ACADEMIC PROGRAMS

Masters Programs
- Business Administration
- Communication & Leadership
- Education & Teaching
- Healthcare Leadership
- Music Performance
- Public Affairs

Certificate Programs
- Applied Music
- Business and Government Leadership
- Computer & Network Security
- Disaster & Emergency Management
- Healthcare/Health Services Management & Leadership
- Leadership of International Healthcare Organizations
- Nonprofit Leadership

OUR MISSION
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.

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

CORE VALUES
- Commitment to commonalities and differences
- Commitment to community among all peoples of the world
- Commitment to lifelong learning

GRADUATE SCHOOL
(816) 559-5625 | gradschool@park.edu

911 Main, Suite 900 | Kansas City, MO 64105
www.park.edu/grad
The information contained in this Park University Graduate Catalog may be modified at any time at the University's discretion when deemed necessary or desirable to better carry out the University's purposes and objectives. This catalog contains informational material only. Neither the provisions of this catalog, nor the acceptance of students through registration and enrollment in the University, constitute a contract or an offer to enter into a contract. Fees, deadlines, academic requirements, courses, degree programs, academic policies and other information in this catalog may be changed without notice. The catalog can be found at www.park.edu/grad/catalog.aspx.

Certified true and correct as to content and policy.

Michael H. Droge, Ph.D.
President
Dear Graduate Student,

Welcome to Park University! We have an outstanding year ahead as we celebrate the 136th anniversary of this outstanding institution. Park has a historically rich heritage that began in 1875 in Parkville, Mo., and the University now has 40 campus locations in 21 states and online with more than 24,000 students.

Park graduate students are offered a wide variety of degree and certificate programs that meet the needs of the community workforce. The school’s extensive and highly respected online programs provide access to most of Park’s graduate programs. No matter where a student lives or how busy their lives, there is an opportunity to complete their coursework in a face-to-face or an online learning environment.

The faculty at Park University are dedicated educators who are focused on your success. I encourage you to enjoy the many aspects offered by the Park community through academic excellence available in the classroom, special events on campus or through the special lectures offered online.

We are pleased that you have selected Park University for your graduate degree studies and express our congratulations to you for selecting a higher learning institution that offers an outstanding global learning environment. Park graduate students will be well-prepared leaders who will be able to understand the complexities of an ever-changing world. Enjoy the educational journey.

Best regards,

Michael H. Droge, Ph.D.
President
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A student enrolling in 2011-2012 can, within reason, expect the academic programs and courses described in this catalog to be available during the academic year. However, they may be subject to change without notice. Park University maintains the Graduate Catalog on the Park University website. Changes to programs and policies, addenda, and errata are updated on the web version of the catalog as necessary. The Park University Graduate Catalog is available at www.park.edu/grad/catalog.aspx.
GRADUATE SCHOOL CONTACT INFORMATION

General inquiries should be directed to:
Park University
School of Graduate and Professional Studies
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 559-5625
Fax: (816) 472-1173
E-mail: gradschool@park.edu
Application for admission is available at: www.park.edu/apply/.

Laurie N. DiPadova-Stocks, Ph.D.
Dean
School of Graduate and Professional Studies
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 559-5624
Fax: (816) 472-1173
E-mail: ldipadovastocks@park.edu

Specific questions about a program may be directed to the appropriate program director or school dean:

SCHOOL FOR EDUCATION

Michelle E. Myers, Ed.D., Dean
Park University
School for Education
8700 N.W. River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6335
Fax: (816) 741-4371
E-mail: michelle.myers@park.edu

Master of Education
Master of Arts in Teaching
James D. Singer, Ph.D., Director
Park University
Graduate Education Programs
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 559-5626
Fax: (816) 472-1173
E-mail: james.singer@park.edu

PARK SCHOOL OF BUSINESS

Brad A. Kleindl, Ph.D., Dean
Park University
School of Business
8700 N.W. River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6308
Fax: (816) 741-5218
E-mail: brad.kleindl@park.edu

Master of Business Administration
Nicolas Koudou, Ph. D., Director
Park University
Master of Business Administration
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 559-5628
Fax: (816) 472-1173
E-mail: nkoudou@park.edu
COLLEGE OF LIBERAL ARTS AND SCIENCES

Jane Wood, Ph.D., Dean
Park University
College of Liberal Arts and Sciences
8700 N.W. River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6483
Fax: (816) 505-5454
E-mail: jane.wood@park.edu

Master of Arts in Communication and Leadership
J. Mark Noe, Ph.D., Director
Park University
Master of Arts in Communication and Leadership
8700 N.W. River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6311
Fax: (816) 505-5454
E-mail: jmarknoe@park.edu

Master of Music in Performance
Stanislav Ioudenitch
Executive/Artistic Director
Park University
International Center for Music
8700 NW River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6550
Fax: (816) 584-6551
E-mail: stanislav.ioudenitch@park.edu

HAUPTMANN SCHOOL FOR PUBLIC AFFAIRS

Rebekkah Johnson Stuteville, Ph.D.
Associate Dean
Park University
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 559-5634
Fax: (816) 527-0858
E-mail: rebekkah.stuteville@park.edu

Master of Healthcare Leadership
Suzanne Discenza, Ph.D.
Executive Director
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Master of Healthcare Leadership
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Fax: (816) 472-1173
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Master of Public Affairs
Rebekkah Johnson Stuteville, Ph.D.
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Park University
Master of Public Affairs
911 Main, Suite 900
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Telephone: (816) 559-5634
Fax: (816) 527-0858
E-mail: rebekkah.stuteville@park.edu
PARK UNIVERSITY’S MISSION/VISION

Our Mission
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.

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

Our Motto
\[ Fides et Labor \]
(Faith and Work)

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

PARK UNIVERSITY 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, and innovative, and designed to educate students to be creative, independent and lifelong learners within the context of a global community.

Vision Statement
Park University’s Graduate School will be an international leader in providing innovative graduate and professional educational opportunities to learners within a global society.
ACADEMIC CALENDAR FOR 2011-2012

Fall Semester (FAP) 2011
August 15 – December 11
Registration (confirmation deadline)..............................Monday, August 8
Examination Period ........................................................Saturday-Sunday, December 3-11

Fall I Term (F1P) 2011
August 15 – October 9
Registration (confirmation deadline)..............................Monday, August 8
Examination Period ........................................................Saturday-Sunday, October 1-9
Labor Day (offices closed)...............................................Monday, September 5
Fall Recess .................................................................Sunday-Sunday, October 9-16

Fall 2 Term (F2P) 2011
October 17 – December 11
Registration (confirmation deadline)..............................Monday, October 10
Examination Period ........................................................Saturday-Sunday, December 3-11
Veterans Day (offices closed).........................................Friday, November 11
Thanksgiving Recess (offices closed)..............................Thursday-Sunday, November 24-27
Mid-Year Commencement ............................................Saturday, December 10

Spring (SPP) 2012
January 16 – May 13
Registration (confirmation deadline)..............................Monday, January 9
Examination Period ........................................................Saturday-Sunday, May 5-13

Spring 1 Term (S1P) 2012
January 16 – March 11
Registration (confirmation deadline)..............................Monday, January 9
Examination Period ........................................................Saturday-Sunday, March 3-11
Martin Luther King Jr. Day (office closed).........................Monday, January 16
President's Day (offices closed).....................................Monday, February 20
Spring Recess .............................................................Sunday-Sunday, March 11-18

Spring 2 Term (S2P) 2012
March 19 – May 13
Registration (confirmation deadline)..............................Monday, March 12
Good Friday (offices closed)..........................................Friday, April 6
Examination Period ........................................................Saturday-Sunday, May 5-13
Commencement ..........................................................Saturday, May 12
Two-Week Session “Maymester” (UMP) 2012
May 14 – May 25
Registration (confirmation deadline) ......................................Monday, May 7
Memorial Day (offices closed)...........................................................Monday, May 28

Four-Week Session “Junemester” (UJP) 2012
June 1 – June 29
Registration (confirmation deadline).................................Friday, May 25

Eight-Week Summer Session (U1P) 2012
June 4 – July 29
Registration (confirmation deadline)...............................Tuesday, May 29
Independence Day (offices closed)...........................................Wednesday, July 4

Four-Week Session “Julymester” (ULP) 2012
July 9 – August 3
Registration (confirmation deadline).................Monday, July 2
TUITION AND FEES
(Subject to change by Park University)

Tuition per graduate credit hour ................................................................. $455
Tuition per graduate credit hour — Military (25 percent discount)*........................ $341
*This rate applies only to the following students:
  • Active duty military

Applied and Performance Music Courses: Tuition per credit hour.......................... $552

Fees and Charges (all fees are nonrefundable)
  Application Fee (waived for Park University graduates) ................................ $50
  Diploma Fee & Other Graduation Charges................................................. $125
  Foreign Transcript Evaluation Fee* ....................................................... $160
  Graduate Certificate Fee ....................................................................... $125
  International Student Fee* .................................................................... $50
  Online Course Fee (per credit hour) ....................................................... $25
  Late Payment Charge ............................................................................ $20
  Late Registration Fee (charged during Add/Drop Week) ......................... $50
  Official Transcript Fee (per copy) ......................................................... $10
  Audit a course ....................................................................................... 50% of tuition plus full fees
  Returned Check Charge ........................................................................ $30
  Thesis Binding Fee (if applicable) .......................................................... $80

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

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

1. Employer or Voc Rehab, which are billed when a student provides a letter from same, allowing Park University to bill and receive payment during the term. If employers pay only based on successful completion of a course, the student must pay at registration and be reimbursed at a later date by the employer.
2. The first term each year that a student is to receive a guaranteed student loan, payment of 10 percent tuition is due at the time of confirmation.
3. Enrollment in the 50/50 Tuition Plan (contact the Graduate School student account representative for information).

For information concerning possible use of the Veterans Administration Educational Assistance, students may consult with the School of Graduate and Professional Studies VA certifying official.
HISTORY OF PARK UNIVERSITY

Founded in 1875 in Parkville, Mo., a suburb of Kansas City, Park University has developed into a comprehensive, independent institution that is a national leader in higher education. In 2000, Park achieved University status and now serves more than 24,000 students annually at 40 campus centers in 21 states and online.

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

Park, which was named the top-ranked value among private colleges and universities nationwide by Parents & Colleges, an online resource for parents of college-bound students, continues to increase access to higher education by offering the quality undergraduate and graduate degrees students desire at locations, times and in delivery formats that best serve their needs. This access has developed considerable diversity among the student population, with more than 650 international students from 110 countries, and a 42 percent student representation from racial, ethnic and cultural groups typically underrepresented in colleges and universities. The University has repeatedly been recognized as one of the top 100 American colleges/universities in the nation graduating Hispanic, black and American-Indian students. In addition, extracurricular activities and championship-caliber athletic programs complement Park’s outstanding scholastic programs.

The University offers numerous degree programs online, and maintains a long-standing relationship with the U.S. Military. Park has been recognized as one of the largest providers of online undergraduate education to military learners worldwide. The University has received international recognition by Military Advanced Education magazine on its “Military-Friendly Colleges and Universities” list for the past three years, and in 2010, Park was honored by G.I. Jobs magazine on its list of "Military Friendly Schools."

Mackay Hall

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

Park University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (KAN214F), 30 N. LaSalle St., Suite 2400, Chicago, IL, 60602; (312) 263-0456. The State of Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102; (573) 751-3469 has approved the academic standards of Park University’s teacher education programs.

MEMBERSHIPS

Park University is an institutional member of the Council of Independent Colleges, the Kansas City Professional Development Council, the Missouri Association of Colleges for Teacher Education, the Missouri College Relations Committee, the Missouri College Fund, The American Association of Collegiate Registrars and Admissions Officers, the National College and University Business Officers, and the National Association of International Educators.

The School of Business is a member of the Association of Collegiate Business Schools and Programs.

The Hauptmann School for Public Affairs is a member of the National Association of Schools of Public Affairs and Administration, an institutional membership organization which exists to promote excellence in public service education. The membership includes U.S. university programs in public affairs, public policy, public administration and nonprofit management. In addition, the MPA program is a partner with the American Society for Public Administration.

The Master of Healthcare Leadership program is a Masters Program member of the Association of University Programs in Healthcare Administration, promoting excellence in health administration education. AUPHA is a sponsoring organization for the Commission on Accreditation of Healthcare Management Education, the only accrediting agency for graduate programs in the field of health care management recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Park Distance Learning (previously known as the College for Distance Learning) is a member of the Servicemembers Opportunity Colleges, the Council for College and Military Educators, the American Council on Education, DANTES, the National Association of Institutions for Military Education Services and the National Association of Veterans Programs Administrators.
GRADUATE STUDY AT PARK UNIVERSITY

A master's degree is intended to prepare students for scholarly or professional careers, for more specialized study in the discipline or to satisfy a 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 and think critically; skills to analyze complex situations; proficiency to acquire, integrate and apply knowledge; leadership skills; a capacity to recognize and deal with ethical issues according to the standards of their particular profession; and the ability to work collaboratively with others.

Academic preparation in a master's degree program includes coursework, independent research and peer interactions, often combined with a practical learning experience.

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

Park University launched its first graduate program in 1982 with the Master of Public Affairs degree. This graduate program was developed by Jerzy Hauptmann Ph.D., long-time professor and dean, after whom the Hauptmann School for Public Affairs was named. Designed as a cross-sector degree with a liberal arts base, the M.P.A. degree prepares leaders for work and contributions in various sectors of society. Students develop skills needed to interface with organizations across sectors, while acquiring the knowledge base to work in a rapidly changing global community. The M.P.A. program graduates leaders prepared to shape the future in these times of relentless change and to make a difference in their communities and in the world.

The Master of Education program was launched in 1995. Originally located at the Parkville Campus and taught in an accelerated format, this program was designed to serve the classroom teacher. Students are encouraged to utilize an action/reflection format in applying educational theory to their own classroom. In 2001, Park University added a Master of Arts in Teaching program and degree programs in Special Education and Educational Administration, to respond to a growing need for educational professionals certified in these areas. Additional programs in Early Childhood and Adult Education were added in 2004. Selected programs are now available at the Parkville, Downtown Kansas City and Independence campuses, as well as online.

(continued on next page)
The University began offering the Master of Business Administration 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 re-entering the workplace to join an organization, the business skills and tools one acquires in the M.B.A. program are vital for success in the modern business environment.

The Master of Arts in Communication and Leadership program was instituted in the fall of 2005. This graduate program is designed for professionals who wish to build upon their current career skills or seek career advancement, and for students seeking preparation for doctoral work. The degree blends the practical and theoretical knowledge needed to serve in corporate settings, the military, the nonprofit sector, government, politics, or to continue in a doctoral program.

The Master of Healthcare Leadership program, housed within the Hauptmann School for Public Affairs, was offered for the first time in the fall of 2006. This program is designed to prepare learners for the health care challenges of a global society; with innovative approaches to health care leadership explored. Graduates of this program will find themselves prepared to deal with the evolving challenges of health care leadership in a wide variety of public, private and nonprofit healthcare organizations.

The Master of Music in Performance program was instituted in the fall of 2008. The program, whose faculty is renowned worldwide, is an advanced course of study for musicians who hold a bachelor’s degree and are seeking careers as professional musicians. Students enrolled in the MMP program may select from two concentration areas of performance, piano or strings.

GRADUATE PROGRAMS OFFERED ONLINE

During the fall of 2002, Park University began offering its graduate degree programs online. Currently, the Master of Business Administration (all concentrations), the Master of Public Affairs (all concentrations), the Master of Education (educational leadership, adult education, early childhood, language and literacy, and teacher leadership), the Master of Arts in Communication and Leadership, and the Master of Healthcare Leadership degrees are available online. Instructors and program developers involved in delivering these dynamic and expanding educational opportunities are required to complete online training courses prior to delivery. This requirement exemplifies Park University’s commitment to academic excellence and demonstrates the University’s commitment to provide quality educational opportunities in a rapidly changing world to diverse student populations. As a result, graduate students enrolling at Park can complete their degrees in traditional classes, in online classes or by combining traditional and online classes, in a manner that suits their needs and enhances their educational experiences.

Note for international students with F-1 visas: U.S. Department of Homeland Security policies may exclude you from degree programs offered solely in the online format. Please consult the Park University Office of International Student Services for further information.
ADMISSION TO THE SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

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

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

Each applicant must hold a bachelor’s degree from a regionally accredited United States institution of higher learning or a degree, equivalent to a United States bachelor’s degree, from an accredited foreign institution. Any student submitting foreign credentials will be required to submit a foreign credential evaluation report completed by an accredited foreign credential evaluation service or be subject to the Park University FCE fee and submission.

Undocumented Students

Undocumented non-United States citizens who have earned an undergraduate degree are eligible for admission to Park University, provided they meet the admission requirements stipulated in this catalog.

Graduate Admissions Requirements

The minimum undergraduate grade point average required for admission is 3.0 on a 4.0 scale. Individual programs may have additional requirements such as appropriate entrance tests (for example, the GRE, www.gre.org [Park University’s institutional code is 6177] or GMAT, www.mba.com). Although entrance test scores, by themselves, do not constitute the sole or final criteria for granting or denying admission to any student, each program that requires them may establish specific score requirements and consider them in combination with other criteria, for making admission decisions. Applicants who hold a master’s degree are not required to submit scores from the GRE or GMAT.
Admission may be withdrawn if it was granted on the basis of substantially incorrect information or on the omission of relevant facts, which, if known at the time of the admission, would have resulted in denial. In order to complete the application process, applicants must submit to the School of Graduate and Professional Studies the following documents, unless otherwise indicated by policy:

- An application for graduate admission (www.park.edu/apply/apply.asp)
- An application fee of $50
- An official transcript of the bachelor’s degree, sent directly to the School of Graduate and Professional Studies by the issuing institution
- An official record of the score on the aptitude portions of the GRE or GMAT, whichever is appropriate, and, if required by the program, sent directly to the School of Graduate and Professional Studies by the testing agency.

All documents must be sent to:
Park University
Graduate Admissions
911 Main St., Suite 900
Kansas City, MO 64105

**Types of Admission**

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

1. **Full Admission.** Applicants are granted full admission upon meeting all admission requirements and the Graduate Admissions office receives all necessary documents.

2. **Provisional Admission.** A student who has met basic requirements, such as GPA, but is awaiting one or more other documents required by the Graduate Admissions office may be granted provisional admission. A student who is accepted provisionally must submit complete and satisfactory records within the first 12 hours of enrollment, unless granted an exception by the appropriate graduate program director, in order to continue in the program. Individual graduate programs may establish more restrictive time limit requirements on one or more of the individual program’s admission requirements.

3. **Probationary Admission.** In certain exceptional cases, a student who does not meet the minimum GPA requirement or specific program requirements, but who presents other evidence of ability to succeed in a graduate program, may be given probationary admission. Removal of probationary status must be approved by the graduate program director once the student has demonstrated academic ability by maintaining a “B” average for the first nine (9) hours of graduate courses, with no grade lower than a “C”.

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16  Index >>"
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 or certificate program, may apply for non-degree status. Non-degree-seeking students must have minimum 3.0 GPA on a 4.0 scale in their bachelor’s work to be considered for admission. Lower GPA’s may be considered on an individual basis by the relevant program director. Applicants who are seeking non-degree status are not required to submit GRE or GMAT test scores. However, if/when they intend to apply these courses to a degree or certificate program, the student must submit a new application and submit the required test scores, if applicable. No more than 12 graduate credits earned in a non-degree status at Park University may be applied to a master’s degree program and no more than six (6) graduate credits earned in a non-degree status at Park University may be applied to a graduate certificate program.

5. **Registered Auditors.** Those students who are interested in a particular course, but who are not taking it for a grade, may audit a course. Only face-to-face courses may be audited.

**Change of Graduate Programs at Park University**
Students must have satisfactory graduate standing (3.0 or better GPA) to be eligible to transfer from one Park University graduate program to another Park University graduate program. A student may have no grade lower than a “C” and no more than six (6) hours graded “C” in graduate courses taken at Park University at the time of the transfer. Students must submit a new application and the required test scores, if applicable, to the new graduate program. Students must provide written notice to the original graduate program of their intent to transfer.

**Park University Undergraduate Seniors**
Park University Undergraduate Seniors, with a 3.6 cumulative grade point average, while still completing their bachelor’s degree, may be permitted to take up to nine (9) graduate credit hours in a non-degree seeking status. These credits will be applied to the appropriate graduate program after the student has received his/her undergraduate degree and has been admitted to a graduate program. **Financial Aid will not be available for courses taken as a non-degree seeking student.**
INTERNATIONAL STUDENTS

Legal Requirements
Park University is authorized, under federal law, to enroll non-immigrant alien students. Park University already has a distinguished group of international students from 110 countries and U.S. Trust Territories. Qualified international students, defined as all students who are not United States citizens and who are in the United States legally, are encouraged to contact the Office of Graduate Admissions.

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

International applicants planning to study in the U.S. cannot be admitted to the online degree programs. Individualized assistance is provided for enrolled students by the Office of International Student Services, on the Parkville Campus.

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

Note for international students with F-1 visas: U.S. Department of Homeland Security policies may exclude you from degree programs offered solely in the online format. Please consult the Park University Office of International Student Services for further information.

<table>
<thead>
<tr>
<th>2011-2012 9-Month Estimated Cost</th>
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<tbody>
<tr>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>Room &amp; Board</td>
</tr>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Personal Expenses</td>
</tr>
<tr>
<td>Health Insurance (mandatory)</td>
</tr>
<tr>
<td>Student Activity Fee</td>
</tr>
<tr>
<td><strong>TOTAL US DOLLARS</strong></td>
</tr>
</tbody>
</table>

*Based on 12 graduate credits per 9-month period at an estimated $455 per credit hour and the SEVIS F-1/J-1/M-1 fee of $600 per semester. Tuition for English language courses (if needed) will be charged at the undergraduate credit hour rate of $330. An additional fee of $160 will be applied for an evaluation of transcripts if international credentials are submitted.

As a general policy, Park University does not extend payment plans to new international students. New international students are required to pay all costs prior to registering and starting classes. It is important to note that academic and need-based scholarships/financial aid, including work study, are not available to international students.
The following items must be received by June 1, for Fall semester admission, and by October 1, for the Spring semester admission, if you are currently outside of the U.S:

- Completed Park University online application form at [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.

- Pay the $100 ($50 applied to application fee and $50 applied to International Student Fee) international application fee (a one-time fee application only for F-1 visa students) by credit card, or select “pay by check” and send the check to:
  
  School of Graduate and Professional Studies  
  Park University  
  911 Main St., Suite 900  
  Kansas City, MO 64105

- Official certified transcripts from your college or 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, Park requires a copy authenticated by a college, university, Embassy official or other official offices as approved by the School of Graduate and Professional Studies.

- A certified or sworn letter or Affidavit of Support and supporting bank statement(s) and/or other financial documents showing the ability to finance annual expenses ($17,500) to live in the United States and study at Park (excluding winter and summer breaks) and complete a degree as shown above.

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

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

Applicants who hold a bachelor’s degree or higher from a university located in the U.S., or in another country in which English is the primary spoken language and the medium of instruction, are exempt from both the TOEFL/IELTS requirement and the English Placement Exam.

(continued on next page)
If a student currently attends a U.S. school and intends transfer to Park University, the International Student Transfer Form (www.park.edu/grad/docs/student_intltransfer.pdf) 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 School of Graduate and Professional Studies, based on admission criteria established, with proper approvals, by each program.

All documents must be sent to:
Park University
Office of Graduate Admissions
911 Main, Suite 900
Kansas City, MO 64105

IMPORTANT NOTICE FOR INTERNATIONAL APPLICANTS
As soon as you submit all required documents and fees, including financial documents, and have met all admission requirements, your application will be reviewed for admission by the School of Graduate and Professional Studies. If you are admitted for graduate study, the Office of International Student Services will issue your I-20. Should you have any questions regarding academic admission requirements, please contact the Office of Graduate Admissions at (816) 559-5627 or gradschool@park.edu. Questions regarding I-20 and visa issues should be directed to the Office of International Student Services (816) 584-6820, (816) 584-6508 or international@park.edu.

Transfer of Visa
If a student currently attends a U.S. school and intends to transfer to Park University, the International Student Transfer Form (www.park.edu/grad/docs/student_intltransfer.pdf) must be completed by your current DSO and sent to:
Park University
Office of International Student Services
8700 NW River Park Dr.
Parkville, MO 64152

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

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

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

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

Academic Honesty

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

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

1. Plagiarism is the appropriation of another person’s ideas, interpretation, words, data, statements, illustration or creative work, and the presentation as one’s own. A plagiarism offense 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 art work, illustration, cartoon, photograph and the like, and passing them off as one’s own. Copying from the Internet is no less serious an offense than copying from a book or printed article, even when the material is not copyrighted.

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

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

a. Verbal and/or written formal reprimand.
b. A lower or failing grade for the particular assignment.
c. A lower or failing grade in the course.

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

a. Fail the student for the particular comprehensive exam, final project or thesis.
b. Determine that the student should not be allowed to retake the exam or rewrite the project or thesis.

Imposition of any of the following sanctions requires the approval of the dean of the School in which the student is enrolled:

a. Administrative withdrawal from the course.
b. Academic probation for a specified period of time.
c. Academic suspension for a specific period of time.
d. Dismissal from the program.
e. Expulsion from the University.

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

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

Note: Instructors convey in writing to the dean of the School of Graduate and Professional Studies the name of any student who violates the University’s Academic Honesty Policy. The dean maintains a list of graduate students who violate this University policy.

Appeal
A student who wishes to appeal either the charge of plagiarism and cheating or the appropriateness of the penalty may schedule a conference with the program director, who may informally resolve the matter in discussion with the student and the instructor. If the program director is the instructor, the student may conference with the dean of the SGPS.

