbody>
</table>
One of the following:
ED  515  Sociological Factors Affecting Education or  3 hrs.
ED  519  Diversity in the Classroom  3 hrs.

Methods and Techniques  17 hrs.
ED  491  Technology for Teachers  3 hrs.
ED  521  Introduction to Literacy  3 hrs.
ED  535  Practicum in Teaching**  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 (initial certification)  10 hrs.
or
ED  602  Mentorship (alternative certification)  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.

** Not required for students in the alternative certification program, i.e. those who are already teaching under either a provisional or temporary authorization certificate.

Program Requirements
Initial and Alternative Certification candidates must successfully score a two (2) on the SFE Disposition Instrument for admission into the MAT Practicum.

- MAT students who disagree 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 36 – 45 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
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.

- Master of Public Affairs
- Master of Healthcare Leadership
- Center for Leadership
- International Center for Civic Engagement

MASTER OF PUBLIC AFFAIRS

The Master of Public Affairs (MPA) degree is the oldest graduate degree program at Park University. Launched in 1982, the MPA 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 (1920-2008). 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 exemplified.

Goals of the MPA Program

The Master of Public Affairs degree program maintains three sets of goals:

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. Establish close, personal contacts between the students, faculty, and administration of the School.
3. Develop avenues for student interrelationships as a means of supporting their study and careers.

C. Community Involvement
1. Engage the School’s faculty and students in professional concerns of the area.
2. Maintain continuous contact and interaction of faculty and students with advisers from the community, to respond effectively to changing needs and to redefine educational goals and processes.
3. Identify the School with the public life of the Kansas City area, especially the downtown Kansas City, Missouri area and extending globally, via online learning.

4. Build the School as a center for intellectual research, professional development, and public policy discussions.

5. Offer the services of the School for study and research in public affairs.

**MPA Program Design**

Preparing students for cross-sector and multi-sector realities, the cornerstone of the curriculum is a core of 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). Applicants who fail to meet this GPA may be considered for probationary admission upon approval of the Dean. Official transcripts...
must be provided. International students with undergraduate degrees from foreign institutions will be evaluated on an individual basis.

- Three letters of recommendation from people who can attest to the applicant’s academic preparation, readiness for graduate level study, and interest in public affairs. One letter should be from a current or former supervisor from the current (or last) position of employment. This requirement may be adjusted for international students at the discretion of the Dean of the Hauptmann School for Public Affairs.

- Official Graduate Record Examination (GRE) scores.
  Note: Prospective students experiencing delays in gathering letters of recommendation or the GRE scores may be considered for provisional admission. In these exceptional cases, students must submit these documents within 60 days after the first day of registration to ensure future enrollment. Please note that University regulations prohibit students from graduating who have outstanding admission documents and/or a provisional admission status.

- Admissions essay detailing why the applicant wishes to earn the M.P.A. 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 works in length. The essay should be submitted electronically to gradschool@park.edu.

**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 be required to successfully complete both a written and an oral comprehensive examination. The written examination will test knowledge and integration of all coursework, including the major program area and public affairs in general, and is three hours in duration. Students may take the exam at HSPA in downtown Kansas City, or at an approved proctored site.

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

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

**Graduation Requirements**

- Complete 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.
• Nonprofit & Community Services Management  
  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  
  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.  
  1. Five theory/practice integration courses (15 hrs.)  
     IS 605 Data Management 3 hrs.  
     IS 603 Computer Network and Telecommunications Systems 3 hrs.  
     IS 610 System Engineering, Planning and Control 3 hrs.
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.)
   CSS 636 Advanced Network Architectures, Services, and Applications 3 hrs.
   CSS 656 Advanced Security Architectures, Services and Applications 3 hrs.
   CSS 688 Information Warfare 3 hrs.

Electives: (Choose One)
   CSS 675 Applied Cryptography 3 hrs.
   CSS 677 Computer and Network Forensics 3 hrs.

- 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 Master's 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 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. Today’s healthcare organizations need administrators who can not only manage the current components of healthcare, but lead the healthcare sector in new directions. The Master of Healthcare Leadership (MHL) program offers students the opportunity to understand and master the organizational, legal, financial, political, and managerial aspects of healthcare systems management. Park University’s Master of Healthcare Leadership program offers a unique curriculum that is designed specifically to meet the career needs of future healthcare leaders. The program is accredited by the North Central Commission / Higher Learning Council and is an Associate Member of the Association of University Programs in Health Administration (AUPHA).

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), providers and the community, in order to create organizations and systems that serve the evolving healthcare needs of society.

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:


2. Skilled in the management of healthcare organizations, which includes acquiring a strong foundation in the financial, economic, legal, and leadership theories and practices unique to healthcare organizations.

3. Able to understand healthcare systems, nationally and internationally, from a comparative perspective.

4. Able to design and lead marketing and strategic planning efforts within an organization as well as healthcare systems.

5. Able to effectively communicate within system-wide and organizational healthcare settings.
6. Skilled in collecting, managing, mining, and analyzing healthcare data and making data-driven decisions that benefit the health of populations.

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

8. Knowledgeable in law and policy issues affecting healthcare and the need to take into account diverse laws, standards, values, morals and cultural ethics.

9. Competent to measure and utilize evidence-based outcomes and capable of leading institutional and system-wide quality improvement efforts.

10. Aware and knowledge of population health, health-related behaviors and needs of diverse populations and the ability to take these needs into account when designing healthcare delivery systems.

11. 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:

- A bachelor’s degree from a regionally accredited U.S. institution or the equivalent from an international institution. A minimum of a 3.0 cumulative GPA on a 4.0 scale in the bachelor’s degree.

- Students with a GPA between 2.75 and 3.0 may be considered for admission if they provide an acceptable GRE or GMAT score taken within five years of application.

- Three letters of recommendation from people 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.

- An admission essay detailing why the applicant wishes to earn the MHL degree from Park University and how the MHL degree will enable the applicant to reach chosen career, civic, and professional goals. This essay must be entirely the work of the applicant and not more than 300 words in length. The essay should be submitted electronically to gradschool@park.edu.

* The only admission requirements waived for Park University alumni are the application fee and submission of official transcripts.
For more information regarding the Master of Healthcare Leadership Program, please visit http://www.park.edu/grad/mhl-general.html.

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.