If the student is unsatisfied by the resolution offered by the program director, the student may request the SGPS dean for a formal hearing, within 14 calendar days of the program director’s response. Within 14 calendar days of receiving the hearing request, the SGPS dean will appoint and formally charge a Hearing Committee. This committee will consist of two graduate faculty members from the same program, excluding the instructor and the program director, and a third graduate faculty member from another program. The Hearing Committee will then elect a chair and formally notify the student of the hearing. The hearing will occur within 14 calendar days of the receipt of the written notification.
days of receiving the formal charge from the SGPS dean. Both the student and the instructor will be given an opportunity to present their case to the Hearing Committee. Neither the student nor the instructor has the right to be represented by a legal counsel at this hearing. However, the student may choose another student, faculty or staff member to be present at the hearing, for advice. The adviser may not address the committee members or witnesses. Based on the Committee’s recommendation, which must be forwarded to the SGPS dean, in writing, within seven calendar days, the SGPS dean resolves the case, either by affirming the Committee’s recommendation, modifying the sanction or dismissing the charges. The SGPS 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 SGPS dean’s decision is final.

**Academic Records**
The Registrar’s Office maintains an academic record for each enrolled student. All official academic transactions are recorded. Students may access their grades through the MyPark system. Students may obtain extra copies of a complete transcript by filing an official request, along with payment of the transcript fee of $10 per copy. No transcripts will be issued unless a minimum of one completed Park University course appears on the transcript.

**Academic Standards**
1. Successful completion of all required coursework, with a cumulative grade point average of 3.0 or higher, is required for graduation. Additionally, students may have no grade lower than a “C” and no more than six (6) hours graded “C” in graduate courses taken at Park University at the time of graduation. A course in which a student earns a “C” or lower may be repeated no more than once. No more than six (6) credit hours may be repeated.
2. To have satisfactory graduate standing, a student must maintain a 3.0 GPA or better. A student who fails to maintain the required GPA will be placed on academic probation for two terms of attendance during which time the minimum GPA requirements must be met. Failure to meet minimum requirements by the end of the probationary period, or failing to maintain the required GPA after the probationary period, will result in suspension. A student can receive probation only one time during their graduate studies at Park University.
Quality of Work
The official grades issued by Park University, indicating student’s performance, are listed below. The grade point average for each student is computed by dividing the sum of grade points earned by the number of credit hours in which the student earned grades of A, B, C, D or F. A grade point average of 3.0 or higher is required for satisfactory academic standing in all graduate programs.

- A — Excellent 4 grade points
- 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

Grade Appeal
A student who believes that the instructor’s evaluation was unfair, or done in error, may appeal the matter. It is the responsibility of the student to discuss the matter with his/her instructor within 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, by submitting in writing and using the Grade Appeal Form (available in the Graduate School office), to the appropriate program director, or School or College dean if the instructor is the program director, within 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 the waiving of the right to appeal.

Grade Change Policy
No grade change shall be granted later than one 16-week semester or two 8-week terms from the original grade submission deadline. Any change of grade, prior to the deadline, will be initiated by the faculty member only who assigned the grade. All requests must be adequately documented and approved by the program director or dean.

A grade may be changed, prior to the deadline, for the purpose of correcting clerical or administrative errors, or to correct an error in the calculation or recording of a grade. A change of grade will not occur as a result of additional work performed or re-examination beyond the established course requirements.
Incomplete Notations
The notation of “I” indicates that the coursework was not completed in the time allotted in the semester/term, through no fault of the student (as determined by the instructor). This notation may be issued only in exceptional situations and accompanied by appropriate documentation. Requests for incompletes are initiated by the student. Incompletes may be issued only upon the approval of the instructor and with a “Contract for Incomplete,” signed by the student and the instructor, before the end of the final examination. Once signed by the instructor and the student, the Contract is placed on file in the office of the program director, with a copy sent to the School of Graduate and Professional Studies office. An incomplete will not be issued to a student who has unexcused or excessive absences recorded for a course. The final assessment of the grade is postponed to no later than one 16-week semester or two 8-week terms after the last day of the semester/term in which the “I” was received. Failure on the part of the student to complete the work within the time limit will result in a grade of “F”. A student may submit a written request for one 30-day extension. Exceptions to the extension request can only be made upon review and approval of the dean of the appropriate school. After approval by the instructor, the request for extension is filed in the office of the program director, with a copy sent to the School of Graduate and Professional Studies office and the Registrar’s office. The final assessment of the grade is submitted by the instructor and approved by the program director or dean.

Note: Students on financial aid or graduate assistantship are advised that an “I” (Incomplete) may suspend the student’s financial aid or graduate assistantship.

Academic Warnings
Students who receive a “C” or lower in a graduate course will be sent a warning letter from the School of Graduate and Professional Studies dean. More than two “C” grades or lower, even when they result from repeating the same course, will result in suspension from the program.

Attendance
Professors are required to maintain attendance records and report absences. Excused absences can be granted by the instructor for medical reasons, school-sponsored activities and employment-related demands, including temporary duty. Students are responsible for any missed work. Absences for two successive weeks, without approved excuse, will be reported to the director of the individual graduate program, and to the Dean of the School of Graduate and Professional Studies, for appropriate action. Students with such a record of absences, without an approved excuse, may be administratively withdrawn from the class and notified that an "F" will be recorded, unless the student initiates official withdrawal from the class(es).

Auditing Courses
A student may audit a course(s) for no credit. The tuition is one-half of the normal tuition for the number of credit hours being audited. Students need to apply to the School of Graduate and Professional Studies for non-degree-seeking status. Full fees apply.
**Classroom Conduct and Disciplinary Action**
A student whose behavior disrupts the classroom or interferes with the learning of other students will be subject to disciplinary action, ranging from dismissal from the classroom to expulsion from Park University. Such behavior includes, but is not limited to, the use of abusive or obscene language, attending the class under the influence of drugs or alcohol, excessive tardiness or excessive absences.

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

**Continuous Enrollment**
In most Park University graduate programs, continuous enrollment is expected. Continuous enrollment requires enrollment in at least one course. If the student discontinues enrollment for two calendar years or more, readmission is required. Should readmission be granted, it will be based upon the requirements and regulations effective at the time of the readmission. All requirements for a master’s degree must be completed within seven years.

**Course Load**
Full-time graduate enrollment at Park University is defined as six (6) or more hours, for a 16-week term, and three or more hours per each of the shorter terms. Enrollment in three to five hours in a 16-week term will constitute half-time graduate student status. Half-time for shorter terms will be a minimum of two hours of graduate enrollment. Enrollment for two hours in shorter terms will constitute half-time enrollment. These standards apply to all graduate programs at Park University.

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

**Enrollment Adjustment Period**
The first eight calendar days of a semester/term constitute the Enrollment Adjustment Period. Within this time, students are permitted to exchange classes without financial penalty. For any adjustment other than an even exchange, the student will be responsible for charges associated with the registration adjustment, as detailed in the *Refund Policy* section. The adding or dropping of a class must be done by the student as directed by the Graduate School staff. A student using Veteran’s Administration educational benefits may drop a course, without penalty by the VA, during the Enrollment Adjustment Period.
Graduate Academic Council
The Graduate Academic Council, chaired by the dean of the School of Graduate and Professional Studies, recommends policies and procedures to govern graduate programs at Park University, and ensures that faculty, students and program administrators adhere to approved policies, procedures and best practices.

Graduation Requirements (minimum)
1. 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.
2. No more than nine (9) required credit hours may be transferred toward a master's degree at Park University. All coursework transferred to Park University must be earned at a regionally-accredited institution and must be earned at the graduate level. Please see Transfer of Graduate Credit section below for more information about transferring credits.
3. 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.
4. No more than 12 graduate credits earned in a non-degree status at Park University may be applied to a master’s degree program.
5. 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 a written research project in which a student evidences an ability to understand and apply appropriate research methodologies, in appropriate coursework.
6. Master’s programs may require substantive evaluation of student mastery of all course materials for degree completion. Mastery of program coursework may be measured by oral and/or written comprehensive examinations, or other culminating activity, which must be successfully completed before a student is allowed to participate in commencement ceremonies.

Application for Graduation Deadlines*

<table>
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<tr>
<th>Event</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>December Commencement</td>
<td>April 1</td>
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<tr>
<td>May Commencement</td>
<td>November 1</td>
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<tr>
<td>August Completion</td>
<td>April 1</td>
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</tbody>
</table>

*Note: Application for graduation deadlines may vary depending upon the program in which the student is enrolled.
Transfer of Graduate Credit
No more than nine (9) hours of graduate credit transferred from another academic institution may be used to meet master's degree requirements at Park University, unless such transfer is governed by interuniversity agreement. Transfer is granted only after an evaluation of the appropriateness of the courses by the program director. Other criteria that must be met in order for credits to be considered are:

1. Transfer course content is appropriate to the program. Only transfer credit earned from a regionally-accredited institution of higher education, or its equivalent, if the institution is a foreign university or college, is accepted.
2. The grade earned in the course is “B” or better.
3. The credits were not used for a previous degree.
4. The credit is not more than seven years old. A program director may waive this requirement on a course-by-course basis if, in his/her judgment, the content of the course has not changed appreciably during the applicable period.
5. The transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the program director.

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

Independent Study
Independent study is a method for completion of courses in this catalog that do not require special equipment, instruments and/or machines, and are deemed suitable to be taught as an independent study. The course consists of a prescribed program of study with provision for interaction between a student and a Park University faculty member.

To qualify for an independent study course, the student must:
1. Be a degree-seeking student at Park University in good academic standing with a grade point average of 3.0 or higher.
2. Have completed nine (9) of the 36 hours of the degree requirement, unless an exception is granted by the program director or dean.
3. If qualified, the student must request an Independent Study Agreement from the program director. A student is allowed a maximum of six (6) credit hours through independent study to complete the requirements. Each 3-hour course carries a maximum completion time of six months. The program director must approve all independent study courses. All charges, regardless of funding, must be paid in full when the independent study is approved.
4. Submit a draft syllabus proposing the topic, readings, assignments and scheduled meetings to the graduate program director for review and discussion with the faculty member.
5. Independent study requests must be approved by the graduate program director.
Individualized Instruction

Individualized instruction is a method by which a course offered in this catalog may be completed in a tutorial mode. A student is allowed a maximum of nine (9) credit hours of individualized instruction during his/her Park University career if the conditions listed below are met:

To qualify for an individualized instruction course, a student must:
1. Be a degree-seeking student at Park University in good academic standing with a grade point average of 3.0 or higher.
2. Have completed nine (9) of the 36 hours of the degree requirement, unless an exception is granted by the program director or dean.

Approval for an individualized instruction course also requires the following:
1. That a substitute course cannot be determined;
2. That the course was not available in the immediately prior term;
3. That the course is not scheduled to be available in the next term.

If qualified, the student must request an Individualized Instruction Agreement through the program director. The Agreement must include the faculty member’s name, specific course requirements and evaluation requirements, and must be submitted to the program director four weeks prior to the beginning of the term. The program director must approve all individualized study courses. All charges, regardless of funding, must be paid in full when the individualized study is approved.

Suspension

A student will be suspended from the program for any of the following reasons:
- Failure to meet the stipulations of probationary admission.
- Failure to raise your grade point average to 3.0 in two terms of attendance after being placed on academic probation.
- Failure to maintain a 3.0 GPA after academic probation has been lifted.
- Repeating a course in which the student has earned a “C” or lower and fails to obtain a “B” or higher in the second attempt.
- Earning more than two grades of “C” or lower.
- Earning a grade lower than “C” after having already repeated six (6) hours.

A student who has been suspended from a graduate program at Park University will not be allowed to pursue further graduate study in any degree program offered by the University for three (3) 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.
Registration
Students admitted to graduate programs may register and confirm their classes at any time through the first day of the term or semester. Students must be registered and confirmed for a course before the deadlines, in order to avoid late charges and in order to receive academic credit for that course. To complete registration, fees must be paid in full or arrangement for payment made: 50/50 Tuition Plan, financial aid (TA, VA, loans) or employer authorization documents, before confirmation of a class. Students already confirmed for classes can add, drop or exchange courses, until one week after the first day of the term.

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

Responsible Conduct of Research and Scholarship
The conduct of research and scholarship must conform to the highest standards of ethical and professional integrity. Every aspect of research, including data collection, research design, research procedures, conclusions drawn and the dissemination of results must adhere to superior ethical standards, transcending personal gain, financial consideration or other individual or institutional advantage. Research involving human and animal subjects must meet the requirements of all applicable laws and regulations, as well as University procedures, to ensure the well-being of the human and animal subjects. See Institutional Review Board information at www.park.edu/irb.

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 School of Graduate and Professional Studies, students must first initiate a withdrawal from all classes as specified above. Withdrawals must be requested in writing via correspondence, e-mail or fax. Withdrawals by telephone will not be accepted.
Course Back-Out Procedure
A student can request to be backed-out of a class when circumstances beyond a student’s control have occurred, which prevent him/her from participating in the class in which he/she enrolled and confirmed. Examples of such circumstances include illness, death in the family or legal emergencies.

1. The student must submit a written request and provide documentation for the reason he/she is presenting as justification for a back-out.
2. Approval by program director and the School of Graduate and Professional Studies dean is required.
3. If the student received financial aid and has been approved for back-out, part or all of the financial aid received must be returned to Park University.

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

The return of federal funds formula provides for a return of Title IV aid, if the student received federal financial assistance in the form of a federal loan (Unsubsidized, Stafford, Perkins, and other Title IV programs) and withdrew on or before completing 60 percent of the semester/term. If funds were released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grants or loans released to the student.

Students who withdraw officially, or who are withdrawn administratively, from any or all hours in a term will have tuition refunded according to the following schedule:

<table>
<thead>
<tr>
<th>Park University Tuition Refund Calculation Schedule</th>
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<tbody>
<tr>
<td>16-Week Term</td>
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<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 3</td>
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<td>Week 9</td>
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<td>Week 10</td>
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</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.

NOTE: All fees are non-refundable. Room and board will be prorated on a daily basis. A $100 "break of housing agreement" fee will be charged to any student breaking the residence hall agreement.
READING THE COURSE SCHEDULE

1. Semester/Term Codes:
   “FAP11” — indicates Fall — 16-week course
   “F1P11” — indicates Fall I — 8-week course
   “F2P11” — indicates Fall II — 8-week course
   “SPP12” — indicates Spring — 16-week course
   “S1P12” — indicates Spring I — 8-week course
   “S2P12” — indicates Spring II — 8-week course
   “UMP12” — indicates Maymester — 2-week course in May
   “U1P12” — indicates Summer — 8-week course
   “UJP12” — indicates Junemester — 4-week course in June
   “ULP12” — indicates Julymester — 4 week course in July

2. Section Codes:
   “DL” indicates online course.
   “ED” indicates Master of Education course taught at Parkville Campus
   “EDD” indicates Master of Education course taught at Downtown Campus
   “EDG” indicates Master of Education course taught for Grain Valley Cohort only
   “EDI” indicates Master of Education course taught at Independence Campus
   “EDL” indicates Master of Education course taught for Lawson Cohort only
   “EDN” indicates Master of Education course taught for Northland Lit. Cohort only
   “EDO” indicates Master of Education course taught for Odessa Cohort only
   “EDS” indicates Master of Education course taught for Smithville Cohort only
   “GS” indicates Master of Public Affairs course taught at Parkville Campus
   “GSD” indicates Master of Public Affairs course taught at Downtown Campus
   “MB” indicates Master of Business Administration course taught at Parkville Campus
   “MBD” indicates Master of Business Administration course taught at Downtown Campus
   “MC” indicates Master of Arts in Communication and Leadership course taught at Parkville Campus
   “MCD” indicates Master of Arts in Communication and Leadership course taught at Downtown Campus
   “MH” indicates Master of Healthcare Leadership course taught at Parkville Campus
   “MHD” indicates Master of Healthcare Leadership course taught at Downtown Campus

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

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

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

Application for Financial Assistance
Preference will be given to those whose files are completed at least 90 days prior to the first term of enrollment for the award year (July 1 to June 30). To be considered for federal financial aid, the student must be fully admitted to Park University as a degree seeking student. Note: Items are available online at www.park.edu/finaid.

An award notification e-mail will be sent, advising the student of his/her eligibility for aid, when the following have been received in the Office of Student Financial Services on the Parkville Campus:

1. 2011-12 Park Request for Financial Aid form.
2. Federal needs analysis generated from the Free Application for Federal Student Aid. The output document can be in the form of the Student Aid Report or Institutional Student Information Report, which is 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. Institutional Verification Worksheet
   b. Signed copy of the student’s and the spouse’s (if applicable) 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 administers and coordinates programs of assistance from federal and private sources. To increase graduate educational opportunities for eligible students, more information is available on the School of Graduate and Professional Studies website (www.park.edu/grad). You may also contact SFS at (816) 584-6290 or contact the SGPS office 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 Program — Information can be found at:
http://studentaid.ed.gov/PORTALSWebApp/students/english/campusaid.jsp#03
Federal Direct Stafford Student Loans — These are long-term, low-interest loans designed to provide students with additional funds for college. All of these federal student loans have up to 10-year repayment terms, with a minimum monthly payment of $50. All Direct Stafford loans disbursed on or after July 1, 2006, have a fixed rate. Loans disbursed on or before June 30, 2006, continue to have a variable rate that changes annually after July 1. Please check with the Office of Student Financial Services for additional information on the federal loan program. This aid must be repaid.

- **Federal Direct Stafford Loan (subsidized)** — Interest on this 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 master promissory note must be signed. 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.

- **Federal Direct Stafford Loan (unsubsidized)** — Interest begins to accrue when the funds are disbursed. Students can: (1) pay their interest while in school; (2) pay their interest during the six-month grace period; or (3) postpone interest payments 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 and unsubsidized Federal Stafford Loans is $20,500 per year, not to exceed a maximum aggregate limit of $81,000.

**Satisfactory Academic Progress Policy / Financial Assistance for Graduate Students**

Satisfactory progress is based on four concepts: (1) minimum hours of enrollment each semester that are applicable toward the student’s degree program, (2) minimum number of hours completed in a 12-month period of enrollment, (3) maximum time to complete the degree, and (4) grade point average. 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 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, three-fourths or one-half time enrollment each semester and continue to maintain the 2.0 cumulative GPA requirement to avoid suspension. Students will be placed on probation before being suspended.
2. Satisfactory 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. 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.

3. The maximum time frame a student is expected to finish a program of study and receive financial aid cannot exceed 150 percent of the total length of the program, based on credit hours. Example: A program of study is 36 hours, the maximum timeframe cannot exceed 54 attempted credit hours. When evaluating transfer credits, Park University only uses those credits that apply toward the current program.

4. 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.

5. 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.

6. 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 2.0 GPA without the benefit of financial aid.

7. To appeal the suspension of financial aid, the student must complete the Satisfactory Academic Progress Appeal form online at: https://captain.park.edu/finaidappeal/. The student must also forward the required documentation to the director of student financial services. Mitigating circumstances will be considered. Common situations that may cause a student to fail to meet satisfactory progress standards include: family difficulties, such as divorce or illness or other catastrophic, unplanned circumstances. The student will be advised via e-mail.

8. To appeal decisions made by the director, the student must complete the ‘Appeal the Decision’ form at: https://captain.park.edu/finaidappeal/.

9. The appeal will be reviewed by the Student Financial Services Appeal Committee and the student will be advised via e-mail.

(continued on next page)
Standards for satisfactory academic progress are as follows:

<table>
<thead>
<tr>
<th>Graduate Students — Fall or Spring Semesters</th>
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<tbody>
<tr>
<td>Hours per Semester</td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Must Pass per Semester</td>
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<table>
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<tr>
<th>Graduate Students — Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per Term</td>
</tr>
<tr>
<td>Must Pass per Term</td>
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</tbody>
</table>

The complete policy is available at: www.park.edu/sac/documents/satisfactoryacademicprogresspolicy_000.pdf.

**SCHOLARSHIPS**

Scholarship selections begin in the spring for the following award year. The priority deadline for the Endowed Scholarship Application, with autobiography/personal statement and two letters of recommendation (some scholarships require that the recommendation letters be from educators and/or supervisors) is Feb. 1 each year; however, applications are accepted year-round.

Applications and brochures with more detailed information are available in the Office of Student Financial Services (located on the Parkville Campus) or from the scholarship coordinator, who may be reached at (816) 584-6294.

Since some scholarships require students to demonstrate financial need, it is recommended that students complete the Free Application for Federal Student Aid. For a complete list of available scholarships, visit www.park.edu/grad/scholarships.aspx.

**GRADUATE ASSISTANTSHIPS**

Graduate assistantships serve three objectives: to provide students with a meaningful professional experience that will enhance their career goals; to allow students to provide a service to a department within the University; and to provide students with assistance in financing their education.

*Note: This is not a need-based award and it is not designed to provide students with all funding for their degree; students should expect to have additional financial resources. Only electronic submissions of the Assistantship Application Form are accepted.*

**Qualifications for a Graduate Assistantship**

Assistantships are awarded on a highly competitive basis. To be considered for a graduate assistantship, a graduate student must be fully admitted into the School of Graduate and Professional Studies with a cumulative undergraduate grade point average of 3.0 or higher and be accepted into a graduate degree program at Park University.

Graduate students who have completed graduate work before applying must have earned a cumulative GPA of 3.0 or higher on all graduate coursework.
Evidence of academic excellence and professional skills are primary requirements for receiving and holding assistantships.

Applicants whose native language is other than English must demonstrate a high level of oral and written proficiency before they may be awarded an assistantship. See www.park.edu/grad/ga.aspx for further details.

Categories of Assistantships

Graduate assistants are enrolled in different graduate degree programs and provide academic and program support. GA responsibilities may be administrative in nature. Graduate assistantships are divided into three categories: general graduate assistantships, graduate research assistantships and graduate teaching assistantships.

- **Graduate Assistant** — General GA responsibilities may be administrative in nature and consist of duties unrelated directly to teaching or research (such as scanning, filing, program planning, advising student groups and assisting with the administration of student admission services office). GA responsibilities may also be academic in nature and include grading examinations, problem sets, and/or assisting professors to get their teaching materials ready for lectures. Some of these assistantships may be supplemented with additional benefits and work requirements, depending on the unit to which the GA is assigned.

- **Graduate Research Assistant** — Graduate research assistants conduct academically important research under the direction of a faculty member, who is generally a principal investigator of the research projects. Graduate research assistantships are awarded by departments and professors who are involved in research projects. Research assistantships offer excellent opportunities to participate in continuing research developments at Park University.

- **Graduate Teaching Assistant** — Graduate teaching assistants provide academic program support under the supervision of a faculty member. GTAs may assist faculty in the department in teaching undergraduate courses, including laboratory teaching assignments, or in providing other appropriate professional assistance, including grading examinations, problem sets and/or lab assignments, setting up displays for lectures and laboratory sections, and preparing or maintaining equipment used in laboratory sections. GTAs who are assigned to teach must have earned at least 18 graduate credit hours in the teaching discipline in order to be assigned full responsibility for teaching an undergraduate course. GTAs lacking this training will be assigned to work under the supervision of a faculty member who will be the instructor of record for the course.

Work Requirements

Graduate assistants are required to work for at least 20 hours per week on average. Students may not be required to report to work during school breaks, unless otherwise required to do so by the supervisor.
Compensation
All graduate assistants receive the following:

- A stipend of $10,000 for the academic year beginning August 1 and ending May 31.
- Six graduate credit hours of tuition waived per semester (three credit hours per 8-week term), or 12 per academic year.
- A stipend of $2,000 may also be available for the summer if there is a relevant University need for which the student may be assigned work.

Basic Requirements of Graduate Assistants

- Must be enrolled in six credit hours per semester (or three credit hours per 8-week term).
- Maintain a 3.0 grade point average to hold assistantships (departmental requirements may be higher).
- Make satisfactory progress toward degree as defined by academic departments and the School of Graduate and Professional Studies.
- Continue to meet qualification standards for the award.
- Satisfactory completion of duties as assigned by supervisor.

Application Process
Students applying for a graduate assistantship must (electronically) transmit an application packet to the School of Graduate and Professional Studies via e-mail to Betty Deck at betty.deck@park.edu. Only completed packets will be accepted. Packets must include the following documents:

- Completed assistantship application (found at www.park.edu/grad/ga.aspx)
- Current resume
- Three letters of recommendation attesting to the student’s ability to perform duties of a graduate assistant

Appointment Process
The appointment process will begin about May 15 each year. Appointment authorization is made by letter from the dean of the School of Graduate and Professional Studies.

Terms of Appointment

Duration

- Graduate assistantships are awarded for the term of one academic year, with possible renewal to a maximum of two years, excluding summers.
- Renewals of graduate assistantships for a second year are made on a competitive basis.
- Single-semester appointments may be made.
- Enrollment in six credit hours per semester (or three credit hours per 8-week term), maintaining a 3.0 GPA is required in order to maintain the assistantship.
- Maintenance of appropriate performance of the assigned duties and responsibilities.
Supervision

- Graduate assistants must be evaluated every semester by their faculty member/supervisor. Supervisors, with the graduate assistant’s professional development in mind, must establish goals and guidelines appropriate to the assigned tasks and base their evaluation on those goals and guidelines.
- Evaluations are submitted to the School of Graduate and Professional Studies at the end of each semester.
- Persons holding graduate assistantships must be treated fairly and professionally, consistent with the highest professional standards.

Termination

Maintaining the award of a graduate assistantship is subject to satisfactory performance of assigned duties, progress towards the degree and maintenance of a minimum of 3.0 GPA. Those who fail to meet these standards may lose their assistantship.

Additional information may be found at www.park.edu/grad/ga.aspx.
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 Office of Human Resource Services, Park University, 8700 N.W. River Park Drive, Parkville, MO 64152, or call (816) 741-2000.

Park University Notification and Documentation Policy for Special Assistance under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990

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

Permanent Disability Guidelines

- **Notification of Disability** — Students must submit notification of disability at least six weeks prior to the beginning of classes in the academic term the student wishes to attend. This will allow time to make all necessary arrangements prior to the initial class meeting. Documentation should be submitted to Debra McArthur, director of academic support services, CMB 46, or fax (816) 505-5445. Documentation will be retained in the student’s electronic file.

- **Learning Disabilities** — In order to receive special accommodations for learning disabilities, students must provide supporting diagnostic test results from a licensed psychologist or a certified specialist in learning disabilities. This evaluation must detail the student’s specific learning disability or disabilities. The accommodations request should be detailed. This information should be as current as possible, preferably not more than three years old. Park University will evaluate, but may reject, documentation more than three years old.

- **Physical Disabilities** — Students must provide documentation from a physician that specifies the nature of the disability or disabilities. The documentation should include prescriptive information from a qualified specialist as to the exact nature of all accommodations necessary to meet the needs of the student. This information should be as current as possible. Park University reserves the right to request updated verification of disability and necessary accommodations.

- **Psychiatric Disabilities** — Students should provide documentation from a licensed professional qualified to diagnose and treat psychological/psychiatric disorders. The documentation should include a diagnosis, date of diagnosis, date of the diagnostician’s last contact with the student, and a summary of the present symptoms and a prognosis. Documentation should describe how the psychiatric condition functionally interferes with, or impacts the student’s ability to participate in an educational setting and give suggestions of academic accommodations that might be appropriate in an educational setting, supported by a disability-related rationale.
• **Auxiliary Aids** — Appropriate aids will be selected only after consultation with the student who will use them.

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

Additional information concerning Park University’s policies and procedures related to disability can be found at [www.park.edu/disability/](http://www.park.edu/disability/).

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

Park University's local policy explains in detail the procedures to be used by the institution for compliance with the provisions of FERPA. Copies of the policy can be found in the office of the registrar.

Questions concerning FERPA may be referred to the office of the registrar at (816) 584-6270.
GRADUATE CERTIFICATE PROGRAMS

A graduate certificate program consists of a logically sequenced and academically coherent subset of courses, derived from a given discipline or related disciplines. Intended to prepare students for professional practice in certain applied fields, graduate certificates provide important preparation and credentialing in our increasingly dynamic employment environment. A graduate certificate comprises fewer credits than a master’s degree. Courses taken toward a certificate program may eventually or simultaneously transfer to a graduate degree depending upon the requirements of the particular degree to which a student wishes to apply the credits.

Courses selected for a graduate certificate program are courses approved or offered for credit at the graduate level at Park University, and, when completed, they represent a structured, coherent body of knowledge. In most instances, the required credit hours will range between 12 and 15. The exception is the Graduate Certificate in Applied Music, described below. No more than 25 percent of the hours required for a certificate program may be transferred from another institution.

General criteria for admission to any graduate certificate program include:

1. An earned baccalaureate degree from a regionally accredited college or university, or its foreign equivalent.
2. Minimum cumulative grade point average of 3.0 on a 4.0 scale.
3. Graduate students who are currently enrolled in a graduate program may simultaneously pursue a graduate certificate program, with the permission of their adviser. Certificate-seeking students who are not degree-seeking students will be classified as certificate students for the purpose of keeping University-wide enrollment data. Certificate students will have access to University-wide facilities, subject to the rules governing those facilities. Additional admission requirements as noted, for each certificate.
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 3.0 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’s Office, and they will become the student’s permanent academic record.
Graduate Certificate in Business and Government Leadership

The Business and Government Leadership Certificate is housed within the Hauptmann School for Public Affairs. This certificate is designed for those who wish to improve their ability to navigate and lead across the business and government sectors of society. This certificate advances the skills students need to lead and manage in the private and public sectors.

Required courses  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PA 509</td>
<td>Leadership Development and Organizations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PA 521</td>
<td>Business, Government and Society</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PA 522</td>
<td>World Economics and Comparative Capitalism</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PA 523</td>
<td>Global Macroeconomic Theory</td>
<td>3 cr.</td>
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Course Descriptions

PA 509 Leadership Development and Organizations  
This highly interactive course, grounded in organization theory, examines organizations from a cross-sector perspective. The inherently contradictory nature of organizations and the leadership competencies associated with these contradictions are explored, using organizational effectiveness frameworks. Students embark on developing managerial leadership competencies associated with organizational effectiveness criteria.

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

PA 522 World Economics and Comparative Capitalism  
This course is a critical study of the theoretical and philosophical foundations of the private enterprise system in the U.S., its evolution, history, performance and future.

PA 523 Global Macroeconomic Theory  
This course provides a systematic study of contemporary issues and problems, domestic and global; and critical analysis of policies and practices affecting such problems.

Graduate Certificate in Computer and Network Security

This graduate certificate program is housed within the Hauptmann School for Public Affairs. The certificate is intended for those who wish to specialize in the information technology field with an emphasis in security. This emphasis is designed for those who wish to pursue a career in an IT security-related field as an information security officer, systems administrator, security analyst, IT consultant, security consultant or IT specialist. Students who complete this emphasis will be prepared to:

1. Design a network and computer infrastructure for an organization while considering security issues and controls.

(continued on next page)
2. Recognize security incidents and implement remedies, controls and fixes using appropriate technologies and policies.
3. Design security remedies, controls and fixes for next generation network services such as voice-over IP, video, presence, multi-protocol label switching and instant messaging services.
4. Address application security issues affecting the areas of data management, programming, operating systems and web applications/services.

**Additional Admission Requirements**

- Completion of an undergraduate or graduate degree in networking, engineering, computer science or information technology with a 3.0 GPA or better, or completion of an undergraduate or graduate degree with a 3.0 GPA or better and significant work experience in networking and/or computer security.
- A two-to-three page letter of interest indicating work experience, educational background and any certifications for networking and/or computer security.

*Note: Students participating in the Graduate Certificate in Computer and Network Security program will be required to sign a Commitment to Ethical Practice and Academic Honesty form for each CNS course in which they are enrolled. There is zero tolerance for violation of the Commitment.*

**Core courses** 12 cr.
- IS 605 Data Management and Applications Security 3 cr.
- IS 620 Computer Security, Risk Management and Control 3 cr.
- CSS 636 Advanced Network Architectures, Services and Applications 3 cr.
- CSS 656 Advanced Security Architectures, Services and Applications 3 cr.

**Electives (select one)** 3 cr.
- CSS 624 Physical (Environmental) Security 3 cr.
- CSS 675 Applied Cryptography 3 cr.
- CSS 677 Computer and Network Forensics 3 cr.
- CSS 688 Information Warfare 3 cr.

**Total credits** 15 hours

**Program Completion Requirements**
Minimum GPA of 3.0 with no more than one grade of “C” or lower in the CNS program.

**Course Descriptions**

**CSS 624 Physical (Environmental) Security** 3 cr.
This course focuses on securing physical information technology assets through both manual and automated methods. Manual methods include protecting assets using non-automated methods such as infrastructure locks, keys and fencing. Automated methods include using sensors, cameras and technical surveillance countermeasures. Conducting and designing a physical security survey is discussed to identify physical security vulnerabilities and actions required to reduce or mitigate the risk to the organization. *Prerequisite: IS 620.*
CSS 636  Advanced Network Architectures, Services and Applications  3 cr.
This course focuses on next generation networks, application, and services including voice-over IP, instant messaging, streaming media (unicast, broadcast and multicast) and peer-to-peer. This course provides an in-depth knowledge of new and emerging technologies and insight into security issues, and how to address them. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. In addition, the groups will analyze these designs and identify security risks and resolutions. Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience and IS 605, or concurrent enrollment.

CSS 656  Advanced Security Architectures, Services and Applications  3 cr.
This course focuses on technologies that provide an end-to-end solution to securing your network perimeter. Topics include the design, deployment and management of the defenses of your computer, network and data environment. Perimeter defense elements such as firewalls, virtual private networks, routers, switches and intrusion detection systems are also covered. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. Prerequisite: IS 620 and CS 636, or comparable course or relevant work experience.

CSS 675  Applied Cryptography  3 cr.
This course examines the technology and methodologies for protecting information to ensure its integrity, confidentiality and authenticity. It will cover the foundations of cryptography; modern cryptographic protocols, algorithms and techniques; and real-world implementations and issues. Course topics include private and public key cryptography, block ciphers, pseudorandom functions and generators, data encryption standards, symmetric encryption, asymmetric encryption, computational number theory, RSA and discrete log systems, message authentication, digital signatures, key distribution and key management. Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience, College Algebra (MA 131) or higher with “B” or better, and IS 605 or concurrent enrollment.

CSS 677  Computer and Network Forensics  3 cr.
This course involves the analysis and investigation of cyber-crime and computer forensics including process, methodology, laws/regulations and industry standards, with a focus on overall methodical process for identifying, analyzing, recreating and addressing cyber-based crimes. It also delves into the ethical issues associated with information systems security. Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience and IS 605 or concurrent enrollment.

CSS 688  Information Warfare  3 cr.
This course provides an in-depth knowledge of information warfare principles, strategies, tactics, and technologies. Topics include information warfare concepts, offensive and defensive tactics, and analysis methodologies regarding vulnerability and risk. In addition, cyberspace security, physical security and ethics, as well as legal issues and concerns, are covered. Prerequisite: CSS 656.

IS 603  Computer Network and Telecommunications Systems  3 cr.
This course explores and analyzes voice and data communications. It will cover traditional and current telecommunication and computer network systems. Topics include the open system interconnection 7-layer model, public switch telephone network, transmission control protocol/internet protocol, Ethernet, frame relay and asynchronous transfer mode.
IS 605  Data Management and Applications Security  3 cr.
This course examines 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 620  Computer Security, Risk Management and Control  3 cr.
In this course, students explore the threats and risks present in organizations due to the pervasive use of technology. Students also learn risk evaluation techniques and identify security and control techniques used to minimize threats and risk to the organization. Computer and information security topics emphasized include threat techniques, protective techniques, risk analysis, contingency planning, password techniques, encryption, network protocol and intercept devices. Prerequisite: IS 603 or comparable course (CS 365) or relevant experience and IS 605 or current enrollment.

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

Foundation courses  6 cr.
PA 552  Public Policy and Disaster  3 cr.
And select one:
PA 551  Principles of Disaster and Emergency Management  3 cr.
PA 553  Disaster and Society  3 cr.

Theory integration courses  (select four):  8 cr.
PA 581  Global Hazard Reduction  2 cr.
PA 582  Disaster, Disease and Public Health  2 cr.
PA 583  Technology, Accidents and Organizations  2 cr.
PA 584  Continuity of Government Operations  2 cr.
PA 585  Natural Hazards and the Urban Environment  2 cr.
PA 586  Planning for Emergencies and Disasters  2 cr.
PA 587  Government Response to Terrorism  2 cr.

Total credits  14 hours
Course Descriptions

PA 551 Principles of Disaster and Emergency Management 3 cr.
This course examines concepts of organizing society to manage emergencies and disasters. It explores governmental and non-governmental approaches to coping with natural and technological hazards.

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

PA 553 Disaster and Society 3 cr.
This course provides an interdisciplinary survey of disaster theory from sociological, geographical and public policy perspectives.

PA 581 Global Hazard Reduction 2 cr.
This course examines natural and man-made threats, their causes and societal responses to mitigate the risks and impacts. Strategies from all world regions are reviewed.

PA 582 Disaster, Disease and Public Health 2 cr.
This course focuses on integrated concepts of protecting vulnerable individuals and communities from the health consequences of disasters and emergencies.

PA 583 Technology, Accidents and Organizations 2 cr.
This course provides a study of technological systems and their failures; the causative and preventive roles played by organizations.

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

PA 585 Natural Hazards and the Urban Environment 2 cr.
This course is an in-depth study of the sustainability of urban areas in the face of diverse natural hazards, along with a global perspectives on past experiences and future risks.

PA 586 Planning for Emergencies and Disasters 2 cr.
Tools and techniques utilized by government to prepare for emergencies and disasters are presented, along with a review of integrated planning for all hazards and all phases of disaster.

PA 587 Government Response to Terrorism 2 cr.
This course examines government responses to terrorism with a specific emphasis on non-law enforcement issues facing local and state government. Legal and regulatory frameworks, organizational concepts and interoperability issues related to preparedness and response to chemical, biological and radiological threats.
Graduate Certificate in Healthcare/Health Services Management and Leadership

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

Foundation courses  6 cr.
- HA 511 Leadership and Management in Healthcare Systems 3 cr.
- HA 518 Organization of Healthcare Delivery Systems 3 cr.

Theory integration courses (select two):  6 cr.
- HA 508 IT, Data Gathering and Data Management 3 cr.
- HA 515 Marketing and Consumer-Driven Healthcare 3 cr.
- HA 516 Healthcare Finance 3 cr.
- HA 517 Legal and Ethical Issues in Healthcare Leadership 3 cr.
- HA 532 Healthcare Services and Systems for Diverse Populations 3 cr.
- HA 533 Managerial Epidemiology 3 cr.
- HA 537 The Politics of Healthcare 3 cr.
- HA 557 Nursing Dimensions of Healthcare Leadership 3 cr.
- HA 573 Quality Improvement and Outcomes Assessment 3 cr.
- HA 580 The Pharmaceutical Basis for Healthcare Delivery 3 cr.
- HA 604 Healthcare Economics and Payment Systems 3 cr.
- HA 611 Mediation, Negotiation and Conflict Management 3 cr.

Total credits  12 hours

Course Descriptions

HA 508  IT, Data Gathering and Data Management  3 cr.
The course focuses on gathering and analyzing relevant institutional data for decision-making. Familiarity with main health care data organizations, both public and private, will also be a focus of this course. Students will have direct experience with data mining, planning studies and operational research, as well as with clinical research, as it relates to health care outcomes. Use of inferential statistics and other data analysis techniques will be taught in this course. An introduction to the role of information systems and state-of-the-art information technologies in management and decision-making, as well as reducing risk and promoting patient safety and confidentiality, will be offered. The course seeks to build skills and knowledge in the evaluation and selection of hardware and software, evaluating technology vendors and effective use of technology-based solutions. It will also focus on the implementation and training needed to implement information technology and to further evidence-based health care and data-driven decisions.
HA 511  Leadership and Management in Healthcare Systems  3 cr.
This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to participants. Examples of issues include rural and urban health care, managed care, ethics of health care, integrating technology, and leadership styles and traits. (Course is cross-listed as MBA 511.)

HA 515  Marketing and Consumer Driven Healthcare  3 cr.
Within a broad marketing philosophy, the course presents marketing as the process of identifying and delivering what physicians, patients and families want. This involves market research, market analysis, product design, product development, promotion and delivery; physician, patient, family and employee satisfaction, and understanding how these factors drive the health care market.

HA 516  Healthcare Finance  3 cr.
Financial management tools and strategies for health care organizations. The course includes capital and cash flow management, budgeting, financial markets, investment decisions, analyzing financial statements, pricing, cost analysis, performance evaluation, contract negotiation, financial accounting, problems and solutions of health insurance, government funding and methods of containing health costs. These issues will be studied in view of serving consumers more effectively. (Course is cross-listed as MBA 516.)

HA 517  Legal and Ethical Issues in Healthcare Leadership  3 cr.
The course studies the legal framework of health services and health care delivery, as well as the ethical issues confronted by health care administrators in various health care settings. Topics will include licensure, medical malpractice, liability, insurance issues, legal standards for care, confidentiality of records (HIPAA), informed consent, and patient rights and patient advocacy.

HA 518  Organization of Healthcare Delivery Systems  3 cr.
The course provides an overview of the development of the current status of the health care system in the U.S., its organizational structure and operation of the various health care organizations, governmental as well as non-governmental, at the federal, state and local levels. The course examines the structure and issues of the major health care delivery systems (national and international), including outpatient clinics, physician’s offices, hospitals, long-term care facilities, self-help organizations, patient advocacy groups, accrediting agencies and the insurance industry. Grounded in the past and focused on the future of American health care systems, the course will examine the evolution of administrative characteristics, with consumer demand characteristics (physicians, patients and families) and the planning and operation of health care services in an international competitive marketplace. (Course is cross-listed as MBA 518.)

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

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**HA 533 Managerial Epidemiology** 3 cr.
Epidemiology is the study of the distribution and determinants of health in populations, and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems, identify solutions to prevent disease and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management of health care organizations.

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

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

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

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

**HA 604 Healthcare Economics and Payment Systems** 3 cr.
The course will focus on key macro- and micro-economic concepts, such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories and cost-benefit analysis, as they apply to health care as a service industry, including current and future payment systems for health care, such as HMOs, Medicare, Medicaid and comparisons to other countries. *(Course is cross-listed as MBA 604.)*
HA 611  Mediation, Negotiation and Conflict Management 3 cr.
Mediation, negotiation and conflict resolution with physicians, nursing and allied health staff, patients, and their families are critical components of leadership. The course focuses on learning preventative approaches to conflicts and disputes, and development of professional skills in negotiating, mediating and managing conflicts. This course will include methods for patient, employee and physician satisfaction assessment, and continuous improvement.

Graduate Certificate in the Leadership of International Healthcare Organizations
The Leadership of International Healthcare Organizations graduate certificate provides students with knowledge and skills related to the administrative and management aspects of international health. The certificate also provides a relevant and complimentary education for students within the Master of Healthcare Leadership program, by adding an international health care focus, and offers an additional and unique educational opportunity for students in the Master of Business Administration and Master of Public Affairs programs who have an interest in international health.

To accommodate those students whose visa requirements necessitate face-to-face courses, the certificate courses and the electives are offered in both face-to-face and online formats. Specifically, the certificate focuses on the following goals:

- Providing students with instruction in the administrative and management issues unique to international health care organizations.
- Creating an opportunity for students to gain more in-depth knowledge of the operation of international health care organizations.
- Providing theoretical as well as applied learning experiences in the administration of international health care organizations.

Additional Admission Requirements
- Students must submit an essay describing their academic and career background, and reasons why they wish to pursue a certificate in the Leadership of International Healthcare Organizations.

Program of Study
The certificate consists of four interdisciplinary courses for a total of 12 credit hours.

Course Requirements (choose four courses*)
HA 511 Leadership and Management in Healthcare Systems 3 cr.
HA 532 Healthcare Services and Systems for Diverse Populations 3 cr.
HA 533 Managerial Epidemiology 3 cr.
PA 503 Emerging Issues in Public Affairs 3 cr.
PA 545 Management of Nonprofit Organizations 3 cr.
Total credits 12 hours

* Students may be eligible to substitute HA 521 (Special Topics: Independent Study in Healthcare Services) or another course emphasizing international relations for one of the four courses listed above with the permission of the director of the Master of Healthcare Leadership program.
Course Descriptions

HA 511 Leadership and Management in Healthcare Systems 3 cr.
This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on issues relevant to current challenges, an emphasis that is of utilitarian value to students. Examples of issues include rural and urban health care, managed care, ethics of health care, integrating technology, and leadership styles/trait.(Course is cross-listed as MBA 511.)

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

HA 533 Managerial Epidemiology 3 cr.
Epidemiology is the study of the distribution and determinants of health in populations and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems, identify solutions to prevent disease, and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management of health care organizations.

PA 503 Emerging Issues in Public Affairs 1 to 3 cr.
This course provides an analysis of a selected current issue in the field of public affairs. This course will be offered when need and interest are present. The topic of the course will vary.

PA 545 Management of Nonprofit and Nongovernmental Organizations 3 cr.
This course provides an overview of management principles and practices, with the common and distinctive elements of nonprofit management compared to that of public and business organizations in the U.S. and to civil society and non-governmental organizations in the global context. Different approaches within nonprofit management are viewed historically and in current practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation and regulation, the nature of governance processes, marketing to multiple stakeholders, variations in the mix of services and funding sources, and the use of volunteers. Ethical relationships and the impact of technology within the nonprofit organization are also examined.

Graduate Certificate in Music Performance
The Graduate Certificate in Music Performance program is housed within the College of Liberal Arts and Sciences. This certificate program is designed for students who want to pursue a non-degree course of study concentrating almost exclusively on performance. Minimum graduate credit hours required for the certificate are 24. Additional admission requirements 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/Descriptions

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

**MU 510 Applied Music B** 6 cr.
A continuation of MU 501. (Pass/Fail)

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

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

Graduate Certificate in Nonprofit Leadership

The Graduate Certificate in Nonprofit Leadership program, housed within the Hauptmann School for Public Affairs, prepares students for leadership positions in the nonprofit and philanthropic sectors. Graduates with this certificate command key skills and understanding found necessary to equip them for challenging work in these sectors. Graduates of this certificate program will be able to:

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

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Required Courses
PA 509  Leadership Development and Organizations  3 cr.
PA 545  Management of Nonprofit Organizations  3 cr.
PA 600  Ethical Foundations of Authority and Responsibility  3 cr.

Elective (select one)  3 cr.
PA 542  Social Policy  3 cr.
PA 543  The Nonprofit and Nongovernmental Sectors  3 cr.

Total credits  12 hours

Course Descriptions

PA 509  Leadership Development and Organizations  2 to 3 cr.
This highly interactive course, grounded in organization theory, examines organizations from a cross-sector perspective. The inherently contradictory nature of organizations and the leadership competencies associated with these contradictions are explored, using organizational effectiveness frameworks. Students embark on developing managerial leadership competencies associated with organizational effectiveness criteria.

PA 542  Social Policy  3 cr.
This course provides an examination of policies intended to address community needs and how those policies get set. Reviews community needs, organizations, services and inter-organizational arrangements designed to implement policies in such areas as social welfare, health and mental health, employment and training, crime prevention and cultural endeavors. The role of individual values and responsibility, as well as the mobilization of community efforts to address problems, paying attention to their global implications, is explored.

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

PA 545  Management of Nonprofit and Nongovernmental Organizations  3 cr.
This course provides an overview of management principles and practices, with the common and distinctive elements of nonprofit management compared to public and business organizations in the U.S. and to civil society and non-governmental organizations in the global context. Different approaches within nonprofit management are viewed historically and in current practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation and regulation, the nature of governance processes, marketing to multiple stakeholders, variations in the mix of services and funding sources, and the use of volunteers. Ethical relationships and the impact of technology within the nonprofit organization are also examined.

PA 600  Ethical Foundations of Authority and Responsibility  2 to 3 cr.
This course examines fundamental ethical theories, issues, strategies and dilemmas in public service as they relate to issues of power, authority and responsible decision-making in organizations.
**Graduate Artist Diploma in Music Performance**  
**(Two-Year Program — Applied Emphasis in Piano, Violin, Viola or Cello)**

The Graduate Artist Diploma in Music Performance is housed within the College of Liberal Arts and Sciences. This is a unique program open to only a few highly gifted artists who have demonstrated exemplary artistic achievement in their academic/professional career, and is the most advanced course of study in music offered at Park University. This course of study is to prepare the individual for a concert/stage career, or a major appointment in the professional or academic arena. In addition to the general rules that are applicable for admission to the Graduate School at Park University, additional 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/Descriptions**

**MU 560  Applied Music**  
6 cr.

This course places emphasis on developing repertoire and is designed to develop both artistry and professionalism. Students will be prepared for major competitions as well as auditions for professional appointments in the professional and academic arena.

**MU 570  Applied Music**  
6 cr.

A continuation of MU 560.

**MU 580  Applied Music**  
6 cr.

A continuation of MU 570.

**MU 590  Applied Music**  
6 cr.

A continuation of MU 580.
MASTER’S THESIS PROCEDURES

The writing of a thesis is a highly valued academic exercise especially suitable for students who wish to continue their graduate education in pursuit of a doctorate degree after completing the master’s degree. The thesis has been traditionally regarded as the culminating activity in a master’s degree program. Students may earn up to six (6) 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 one (1) hour is possible, with the approval of the Thesis Committee chair.

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

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

Thesis Procedures
The candidate must register for the appropriate thesis course to begin the process of developing a thesis proposal. Registration allows the student to receive advice from a faculty member and to utilize University facilities to prepare for the thesis. While enrolled in this course, students are expected to actively work on developing a formal proposal related to an area of research interest, under the direction of a faculty member who will be the major adviser or the Committee chair.

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

- Key concepts and definition of the project. Concisely and clearly state what the project intends to accomplish. What are the basic questions to be explored?
- Significance of the study. Why should the scientific community be interested in this study? What contribution will it make to the discipline, profession and society?
- Review of relevant literature. How does your research relate to the work of others? Where are the gaps in literature? What do you hope to add to the literature?
- Methodology. How do you plan to approach the subject? What is your methodology and what instruments or procedures will you use to gather the data/information that you would need to address the questions? What is the justification for the use of this methodology? Do you have the resources to conduct the study, such as access to people, data, archives, collections, time, etc.?
• Plan of work and timetable. Present a realistic timetable including specific dates by which you plan to complete specific facets of the research. It will help you and the Committee to decide if you can realistically complete the project.
• Bibliography. Present a working bibliography that includes scholarly books and articles. Naturally, you will revise and expand this bibliography as you continue with your project.

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

Submitting the Proposal
The student must work with the Committee chair in submitting the proposal to the Committee members for their approval. Once approved by the Committee, the chair will forward the proposal to the School of Graduate and Professional Studies at least one semester prior to the semester in which the student is expected to graduate.

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

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

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

Enrollment in XX 799 (1 cr.)
When additional time is needed to complete thesis work, enrollment in XX 799 is permitted, in consultation with the chair. Consult the director of your graduate program or the dean of the School of Graduate and Professional Studies for additional information on the thesis procedure.
The Park School of Business is one of the most progressive business schools in the U.S. The faculty and staff of the Park School of Business are constantly taking the pulse of the business world to make sure its programs are on the cutting-edge of management know-how and technological innovations that will shape business education and practice well into the 21st century.

Mission
The mission of the Park School of Business is to provide professional programs of study that are founded in the liberal arts tradition. Graduates of the Park School of Business are prepared to be professionals who have learned theory and application. They have the knowledge, values and skills necessary to lead business and society in a global community.

Vision
The vision of the Park School of Business is to become a leader in the delivery of innovative programs that prepare students for global leadership in business and society.

Strategic Objectives

• Create and nurture an academic environment that enhances the educational and career opportunities for graduate business students.
• Create and ensure the quality, flexibility and value of the School’s curricular and academic activities.
• Explore, engage and leverage synergies with other parts of Park University to offer interdisciplinary programs.
• Engage various constituents of the Park School of Business to promote and increase the School’s public recognition and prestige.
MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration program, founded in 1998, is offered through the Park School of Business. The M.B.A. program provides training to individuals to think critically and effectively to find solutions to management problems. It also prepares students to excel in the 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 M.B.A. degree may be earned entirely through online delivery mode or through the traditional face-to-face delivery method, or the combination of both methods. The traditional face-to-face classes are offered at our campuses in the Kansas City, Mo., area, while the online classes can be completed from any location.

The online M.B.A. 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 specified due dates. The benefit of the online M.B.A. is to gain flexibility in when and where learning takes place without sacrificing the rigor and academic excellence.

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 re-entering the workplace to join a small nonprofit agency, the business skills and tools developed in the M.B.A. 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 International Business, Management Information Systems and Finance.