Degree Requirements

### Total Requirements

<table>
<thead>
<tr>
<th>Total</th>
<th>36 hrs.</th>
</tr>
</thead>
</table>

#### Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 508</td>
<td>IT, Data Gathering and Data Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 511</td>
<td>Leadership and Management in Healthcare Systems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 515</td>
<td>Marketing, and Consumer-Driven Healthcare</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 516</td>
<td>Healthcare Finance</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 517</td>
<td>Legal and Ethical Issues in Healthcare Leadership</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 518</td>
<td>Organization of Healthcare Delivery Systems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 533</td>
<td>Managerial Epidemiology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 620</td>
<td>Healthcare Leadership Capstone Seminar (16 weeks)</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 532</td>
<td>Healthcare Services and Systems for Diverse Populations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 537</td>
<td>The Politics of Healthcare</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 573</td>
<td>Quality Improvement and Outcome Assessment in Healthcare Settings</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 580</td>
<td>The Pharmaceutical Basis for Healthcare Delivery</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HA 611</td>
<td>Mediation, Negotiation and Conflict Management</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

98
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 approved by the Program Director.

**Center for Leadership**

As part of Park University’s Hauptmann School for Public Affairs, the Center for Leadership will provide the tools to confront and overcome challenges posed by the perpetual process of change and advance leadership to a global level by empowering leaders to vision and prepare for the “unscripted future”.

Working closely with the community and Park University students, the Center will offer a variety of programs and initiatives focusing on several leadership components, including self-awareness, leadership competencies, decision making, implementation, and service.

**International Center for Civic Engagement**

The International Center for Civic Engagement at Park University was established to advance the University’s global mission, establish linkages with international efforts across campus, and provide innovative educational opportunities for learners within the global society, while establishing an outlet for channeling community outreach efforts in the Kansas City metropolitan area.

Placed within the Hauptmann School for Public Affairs (HSPA), the Center builds on the historic vision of HSPA to serve the common good by graduating leaders who exercise authority responsibility, make ethical decisions, act with moral courage, and advance human dignity worldwide.
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 the Republic, Plato discusses the appropriate training that should be a part of educating political leaders. Since the time of the classic Greek philosophers, countless individuals have speculated about the principles of leadership. The search for effective leadership continues today, as contemporary organizations become more complex. The Master of Arts in Communication and Leadership begins with the premise that communication is the essence of effective leadership. The student trained in communication is uniquely qualified to provide innovative leadership, within the global community.

This Graduate Program is designed both for professionals who wish to build upon their current career skills or advance to a new position or organization, and for students interested in pursuing a doctorate. The complexities of relationships and the competitive nature of business demand leaders with highly polished interpersonal and organizational skills. This degree combines the practical and theoretical knowledge needed to serve in corporate and non-profit settings, the military, government, politics, or other arenas as well as developing the research and writing skills necessary for doctoral work.

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

or

CA 797 Thesis Design and Research
CA 799 Thesis – Continuous Enrollment

• 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

or

CA 797 Thesis Design and Research

• To develop a framework for ethical conduct in contemporary organizations.

CA 501 Human Communication Perspectives
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 Program.

• 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 School Dean 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core:</strong></td>
<td>16 hrs.</td>
</tr>
<tr>
<td>CA 500</td>
<td>Introduction to Graduate Communication Study</td>
</tr>
<tr>
<td>CA 501</td>
<td>Human Communication Perspectives</td>
</tr>
<tr>
<td>CA 516</td>
<td>Qualitative Methods of Communication Research</td>
</tr>
<tr>
<td>CA 517</td>
<td>Experimental Methods of Communication Research</td>
</tr>
<tr>
<td>CA 529</td>
<td>Cross-Cultural Communication</td>
</tr>
<tr>
<td>CA 699</td>
<td>The Epistemology of Communication</td>
</tr>
<tr>
<td><strong>Organizational Emphasis:</strong></td>
<td>15 hrs</td>
</tr>
<tr>
<td>CA 505</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>CA 520</td>
<td>Seminar in Organizational Change</td>
</tr>
<tr>
<td>CA 670</td>
<td>Measuring Leadership</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
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<tr>
<td><strong>Graduate Project</strong></td>
<td></td>
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<tr>
<td>CA 700</td>
<td>Graduate Project</td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td></td>
</tr>
<tr>
<td>CA 797</td>
<td>Thesis Design and Research*</td>
</tr>
<tr>
<td>CA 799</td>
<td>Thesis – Continuous Enrollment*</td>
</tr>
</tbody>
</table>

*Offered in 8 and 16 week formats

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
COURSE DESCRIPTIONS

AC 515  Accounting for Management Decisions  3 cr.
This course emphasizes the accounting data and techniques employed by management for decision making in for-profit businesses, non-profit and governmental organizations to analyze, evaluate and convey their economic events and reporting status. Areas covered include cash flow analysis, financial statement analysis, variable costing, product costing, cost prediction, cost-volume-profit considerations, operational budgeting, variance analysis, return on investment and capital budgeting decisions. The course uses accounting case studies and a term project to evaluate the student's comprehension of the material. Prerequisites: AC 201 and AC 202 or equivalent approved by Program Director.

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 500  Introduction to Graduate Communication Study  1 cr.
This course introduces students to the skills necessary to succeed in the Master's in Communication and Leadership Program. The class will focus on the structure of the discipline, library research, reading communication research, types of research methods, APA style, and writing. The class will be offered each term in the online format and should be taken concurrently with the student's first course in the degree program.

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

CA 504  Special Topics in Communication and Leadership  3 cr.
The course is designed to allow for the introduction of special areas of interest in communication and leadership. 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 567  Communication Teaching, Training and Consulting  3 cr.
This course covers the theory and practice of developing, presenting and evaluating communication and communication training sessions for organizations and higher education contexts. Units include public speaking, interpersonal communication, organizational communication, leadership, and consulting. Students prepare for the role of educator, consultant or trainer by acting as a consultant or creating their own training or educational units.

CA 620  Human Communication and the Internet  3 cr.
This course explores communication theories within the context of emerging media. The paradoxes of human communication on the Internet and the interpersonal nature of the interactions are examined. Students will investigate online communities, communication strategies and information leadership. Course includes major components in writing, and experiential learning in an action research project.

CA 641  Communication in Conflict Management  3 cr.
This class covers the nature of power and conflict as well as researched-based methods of decision making and conflict resolution. The student will analyze,
plan, make decisions, and implement research-based strategies for conflict management in organizational communication contexts.