Vision
The Park University M.B.A. program strives to be a superior quality graduate business program and an excellent source of business graduates. Our M.B.A. program is committed to providing innovative educational opportunities for business leaders within the global marketplace.

Mission
The M.B.A. 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 meets the professional needs of the student and the business community, and 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.

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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 students with flexibility to tailor their own degree plans in pursuit of a specific field of interest, either within the general business area or within a specific concentration, such as Finance, International Business and Management Information Systems.
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 U.S., or from an accredited foreign institution of higher learning.
- Minimum 3.0 cumulative grade point average on a 4.0 scale from all colleges and universities attended.

**Park University Undergraduate Seniors/Non-Degree- Seeking Students**
Park University seniors with a 3.6 cumulative GPA, while completing their bachelor’s degree, may be admitted to take up to nine (9) graduate credit hours in a non-degree-seeking status. Financial aid will not be available for courses taken as a non-degree-seeking student. These credits will be applied to the appropriate graduate program, after the student has received his/her undergraduate degree and has been admitted to a graduate program. Please contact the Graduate Admissions office at (816) 559-5630 for more information.

**Graduation Requirements**
- Completion of a total of 36 credit hours of graduate coursework, which includes 12 hours of electives or courses within a specific area of concentration.
- No more than nine (9) credit hours may be transferred from other institutions. The transfer of coursework must be completed prior to admission into Park University’s M.B.A. program.
- Students must apply for graduation no later than eight weeks prior to the commencement ceremony.

**Common Body of Knowledge (Prerequisites)**
Applicants who do not possess an undergraduate business degree are required to complete the Common Body of Knowledge coursework. This requirement can be satisfied by taking the indicated undergraduate courses or their equivalents. Please consult with the M.B.A. director for exceptions. A grade of “C” or better must be earned.
- Principles of Accounting I (AC 201) and Principles of Accounting II (AC 202) before Accounting for Management Decisions (MBA 515).
- Principles of Macroeconomics (EC 141) and Principles of Microeconomics (EC 142) before all economics courses.
- Financial Management (FI 360) before all finance courses.
- Principles of Management (MG 352) before all management courses.
- Principles of Marketing (MK 351) before all marketing courses.
• Quantitative Research Methods (EC 315) before Quantitative Analysis for Management Decisions (MBA 674).

(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 the Office of Student Financial Services with questions.

Format of Courses
Courses are offered in a mix of 8-week, 16-week, online and 2-week intensive sessions, to allow the student to complete the 36-hour degree in 1-1/2 years. Students are urged to check the course schedule and consult with their adviser to determine which courses are offered in each format, and the recommended sequence of courses to be taken.

Degree Requirements

Core 24 cr.

MBA 515 Accounting for Management Decisions 3 cr.
MBA 526 Corporate Management in a Complex Global Setting 3 cr.
MBA 527 Issues in Ethics and Social Responsibility 3 cr.
MBA 615 Managerial Finance 3 cr.
MBA 630 Strategic Marketing 3 cr.
MBA 633 Human Resource Management 3 cr.
MBA 674 Quantitative Analysis for Management Decisions 3 cr.
MBA 695 Business Policy and Strategy 3 cr.

Electives (choose four) 12 cr.

MBA 507 International Economics 3 cr.
MBA 509 Economic Development 3 cr.
MBA 511 Leadership and Management in Healthcare Systems 3 cr.
MBA 516 Healthcare Finance 3 cr.
MBA 518 Organization of Healthcare Delivery Systems 3 cr.
MBA 520 Entrepreneurship Project Management 3 cr.
MBA 525 Entrepreneurship in the Global Economy 3 cr.
MBA 575 Marketing Research Strategies 3 cr.
MBA 604 Health Economic and Payment Systems 3 cr.
MBA 605 Management Information Systems 3 cr.
MBA 606 Strategic Information Systems 3 cr.
MBA 607 Systems Analysis and Design 3 cr.
MBA 608 Topics in Information Systems 3 cr.
MBA 609 Database Management Systems 3 cr.
MBA 610 Advanced Seminar in International Marketing 3 cr.
MBA 611 Green Marketing 3 cr.
MBA 616 Advanced Managerial Accounting 3 cr.
MBA 620 Leadership in Organizations 3 cr.

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MBA 621  Advanced Corporate Finance  3 cr.
MBA 625  International Finance  3 cr.
MBA 632  Analysis of the Legal Environment for Decision Making  3 cr.
MBA 640  Investment Management  3 cr.
MBA 641  Fixed Income Securities  3 cr.
MBA 642  Financial Derivatives  3 cr.
MBA 643  Entrepreneurial Finance  3 cr.
MBA 655  Entrepreneurship and Small Business Management  3 cr.
MBA 660  Strategic Global Business Management  3 cr.
MBA 670  Special Topics in Business  3 cr.
MBA 675  Entrepreneurship Seminar  3 cr.

The program may offer some courses in the 2-week intensive format. Those courses are offered every evening, Monday through Friday, for two weeks. It is recommended that work schedules be arranged to accommodate this intensive course format. It is not the policy of this program to waive any of the core courses.

The general M.B.A. program offers students the flexibility to tailor their M.B.A. to the student's professional interests, by offering courses in Finance, Management Information Systems and International Business, or the student may select one of the following areas of concentration:

A. International Business Concentration

The M.B.A. 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, this concentration provides the tools to operate in a multinational/multicultural environment.

Core  12 cr.

MBA 507  International Economics  3 cr.
MBA 625  International Finance  3 cr.
MBA 660  Strategic Global Business Management  3 cr.
MBA 610  Advanced Seminar in International Marketing  3 cr.

B. Management Information Systems Concentration

The M.B.A. Management Information Systems concentration offers a unique combination of business intelligence, industry standards and practical instruction by providing a basis of business and computer information technology curricula to supply graduate students with in-depth knowledge and hands-on understanding of the essentials of information systems. The rationale is to produce quality graduate-level business students who are not only skilled in basic business knowledge, but also have a strong foundation in current information systems technology. Students are trained to apply management information systems technology to help create efficient and effective business enterprises capable of competing in a global setting.

Core (select four):

MBA 605  Management Information Systems  3 cr.
MBA 606  Strategic Information Systems  3 cr.
MBA 607  Systems Analysis and Design  3 cr.
MBA 608  Topics in Information Systems  3 cr.
MBA 609  Database Management Systems  3 cr.
C. Finance Concentration

The M.B.A. Finance concentration is designed to provide M.B.A. graduates with broad professional competence and skills to prepare them for careers in executive positions at banks, financial institutions and other firms. The Finance concentration is designed to assist students for an extensive understanding of a core set of skills in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation necessary in the modern corporate finance positions, as well as in other careers such as consulting. By incorporating critical strategies and techniques in the areas such as investment and commercial banks, financial as well as general management consulting, venture capital and private equity firms, and corporate finance within 500 large-cap companies, graduates will be primed for financial challenges in both the national and international arena.

The concentration in finance will allow students to tailor their program to their professional goals and to prepare for one or more of the following career opportunities:

- **Investment Management.** Prepares candidates for a career as a security analyst, money manager, brokerage firm analyst, insurance company representative or other financial job function.
- **Corporate Financial Management.** Concerned with duties of financial managers in business, including risk management, strategic planning, budgeting, financial forecasting, cash management, credit administration, investment analysis and funds procurement.

### Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MBA 621</td>
<td>Advanced Corporate Finance</td>
<td>3 cr.</td>
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<tr>
<td>MBA 625</td>
<td>International Finance</td>
<td>3 cr.</td>
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<tr>
<td>MBA 640</td>
<td>Investment Management</td>
<td>3 cr.</td>
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<tr>
<td><strong>Electives (select one):</strong></td>
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<tr>
<td>MBA 641</td>
<td>Fixed Income Securities</td>
<td>3 cr.</td>
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<tr>
<td>MBA 642</td>
<td>Financial Derivatives</td>
<td>3 cr.</td>
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<tr>
<td>MBA 643</td>
<td>Entrepreneurial Finance</td>
<td>3 cr.</td>
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### MBA Course Descriptions

**MBA 507 International Economics**  
3 cr.
This course entails analysis of the theory, structure and policies of international economic and financial institutions. Topics include international trade, trade policies, problems of international finance and exchange rates. **Prerequisites:** EC 141 and EC 142, or equivalent approved by program director.

**MBA 509 Economic Development**  
3 cr.
This course focuses on the study of the theoretical background and applied aspects of economic growth in both developing and developed countries. The course looks at how and why growth was fostered or stymied by domestic and/or international governmental policies. **Prerequisites:** EC 141 and EC 142, or equivalent approved by program director.
MBA 511  Leadership and Management in Healthcare Systems  3 cr.
This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to the participants. Examples of issues include rural and urban healthcare, managed care, ethics of healthcare, integrating technology, and leadership styles and traits. (Course is cross-listed as HA 511.)

MBA 515  Accounting for Management Decisions  3 cr.
This course emphasizes the accounting data and techniques employed by management for decision-making in not-for-profit businesses and governmental organizations to analyze, evaluate and convey their economic events and reporting status. Areas covered include cash flow analysis, financial statement analysis, variable costing, product costing, cost prediction, cost-volume-profit considerations, operational budgeting, variance analysis, return on investment and capital budgeting decisions. The course uses accounting case studies and a term project to evaluate the student’s comprehension of the material. Prerequisites: AC 201 and AC 202, or equivalent approved by program director.

MBA 516  Healthcare Finance  3 cr.
This course provides an introduction to financial management tools and strategies for health care organizations. The course includes capital and cash flow management, budgeting, financial markets, investment decisions, analyzing financial statements, pricing, cost analysis, performance evaluation, contract negotiation, financial accounting, problems and solutions of health insurance, government funding and methods of containing health costs. These issues will be studied in view of serving consumers more effectively. (Course is cross-listed as HA 516.)

MBA 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 U.S., 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 health care systems, the course will examine the evolution of administrative characteristics, with consumer demand characteristics (physicians, patients and families) and the planning and operation of healthcare services in an international competitive marketplace. (Course is cross-listed as HA 518.)

MBA 520  Entrepreneurial Project Management  3 cr.
This course represents an overview of the business macro-environment that is at the core of the philosophy of continuous improvements. Particular attention is directed to explaining how the application of this philosophy has stimulated the transformation of many work environments at the end of the 20th century and the beginning of the 21st century. Throughout the course, process and project management materials and innovations are demonstrated and then used in field projects to integrate theory with practice. Prerequisite: MG 352 or equivalent approved by program director.
MBA 525  Entrepreneurship in the Global Economy  3 cr.
This course offers students the skills and knowledge useful for developing and implementing a new global business. Using the concept of a start-up entrepreneurship, we examine the key factors in creating a new business which has a global market focus. This includes businesses started in the European Union, China, India, Russia or other countries, as well as businesses started in the U.S. that market to these countries. The course is built around an e-commerce business concept, which focuses on more than one non-U.S. country. Investigating opportunities through trade allows both the extension of traditional business to e-commerce as well as the creation of new business offers. The course is developed to promote skills needed to: assess the viability of a new business concept; understand the conditions of e-commerce readiness for specific countries; grasping unique opportunities; creating cultural awareness; understand technical issues involved in a global e-commerce business; analyze opportunities and evaluate the outcome of an opportunity; analyze competitive environment; market potential; and identify sources of financial support for the new venture. Prerequisite: MG 352 or equivalent approved by program director.

MBA 526  Corporate Management in a Complex Global Setting  3 cr.
This course focuses on cross-disciplinary business policy aspects of commercial enterprise, evaluation of firms’ strategic and competitive behavior from a global dimension in the 21st century, managerial decision-making based on interdisciplinary nature and the role of the economy in the context of globalization. Prerequisite: MG 352 or equivalent approved by program director.

MBA 527  Corporate Ethics and Social Responsibility  3 cr.
This course explains the importance and rationale of ethical decision-making in business environments as well as the skills and analysis necessary to succeed in professional careers. Ethical standards such as competency, integrity, objectivity, confidentiality and professionalism will be addressed from a value-oriented business approach with a better understanding of legal implications. Prerequisite: MG 352 or equivalent approved by program director.

MBA 575  Marketing Research Strategies  3 cr.
This course is an introduction to basic market research information and techniques. Includes research studies for selected marketing activities involving design development, information collection, data analysis and reporting of findings. Prerequisite: MK 351 or equivalent approved by program director.

MBA 604  Healthcare Economics and Payment Systems  3 cr.
The course focuses on key macroeconomic and microeconomic concepts such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories and cost-benefit analysis as they apply to health care as a service industry, and including current and future payment systems for health care, including HMOs, Medicare, Medicaid and comparisons to other countries. (Course is cross-listed as HA 604.)
MBA 605  Management Information Systems  3 cr.
This course is developed as a framework for analyzing the use of information by firms along with examples of different types of information systems. It explores the theoretical foundations of information systems and their development uses, operations, management, control, structure and impact. The analysis of information function within the organization, the nature and characteristics of computerized information systems, usage of information systems and technology to change the organizational structure, work process and culture will be addressed. Information system analysis and design are also stressed through case study and projects.

MBA 606  Strategic Information Systems  3 cr.
This course focuses on the usefulness of information technology to achieve competitive advantage, efficient operations and effective decision-making. It explores the usage of information systems and technology in enterprises and analyzes their roles, functions and effects on competitive and organizational operational strategies.

MBA 607  Systems Analysis And Design  3 cr.
This course focuses on in-depth assessment of the methodology, tools and techniques involved in designing an information system for an enterprise, including a detailed study of the system’s development life cycle. The course requires reviewing and analyzing cases and exercises. A final project will be required, including analysis and design of an actual information system.

MBA 608  Topics in Information Systems  3 cr.
This capstone course focuses on the integration and synthesis of previous knowledge in information systems. Adapting information systems and technology to meet the needs of the ever-changing business environment is included. Utilizing information systems and technology to address topics and problems in many functional areas such as marketing, accounting, human resources and management information are stressed. Case studies will reinforce lectures.

MBA 609  Database Management Systems  3 cr.
This course explores the overall techniques used to design databases and database management systems. Principles for determining database requirements, components and architectures are addressed. Topics include data dictionaries, use of case tools in developing databases, data integrity, security and privacy issues, user interface and innovative programming languages. A final project involving the design of an actual corporate database is required.

MBA 610  Advanced Seminar in International Marketing  3 cr.
This course provides tools for marketing management decision processes and marketing systems in the global environment; application to multinational business operations and strategy development; and marketing techniques of foreign market entry (import/exports, joint ventures, licensing and management contracts). Emphasis is on marketing mix and how it is adapted to the global environment. Prerequisite: MK 351 or equivalent approved by program director.
MBA 611 Green Marketing 3 cr.
This is an environmental marketing course dealing with issues related to the environment. Topics covered are centered around the theoretical basis, managerial perspective, public policy viewpoint, or for empirical evidence. This course also covers a wide array of topics from segmentation to product, advertising and distribution strategies, and from a micro to a macro perspective. It represents an excellent tool for understanding and researching environmental marketing.
Prerequisite: MK 351 or equivalent approved by program director.

MBA 615 Managerial Finance 3 cr.
This course covers a comprehensive analysis of financial management issues faced by financial managers. Topics include capital budgeting, the use of option pricing in corporate financial management, working capital management, different types of short-term financing, lease financing and other hybrid security financing, the use of derivative securities in corporate risk management, financial planning and control, and other relevant topics. Prerequisite: FI 360 and MBA 515, or equivalent approved by program director.

MBA 616 Advanced Managerial Accounting 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. Prerequisite: FI 360 and MBA 515, or equivalent approved by program director.

MBA 620 Leadership in Organizations 3 cr.
This course provides an exploration of leadership in organizations, problem-solving techniques and communication, coordination, and human relation skills required for managerial success. Topics covered include principles and practices of management functions such as planning, organizing, motivating and controlling. Prerequisite: MG 352 or equivalent approved by program director.

MBA 621 Advanced Corporate Finance 3 cr.
The objective of this course is to study the major decision-making areas of managerial finance and some selected topics in financial theory. The course reviews the theory and empirical evidence related to investment and financing policies of a firm and attempts to develop decision-making ability in these areas. This course serves as a complement and supplement to MBA 615 (Managerial Finance). Some areas of financial management not covered in MBA 615 are covered in MBA 621. These may include leasing, mergers and acquisitions, corporate reorganizations, financial planning and working capital management, and other selected topics. Other areas that are covered in MBA 615 are covered more in-depth and more rigorously in this course. These include investment decision-making under uncertainty, cost of capital, capital structure, pricing of selected financial instruments and corporate liabilities, and dividend policy. Prerequisite: MBA 615.
MBA 625  International Finance  
3 cr.
This course focuses on the study of the international monetary environment and financial planning for corporations with overseas operations. The course also covers the analysis of the effects of exchange rate fluctuations, currency restrictions and tax regulations on international financial planning. Furthermore, it examines the financial aspects of multinational business, including foreign investment, trade and transfer of funds. **Prerequisite: MBA 615.**

MBA 630  Strategic Marketing  
3 cr.
This course provides an introduction to the analysis, planning, implementation and control of marketing programs designed to achieve the organizational objectives of potential consumers. Decision-making in organizations dealing with consumer markets is provided. Important insights from the behavioral sciences are considered in light of decision objectives to develop capability in creation and management of consumer-oriented marketing campaigns. **Prerequisite: MK 351 or equivalent approved by program director.**

MBA 632  Analysis of the Legal Environment for Decision Making  
3 cr.
This course examines the nature of the legal environment from the viewpoint of the social and moral bases of law. Emphasis is given to the operation of our legal system and its significance in decision functions of management. **Prerequisite: MG 352 or equivalent approved by program director.**

MBA 633  Human Resource Management  
3 cr.
This course is an extensive analysis of human resource management in the modern organization. Major functional areas including strategic human resource management, employment, compensation, benefits, employee and labor relations, training and development, and human resource planning, as well as personnel policy and procedures are discussed. **Prerequisite: MG 352 or equivalent approved by program director.**

MBA 640  Investment Management  
3 cr.
This course provides an analysis of various debt, equity and derivative investment vehicles. Various theories of valuation of stocks, bonds, options, futures, real assets and other securities will be applied to each individually and in the context of portfolio management. **Prerequisite: FI 360.**

MBA 641  Fixed Income Securities  
3 cr.
This course is a rigorous study of fixed income securities, including default-free bonds, floating rate notes and corporate bonds. Closely related financial instruments such as forwards and futures on fixed income securities, bond options and interest rate swaps are also examined, in addition to analyzing specific types of fixed income securities. There will be an examination of the tools used in bond portfolio management. **Prerequisites: MBA 615 and MBA 640.**
MBA 642  Financial Derivatives  3 cr.
This course provides the student with the necessary skills to value and to use options, futures and
related financial contracts. The financial derivatives are one of the constantly changing and
widely-used instruments in today’s financial markets. This course will provide rigorous
fundamental valuation and explore the strategic and tactical dimensions of derivatives. The topics
that will be covered include the valuation of futures contracts on stock indices, on commodities
and Treasury instruments; the valuation of options; empirical evidence; strategies with respect to
these assets; dynamic asset allocation strategies, of which portfolio insurance is an example;
swaps; and the use (and misuse) of derivatives in the context of corporate applications.
Prerequisites: MBA 615 and MBA 640.

MBA 643  Entrepreneurial Finance  3 cr.
This course focuses on topics in entrepreneurial finance, applying financial theory and principles
to small firms. There is special emphasis on the specific issues that confront small businesses
through their life cycle of development, start-up, expansion, maturity and harvesting. The course
will introduce the main financial issues affecting start-up companies, venture capital markets,
private equity and debt financing, valuing small companies and harvesting methods. The course
will be divided into two parts — part one covers “small business survival skills,” including
assessing financial performance, financial planning, identifying external financing needs and
business valuation; part two addresses the issues and challenges associated with financing for
entrepreneurial enterprises. Prerequisite: MBA 615.

MBA 655  Entrepreneurship and Small Business Management  3 cr.
This course introduces fundamentals of profit analysis, financial planning and management
control for small business. Topics covered include evaluation of product policies, marketing and
pricing strategies, and organizational structure and control mechanisms. Included also are
investment requirements of operating a business and alternative ways of financing, including bank
loans, mortgage financing, venture capital and public stock offerings. Prerequisite: MG 352 or
equivalent approved by program director.

MBA 660  Strategic Global Business Management  3 cr.
This course provides broad knowledge and understanding of the interpersonal and intercultural
management skills necessary for international managers. While learning to identify cultural aspects
of verbal and nonverbal behavior of persons from different cultures, students will come to
recognize cultural differences that can cause difficulties in management situations. The culture of
contract negotiations in Japan, Europe and the Middle East is emphasized. The economic,
political and legal aspects of global business are discussed in the context of international
management. Prerequisite: MG 352 or equivalent approved by program director.

MBA 670  Special Topics in Business  3 cr.
In this course, current topics in business are extensively discussed. These may include business
ethics, labor relations, financial planning or any of a wide variety of subjects in the business
curriculum. For example: entrepreneurial research, entrepreneurial education or entrepreneurial
investments. Prerequisite: MG 352 or equivalent approved by program director.
MBA 674  Quantitative Analysis for Management Decisions  3 cr.
This course covers the concepts, tools and methods of economic analysis relevant to decision-making occurring within and across firms, with emphasis on the economic way of approaching business decisions. Attention is given to the analysis of factors determining market demand and supply, as well as factors affecting short- and long-run production and costs, strategic pricing policy in the presence of marketing power and interaction of firms interacting within various market structures. Prerequisites: EC 141, EC 142 and EC 315, or equivalent approved by program director.

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

MBA 695  Business Policy and Strategy  3 cr.
This course covers the integration of applied research for managerial decisions and actions that determine the long-term performance of a corporation. Focus includes strategy formulation, implementation, evaluation and control. Topics covered are: development of an integrated operations strategy, analysis of cases and completion of a major project involving research and investigations. Prerequisites: MBA 515, MBA 526, MBA 527, MBA 615, MBA 630, MBA 633 and MBA 674 or equivalent approved by program director.
SCHOOL FOR EDUCATION

Michelle Myers, Ed.D., Dean, School for Education
James D. Singer, Ph.D., Director, Graduate Education Programs

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, the developing leader in education grows, putting down progressively deeper roots, and increasing in strength and influence with maturity. The concentric circles of the adjacent graphic symbolize the rings of a tree. The round shape of the rings symbolizes the holistic way that an educational leader grows.

The first ring surrounding the core symbolizes the knowledge, skills and dispositions that an educator must develop over time in order to become a leader in education. The outer ring represents the roles the developing educational leader begins to take on as he/she matures as an educator: effective school professional, reflective change agent, advocate for equity and excellence for all students. These roles, when in evidence, represent the fulfillment of the School for Education’s mission as well as the attainment of the requisite knowledge, skills and dispositions. Just as healthy trees continue to grow and flourish, graduates of the School for Education will continue to grow and develop throughout their professional lives.

Outcomes
A candidate who meets the five goals or outcomes below provides evidence that he/she is developing as an effective school professional, a reflective change agent, and an advocate for equity and excellence for all learners. The goals below summarize the core knowledge, skills and dispositions and are rooted in the core beliefs that make up the knowledge base that drive our programs.

(continued on next page)
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 that should be evident in developing school professionals. These prerequisite knowledge, skills and dispositions represent interlocking, continuous levels of development that build upon one another. At the core is knowledge — knowledge is subsumed by skills, and skills are subsumed by dispositions. Knowledge is what one knows, but is not enough on its own. Skills are the application of what one knows, but even these are not sufficient; they must be lived out in the context of who each teacher is as a person and a professional. Dispositions are what one is, and how one lives; they represent the unique integration that makes each teacher what he/she is. The development of dispositions is the outer sphere of the three and represents the ultimate manifestation of a teacher’s development in the real world of teaching. Teacher candidates are assessed on knowledge, skills and dispositions throughout their program.

**Graduate Education Goals**

Consistent with the mission statement of Park University, graduate education programs contain the following goals:

1. To meet the educational needs of our growing and culturally diverse community.
2. To offer a high quality program that is accessible to professional educators.
3. To prepare professional educators to work in a diverse and technological environment.
4. To develop well-rounded educators who will be prepared to address current social and educational issues in a professional and problem-solving manner.
5. To offer master’s degrees in a convenient format and at convenient times for working educators.
Graduate Education: Underlying Assumptions and Objectives

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

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

Consequently the professional educator is one who:

1. Serves as a role model while completing his/her educational responsibilities.
2. Becomes a mentor in the process of education.
3. Acts as a facilitator who establishes an optimal developmental environment that meets individual learners’ needs.
4. Counsels, assists and listens to students, pre-service teachers and colleagues with whom he/she works.
5. Becomes a liaison between the local school, higher education and the community in which he/she lives and works.
6. Demonstrates the qualities of an educator who is a critical thinker, problem solver, scholar and decision-maker.
7. Serves as a change agent in identifying and developing solutions to issues that impact education.

Graduation Requirements

- Successful completion of 36 credit hours, with no grade lower than a “C” in the required courses, with a cumulative grade point average of 3.0 or higher. No more than two grades of “C” are allowed within the program of study.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at www.park.edu/graduation. Students must return the completed form with the appropriate fee.
- See Academic Policies — Graduation Requirements for more information.

General Information

The graduate faculty of the School for Education at Park University attempts to bring the best and most current practices to the classroom, in order to enable educators to bring the best to their students. The faculty is committed to the belief that education can improve the lives of students and, in turn, positively impact our society.
As practicing educators, the faculty is aware of the demanding schedule that teachers maintain. Therefore, graduate education programs have been designed to be accessible to the working professional. They are generally offered in an 8-week format, one night per week. Selected classes are also offered in an online format. Because of the intensive format, flexibility in enrollment is provided, by allowing a student to drop out for a term, with no penalty when the student returns.

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

Students maintaining enrollment of one course per 8-week fall and spring terms, and two courses in the summer, may complete the degree in two calendar years.

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

EDUCATION ADVISORY BOARD

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

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

The graduate advisory boards include:

- Early Childhood Education
- Adult Education
- Literacy Education
- Teacher Leadership
- Educational Leadership with Certification
- Middle/Secondary Education and MAT
MASTER OF EDUCATION

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

EMPHASIS AREAS

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

The degree requires 21 hours of core courses and 15 hours of electives, which are specific to the student’s selected strand. In addition to general studies, strands are also offered in multiculturalism, education law and teaching at-risk students. These strands are designed to help the teacher meet the critical needs of a changing society.

Admission Requirements

- 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 on a 4.0 scale.
- Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
  1. Four years successful employment experience (letter of recommendation from supervisor based on good evaluations).
  2. An acceptable GRE score for verbal and quantitative tests.
  3. Meet or exceed the state field test mean score on the area test of the National Teacher’s Exam.
  4. Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members).
- Be officially admitted to the School for Education.

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

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

Degree Requirements

This 36-hour program is offered in an 8-week format. The degree can be finished in two calendar years, including summer school.

Core 21 cr.

- ED 515 Sociological Factors Affecting Education 3 cr.
- ED 516 Introduction to Graduate Research 3 cr.
- ED 532 Teaching and Learning: Theory Into Practice 3 cr.
- ED 606 Curriculum Theory and Practice 3 cr.
- ED 608 Assessment 3 cr.
- ED 629 Critical Reflections Seminar 3 cr.
- ED 630 Action Practicum 3 cr.

Electives 15 cr.

Students enrolled in the Master of Education in Teacher Leadership emphasis area select 15 credit hours (5 classes) of electives. Students may sample a broad range of electives in a multidisciplinary approach, or narrow their focus to a particular area of interest. For example, students may select several elective classes focusing on teaching at-risk students, multicultural education, literacy education or school law. The broad range of courses offered allows students to tailor their M.Ed. program electives to their own interests and needs. Students may select, as electives, any of the courses offered by the School for Education.

Undergraduate Credit

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

Thesis Option

With the approval of the program director, interested and capable students may elect the Thesis Option to satisfy degree requirements. The six-credit Thesis Option provides students with the opportunity to explore a topic in-depth, by applying an appropriate research methodology.

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

Required Coursework 6 cr.*

- ED 700 Thesis — Research and Proposal Development 3 cr. (Offered in 16-week format)
- ED 701 Thesis — Research 3 cr. (Offered in 16-week format)
- ED 799 Thesis — Continuous Enrollment 1 cr. (Offered in 16-week format)

* Note: A maximum of six (6) thesis hours may be counted toward degree requirements. Students electing the thesis option will not take ED 629 and ED 630.
B. Language and Literacy

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

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

2. **Special Reading Teacher/Literacy Coach** — This is for educators desiring to work as literacy coaches or special reading teachers in various public and private settings. The degree program meets the international Reading Association’s Standards for Reading Professionals (2003 revision) for Category II: The Classroom Teacher and Category III: The Reading Specialist/Literacy Coach. Courses will be offered in the 8-week format. Full-time enrollment is one course per 8-week term. This track leads to Missouri Special Reading certification. This certification is not available as an initial certificate; candidates must already be certified in another area.

3. **The English for Speakers of Other Languages Teacher Track** — This is for educators desiring ESOL linguistics and second language acquisition basics as well as ESOL methods, materials and assessments for public and private schools. This degree program meets the International Reading Association's Standards for Reading Professionals, National TESOL Standards, as well as DESE ESOL Standards. Courses are offered in the 8-week format. Full-time enrollment is one course per 8-week term. This track leads to Missouri ESOL certification. Certification is not available as an initial certificate; candidates must already be certified in another area.

Admission Requirements

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

2. For admission to the Special Reading Teacher/Literacy Coach Track — two years teaching experience.

3. Minimum 3.0 grade point average on a 4.0 scale, and 2.5 GPA in core.

4. Felony background check and FBI fingerprint check (Note: FBI checks must be current and valid for one year).

5. Child abuse and neglect screening.

   Note: If the above two requirements have been completed for current employment with a school district or with the military, a copy of same may be submitted. Items 4 and 5 are not needed for non-certification students.

6. Be officially admitted to the School for Education.

7. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
   a. Four years successful employment experience (letter of recommendation from supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.
c. Meet or exceed the state field test mean score on the area test of the National Teacher's Exam.
d. 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
Candidates must successfully pass the School for Education Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I and II.

For the Classroom Teacher Track, completion of that track’s 36-hour curriculum with at least a 3.0 grade point average is required for graduation. For the Special Reading Teacher/Literacy Coach and English for Speakers of Other Languages Teacher tracks, in addition to completing the track’s 36-hour curriculum with at least a 3.0 GPA, the candidate must submit an approved portfolio and teacher work sample that addresses satisfactorily the Missouri standards for teacher certification. A student cannot complete the program or be recommended for certification without the portfolio and teacher work sample. Candidates who disagree with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Graduation Requirements
Candidates must successfully pass the School for Education Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I and II. For the Classroom Teacher Track, completion of that track’s 36-hour curriculum with at least a 3.0 GPA is required for graduation. For the Special Reading Teacher/Literacy Coach and English for Speakers of Other Language tracks, in addition to completing that track’s 36-hour curriculum with at least a 3.0 GPA, the candidate must submit an approved portfolio and teacher work sample that addresses satisfactorily the Missouri Standards for teacher certification. A student cannot complete the program or be recommended for certification without the portfolio and teacher work sample. Candidates who disagree with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals (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.
Curriculum

A. Courses required for all Master of Education in Language and Literacy Tracks 15 cr.
   ED 545 Teaching Reading to Linguistically Diverse Learners 3 cr.**
   ED 546 Advanced Diagnosis and Remediation of Reading Difficulties 3 cr.
   ED 610 Issues and Research in Literacy 3 cr.
   ED 641 Literacy Practicum I* 3 cr.**
   ED 651 Literacy Practicum II* 3 cr.

B. Courses required for both the Classroom Teacher track and Special Reading Teacher/Literacy Coach track 12 cr.
   ED 528 Theory and Practice in Literacy 3 cr.
   ED 547 Counseling Techniques with Exceptional Children and Their Families 3 cr.
   ED 548 Evaluation of Abilities and Achievement 3 cr.
   ED 557 Language Development for the Exceptional Child 3 cr.

C. Elective courses required for the Classroom Teacher track in addition to those listed in sections “A” and “B” above. (choose three of the following) 9 cr.
   ED 531 Literacy Across the Curriculum 3 cr.
   ED 549 Literacy Programs and Mandates 3 cr.
   ED 561 Miscue Analysis 3 cr.
   ED 580 Special Topics (Must be literacy related topic) 3 cr.
   ED 585 Emergent Literacy in a Diverse Society I 3 cr.
   ED 586 Emergent Literacy in a Diverse Society II 3 cr.
   ED 619 Multicultural Literature for Teachers 3 cr.

D. Courses required for the Special Reading Teacher/Literacy Coach track in addition to those listed in sections “A” and “B” above (leads to special reading certification) 9 cr.
   ED 526 Classroom Management Seminar 3 cr.
   ED 527 Growth and Development of Children and Adolescents 3 cr.
   ED 531 Literacy Across the Curriculum 3 cr.
   ED 549 Literacy Programs and Mandates 3 cr.
   ED 561 Miscue Analysis 3 cr.
   ED 585 Emergent Literacy in a Diverse Society I 3 cr.

Note: For this track, ED 641 (Practicum I) and ED 651 (Practicum II) must be completed at two completely different instructional levels (such as elementary and middle school, or elementary and high school, or middle and high school).
E. Courses required for the English for Speakers of Other Languages track in addition to those listed in section “A” above:

ED 519 Diversity in the Classroom 3 cr.**
ED 552 Linguistics for ESOL Teachers 3 cr.**
ED 562 Principles of Second Language Learning 3 cr.**
ED 582 Methods and Materials for Teaching and Assessing ESOL 3 cr.**
ED 585 Emergent Literacy in a Diverse Society 3 cr.
ED 608 Assessment 3 cr.**
ED 619 Multi-Cultural Literature for Teachers 3 cr.

Note: For this track, ED 641 (Practicum I) and ED 651 (Practicum II) must be completed in an ESOL setting.

**Note: Candidates desiring only ESOL certification may complete certification requirements by taking courses designated with a double asterisk (**) — 21 hours.

C. Adult Education

Purpose

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

Student Learning Goals

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

(continued on next page)
5. Students will synthesis concepts found in current adult education literature in order to interpret and conduct research effectively.
6. Students will analyze personal leadership styles in the management of adult education programs through an analysis of ethical and policy related issues.
7. Students will appraise the value of adult education as a professional field of study.

Admission Requirements
1. A bachelor's degree from a regionally accredited institution.
2. Minimum 3.0 grade point average on a 4.0 scale.
3. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
   a. Four years successful employment experience (validated by a letter of recommendation from a supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.
   c. Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members).
4. Be officially admitted to the School for Education.

Note: An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals (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 School for Education Disposition Instrument for Graduate Candidates. Graduation requirements are aligned with requirements for Graduate Education programs.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 500</td>
<td>Foundations of Adult Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 512</td>
<td>Workforce Training</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 516</td>
<td>Introduction to Graduate Research</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 525</td>
<td>Adult Education Facilitation Strategies</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 538</td>
<td>Adult Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 542</td>
<td>Program and Instructional Design</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 554</td>
<td>Adult Education Learning Theory</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 563</td>
<td>Leadership and Policy in Adult Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 570</td>
<td>Critical Teaching for Social Change</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 629</td>
<td>Critical Reflection Seminar</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 630</td>
<td>Action Practicum</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
Elective Area Courses (One course from the following)

ED 529 Cross Cultural Communication for Teachers  3 cr.
ED 553 Concepts of Technology for Adult Learners  3 cr.
ED 555 Assessment and Evaluation in Adult Education  3 cr.
PA  591 Planning Nonprofit/Community Services  2 cr.
PA  595 Marketing for Nonprofit/Community Organizations  2 cr.
MBA 520 Entrepreneurship Project Management  3 cr.
IS 640 Project and Change Management  3 cr.

Total Credits required for degree program  36 cr.

D. Early Childhood Education

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

Admission Requirements

1. A bachelor's degree in Early Childhood Education, Child and Family Studies, Child Growth and Development, or Elementary Education from an accredited institution, or a bachelor’s degree from an accredited institution and significant work experience in the field of early childhood education.
2. Minimum 3.0 grade point average on a 4.0 scale.
3. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
   a) Four years successful employment experience (validated by a letter of recommendation from supervisor based on good evaluations).
   b) An acceptable GRE score for verbal and quantitative tests.
   c) Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members).
4. Felony background check and FBI fingerprint check (Note: FBI checks must be current and valid for one year).
5. Child abuse and neglect screening.

Note: If the above two requirements have been completed for current employment with a school district or with the military, a copy of same may be submitted.
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. 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 cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 516 Introduction to Graduate Research</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 519 Diversity in the Classroom</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 520 Special Needs in the Classroom</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 532 Teaching and Learning: Theory into Practice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 565 Issues in Early Childhood Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 575 Curriculum and Assessment I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 576 Curriculum and Assessment II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 585 Emergent Literacy in a Diverse Society I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 586 Emergent Literacy in a Diverse Society II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 595 Play in the Early Childhood Curriculum</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 629 Critical Reflections Seminar</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 630 Action Practicum</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Total credits required for degree program** 36 cr.

**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. Advanced candidates must successfully pass the School for Education Disposition Instrument for Graduate Candidates. A student cannot complete the program without an acceptable portfolio.

**E. Educational Leadership with Certification**

**Purpose**

The Master of Education with a specialization in Educational Administration degree is designed to allow certification for principalship, in a 36-hour program. It is offered in the 8-week format, classes meeting one evening per week, for 4½ hours. Full-time enrollment is one course per 8-week term. Full-time enrollment during the academic year and two courses for two summers allows completion in two calendar years. Students who are employed full-time are encouraged not to take a heavier load.

**Admission Requirements**

1. A bachelor's degree in education from an accredited institution, or hold a valid state teaching certificate (applicant must provide copy of certificate).
2. A two-page philosophy of education and how that led you to desire a degree and certification in Educational Leadership.
3. A letter of recommendation from a school administrator who has supervised your work.
4. Minimum 3.0 grade point average on a 4.0 scale
5. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
   a) Four years successful employment experience (validated by a letter of recommendation from supervisor based on good evaluations).
   b) An acceptable GRE score for verbal and quantitative tests.
   c) Meet or exceed the state field test mean score on the area test of the National Teacher's Exam.
   d) Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members)
6. Felony background check and FBI fingerprint check (Note: FBI checks must be current and valid for one year).
Note: If the above two requirements have been completed for current employment with a school district or with the military, a copy of same may be submitted.
8. Be officially admitted to the School for Education.
Note: An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals (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 2 on the School for Education Disposition Instrument for Advanced Candidates for admission into Directed Field Experience. A Graduate Education student who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals (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 School for Education Disposition Instrument for Advanced Candidates for completion of the program. A student cannot complete the program or be recommended for certification without an acceptable portfolio.
## Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 513</td>
<td>Law for Educators</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 514</td>
<td>Foundations of Educational Administration</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 522</td>
<td>Legal Aspects of Special Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 527</td>
<td>Growth and Development of Children and Adolescents</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 606</td>
<td>Curriculum Theory and Practice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 608</td>
<td>Assessment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 612</td>
<td>School and Community Leadership</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 614</td>
<td>School Supervision</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 634</td>
<td>Directed Field Experience</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 635</td>
<td>School Organization</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 645</td>
<td>Evaluating and Assessing Teaching Performance</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Select one of the following two courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 624</td>
<td>Elementary Administration</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 625</td>
<td>Secondary School Administration*</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

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

1. Methods of Teaching Reading (minimum of five (5) semester hours to include one course in Techniques of Teaching Reading in the Content Fields);
2. Methods of Teaching Elementary Mathematics (minimum of two (2) semester hours), 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>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 521</td>
<td>Introduction to Literacy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 531</td>
<td>Literacy Across the Curriculum</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 541</td>
<td>Middle School Philosophy and Organization</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 546</td>
<td>Advanced Diagnosis and Remediation of Reading Difficulties</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
MASTER OF ARTS IN TEACHING

Program Description
The Master of Arts in Teaching degree is designed to offer professional education courses leading to initial or alternative middle or secondary certification in English, mathematics, unified science (biology or chemistry), or social studies; kindergarten through 12th grade certification in art or Spanish, or 9th through 12th grade certification in journalism.

This degree was created to offer an opportunity for those possessing a bachelor's degree to seek initial or alternative teaching certification through a master's degree program. Interested students should have a bachelor's degree in the field, or a closely related field, in which they wish to receive certification.

Admission Requirements
If a prospective student lacks state-required content hours in the subject area, he/she must remedy these deficiencies before being 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 grade point average of 3.0 (on a 4.0 scale) and 2.5 cumulative GPA in core classes.

1. A bachelor's degree in the field of certification from an accredited institution. If the degree is not in the field of certification, coursework in the discipline must be completed before admission to the Master of Arts in Teaching Program.
2. A Missouri passing score on the Praxis II test appropriate to the certification area being sought must be achieved during the first 12 hours of the program.
3. Three letters of reference, professional preferred, attesting to suitability for teaching, addressing issues of character, personality, commitment and ability to function under stress.
4. 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.
5. Felony background check and FBI fingerprint check (Note: FBI checks must be current and valid for one year).

Note: If the above two requirements have been completed for current employment with a school district or with the military, a copy of same may be submitted.

7. Be officially admitted to the School for Education.

Note: An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention, and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office. Students admitted to the Graduate Program on a provisional admission may enroll in classes only with the approval by the MAT program adviser.
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. Students are encouraged to meet the MAT program adviser to develop a degree plan.

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 – 3 cr.) and ED 600 (Field Experience – 10 cr.). These candidates will be required to successfully complete 30 clinical hours of field experiences (these hours are a prerequisite to enrollment in ED 600). These 30 clinical hours are equally distributed across three courses (ED 503, ED 520 and ED 535). To enhance continuity in the clinical field experience, ED 535 should be taken as the last class preceding ED 600. ED 600 requires a full-time placement.

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 with all field work. This requirement must occur during two consecutive 16-week terms, and must commence in Fall I term or Spring I term, 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. They will be required to successfully complete ED 602 (Mentorship – 4 cr.). To fulfill the requirements of ED 602, a candidate must have a full-time job as teacher of record.

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

Courses required for the degree*

(Alternative Certification) 36 cr.  
(Initial Certification) 45 cr.

Foundations of Teaching 18 cr.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 503</td>
<td>Introduction to Teaching Pedagogy</td>
<td>3 cr.</td>
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<tr>
<td>ED 513</td>
<td>Law for Educators</td>
<td>3 cr.</td>
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<tr>
<td>ED 520</td>
<td>Special Needs in the Classroom</td>
<td>3 cr.</td>
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<tr>
<td>ED 526</td>
<td>Classroom Management Seminar</td>
<td>3 cr.</td>
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<td>ED 527</td>
<td>Growth and Development of Children and Adolescents</td>
<td>3 cr.</td>
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And one of the following:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED 515</td>
<td>Sociological Factors Affecting Education</td>
<td>3 cr.</td>
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<tr>
<td>ED 519</td>
<td>Diversity in the Classroom</td>
<td>3 cr.</td>
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</table>
Methods and Techniques  
ED 491 Technology for Teachers 3 cr.
ED 521 Introduction to Literacy 3 cr.
ED 535 Practicum in Teaching** 3 cr.
ED 597/598 Methodology in the Content Areas 2 cr.
ED 606 Curriculum Theory and Practice 3 cr.
ED 608 Assessment 3 cr.

Clinical Experiences
ED 600 Field Experience (initial certification) 10 cr.
or
ED 602 Mentorship (alternative certification) 2/2 cr.

* Note: The listed hours identified will lead to the degree and, in most cases, to certification. Those interested in middle school certification will need two additional courses: ED 541 (Middle School Philosophy and Organization) and ED 531 (Literacy Across the Curriculum) or ED 546 (Advanced Diagnosis and Remediation of Reading). 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.

**Note: Not required for students in the alternative certification program (for example, those who are already teaching under either a provisional or temporary authorization certificate).

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 School for Education Disposition Instrument for graduation.
- An approved portfolio and 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 work sample.

Program Requirements
Initial and alternative certification candidates must successfully score a 2 or higher on the School for Education Disposition Instrument during their Directed Student Teaching (ED 600) or Mentorship (ED 602). MAT students who disagree with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Education Course Descriptions
ED 491 Technology for the Classroom 3 cr.
This computer literacy course is designed for teachers to be introduced to instructional media and computers. Emphasis areas include effective use of equipment, production of instructional material and selection of hardware and software for the classroom. An 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 calculators, and two years of high school algebra are mandatory. May be taken for graduate credit if admitted to graduate program and with permission of the director of graduate education.

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 ten (10) hours in the field. Prerequisite: Students must provide documentation that they successfully cleared a criminal records background check.

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

ED 513 Law for Educators 3 cr.
This course is designed to give educators the legal information they need to correctly interpret and apply the laws that govern all aspects of public education.

ED 514 Foundations of Educational Administration 3 cr.
This course is designed to give the prospective school leader a historical perspective of the evolution of educational systems and governance, and the role of the principal in guiding schools through political, social, cultural and economic processes which impact American education. A 10-hour field experience component is required.

ED 515 Sociological Factors Affecting Education 3 cr.
This course provides an opportunity to examine the changing sociological factors affecting American education. Problem-solving approaches to these situations will be utilized.

ED 516 Introduction to Graduate Research 3 cr.
This course provides an introduction to both qualitative and quantitative research, including research design. The purpose of this course is to enable the educator to become an informed consumer of research. Prerequisite: An intermediate college level statistics course.
ED 519 Diversity in the Classroom 3 cr.
This course provides an overview of changing classroom demographics and the implications for the classroom teacher. A wide variety of readings and activities will be used to introduce the teacher to the needs and culture of various groups.

ED 520 Special Needs in the Classroom 3 cr.
This course is designed to address the special needs of students being mainstreamed into the traditional classroom. A minimum of ten (10) hours of practicum experience in the field is required.

ED 521 Introduction to Literacy 3 cr.
This course provides an introduction to current theory and practice in the field of literacy. Current theories, professional terminology in the literacy field, theory-based literacy instruction models, classroom assessment tools and current issues in the literacy field will be reviewed, and classroom applications will be stressed. This course offering is designed for graduate education students who have no prior coursework in literacy methods.

ED 522 Legal Aspects of Special Education 3 cr.
This course provides a review and analysis of current case law and litigation related to children with disabilities. Focus on the legal system that ensures children with disabilities a free appropriate public education with emphasis on due process procedures and other procedural safeguards, discipline, program accessibility and application of least restrictive environment alternative principles to special education programming.

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

ED 526 Classroom Management Seminar 3 cr.
This course provides a foundation for teachers to develop the knowledge and strategies necessary for successful classroom management and discipline for students who exhibit a wide range of behavioral needs and characteristics. Teachers will study how to prevent discipline problems, what to do when problems occur and what to do to increase the possibility of management and social skills.

ED 527 Growth and Development of Children and Adolescents 3 cr.
This course provides a developmental approach to the study of the growth and development of children and adolescents. This course explores the cognitive, personality, emotional, social and physical changes that occur in children from conception through adolescence. It will review research on how children learn, solve problems and function in home and school environments.
ED 528  Theory and Practice in Literacy  3 cr.
This course provides a survey of historical and current literacy theories, and how these theories have been, and continue to be, linked to literacy instruction in K-12 educational institutions. The course will also deal with the development of teachers' own theoretical orientations: how they develop and change over a career, and how they are reflected in the classroom. Professional resources for literacy professionals will be explored.

ED 529  Cross-Cultural Communication  3 cr.
This course is a study of communication and culture that examines cultural variability in interpersonal relationships. (Course is cross-listed as CA 529)

ED 530  Adult Learning and Development  3 cr.
This course provides a foundation of knowledge about learning theory, teaching theory and andragogy. The application and use of andragogy in a variety of contexts will be investigated and the student will have an opportunity to apply andragogy practices to their own field of adult education. Various approaches to literature on adult learning styles will be scrutinized and the implications for facilitating adult learning will be examined.

ED 531  Literacy Across the Curriculum  3 cr.
This course provides an exploration of new definitions of literacy and strategies for integrating illiteracies (including reading, writing, listening, speaking, viewing and visually representing) across subject areas in elementary, middle and high schools. Literacy research will be examined, and students will create and present an instructional unit designed to integrate literacy skills in the context of subject area instruction in their own classrooms. Prerequisite: ED 521 or at least one previous literacy class.

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

ED 533  Conflict Resolution  3 cr.
The course focuses on the different methods and applications of dispute resolution: negotiation and mediation. Principled resolution techniques and strategies are emphasized.

ED 534  Understanding Violent and Troubling Behavior:  3 cr.
A Contextualized Approach
This course helps teachers identify their implicit beliefs concerning the causes and treatments of violent and troubling behavior. Principles from educational psychology will provide the framework for course content. Emphasis will be placed upon the role of schooling while reflective inquiry will be offered as a constructive tool for dealing with troubling behavior.
ED 535  Practicum in Teaching  3 cr.
This course provides an 8-week experience designed to provide teacher candidates 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 at selected school sites for a minimum of 10 hours. Students enrolled in ED 535 course meet weekly. Prerequisites: Students must have successfully completed all content area and education coursework or be enrolled in final course, not to exceed six (6) hours.

ED 538  Adult Development  3 cr.
The course provides learners with information addressing development across adulthood, from age 18 and older, and examines the ways in which adults change or develop in both shared and individual ways. The course examines adult behavior, lifestyles and crises in adult development, as well as cognitive, personality and intellectual changes that occur with aging. This knowledge base will assist learners in their reflections regarding growth and development that occur in the lives of their adult learners. Prerequisite: ED 500.

ED 539  History and Ethnicity in America  3 cr.
This course provides the background of various ethnic groups that have composed the American nation, with emphasis on the groups that may be found in their own school systems. We will discuss theories of ethnicity, survey groups and engage in individual research that should lead to more inclusive American history courses at the elementary, middle and secondary levels.

ED 541  Middle School Philosophy and Organization  3 cr.
This course explores the unique nature of middle schools, middle school students and middle school teaching, and looks at the history, theories and philosophies that led to the development of today’s middle schools. The organization and purpose of middle schools will be covered, as well as the special role middle schools play within the structure of K-12 education. The course stresses individual research, reflective inquiry and the creation of each educator's individual philosophy of middle school education.

ED 542  Program and Instructional Design  3 cr.
This course provides the learner with various program and course development models, and applies 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 helps the teacher define the concept of the at-risk student and understand the characteristics of these students. Included will be identification of at-risk students and their needs. Emphasis will be on the factors affecting education, including the social and environmental concerns of students and teachers. Teachers will identify appropriate attitudes and strategies that will help them build positive relationships with at-risk students and an appropriate learning environment.
ED 545  
Teaching Reading to Linguistically Diverse Learners  
3 cr.

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

ED 546  
Advanced Diagnosis and Remediation of Reading Difficulties  
3 cr.

This course explores characteristics, identification and intervention strategies appropriate for students with reading difficulties. It includes the study of formal and informal assessments, miscue analysis and recommendation for instructional materials. It examines both traditional and innovative means of teaching reading to students with disabilities. Teachers will practice administering, interpreting and reporting diagnostic results. Prerequisite: ED 521 or at least one previous literacy course.

ED 547  
Counseling Techniques with Exceptional Children and their Families  
3 cr.

This is a survey course exploring the role and function of counseling, including philosophies, theories and research. It is designed to foster parent-teacher cooperation, including communication and conflict resolution strategies applicable to educationally-related situations (including IEP conferences and regular parent-teacher conferences) with exceptional students, families and other professionals. The effects of exceptionalities upon the student with disabilities and his/her parents and siblings will be included.

ED 548  
Evaluation of Abilities and Achievement  
3 cr.

This course provides an overview of assessment of students, including formal and informal instruments and techniques, including portfolio. Norm-referenced tests of intelligence, language and perceptual-motor abilities will be demonstrated and discussed. Students will be instructed in the administration and interpretation of achievement assessments. Interpretation and educational implications will be stressed.

ED 549  
Literacy Programs and Mandates  
3 cr.

This course includes an in-depth analysis of current literacy programs and mandates in the U.S. Students will critically examine current literacy programs representing various theoretical positions, analyze program components, compare and contrast various programs, and evaluate program effectiveness. Current literacy mandates (national, state and local) will be examined and debated in depth, with special emphasis on the implications of such mandates for literacy instruction and their potential effects on children’s literacy development. Strategies for maintaining professional integrity in a mandate-driven educational system will be explored.