CA 649 Introduction to Mediation 3 cr.
Mediation is the intervention of a third party to assist those in a conflict in determining their own resolution. This course introduces the theory of mediation, and basic mediator skills.

CA 670 Measuring Leadership 3 cr.
This course analyzes the methods used by scholars and practitioners to understand leadership. Starting with 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 675 Case Studies in Communication and Leadership 3 cr.
This course will cover organizational theories of scientific and classical management, transitional theories, the human relations movement, information technology, leadership, and human resource development. Students will read, write, and discuss case studies in order to analyze, evaluate, and predict effective, research-based organizational communication and leadership theories and practices.

CA 685 Communication Audits in Organizations 3 cr.
A hands-on analysis of communication in a selected organization. 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 1-3 cr.
Capstone course for students who work individually with a graduate advisor to research an approved organizational issue. Offered in 8 and 16 week format. Variable credit: 1-3 hrs. may be repeated: must total 2-5 hrs. Permission Required.
CA 797 Thesis Design and Research 1-3 cr.
With the approval of the Program Director, interested and capable students may elect the Thesis Option to satisfy degree requirements. The six (6) credit hour Thesis Option provides students with the opportunity to explore a topic of interest through an in-depth research project. Students electing the Thesis Option shall adhere to the requirements set forth in the Graduate School's Thesis Standards and Procedures manual. Variable credit: 1-3 hrs. may be repeated: must total 5 hrs. (Permission Required)

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 624 Physical (Environmental) Security 3 cr.
This course will focus on securing physical Information Technology Assets through both manual and automated methods. Manual methods include protecting assets using non automated methods, such as, infrastructure locks, keys, and fencing. Automated methods include using sensors, cameras, and technical surveillance countermeasures. Conducting and designing a physical security survey is discussed to identify physical security vulnerabilities and actions required to reduce or mitigate the risk to the organization.

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.

CSS 644 Operations Security 3 cr.
Operations Security is a risk management process that enables companies to view an operation or activity from the perspective of an adversary. The key
A feature of this approach is to look at our own methods and activities from the adversary's viewpoint by putting ourselves in an adversary's shoes.

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<tr>
<td>CSS 656</td>
<td>Advanced Security Architectures, Services, and Applications</td>
<td>3 cr.</td>
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<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 &quot;real world&quot; 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>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>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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<td>CSS 688</td>
<td>Information Warfare</td>
<td>3 cr.</td>
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<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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CSS 690  Special Topics in Computer and Network Security  1-3 cr.
The course is designed to provide an in-depth study of a new or developing area in computer and networking security. It may be repeated with a different topic.

CSS 692  Directed Study in Computer and Network Security  1-3 cr.
This course provides an opportunity for directed study in areas not necessarily included in formal coursework.

CSS 694  Computer and Network Security Internship  1-3 cr.
The student arranges to work in a professional environment. The student’s duties must be sufficiently complex to require the expertise of a graduate student. Prior to enrolling in CSS 694, the student and the student's job supervisor must jointly prepare an internship proposal. The proposal must be submitted to the Program Director and approved prior to enrolling.

CSS 699  Graduate Project  3 cr.
The student will demonstrate the ability to apply knowledge, analyze challenges, synthesize new solutions and evaluate success of those solutions in a security setting. This will include a practicum in which the student and the onsite supervisor work collaboratively to produce a creative solution from a consumer perspective to a problem that an organization identifies.

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

CSS 701  Thesis  1-3 cr.
Designed as the final sequence of the thesis option. Following approval of the thesis proposal, the student will collect and analyze data and complete the final phase of the research project. The thesis may be conducted using quantitative, qualitative or participatory action research methods. An oral defense of the written thesis must be satisfactorily completed and approved by members of the Committee.
EC 507  **International Economics**  3 cr.
Analysis of the theory, structure and policies of international economic and financial institutions. Topics include international trade, trade policies, problems of international finance and exchange rates. **Prerequisites:** EC 141 and EC 142 or equivalent approved by Program Director.

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

EC 604  **Economics for Management Decisions**  3 cr.
This course covers microeconomic analysis of specific problems faced by business firms. These problems include selecting the optimal product mix to maximize profit or minimize cost; selecting the optimal portfolio mix to meet specific firm financing requirements; selecting the optimal path for shipping products or raw materials; and other problems appropriate to the business firm. The course includes determining an optimal solution to conflicting firm objectives such as maximizing profit and minimizing pollution. It also covers the solution of problems that include soft constraints. The analysis is conducted using Microsoft Excel to solve problems by Linear Programming and regression analysis. **Prerequisites:** EC 141, EC 142, and EC 315 or equivalent approved by Program Director.

ED 491  **Technology for the Classroom**  3 cr.
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.

ED 495  **Statistics for Teachers**  3 cr.
This course is designed to teach teachers basic concepts of statistics: sampling and measurement; descriptive statistics; probability distributions and statistical inference, including tests of significance. It assumes no prior coursework in statistics but fluency in arithmetic, the use of a 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.
**ED 499**  
**Bridge to Graduate Education**  
1 cr.  
Designed for those individuals entering the Master of Arts in Teaching degree who have no classroom experience, or who want a general introduction to the field of education, the language, standards, dispositions, and expectations of teachers. Required of those with no classroom experience, recommended for everyone entering the Master of Arts in Teaching degree program. If required, must be taken before enrolling in graduate education courses.

**ED 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 503**  
**Introduction to Teaching Pedagogy**  
3 cr.  
This course is designed for those individuals entering the field of education who do not have a bachelor’s degree in education and/or who have no classroom experience to serve as an introduction to the professional and pedagogical responsibilities of teachers. This course focuses on general characteristics of the profession; various needs of today’s learners; approaches to management, teaching, and assessment; and the influences of technology, philosophy, sociology, and history on today’s educators. The course includes a practicum requirement of at least 5 hours in the field.  
Prerequisites: Students must provide documentation that they successfully cleared a criminal records background check.