ED 550  
Epistemological Development  
3 cr.

The course explores views of epistemological development and reflective thought, with distinct emphasis on adults in higher education. Students will examine and investigate ways in which our own epistemic perceptions and metacognitive awareness affect learning and interactions with others, and will explore alternative ways of challenging adults to develop critical thinking skills.
ED 552 Linguistics for ESOL Teachers 3 cr.
This course introduces prospective teachers of English as a Second or Other Language to the characteristics of human language in general; with particular attention to English. Students will be able to identify the common properties of language, as well as how individual languages differ. Students will examine language structure, variation and change, and discover the ways that this knowledge can be put to practical use in teaching learners from diverse language backgrounds.

ED 553 Concepts of Technology for Adult Learners 3 cr.
This course provides the fundamental concepts of technology in higher education and its impact on the practice of teaching and learning. Additionally, the course examines the organizational and technical structures necessary to support instructors who are integrating technology for postsecondary education.

ED 554 Adult Education Learning Theory 3 cr.
This course provides advanced study of adult learning, theory, philosophical foundations of adult education and research relating to specific issues and approaches for facilitating adult education. In addition, the course will examine the role and characteristics of the adult learner in the 21st century. Prerequisites: ED 500, ED 516 and ED 538.

ED 555 Assessment and Evaluation in Adult Education 3 cr.
This course introduces theoretical foundations, models and practices in assessment and evaluation as appropriate for adult learning environments, including those requiring accommodations and cross-cultural considerations. Students will develop a detailed assessment plan and a program evaluation for potential implementation. Prerequisite: Graduate standing.

ED 557 Language Development for the Exceptional Child 3 cr.
This course provides a study for teachers in the identification and referral of individuals with communication disorders. It explores language development in children and adolescents with special needs. Formal and informal evaluation procedures are examined, intervention strategies appropriate to the language impaired are reviewed and language arts strategies are developed.

ED 558 Teaching Remedial Math 3 cr.
This course provides 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 correlates leadership theory and a variety of educational/business contexts, and will identify methods for transferring this information toward the practice of teaching adult learners. Students will deliberate the role leadership has in case studies, participate in the activities and group work to further develop their own leadership insight and perspective, and create their own personal philosophy of leadership.
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<tr>
<th>Course Code</th>
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<tr>
<td>ED 561</td>
<td>Miscue Analysis</td>
<td>3 cr.</td>
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<td>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.</td>
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<tr>
<td>ED 562</td>
<td>Principles of Second Language Learning</td>
<td>3 cr.</td>
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<td>This course acquaints students with the theories and models of first and second language acquisition. Students address the typical and atypical situations, bilingual language acquisition, and the effects of the cultural and educational environment on the process of acquiring a language.</td>
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<tr>
<td>ED 563</td>
<td>Leadership and Policy in Adult Education</td>
<td>3 cr.</td>
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<td>This course examines 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.</td>
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<td>ED 565</td>
<td>Issues in Early Childhood Education</td>
<td>3 cr.</td>
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<td>This course provides a critical examination of issues influencing early education. Topics 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.</td>
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<td>ED 570</td>
<td>Critical Teaching for Social Change</td>
<td>3 cr.</td>
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<td>This course evaluates the work of the most cited critical educators in the field of education (Freire, Gramsci and Shor) and analyzes the challenges to, and resources for, empowering adult educators toward social change and transformative action. This course will compare the work of these leading theorists and apply their principles toward adult education in a variety of contexts. Prerequisites: ED 500, ED 538 and ED 554.</td>
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<tr>
<td>ED 575</td>
<td>Curriculum and Assessment in Early Childhood Education I</td>
<td>3 cr.</td>
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<td>This is the first course in a two-course sequence that explores historical foundations and current approaches to early childhood curriculum and assessment. Theoretical perspectives will be examined in the first course.</td>
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<tr>
<td>ED 576</td>
<td>Curriculum and Assessment in Early Childhood Education II</td>
<td>3 cr.</td>
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<td>This is the second course in a two-course sequence that focuses on the inquiry approach of in-depth project work. Emphasis will be placed on action research with project work, and the documentation and assessment of children’s learning.</td>
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<td>ED 580</td>
<td>Special Topics in Education</td>
<td>1-3 cr.</td>
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<td>This course is designed to allow for the introduction of special areas of interest in education. May be repeated for credit with a different topic.</td>
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ED 582  Methods and Materials for Teaching ESOL  3 cr.
Through the instruction of theories and best practices for teaching English to Speakers of Other Languages in pre-K–12 classrooms, this course allows the teacher candidate to identify and practice teaching techniques and methodologies necessary to be successful, reflective and empathetic ESOL teachers. In addition, this course emphasizes development of curricular and instructional materials best suited for students in an ESOL class setting.

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

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

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

ED 597  Methodology in the Content Area  2 cr.
This course provides students with the opportunity to identify appropriate techniques, methods and practice in the area of certification. The areas of certification are: English, Social Studies, Unified Science, Mathematics and Journalism. On-site observation and application may be required. Prerequisites: ED 503 and ED 606.

ED 598  Methodology in the K-12 Content Area  2 cr.
This course provides students with the opportunity to identify appropriate techniques, methods and practice in the K-12 area of certification, in either Art or Spanish. On-site observation and application may be required. Prerequisites: ED 503 and ED 606.

ED 600  Field Experience  10 cr.*
This course involves a 10-week experience in directed teaching in an area school. The student will observe and be able to actually solo teach at least six weeks in an area school. It is designed for the person who is not employed as a teacher in a school and perhaps has no direct school experience. This course should be the last one in the student’s program. Instructor permission required.
* 16-week term that requires full-time placement.
ED 602  Mentorship  2/2 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 four (4) credits. 16-week term that requires a full-time job as teacher of record.

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

ED 608  Assessment  3 cr.
This course is designed to address current issues relating to assessment, including formal and informal assessment, teacher-made tests and authentic assessment, as well as standardized tests and state mandated assessments. Students will become familiar with important assessment terminology and the implications of federal testing mandates. Students will analyze and reflect on a variety of assessments used in schools and learn the importance of using assessment results to make informed instructional decisions.

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

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

ED 613  Current Legal Issues for Educators  3 cr.
This is an application course designed to promote educator awareness of new developments and special concerns in the area of education law. Will focus on factual classroom situations with hidden legal issues.
ED 614 School Supervision 3 cr.
This course is designed to define the process of supervision by promoting human development and encouraging human relations in the process of supervising teachers and others in the educational environment. It addresses both theoretical and practical approaches to improving school climate and culture. (A 10-hour field experience component is required.)

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

ED 624 Elementary School Administration 3 cr.
This course is designed to provide a thorough understanding of the elementary principalship. It provides an overview of relevant issues including student assessment, curriculum design and organization, student organization and activities, student programs, supervision of students, procedures for implementing school improvement and the day-to-day operation of the elementary school. A 10-hour field experience component is required.

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

ED 629 Critical Reflections Seminar 3 cr.
This is one of two concluding courses in the Master of Education degree designed to complete the praxis model. It is designed to focus on current issues in education and is the reflection part of the experience. Each participant will write a major paper and make a presentation of that paper. The paper must be related to the emphasis area/strand — teacher leadership, early childhood or adult education. Prerequisites: 15 hours in the program, including ED 516.

ED 630 Action Practicum 3 cr.
This course is the second of two concluding courses in the Master of Education degree designed to complete the praxis model. It is the action/application of information learned in the program. Each student will develop and apply an educational plan utilizing new learning. The project must be related to the emphasis area/strand — general studies, school law, multi-cultural, teaching at-risk students, early childhood or adult education. Prerequisites: 15 hours in the program, including ED 629.
ED 634  Directed Field Experience  3 cr.
This course is designed to provide the prospective principal with a substantial, sustained and standards-based field experience in a real-life setting. Requires 150 contact hours in the setting under the supervision of University faculty and one or more successful, practicing principals. (16-week course)

ED 635  School Organization and Management  3 cr.
This course is designed to provide the prospective school leader with knowledge and competencies related to specific issues of organization and management of schools. Operational procedures, safety and security, human resource management, fiscal operations, budgeting, use of facilities, ADA compliance, student discipline and various legal issues affecting operations are addressed. (A 10-hour field experience component is required.)

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

ED 645  Evaluating and Assessing Teacher Performance  3 cr.
This course is designed to prepare the prospective school leader for evaluating and assessing teacher performance, and it provides the student with knowledge of the principles of effective instruction and competencies related to preparing for the evaluation, assessing teacher behavior and student growth, organizing and communicating with individual teachers, vocabulary and clarity of writing, speaking and listening skills. (A 10-hour field experience component is required.)
ED 651 Literacy Practicum II 3 cr.
This is the Master of Literacy Education's capstone course. The course will involve the implementation of an individualized inquiry project in an authentic field setting. The nature of the inquiry project will be shaped by the student, in consultation with and under the mentorship of a faculty advisor, to fit the student's individual goals. The project must involve active collaboration with stakeholders at the field site (educators, students and families) and address an identified literacy need in the setting where it is conducted. Prior to enrolling in this course, as part of course requirements in Issues and Research in Literacy, the student must identify a literacy faculty member as a mentor, prepare and present a proposal to that faculty member and receive that faculty member's approval. The course will include a seminar that will meet for problem-solving and group feedback. At the end of the semester, projects will be presented both orally and in writing to peers and faculty. Opportunities for submitting projects to conferences and journals will be explored, and such submission will be encouraged. To be taken near the end of the program. Students in the Special Reading Teacher/Literacy Coach track must select for their project a target age level that is at a different K-12 age level (age levels are elementary, middle school and high school) from the age level of learners that were worked with in Practicum I. Prerequisites: ED 610, faculty approval of project proposal (a course requirement of ED 610) and ED 641.

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

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

ED 799 Thesis Continuous Enrollment 1 cr.
This course is to be arranged with the director of graduate programs when additional time is needed to complete thesis requirements. (Offered in 16-week format; may be repeated.)
HAUPTMANN SCHOOL FOR PUBLIC AFFAIRS

Rebekkah Johnson Stuteville, Ph.D., Associate Dean, and
Director, Master of Public Affairs Program
Suzanne Discenza, Ph.D., Executive Director, Master of Healthcare Leadership Program
John Jumara, Ph.D., Executive Director, Portfolio Program
Kay W. Barnes, Founding Director, Center for Leadership

The Hauptmann School for Public Affairs is named for distinguished Park University professor emeritus, Jerzy Hauptmann, Ph.D. (1920-2008). A native of Poland, 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 serving time as a prisoner of war, he completed his Ph.D. when the war ended and immigrated to the U.S. where he was at Northwestern University for one year. He came to Park in 1951 and remained for 50 years at the institution he loved. He maintained his association with the University as professor emeritus until his passing in January 2008.

Hauptmann founded the HSPA in 1982 to house the Master of Public Affairs program, which he designed as a cross-sector liberal arts-based graduate degree grounded in the interconnectedness of all sectors of society and the impact of human action on the world. Hauptmann ensured that the school was connected to the local and broader community, and he made civic engagement a lifelong expectation of graduates. The school’s vision and mission statements reflect this historic grounding and permeate all degrees and programs of the School. The HSPA is dedicated to advancing the values of citizenship, liberty, moral courage and commitment to the common good that Hauptmann’s life exemplified.

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

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

Degree Programs Offered Through the HSPA

- Master of Public Affairs
- Master of Healthcare Leadership
- Portfolio Program
- Center for Leadership
Center for Leadership

As part of the Hauptmann School for Public Affairs, the Center for Leadership is an established and respected provider of innovative educational opportunities for leaders. Led by its founding director, Kay W. Barnes, distinguished professor of public leadership and former Kansas City, Mo., mayor, the Center provides invaluable individual leadership coaching for all M.P.A. students. The Center offers preparation for an unscripted future where paradigms are shifting, rules are changing, and leaders must think and act in new ways to be effective. The Center works closely with the Kansas City community and Park University students, offering a variety of programs and initiatives focusing on several leadership components, including self-awareness, leadership competencies, decision-making, implementation and service.

The Center builds on the historic vision of the HSPA to serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage and advance human dignity worldwide.

Unscripted Future Initiative

Established in 2006, the HSPA’s Unscripted Future Initiative explores the impacts of relentless global and technological change. Faculty from the Hauptmann School for Public Affairs and the Center for Leadership present results of this ongoing exploration in published articles and at numerous local, regional and national conferences. The Unscripted Future Initiative is conceptualized as the following:

- Vast social, economic, employment, environmental, technological and global changes affecting our students and the world.
- Changes so unique and wide-ranging that we have no predictive studies and no data for how to assess their impacts or how to deal with these changes.
- Changes are beyond partisan politics and geographic boundaries.
- Associated with an increased perception of personal and global impact, personal risk and perhaps, opportunity.

The Dr. Jerzy Hauptmann Distinguished Guest Lecture Series

Established in honor of a remarkable educator, Jerzy Hauptmann, Ph.D., this annual lecture series is a tribute to Hauptmann’s outstanding accomplishments in public administration and international politics. The series brings internationally renowned scholars to the Kansas City area to address topics related to Hauptmann’s three areas of study: international relations, public administration and democratic theory. The Lecture Series, which will celebrate its 20th anniversary in the spring of 2012, has included some of the top names in those aforementioned fields, including: Dr. Emily Hauptmann (Jerzy Hauptmann’s daughter), Dr. Patricia Ingraham, Dr. Donald Kettl, Dr. Lawrence Korb, Dr. David Mathews, Dr. John Mearshiemer, Dr. David Rosenbloom and Dr. Dwight Waldo. The lecture is free and open to the public. For more information on the series, visit www.park.edu/grad/hauptmannlecture.aspx.
The Portfolio Program

The Portfolio Program is an undergraduate degree completion program for adult learners and working professionals in the Kansas City area. This individualized degree completion program serves self-motivated adults who wish to earn a baccalaureate degree without giving up full-time employment. It is particularly applicable to those adults whose job or personal responsibilities preclude attending classes in the traditional manner. The program is designed to serve students in close proximity to Kansas City. More information on the program can be found in the Park University 2011-2012 Undergraduate Catalog and at www.park.edu/portfolio/.
MASTER OF PUBLIC AFFAIRS

The Master of Public Affairs degree is the oldest graduate degree program at Park University. Launched in 1982, the M.P.A. 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, 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 graduates to promote rationality, responsibility and responsiveness in their organizations, within a framework of the highest ethical values. The HSPA also expects its graduates to be citizens dedicated to responsibility and the common good. With the study of public affairs, students will understand the system of government and society of which they are a part, complete with its opportunities as well as its shortcomings, and also recognize that the future direction of the system will be influenced and affected by what they do, or fail to do.

Goals of the M.P.A. Program
The Master of Public Affairs degree program maintains three sets of goals:
A. Academic
1. Provide students with the knowledge and skills necessary for successful career development in an unscripted future, personal growth and service to society.
2. Recognize the interdependence of theory and practice, by involving both academicians and practitioners in the program.
3. Emphasize the complex nature and ambiguity of most contemporary public problems and the pluralism underlying their solutions.
4. Demonstrate the interrelationship of the social, political and economic areas of public affairs, to encourage the development of broader perspectives in defining and addressing managerial problems.
5. Affirm participation in public affairs as a citizen’s responsibility.
6. Stress the ethical obligations of public servants in performing their duties.
B. Learning Setting
1. Create the atmosphere for intellectual pursuits at the graduate level.
2. Establish close, personal contacts between the students, faculty and administration of the School.
3. Develop avenues for student interrelationships as a means of supporting their study and careers.

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C. Community Involvement

1. Engage the School’s faculty and students in professional concerns of the area.
2. Maintain continuous contact and interaction of faculty and students with advisers from the community, to respond effectively to changing needs and to redefine educational goals and processes.
3. Identify the School with the public life of the Kansas City area, especially the downtown Kansas City, Mo., area and extending globally, via online learning.
4. Build the School as a center for intellectual research, professional development and public policy discussions.
5. Offer the services of the School for study and research in public affairs.

M.P.A. Program Design

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

Students select one area of concentration from among the following four program areas: (a) public management; (b) economics and global strategy; (c) nonprofit and community services management; and (d) disaster and emergency management. Students who elect to pursue a Graduate Certificate in Business and Government Leadership, Disaster and Emergency Management, or Nonprofit Leadership may apply many of the hours toward their M.P.A. degree.

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

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

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

Admission Requirements

Bachelor’s degree from a regionally accredited U.S. institution, or the equivalent from an international institution, with at least a 3.0 grade point average (based on a 4.0 scale). Official transcripts must be provided. Students with a GPA between 2.5 and 3.0 may be considered for probationary admission if they provide one of the following:
1. An acceptable GRE taken within five years of application. Scores on other graduate entrance tests may be accepted at the discretion of the program director.

2. Evidence of at least three years of meaningful professional experience, including uncompensated service. Written documentation, such as letters from the employer or organization must be submitted.

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

   • 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 words in length. The essay should be submitted electronically to gradschool@park.edu.

Note: The only admissions requirements waived for Park University alumni are the application fee and the submission of official transcripts.

Graduate Record Examination
Should two or more GRE scores be reported, the highest score will be accepted and recorded. No specific score on this test is considered as an absolute minimum for admission purposes.

HSPA Fees
In addition to the stated graduate student fees, all HSPA students are required to pay a Professional Development Fee. Students will be assessed an additional $4 per credit hour for this fee upon enrollment. This fee supplies membership to the American Society for Public Administration, the largest and most prominent public service professional academic association in the U.S. All HSPA faculty are members of ASPA, and they may use materials from ASPA in their courses. Membership benefits include a subscription to one of the most respected journals in the field, Public Administration Review, as well as ASPAs 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 ASPAs website. The fee also includes notification about job and internship availability, scholarships and other professional development opportunities.

Comprehensive Examination
During the enrollment in PA 602, or as soon afterwards as possible, each student is required to successfully complete both a written and an oral comprehensive examination. The written examination will test knowledge and integration of all coursework, including the major program area and public affairs in general, and is three hours in duration. Students may take the exam at the HSPA in downtown Kansas City, or at an approved proctored site.

The oral comprehensive exam is a major part of the program’s learning outcomes assessment. The exam begins with a 20-minute student presentation before an examining board, led by the respective area coordinator and two additional examiners. The examination will be

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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 M.P.A. program and have successfully completed PA 501 and PA 502 before being allowed to take the comprehensive examinations. They must also pass all other required coursework before taking the comprehensive exams.

**Graduation Requirements**

- Complete 36 semester hours of prescribed courses, with an overall GPA of 3.0 or above.
- Pass the comprehensive examinations. See additional information in *Academic Policies – Comprehensive Exam*.
- Meet all academic standards. See *Academic Policies – Academic Standards* for more information.

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

**Format of Courses**

Courses in the 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 of the American Society for Public Administration.

**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 four program areas, they will select one as a concentration area.

The concentration area consists of 15 credit hours of study. Students select three (3) credit hours in the M.P.A. program that comprise the cross-sector courses portion of their degree plan. The cross-sector hours may be taken from any area of concentration in the M.P.A. program (aside from the student’s elected area of concentration) and from any graduate program of study at Park University.

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 501</td>
<td>Public Affairs Concepts and Theory</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PA 502</td>
<td>Public Affairs Methodology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PA 508</td>
<td>Research and Analysis</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PA 509</td>
<td>Leadership Development and Organizations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PA 600</td>
<td>Ethical Foundations of Authority and Responsibility</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PA 602</td>
<td>Seminar in Public Affairs</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
Areas of Concentration and Requirements

Public Management 15 cr.
Three theory courses (9 cr.)
PA 511 Public Management and Organizational Behavior 3 cr.
PA 512 The Environment of Public Organizations 3 cr.
PA 513 Evaluation and Impact of Public Organizations 3 cr.
Choose three of the following theory/practice integration courses (6 cr.)
PA 562 Administrative Leadership 2 cr.
PA 563 Personnel Systems of Public Organizations 2 cr.
PA 564 Budgeting and Finances of Public Organizations 2 cr.
PA 566 Administrative Law and Public Organizations 2 cr.

Economics and Global Strategy 15 cr.
Three theory courses (9 cr.)
PA 521 Business, Government and Society 3 cr.
PA 522 World Economics and Comparative Capitalism 3 cr.
PA 523 Global Macroeconomic Theory 3 cr.
Choose three of the following theory/practice integration courses (6 cr.)
PA 571 Government Regulation of Business 2 cr.
PA 575 The Changing Global Workforce 2 cr.
PA 576 The Global Environment of Business 2 cr.
PA 579 Corporate Finance: Concepts and Strategies 2 cr.

Nonprofit & Community Services Management 15 cr.
Three theory courses (9 cr.)
PA 542 Social Policy 3 cr.
PA 543 The Nonprofit and Nongovernmental Sectors 3 cr.
PA 545 Management of Nonprofit and Nongovernmental Organizations 3 cr.
Choose three of the following theory/practice integration courses (6 cr.)
PA 591 Planning Nonprofit/Community Services 2 cr.
PA 593 Financing Nonprofit/Community Services 2 cr.
PA 594 Financial Management for Nonprofit/Community Organizations 2 cr.
PA 595 Communications and Marketing for Nonprofit/Community Organizations 2 cr.

Disaster & Emergency Management 15 cr.
Three theory courses (9 cr.)
PA 551 Principles of Disaster and Emergency Mgmt. 3 cr.
PA 552 Public Policy and Disaster 3 cr.
PA 553 Disaster and Society 3 cr.

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Choose three of the following theory/practice integration courses (6 cr.)

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

Cross-Sector Courses and Requirements
Cross-sector courses include courses taken outside of the M.P.A. core courses (18 cr.) The cross-sector hours may be taken from any area of concentration in the M.P.A. program (aside from the student’s selected area of concentration), or from any graduate program of study at Park University. Students may select courses that complement their degree program and their career aspirations. Students who elect to also earn an additional professional credential of a Graduate Certificate may also apply appropriate cross-sector hours to a certificate.

Course Descriptions

CSS 624 Physical (Environmental) Security 3 cr.
This course focuses on securing physical information technology assets through both manual and automated methods. Manual methods include protecting assets using non-automated methods, such as infrastructure locks, keys and fencing. Automated methods include using sensors, cameras and technical surveillance counter-measures. Conducting and designing a physical security survey is discussed to identify physical security vulnerabilities and actions required to reduce or mitigate the risk to the organization. Prerequisite: IS 620.

CSS 636 Advanced Network Architectures, Services and Applications 3 cr.
This course focuses on next generation networks, applications and services including voice-over IP, instant messaging, streaming media (unicast, broadcast and multicast) and peer-to-peer. This course provides an in-depth knowledge of new and emerging technologies, and insight into security issues and how to address them. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. In addition, these groups will analyze these designs and identify security risks and resolutions. Prerequisite: IS 603 or comparable course (CS 365), or relevant work experience and IS 605 or concurrent enrollment.

CSS 644 Operations Security 3 cr.
Operations security is a risk management process that enables companies to view an operation or activity from the perspective of an adversary. The key feature of this approach is to look at our own methods and activities from the adversary’s viewpoint by putting ourselves in an adversary’s shoes. Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience.
CSS 656  Advanced Security Architectures, Services and Applications  3 cr.
This course focuses on technologies that provide end-to-end solutions to securing network perimeters. Topics include the design, deployment and management of the defenses of your computer, network and data environment. Perimeter defense elements such as firewalls, virtual private networks, routers, switches and intrusion detection systems are also covered. Students work in groups to design an end-to-end solution that is applicable and conducive to a “real world” environment. Prerequisite: IS 620 and CSS 636 or comparable course or relevant work experience.

CSS 670  Advanced Management Information Systems  3 cr.
This course exposes 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 675  Applied Cryptography  3 cr.
This course examines the technology and methodologies for protecting information to ensure its integrity, confidentiality and authenticity. It will cover the foundations of cryptography, modern cryptographic protocols, algorithms and techniques, and real-world implementations and issues. Course topics will include: private and public key cryptography; block ciphers; pseudorandom functions and generators; data encryption standards; symmetric encryption; asymmetric encryption; computational number theory; RSA and discrete log systems; message authentication; digital signatures; key distribution; and key management. Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience, MA 131 (College Algebra) or higher with “B” or better, and IS 605 or concurrent enrollment.

CSS 677  Computer and Network Forensics  3 cr.
This course involves the analysis and investigation of cyber crime and computer forensics including process, methodology, laws/regulations and industry standards. It focuses on an overall methodical process for identifying, analyzing, recreating and addressing cyber-based crimes. It also delves into the ethical issues associated with information systems security. Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience and IS 605 or concurrent enrollment.

CSS 688  Information Warfare  3 cr.
This course provides an in-depth knowledge of information warfare principles, strategies, tactics and technologies. Topics include information warfare concepts, offensive and defensive tactics, and analysis methodologies regarding vulnerability and risk. In addition, cyberspace security, physical security and ethics, as well as legal issues and concerns, are covered. Prerequisite: CSS 656.

CSS 690  Special Topics in Computer and Network Security  1-3 cr.
The course is designed to provide an in-depth study of a new or developing area in computer and networking security. It may be repeated with a different topic. Prerequisite: Permission of the instructor.

CSS 692  Directed Study in Computer and Network Security  1-3 cr.
This course provides an opportunity for directed study in areas not necessarily included in formal coursework. Prerequisite: Permission of the program director.
CSS 694  Computer and Network Security Internship  1-3 cr.
The student arranges to work in a professional environment. The student’s duties must be sufficiently complex to require the expertise of a graduate student. Prior to enrolling in CSS 694, the student and the student’s job supervisor must jointly prepare an internship proposal. The proposal must be submitted to the program director and approved prior to enrolling. Prerequisite: Permission of the program director.

CSS 699  Graduate Project  3 cr.
In this course, students demonstrate the ability to apply knowledge, analyze challenges, synthesize new solutions and evaluate success of those solutions in a security setting. This includes a practicum in which the student and the on-site supervisor work collaboratively to produce a creative solution from a consumer perspective to a problem that an organization identifies. Prerequisite: Permission of the program director.

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

CSS 701  Thesis  1-3 cr.
This course is the final sequence of the thesis option. Following approval of the thesis proposal, the student will collect and analyze data and complete the final phase of the research project. The thesis may be conducted using quantitative, qualitative or participatory action research methods. An oral defense of the written thesis must be satisfactorily completed and approved by members of the committee. Prerequisite: Permission of the program director.