**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.
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<tr>
<td>ED 513</td>
<td>Law for Educators</td>
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<td>Designed to give educators the legal information they need to correctly interpret and apply the laws that govern all aspects of public education.</td>
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<td>ED 514</td>
<td>Foundations of Educational Administration</td>
<td>3 cr.</td>
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<td>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.)</td>
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<td>ED 515</td>
<td>Sociological Factors Affecting Education</td>
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<td>An opportunity to examine the changing sociological factors affecting American education. Problem solving approaches to these situations will be utilized.</td>
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<td>ED 516</td>
<td>Introduction to Graduate Research</td>
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<td>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.</td>
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<td>ED 519</td>
<td>Diversity in the Classroom</td>
<td>3 cr.</td>
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<td>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.</td>
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<tr>
<td>ED 520</td>
<td>Special Needs in the Classroom</td>
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<td>Designed to address the special needs of students being mainstreamed into the traditional classroom. A minimum of three (3) hours of practicum experience in the field is required.</td>
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<td>ED 521</td>
<td>Introduction to Literacy</td>
<td>3 cr.</td>
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<td>An introduction to current theory and practice in the field of literacy. Current theories, professional terminology in the literacy field, theory-based literacy instruction models, classroom assessment tools, and current issues in the literacy field will be reviewed, and classroom applications will be stressed. Designed for graduate education students who have no prior coursework in literacy methods. A minimum of three (3) hours of practicum experience in the field is required. (Offered in 16-week format).</td>
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<tr>
<td>ED 522</td>
<td>Legal Aspects of Special Education</td>
<td>3 cr.</td>
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|            | 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. A minimum of three (3) hours of practicum experience in the field is required.

**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.
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<td>ED 530</td>
<td>Adult Learning and Development</td>
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<td>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.</td>
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<td>ED 531</td>
<td>Literacy Across the Curriculum</td>
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<td>An exploration of new definitions of literacy and strategies for integrating illiteracies (including reading, writing, listening, speaking, viewing and visually representing) across subject areas in elementary, middle, and high schools. Literacy research will be examined, and students will create and present an instructional unit designed to integrate literacy skills in the context of subject area instruction in their own classrooms. Prerequisite: ED 521 Introduction to Literacy, or 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 learning, motivation, teacher thinking, and effective teachings are reviewed and updated. Classroom applications will be stressed; students must complete an application project in which they apply current theory in teaching and learning to an actual classroom problem.</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 of dispute resolution: negotiation and mediation. Principled resolution techniques and strategies 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 implicit beliefs concerning the causes and treatments of violent and troubling behavior. Principles from educational psychology will provide the framework for course content. Emphasis will be placed upon the role of schooling while reflective inquiry will be offered as a constructive tool for dealing with troubling behavior.</td>
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<td>ED 535</td>
<td>Practicum in Teaching</td>
<td>3 cr.</td>
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|             | An eight 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 8 week practicum, teacher candidates will be expected to work with students before, during and/or after school hours at selected school sites for a minimum of 10 hours. Students enrolled in the Practicum course meet weekly. Prerequisites: Students must have successfully completed all content area and education coursework or be enrolled in final course, not to exceed 6 hours.

ED 536 Transition/Career Education for Students with Disabilities 3 cr.
Teachers will develop a coordinated set of activities designed for a student within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. We will acquaint teachers with the principles, methods and procedures of career development and transition for students with disabilities.

ED 537 Introduction to Cross-Categorical Disabilities 3 cr.
Course content focuses on the identification and characteristics of students with mild/moderate disabilities: learning disabilities, mental retardation, physical disabilities, behavior disorders, and other health impairments. Basic methods will be presented for working with students in special education and integrated settings.

ED 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  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 exceptionailities 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 516, ED 538,
ED 556  Methods of Teaching the Student with Cross-Categorical Disabilities  3 cr.
A methods course designed to give teachers numerous examples of curricular and instructional methodologies in the teaching of elementary and secondary students with mild/moderate disabilities (with learning disabilities, mental retardation, behavior disorders, physical impairments and other health impairments) in the cross-categorical classroom. The application of classroom practices, teaching strategies, affective interactions and instructional modifications will be included.

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

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

ED 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 compare the work of these leading theorists and apply their principles toward adult education in a variety of contexts. Prerequisites: ED 500, ED 538, ED 554

**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 minimum of three (3) hours of practicum experience in the field is required.

a. elementary  
b. middle  
c. secondary  
d. early childhood

**ED 608 Assessment** 3 cr.
A study of qualitative and quantitative tests and measurements including naturalistic, case study, and longitudinal methods of assessment. A minimum of three (3) hours of practicum experience in the field is required.

**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 upon will change every semester based upon current developments in the literacy field. The course will also include instruction in basic research design, and students will design an inquiry/research project for later implementation in a school setting or other educational setting during Practicum II. Should be taken in the latter half of the program. Prerequisite: ED 528 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.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 613</td>
<td>Current Legal Issues for Educators</td>
<td>3 cr.</td>
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<td>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.</td>
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<tr>
<td>ED 614</td>
<td>School Supervision</td>
<td>3 cr.</td>
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<td>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.)</td>
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<tr>
<td>ED 619</td>
<td>Multi-cultural Literature for Teachers</td>
<td>3 cr.</td>
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<td>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.</td>
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<tr>
<td>ED 624</td>
<td>Elementary School Administration</td>
<td>3 cr.</td>
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<td>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.)</td>
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<tr>
<td>ED 625</td>
<td>Secondary School Administration</td>
<td>3 cr.</td>
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<td>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.)</td>
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<tr>
<td>ED 629</td>
<td>Critical Reflections Seminar</td>
<td>3 cr.</td>
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<td>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</td>
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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
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 hours in the setting under the supervision of university faculty and one or more successful, practicing principals. (Sixteen-week course)

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 Remedia
tion 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

124
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.
This course covers a comprehensive analysis of financial management issues faced by financial managers. Topics include capital budgeting, the use of option pricing in corporate financial management, working capital management, different types of short-term financing, lease financing, and other hybrid security financing, the use of derivative securities in corporate risk management, financial planning and control, and other relevant topics. Prerequisites: FI 360 and AC 515 or equivalent approved by Program Director.
FI 620  Advanced Corporate Finance  3 cr.
Study the major decision-making areas of managerial finance and some selected topics in financial theory. The course reviews the theory and empirical evidence related to investment and financing policies of the firm and attempts to develop decision-making ability in these areas. This course serves as a complement and supplement to FI 615, Managerial Finance. Some areas of financial management not covered in FI 615 are covered in FI 620. These may include leasing, mergers and acquisitions, corporate reorganizations, financial planning and working capital management, and some other selected topics. Other areas that are covered in FI 615 are covered more in depth and more rigorously in this course. These include investment decision making under uncertainty, cost of capital, capital structure, pricing of selected financial instruments and corporate liabilities, and divided policy. Prerequisite: FI 615

FI 625  International Finance  3 cr.
Study of the international monetary environment and financial planning for corporations with overseas operations. Analysis of the effects of exchange rate fluctuations, currency restrictions and tax regulations on international financial planning. Examinations of financial aspects of multinational business, including foreign investment, trade and transfer of funds.
Prerequisites: FI 360 and FI 615 (Formerly IB 625)

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. Prerequisite: FI 360

FI 641  Fixed Income Securities  3 cr.
This course is rigorous study of fixed income securities, including default-free bonds, floating rate notes, and corporate bonds. Closely related financial instruments such as forwards and futures on fixed income securities, bond options, and interest rate swaps are also examined, in addition to analyzing specific types of fixed income securities, there will be an examination of the tools used in bond portfolio management. Prerequisites: FI 615 and FI 640.

FI 642  Financial Derivatives  3 cr.
This course provides the student with the necessary skills to value and to use options, futures, and related financial contracts. The financial derivatives are one of the constantly changing and widely used instruments in today's financial markets. This course will provide rigorous fundamental valuation and
explore the strategic and tactical dimensions of derivatives. The topics that will be covered include the valuation of futures contracts on stock indices, on commodities and Treasury instruments; the valuation of options; empirical evidence; strategies with respect to these assets; dynamic asset allocation strategies, of which portfolio insurance is an example; swaps; and the use (and misuse) of derivatives in the context of corporate applications. Prerequisites: FI 615 and FI 640.

FI 655  
Entrepreneurial Finance  
This course will familiarize you with topics in entrepreneurial finance. It focuses on applying financial theory and principles to small firms. There is a special emphasis on the specific issues that confront small businesses through their life cycle of development, start-up, expansion, maturity and harvesting. The course will introduce the main financial issues affecting start-up companies, venture capital markets, private equity and debt financing, valuing small companies; harvesting methods. The course will be divided into two parts. Part one of Entrepreneurial Finance covers what might be called “small business survival skills”, including assessing financial performance, financial planning, identifying external financing needs and business valuation. Part two of the course will address the issues and challenges associated with Financing for Entrepreneurial Enterprises. Prerequisite: FI 615

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 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 Organization of Healthcare Delivery Systems 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.
Managerial Epidemiology 3 cr.
Epidemiology is the study of the distribution and determinants of health in populations and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems, identify solutions to prevent disease, and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management of healthcare organizations.

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.

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.

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.

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 Leadership Capstone Seminar  3 cr.
This is the capstone course for the MHL program that will provide students the
opportunity to Integrate and synthesize previous course work in healthcare
management. The focus of the course will be on the application of healthcare
leadership and management theories and concepts. The course will require a
major project. Prerequisites: Completion of 27 credit hours of MHL courses
and permission of the Program Director required. (16 week format)

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 and Applications Security  3 cr.
The concepts, principles, issues and techniques for managing corporate data resources and ensuring data integrity. Techniques for managing the design and development of large database systems including logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing, and data mining. The basic SQL commands will be utilized.

IS 610  Systems Engineering, Planning and Control  3 cr.
Survey of software engineering paradigms, software project planning and risk analysis, software analysis and design methodologies, software quality assurance and testing, software configuration management, and computer-aided software engineering tools that are useful for business applications. Group project on structured analysis utilizing Rapid Application Development and prototyping.

IS 620  Computer Security, Risk Management and Control  3 cr.
Explore the threats and risks present in organizations due to the pervasive use of technology. Learn risk evaluation techniques and identify security and control techniques used to minimize threats and risk to the organization. Computer and information security topics emphasized include threat techniques, protective techniques, risk analysis, contingency planning, password techniques, encryption, network protocol, and intercept devices. Prerequisite: IS 603 or comparable course (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**  
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 526**  
**Corporate Enterprise Management in a Complex Global Setting**  
This course focuses on cross-disciplinary, business policy aspects of commercial enterprise, evaluation of firms’ strategic and competitive behavior of global dimension of 21st century; managerial decision-making based on interdisciplinary nature, and the role of the economy in the context of the globalization. 
*Prerequisite: MG 351 or equivalent approved by Program Director.*

**MG 527**  
**Issues in Ethics and Social Responsibility**  
This course explains the importance and rationale of ethical decision making in business environment as well as the skills and analysis necessary to succeed in professional careers. Ethical standard such as competency, integrity, objectivity, confidentiality and professionalism will be addressed from a valued oriented business approach with a better understanding of legal implications. 
*Prerequisite: MG 260 or equivalent approved by Program Director.*