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

IS 605  Data Management and Applications Security  3 cr.
This course examines 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 include logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing and data mining. The basic SQL commands are utilized.
IS 610  Systems Engineering, Planning and Control  3 cr.
This course provides a 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. Students engage in a group project on structured analysis utilizing rapid application development and prototyping.

IS 620  Computer Security, Risk Management and Control  3 cr.
In this course, students explore the threats and risks present in organizations due to the pervasive use of technology. Students also learn risk evaluation techniques and identify security and control techniques used to minimize threats and risk to the organization. Computer and information security topics emphasized include threat techniques, protective techniques, risk analysis, contingency planning, password techniques, encryption, network protocol and intercept devices. Prerequisite: IS 603 or comparable course CS 365 or relevant experience and IS 605 or current enrollment.

IS 640  Project and Change Management  3 cr.
This course covers project integration, scope, time, cost, quality control and risk management, along with managing the changes in organizations resulting from introducing or revising information systems and the IS specialist role in change management. Objectives and techniques of planning, organizing and managing complex information systems development projects are explored.

PA 501  Public Affairs Concepts and Theory  3 cr.
This course provides an introduction to the field of public affairs and to the current problems in the area. This treatment of public affairs is related to concepts of organizational theory and organizational behavior with an emphasis on the special nature of public organizations. The emphasis areas of the M.P.A. program and their interrelationships will be explained.

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

PA 503  Emerging Issues in Public Affairs  1 to 3 cr.
This course provides an analysis of a selected current issue in the field of public affairs. This course will be offered when need and interest are present. The topic of the course will vary.

PA 504  Independent Study in Public Affairs  1 to 4 cr.
This course is designed to allow the student to substitute individualized instruction for a regular course. The course may be taken only twice. Permission of the area coordinator and dean is required.
PA 506  International Service-Learning Experience  1 cr.
Students participate in a 10-day, service-learning experience abroad and complete assignments relating the experience to their coursework. The weeks prior to the travel and service portion of the course are devoted to research and learning about the host country, the conditions of the service that will be rendered, including principles of international development. PA 506 is offered periodically, with the support of Park University’s Office of International Education and Study Abroad, in collaboration with the Hauptmann School for Public Affairs, and is open to all M.P.A. students, regardless of area of concentration. Travel expenses may be subsidized, in part, by Park University. The International Education and Study Abroad office coordinates the service-learning experience. Enrollment is limited, and by permission of the associate dean of the Hauptmann School.

PA 507  Workshop on Current Issues in Public Affairs  1 cr.
This seminar is 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. The course may be taken a maximum of three times.

PA 508  Research and Analysis  2 to 3 cr.
This course explores the appropriateness of various analytic, research and investigative techniques for specific purposes. Students critically examine the nature of information and its various forms of storage and access. Research designs are explored, focusing on qualitative methods, interviewing and other techniques of community-based problem-solving research and applied research. Scholarly standards of query formulation, mechanisms of information retrieval and principles of information evaluation, in relation to both traditional and modern research resources, are emphasized. Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.

PA 509  Leadership Development and Organizations  2 to 3 cr.
This highly interactive course, grounded in organization theory, examines organizations from a cross-sector perspective. The inherently contradictory nature of organizations and the leadership competencies associated with these contradictions are explored, using organizational effectiveness frameworks. Students embark on developing managerial leadership competencies associated with organizational effectiveness criteria. Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.

PA 511  Public Management and Organizational Behavior  3 cr.
The common and distinctive elements of management at several levels of government are studied. The management philosophy of public organizations, strategy and organizational behavior are highlighted.

PA 512  The Environment of Public Organizations  3 cr.
This course provides a study of the interrelationships between public organizations and their internal and external environment, including its global dimensions. The environments are also analyzed as the framework for the demands and supports facing public organizations, with special emphasis on ideas of citizen participation, inter-governmental relations and political influence. The mutual relationships between politics and administration are stressed, including issues of contracting out and privatization.
PA 513 Evaluation and Impact of Public Organizations 3 cr.
This course examines the evaluation of the output of public organizations, the criteria and methodology of the evaluation. The course further explores how public policies impact on the environment and the role of these outcomes for future actions of public organizations. The relationship of evaluation to monitoring performance will be analyzed.

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

PA 522 World Economics and Comparative Capitalism 3 cr.
This course is a critical study of the theoretical and philosophical foundations of the private enterprise system in the U.S., its evolution, history performance and future.

PA 523 Global Macroeconomic Theory 3 cr.
This course provides a systematic study of contemporary issues and problems, domestic and global; critical analysis of policies and practices affecting such problems.

PA 542 Social Policy 3 cr.
This course provides an examination of policies intended to address community needs and how those policies get set. The course reviews community needs, organizations, services and inter-organizational arrangements designed to implement policies in such areas as social welfare, health and mental health, employment and training, crime prevention and cultural endeavors. The role of individual values and responsibility, as well as the mobilization of community efforts to address problems, paying attention to their global implications, is explored.

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

PA 545 Management of Nonprofit and Nongovernmental Organizations 3 cr.
This course examines management principles and practices, with the common and distinctive elements of nonprofit management compared to public and business organizations in the U.S. and to civil society and non-governmental organizations in the global context. Different approaches within nonprofit management are viewed historically and in current practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation and regulation, the nature of governance processes, marketing to multiple stakeholders, variations in the mix of services and funding sources, and the use of volunteers. Ethical relationships and the impact of technology within the nonprofit organization are also examined.
PA 551  Principles of Disaster and Emergency Management  3 cr.
This course examines concepts of organizing society to manage emergencies and disasters, and
explores governmental and non-governmental approaches to coping with natural and
technological hazards.

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

PA 553  Disaster and Society  3 cr.
This course provides an interdisciplinary survey of disaster theory from sociological, geographical
and public policy perspectives.

PA 562  Administrative Leadership  2 cr.
This course provides 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.
This course examines the operations of a personnel system with special emphasis on problems of
collective bargaining, performance appraisal, training and supervision. Personal development is
emphasized together with diversity as essential concerns of the organization.

PA 564  Budgeting and Finances of Public Organizations  2 cr.
This course examines current problems in budgeting, accounting and auditing. Special emphasis is
given to the various theories of budgeting and to the role of budgets in planning and performance
measurements.

PA 566  Administrative Law and Public Organizations  2 cr.
This course examines the legal system and its effect on the work of public organizations, focusing
on the basic elements of administrative law as it applies to public organizations.

PA 571  Government Regulation of Business  2 cr.
This course provides an economic and legal appraisal of public policy, examining 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.

PA 575  The Changing Global Workforce  2 cr.
This course examines the management of relations between an organization and its workforce,
along with substantive issues and current practices in human resource management and
development. The course provides a critical review of government’s role in human resource
development programs, and explores the issue of 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 are examined in this course. Issues, problems, constraints and the role of governments affecting the conduct of international economic relations are explored.

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

PA 581  Global Hazard Reduction  2 cr.
This course examines natural and man-made threats, their causes and societal responses to mitigate the risks and impacts. Strategies from all world regions are reviewed.

PA 582  Disaster, Disease and Public Health  2 cr.
This course focuses on integrated concepts of protecting vulnerable individuals and communities from the health consequences of disasters and emergencies.

PA 583  Technology, Accidents and Organizations  2 cr.
This course provides a study of technological systems and their failures; the causative and preventive roles played by organizations are featured.

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

PA 585  Natural Hazards and the Urban Environment  2 cr.
This course provides a study of the sustainability of urban areas in the face of diverse natural hazards, along with global perspectives on past experiences and future risks.

PA 586  Planning for Emergencies and Disasters  2 cr.
Tools and techniques utilized by government to prepare for emergencies and disasters are examined, along with a review of integrated planning for all hazards and all phases of disaster.

PA 587  Government Response to Terrorism  2 cr.
This course examines government responses to terrorism with a specific emphasis on non-law enforcement issues facing local and state government. Legal and regulatory frameworks, organizational concepts and interoperability issues related to preparedness and response to chemical, biological and radiological threats are explored.
PA 591  Planning Nonprofit/Community Services  2 cr.
This course provides a description of community needs and problems along with a survey of methods for assessing community needs; defining the type, quantity and quality of services desired by prospective clients and funding sources; analyzing existing services and resources; and assessing external factors (such as legal, political, economic and social) which may affect prospects for the proposed services. Goals and objectives emerging from the planning process are viewed as the foundation for program management and accountability.

PA 593  Financing Nonprofit/Community Services  2 cr.
This course examines alternative funding sources for community and nonprofit services, and the optimal mix of funding sources for a given service and clientele. A variety of fundraising methods are reviewed, as well as organizational characteristics and capabilities which contribute to successful fundraising. Attention is given to non-monetary resources such as in-kind contributions of goods and services, and cooperative ventures.

PA 594  Financial Management for Nonprofit/Community Organizations  2 cr.
This course provides a survey of methods for budgeting income and expenses; financial recordkeeping; laws and regulations, and tax provisions governing financial management controls, cost analysis, financial reports and preparation for audits.

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

PA 600  Ethical Foundations of Authority and Responsibility  2 to 3 cr.
This course examines fundamental ethical theories, issues, strategies and dilemmas in public service, as they relate to issues of power, authority and responsible decision-making in organizations. Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.

PA 602  Seminar in Public Affairs  3 cr.
PA 602 is the capstone seminar of the M.P.A. program. Conducted as a graduate seminar, this course addresses correlation of the academic and practical experiences of the degree candidates to their responsibilities as professionals in a democratic society. Each student prepares a series of papers and/or presentations that emphasize various expectations to be faced in professional work, such as case analysis, critique, evaluation, implementation, research and proficiency in U.S. Constitutional issues. Prerequisite: 27 hours academic credit, including completion of PA 501 and PA 502.
PA 700    Thesis Proposal  3 cr.
This course is designed as the first part of the thesis option sequence. Students are expected to prepare a formal proposal related to an area of interest for research under the direction of a committee chair and according to Graduate School requirements. At a minimum, the research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. (Offered in 16-week format)

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

PA 799    Thesis Continuous Enrollment  1 cr.
This course is arranged with chair when additional time is needed to complete thesis requirements. (Offered in 16-week format; may be repeated.)
MASTER OF HEALTHCARE LEADERSHIP

The Master of Healthcare Leadership program is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health care settings. Today's health care organizations need administrators who can not only manage the current components of health care, but lead the health care sector in new directions. The Master of Healthcare Leadership program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health care systems management. The M.H.L. program offers a unique curriculum that is designed specifically to meet the career needs of future health care leaders. The program is an associate member of the Association of University Programs in Health Administration.

Mission
The mission of Park’s Master of Healthcare Leadership program is to prepare new generations of health care leaders committed to designing and delivering programs and services that meet the needs of health care consumers (patients), providers and the community, in order to create organizations and systems that serve the evolving health care needs of society.

Vision
Park University’s Master of Healthcare Leadership program is designed to prepare learners for the health care challenges of a global society, by teaching them innovative approaches to health care leadership.

Program Goals
Specifically, graduates of the Master of Healthcare Leadership program will be:
2. Skilled in the management of health care organizations, which includes acquiring a strong foundation in the financial, economic, legal, and leadership theories and practices unique to health care organizations.
3. Able to understand health care systems, nationally and internationally, from a comparative perspective.
4. Able to design and lead marketing and strategic planning efforts within an organization as well as health care systems.
5. Able to effectively communicate within system-wide and organizational health care settings.
6. Skilled in collecting, managing, mining and analyzing health care data, and making data-driven decisions that benefit the health of populations.
7. Able to use statistics, quality improvement and research methodology, to improve the effectiveness and efficiency of decision-making.
8. Knowledgeable in law and policy issues affecting health care and the need to take into account diverse laws, standards, values, morals and cultural ethics.
9. Competent to measure and utilize evidence-based outcomes and capable of leading institutional and system-wide quality improvement efforts.
10. Awareness and knowledge of population health, health-related behaviors and needs of diverse populations, and the ability to take these needs into account when designing health care delivery systems.

11. Knowledgeable of the diverse, ethical and professional standards in the health care and medical professions, and capable of mediating professional differences.

Admission Requirements
Students must meet the minimal admission requirements for the Park University 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 grade point average 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 the past five years of application date, or meet other requirements per the program director’s discretion.
- Three letters of recommendation from people who can attest to the student’s interest in health care. These can be from employers, professionals in the health care 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 M.H.L. degree from Park University and how the M.H.L. 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.

Note: The only admission requirements waived for Park University alumni are the application fee and submission of official transcripts.

For more information regarding the Master of Healthcare Leadership program, please visit www.park.edu/grad/mhl-general.html.

Graduation Requirements
- Completion of 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 for more information.

Format and Delivery of Courses
- Online: Courses in the M.H.L. program have been offered predominately online. Students may meet all course requirements through an online format.
- Face-to face: Face-to-face courses are now offered selectively at the Downtown Kansas City, Mo., Campus Center each academic term, with increasing opportunities for students to meet a significant portion of their degree requirements through this venue.
Degree Requirements

Required core courses 27 cr.

- HA 508  IT, Data Gathering and Data Management 3 cr.
- HA 511  Leadership and Management in Healthcare Systems 3 cr.
- HA 515  Marketing and Consumer-Driven Healthcare 3 cr.
- HA 516  Healthcare Finance 3 cr.
- HA 517  Legal and Ethical Issues in Healthcare Leadership 3 cr.
- HA 518  Organization of Healthcare Delivery Systems 3 cr.
- HA 533  Managerial Epidemiology 3 cr.
- HA 604  Healthcare Economics and Payment Systems 3 cr.
- HA 620  Healthcare Leadership Capstone Seminar 3 cr.

(16-week format)

Electives (select three courses from list below) 9 cr.

- PA 503  Emerging Issues in Public Affairs 3 cr.
- HA 521  Special Topics: Practicum and Field Research in Healthcare Leadership 3 cr.
- HA 532  Healthcare Services and Systems for Diverse Populations 3 cr.
- HA 537  The Politics of Healthcare 3 cr.
- PA 545  Management of Nonprofit and Nongovernmental Organizations 3 cr.
- HA 557  Nursing Dimensions of Healthcare Leadership 3 cr.
- HA 573  Quality Improvement and Outcome Assessment in Healthcare Settings 3 cr.
- HA 580  The Pharmaceutical Basis for Healthcare Delivery 3 cr.
- HA 611  Mediation, Negotiation and Conflict Management 3 cr.

TOTAL 36 cr.

Additional elective coursework is available for selection from the graduate M.B.A., M.P.A., M.Ed., and M.A. programs, to offer flexibility in content for M.H.L. students’ interests. Use of courses from other programs should be discussed and approved by the program director.

M.H.L. Course Descriptions

HA 508  IT, Data Gathering and Data Management 3 cr.

The course focuses on gathering and analyzing relevant institutional data for decision-making. Familiarity with main health care data organizations, both public and private, will also be a focus of this course. Students will have direct experience with data mining, planning studies and operational research, as well as with clinical research, as it relates to health care outcomes. Use of inferential statistics and other data analysis techniques will be taught in this course. An introduction to the role of information systems and state-of-the-art information technologies in management and decision-making, as well as reducing risk and promoting patient safety and confidentiality, will be offered. The course seeks to build skills and knowledge in the evaluation and selection of hardware and software, evaluating technology vendors and effective use of technology-based solutions. It will also focus on the implementation and training needed to implement information technology and to further evidence-based health care and data driven decisions.
HA 511 Leadership and Management in Healthcare Systems  3 cr.
This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to the participants. Examples of issues include rural and urban health care, managed care, ethics of health care, integrating technology, and leadership styles and traits. (Cross-listed as MBA 511)

HA 515 Marketing and Consumer Driven Healthcare  3 cr.
Within a broad marketing philosophy, the course presents marketing as the process of identifying and delivering what physicians, patients and families want. This involves market research, market analysis, product design, product development, promotion and delivery; physician, patient, family and employee satisfaction, and understanding how these factors drive the health care market.

HA 516 Healthcare Finance  3 cr.
The focus of this course is on financial management tools and strategies for health care organizations. The course includes capital and cash flow management, budgeting, financial markets, investment decisions, analyzing financial statements, pricing, cost analysis, performance evaluation, contract negotiation, financial accounting, problems and solutions of health insurance, government funding and methods of containing health costs. These issues will be studied in view of serving consumers more effectively. (Cross-listed as MBA 516)

HA 517 Legal and Ethical Issues in Healthcare Leadership  3 cr.
The course studies the legal framework of health Services and health care delivery, as well as the ethical issues confronted by health care administrators in various health care settings. Topics will include licensure, medical malpractice, liability, insurance issues, legal standards for care, confidentiality of records (HIPAA), informed consent, and patient rights and patient advocacy.

HA 518 Organization of Healthcare Delivery Systems  3 cr.
The course provides an overview of the development of the current status of the health care system in the U.S., its organizational structure and operation of the various health care organizations, governmental as well as non-governmental, at the federal, state and local levels.
The course examines the structure and issues of the major health care delivery systems (national and international), including outpatient clinics, physician’s offices, hospitals, long-term care facilities, self-help organizations, patient advocacy groups, accrediting agencies and the insurance industry. Grounded in the past and focused on the future of American health care systems, the course will examine the evolution of administrative characteristics, with consumer demand characteristics (physicians, patients and families) and the planning and operation of health care services in an international competitive marketplace. (Cross-listed as MBA 518)

HA 521 Special Topics: Practicum and Field Research in Healthcare Leadership  3 cr.
This course is specifically for Master of Healthcare Leadership students and will focus on contemporary management issues in health care. The course will be offered when need and interest are present.
HA 532 Healthcare Services and Systems for Diverse Populations 3 cr.
This is a broad-based course in the sociology and anthropology of medicine and health. The course will focus on the social, cultural and behavioral aspects of health-related issues and their implications for health administration. Topics will also include gender, race and culture issues in health care.

HA 533 Managerial Epidemiology 3 cr.
Epidemiology is the study of the distribution and determinants of health in populations and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems, identify solutions to prevent disease and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management of health care organizations.

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

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

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

HA 580 The Pharmaceutical Basis for Healthcare Delivery 3 cr.
The use of pharmaceuticals and medical devices in health care has become a major driver in both the clinical and administrative functions of health care leadership. Knowledge of, and the ability to manage, the professional constituents and vendors in these areas is critical to the success of health care organizations and the patients and doctors that are served by them. This course focuses on critical elements of the administration and role of pharmacy and medical devices.
HA 604  Healthcare Economics and Payment Systems  3 cr.
The course will focus on key macro- and micro-economic concepts, such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories and cost-benefit analysis, as they apply to health care as a service industry, including current and future payment systems for health care, such as HMOs, Medicare, Medicaid and comparisons to other countries.  *(Cross-listed as MBA 604)*

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 M.H.L. program that will provide students the opportunity to integrate and synthesize previous course work in health care management. The focus of the course will be on the application of health care leadership and management theories and concepts. The course will require a major project and/or internship with a health care organization.  *Prerequisites: Completion of 27 credit hours of M.H.L. courses and permission of the program director required. (16-week format)*
COLLEGE OF LIBERAL ARTS AND SCIENCES

Jane Wood, Ph.D., Dean, College of Liberal Arts and Sciences
J. Mark Noe, Ph.D., Director, Master of Arts in Communication and Leadership Program
Stanislav Ioudenitch, Executive/Artistic Director, International Center for Music

Park University’s College of Liberal Arts and Sciences embodies the very beginnings of the University back to 1875. For more than a century, Park graduates from the liberal arts and sciences have excelled in a variety of careers, including mathematics, biology, chemistry, higher education, literature and the arts. Since its inception, Park University has been a liberal arts college with an emphasis on experiential learning. Today, we carry on that tradition through innovative programs in the fine and performing arts, the humanities, and the natural and social sciences.

Mission
The College of Liberal Arts and Sciences of Park University will prepare graduates who are articulate, literate, reflective, lifelong learners and active global citizens.

Vision
The College will be a leader in providing quality, innovative programs for academic preparation and intellectual growth, through multiple means, in a way that meets the needs of people living in an interdependent world.

International Center for Music

The International Center for Music at Park University was established to foster the exchange of master teacher/performers, renowned young musicians and programs from countries across the globe. Led by 2001 Van Cliburn International Piano Competition Gold Medalist Stanislav Ioudenitch, ICM executive/artistic director, the education of emerging musicians is at the philosophical core of the Center’s mission and the quality of that training is crucial to great artistry. Music is an international language that enables all peoples to share in experiences that help shape their culture and values. By involving the highest caliber artists of our generation as educators, the International Center for Music enables its students and audiences to experience the wealth of musical literature that has impacted generations of our global society.
MASTER OF ARTS IN
COMMUNICATION AND LEADERSHIP

The search for effective leadership continues today as contemporary organizations become more complex. The Master of Arts in Communication and Leadership program starts with the premise that communication is the essence of effective leadership. The student trained in communication is uniquely qualified to provide innovative leadership within the global community.

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

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

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

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

Program Goals
- To provide students with an understanding of the centrality of communication in all aspects of personal and organizational life.
- To develop the ability of students to read and conduct research, and apply the principles to their own organizations.
- To provide a forum for the exchange of ideas between students and organizational leaders concerning the requirements to achieve excellence.

(continued on next page)
• To provide a historical overview of leadership perspectives from the 1940s to the present.
• To foster an awareness of the communication styles and values of different cultures and how these factors influence business in a global environment.
• To combine theoretical knowledge and practical skills to resolve organizational issues and improve decision-making.
• To develop a framework for ethical conduct in contemporary organizations.

Admission Requirements
• A bachelor’s degree from an accredited U.S. institution or the equivalent from an international institution.
• A minimum 3.0 cumulative GPA in the bachelor’s degree.
• A GRE score taken within the past five years of application date. While the committee emphasizes verbal and quantitative scores, the analytical section score is also evaluated.
• A copy of résumé.
• Official transcripts of all previous college work, both undergraduate and graduate.
• Three statements of recommendation from individuals, such as employers and/or faculty, in a position to comment meaningfully and specifically on the student's abilities and potential for graduate work.
• An application fee of $50 (domestic students) or $100 (international students) made out to Park University.

Note: Students must be admitted by both the 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 nine (9) credit hours transferred from other institutions. The transfer of coursework must be completed prior to admission to Park University’s Master of Arts in Communication and Leadership Program.
• 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.
Degree Requirements

Core: 16 cr.

CA 500 Introduction to Graduate Communication Study 1 cr.
CA 501 Human Communication Perspectives 3 cr.
CA 516 Qualitative Methods of Communication Research 3 cr.
CA 517 Quantitative Methods of Communication Research 3 cr.
CA 529 Cross-Cultural Communication 3 cr.
CA 699 The Epistemology of Communication 3 cr.

Organizational Emphasis: 15 cr.

CA 505 Organizational Leadership 3 cr.
CA 520 Leading Organizational Change 3 cr.
CA 670 Measuring Leadership 3 cr.
Electives 6 cr.

Graduate Project, Thesis or Reflection Paper (choose one option): 2-5 cr.

CA 700 Graduate Project 2-5 cr.*
or
CA 797 Thesis — Design and Research 5 cr.
CA 799 Thesis — Continuous Enrollment 1 cr.
or
CA 798 Leadership Reflections 2 hrs.

Total: 36 cr.

*Note: Offered in 8- and 16-week formats.

Learning Outcomes Assessment / Program Assessment
Embedded within each course syllabi will be methodologies for learning outcomes assessment for that particular course. The overall program outcomes will be assessed based on student performance in the program with particular emphasis on:

- Comprehensive written examinations
- Capstone course consisting of a thesis, graduate project or reflection paper
- Thesis/graduate project oral defense

Course Descriptions

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

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

CA 504 Special Topics in Communication and Leadership 3 cr.
The course is designed to allow for the introduction of special areas of interest in communication and leadership. This course may be repeated with a different topic.
CA 505  Organizational Leadership  3 cr.
This course explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It will emphasize the role of the leader in problem-solving and decision-making.

CA 510  Rhetorical Criticism  3 cr.
This course discusses the general nature of both rhetoric and criticism, providing a basic conceptual framework for the identification and analysis of rhetorical artifacts and then survey contemporary critical approaches. These include cluster, feminist, ideological, metaphoric, narrative and generative criticism. This class will be writing intensive.

CA 516  Qualitative Methods of Communication Research  3 cr.
This course provides 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  Quantitative Methods of Communication Research  3 cr.
A study of the basic principles used to construct quantitative research designs, test hypotheses and apply methods of behavioral science to communication.

CA 520  Leading Organizational Change  3 cr.
This course examines the leader's role in assessing organizational readiness for change, implementation of change, framing change for stakeholders and evaluation of change efforts.

CA 525  Interpersonal Communication Theories  3 cr.
This course provides a study of research and theories of interpersonal communication, including exemplary leadership behavior for organizations.

CA 529  Cross-Cultural Communication  3 cr.
This course provides a study of communication and culture that examines cultural variability in interpersonal relationships.  (Cross-listed as ED 529)

CA 567  Communication Teaching, Training and Consulting  3 cr.
This course covers the theory and practice of developing, presenting and evaluating communication and communication training sessions for organizations and higher education contexts. Units include public speaking, interpersonal communication, organizational communication, leadership and consulting. Students prepare for the role of educator, consultant or trainer by acting as a consultant or creating their own training or educational units.

CA 620  Human Communication and the Internet  3 cr.
This course explores communication theories within the context of emerging media. The paradoxes of human communication on the Internet and the interpersonal nature of the interactions are examined. Students will investigate online communities, communication strategies and information leadership. Course includes major components in writing and experiential learning in an action research project.
CA 641  Communication in Conflict Management  3 cr.
This class covers the nature of power and conflict as well as researched-based methods of
decision-making and conflict resolution. The student will analyze, plan, make decisions and
implement research-based strategies for conflict management in organizational communication
contexts.

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

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

CA 675  Case Studies in Communication and Leadership  3 cr.
This course covers organizational theories of scientific and classical management, transitional
theories, human relations movement, information technology, leadership and human resource
development. Students will read, write and discuss case studies to analyze, evaluate and predict
effective, research-based organizational communication and leadership theories and practices.