**MG 620**  
**Leadership in Organizations**  
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.*
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MG 630</td>
<td>Human Resource Management</td>
<td>3 cr.</td>
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<td>This course is an extensive analysis of human</td>
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<td>resource management in the modern organization.</td>
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<td>Major functional areas including strategic</td>
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<td>human resource management, employment,</td>
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<td>compensation, benefits, employee and labor</td>
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<td>relations, training and development, human</td>
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<td>resource planning, personnel policy and</td>
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<td>procedures are discussed. <strong>Prerequisite:</strong> MG</td>
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<td>352 or equivalent approved by Program Director.</td>
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<td>MG 632</td>
<td>Legal, Social, and Ethical Environment</td>
<td>3 cr.</td>
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<td>An examination of the nature of the legal</td>
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<td>environment from the viewpoint of the social</td>
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<td>and moral bases of law. Emphasis is given to</td>
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<td>the operation of our legal system and its</td>
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<td>significance in decision functions of</td>
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<td>management. <strong>Prerequisite:</strong> MG 352 or</td>
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<td>equivalent approved by Program Director.</td>
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<tr>
<td>MG 660</td>
<td>International Business Management</td>
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<td>This course provides broad knowledge and</td>
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<td>stimulates the interpersonal and intercultural</td>
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<td>management skills necessary for international</td>
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<td>managers. While learning to identify cultural</td>
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<td>aspects of verbal and nonverbal behavior of</td>
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<td>persons from different cultures, students will</td>
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<td>come to recognize cultural differences that can</td>
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<td>cause difficulties in management situations.</td>
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<td>The culture of contract negotiations in Japan,</td>
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<td>Europe and Middle East is emphasized. The</td>
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<td>economic, political and legal aspects of global</td>
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<td>business are discussed in the context of</td>
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<td>international management. (Formerly IB 660)</td>
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<tr>
<td>MG 655</td>
<td>Entrepreneurship and Small Business Management</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Fundamentals of profit analysis, financial</td>
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<td>planning and management control for small</td>
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<td>business. Topics covered include evaluation of</td>
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<td>product policies, marketing and pricing</td>
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<td>strategies, and organizational structure and</td>
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<td>control mechanisms. Included also are</td>
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<td>investment requirements of operating a business</td>
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<td>and alternative ways of financing, including</td>
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<td>bank loans, mortgage financing, venture capital</td>
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<td>and public stock offerings. <strong>Prerequisite:</strong></td>
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<td>MG 352 or equivalent approved by Program</td>
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<tr>
<td>MG 670</td>
<td>Special Topics in Business</td>
<td>3 cr.</td>
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<td>In this course, current topics in business will</td>
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<td>be extensively discussed. These may include</td>
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<td>business ethics, labor relations, financial</td>
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<td>planning or any of a wide variety of subjects</td>
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<td>in the business curriculum. For example:</td>
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<td></td>
<td>• Entrepreneurial Research</td>
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<td>• Entrepreneurial Education</td>
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<td></td>
<td>• Entrepreneurial Investments</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> MG 352 or equivalent approved</td>
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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 covers the integration of applied research for managerial decisions and actions that determine the long-urn performance of a corporation. Focus includes strategy formulation, implementation, evaluation, and control. Topics covered are: development of an integrated operations strategy, analysis of cases, and completion of a major project involving research and investigations. Prerequisites: 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**  
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**  
6 cr.  
A continuation of MU 501. (Pass/Fail)

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

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

**MU 540 – MU 543**  
**Applied Lessons and Recitals**  
12 cr.  
Individual lessons and recital preparation.

**MU 546 – MU 549**  
**Chamber Music**  
4 cr.  
Study and performance of music for chamber orchestra

**MU 551 – MU 554**  
**Performance Class**  
4 cr.  
Opportunity to perform in a simulated concert environment with critical feedback

**MU 556 –**  
**Collaboration**  
8 cr.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MU 559</td>
<td>Developing skills of playing with other musicians</td>
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<tr>
<td>MU 560</td>
<td>Applied Music</td>
<td>6 cr.</td>
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<tr>
<td>MU 565 –</td>
<td>Orchestra</td>
<td>4 cr.</td>
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<tr>
<td>MU 568</td>
<td>Study and performance of music for orchestra</td>
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<tr>
<td>MU 570</td>
<td>Applied Music</td>
<td>6 cr.</td>
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<tr>
<td>MU 575 –</td>
<td>Orchestral Repertoire</td>
<td>4 cr.</td>
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<tr>
<td>MU 578</td>
<td>The study, rehearsal and performance of orchestral repertoire</td>
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<tr>
<td>MU 580</td>
<td>Applied Music</td>
<td>6 cr.</td>
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<tr>
<td>MU 590</td>
<td>Applied Music</td>
<td>6 cr.</td>
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<td>PA 501</td>
<td>Public Affairs Concepts and Theory</td>
<td>3 cr.</td>
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<td>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.</td>
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<td>PA 502</td>
<td>Public Affairs Methodology</td>
<td>3 cr.</td>
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<td>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</td>
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<tr>
<td>PA 503</td>
<td>Emerging Issues in Public Affairs</td>
<td>1 to 3 cr.</td>
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<td>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.</td>
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<tr>
<td>PA 504</td>
<td>Independent Study in Public Affairs</td>
<td>1 to 4 cr.</td>
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<td>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.</td>
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</table>
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. The International Education and Study Abroad office coordinates the service-learning experience.

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.

PA 523  Macroeconomic Problems and Policies  3 cr.
A systematic study of contemporary issues and problems, domestic and global; critical analysis of policies and practices affecting such problems.

PA 542  Social Policies and Community Services  3 cr.
An examination of policies intended to address community needs and how those policies get set. Reviews community needs, organizations, services, and inter-organizational arrangements designed to implement policies in such areas as social welfare, health and mental health, employment and training, crime prevention, and cultural endeavors. Considers the role of individual values and responsibility as well as the mobilization of community efforts to address problems, paying attention to their global implications.
PA 543  The Nonprofit Sector  3 cr.
A review of the role and functions of the philanthropic and nonprofit sector, including history and trends in the field, the legal and regulatory environment. The relationship of the nonprofit sector to the public and business sectors is examined, with attention to the related role of public and for-profit entities in delivering community services.

PA 545  Management of Nonprofit Organizations  3 cr.
An overview of management principles and practices, with the common and distinctive elements of nonprofit management compared to public and business organizational management. Different approaches within nonprofit management are viewed historically and in current practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation and regulation, the nature of governance processes, marketing to multiple stakeholders, variations in the mix of services and funding sources, and the use of volunteers. Ethical relationships and the impact of technology within the nonprofit organization are also examined.

PA 551  Principles of Disaster and Emergency Management  3 cr.
Concepts of organizing society to manage emergencies and disasters. Explores governmental and non-governmental approaches to coping with natural and technological hazards.

PA 552  Public Policy and Disaster  3 cr.
The history, development and implementation of disaster-related public policy. Addresses the local, state and federal levels and their interactions during policy development and implementation. Explores the role of emergency managers as policy advocates at all levels of government.

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.

PA 571  Government Regulation of Business  2 cr.
An examination of the processes, goals, and effects of regulation of business firms by the several levels of government. Topics include antitrust policy, regulation of public utilities, transportation, securities, banking, health and other areas of economic activity. Economic and legal appraisal of public policy.

PA 575  Developing Human Resources  2 cr.
The management of relations between an organization and its work force; substantive issues and current practices in human resource management and development. A critical review of government’s role in human resource development programs. Achieving harmony in labor-management relations.
PA 576 The Global Environment of Business  2 cr.
Economic, political, legal and cultural aspects of the environment of international business. Issues, problems, constraints and the role of governments affecting the conduct of international economic relations.

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

PA 579 Corporate Finance: Concepts and Strategies  2 cr.
The study of selected techniques and their application in financial management, including financial analysis and planning, cash flow management, long-term financing, dividend policy and capital budgeting.

PA 581 Global Hazard Reduction  2 cr.
Natural and manmade threats, their causes, and societal responses to mitigate the risks and impacts. Strategies from all world regions are reviewed.

PA 582 Disaster, Disease, and Public Health  2 cr.
Integrated concepts of protecting vulnerable individuals and communities from the health consequences of disasters and emergencies.

PA 583 Technology, Accidents, and Organizations  2 cr.
A study of technological systems, their failures, and the causative and preventive roles played by organizations.

PA 584 Continuity of Government Operations  2 cr.
Strategies to insure the continuous delivery of government services during emergency and disaster situations with a specific emphasis on the local level, but including issues pertinent to the state and federal levels.

PA 585 Natural Hazards and the Urban Environment  2 cr.
A study of the sustainability of urban areas in the face of diverse natural hazards. Provides global perspectives on past experiences and future risks.

PA 586 Planning for Emergencies and Disasters  2 cr.
Tools and techniques utilized by government to prepare for emergencies and disasters. Review of integrated planning for all hazards and all phases of disaster.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PA 587</td>
<td>Government Response to Terrorism</td>
<td>2 cr.</td>
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<td>Examines government responses to terrorism with</td>
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<td>a specific emphasis on non-law enforcement</td>
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<td>issues facing local and state government. Legal</td>
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<td>and regulatory frameworks, organizational</td>
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<td>concepts and interoperability issues related to</td>
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<td>preparedness and response to chemical, biological</td>
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<td>and radiological threats.</td>
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<tr>
<td>PA 591</td>
<td>Planning Nonprofit/Community Services</td>
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<td></td>
<td>A description of community needs and problems</td>
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<td>along with a survey of methods for assessing</td>
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<td>community needs, defining the type, quantity and</td>
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<td>quality of services desired by prospective</td>
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<td>clients and funding sources, analyzing existing</td>
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<td>services and resources, and assessing external</td>
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<td>factors (e.g., legal, political, economic and</td>
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<td>social) which may affect prospects for the</td>
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<td>proposed services. Goals and objectives</td>
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<td>emerging from the planning process are</td>
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<td>viewed as the foundation for program management</td>
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<td>and accountability.</td>
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<td>PA 593</td>
<td>Financing Nonprofit/Community Services</td>
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<td></td>
<td>An examination of alternative funding sources</td>
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<td>for community and nonprofit services, and the</td>
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<td>optimal mix of funding sources for a given</td>
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<td>service and clientele. A variety of fundraising</td>
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<td>methods are reviewed, as well as organizational</td>
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<td>characteristics and capabilities which</td>
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<td>contribute to successful fund-raising. Attention</td>
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<td>is given to non-monetary resources such as in-kind</td>
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<td>contributions of goods and services, and</td>
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<td>cooperative ventures.</td>
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<td>PA 594</td>
<td>Financial Management for Nonprofit/</td>
<td>2 cr.</td>
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<td>Community Organizations</td>
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<td></td>
<td>A survey of methods for budgeting income and</td>
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<td>expenses; financial record keeping; laws and</td>
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<td>regulations and tax provisions governing</td>
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<td>financial management controls, cost analysis,</td>
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<td>financial reports, and preparation for audits.</td>
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<td>PA 595</td>
<td>Communications and Marketing for Nonprofit/</td>
<td>2 cr.</td>
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<td>Community Organizations</td>
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<td>An overview of the preparation of an annual</td>
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<td>public relations plan; intra-organizational</td>
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<td>communications, development of public relations</td>
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<td>materials, (e.g., brochures, newsletters,</td>
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<td>annual report, news releases, advertising),</td>
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<td>communication with news media, funding sources</td>
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<td>and others; interpersonal communication skills;</td>
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<td>impact of organizational actions and reputation</td>
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<td>on public support.</td>
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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. Prerequisite: 27 hours academic credit, including completion of PA 501 and 502.

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)

PARK UNIVERSITY ANNUAL SECURITY REPORT

This report and the following security policies are being issued pursuant to the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act).

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

Park University encourages the accurate and prompt reporting of crimes and emergencies. At the Parkville Campus such incidents should be reported to the Park University Department of Public Safety. This report can be filed in person at the department office located in Thompson 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.
**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
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 $15.00 charge for a replacement ID card.
FACULTY 2008-2009

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Dailey, Amber  Coordinator for Adult Education
Hight, Ed  Director of Pacific Program
Seybert, Linda  Program Chair for Special Education and MAT Social Studies
Hennessy, Gail  Program Chair for Master of Arts in Teaching (except Social Studies)
Wolf, Amy  Program Chair for Early Childhood Education

Hauptmann School for Public Affairs

DiPadova-Stocks, Laurie N.  Dean
Graduate Program in Public Affairs

DiPadova-Stocks, Laurie N.  MPA Program Director
Bergrud, Erik  Special Assistant to the Dean of the Hauptmann School
Concepcion, Michelle  Program Manager
Hartle, Jeffery A.  Area Coordinator for Disaster and Emergency Management
Hulen, Betsy  Administrative Assistant
Jumara, John  Area Coordinator for Public Management and Business-Government Relations
Kushan, Barbara  Area Coordinator for Management of Information Systems and Computer and Network Security
McDonald, Ellen  Area Coordinator for Nonprofit and Community Services Management

Graduate Program in Healthcare Leadership

Fontaine, Sherry  Executive Director, Graduate Program in Healthcare Leadership

Center for Leadership

Barnes, Kay  Founding Director and Distinguished Professor for Public Leadership
Wolpers, Marion  Program Manager and Assistant to Kay Barnes