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

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

CA 700  Graduate Project  1-3 cr.
This course is the capstone course for students who work individually with a graduate advisor to
research approved organizational issues. Offered in 8- and 16-week format. Variable credit of 1-3 hours;
may be repeated; must total 2-5 hours. Permission required. The project will be graded on a pass/fail basis and
requires an oral defense.

CA 797  Thesis Design and Research  1-3 cr.
With the approval of the program director, interested and capable students may elect the Thesis
Option to satisfy degree requirements. The six (6) credit hour Thesis Option provides students
with the opportunity to explore a topic of interest through an in-depth research project. Students
electing the Thesis Option shall adhere to the requirements set forth in the Graduate School’s
Thesis Standards and Procedures manual. Variable credit: 1-3 hours; may be repeated; must total 5 hours
Permission required. The thesis will be graded on a pass/fail basis and requires an oral defense.
CA 798  Leadership Reflections  2 cr.
This course is the capstone course for students not developing a thesis or project. Students-electing this option will choose an additional class from the electives. This paper is graded on a pass/fail basis and does not require an oral defense.

CA 799  Thesis — Continuous Enrollment  1 cr.
This class will be graded on a pass/fail basis. Offered in 16-week format.
Master of Music in Performance
(Applied Emphasis in Piano, Violin, Viola or Cello)

Building on its firm liberal arts and sciences foundation, the University’s College of Liberal Arts and Sciences houses the acclaimed International Center for Music, and offers two graduate degree programs and graduate certificates in applied music (piano, violin, viola and cello), and a Graduate Artist Diploma.

The Master of Music degree program is an advanced course of study for musicians who hold a bachelor’s degree and are seeking careers as professional musicians. In addition to the general rules that are applicable for admission to the 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 University’s International Center for Music.
b. An audition before the music faculty. In approved situations, a recording may be submitted in lieu of a live audition.

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

The student may select one of the following performance areas:

**Piano Performance** (2-year program)

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>36 cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Lessons and Recitals (two recitals — one each in years one and two)</strong></td>
<td>12 cr.</td>
</tr>
<tr>
<td>MU 540 Semester One</td>
<td>3 cr.</td>
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<tr>
<td>MU 541 Semester Two</td>
<td>3 cr.</td>
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<tr>
<td>MU 542 Semester Three</td>
<td>3 cr.</td>
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<tr>
<td>MU 543 Semester Four</td>
<td>3 cr.</td>
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<tr>
<td><strong>Chamber Music</strong></td>
<td>4 cr.</td>
</tr>
<tr>
<td>MU 546 Semester One</td>
<td>1 cr.</td>
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<tr>
<td>MU 547 Semester Two</td>
<td>1 cr.</td>
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<tr>
<td>MU 548 Semester Three</td>
<td>1 cr.</td>
</tr>
<tr>
<td>MU 549 Semester Four</td>
<td>1 cr.</td>
</tr>
<tr>
<td><strong>Performance Class</strong></td>
<td>4 cr.</td>
</tr>
<tr>
<td>MU 551 Semester One</td>
<td>1 cr.</td>
</tr>
<tr>
<td>MU 552 Semester Two</td>
<td>1 cr.</td>
</tr>
<tr>
<td>MU 553 Semester Three</td>
<td>1 cr.</td>
</tr>
<tr>
<td>MU 554 Semester Four</td>
<td>1 cr.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>8 cr.</td>
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<tr>
<td>MU 556 Semester One</td>
<td>2 cr.</td>
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<tr>
<td>MU 557 Semester Two</td>
<td>2 cr.</td>
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<tr>
<td>MU 558 Semester Three</td>
<td>2 cr.</td>
</tr>
<tr>
<td>MU 559 Semester Four</td>
<td>2 cr.</td>
</tr>
<tr>
<td><strong>Approved Electives</strong></td>
<td>8 cr.</td>
</tr>
</tbody>
</table>
### String Performance (2-year program)

#### Program Requirements 36 hrs.

**Applied Lessons and Recitals (two recitals — one each in years one and two)** 12 cr.
- MU 540 Semester One 3 cr.
- MU 541 Semester Two 3 cr.
- MU 542 Semester Three 3 cr.
- MU 543 Semester Four 3 cr.

**Chamber Music** 4 cr.
- MU 546 Semester One 1 cr.
- MU 547 Semester Two 1 cr.
- MU 548 Semester Three 1 cr.
- MU 549 Semester Four 1 cr.

**Performance Class** 4 cr.
- MU 551 Semester One 1 cr.
- MU 552 Semester Two 1 cr.
- MU 553 Semester Three 1 cr.
- MU 554 Semester Four 1 cr.

**Orchestra** 4 cr.
- MU 565 Semester One 1 hr.
- MU 566 Semester Two 1 hr.
- MU 567 Semester Three 1 hr.
- MU 568 Semester Four 1 hr.

**Orchestra Repertoire** 4 cr.
- MU 575 Semester One 1 cr.
- MU 576 Semester Two 1 cr.
- MU 577 Semester Three 1 cr.
- MU 578 Semester Four 1 cr.

**Approved Electives** 8 hrs.

Students entering the Master of Music program must take a Theory Competency Test. Students who do not pass are assigned to the appropriate theory class.

#### Course Descriptions

**MU 501 Applied Music A** 6 cr.
The course involves in-depth analysis and selection of new repertoire. Students will have two private lessons per week and scheduled discussions regarding theory and performance technique. Selected new learned repertoire will be performed in a recital at the end of the semester. Students will be encouraged to participate in regional, national and international competitions. (*Pass/Fail*)

**MU 510 Applied Music B** 6 cr.
This course is a continuation of MU 501. (*Pass/Fail*)

**MU 520 Applied Music C** 6 cr.
This course is a continuation of MU 510. (*Pass/Fail*)

**MU 530 Applied Music D** 6 cr.
This course is a continuation of MU 520, culminating in a major recital, demonstrating depth and range of repertoire. (*Pass/Fail*)
MU 534  Music History: Medieval, Renaissance and Baroque  3 cr.
This course provides an introduction to the music literature from ancient times to 1700. Historical and stylistic perspectives are addressed as are the organization, language and grammar of musical structure for the relevant time period.

MU 535  Music History: Classic, Romantic and Modern  3 cr.
This course provides an introduction to the music literature from 1700 to the present. Historical and stylistic perspectives are addressed as are the organization, language and grammar of musical structure for the relevant time period.

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

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

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

MU 556-559  Collaboration  8 cr.
Developing skills of playing with other musicians.

MU 560  Applied Music  6 cr.
An emphasis on developing repertoire, the course is designed to develop artistry and professionalism, preparing students for major competitions and auditions.

MU 565-568  Orchestra  4 cr.
Study and performance of music for orchestra.

MU 570  Applied Music  6 cr.
A continuation of MU 560.

MU 575-578  Orchestral Repertoire  4 cr.
The study, rehearsal and performance of orchestral repertoire.

MU 580  Applied Music  6 cr.
A continuation of MU 570.

MU 585  Special Topics in Music  1-3 cr.
This course provides an intensive study and/or performance of an area of music selected by the instructor on the basis of student need or current issues.

MU 590  Applied Music  6 cr.
This course provides a continuation of MU 580.
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, Mo. To the south and southeast, the skyline of Greater Kansas City is visible. The 700-acre Parkville Campus is a site of great natural beauty, with woodlands, waterfalls and wildflowers.

The Park University School of Graduate and Professional Studies is located at the Downtown Kansas City, Mo., Campus Center, 911 Main St. Occupying the eighth and ninth floors of the Commerce Tower, the SGPS and its graduate programs are located here for the convenience of those who work in the city and surrounding areas. In addition to the SGPS, the facility houses administrative and faculty offices, the Kansas City Accelerated (8-week) program and the Portfolio program. The 31,000 square-foot facility contains 14 classrooms, two computer classrooms, two computer labs, 29 offices, four conference rooms, one student lounge and a library.

Academic Support Center
The Academic Support Center offers services to graduate students including writing help, disability services and a computer lab for student use. Graduate students may also access the online writing lab, designated under “Special Courses” as CDL 200 on the menu format http://parkonline.org. The ASC is located on the Parkville Campus in room 406 of the Mabee Learning Center/Academic Underground, across from the McAfee Memorial Library. (816) 584-6330.

Bookstore
All books required for graduate courses are available for purchase at the Park University Bookstore, located in the Mabee Learning Center/Academic Underground on the Parkville Campus. (816) 584-6747 or visit www.park.edu/bookstore/. Books are available for courses offered online at http://bookstore.mbsdirect.net/PARK.htm.

Career Development Center
The Career Development Center assists students in all stages of career development, including career assessment, résumé and cover letter preparation, interviewing skills and job search strategies. The objective is to give students the skills and opportunities necessary for a successful job search. For a complete list of services, contact the Career Development Center, located adjacent to the McAfee Memorial Library in the Mabee Learning Center/Academic Underground on the Parkville Campus. Contact Layne Prenger at layne.prenger@park.edu or (816) 584-6350, or Traci Klasing at traci.klasing@park.edu or (816) 584-6407.

Counseling
Students seeking counseling regarding personal and school-related problems may contact the University’s Counseling Center, located in Dearing Hall on the Parkville Campus. Park University does not provide intensive therapy for neurosis or psychosis. For acute therapy, a referral will be made to appropriate outside professional agencies.
eCollege / For Online Students
Within 48 hours of registering in the first course, students are granted access to eCollege (http://parkonline.org/). This system provides eClassroom — a virtual classroom for online courses, and eCompanion — an online supplement for face-to-face courses. Additionally, this can be used as a homepage and has links to the MBS Bookstore, Google Mail and OPEN.

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

To login, students need their username and password. The username is the student’s six-digit Park ID number. To obtain password information, please contact the Help Desk during its normal business hours (Monday-Thursday, 8 a.m.-6 p.m., and Friday, 8 a.m.-4:30 p.m., Central time) at helpdesk@park.edu or call (816) 584-6768 in the Kansas City area, or (800) 927-3024.

Google Apps E-Mail / MyPark
As a valuable benefit, Park University gives every student an e-mail account within 48 hours of their first registration. Notices from the University and faculty, regarding enrollment deadlines, financial aid, waiting lists, course information and urgent messages are sent to this account. It is important to check it regularly since the University and faculty will use this as the primary and/or official contact for students. Students may set their “options” to forward messages to another e-mail account. Before using any of the Google Apps features, students must connect to their e-mail account.

Park’s new MyPark student portal has replaced the PirateNet system. If you haven’t already done so, please check out MyPark at https://my.park.edu to discover how it includes single sign-on access to all the student resources you will need — on a single page. Students are encouraged to review and use the communication tools (calendar, document sharing and mail/chat) which are located in My Google Apps inside the MyPark student portal.

For more information, visit https://pirate.park.edu/ or contact the Help Desk during its normal business hours (Monday-Thursday, 8 a.m.-6 p.m., and Friday, 8 a.m.-4:30 p.m., Central time) at helpdesk@park.edu or call (816) 584-6768 in the Kansas City area, or (800) 927-3024.

Testing Center
The Testing Center, located in room 706 of the Mabee Learning Center/Academic Underground on the Parkville Campus, handles CLEP, DANTES and the proctoring of final exams for Kansas City area online students. Tests are given by appointment. Graduate students at a distance should consult their graduate program for instructions regarding examinations. Jan Williams is the testing coordinator, jan.williams@park.edu / (816) 584-6887. Visit www.park.edu/support/testcenter.asp for more info.
McAfee Memorial Library
The McAfee Memorial Library, located in the Mabee Learning Center/Academic Underground on the Parkville Campus, now contains more than 158,000 volumes, nearly periodical subscriptions and more than 90,000 microforms. The library is electronically networked to several colleges, universities and city libraries, so that students have access to over 2,000,000 volumes. Other library resources include periodical indexes and databases, reference sources, database access, and by appointment, the archives and records of the University. Full-text articles can also be located in a number of periodical databases. The library, provides seats for approximately 290, and includes seminar rooms and group study rooms, an extended hours study area, and the Campanella Art Gallery. The book collection can be accessed through an electronic catalog. Access to the online catalog and other electronic resources is provided at www.park.edu/library/.

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

Other University-Wide Facilities
Students enrolled in a graduate program have access to all Park University facilities, subject to normal student use policies.
STUDENT CONDUCT CODE

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

As a student, you have the right to an opportunity to learn in an environment that is free from discrimination based on race, color, creed, religion, gender, marital status, sexual orientation, national origin, age, disability or veteran status. It is the responsibility of all members of the Park University community — students, faculty and staff — to create and maintain an environment where all persons are treated with respect, dignity and fairness. Students have responsibility for assuming the consequences of their actions. Students are expected to accept their obligations to the entire Park community to honor and respect the value and integrity of each person, and to conduct themselves accordingly. In addition, students are responsible for making themselves aware of Park University policies and procedures, all of which are outlined in this Catalog, in the Student Handbook/Planner and/or on the Park University website.

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community. In order to maintain an environment where this mission can be achieved effectively and equitably, Park University promotes civility, respect and integrity among all members of the community. Choosing to be a member of the Park University community obligates each member to follow these standards and ensures that a campus community of civility is maintained. In that light, the Student Code of Conduct will follow established processes for ensuring fundamental fairness and an educational experience that facilitates the development of the individual and/or group.

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

Any student found to have committed, or to have attempted to commit, the following misconduct on any Park University campus center (except to the extent this Student Conduct Code is inconsistent with any provision in an applicable memorandum of understanding, lease or other agreement with the owner of such campus center) may be subject to disciplinary sanctions:

1. **Acts of Dishonesty.** Acts of dishonesty, including but not limited to the following:
   a. **Academic Dishonesty.** Cheating, plagiarism or other forms of academic dishonesty
   b. **False Information.** Furnishing false information to any University official.
   c. **Forgery.** Forgery, alteration or misuse of any Park University document, record or instrument of identification.

2. **Disruption.** Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities, including its public service functions.

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

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

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

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

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

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

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

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

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

12. **Unauthorized Use of Electronics.** Any unauthorized use of electronic or other devices to make an audio or video record of any person while on Park University premises, or while conducting University business, without his/her prior knowledge, or without consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room or restroom, or using consensual photographs, videos or audio in a manner not agreed to by all parties.

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

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

15. **Policy Violation.** Violation of any Park University policy, including but not limited to the following policies: residential life, drug and alcohol, weapons, harassment-free institution, information technology, sexual assault and all academic policies.
16. **Local, State and Federal Agencies.** Park University will cooperate with local, state and federal criminal agencies, and may initiate criminal investigations into the conduct of Park University students when deemed appropriate.

**Filing a Complaint Regarding a Violation of the Student Code**
Any member of the Park University community may file a complaint against a student for violations of the Student Code. A complaint shall be prepared in writing and directed to the dean of student life. Any complaint should be submitted as soon as possible after the event takes place, preferably within one week of the incident. Forms for this purpose are available on the Park University website at [www.park.edu/studentlife/ReportCodeViolation/](http://www.park.edu/studentlife/ReportCodeViolation/).

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

1. **Warning** — A notice in writing to the student that the student is violating or has violated Institutional regulations.
2. **Probation** — A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any Institutional regulation(s) during the probationary period.
3. **Loss of Privileges** — Denial of specified privileges for a designated period of time.
4. **Fines** — Previously established and published fines may be imposed.
5. **Restitution** — Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
6. **Discretionary Sanctions** — Work assignments, essays, service to the University or other related discretionary assignments.
7. **Interim Suspension** — Interim suspension from the residence halls and/or other campus facilities or programs may be imposed to ensure the safety and well-being of members of the University community, to ensure the student’s own physical or emotional safety and well-being, or if the student poses an on-going threat or disruption of, or interference with, the normal operations of the University. The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Student Conduct Board Hearing, if required.
8. **Residence Hall Suspension** — Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
9. **Residence Hall Expulsion** — Permanent separation of the student from the residence halls.
10. **University Suspension** — Separation of the student from Park University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
11. **University Expulsion** — Permanent separation of the student from Park University.

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

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

**Other Information Regarding Sanctions:**

1. More than one of the sanctions listed above may be imposed for any single violation.

2. Other than University expulsion or revocation, or withholding of a degree, disciplinary sanctions shall not be made part of the student’s permanent academic record, but shall become part of the student’s disciplinary record. Upon graduation, the student’s disciplinary record may be expunged of disciplinary actions other than residence hall expulsion, University suspension, University expulsion, or revocation or withholding of a degree, upon application to the dean of student life. Cases involving the imposition of sanctions other than residence hall expulsion, University suspension, University expulsion, or revocation or withholding of a degree shall be expunged from the student’s confidential record seven years after final disposition of the case.

3. In situations involving both an accused student(s) and a student(s) claiming to be the victim of another student’s conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the accused student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the academic community of each may be impacted.

4. The following sanctions may be imposed upon groups or organizations:
   a. Those sanctions listed above.
   b. Loss of selected rights and privileges for a specified period of time.
   c. Deactivation — Loss of all privileges, including University recognition, for a specified period of time.

5. In each case in which a Student Conduct Board determines that a student and/or group or organization has violated the Student Code, the sanction(s) shall be determined and imposed by the dean of student life. In cases in which persons other than, or in addition to, the dean of student life have been authorized to serve as the Student Conduct Board, the recommendation of the Student Conduct Board shall be considered by the dean of student life in determining and imposing sanctions. The dean of student life is not limited to sanctions recommended by members of the Student Conduct Board. Following the Student Conduct Board hearing, the Student Conduct Board and the dean of student life shall advise the accused student, group and/or organization (and a complaining student who believes s/he was the victim of another student’s conduct) in writing of its determination and of the sanction(s) imposed, if any.
Appeals

1. A decision reached by the Student Conduct Board or a sanction imposed by the dean of student life that is academic in nature may be appealed by the accused student(s) or complainant(s) to the provost and senior vice president within five school days of the decision. Such appeals shall be in writing and shall be delivered to the provost and senior vice president or his/her designee.

2. A decision reached by the Student Conduct Board or a sanction imposed by the dean of student life that is not academic in nature may be appealed by the accused student(s) or complainant(s) to the vice president for enrollment management and student services within five school days of the decision. Such appeals shall be in writing and shall be delivered to the vice president for enrollment management and student services or his/her designee.

3. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:
   a. To determine whether the Student Conduct Board hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
   b. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact-finder, were sufficient to establish that violation of the Student Code occurred.
   c. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.
   d. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board hearing.

4. If an appeal is upheld by the vice president to whom the appeal is decided, the matter shall be returned to the original Student Conduct Board and dean of student life for re-opening of Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

Interpretation and Revision

1. Any question of interpretation or application of the Student Code shall be referred to the dean of student life or his/her designee for final determination.

2. The Student Code shall be reviewed every three years under the direction of the dean of student life.

Further information about procedures for the Student Conduct Board hearings is available at: www.park.edu/studentlife/conduct.html.
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 Office of Campus Safety. This report can be filed in person at the department office located in Thompson Commons or by phone at (816) 584-6444. At the Downtown Kansas City, Mo., Campus Center, reports should also be filed at the Security Department of Tower Properties, 911 Main, lower level (816) 374-0617. All other Park University campus centers should report such incidents to the local policing authority with a follow-up report to the campus center director who shall forward these to the Park University director of campus safety for reporting purposes.

Park University Campus 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 campus safety constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued. This warning will be issued through the University e-mail system to students, faculty and staff, and through the Parkville Campus newspaper, The Stylus.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Office of Campus Safety may also post a notice on its website at www.park.edu/safety/crime_alert.asp, providing the University community with more immediate notification. In such instances, a copy of the notice will be posted in each residence hall. If the incident occurs on a campus other than the Parkville Campus, a notice shall be posted in plain view at that campus, in addition to the above listed locations.

Anyone with information warranting a timely warning shall report the circumstances to the Office of Campus Safety at (816) 584-6444, or in person at the Campus Safety office in Thompson Commons, or with the campus center 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 contributed to this report. Campus crime, arrest and referral statistics include those reported to the Park University Office of Campus Safety, local law enforcement and designated campus officials, included but not limited to campus center directors, Office of Student Life staff, athletic coaches, residence hall staff, advisors to student organizations, and the director of human resource services.

Each year, an e-mail notification is made through the University e-mail system to all faculty, staff and students that provide web access to this report. Copies of the report may also be obtained from the Office of Campus Safety, located in Thompson Commons, the Office of Human Resource Services in Mackay Hall, the Office of Admissions in Norrington Center, campus center directors or by calling the Office of Campus Safety at (816) 584-6444.

To Report a Crime

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

<table>
<thead>
<tr>
<th>PARKVILLE CAMPUS</th>
<th>DOWNTOWN CAMPUS</th>
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<tbody>
<tr>
<td>Director of Campus Safety</td>
<td>(816) 584-6226 Thompson Commons, 1st Floor</td>
</tr>
<tr>
<td>Director of Human Resources</td>
<td>(816) 584-6386 Mackay Hall, Room 4</td>
</tr>
<tr>
<td>Director of Student Life</td>
<td>(816) 584-6465 Thompson Commons, 2nd Floor</td>
</tr>
<tr>
<td>Director of Athletics</td>
<td>(816) 584-6492 Breckon Sports Center</td>
</tr>
<tr>
<td>Director of Residence Life</td>
<td>(816) 584-6463 Chesnut Hall</td>
</tr>
<tr>
<td>Director of Admissions</td>
<td>(816) 584-6300 Norrington Center, 1st Floor</td>
</tr>
<tr>
<td>Student Employment</td>
<td>(816) 584-6388 Norrington Center, 2nd Floor</td>
</tr>
<tr>
<td>Student Assistance Center</td>
<td>(816) 584-6388 Norrington Center, 1st Floor</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>(816) 584-6417 Field House, 1st Floor</td>
</tr>
<tr>
<td>Director of Library Systems</td>
<td>(816) 584-6704 Mabee Learning Center</td>
</tr>
<tr>
<td>Security Emergency</td>
<td>(816) 283-9781 Commerce Tower, Lower Level</td>
</tr>
</tbody>
</table>
Confidential Reporting Procedures
If you are the victim of a crime and do not wish to pursue action through the University judicial system or the criminal justice system, you may still want to consider making a confidential report. With your permission, the director of Campus Safety can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the University can keep an accurate record of the number of incidents involving students, faculty and staff, determine where there is a pattern of crime with regard to a particular location, method or assailant, and can alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the University.

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

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

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

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

Campus Police Authority and Jurisdiction
The Park University Office of Campus Safety does not have arrest powers. However, they will respond to and investigate all reports of crime at Kansas City metropolitan area campuses.

If minor offenses involving University rules and regulations are committed by a University student, the Office of Campus Safety may refer the individual to the disciplinary division of the Office of Student Life.

Misdemeanors and major offenses such as rape, murder, aggravated assault, robbery, arson and auto theft will be jointly investigated by the Office of Campus Safety and the Parkville (Mo.) Police Department or Platte County (Mo.) Sheriff, if they are committed on the Parkville Campus or at a Park University event in Platte County. If the crime occurs at the Downtown Kansas City Campus, the Office of Campus Safety will investigate the crime with the Kansas City, Mo., Police Department. If the crime occurs on the Independence Campus, the crime will jointly be investigated with the Independence (Mo.) Police Department. The prosecution of all crimes will be conducted either in the appropriate municipal court or in the county court in the county in which the offense occurred.
Crimes committed on other campuses will be investigated by the appropriate civilian or military law enforcement agency, with a report being filed with the Office of Campus Safety. Prosecution of those crimes will be conducted in the court having jurisdiction where the crime occurred.

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

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

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

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

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

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

**Security Awareness Programs**
The Office of Campus Safety, in consort with Office of Residence Life staff, presents a program for residential students at the start of each semester. Campus Safety also publishes brochures with a common theme of awareness and crime prevention materials, which encourage students and employees to be aware of their responsibility for their own security and the security of others.

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

**Off-Campus Fraternity and Sorority Organizations**
Park University does not have any fraternities or sororities.
**Policy on Alcoholic Beverages**

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

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

**Policy on Illegal Drugs**

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

**Alcohol and Substance Abuse Information**

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

- **Alcohol and Drug Education** — Employee Assistance Program; classes during First-Year Seminar for students; Periodic education programs by the Office of Student Life.
- **Counseling Services** — Counseling services are available through the University’s Counseling Center, Synergy Services and United Healthcare Insurance Services.
- **Referral Services** — Referrals are made to the Counseling Center, Synergy Services and Employee Assistance Programs.
- **University Disciplinary Actions** — Students are referred to the Office of Student Life for disciplinary actions. Employees are referred to the Office of Human Resource Services for disciplinary actions.

Additional programs may be available from the military for students and staff located at our campus centers located on military installations. Please refer to your campus center director for assistance in accessing these programs.
Sexual Assault Policy

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

- The director of the Student Assistance Center will assist student victims of sex-related crimes with changes in academic schedules and living arrangements on the Parkville Campus, as is reasonable and within Park University’s control. The campus center director will assist students with academic changes at the other campuses.
- All campus disciplinary procedures involving a student are the responsibility of the director of student life.
- All sex-related crimes occurring on Park University property shall be investigated jointly by the Park University Office of Campus Safety and the appropriate law enforcement agency.

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

Sexual Offender Registration

The Campus Sex Crimes Prevention Act of 2000 is a federal law that provides for the tracking of convicted sex offenders enrolled at, or employed by, institutions of higher education. The CSPA is an amendment to the Jacob 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 Office of Campus Safety office located on the first floor of Thompson Commons on the Parkville Campus. For other campuses, a list will be maintained by the campus center director.

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

Missouri:
www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html
All students who are coming to the Downtown Kansas City Campus Center for advising appointments, tutorials, or Portfolio classes are to park in the garage located at 811 Main. These students will get a validated ticket to cover parking costs. Other uses, such as studying, computer lab, internet proctoring, etc., will not be eligible for parking validation.

All students who are coming to the Downtown Campus Center for night classes (starting at 5 p.m. or later) are to park in the Tower Garage located at 910 Walnut. Free access to the Tower Garage will be granted through the use of the Park University Downtown ID card. (Please note that any ID cards issued at the Parkville Campus will not work.) Also, if a student loses or forgets his/her ID card, he/she is responsible for all parking costs incurred. There is a $15 charge for a replacement ID card.
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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.

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

CORE VALUES
- Commitment to commonalities and differences
- Commitment to community among all peoples of the world
- Commitment to lifelong learning

GRADUATE SCHOOL
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