International Center for Civic Engagement

Bergrud, Erik  Director, International Center for Civic Engagement

Graduate Program in Communication and Leadership

Cohn, Lora  Director, Graduate Program in Communication and Leadership
INDEX

- Academic Calendar .................................................. 10-11
- Academic Honesty .................................................... 25-27
- Appeal ................................................................. 26-27
- Procedure ............................................................. 27
- Possible Sanctions against Academic Dishonesty ............. 26
- Academic Policies ..................................................... 25-26
- Academic Records ..................................................... 27
- Academic Standards .................................................. 27-28
- Academic Warnings ................................................... 28
- Academic Withdrawal Policy ...................................... 28-29
- Back-out Procedure ................................................... 29
- Accreditation ............................................................ 13-14
- Adjunct Faculty ......................................................... 156-162
- Administrative Information ....................................... 163-164
  - Board of Trustees ................................................. 163-164
  - Emeriti Faculty ..................................................... 162
  - Endowed Chair ..................................................... 162
  - Executive Staff ..................................................... 164
  - Graduate School Staff .......................................... 165
- Program Directors ...................................................... 165-166
- Admission to the Graduate School ................................ 20-22
- Insurance for International Student ............................. 24-25
- Park University Undergrad .........................................
  - Seniors ............................................................... 20-21
  - Transfer of Visa ................................................... 24
- Types of Admission .................................................... 21-22
- Application for Financial Assistance ............................. 36
- Assistance with Educational Expenses ......................... 36-37
- Assistantships .......................................................... 40-43
- Attendance ............................................................... 29
- Auditing Courses ....................................................... 29
- Bookstore .................................................................. 16
- Career Development Center ....................................... 16
- Classroom Conduct and Disciplinary Action ................... 29-30
- Comprehensive Exam ............................................... 30
- Contact Information .................................................... 5-8
- Continuous Enrollment .............................................. 30
- Core Values .................................................................. 9
- Counseling .................................................................. 16
- Course Description ..................................................... 104-144
- Course Load .............................................................. 30
- Downtown Campus Parking ........................................ 151
- Disability Guidelines .................................................... 43-44
- eCollege ................................................................. 17
- Educational Rights and Privacy .................................... 45
- Email Account ............................................................ See Pirate Email
- Enrollment Adjustments Period .................................... 30
- Equal Opportunity ....................................................... 43-44
- Facilities and Services ............................................... 16-20
- Faculty .................................................................. 152-162
- Federal Perkins Loan ................................................. 37
- Fees ......................................................................... 36-39
- Financial Assistance .................................................. See Tuition and Fees
- Grade Appeal ............................................................. 33-34
- Graduate Academic Council ....................................... 30-31
- Graduate Certificate Programs .................................... 45-51
- Music Performance ...................................................... 46-47
- Community Capacity-Building and Preparedness .......... 47-48
- Computer and Network Security ..................................... 48-49
- Disaster and Emergency Management ........................... 49
- Healthcare/Health Services Management and Leadership .. 49-50
- Nonprofit Leadership ................................................. 50-51
- Graduate Loan Programs ........................................... 37-38
- Graduate Programs Offered ........................................ 15-16
- Graduate Study at Park University ............................... 14-15
- Graduation Requirements (minimum) ......................... 31-32
- Hauptmann School for Public Affairs ........................... 87
- Help in reading the schedule ....................................... 17-18
- History of Park University ............................................. 13
- Incompletes ............................................................... See Quality of Work
- Insurance for International Student ......................... 24-25
- Interdisciplinary Graduate Work .................................. 32
- International Students Legal Requirements ................... 45
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Record Examination</td>
<td>90-91</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>91</td>
</tr>
<tr>
<td>HSPA Fees</td>
<td>90</td>
</tr>
<tr>
<td>Mission</td>
<td>87</td>
</tr>
<tr>
<td>Program Design</td>
<td>89</td>
</tr>
<tr>
<td>Required Core Courses</td>
<td>92</td>
</tr>
<tr>
<td>Vision</td>
<td>87</td>
</tr>
<tr>
<td>Master's Programs in Education</td>
<td>63-77</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>65</td>
</tr>
<tr>
<td>Core Beliefs</td>
<td>64-65</td>
</tr>
<tr>
<td>Diversity Statement</td>
<td>64</td>
</tr>
<tr>
<td>Education Advisory Board</td>
<td>86</td>
</tr>
<tr>
<td>General Information</td>
<td>67</td>
</tr>
<tr>
<td>Graduate Education Goals</td>
<td>65-66</td>
</tr>
<tr>
<td>Graduate Education Objectives</td>
<td>66-67</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>67</td>
</tr>
<tr>
<td>Mission</td>
<td>63</td>
</tr>
<tr>
<td>Outcomes</td>
<td>63-64</td>
</tr>
<tr>
<td>Vision</td>
<td>63</td>
</tr>
<tr>
<td>Master's Thesis Procedures</td>
<td>52-54</td>
</tr>
<tr>
<td>McAfee Memorial Library</td>
<td>18</td>
</tr>
<tr>
<td>Memberships</td>
<td>14</td>
</tr>
<tr>
<td>Minor/Specialization</td>
<td>33</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>9</td>
</tr>
<tr>
<td>Motto</td>
<td>9</td>
</tr>
<tr>
<td>Other University-Wide Facilities</td>
<td>18</td>
</tr>
<tr>
<td>Permanent Disability Guidelines</td>
<td>44-45</td>
</tr>
<tr>
<td>Pirate Email</td>
<td>18-19</td>
</tr>
<tr>
<td>PirateNet</td>
<td>19-20</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>28</td>
</tr>
<tr>
<td>Incompletes</td>
<td>33</td>
</tr>
<tr>
<td>Readmission</td>
<td>34</td>
</tr>
<tr>
<td>Refund Calculation Schedule</td>
<td>35</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>34-35</td>
</tr>
<tr>
<td>Registration</td>
<td>35</td>
</tr>
<tr>
<td>Report a Crime</td>
<td>145-146</td>
</tr>
<tr>
<td>Responsible Conduct of Research and</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>35</td>
</tr>
<tr>
<td>Satisfactory Academic Progress for</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>38-39</td>
</tr>
<tr>
<td>Scholarships</td>
<td>40-43</td>
</tr>
<tr>
<td>Security Report</td>
<td>144-150</td>
</tr>
<tr>
<td>Senior Citizen Discount</td>
<td>13</td>
</tr>
<tr>
<td>Special Terms</td>
<td>36</td>
</tr>
<tr>
<td>Specialization</td>
<td>See Minor/Specialization</td>
</tr>
<tr>
<td>Suspension</td>
<td>34</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3-4</td>
</tr>
<tr>
<td>Temporary Disability Guidelines</td>
<td>44</td>
</tr>
<tr>
<td>Transfer of Graduate Credit</td>
<td>32</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>12</td>
</tr>
<tr>
<td>University Administration</td>
<td>163-164</td>
</tr>
<tr>
<td>Values</td>
<td>9</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>9</td>
</tr>
</tbody>
</table>